An Introduction to ...
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 results and follow-up activities with families
## Introduction to the ASQ & ASQ:SE

<table>
<thead>
<tr>
<th>Screening</th>
<th>Evaluation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a quick snapshot of a child's overall behavior and development</td>
<td>• determines the existence of a delay or disability and eligibility for services</td>
<td>• an ongoing review of a child's development over time</td>
</tr>
<tr>
<td>• assists with identification of children who may need further evaluation</td>
<td>• identifies a child’s strengths and needs across all areas of development.</td>
<td>• Identifies present levels and what to expect next in development</td>
</tr>
</tbody>
</table>
Introduction to the ASQ & ASQ:SE

Why Universal Screening is Important

- Identifies delays early
- Helps to ensure better futures
- Recommended by AAP
- Helps parents take active role
- Boosts parent-child bonding
- It is easy and quick

Why Universal Screening is Important

- It identifies delays early, when interventions can help the most.
- It helps ensure better futures. Studies show that children who receive early treatment for developmental delays are more likely to graduate from high school, hold jobs, and live independently.
- It’s recommended by the AAP. The American Academy of Pediatrics recommends that all infants and young children be screened for delays as a regular part of their ongoing health care.
- It helps parents take an active role in guiding child development. Using a parent-completed screener like ASQ gives parents a chance to share their unique insights about their child and learn more about key developmental milestones.
- It boosts parent-child bonding. Parent-completed screenings are a great bonding experience for parents and children. (ASQ also offers fun and effective learning activities parents and children can do together between screenings.)
- It’s easy and quick. Screening isn’t a long, time-intensive process. It can be completed in many settings, from homes to a doctor’s waiting room, and parents can fill out most screening questionnaires in under 15 minutes.

Universal Screening

Beyond Cutoff (high risk)

Refer to EI for Evaluation

Not Near cutoff (no risk)

Monitor (re-screen) & On-Going Assessment

Monitor Area (low risk)

Eligible for EI

Mild delay or on-schedule

ASQ-3™ and ASQ:SE-2™ Training Materials by J Squires, J Farrell, J Clifford, S Yockelson, E Twombly, and L Potter  Copyright © 2015 Brookes Publishing Co. All rights reserved. www.agesandstages.com
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
• 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
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)
Provide Appropriate Level of Support

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

## MIECHV Performance Indicators/Outcomes

<table>
<thead>
<tr>
<th>Section</th>
<th>Performance Indicators</th>
<th>Performance Description</th>
<th>Performance Indicators Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>III – School Readiness and Achievement</td>
<td>12. Developmental Screening</td>
<td>Percent of children enrolled in home visiting with a timely screen for developmental delays using a validated parent-completed tool</td>
<td>Number of children (index child) enrolled in home visiting with at least one screening within the AAP-defined age groups during the reporting period</td>
</tr>
<tr>
<td></td>
<td>13. Behavioral Concerns</td>
<td>Percent of home visits where primary caregivers were asked if they have any concerns regarding their child’s development, behavior, or learning</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>18. Completed Developmental Referrals</td>
<td>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</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of children enrolled in home visiting with positive screens for developmental delays (measured using a validated tool)</td>
</tr>
</tbody>
</table>
The ASQ®-3 and ASQ®:SE-2 tools help parents and professionals to build a picture of children’s development and abilities. While these tools share some common features, they also have unique differences that are important to know!

