

ASQ-TRAK PRACTITIONER TRAINING Procedure Guide

*Supporting the Implementation of the ASQ-TRAK
Developmental Screening Tool*



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Introduction to ASQ-TRAK

The *Ages and Stages Questionnaire – Talking about Raising Aboriginal Kids (ASQ-TRAK)* is a culturally adapted developmental screening tool for Aboriginal and Torres Strait Islander children (D'Aprano et al., 2016). It remains the *only* culturally appropriate developmental screening tool for this context. When administered as designed, the ASQ-TRAK enables practitioners to gather clinically useful information in a culturally appropriate manner and engage caregivers in ways to support their child's development.

ASQ-TRAK Practitioner Training is a structured, evidence-based program that builds practitioners' skills to provide culturally safe and effective developmental care for Aboriginal and Torres Strait Islander children and families using the ASQ-TRAK developmental screening tool (D'Aprano, Silburn, Johnston, Oberklaid, & Tayler, 2015).

The *ASQ-TRAK Practitioner Training* will support practitioners to use the ASQ-TRAK tool faithfully – the way it is intended to be used. This ASQ-TRAK Practitioner Training Procedure Guide provides the practitioner with comprehensive information on the ASQ-TRAK Practitioner Training, the requirements to maintain annual certification, and opportunities for ongoing professional development.

ASQ-TRAK Practitioner Training addresses **National Safety and Quality Health Service Standards** by providing a strategy “to improve the cultural awareness and cultural competency of the workforce to meet the needs of its Aboriginal and Torres Strait Islander patients” (Clinical Governance Standard 1.21).

“Child health experts recognise internationally that developmental care is vital to improve long-term health and well-being outcomes. A key challenge to the provision of quality developmental care in Aboriginal communities has been the absence of culturally appropriate, structured developmental screening tools”

A/Prof Anita D'Aprano, Development Paediatrician and Principal Research Fellow in Indigenous Child Health, the University of Melbourne



Background

Developmental screening tools and the ASQ-3

Monitoring children's early development (such as language, motor, and cognitive skills) is a standard component of child health checks universally. Structured developmental screening tools are administered to identify developmental difficulties early and support the provision of individualised, appropriate early intervention. This is especially important for Aboriginal and Torres Strait Islander children who suffer far greater adversity than their non-Aboriginal counterparts.



The Ages & Stages Questionnaires®, Third Edition (ASQ®-3) (Squires & Bricker, 2009) is a structured developmental screening tool. It is used in well-child checks as part of developmental monitoring to identify possible difficulties or delays in specific developmental domains in young children. It is well established that structured tools increase detection of developmental difficulties when compared to clinical judgement alone (Guevara et al., 2013). The ASQ®-3 consists of 21 questionnaires spanning from 2 months to 60 months. The questionnaires are designed to be parent-completed and each questionnaire contains 30 items, organised into five areas: communication, gross motor, fine motor, problem solving, and personal-social.

The ASQ-TRAK: a culturally adapted developmental screening tool

The *Ages and Stages Questionnaire-Talking about Raising Aboriginal Kids* (ASQ-TRAK; (D'Aprano et al., 2016) is the culturally adapted ASQ®-3 developmental screening tool for Aboriginal and Torres Strait Islander children.

Applying measurement tools developed for one population to another, without addressing cultural and linguistic factors, is problematic. The use of culturally inappropriate tools can lead to unreliable results with significant negative consequences, such as over- or under-recognition of children with developmental challenges, and undermining language and cultural goals for development through an emphasis on the dominant culture. Further, evidence shows that Aboriginal caregivers are more engaged in their children's development when the culturally appropriate ASQ-TRAK is used (D'Aprano et al., 2016). The ASQ-TRAK is the only culturally appropriate developmental screening tool for this population, thus addressing an important gap.

In creating the ASQ-TRAK, seven age intervals were selected for adaptation. The seven questionnaires (2, 6, 12, 18, 24, 36 and 48 month) align with the well-child checks in the Northern Territory where the tool was originally adapted. More recently, the additional 14 age intervals have been adapted and the revised ASQ-TRAK2 provides the full suite of 21 age intervals, equivalent to the ASQ®-3.

The ASQ-TRAK is designed to be used in all settings in which the ASQ®-3 can be used. It can be administered by Aboriginal Health Practitioners, Community Based Workers, Child Health Nurses, Paediatricians, Allied Health Specialists and Early Childhood Educators. The ASQ-TRAK kit consists of the custom-printed ASQ-TRAK tool, including flip charts and advice sheets for discussion with caregivers, and a specialised toy kit.

