

What is ASQ:SE?

ASQ:SE is a low-cost, reliable tool for screening infants and young children for social-emotional delays during the crucial first 5 years of life.

How long does it take to administer ASQ:SE?

Questionnaires take 10–15 minutes for parents or caregivers to complete. Scoring takes about 2–3 minutes and can be conducted by professionals, paraprofessionals, or program staff.

What social-emotional areas does ASQ:SE address?

ASQ:SE addresses seven social-emotional areas: self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people

What age range does ASQ:SE cover?

ASQ:SE, which includes 8 questionnaires, covers 3 months through 5½ years of age. Questionnaires can be at any or all of the following intervals: 6, 12, 18, 24, 30, 36, 48, and 60 months of age

Who completes ASQ:SE questionnaires?

Parents or caregivers complete ASQ:SE questionnaires independently, or, if necessary, with the assistance of a staff member.

Are ASQ:SE questionnaires easy to use?

ASQ:SE questionnaires are written at a 4th- to 6th-grade reading level and illustrated for ease of understanding. Each questionnaire comes with: easy instructions, an information sheet for identification, simply worded activities for each of the social-emotional areas, an information summary sheet for scoring and general comments

How do you score an ASQ:SE questionnaire?

Automated scoring through ASQ Pro or ASQ Enterprise ensures accuracy and saves time. Professionals who choose to score by hand can use a simple formula to convert parents' responses to points: Each Z response is assigned 0 points, each V response is assigned 5 points, each X response is assigned 10 points, and each checked concern is assigned 5 additional points. The points are totaled for each questionnaire and transferred to a summary sheet. In total, scoring takes only about 2–3 minutes.

How does ASQ:SE involve parents?

ASQ:SE relies on parents to observe their child and to complete the simple questionnaires about their child's abilities. Having parents complete the social-emotional questionnaires is not only cost effective, but also enhances the accuracy of screening by tapping into parents' in-depth knowledge about their children. Using parent-completed tools also fulfills the spirit of Individuals with Disabilities Education Act (IDEA) amendments, which call for parents to be partners in their child's assessment and intervention activities.

Is ASQ:SE technically sound?

ASQ:SE was investigated with more than 3,000 questionnaires across the age intervals. Reliability is 94%; validity is between 75% and 89%. Complete details can be found in the technical report in The ASQ:SE User's Guide.

Webtraining Video: Developmental and Social-Emotional Screening of Young Children in Minnesota **Ages and Stages Questionnaire-Social/Emotional (ASQ:SE)**

<http://www.health.state.mn.us/divs/fh/mch/devscrn/training/webtrainingvideos.cfm?t=asq>

AGES AND STAGES QUESTIONNAIRES: SOCIAL-EMOTIONAL (ASQ-SE)

ASQ:SE at a Glance http://www.agesandstages.com/products/asqse_glance.html

Age range covered	3-66 months
Intervals	8 questionnaires and scoring sheets at 6, 12, 18, 24, 30, 36, 48, and 60 months of age
Areas screened	Self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people
Sample Item	From the 30-month questionnaire: Does your child have eating problems such as stuffing foods, vomiting, eating nonfood items, or _____? (You may write in another problem.)
Components	A master set of the 8 questionnaires, <i>The ASQ:SE User's Guide</i> , the <i>Ages and Stages Learning Activities</i> , the ASQ Materials Kit, and the training DVD/video, <i>ASQ:SE In Practice</i>
Who completes it	Parents/caregivers complete questionnaires; professionals, paraprofessionals, or clerical staff score them
Time	Each questionnaire takes 10-15 minutes to complete and just 1-3 minutes to score
Validity and reliability	Investigated with more than 3,000 questionnaires across the age intervals. Reliability is 94%; validity is between 75% and 89%
Languages	Questionnaires in English and Spanish
Other features	Cost-effective, reproducible, can be used alone or in conjunction with ASQ-3

ASQ:SE is a highly reliable, valid, and accurate social-emotional screening tool. Research on ASQ:SE is extensive and ongoing.

The validity of *Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE)* has been studied extensively. Psychometric studies based on normative samples of more than 3,000 questionnaires for ASQ:SE show high reliability (> 90%), internal consistency, sensitivity, and specificity.

- The results support the overall usefulness of ASQ:SE to discriminate between children with social-emotional delays and those who appear to be developing typically in social-emotional areas.
- **Internal consistency**, measured by Cronbach's coefficient alpha, ranged from **67%–91%**, indicating strong relationships between questionnaire total scores and individual items.
- **Test-retest reliability**, measured as the agreement between two ASQ:SE questionnaires completed by parents at 1- to 3-week intervals, was **94%**.
- **Concurrent validity**, as reported in percentage agreement between ASQ:SE and concurrent measures, ranged from 81% to 95%, with an overall agreement of **93%**.
- **Sensitivity**, or the ability of the screening tool to identify those children with social-emotional disabilities, ranged from 71% to 85%, with **78%** overall sensitivity.
- **Specificity**, or the ability of the screening tool to correctly identify those children without social-emotional delays, ranged from 90% to 98%, with **95%** overall specificity.

