

An Introduction to ...



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Early Intervention Technical Assistance

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Training Objectives



- Choose one new strategy for engaging families in screening activities
- Describe three purposes of universal screening
- List the basic steps of completing and scoring the ASQ tools
- Identify resources to share with families - results & follow-up activities

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Screening	Evaluation	Assessment
-----------	------------	------------

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • assists with identification of children who may need further evaluation | <ul style="list-style-type: none"> • determines the existence of a delay or disability and eligibility for services • identifies a child's strengths and needs across all areas of development. | <ul style="list-style-type: none"> • determines an individual child's present level of performance and identifies next areas to work on to support development |
|--|---|---|

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What are the ASQ-3 and ASQ:SE-2?

- Parent or caregiver completed **developmental screening** tools that encourage discussion of children's development
 - Used to **accurately identify children at risk** for developmental or social-emotional delay
 - Includes questionnaires for children **ages 1 month to 5 ½ years (ASQ-3)** and **1 month to 6 years (ASQ:SE-2)**

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Parent Completed Tool

- Parents are the experts on their children...Research supports this!
- Creates an expectation that parents will share knowledge about their children
- 93% agreement between parents and professionals on the ASQ-3



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Why Engage Families?

- The family is the primary force in preparing children for school and life (Henderson & Berla, 1995)
- Children benefit when all the adults who care for them work together (Bronfenbrenner, 2004)

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Provide Appropriate Level of Support

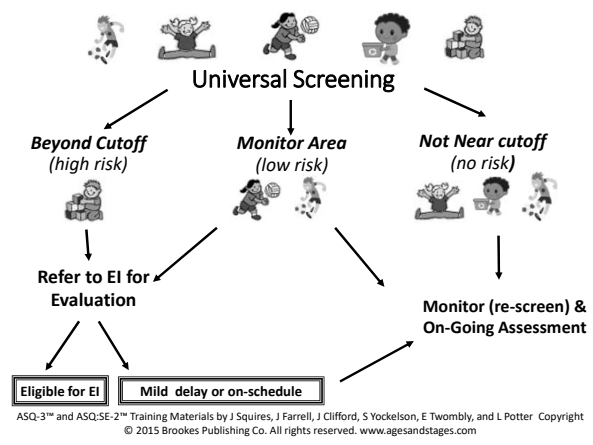
- Low literacy
- Cultural and language differences
- Impaired mental functioning
- Mental health issues
- Involvement with child protective agencies

Why Universal Screening is Important

- Early identification
- Information to support need for evaluation
- Cost effective and efficient
- Opens discussion with family about their child's development

MIECHV Performance Indicators/Outcomes

III – School Readiness and Achievement	12. Developmental Screening	Performance Indicator	Percent of children enrolled in home visiting with a timely screen for developmental delays using a validated parent-completed tool	Number of children (index child) enrolled in home visiting with at least one screening within the AAP-defined age groups during the reporting period	Number of children (index child) enrolled in home visiting reaching the specified time frame during the reporting period
III – School Readiness and Achievement	13. Behavioral Concerns	Performance Indicator	Percent of home visits where primary caregivers were asked if they have any concerns regarding their child's development, behavior, or learning	Number of home visits where primary caregivers enrolled in home visiting were asked if they have any concerns regarding their child's development, behavior, or learning	Total number of home visits during the reporting period
VI – Coordination and Referrals	18. Completed Developmental Referrals	Systems Outcome	Percent of children enrolled in home visiting with positive screens for developmental delays (measured using a validated tool) who receive services in a timely manner	Number of children enrolled in home visiting who a) received individualized developmental support from a home visitor; b) were referred to early intervention services and received an evaluation within 45 days; OR c) were referred to other community services who received services within 30 days (and met the conditions specified in the denominator)	Number of children enrolled in home visiting with positive screens for developmental delays (measured using a validated tool)



Why use the Ages and Stages Tools?