ASQ-TRAK Practitioner Training: an evidence-based, capacity building model



Certified Practitioner Training was developed alongside the cultural adaptation of the ASQ®-3. ASQ-TRAK Practitioner Training consists of a two-day face-to-face **Workshop, plus** a half-day **Workplace Practice Task**.

Consistent with adult learning theories and recommendations from the literature regarding culturally appropriate professional development methods (Bluestone et al., 2013), and informed by Aboriginal consultants, the ASQ-TRAK Practitioner Training comprises interactive group and small group activities, behaviour rehearsals, and practice for peer coaching in the workplace.

In addition to learning how to administer the ASQ-TRAK, the Practitioner Training has a focus on working with families in a cultural safe way. The workshop has been shown to improve practitioners' skills, knowledge, competence, and confidence to identify and manage developmental difficulties and promote child development (D'Aprano et al., 2015).

“This training was so fantastic....it allowed us to have really important conversations about how to use this tool in a way that is culturally safe and respectful. It was also great yarning about Aboriginal risk and resilience factors as this is really useful and relevant to the work I do in the community.”

Adrienne Lipscomb, Senior Practitioner, Aboriginal Children’s Healing Team, Victorian Aboriginal Child Care Agency

This training program is delivered by early childhood specialists trained and supervised by ASQ-TRAK developer A/Prof Anita D’Aprano with additional supervision provided by Aboriginal and Torres Strait Islander education experts. Online resources are also available to provide further resources and to participate in a *Community of Practice*.

The future of the ASQ-TRAK Practitioner Training

Between 2021-2023 the ASQ-TRAK training framework has been undergoing review. A commitment to having Aboriginal and Torres Strait Islander Leadership in the training activities has seen collaborations with Aboriginal Community Controlled Organisations and Aboriginal education and practice experts. The ASQ-TRAK Training team now includes Aboriginal and Torres Strait Islander educators to guide and enhance the cultural safety of the training.

Our aim is to have Aboriginal and Torres Strait Islander Facilitators at all ASQ-TRAK Workshops. To support this commitment to the cultural safety of the participants and of the children and families they will go on to serve, our team of ASQ-TRAK Training Facilitators undergo cultural safety training annually and access supervision with an Aboriginal cultural safety expert. This reflective practice is enhanced by accessing regular professional development in relational facilitation through the Centre for Community Child Health at the Royal Children’s Hospital.

A significant result of the training review is the recognition that this highly experiential, relational workshop design requires two facilitators. Thus, from June 2023 all ASQ-TRAK Workshops will have two co-facilitators.

ASQ-TRAK – A Social Enterprise model

ASQ-TRAK Training is implemented and coordinated by the STRONG kids, STRONG future Team at the University of Melbourne.

STRONG kids, STRONG future is a non-commercial endeavour, with the core mission to improve equitable access to child development support.

All revenue derived from ASQ-TRAK kits or educational programs is reinvested to support development and delivery and secure the future of this program.

We strive to improve reach and accessibility of the program and welcome innovative community partnership models.



Section A

ASQ-TRAK Training Overview



A. ASQ-TRAK Training Pathways

ASQ-TRAK Training is implemented and coordinated by the *STRONG kids, STRONG future* Team at the University of Melbourne.

The *STRONG kids, STRONG future* Team work on several activities focused on research, development, training, and implementation of culturally appropriate development measures for Australian Aboriginal Children. This includes the ASQ-TRAK program of work.

The ASQ-TRAK training has been developed to provide the participant with a choice of learning pathways that best align with your community needs, your workplace, and your professional development.

The ASQ-TRAK training pathways (*Figure 1*) demonstrate the training milestones required to receive Certification as an **ASQ-TRAK Practitioner** or to remain a **Supporter**.