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Unique features of ASQ®-3</th>
<th>Unique features of ASQ®:SE-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-completed</td>
<td>Screens 5 developmental areas</td>
<td>Screens 1 developmental area</td>
</tr>
<tr>
<td>Used in diverse settings (early learning, parenting, pediatrics, public health)</td>
<td>21 questionnaire intervals screen from 1–66 months</td>
<td>9 questionnaire intervals screen from 1–72 months</td>
</tr>
<tr>
<td>Flexible administration (print, online, with or without support)</td>
<td>Number of items consistent across questionnaire intervals</td>
<td>Number of items varies across questionnaire intervals</td>
</tr>
<tr>
<td>Written at 4th–6th grade reading levels</td>
<td>Items address competence skills</td>
<td>Items mix social competence and problem behaviors</td>
</tr>
<tr>
<td>Culturally sensitive</td>
<td>Item response options: Yes, Sometimes, Not Yet</td>
<td>Item response options: Often or Always, Sometimes, Rarely or Never</td>
</tr>
<tr>
<td>Screening process opens discussion with parents about child’s development</td>
<td>Scoring of item responses is consistent</td>
<td>Scoring of item responses varies</td>
</tr>
<tr>
<td>Monitoring zone points to areas that would benefit from practice or support</td>
<td>Before answering, items must be tried with child</td>
<td>Items may be answered based on recent memory of child’s behavior</td>
</tr>
<tr>
<td>Referral area indicates need for ongoing assessment (and possible services)</td>
<td>Answers based on observation of child’s skills</td>
<td>Answers based on observation and personal interpretation of behavior</td>
</tr>
<tr>
<td>Overall section captures parent concerns, qualitative details about child’s skills/behavior</td>
<td>Results of multiple questionnaires (parent, teacher, other caregiver) can be combined for scoring</td>
<td>Results of multiple questionnaires (parent, teacher, other caregiver) should not be combined for scoring</td>
</tr>
<tr>
<td>Follow-up includes parent concerns</td>
<td>Scores below cutoff in any area indicate need for follow-up</td>
<td>Scores above cutoff indicate need for follow-up</td>
</tr>
<tr>
<td>Extensively researched with high reliability and validity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learn more about the ASQ tools at www.agesandstages.com
**Developmental Areas/Domains**

- **Communication**: Your child’s language skills, both what your child understands and what he can say.
- **Gross motor**: How your child uses his or her arms and legs and other large muscles for sitting, crawling, walking, running, and other activities.
- **Fine motor**: Your child’s hand and finger movement and coordination.
- **Problem solving**: How your child plays with toys and solves problems.
- **Personal-social**: Your child’s self-help skills and interactions with others.
Introduction to the ASQ & ASQ:SE

Social Emotional Domain

Behavioral Areas

• Self Regulation
• Compliance
• Adaptive Functioning
• Autonomy
• Affect
• Social Communication
• Interaction with People
Let’s review the ASQ-3 Ages & Stages Questionnaires®
ASQ-3 Features

Parts of each questionnaire

Family Information Sheet

21 different questionnaires/age intervals
ASQ-3 Features

- 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
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
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
Screening with ASQ: 6 Easy Steps

1. Choose the right questionnaire for the child's age.
   - Photocopy or print it...
   - ...or use ASQ Online.

2. Give it to the parent to complete and return.

3. Parent fills out the questionnaire at home.
   - They're clear, quick, and easy to do!

4. Score the questionnaire when the parent returns it.
   - Score by hand in minutes...
   - ...or in seconds with ASQ Online.

5. Share results with the parent.
   - Discuss referral options if there are developmental concerns.

6. Give parents fun ASQ-3 Learning Activities.
   - Help them boost development at home between screenings!
Introduction to the ASQ & ASQ:SE

Choose the Correct Questionnaire

There’s an app for that!

http://agesandstages.com/free-resources/asz-calculator/

Step 1: Enter the date you’ll administer ASQ-3
Step 2: Enter the child’s birth date
Step 3: Enter how many weeks premature (if applicable)
Step 4: Calculate

The calculator instantly tells you which questionnaire to use!
Support parent completion of tool

- Share the purpose of screening
- Give parents guidance and make them feel prepared to successfully complete a screening.
- Explain how ASQ-3 works.
- Review 3 response options on ASQ-3 questionnaires and what they mean.
- Tell parents that you’ll share the results with them.
Introduction to the ASQ & ASQ:SE

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

You are an active partner in your child’s learning and development. By completing ASQ-3 questionnaires, you are making sure your child is off to the best possible start!
Review response options:

• **Yes** if your child is performing the skill

• **Sometimes** if your child is performing the skill but doesn’t yet do it consistently

• **Not yet** if your child does not perform the skill yet

You will answer each question “yes,” “sometimes,” or “not yet,” based on what your child is able to do now. Your answers help show your child’s strengths and areas where he or she may need practice.