- Parent Involvement and Expertise
- Flexibility in Administration
- Ease of Completion
- Ease of Scoring
- Sound Research Base

ASQ-3 Domains

- Communication
- Gross Motor
- Fine Motor
- Problem Solving(Cognitive)
- Personal Social

ASQ:SE-2 Behavioral Areas

Social Emotional Domain

- Self Regulation
- Compliance
- Adaptive Functioning
- Autonomy
- Affect
- Social Communication
- Interaction with People

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Let's review the



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ASQ-3 Features

Parts of each questionnaire
Family Information Sheet

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ASQ-3 Features

- 21 different age intervals/questionnaires
- Each questionnaire: 5 domains with 6 questions
- Questions ordered from easy to more difficult
- Questions #5 and #6 are average skills for child that age
- 3 response options: Yes, Sometimes, Not Yet

PROBLEM SOLVING

	YES	SOMETIMES	NOT YET
1. Does your baby pass a toy back and forth from one hand to the other?	0	0	0
2. Does your baby pick up two small toys, one in each hand, and hold onto them for about 1 minute?	0	0	0
3. When holding a toy in his hand, does your baby bring it against another toy or the table?	0	0	0
4. While holding a small toy in each hand, does your baby clap the toys together like "Ta-ra-ah?"	0	0	0
5. Does your baby poke at or try to get a round or Chewie that is inside a clear bottle (such as a plastic baby toy bottle or baby bottle)?	0	0	0
6. After watching you hide a small toy under a piece of paper or cloth, does your baby find it (Be sure the toy is completely hidden)?	0	0	0

PROBLEM SOLVING TOTAL: _____

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Overall section

- Includes open-ended questions and no scoring
- Focuses on health and developmental issues (hearing, vision, behavior), quality of a child's skills, and general parent concerns that may require follow-up

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Information Summary sheet

Age interval and brief identifying information

Basic instructions for scoring and bar graph to record scores for each area and indicate where score falls in relation to cutoff

Abbreviated overall section

Place to record follow-up decisions and actions

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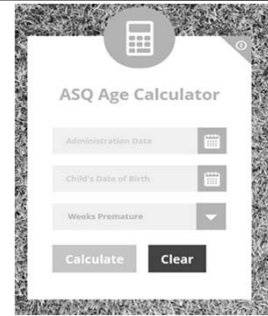
Steps in screening process with ASQ tools

- Step 1 • Choose the questionnaire for child's age
- Step 2 • Support parent's completion of ASQ3
- Step 3 • Score questionnaire, review overall section and interpret results
- Step 4 • Discuss results and follow-up options with parent
- Step 5 • Determine follow-up with parent and share next steps and activities

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Step 1 Choose the Correct Questionnaire

There's an app for that!
<http://agesandstages.com/free-resources/asq-calculator/>



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Step 1 Choose the Correct Questionnaire

Adjust for prematurity

- Only if 3 or more weeks pre-mature
- Only if child under 2 years old
- Can be done by subtracting number of weeks of prematurity or using the Corrected Date of Birth (same as original due date) or...

Use the APP!

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Step 2: Support parent completion of tool

- Questionnaires are clearly worded and easy to complete
- Written at 4th -6th grade reading level
- Some items include pictures

PROBLEM SOLVING

1. Does your baby pick up a toy and put it in his mouth? 
2. When your baby is on her back, does she try to get a toy she missed if she can see it? 
3. Does your baby play by banging a tin up and down on the floor or wall? 
4. Does your baby pass a toy back and forth from one hand to the other? 
5. Does your baby pick up two small toys, one in each hand, and hold onto them for about 1 minute? 
6. When holding a toy in his hand, does your baby bang it against another toy on the table? 

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- Explain ratings to parents
 - Yes = performing skill consistently
 - Sometimes = just beginning to perform skill or performs skill on occasion, but not all the time
 - Not yet = not yet performing the skill

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• Communication Section – 8 Month Questionnaire

COMMUNICATION

	YES	SOMETIMES	NOT YET	
1. If you call to your baby when you are out of sight, does she look in the direction of your voice?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	___
2. When a loud noise occurs, does your baby turn to see where the sound came from?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
3. If you copy the sounds your baby makes, does your baby repeat the same sounds back to you?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	___
4. Does your baby make sounds like "da," "ga," "ka," and "ba"?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	___
5. Does your baby respond to the tone of your voice and stop his activity at least briefly when you say "no-no" to him?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	___
6. Does your baby make two similar sounds like "ba-ba," "da-da," or "ga-ga"? (The sounds do not need to mean anything.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	___
COMMUNICATION TOTAL				___

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Step 3: Score Questionnaire; review overall section and interpret results

1. Review questionnaire for omitted items and attempt to get response if appropriate
2. Correct items on questionnaires with asterisks which contain specific completion instructions for hierarchy of skills (ex. 8 month gross motor)

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3. Score each item on questionnaire
Yes= 10 points
Sometimes = 5 points
Not yet = 0 points
4. Total points in each developmental domain
5. Transfer total area scores to Information Summary Sheet
 - Place for this to write in number and color bubble in the shaded area

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• Communication Section – 8 Month Questionnaire