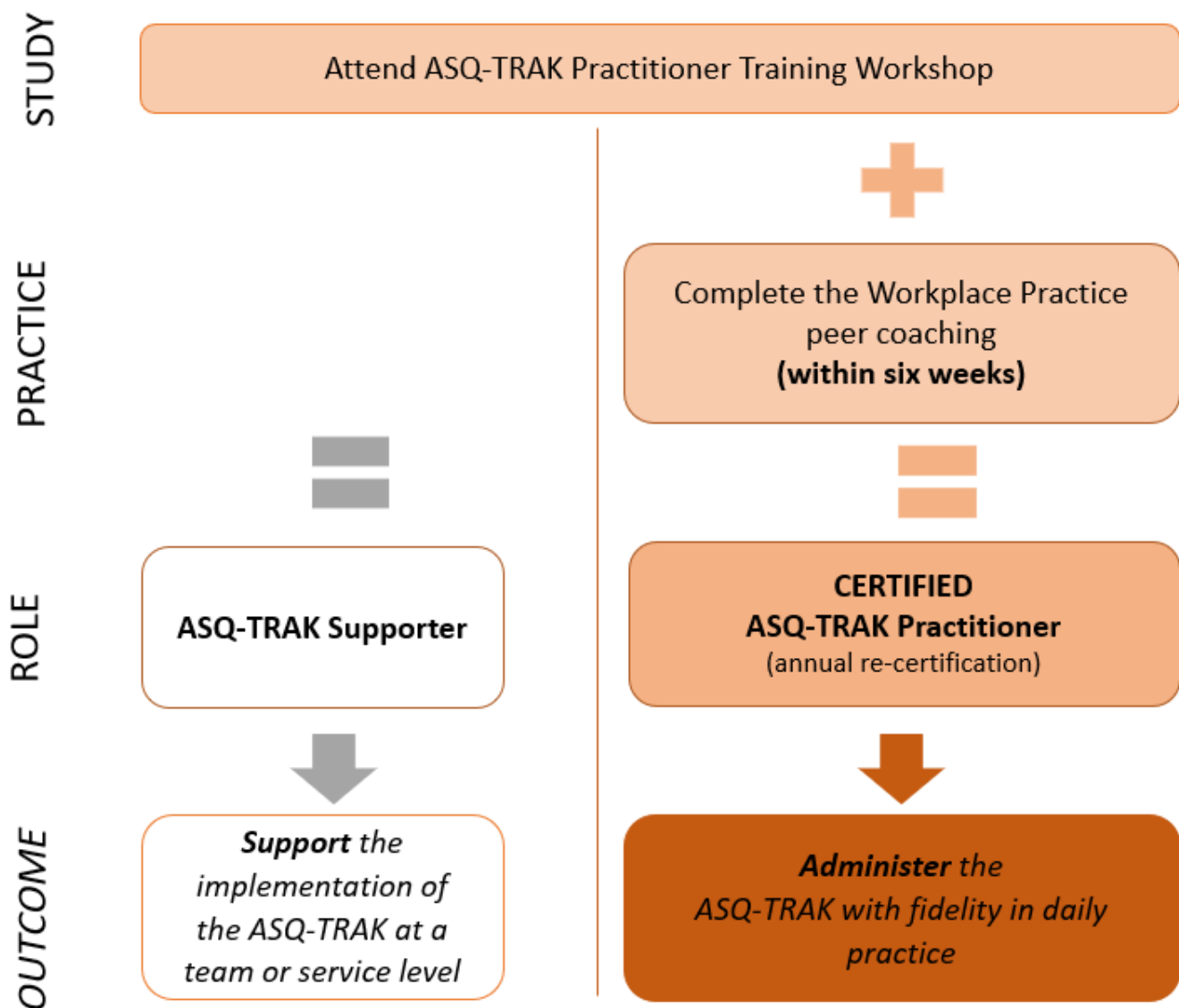


Figure 1: ASQ-TRAK Training Pathways

Section B

Certified ASQ-TRAK Practitioner Training



B. ASQ-TRAK PRACTITIONER TRAINING

ASQ-TRAK Practitioner Training is aimed at health, education, and community practitioners working with Aboriginal and Torres Strait Islander children and families, including Aboriginal Health Practitioners, Nurses and Child Health Nurses, Early Childhood Educators and Teachers, Allied Health Practitioners, and Community Based Workers.

Practitioners who complete all training requirements are recognised as *Certified ASQ-TRAK Practitioners* who can administer the ASQ-TRAK in their workplace.

B1. Before you start - Cultural Safety Training

On the advice of our Aboriginal and Torres Strait Islander advisor, we strongly recommended that all non-Indigenous participants complete cultural safety training prior to taking part in ASQ-TRAK Practitioner Training.

Resources:

[Why cultural safety rather than cultural competency is required to achieve health equity: a literature review and recommended definition | International Journal for Equity in Health | Full Text \(biomedcentral.com\)](#)

[Part 1-Aboriginal and Torres Strait Islander cultural safety framework \(dhhs.vic.gov.au\)](#)

Recommendations for cultural safety training

- [About Us - IndigenousX](#)
- [We Al-li - Culturally Informed Trauma Integrated Healing Training \(wealli.com.au\)](#)

B2. How to become a Certified ASQ-TRAK Practitioner

To receive certification as an ASQ-TRAK Practitioner, you will need to successfully complete the following:

- **Step 1:** 2-day interactive Workshop
Workshops need to be co-facilitated by Accredited ASQ-TRAK Facilitators.
PLUS
- **Step 2:** ½ day Workplace Practice Task
Workplace Practice Task needs to be completed within 6 weeks of the workshop.
- **Step 3:** Review this ASQ-TRAK Practitioner Training Procedure Guide and complete the checklist, [D2. Practitioner CHECKLIST - Becoming a certified ASQ-TRAK Practitioner \(at the end of this guide\).](#)
THEN
- **Step 4:** Submit a copy of your Observation Tool to your workshop lead Facilitator.