To answer each question, you can try fun and simple activities with your child. These activities encourage your child to play, move around, and practice day-to-day skills.
**Introduction to the ASQ & ASQ:SE**

**Parent completes questionnaire**

### 8 Month Questionnaire

**Communication**

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

**Communication Total**

---

Tom Wolf, Governor  
Pedro Rivera, Secretary of Education | Teresa Miller, Secretary of Human Services
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)
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
Scoring Domains with Omitted Items

There’s an app for that!

http://agesandstages.com/free-resources/asq-calculator/
Let’s practice scoring

**COMMUNICATION**

1. If you call to your baby when you are out of sight, does she look in the direction of your voice?  
   - YES (0)  
   - SOMETIMES (x)  
   - NOT YET (0)  
   - Total: 5

2. When a loud noise occurs, does your baby turn to see where the sound came from?  
   - YES (x)  
   - SOMETIMES (0)  
   - NOT YET (0)  
   - Total: 10

3. If you copy the sounds your baby makes, does your baby repeat the same sounds back to you?  
   - YES (0)  
   - SOMETIMES (x)  
   - NOT YET (0)  
   - Total: 5

4. Does your baby make sounds like “da,” “ga,” “ka,” and “ba”?  
   - YES (0)  
   - SOMETIMES (0)  
   - NOT YET (x)  
   - Total: 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?  
   - YES (0)  
   - SOMETIMES (x)  
   - NOT YET (0)  
   - Total: 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.)*  
   - YES (0)  
   - SOMETIMES (0)  
   - NOT YET (x)  
   - Total: 0

**COMMUNICATION TOTAL: 25**
Introduction to the ASQ & ASQ:SE

Share Activities & Offer Resources

Discuss Results and Follow-up Options

Step 5

Step 6

4. FOLLOW-UP ACTION TAKEN: Check all that apply.
   _____ Provide activities and rescreen 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 (specify reason): ____________
   _____ Refer to early intervention/early 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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
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<td></td>
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<tr>
<td>Gross Motor</td>
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<tr>
<td>Fine Motor</td>
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<tr>
<td>Problem Solving</td>
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<tr>
<td>Personal-Social</td>
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</tbody>
</table>

Ages & Stages Questionnaire®, Third Edition (ASQ-3®), Squires & Bricker
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Now let’s review the
What is Social-Emotional Learning?

- [https://www.youtube.com/watch?v=ikehX9o1Jbl](https://www.youtube.com/watch?v=ikehX9o1Jbl)
Social/emotional development is the developing capacity of the child from birth through five to:

- form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn - all in the context of family, community, and culture.

CSEFEL Definition adapted from ZERO TO THREE, 2001
Introduction to the ASQ & ASQ:SE

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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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
Expecting more from children than they are capable of can lead to lots of frustration for both parents and children. Parents agree:

45% of parents tell ZERO TO THREE they want to know how and when children develop self-control...

44% of parents want to know what skills to expect at different ages.

To learn about how and when children develop self-control, and what you can do to nurture this skill, visit www.zerotothree.org/DevelopingSelfControl
When do children have the impulse control to resist the desire to do something forbidden?

56% of parents believe children have the impulse control to resist the desire to do something forbidden before age 3.

Within that group, 36% of parents believe that children under age 2 have this kind of self-control.

ACTUAL age this develops:

3 1/2 - 4 years

However, brain research shows that these skills start developing between 3.5 and 4 years, and take many more years to be used consistently.
When are children able to control their emotions?

24% of all parents believe children are able to control their emotions, such as not having a tantrum when frustrated, at 1 year or younger.

42% of parents believe children have this ability by 2 years.

Research shows this type of self-control is also just starting to develop between 3.5 and 4 years.
ASQ:SE2 Features

• Same basic components as ASQ-3
• 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
Behavioral Areas of ASQ:SE-2

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.