COMMUNICATION

	YES	SOMETIMES	NOT YET	
1. If you call to your baby when you are out of sight, does she look in the direction of your voice?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5
2. When a loud noise occurs, does your baby turn to see where the sound came from?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
3. If you copy the sounds your baby makes, does your baby repeat the same sounds back to you?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5
4. Does your baby make sounds like "da," "ga," "ka," and "ba"?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	0
5. Does your baby respond to the tone of your voice and stop his activity at least briefly when you say "no-no" to him?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5
6. Does your baby make two similar sounds like "ba-ba," "da-da," or "ga-ga"? (The sounds do not need to mean anything.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	0
COMMUNICATION TOTAL				25

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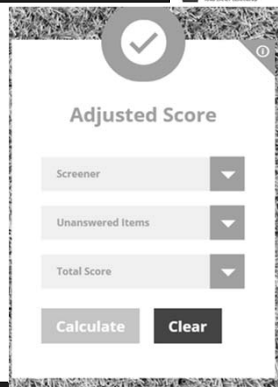
Scoring Domains with Omitted Items

- Recommend no more than 2 unanswered questions
- Total score in area / number of answered items in that area = average total score for that domain (25 points/5 answered questions = average score of 5)
 - Then add the average total score to the score of the other items (25+5=30 total score for domain)

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There's an app for that!

<http://agesandstages.com/free-resources/asq-calculator/>



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Step 4: Discuss Results and Follow-up Options with Parent

Step 5: Determine Follow-up with Parent and Share Next Steps and Activities

4. FOLLOW-UP ACTION TAKEN: Check all that apply

- Provide activities and resources in _____ months.
- Share results with primary health care provider.
- Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
- Refer to primary health care provider or other community agency specialty resource.
- Refer to early intervention/university childhood special education.
- No further action taken at this time.
- Other specify: _____

5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing)

Communication	1	2	3	4	5	6
Gross Motor						
Fine Motor						
Problem Solving						
Personal Social						

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Now let's review the



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Why Screen Social-Emotional Development?

- Federal policies in IDEA Part C, CAPTA and Head Start require SE screening
- More than 30% of parents in Early Intervention find it difficult to manage their child's behavior
- Children with disabilities at increased risk of disruptions in caregiver relationships

ASQ-3™ and ASQ:SE-2™ Training Materials by J Squires, J Farrell, J Clifford, S Yockelson, E Twombly, and L Potter
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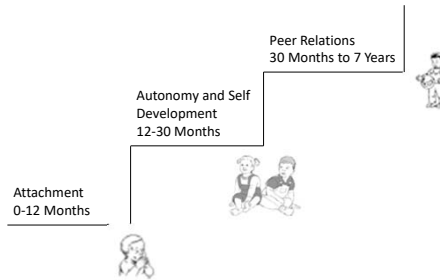
Research says....

- Behaviors in infancy signal the need for intervention
- Links exist between early risk factors, poor outcomes, and violence
- Social and emotional competencies are formed through interactions with primary caregivers

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Social-Emotional Stages of Development



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Challenges in Screening Social Emotional Development

Challenging behavior can be typical development:

- Infants cry to get needs met
- Toddlers aren't able to share; they may bite and have tantrums
- Preschoolers whine, make demands, grab, push and hit

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- Behavioral experimentation helps children learn consequences, builds working memory for future problem solving and ultimately helps them to develop self-regulation

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Decisions about Typical vs. Atypical Behavior

Crucial dimensions

- Frequency
- Intensity
- Duration

Characteristics

- Externalizing (severe tantrums, frequent biting, kicking, hitting, often throwing materials, extreme difficulty accepting guidance)
- Internalizing (withdrawn, not engaged with people or materials, very often sad, anxious, irritable)

Behavioral Areas of ASQ:SE2

ASQ:SE-2 items can be categorized in one or more behavioral areas, which serve as a conceptual framework. Understanding these behavioral areas can be helpful to families as you interpret and discuss results with them.