Figure 2. ASQ-TRAK Practitioner Training Procedures

To receive certification as an ASQ-TRAK Practitioner, you will need to successfully complete Steps 1 to 4 below:

Step 1: 2-day Interactive Workshop

Find and register for an ASQ-TRAK Workshop

You can access Workshops delivered by *Accredited ASQ-TRAK Facilitators* by visiting the STRONG kids STRONG future website and selecting PURCHASE.

After you have arranged to attend a workshop, the ASQ-TRAK Training Coordinator will:

- a. Ask you to provide your details (name, email address, organisation name, role, and your implementation plans for the tool in your workplace).
- b. Ask you to identify your *Peer Coach*. If you intend to use the ASQ-TRAK in your workplace, the *Peer Coach* will be your onsite person, who can provide support in the ½ day Workplace Practice Task, to be completed within 4-6 weeks after your training. The *Peer Coach* may be someone from the same organisation who is also attending the *Training Workshop*, or a colleague in your service or local area who has previously attended an *ASQ-TRAK Workshop*. If there is no colleague who can be your Peer Coach, please contact the ASQ-TRAK team.

Attend a Workshop

You will attend a 2-day face-to-face workshop to be eligible for a *Certificate of ASQ-TRAK Practice*. The workshop will cover modules 1 to 4 (figure 3). All sessions of the workshop need to be attended by all participants. Informed by Aboriginal educational consultants and consistent with adult learning theories and recommendations from the literature regarding culturally appropriate training methods, the ASQ-TRAK Workshop is experiential, comprising interactive group and small group activities, and behaviour rehearsals. This training program is delivered by early childhood specialists trained and supervised by ASQ-TRAK developer A/Prof Anita D'Aprano with additional supervision provided by Aboriginal and Torres Strait Islander education experts.

In addition to learning how to administer the ASQ-TRAK, the training has a focus on working with families in a culturally safe way. The workshop has been shown to improve practitioners' skills, knowledge, competence, and confidence to identify and manage developmental difficulties and promote child

development (D'Aprano et al., 2015). Participants have also reported that it is an opportunity for team building, bringing together team members with different professional backgrounds, to ensure a shared understanding of the need for culturally responsive developmental monitoring and the best practice approaches.



Figure 3. ASQ-TRAK Workshop modules

Following confirmation of your attendance at a 2-day workshop (full attendance both days), the ASQ-TRAK Team will email you details of your login to the ASQ-TRAK Practitioner Hub within the University's Learning Management System (LMS). The ASQ-TRAK Practitioner Hub will be the portal for uploading training related documents.

Step 2: ½ day Workplace Practice Task

Within six weeks of attending the 2-day workshop, you will be required to complete a Workplace Practice Task. The task is a half-day practical activity supported by your *Peer Coach*. This is an essential component of the ASQ-TRAK Practitioner Training to obtain experience of using the tool with a family and that promotes reflective practice.

The Workplace Practice Task requires:

- The Trainee Practitioner to administer the ASQ-TRAK with a child and caregiver, while being observed by a Peer Coach.
- The Peer Coach to complete the Observation Tool provided by the workshop facilitator, found in the workshop Participant Workbook or on the LMS. The Peer Coach records the key competencies achieved in administering the ASQ-TRAK.
- The Trainee Practitioner to discuss their practice with the Peer Coach and record a self-reflection on the Observation Tool.



Figure 3. Module 5 - Workplace Practice Task

Step 3: Review this ASQ-TRAK Training Procedure Guide and complete the checklist

To ensure you understand what is required to become a Certified ASQ-TRAK Practitioner, review this ASQ-TRAK Practitioner Training Guide and complete the checklist, [D2. Practitioner CHECKLIST - Becoming a certified ASQ-TRAK Practitioner](#) (at the end of this guide).

Step 4: Submit a copy of your Observation Tool

As a Trainee Practitioner you need to submit the completed Observation Tool from the Workplace Practice Task to your workshop Facilitator or directly upload it to the LMS, as evidence of this Practitioner Training milestone.