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child’s ability or willingness to self-initiate or respond without guidance (moving to independence).</td>
<td>A child’s ability or willingness to conform to the direction of others and follow rules.</td>
</tr>
<tr>
<td>Sample item: “Does your child check to make sure you are near when exploring new places, such as a park or a friend’s home?”</td>
<td>Sample item: “Does your child do what you ask him to do? For example, does he wash his hands or wait to take a turn when asked?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adaptive Functioning</th>
<th>Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child’s success or ability to cope with physiological needs (sleeping, eating, elimination, safety).</td>
<td>A child’s ability or willingness to calm or settle down or to adjust to physiological or environmental conditions or stimulation.</td>
</tr>
<tr>
<td>Sample item: “Does your child sleep at least 8 hours in a 24-hour period?”</td>
<td>Sample item: “Does your child cry, scream, or have tantrums for long periods of time?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affect</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child’s ability or willingness to demonstrate his or her own feelings and empathy for others.</td>
<td>A child’s ability or willingness to respond to or initiate social responses with parents, other adults, and peers.</td>
</tr>
<tr>
<td>Sample item: “Is your child interested in things around her, such as people, toys, and foods?”</td>
<td>Sample item: “Does your child talk to or play with other familiar adults?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social-Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Sample item: “Does your child try to show you things by pointing at them and looking back at you?”</td>
</tr>
<tr>
<td>Behavioral Area</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td><strong>Social-communication (continued)</strong></td>
</tr>
<tr>
<td>pretends objects are something else?</td>
</tr>
<tr>
<td>has simple back-and-forth conversations with you?</td>
</tr>
<tr>
<td><strong>Total number of social-communication items</strong></td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
</tr>
<tr>
<td>parents and other adults</td>
</tr>
<tr>
<td>smiles at you and family members?</td>
</tr>
<tr>
<td>laughs or smiles [with you and family members, when playing with you]?</td>
</tr>
<tr>
<td>seems to enjoy watching or listening to people?</td>
</tr>
<tr>
<td>stays upset more than an hour when you leave?</td>
</tr>
<tr>
<td>enjoys [feeding times, mealtimes] together?</td>
</tr>
<tr>
<td>likes to play near or be with family and friends?</td>
</tr>
<tr>
<td>looks for you when stranger comes near?</td>
</tr>
<tr>
<td>looks to be around other children?</td>
</tr>
<tr>
<td>can name a friend? takes turns and shares during play with children?</td>
</tr>
<tr>
<td>other children like to play with child?</td>
</tr>
<tr>
<td>likes to play with other children?</td>
</tr>
<tr>
<td><strong>Total number of interaction items</strong></td>
</tr>
<tr>
<td><strong>General concerns and Overall comments</strong></td>
</tr>
<tr>
<td>anyone shared concerns about behaviors?</td>
</tr>
<tr>
<td>parent concerns about [eating, sleeping, or toileting behaviors/habits]?</td>
</tr>
<tr>
<td>parent worries about [baby, child]?</td>
</tr>
<tr>
<td>what parent enjoys about [baby, child]?</td>
</tr>
<tr>
<td><strong>Total number of general concerns and overall items</strong></td>
</tr>
<tr>
<td><strong>Total number of ASQ:SE-2 items per interval</strong></td>
</tr>
</tbody>
</table>
Choose the Correct Questionnaire

There’s an app for that!

http://agesandstages.com/free-resources/asq-calculator/
Support Parent Completion

1. Please read each question carefully and check the response that best describes your child’s behavior:
   - Often or always: My child performs this behavior often or always.
   - Sometimes: My child sometimes performs this behavior (not consistently).
   - Rarely or never: My child rarely performs this behavior or has never performed the behavior.

2. Concerns: Check the circle to the right of a question if the behavior is a concern.

3. Some questions have blank spaces for you to provide examples of your child’s behavior. Please be sure to explain your response(s).

“As a parent or caregiver, you are the best source of information about your child. That’s why ASQ:SE-2 is designed for you to complete.”
ASQ:SE2 assesses both

Competence:
Behavior we expect/promote
Ex: Does your child like to be hugged or cuddled?

