



**The Grow Along with Me Project**

**Parent Satisfaction:  
Time 2 Telephone Interviews Regarding the  
Developmental Checkup.**

(Ages and Stages Questionnaire (ASQ) Second Edition)

Children not referred for follow-up, Time 2, Summer 2009

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Prepared for the Grow Along with Me Steering Committee, January 2010

## **Parent Satisfaction Regarding the Developmental Check-up Using the Ages and Stages Questionnaire v.2 (ASQ). Time 2 Telephone Interviews with Parents of Children with No Identified Developmental Delays**

### **EXECUTIVE SUMMARY**

The purpose of this study was to determine parent perspectives regarding the ASQ, what they thought worked well and what did not, and what they learned from it.

One hundred (100) parents, who had previously agreed to be contacted for an interview regarding their experience with the Ages and Stages Questionnaire, were reached and successful telephone interviews were conducted. In total, 262 parents were called to participate; with 100 interviews conducted, the response rate was 38.17%. Ninety-six (96) of the interviews were conducted with the child's mother and four (4) with the child's father. The interviewer was female.

Parents completed the ASQ in the following communities: Lethbridge (59%); Coaldale (9%); Taber (7%); Raymond (5%); Fort Macleod (4%); Stirling (3%); Coleman (2%); and Coalhurst (2%). The remaining 9% was divided evenly amongst the following communities: Calgary, Grassy Lake, Shaughnessy, Vauxhall, Milk River, Warner, Cardston, Picture Butte, and Blairmore.

More than half (57%) of the parents interviewed had previously encountered the ASQ.

The majority (83%) of parents reported positive experiences with the ASQ, mostly because it allowed them to appreciate where their child was at developmentally.

Fifteen (15%) parents reported less-than positive experiences with the ASQ, citing such issues as: the assessment was rushed; no one looked at their child; and the questions were redundant or confusing.

Most parents (61%) reported that they learned something about their child's development as a consequence of completing the questionnaire. They learned about developmental milestones, children's age-appropriate abilities, and activities they could do at home to enhance their child's development.

Only one quarter (25%) of parents reported that they did not learn about any games or activities that they could use to support their child's development at home, and this was largely because these parents were already doing the activities suggested to them by the ASQ.

Parents overwhelmingly endorsed the ASQ to other parents who may be hesitant to complete it with the majority (76%) of parents observing that the ASQ was educational, helpful, and put parents' minds at ease knowing that their children were "on track" from a developmental perspective.

Very few (8%) parents did not offer encouraging feedback. These parents thought the timing and/or setting of the ASQ was inappropriate; were disappointed that the results were not explained to them; and felt the ASQ was time consuming.

Just over half (56%) of the parents said they did not learn anything new about community resources available to them as a consequence of completing the ASQ. Of these parents, 41.07% (23/56) voiced that they were previously informed about existing resources.

Just over half (53%) of parents chose to make closing remarks about their experience with the ASQ. Most parents (58.49%; 31/53) observed that the ASQ was a good child development questionnaire and they were happy it was available to them.

# **Parent Satisfaction Regarding the Developmental Check-up Using the Ages and Stages Questionnaire v.2 (ASQ). Time 2 Telephone Interviews with Parents of Children with No Identified Delays**

## **INTRODUCTION AND METHODOLOGY**

The purpose of this study was to determine parent perspectives regarding the ASQ, what they thought worked well and what did not, and what they learned from it. Primarily during June and July of 2009,<sup>1</sup> telephone interviews were conducted with a random sample of parents who had completed an Ages and Stages Questionnaire (ASQ) with their 18-36 month old child with no developmental delay identified. Two attempts were made to contact parents until seventy-seven (77) interviews were completed; for the remaining twenty-three (23) interviews, contact with each parent was attempted only once. Parents were telephoned mostly in the morning and early afternoon,<sup>2</sup> within a one and a half month time frame. Of 262 parents contacted, 100 responses were obtained which established a 38.2% response rate. A question (Are you aware of the Grow Along with Me Project?) was added to the last 23 interviews upon the advice of the project Steering Committee. Parents completed the ASQ between the months of June 2008 and March 2009.