B3. Once you have successfully completed Steps 1-4 you will:

1. Receive a Certificate of ASQ-TRAK Practice
2. Be eligible for the following benefits:
 - a) Participate in Community of Practice sessions, attended by the Training Co-ordinator and Clinical Lead and ASQ-TRAK founder, A/Prof D'Aprano.
 - b) Participate in ASQ-TRAK Booster Webinars conducted by the ASQ-TRAK Team. Webinar topics may include: peer support, discussion on implementation and embedding of ASQ-TRAK in the workplace.
 - c) Access updated resources to support you to administer the ASQ-TRAK. The resources include:
 - best-practice demonstration videos
 - a caregiver information booklet
 - anticipatory guidance sheets
 - a developmental milestones poster

- other resources to support ASQ-TRAK implementation

d) Receive discounts to other ASQ-TRAK events.

3. Be able to maintain annual certification

The Certificate of ASQ-TRAK Practice is valid for one year. To ensure the ASQ-TRAK is administered at a high standard and to support the ASQ-TRAK Practitioner Community we encourage annual certification.

To meet requirements for annual certification:

- Pay the \$130 certification fee.
- You will need to be actively using the ASQ-TRAK and complete an ASQ-TRAK Activity Survey. The ASQ-TRAK Activity Survey is a simple, quick to complete online record of use of ASQ-TRAK in your practice.

If you have not maintained any ASQ-TRAK activity over the 12-month period (in other words you have administered **no** ASQ-TRAK screens) but you want to maintain certification, you will be required to undertake the Refresher Workplace Practice Task and submit the completed Observation Tool to the ASQ-TRAK Training Coordinator.

On payment of the annual certification fee, and demonstration of ASQ-TRAK activity, you will be issued with your **Renewed Certificate of ASQ-TRAK Practice**. Maintaining annual certification will provide ongoing access to the benefits described above.

To renew your certification:

- Log into the Practitioner Hub within the LMS.



Figure 4 - ASQ-TRAK Practitioner Training Procedures & Certification

Section C

ASQ-TRAK Supporter



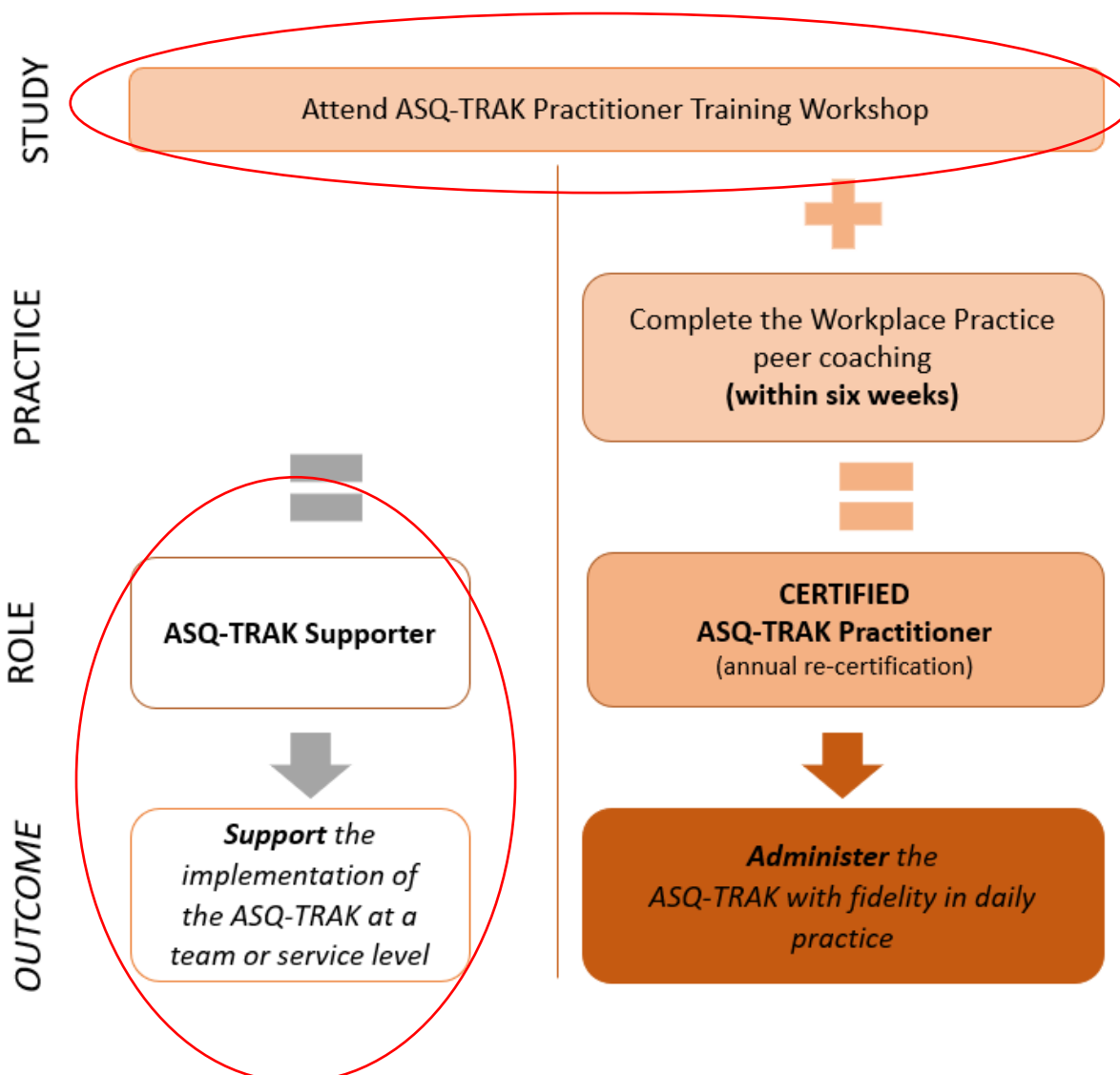
ASQ-TRAK Supporters – Training Attendance