Minnesota also offers online ASQ-SE web trainings.

[Ages and Stages Questionnaire-Social/Emotional \(ASQ-SE\) -- \(58 minutes\)](#)

Training and Resources

- **Developmental and Social-Emotional Screening Module**

<http://www.health.state.mn.us/divs/fh/mch/webcourse/devscrn/index.cfm>

- **Minnesota online ASQ-SE web trainings**

<http://www.health.state.mn.us/divs/fh/mch/devscrn/training/webtrainingvideos.cfm?t=asq>

- **TeenScreen National Center for Mental Health Checkups at Columbia University**

Sign-up for Publications and E-news Checkup e-news, a monthly update on youth mental health screening policy, programs, and research.

<http://teenscreen.org/media/sign-up-for-publications-e-news>

- **Well-Child Care: A Bright Futures Curriculum for Pediatric Providers**

Module 7: Developmental/ Behavioral Health

<http://www.brightfutures.org/wellchildcare/index.html>

- **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**

The focus is on promoting the social emotional development and school readiness of young children birth to age 5.

<http://csefel.vanderbilt.edu/>

Ages & Stages Questionnaires®: Social-Emotional
A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors
By Jane Squires, Diane Bricker, & Elizabeth Twombly
with assistance from Suzanne Yockelson, Maura Schoen Davis, & Younghee Kim
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Medical
OCT 11 2010
Services



48 Month/4 Year Questionnaire

(For children ages 42 through 53 months)

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Important Points to Remember:

- Please return this questionnaire by 5/5/09.
- If you have any questions or concerns about your child or about this questionnaire, please call: Anytown Preschool.
- Thank you and please look forward to filling out another ASQ:SE questionnaire in 12 months.



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48 Month/4 Year ASQ:SE Questionnaire

(For children ages 42 through 53 months)

.....

Please provide the following information.

Child's name: **Emily Martin**

Child's date of birth: **6/28/05**

Today's date: **4/30/09**

Person filling out this questionnaire: **Julia and Paul Martin**

What is your relationship to the child? **Mother and Father**

Your telephone: **410-555-0111**

Your mailing address: **123 First St., Apt 1**

City: **Anytown**

State: **MD** ZIP code: **21230**

List people assisting in questionnaire completion:

Administering program or provider: **Anytown Preschool**

ASQ:SE™

Please read each question carefully and

1. Check the box that best describes your child's behavior *and*
2. Check the circle if this behavior is a concern

MOST
OF THE
TIME

SOMETIMES

RARELY
OR
NEVER

CHECK IF
THIS IS A
CONCERN

1. Does your child look at you when you talk to him?

z

v

x

2. Does your child cling to you more than you expect?



x

v

z

3. Does your child talk and/or play with adults she knows well?

z

v

x

4. When upset, can your child calm down within 15 minutes?

z

v

x

5. Does your child like to be hugged or cuddled?



z

v

x

6. Does your child seem too friendly with strangers?

x

v

z

7. Can your child settle himself down after periods of exciting activity?

z

v

x

8. Does your child cry, scream, or have tantrums for long periods of time?

x

v

z

9. Is your child interested in things around her, such as people, toys, and foods?

z

v

x

TOTAL POINTS ON PAGE **15**

	MOST OF THE TIME	SOMETIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN
10. Does your child stay dry during the day?	<input type="checkbox"/> z	<input checked="" type="checkbox"/> v	<input type="checkbox"/> x	<input checked="" type="checkbox"/>
11. Does your child have eating problems, such as stuffing foods, vomiting, eating nonfood items, or _____ ? (You may write in another problem.)	<input type="checkbox"/> x	<input type="checkbox"/> v	<input checked="" type="checkbox"/> z	<input type="checkbox"/>
12. Do you and your child enjoy mealtimes together?	<input type="checkbox"/> z	<input type="checkbox"/> v	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
13. Does your child do what you ask her to do?	<input checked="" type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="checkbox"/>
14. Does your child seem happy?	<input checked="" type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="checkbox"/>
15. Does your child sleep at least 8 hours in a 24-hour period?	<input checked="" type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="checkbox"/>
16. Does your child seem more active than other children his age?	<input type="checkbox"/> x	<input type="checkbox"/> v	<input checked="" type="checkbox"/> z	<input type="checkbox"/>
17. Does your child use words to tell you what she wants or needs?	<input type="checkbox"/> z	<input checked="" type="checkbox"/> v	<input type="checkbox"/> x	<input type="checkbox"/>
18. Can your child stay with activities he enjoys for at least 10 minutes (not including watching television)?	<input checked="" type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="checkbox"/>