Parents had indicated their willingness to potentially be contacted for an interview on the questionnaire itself. Verbal consent to be interviewed was obtained prior to conducting the interview (see Appendix A, Parent Telephone Interviews – Telephone Script and Interview Guide).

With the exception of eight interviews, all interviews were conducted and recorded by a single interviewer. Handwritten notes were taken of parents' responses and were typed immediately following the interview.

Interviews ranged from four to twelve (12) minutes. Of the 100 people with whom an interview was conducted, 96 (96%) were female and 4 (4%) were male. Both interviewers were female.

The telephone interviews were organized around seven questions:

1. Is this the first experience you have had with the Ages and Stages Questionnaire (ASQ)?
2. Can you recall how you felt about the developmental check-up?

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<sup>1</sup> There were eight (8) interviews conducted at the end of May 2009 by a different interviewer.

<sup>2</sup> Approximately four (4) interviews were conducted in the early evening, between 6-9 pm.

3. As a parent, did you learn anything new about your child's development by completing the ASQ?
4. Did the developmental check-up provide you with an opportunity to learn more about activities that you may use to support your child's development at home?
5. Based on your experience with a developmental check-up, what advice or comments would you offer to parents who might be hesitant about completing the ASQ?
6. Did you learn anything new about community resources that are available to you and your child as a result of completing the ASQ?
7. Is there anything else you would like to share with me about your experience completing the ASQ?

These questions serve as the organizing framework for the findings.

## RESULTS

In total, one hundred telephone interviews were conducted. Of the 100 interviews conducted, forty-five (45/100; 45%) were a result of either parents returning phone calls, or the interviewer's second attempt at contact.

The majority of survey respondents resided in Lethbridge comprised (59%, 59/100). The remaining 41 (41%) interviews occurred in 16 other Southern Alberta towns/cities as seen in the following table:

*Table 1: Location where ASQ was completed and from where participants were contacted*

Location	Number of Interviews/Percentage <sup>3</sup>
Lethbridge	59
Coaldale	9
Taber	7
Raymond	5
Fort Macleod	4
Stirling	3
Coleman	2
Coalhurst	2

<sup>3</sup> Because there were 100 interviews, the number of interviews is the same as the percentage.

Milk River, Calgary, Grassy Lake, Picture Butte, Vauxhall, Blairmore, Shaughnessy, Warner, Cardston	1 each (total 9)
Total	100

Table 2 reflects the agency who scored and submitted the ASQ results:

*Table 2: Administering Agency*

Agency	Number/Percentage of Parents <sup>4</sup>
Community Based Screening	4
Children's CARE Services	4
CH Home Visitation	7
Daycare/Dayhome	0
Parents As Teachers	11
Parent Link Center	7
Wellness Services	67

## QUESTIONS AND RESPONSES

### 1. Is this the first experience you have had with a developmental checkup (e.g. completed an Ages and Stages Questionnaire (ASQ)?

More than half of the parents had previous experience with the ASQ (57%; 57/100), while forty-one parents (41%) reported this was a first time encounter with the questionnaire. Two parents were not able to recall the questionnaire with accuracy, and thus were unsure if they had completed it previously or not. Of the parents who were familiar with the ASQ, 36 parents (63.2%; 36/57) had older children with whom they previously completed an ASQ.

Approximately one third of parents (33.3%; 19/57) had previously completed an ASQ with the same child. The remaining two parents chose not to elaborate.<sup>5</sup>

<sup>4</sup> Because there were 100 interviews, the number of interviews is the same as the percentage.

<sup>5</sup> For most of the interviews, parents simply responded “yes” or “no” and had to be prompted by the interviewer to expand when the answer was “no.”

## 2. Can you recall how you felt about the developmental check-up?

The majority of parents (83%) reported that, overall, the developmental check-up was a good experience; two parents were unable to recall how they felt. Positive perceptions included the following descriptors: “good”, “fine”, “ok” “informative”, “accurate”, and “helpful.” Many parents reported that the ASQ made them feel reassured that their child was developing normally. Others found it helpful to know where their child was at, both in terms of their child’s development, as well as in comparison to other children their age. Parents appreciated that the ASQ was readily available, and found it informative. Eleven (13.3%; 11/83) parents simply stated they felt fine about the questionnaire with no further explanation. Twenty-five (30.1%; 25/83) parents responded that they felt “good” about completing the questionnaire, and thirty-six (43.4%; 36/83;) reported that they found the ASQ interesting and helpful because it let them know how their child was developing. Comments from these parents included:

*It was interesting to see what they [children] could do. Unless you actually ask them to do something specific [as was asked in the ASQ], you don’t know if they can do it or not. I was surprised what they could do and it [the ASQ] made me more aware of their capabilities.*

*[I felt] great—it was nice to know that my son is where he should be and that there are people there to help if he wasn’t.*

*I thought it was really handy.*

Eleven parents (13.3%; 11/83) indicated that they felt good about the developmental check-up because no developmental delays were identified. Some parents reported that they felt better after they knew their child was doing fine. One parent commented:

*I think I felt good; I wasn’t concerned that she was delayed or anything. If she wasn’t capable of doing the things they asked of her, maybe I would have been intimidated.*

A smaller percentage of parents (15.0%;15/100) reported less positive experiences about the developmental check-up. Reasons for dissatisfaction included: the developmental check-up was rushed; no one observed their child completing the tasks nor was the questionnaire (purpose/findings?) discussed with them; they did not feel that the ASQ results were accurate; the questions were redundant or confusing; and parents became nervous if their child was not performing well. Comments from these parents included:

*I thought the questions were good. The only thing is I didn’t get to see it afterwards and there was no feedback to help you understand what it all meant.*

*For the most part it was ok. There were some questions where none of the answers applied to my kid.*

*I think they're good. One concern I did have was that my daughter's speech was delayed, and she passed the Ages and Stages just fine, so the people said she was ok. But I knew there was something wrong so I pushed and pushed and pushed...and it was discovered that she did have a problem. If I hadn't of pushed so much, she would have fallen through the cracks [of the ASQ].*

*No one examined him or anything, I was just handed this questionnaire while in the waiting room to get his shots.*

### **3. As a parent, did you learn anything new about your child's development by completing the ASQ?**

Most parents (61%; 61/100) indicated that they had learned something about their child's development by completing the ASQ. Nearly 40% of parents (38%; 38/100) reported that they learned nothing new about their child's development through the ASQ. One (1) parent reported that she simply did not know.

Of the parents who said that they did not learn anything new about their child's development,<sup>6</sup> six parents (6/38; 15.79%) identified they had read baby books and/or attended parental education programs, and so considered themselves previously informed. Twelve parents (12/38; 31.58%) indicated that the ASQ was a reminder for them about early child development. Although they did not learn anything new, the ASQ served as a “refresher”. Comments made included:

*Anything new? I don't think so. I am part of the Family First program, so I have learned a lot about child development through that. I don't think Ages and Stages taught me anything new that I didn't already know from Family First.*

*I don't know if I learned anything new, but it was a good checklist on where he should be at. We had read baby books before so we had a pretty good idea of what to expect, but it was still a good checklist.*

*I can't say that I did, but I have done a lot of background research myself.*

Of the parents who reported they did learn something new about their child's development, eighteen (29.5%; 18/61) said they learned about their child's capabilities. Many parents were surprised and delighted to see that he/she could complete the various ASQ tasks. Comments included:

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<sup>6</sup> Not all parents provided detail as to what they had or hadn't learnt from the questionnaire. Some parents' responses overlap more than one categorical answer, making the total more than 100, as some responses are recorded more than once.

*Building blocks was something she hadn't done before and she was able to do it when the questionnaire asked. So I was surprised that she could do it. I recall being shocked at some things I didn't know she could do.*

*I learned about his ability to understand more than he can verbalize. Like if I tell him to go pick something up, he can't actually say "pick it up" or whatever, but he understands what I am saying.*

*I learned that she could draw a straight line from the top of the page to the bottom. I thought she would just scribble, but she could do it. I discovered a number of things that they are able to do that I didn't know they [children] could do.*

Seventeen parents (17/61; 27.87%) voiced that they learned where their child should be at developmentally for her/his age, and what was considered normal for her/his age. Seventeen parents also commented that they learned about things they could look for in their child's activities and abilities that would indicate their development was on track. These parents noted that they also learned how to help their child in terms of growth and development. Comments included:

*I guess I learned where they [the child] should be at. Not everyone reads parenting books, so it's good to know what is normal for the age group.*