In some instances, staff may have interest in attending the training, however, they do not intend to use the ASQ-TRAK in their workplace or become a certified user.

They may wish to attend an ASQ-TRAK Practitioner Workshop:

- for their own practice and professional development
- to develop a greater understanding of the ASQ-TRAK
- to support the implementation of the tool in their workplace

In this case, where a participant will not be using the ASQ-TRAK and **does not** intend to become certified, they are not required to complete the Workplace Practice Task. This participant is identified as an **ASQ-TRAK Supporter**.



Supporters receive a Record of Attendance for their participation in the workshop. It is important to note, Supporters will not be certified to administer the ASQ-TRAK in their workplace. **If they decide they wish to become certified in the future, they will be required to complete the ASQ-TRAK Practitioner Workshop again and complete the Workplace Practice Task within 6 weeks of the Workshop.**

Section D

Checklist for Employers & Practitioners



D. ASQ-TRAK Quality Assurance Standards - CHECKLISTS

D1. Organisation CHECKLIST - Maintaining ASQ-TRAK certification for your workforce:

Organisation Name: _____

ASQ-TRAK Practitioner Training is a structured, evidence-based program that builds practitioners' ability to provide culturally safe and effective developmental care for Aboriginal and Torres Strait Islander children and families using the ASQ-TRAK developmental screening tool.

To ensure faithful implementation of the ASQ-TRAK, UoM recommends that the Practitioners in your team:	I understand
D 1.1 Participate in a two-day face to face Workshop delivered by two Accredited ASQ-TRAK Facilitators. It is necessary to complete the full two days.	<input type="checkbox"/>
D 1.2 Complete the Workplace Practice Task , including submitting a copy of the Observation Tool , within 6 weeks.	<input type="checkbox"/>
D 1.3 Meet requirements for annual certification which include: <ul style="list-style-type: none"> • \$130 certification fee paid annually on the anniversary of their workshop • An ASQ-TRAK Activity Survey to demonstrate active use of the ASQ-TRAK 	<input type="checkbox"/>
D 1.4 Understand and access the benefits available through the annual certification process. These include: <ul style="list-style-type: none"> a) Participation in Community of Practice sessions b) Participation in ASQ-TRAK Booster Webinars c) Access to updated resources to support the administration of the ASQ-TRAK. <ul style="list-style-type: none"> • best-practice demonstration videos • a caregiver information booklet • anticipatory guidance sheets • a developmental milestones poster • other resources to support ASQ-TRAK implementation d) Access discounts to other ASQ-TRAK events. 	<input type="checkbox"/>

Maintaining annual certification provides assurance to both Practitioner and employer that the Practitioner has obtained and maintained the capability to use the ASQ-TRAK as intended. The ASQ-TRAK Team, led by the Clinical Lead and Training Coordinator, will work to provide high quality and responsive training activities, ongoing PD opportunities, and practice resources, that meet the needs of Practitioners and enable services to effectively implement the ASQ-TRAK.

I have read and fully understand the ASQ-TRAK Quality Assurance Standards, and the employer obligation to maintain certification for the team:

Organisation Representative: _____

Date: _____

D. ASQ-TRAK Quality Assurance Standards

D2. Practitioner CHECKLIST - Becoming a certified ASQ-TRAK Practitioner

Please read and complete the following checklist to confirm that you fully understand your obligations as an ASQ-TRAK Practitioner. Once signed please return to the ASQ-TRAK Team. Refer to the ASQ-TRAK Practitioner Training Procedure Guide for more detail.