Problem behavior:
Behaviors we would not expect/promote
Ex: Does your child cry, scream, or have tantrums for long periods of time?
Score questionnaire, review Overall section and interpret results

ASQ:SE-2 questionnaires have both scored and unscored items. The scored items address two types of behaviors:

<table>
<thead>
<tr>
<th>Competence behaviors—</th>
<th>Problem behaviors—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things that are beneficial for a child to do</td>
<td>Things that a child should not do</td>
</tr>
<tr>
<td>Sample item:</td>
<td>Sample item:</td>
</tr>
<tr>
<td><em>Does your child like to be hugged or cuddled?</em></td>
<td><em>Does your child cry, scream, or have tantrums for long periods of time?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Point Value:</th>
<th>Response Point Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often or Always:</td>
<td>Often or Always:</td>
</tr>
<tr>
<td>0 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Sometimes:</td>
<td>5 points</td>
</tr>
<tr>
<td>5 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Rarely or Never:</td>
<td>Rarely or Never:</td>
</tr>
<tr>
<td>10 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

To help you score the questionnaire, each response option has a letter assigned to it:

- **Z** = 0 points  
  - Tip: Z stands for zero
- **V** = 5 points  
  - Tip: V stands for Roman numeral V
- **X** = 10 points  
  - Tip: X stands for Roman numeral X
• Concerns are marked with a “V” to ensure that 5 points are added to any item score parents check as a concern.
### Introduction to the ASQ & ASQ:SE

#### Let’s practice scoring

<table>
<thead>
<tr>
<th>Question</th>
<th>Often or Always</th>
<th>Sometimes</th>
<th>Rarely or Never</th>
<th>Check if This is a Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Does your child settle herself down after exciting activities?</td>
<td>☐ z</td>
<td>☐ v</td>
<td>☒ x</td>
<td>☐ v</td>
</tr>
<tr>
<td>9. Does your child cry, scream, or have tantrums for long periods of time?</td>
<td>☐ x</td>
<td>☐ v</td>
<td>☒ z</td>
<td>☐ v</td>
</tr>
<tr>
<td>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.)</td>
<td>☐ x</td>
<td>☐ v</td>
<td>☒ z</td>
<td>☐ v</td>
</tr>
<tr>
<td>11. Does your child stay with activities she enjoys for at least 3 minutes (other than watching shows or videos, or playing with electronics)?</td>
<td>☐ z</td>
<td>☒ v</td>
<td>☐ x</td>
<td>☐ v</td>
</tr>
</tbody>
</table>
Scoring when omitted Items

There’s an app for that!

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

35. Does anything about your child worry you? If yes, please explain:

36. What do you enjoy about your child?
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?
• Developmental Factors
• Health Factors
  • Medical Concern or Health Condition?
• Family/Cultural Factors
  • First Time Parents
  • Parents involved in other systems
  • Low Literacy
  • Linguistic Differences
• Parent Concerns
Information Summary

• Guides staff step-by-step, from score interpretation through follow-up decision-making:
  • Clear page-by-page scoring table and total score box
  • New scoring graphic and visual interpretation of results
  • Area to record concerns
  • Area to review referral considerations
  • Area to record follow-up actions
ASQ Summary Page: results

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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Cutoff</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>33.06</td>
<td>25</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>30.61</td>
<td>45</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>40.15</td>
<td>60</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>36.17</td>
<td>45</td>
</tr>
<tr>
<td>Personal-Social</td>
<td>35.84</td>
<td>55</td>
</tr>
</tbody>
</table>

2. 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 area, it is above the cutoff, and the baby’s development appears to be on schedule.
- If the baby’s total score is in the area, it is close to the cutoff. Provide learning activities and monitor.
- If the baby’s total score is in the area, it is below the cutoff. Further assessment with a professional may be needed.
ASQ:SE Summary Page: Results

1. ASQ:SE-2 SCORING CHART:
   - Score items (Z = 0, V = 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.

<table>
<thead>
<tr>
<th>TOTAL POINTS ON PAGE 1</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL POINTS ON PAGE 2</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL POINTS ON PAGE 3</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL POINTS ON PAGE 4</td>
<td>20</td>
</tr>
<tr>
<td>Total score</td>
<td>75</td>
</tr>
</tbody>
</table>

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.