*I mostly learned how to assist her in the areas where she needs attention. The way the questionnaire broke things down into five categories made it easier for me to focus on the things that need improvement. The organization of the areas of development was helpful and made it easy to concentrate on the areas that needed it most.*

*There were things I wouldn't have thought about, or seen as problematic or indicative of development stages if I hadn't learnt from the questionnaire about these things. I just wouldn't have noticed.*

*[The ASQ] made me more conscious of where he's at; it's a good means by which we can be more conscientious of what he's doing.*

Just over 25% of parents reported that they learned about developmental milestones and the skills children should have at certain ages. Comments included:

*I learned he should be walking up stairs, that his motor skills should be more than they are. He develops even though I don't teach him and it [the ASQ] helped point out milestones of development to look for.*

*Yes I have learnt quite a few things. When they can see in colour, what muscle groups they use for things. The home visitor always explains this stuff to me, I don't know if it is*

*like that at the Health Unit, but the visitor explains these things to me and I have learnt a lot.*

**4. Did the developmental check-up provide you with an opportunity to learn more about activities that you may use to support your child's development at home?**

The majority of parents (69%; 69/100) reported that they learned about activities that they could use at home to support their child's development. In contrast, one quarter (25/100, 25%) reported that they did not learn about any activities they could use at home. Six parents said they could not remember whether or not they were provided with this information.

Of those parents who responded positively, most (73.9%; 51/69) indicated that they learned about simple at-home games and activities that they could do with their children to encourage healthy development.<sup>7</sup> Examples included putting Cheerios into a cup and taking them out one by one; throwing, kicking, catching a ball; putting beads onto a string; drawing straight lines; speech games; building and stacking blocks. Parents largely conveyed that these activities were helpful to them and that they have used them at home. Comments included:

*Yes. Activities such as connect the dots, practicing the alphabet, these were very helpful. There are others that I cannot recall, but I remember it being very helpful and useful.*

*That's what was best about it. The questions [on the ASQ] had within them all these activities that you could easily do at home that targeted specific developmental skills.*

*Definitely. Yes. Oh there are tons of them...different paintings, beading activities, for fine motor skills. Oh there are tons. I can't remember them all.*

*Yes—a bridge building thing, using blocks. That is something we have been doing at home since [the ASQ], which we didn't do before.*

A few parents (5.8%; 4/69) reported that they were encouraged to let their child be more independent. One parent commented:

*I was pretty protective of her, I didn't know she could do those things on her own, so I was always sort of guiding her or helping her. But then I saw that she could do them herself, so we can practice those little things at home.*

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<sup>7</sup> Not all parents provided further explanation as to what they did or did not learn. Some parents' responses overlap more than one categorical answer.

Of the 25 parents who reported that they did not learn any new activities to support their child's development, six (24.0%; 6/25) were already doing similar activities at home. Five (20%; 5/25) parents were already aware of suggested activities. Comments included:

*[The ASQ/the administrator of the ASQ] had suggested some [activities], but I noticed that these were things she mostly was already doing so, there was nothing pertinent, or anything that I wanted to use with her.*

*Not the second time around, but the first time around we did. After that it gets a little redundant!*

**5. Based on your experience with a developmental check-up, what advice or comments would you offer to parents who might be hesitant about completing an Ages and Stages Questionnaire?**

Parents were overwhelmingly positive in encouraging other parents to complete the ASQ if they were given the chance (84%; 84/100). Parents' responses to this question were often multifaceted as seen in the following quote:

*I'm not sure why you would be hesitant. It's pain-free and gives you lots of ideas and insight. You need to recognize that every child is different, so if your child can't complete some of the things they ask of them, your child is not abnormal by any means.*

Most parents (76.2%; 64/84) commented that the ASQ was educational and helpful; parents voiced that it was good to know where children were at in terms of development were reassured that their child was developmentally "on track". Advice and comments included:

*I feel proud that I can learn things about parenting and children and relay that information to other first time parents. [The ASQ] provides me with information on child development that I can pass on to other parents and that makes me feel proud as a mom.*

*It's good to know the milestones, to get peace of mind. It's very informative and helpful, why wouldn't you do it?*