Requirements and Benefits	I understand
D2.1 I will be certified as an <i>ASQ-TRAK Practitioner</i> for 1 year , after successful completion of both: <ul style="list-style-type: none"> • 2-day Workshop (the full 2 days) AND • Workplace Practice Task, including submitting a copy of my Observation Tool, within 6 weeks. 	<input type="checkbox"/>
D2.2 As a <i>Certified ASQ-TRAK Practitioner</i> , I have access to the following benefits: <ol style="list-style-type: none"> a) Community of Practice sessions. b) ASQ-TRAK Booster Webinars. c) Access to updated resources to support the administration the ASQ-TRAK. <ul style="list-style-type: none"> • best-practice demonstration videos • a caregiver information booklet • anticipatory guidance sheets • a developmental milestones poster • other resources to support ASQ-TRAK implementation d) Discounts to other ASQ-TRAK events. 	<input type="checkbox"/>
D2.3 I have read and understood the ASQ-TRAK Tool Kit End User Licence Agreement (EULA) and Photocopy Release (at the end of this document).	<input type="checkbox"/>
D2.4 To meet requirements for annual certification and ongoing access to benefits in D2.2, I will need to: <ul style="list-style-type: none"> • Pay the \$130 certification fee • Be actively using the ASQ-TRAK and complete an ASQ-TRAK Activity Survey 	<input type="checkbox"/>
D2.5 If my certification lapses OR I have not administered the minimum number of ASQ-TRAK screens, I will be required to undertake the Refresher Workplace Practice Task to be re-certified.	<input type="checkbox"/>

I have read and fully understand what is required to remain certified as an ASQ-TRAK Practitioner.

Name : _____

Organisation: _____

Date: _____

Section E

Glossary



E. Glossary - Terms used in this guide

<i>Accredited ASQ-TRAK Facilitator</i>	A <i>Certified ASQ-TRAK Practitioner</i> who has completed <i>ASQ-TRAK Facilitator Training</i> and completes an annual self-assessment and pays an annual accreditation fee to maintain currency of practice.
<i>ASQ-TRAK</i>	<i>Ages and Stages Questionnaire - Talking about Raising Aboriginal Kids (ASQ-TRAK)</i> . Culturally appropriate developmental screening tool for Australian Aboriginal Children; adapted from the ASQ®-3 (Squires & Bricker, 2009).
<i>ASQ-TRAK Facilitator Training</i>	An additional training course that enables <i>Certified ASQ-TRAK Practitioners</i> to become <i>Accredited ASQ-TRAK Facilitators</i> , and faithfully deliver <i>ASQ-TRAK Training</i> .
<i>ASQ-TRAK Supporter</i>	A participant in a <i>Training Workshop</i> who will not be administering the <i>ASQ-TRAK</i> but intends to support the implementation of the tool within their organisation. The <i>ASQ-TRAK Supporter</i> exits the <i>ASQ-TRAK Training</i> pathway prior to completing the <i>Workplace Practice Task</i> (see <i>Figure 5</i>).
<i>Certified ASQ-TRAK Practitioner</i>	A health, education or community worker who has completed the <i>Practitioner Training</i> and has received a <i>Certificate of ASQ-TRAK Practice</i> .
<i>Clinical Training Lead</i>	The paediatrician responsible for directing the research and development of the <i>ASQ-TRAK</i> and related training programs.
<i>Facilitator</i>	General term for someone who delivers or intends to deliver <i>ASQ-TRAK Training</i> .
<i>Training Coordinator</i>	The education specialist responsible for the national implementation of <i>ASQ-TRAK Training</i> .
<i>Observation Tool</i>	A list of competencies used by the <i>Peer Coach</i> during the <i>Workplace Practice</i> , to monitor how faithfully the <i>Trainee Practitioner</i> administers the <i>ASQ-TRAK</i> .
<i>Peer Coach</i>	A colleague who observes a <i>Trainee Practitioner</i> in the <i>Workplace Practice Task</i> and participates in <i>Peer Coaching</i> . Must have attended a <i>Training Workshop</i> (i.e., be another <i>Trainee Practitioner</i> , a <i>Certified ASQ-TRAK Practitioner</i> , or an <i>ASQ-TRAK Supporter</i>).
<i>Practitioner</i>	General term for the professional who uses or intends to use the <i>ASQ-TRAK</i> .
<i>Provisional ASQ-TRAK Facilitator</i>	A <i>Certified ASQ-TRAK Practitioner</i> who has completed the online component of <i>ASQ-TRAK Facilitator Training</i> but is yet to complete all components of the training (i.e., submit a self-assessment of delivering a <i>Training Workshop</i>).
<i>Self-Evaluation of Training Competency</i>	Structured tool used by the <i>Provisional Facilitator</i> to evaluate their competence in faithfully delivering <i>ASQ-TRAK Training</i> .
<i>Trainee ASQ-TRAK Practitioner</i>	A participant who has attended the <i>Training Workshop</i> and intends to complete the <i>Workplace Practice Task</i> but is yet to do so.
<i>Training Administration Procedures</i>	The administrative processes followed by <i>Accredited ASQ-TRAK Facilitators</i> and the <i>Training Coordinator</i> for registering workshops and participants, recording completion of training requirements and issuing certificates.
<i>ASQ-TRAK Training Workshop</i>	A two-day interactive classroom-based activity, teaching the principles underpinning the <i>ASQ-TRAK</i> and the method for faithfully administering the tool in the workplace; attendance at the <i>Training Workshop</i> is the first of two <i>ASQ-TRAK Training</i> hurdles.
<i>Workplace Practice Task</i>	The half-day-equivalent task to be undertaken by the <i>Trainee Practitioner</i> in their workplace, after attending the <i>Training Workshop</i> ; comprised of administering the <i>ASQ-TRAK</i> and reflective discussion with a <i>Peer Coach</i> .
<i>Workshop Delivery Task</i>	The first workshop delivered by a <i>Provisional ASQ-TRAK Facilitator</i> after completing the online component of <i>ASQ-TRAK Facilitator Training</i> .