TOTAL POINTS ON PAGE **25**

	MOST OF THE TIME	SOMETIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN
19. Does your child use words to describe her feelings and the feelings of others, such as, "I'm happy," "I don't like that," or "She's sad"?	<input type="checkbox"/> z	<input type="checkbox"/> v	<input checked="" type="checkbox"/> x	<input type="radio"/>
20. Can your child move from one activity to the next with little difficulty, such as from playtime to mealtime?	<input checked="" type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/>
21. Does your child explore new places, such as a park or a friend's home?	<input type="checkbox"/> z	<input checked="" type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/>
22. Does your child do things over and over and can't seem to stop? Examples are rocking, hand flapping, spinning, or _____. (You may write in something else.)	<input type="checkbox"/> x	<input type="checkbox"/> v	<input checked="" type="checkbox"/> z	<input type="radio"/>
23. Does your child hurt himself on purpose?	<input type="checkbox"/> x	<input type="checkbox"/> v	<input checked="" type="checkbox"/> z	<input type="radio"/>
24. Does your child follow rules (at home, at child care)?	<input checked="" type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/>
25. Does your child destroy or damage things on purpose?	<input type="checkbox"/> x	<input type="checkbox"/> v	<input checked="" type="checkbox"/> z	<input type="radio"/>
26. Does your child stay away from dangerous things, such as fire and moving cars?	<input checked="" type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/>



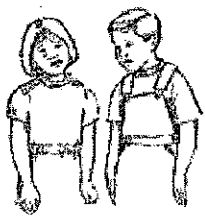
TOTAL POINTS ON PAGE 15

	MOST OF THE TIME	SOMETIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN
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27. Can your child name a friend?

z v x

28. Does your child show concern for other people's feelings? For example, does she look sad when someone is hurt?

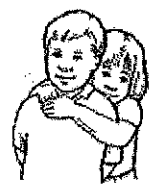


z v x

29. Do other children like to play with your child?

z v x

30. Does your child like to play with other children?



z v x

31. Does your child try to hurt other children, adults, or animals (for example, by kicking or biting)?

x v z

32. Does your child show an interest or knowledge of sexual language and activity?

x v z

33. Has anyone expressed concerns about your child's behaviors? If you checked "sometimes" or "most of the time," please explain:

x v z

TOTAL POINTS ON PAGE 15

34. Do you have concerns about your child's eating, sleeping, or toileting habits? If so, please explain:

She started to wet herself again

35. Is there anything that worries you about your child? If so, please explain:

No

36. What things do you enjoy most about your child?

She's a really easy and nice Kid

48 Month/4 Year ASQ:SE Information Summary

Child's name: Emily Martin Child's date of birth: 6/28/05
 Person filling out the ASQ:SE: Julia and Paul Martin Relationship to child: Parents
 Mailing address: 123 First St., Apt 1 City: Anytown State: MD ZIP: 21230
 Telephone: 410-555-0111 Assisting in ASQ:SE completion: _____
 Today's date: 4/30/09 Administering program/provider: Anytown Preschool

SCORING GUIDELINES

1. Make sure the parent has answered all questions and has checked the concern column as necessary. If all questions have been answered, go to Step 2. If not all questions have been answered, you should first try to contact the parent to obtain answers or, if necessary, calculate an average score (see pages 39 and 41 of *The ASQ:SE User's Guide*).
2. Review any parent comments. If there are no comments, go to Step 3. If a parent has written in a response, see the section titled "Parent Comments" on pages 39, 41, and 42 of *The ASQ:SE User's Guide* to determine if the response indicates a behavior that may be of concern.
3. Using the following point system:

Z (for zero) next to the checked box = 0 points
 V (for Roman numeral V) next to the checked box = 5 points
 X (for Roman numeral X) next to the checked box = 10 points
 Checked concern = 5 points

Add together:

Total points on page 3 = 15
 Total points on page 4 = 25
 Total points on page 5 = 15
 Total points on page 6 = 15
 Child's total score = 70

SCORE INTERPRETATION

1. Review questionnaires

Review the parent's answers to questions. Give special consideration to any individual questions that score 10 or 15 points and any written or verbal comments that the parent shares. Offer guidance, support, and information to families, and refer if necessary, as indicated by score and referral considerations.

2. Transfer child's total score

In the table below, enter the child's total score (transfer total score from above).

Questionnaire interval	Cutoff score	Child's ASQ:SE score
48 months/4 years	70	70

3. Referral criteria

Compare the child's total score with the cutoff in the table above. If the child's score falls above the cutoff and the factors in Step 4 have been considered, refer the child for a mental health evaluation.

4. Referral considerations

It is always important to look at assessment information in the context of other factors influencing a child's life. Consider the following variables prior to making referrals for a mental health evaluation. Refer to pages 44-46 in *The ASQ:SE User's Guide* for additional guidance related to these factors and for suggestions for follow-up.

- Setting/time factors
(e.g., Is the child's behavior the same at home as at school? Have there been any stressful events in the child's life recently?)
- Development factors
(e.g., Is the child's behavior related to a developmental stage or a developmental delay?)
- Health factors
(e.g., Is the child's behavior related to health or biological factors?)
- Family/cultural factors
(e.g., Is the child's behavior acceptable given cultural or family context?)