*I guess it's really helpful to know where your child should be at, at what age. If you are a new parent, you don't really know what to look for, what's normal and what's not. I think a lot of new parents would just assume everything is on track, so it's good to check it out and learn.*

Twenty-three parents (27.4%; 23/84) stated they would reassure hesitant parents that there was nothing to worry about when completing the ASQ; it was simply a guideline as to how children were doing developmentally, and not a definitive test. Just over one quarter of the parents (27.4%; 23/84) also commented that any problems identified through the ASQ could be taken care of right away. Thus, the ASQ was viewed as a preventative measure that caught problems

early on. Sixteen parents (19.0%; 16/84) expressed surprise that anyone would be hesitant to engage an ASQ.

*Go for it. It doesn't hurt and if you don't agree with it, at least you tried. I myself found it very effective and informative.*

*It's very simple and quick, why not do it? Find out where your kid is at, in terms of speech and motor skills, I mean, why wouldn't you want to know where your kid is at?*

*Why be hesitant? It's just a survey! What is there to lose? It points out the things that parents wouldn't know, like the stages that are really important for growth. Sometimes it is just a simple thing, but if you didn't know it was important you wouldn't catch on that your child is developing properly or not. It's important to know the stages so that you can recognize them.*

*I don't think there should be hesitation. There is so little help available these days, there shouldn't be any hesitation. If you have concerns, they can be addressed. I know some parents are worried, like the questionnaire will point out the things they haven't done as parents. But it's not like that. It's a really helpful tool that people should take advantage of.*

*It's just a guideline, just an average. Don't worry if your child is not at average. I know lots of parents worry if their kid is below average, but this is just a guideline.*

*My advice would be to take the information with a grain of salt. I am the kind of person that I can never get enough information on children. I will take any information I can get, because you don't really know what to expect with your kids. It's good to have the questionnaire as a helpful guideline to where they should be at. Take all the information you can get, and use it or not at your discretion. It identifies concerns with your child's development. I got my kid into a speech program; it's beneficial in that way.*

*It's better to pick up on deficits or issues before they hit school age so that it can be taken care of before it becomes more of an issue. It's preventative because you can catch problems if they are there, early on. It helps you as a parent to learn about your child's development.*

Again, just over one quarter of parents (26.2%; 22/84) identified that the ASQ was painless and/or did not take much time to complete, and that parents had nothing to lose (and everything to gain) by completing the ASQ with their child. Eight (9.5%; 8/84) other parents observed that the ASQ was not difficult to complete.

## 6. Did you learn anything new about the community resources available to you and your child as a result of completing the ASQ?

Over half of the parents interviewed (56%; 56/100) reported that they did not learn anything new about available community resources. Thirty-seven parents reported that they did learn something new about available community resources. Seven (7.0%; 7/100) parents stated they did not remember learning anything new about community resources. New learnings reported by parents included:

- How to access therapists and programs to help if their child is developmentally delayed (16.2%; 6/37);
- Awareness of community resources (29.7%; 11/27), such as
  - Stay and Play (13.51%; 5/37) and
  - Programs at the Library (18.9%; 7/37) and the Family Center (40.5%; 15/37).

Some comments made by these parents included<sup>8</sup>:

*Through the Ages and Stages questionnaire I discovered that my son was not doing well, so we were connected with a physiotherapist who could come and do house calls that lived in the community. I was not aware that someone could come to my house and meet with my son and me.*

*Yes I didn't know about community resources before, I didn't even know they existed. They are a great help for us here, and something we didn't have before we came to Canada. They are new and it is helpful. Things like reading or playing with other kids, these things we do in the community.*

*Yes. The Better Beginnings program, which I didn't start until after I had had my baby, the Stay and Play, the slow cooker class, all things that I could do right in my community. I was unaware that these things even existed before I did the Ages and Stages.*

*Ya, the Family Center and their playgroups. I took a Coping with Toddler Behaviour course through there and I found it very beneficial. There is stuff for parents as well as kids; I have used this service and liked it a lot. I learned a lot.*

Nearly half of the parents who reported they did not learn anything new about community resources (41.1%; 23/56), were previously aware of these resources through previous developmental check-ups, through their jobs (e.g. grade school teaching, nursing, or day home operator or through self-education/research. Their comments included:

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<sup>8</sup> Some parents responded that they learnt about more than one thing, thus the categories are not mutually exclusive. Not all parents provided an explanation as to what they did or did not learn.