Section F

End User Licensing Agreement & Photocopying Release



F. ASQ-TRAK Information and Conditions of Use

F1: ASQ-TRAK Information and Conditions of Use

The **ASQ-TRAK** is an authorised adaptation of the Ages & Stages Questionnaires®, Third Edition (ASQ®-3): A Parent-Completed Child Monitoring System, by Jane Squires, Ph.D., and Diane Bricker, Ph.D. Originally published in the United States of America by Paul H. Brookes Publishing Co., Inc. Copyright © 2009–2021 by Paul H. Brookes Publishing Co., Inc. Ages & Stages Questionnaires® and ASQ® are registered trademarks and the ASQ logos are trademarks of Paul H. Brookes Publishing Co., Inc. *ASQ-TRAK* has been adapted by permission from Paul H. Brookes Publishing Co., Inc. (“Brookes Publishing Co.”). It has been created by ASQ-TRAK lead developer A/Prof Anita D’Aprano, University of Melbourne, and is available from the Royal Children’s Hospital Shop (<https://shop.rch.org.au/product-category/asq-trak/>) for use in Australia.



It is strongly recommended that anyone using the ASQ-TRAK undertake accredited ASQ-TRAK training. This will ensure the ASQ-TRAK is used in the way it has been designed to be used and will maintain the cultural safety and quality of the tool. This is on advice from our Aboriginal and Torres Strait Islander colleagues and advisors. To find out more about ASQ-TRAK training please visit strongkidsstrongfuture.com.au.

The ASQ-TRAK Kit contains the “Software” which refers to the files contained in the *ASQ-TRAK* CD-ROM, USB drive or in the downloadable files. It also contains hardcopies of questionnaires, flipcharts, and supplemental materials. “Purchaser” is the entity, person or business that authorises the purchase of the ASQ-TRAK Kit. “End Users” are the persons who have been granted access to the Software by the Purchaser.

Purchasers and End Users may:

- ✓ print the ASQ-TRAK questionnaires, parent information sheets, information summary sheets contained in the Software from a computer located within the Purchaser’s facilities at a single physical site;
- ✓ post the Software on a local area network (“LAN”) or intranet of the Purchaser;
- ✓ print from the LAN or intranet provided that all End Users with access to the Software work or are based at the same office or physical site as the Purchaser and only access the Software from a single physical site of the Purchaser;
- ✓ photocopy the ASQ-TRAK questionnaire and supplemental materials, solely in the course of service provision to families.

Purchasers and End Users may not:

- X use the ASQ-TRAK Kit and Software other than as specified as above;
- X use the ASQ-TRAK Kit and Software in a way contrary to the family-oriented philosophies of the ASQ-TRAK developers;
- X electronically reproduce the Software or any portion of it;
- X reproduce and distribute the questionnaires and supplemental materials (including through electronic means) except as explicitly authorised above;
- X print copies of files contained in the Software unless from an original ASQ-TRAK CD-ROM, USB drive, or downloadable file made available to you by the University of Melbourne or an authorised ASQ-TRAK supplier or distributor;
- X post the Software on the Internet under any circumstances;
- X provide remote access to the Software, including by virtual private network (VPN), file transfer protocol (FTP), tunnelling protocols, or other means;
- X alter, change, remove or obscure copyright protection line at the bottom of each questionnaire and form;
- X modify, alter or adapt the Software or prepare derivative works based on the Software or prepare an alternative version or format based on the Software;
- X sell, rent, lease, distribute, or sublicense the Software, or distribute the Software or its content to generate revenue;
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