- 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.
Introduction to the ASQ & ASQ:SE

Tom Wolf, Governor
Pedro Rivera, Secretary of Education | Teresa Miller, Secretary of Human Services
Discuss Results with Parent

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

“If your child’s social-emotional development is on target, there is nothing more you need to do. If there are concerns, then the provider will help you with next steps. When children get support early possible for behavioral concerns, problem behaviors may be prevented from getting more difficult as children get older.”
Introduction to the ASQ & ASQ:SE

• Begin discussion by celebrating the child
  • What do you appreciate about child? What things have you observed about him/her?

• Review results together- begin with strengths
  - Responses “Yes” on ASQ-3
  - ASQ:SE2 “z=0”
    Problem behavior - Rarely or never
    Competence - Often or always

• Discuss items of concern
  - Responses “Not yet” on ASQ-3
  - ASQ:SE2 “x=10”
    Problem behavior – Often or always
    Competence – Rarely or never
• Discuss answers to open-ended questions
• Review summary sheet together and discuss child’s score and cut off scores
• Discuss factors that may have affected results (if any)
• Allow time for questions or concerns
• Together, **WITH** the family, consider follow up options

Remember: Parents take the lead and direct the referral process—you’re there to help them take the next steps.
Share activities and resources with parents

- Share fun learning activities for home/school
- Share results with child’s health care provider
- Share community resources

**FOLLOW-UP ACTION TAKEN:** We will discuss the next steps (marked below) based on your child’s ASQ:SE-2:

- [ ] Try the activities provided and complete another ASQ:SE-2 in ________ months.
- [ ] Share your child’s ASQ:SE-2 results with his or her primary health care provider.
- [ ] Refer your child to his or her primary health care provider for the following reason: __________________________
- [ ] Contact the following community agency for information on parenting groups or other support.
  List contact information here: __________________________
- [ ] Have another caregiver complete ASQ:SE-2. Please bring results to next meeting.
  List caregiver here (e.g., grandparent, teacher): __________________________
- [ ] Complete a developmental screening for your child (e.g., ASQ-3).
- [ ] Refer your child to early intervention/early childhood special education for further assessment.
  List contact information here: __________________________
- [ ] Refer your child for social-emotional, behavioral, or mental health evaluation.
  List contact information here: __________________________
  Other: __________________________
Follow-Up to Screening: Learning Activities

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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### Activities for Infants 12–16 Months Old