*No. Not that I can remember. I have learnt a lot about community resources through Parents As Teachers.*

*No, not through the questionnaire. More through my work, I learn a lot through my work, and I am on top of things that way.*

*Nothing new from that [the ASQ], but I am quite active in my community already, so.*

**7. Is there anything else you would like to share with me about your experience completing the ASQ?**

Of the parents who shared their observations and comments(53%; 53/100), the majority of parents (58.5%; 31/53) stated that their experience with the ASQ was good and they were happy it was available.<sup>9</sup> Some of the comments made by these parents included:

*I enjoy having them available. It's a nice exercise to do, and I know they are guidelines.*

*It's nice to know that your child is reaching the milestones at the appropriate time and age.*

*I am happy and very satisfied with the Children's Care Center and other resources [like the ASQ]. I am very pleased that they are available.*

*It was a really positive experience. I am glad I did it.*

While several parents reported that they appreciated receiving/seeing the ASQ results (12.5%; 2/16), one parent mentioned that she did not see the results and wished she had.

Three parents (18.8%; 3/16) commented that the ASQ was not a “big deal” for them, that it was “just a questionnaire”. Two (12.5%; 2/16) parents noted that the staff at the administering agency where they completed the ASQ were very nice and helpful and one parent pointed out that one's experience with the ASQ depended largely on who administered it. Two (12.5%; 2/16) parents felt they would have gotten more out of the ASQ if their child was delayed in some area.

Comments by these parents included:

*It's a helpful tool; it's not a reflection at all of bad parenting if your child is not up to speed. I know some parents would feel bad if their child didn't do well, but it just lets you know where your child should be at in comparison. It's a great tool.*

*The staff are really good. Very helpful and kind.*

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<sup>9</sup> Some parents' answers overlap more than one category and consequently their responses are recorded in more than one place.

*I would like to see something after it [the ASQ] is completed, like feedback of some sort. It was handed to me as she was doing the shots and I completed it and she took it back and I never heard anything else about it. It would be good to have some information on it when you get it done.*

### **8. Are you aware of the Grow Along with Me Project?**

The last twenty-three (23) parents with whom an interview was conducted were also asked, as an extra question, if they were aware of the Grow Along With Me project. Ten (10/23; 43.5%; 10/23) parents said they were aware; seven (30.4%; 7/23) parents said they were somewhat aware; six (26.1%; 6/23) parents said they were not aware. Parents were informed that the ASQ was part of the Grow Along With Me project, and they were encouraged to check out the website for more helpful information on early child development. Parents were pleased to hear about the project and website.

### **LIMITATIONS**

Contact with single parents or parents who worked full-time outside the home may have been systematically eliminated as the telephone interviews were conducted primarily during the weekday, daytime hours.

The clear majority of respondents were women. Had there been a larger number of fathers and male-caregivers interviewed, the comments and observations might have differed.

While parents were asked to confirm that the time of the call was appropriate for them, the spontaneous telephone interviews may have been limiting as parents may have been unprepared to respond to the questions asked. Parents may have been rushed in their responses thereby not providing the clearest, or most accurate, response.

Occasionally the interviewer made slight changes to the questions as they appear in this report for the sake of clarity when speaking to parents. This helped to clarify the questions. For example, some parents did not know that the “Ages and Stages Questionnaire” was synonymous with a “developmental check-up.”

Responses may have been affected by historical bias - dates when parents completed the ASQ ranged from June 2008 to March 2009. Some parents had difficulty recalling the questionnaire due to the extended interval between completion of the ASQ and telephone interview. Consequently, recollected dates of ASQ completion may not have been accurate.

### **Conclusion**

Overall, the Ages and Stages Questionnaire and the information it provided were worthwhile to parents and the majority of parents who were interviewed by telephone indicated that the ASQ experience was positive. Parents were largely positive in their responses; they appreciated value of the ASQ, and encouraged other parents who may have been hesitant to complete it.