<p>AUTONOMY</p> <p>A child's ability or willingness to self-initiate or respond without guidance (moving to independence).</p> <p>Sample item: "Does your child check to make sure you are near when exploring new places, such as a park or a family home?"</p>	<p>COMPLIANCE</p> <p>A child's ability or willingness to conform to the direction of others and follow rules.</p> <p>Sample item: "Does your child do what you ask him to do? For example, does he reach his hands or feet to take a non-sterile object?"</p>
<p>ADAPTIVE FUNCTIONING</p> <p>A child's success or ability to cope with physiological needs (sleeping, eating, elimination, safety).</p> <p>Sample item: "Does your child sleep at least 8 hours in a 24-hour period?"</p>	<p>SELF-REGULATION</p> <p>A child's ability or willingness to calm or settle down or to adjust to physiological or environmental conditions or stimulation.</p> <p>Sample item: "Does your child cry, scream, or have tantrums for long periods of time?"</p>
<p>AFFECT</p> <p>A child's ability or willingness to demonstrate his or her own feelings and empathy for others.</p> <p>Sample item: "Is your child interested in things around her, such as people, toys, and food?"</p>	<p>INTERACTION</p> <p>A child's ability or willingness to respond to or initiate social responses with parents, other adults, and peers.</p> <p>Sample item: "Does your child talk to or play with other familiar adults?"</p>
<p>SOCIAL-COMMUNICATION</p> <p>A child's ability or willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests or needs, feelings, and affective or internal states.</p> <p>Sample item: "Does your child try to show you things by pointing at them and looking back at you?"</p>	

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ASQ:SE2 Features

- Same basic layout as ASQ-3
 - Family Information Sheet
 - Questions, Scored and Unscored
 - Information Summary Sheet
- 9 Questionnaires/Age Intervals
- Number of questions vary based on age
- 3 response options:
 - Rarely/Never, Sometimes, Often/Always
 - Additional box to note a caregiver concern

Steps in screening process with ASQ tools

- Step 1 • Choose the questionnaire for child's age
- Step 2 • Support parent's completion of ASQ:SE2
- Step 3 • Score questionnaire, review Overall Section and interpret results
- Step 4 • Discuss results and follow-up options with parent
- Step 5 • Determine follow-up with parent and share next steps and activities

Step 1: Choose the Questionnaire

Adjust for prematurity

- Only if 3 or more weeks pre-mature
- Only if child under 2 years old
- Can be done by subtracting number of weeks of prematurity or using the Corrected Date of Birth (same as original due date) or...

Use the APP!

Step 2: Support Parent Completion

Same as ASQ except ...

- 'Check if this is a Concern' is an additional option on ASQ:SE-2

AND...

ASQ:SE2 assesses both

Competence:
Behavior we expect/promote

Ex: Does your child like to be hugged or cuddled?

Problem:
Behaviors we would not expect/promote

Ex: Does your child cry, scream, or have tantrums for long periods of time?

Step 3: Score questionnaire, review Overall section and interpret results

Competence

Response point value:

- Often or always = 0 (Z)
- Sometimes = 5 (V)
- Rarely or never = 10 (X)

Problem

• Response point value:

- Often or always = 10 (X)
- Sometimes = 5 (V)
- Rarely or never = 0 (Z)

Check if this is a Concern:
• 5 additional points are added

Item	Response	Score	Response	Score
8. Does your child settle himself down after exciting activities?	<input type="checkbox"/> Z	<input type="checkbox"/> V	<input type="checkbox"/> X	<input type="checkbox"/> Z
9. Does your child cry, scream, or have tantrums for long periods of time?	<input type="checkbox"/> Z	<input type="checkbox"/> V	<input type="checkbox"/> X	<input type="checkbox"/> Z
10. Does your child do things over and over and get upset when you try to stop him? For example, does he rock, flap his hands, spin, or _____? (Please describe.)	<input type="checkbox"/> Z	<input type="checkbox"/> V	<input type="checkbox"/> X	<input type="checkbox"/> Z
11. Does your child stay with activities she enjoys for at least 3 minutes (other than watching shows or videos, or playing with electronics)?	<input type="checkbox"/> Z	<input type="checkbox"/> V	<input type="checkbox"/> X	<input type="checkbox"/> Z

Omitted Items

Recommend no more than 3 unanswered questions

- If one or two items are missing, no adjustment is needed
- If three or more items are missing AND the total score is within 5 points of the cutoff
 - Calculate an average item score, which is the multiplied by the number of missing items on the questionnaire and added to the total

Overall questions – open ended (not scored)

OVERALL Use the space below for additional comments.

34. Do you have concerns about your child's eating and sleeping behaviors or about her toilet training? If yes, please explain: YES NO

35. Does anything about your child worry you? If yes, please explain: YES NO

36. What do you enjoy about your child?

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	33.06	25													
Gross Motor	30.61	45													
Fine Motor	42.15	60													
Problem Solving	36.17	45													
Personal-Social	35.84	55													

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

- If the baby's total score is in the **0-25** area, it's above the cutoff and the baby's development appears to be on schedule.
- If the baby's total score is in the **26-35** area, it's close to the cutoff. Provide learning activities and monitor.
- If the baby's total score is in the **36-60** area, it's below the cutoff. Further assessment with a professional may be needed.

