

The Effect of an Instructional Video on Parental Test-Retest Reliability When Scoring the ASQ-3

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Introduction

- Less than one-fifth of children with developmental delay receive early intervention before age 3.¹
- At well-child visits, parents may voice concerns they have about their child; however, physicians may not consider their input in overall decision making.
- Parents can complete formal screening tools across different settings, suggesting their ability to complete assessments in the home.^{2,3}
- Verbal parental input can be supplemented by viewing an instructional video on typical development and completing standardized screening tools.⁴

Objective

- The purpose of this study is to investigate the effect of an instructional video explaining test administration of the ASQ-3 on parental test-retest reliability.
- We hypothesize that ASQ-3 scores from the second session will be different from the first session, indicating an instructional video is beneficial in parent's abilities to complete standardized screening tools at home.

Participants

- Five children and parents from Lasting Impressions Child Care Learning Center.

Methods

- Outcome Measure: 36-month, 42-month, 48-month, and 54-month ASQ-3 questionnaires
 - Standardized developmental screening tool designed to test a wide age range across five developmental domains
 - Administered by parents and various professionals
 - Questionnaires were converted into Google Forms for easy administration.
- Developmental screening was conducted across two testing sessions with the parent watching the instructional video before completing the second session. SPT's waited 1-2 weeks before sending out instructional video and Google Form for second session in order to avoid the learning effect.
 - **Session 1:** Parent scored child's performance from memory on their child's age appropriate ASQ-3 questionnaire through Google Forms.
 - **Session 2:** SPT sent parent instructional video to watch prior to scoring child's performance from memory on their child's age appropriate ASQ-3 questionnaire for a second time again through Google Forms.

Results

- Fine motor was the only domain with changes made by all participants at post-test.
- More space for change in the fine motor domain.
 - 13 of 30 responses were "yes"
 - Other domains 22-26 of 30 responses "yes"
- Following the instructional video, parents changed responses in at least two domains.
 - Two parents changed more responses following the instructional video.

Conclusion

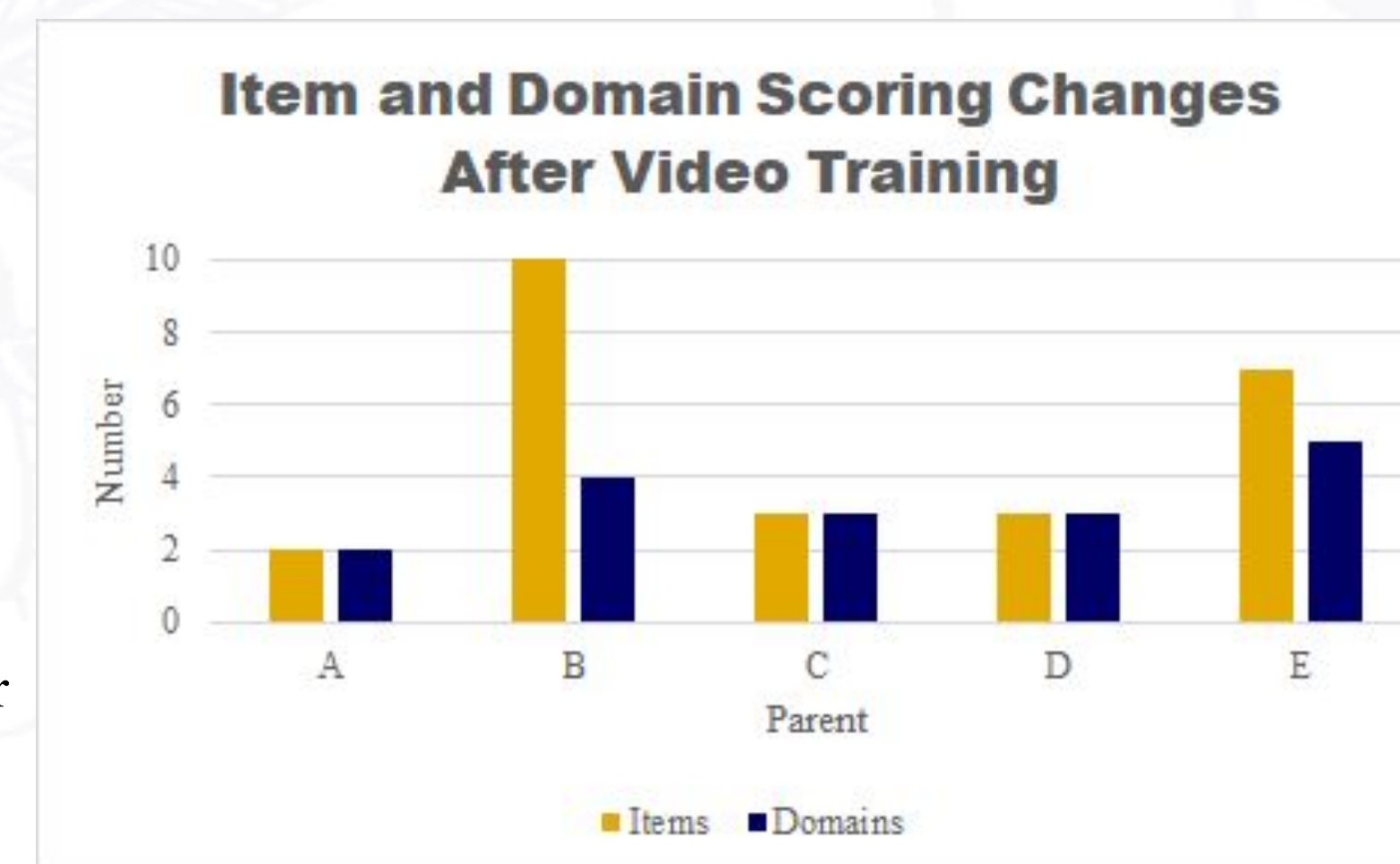
- Based on these trends, fine motor scoring appears to be more influenced by the instructional video.
- If a child's performance matched typical peers, it decreased the chance of a parent changing their answer in the second trial.
 - A ceiling effect may be present for typically developing children.

Clinical Relevance

- Standardized testing is feasible to complete virtually.
- Instructional videos may augment developmental surveillance allowing parents to contribute to the detection of delay.
- Recommend future exploration into:
 - Larger sample size for statistical analysis.
 - Recruitment through social media to target typical parental age.

References

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