## Appendix A

### Parent Telephone Interviews – Telephone Script and Interview Guide

Chinook Grow Along With Me Evaluation Subcommittee, 2008

a) Script:

Hello. **I am calling on behalf of Chinook Health. Recently you brought your child to the health unit. At that time, a nurse** asked you to participate in a project called 'Grow Along With Me'. You **checked** off a box on the first page of the Ages and Stages Questionnaire **expressing** interest in participating in this project. That is why I am calling you today.

**I am involved in the evaluation of the 'Grow Along With Me' project. I would like to ask you six questions about your experience completing the Ages and Stages Questionnaire.** Are you willing to be interviewed?

#### Interviewer Notes:

If 'Yes'...	<p>If the respondent:</p> <ul style="list-style-type: none"><li>■ <b>Asks the length of time required to answer the six questions, state "approximately 15-20 minutes". If the respondent states she/he is not interested in being interviewed, thank her/him for their time and hang up the receiver.</b></li><li>■ States "yes", then proceed with the telephone interview. Inform the respondent that by saying "yes" they are providing you with verbal consent to participate in the telephone interview. If the respondent states "no", as him/her if they would like to rebook the telephone interview at a time that is more convenient for them.</li></ul> <p><b>Ask the respondent if he/she is 18 years of age (yoa) or older. If "yes", continue with script and interview.</b></p> <p><b>If the respondent is under 18 yoa state that this evaluation cannot include people under 18 yoa. Thank the respondent for her/his time and hang up the receiver.</b></p>
If 'No'...	If "no", thank the respondent for their time and <b>hang</b> up the receiver.

This project has been approved by an ethics committee at the University of Lethbridge (i.e., the Human Subject Research Committee), as well as by the Chinook Health Region (i.e., the Research Committee). The results from this **evaluation** will be documented in a final report that will be submitted to our funder (i.e., Alberta Health and Wellness). Our findings will also appear in Chinook Health newsletters (e.g., Interchange, The Compass), a Chinook Health hosted webpage (<http://www.growalongwithme.ca/>), local newspapers, etc. The results may also be presented in person at professional conferences or published in journals read by clinicians and researchers interested in **early childhood development**. At no time, however; will your name be used or any identifying information revealed.

I also want to remind you that all the information we collect from you today will be recorded and safely stored at the University of Lethbridge for seven years and then disposed of as confidential **waste** as per University of Lethbridge standard practice. Furthermore, your participation in this telephone interview is completely voluntary and your decision about whether or not to participate will not affect the care you or your child (children) receives from the Chinook Health Region and their partners. You may refuse to answer any of the questions I ask by simply saying "next question please". You are also free to withdraw your statements at any time during or after this interview by simply saying "I don't want to be a part of this project".

Note there is no immediate benefit to you for participating in this interview other than the information you provide may help Chinook Health Region partners improve the programs and services they provide to children and their families. If you have any questions, concerns, or need additional information about the 'Grow Along With Me' project, you may contact the lead evaluator (Dr. David Gregory: (403) 329-2432) or the 'Grow Along With Me' project coordinator (Mark Moland: (403) 329-5255). **If you have any other questions regarding your rights as a participant in this research, you may also contact the Office of Research Services at the University of Lethbridge at (403) 329-2747.**

## Parent Telephone Interview Guide

Chinook Grow Along With Me Evaluation Subcommittee, 2008

1. Is this the first time your child has had a developmental check-up (i.e. completed an Ages and Stages Questionnaire)?  
**Probe:** If 'no', please explain.
2. Can you recall how you felt about the developmental check-up?  
**Probe #1:** Did you have **positive** feelings? Can you tell me about them?  
**Probe #2:** Did you have **negative** feelings? Can you tell me about them?
3. As a parent, did you learn anything new about your child's development by completing the Ages and Stages Questionnaire?  
**Probe:** Can you tell me about that?
4. Did the developmental check-up provide you with an opportunity to learn more about activities you may use to support your child's development at home?  
**Probe:** Can you provide me with an example?
5. Based on your experience with a developmental check-up, what advice or comments would you offer to parents who might be hesitant about completing an Ages and Stages Questionnaire?
6. Did you learn anything new about the community resources available to you and your child as a result of completing the Ages and Stages Questionnaire?
7. Is there anything else you would like to share with me about your experience completing an Ages and Stages Questionnaire?  
**Probe #1:** about the process?  
**Probe #2:** about the outcome(s)?