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babies love games at this age (Pat-a-Cake, This Little Piggy). Try different ways of playing the games and see if your baby will try it with you. Hide behind furniture or doors for Peekaboo; clap blocks or pan lids for Pat-a-cake.</td>
<td>Make puppets out of a sock or paper bag—one for you and one for your baby. Have your puppet talk to your baby or your baby’s puppet. Encourage your baby to “talk” back.</td>
</tr>
<tr>
<td>To encourage your baby’s first steps, hold your baby in standing position, facing another person. Have your baby step toward the other person to get a favorite toy or treat.</td>
<td>Give your baby containers with lids or different compartments filled with blocks or other small toys. Let your baby open and dump. Play “putting things back.” This will help your baby learn how to release objects where he wants them.</td>
</tr>
<tr>
<td>Babies enjoy push and pull toys. Make your own pull toy by threading yogurt cartons, spoons, or small boxes on a piece of yarn or soft string (about 2 feet long). Tie a bead or plastic stacking ring on one end for a handle.</td>
<td>Loosely wrap a small toy in a paper towel or facial tissue without tape. Your baby can unwrap it and find a surprise. Use tissue paper or wrapping paper, too. It’s brightly colored and noisy.</td>
</tr>
<tr>
<td>Babies continue to love making noise. Make sound shakers by stringing canning rings together or filling medicine bottles (with child-proof caps) with different-sounding objects like marbles, rice, salt, bolts, and so forth. Be careful to secure lids tightly.</td>
<td>This is the time your baby learns that adults can be useful! When your baby “asks” for something by vocalizing or pointing, respond to his signal. Name the object your baby wants and encourage him to communicate again—taking turns with each other in a “conversation.”</td>
</tr>
<tr>
<td>Babies enjoy push and pull toys. Make your own pull toy by threading yogurt cartons, spoons, or small boxes on a piece of yarn or soft string (about 2 feet long). Tie a bead or plastic stacking ring on one end for a handle.</td>
<td>Make an obstacle course with boxes or furniture so that your baby can climb in, on, over, under, and through. A big box can be a great place to sit and play.</td>
</tr>
<tr>
<td>Arrange furniture so that your baby can work her way around a room by stepping across gaps between furniture. This encourages balance in walking.</td>
<td>Let your baby help you clean up. Play “feed the wastebasket” or “give it to Mommy or Daddy.”</td>
</tr>
<tr>
<td>Play the naming game. Name body parts, common objects, and people. This lets your baby know that everything has a name and helps her begin to learn these names.</td>
<td>Make a surprise bag for your baby to find in the morning. Fill a paper or cloth bag with a soft toy, something to make a sound, a little plastic jar with a screw-top lid, or a book with cardboard pages.</td>
</tr>
<tr>
<td>Cut up safe finger foods (do not use foods that pose a danger of your baby’s choking) in small pieces and allow your baby to feed himself. It is good practice to pick up small things and feel different textures (bananas, soft crackers, berries).</td>
<td>Play “pretend” with a stuffed animal or doll. Show and tell your baby what the doll is doing (walking, going to bed, eating, dancing across a table). See if your baby will make the doll move and do things as you request. Take turns.</td>
</tr>
<tr>
<td>Let your baby “help” during daily routines. Encourage your baby to “get” the cup and spoon for mealtime, to “find” shoes and coat for dressing, and to “bring” the pants or diaper for changing. Following directions is an important skill for your baby to learn.</td>
<td>Your baby is learning that different toys do different things. Give your baby a lot of things to roll, push, pull, hug, shake, poke, turn, stack, spin, and stir.</td>
</tr>
<tr>
<td>Most babies enjoy music. Clap and dance to the music. Encourage your baby to practice balance by moving forward, around, and back. Hold her hands for support, if needed.</td>
<td>Prepare your baby for a future activity or trip by talking about it beforehand. Your baby will feel like a part of what is going on rather than being just an observer. It may also help reduce some fear of being “left behind.”</td>
</tr>
</tbody>
</table>
Helping Your Baby Grow
Activities for 0 to 3 months

From birth, babies are interested in exploring your face, voice, and body. Your baby tells you a lot through body movements and sounds. Watch and listen to them during playtime and other daily activities. Who is this little person? Respond to sounds your baby makes, and let them know you are trying to understand. Through back-and-forth interactions with your baby, you become connected, or attached, to each other. Encourage family members to show love for the new baby (and each other). Your positive back and forth interactions with your baby are key to their social-emotional development.

Talk Time
Your baby can see your face, smell you, feel your skin, and hear your voice. They can even sense how you are feeling. Talk, sing, look at, and smile at your baby. Say their name. Watch and wait to see what your baby does. Do they look at your face and eyes? Is your baby listening to you? When you move, do they try to follow your voice with head movements? Your baby doesn’t like to be far from you.

Silly Faces
At 2 weeks, your baby can see clearly 8 to 10 inches away. Hold them close to your face and watch what they do. If your baby opens their mouth, open your mouth. Stick out your tongue. Watch and wait a bit. Does your baby try to copy you? They may not be able to copy you at first, but keep trying!

Tummy Playtime
Place your baby on their tummy on a clean blanket on the floor. Lie down next to them, talk, and watch what your baby does. When they start to pick up their head, let them know you noticed. “You picked up your head!” Celebrating new skills with your baby as they grow builds confidence. Now they can look at the world in a whole new way. Never leave your baby alone on their tummy.

Storytime
Your baby is never too young to listen to a story or look at pictures in a book. They will feel warm, safe, and calm in your arms. Reading books is an activity you and your baby can do every day as a routine, to help you get close and connect. Your baby listens to the tone of your voice and hears the words you are saying. At this age, they focus best on simple black-and-white pictures or bright, brightly colored pictures.
Free Activities

Free activities

Free activity stickers

Follow-Up to Screening: Referrals

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

• Early Intervention or Early Childhood Special Education
• Behavioral Health
• Primary Care Physician
• Other local community agencies


https://www.facebook.com/agesandstagesquestionnaires

Videos and Webinars
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.