1. ASQ:SE-2 SCORING CHART:

- Score items (Z = 0, Y = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

TOTAL POINTS CONCERN 1	10	Cutoff	TOTAL SCORE
TOTAL POINTS CONCERN 2	25	85	75
TOTAL POINTS CONCERN 3	20		
TOTAL POINTS CONCERN 4	20		
Total score	75		

2. ASQ:SE-2 SCORE INTERPRETATION: Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

no or low risk 65 monitor 85 at risk 100

The child's total score is in the area. It is below the cutoff. Social-emotional development appears to be on schedule.
 The child's total score is in the area. It is close to the cutoff. Review behaviors of concern and monitor.
 The child's total score is in the area. It is above the cutoff. Further assessment with a professional may be needed.

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Interpreting results

Things to Consider:

- Opportunity
- Setting/Time Factors
 - Is the child hungry? Tired?
 - At home or childcare?
- Environmental Factors
 - Stressful Event?
 - Older siblings that do the talking?

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- Developmental Factors
- Health Factors
 - Medical Concern or Health Condition?
- Family/Cultural Factors
 - First Time Parents
 - Teen Parents
 - Parents involved in other systems (D&A, MH, and Child Welfare)
 - Low Literacy
 - Linguistic Differences
- Parent Concerns

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Step 4: Discuss Results and Follow-up Options with Parent

Discussing results:

- Remember, the parent completed the tool
- Listen, read subtle cues, reflect back
- If you share concerns, be specific
- Think about where the parent is in the process
- Know community resources

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- Begin discussion by celebrating the child
 - What do you appreciate about child? What things have you observed about him/her?
- Review results together beginning with strengths
 - Responses "Yes" on ASQ-3 and "Z" on ASQ:SE2
- Discuss items of concern
 - "not yet" on ASQ-3 and "X" on (ASQ:SE 2)

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- Discuss answers to open-ended questions
- Review summary sheet together and discuss child's score and cut off scores
- Together, WITH the family, consider follow up options

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Step 5: Determine Follow-up Actions with Parent and Share Next Steps and Activities

- With parent, complete section 4 of ASQ Summary page and section 5 of ASQ:SE2 Summary page
 - Share fun learning activities for home/school
 - Share results with child’s health care provider
 - Share community resources

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If results are in monitor area or below cutoff on ASQ or above cutoff on ASQ:SE2 discuss referral considerations:

- Early Intervention/ Early Childhood Special Education, as appropriate
- Behavioral Health Programs
- Primary Care Physician
- Other local community agencies

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Technical Assistance Center for Social Emotional Intervention for Young Children

- Resources for decision-makers, caregivers, providers
- “Evidence-based” “Best Practice”
- Check out the **The Backpack Connection Series**
- Resources for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior.
- Most resources are available to download

<http://challengingbehaviorfmhi.usf.edu/communities/families.htm>

https://www.zerotothree.org/resources?type=parenting_resources

- **National Center for Infants, Toddlers, and Families**
- Many free resources for providers and parents
- Check out “Behavior and Development” section
- Podcasts; tip sheets; articles
- Excellent journal with social-emotional emphasis



<http://ectactcenter.org/families.asp>

Early Childhood Technical Assistance Center

For Families

Resources, handouts

Alternatives to discipline

Part C of IDEA

Part B, Section 619 of IDEA

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Follow-Up to Screening: Intervention and Learning Activities

ASQ 3 User's Guide Pages 202-212 (English)

ASQ Learning Activities

ASQ:SE2 Learning Activities Pages 213-223 (Spanish)

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27 to 33 months

NEWSLETTER Your Toddler's Social-Emotional Development

“Keep on Trying”

Helping Your Baby Grow Activities for 0 to 3 months

Talk Time

Silly Faces

Tummy Time

Storytime

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<http://www.brookespublishing.com/campaigns/free-social-emotional-screening-toolkit/>

Free Social-Emotional Screening Toolkit!

Download your toolkit now!

First name

Last name

Job Title

Contact Email (Business)

Address 1

Address 2

City

Country

Zip/Postal code

Phone number

How did you hear about this?

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For more information on the ASQ3 and ASQ:SE2 please visit
www.agesandstages.com

The Office of Child Development and Early Learning (OCDEL) provides families access to high quality services to prepare children for school and life success.

Department of Human Resources
Office of Child Development and Early Learning
100 North Second Street, Harrisburg, PA 17102

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