

## Training Module: Interpreting Results and Next Steps (PowerPoint Slides with Notes)

Slide 1



# Training Module: Interpreting Results and Next Steps

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Welcome to the Interpreting Results and Next Steps training module. My name is Mary Alice Batts-Hatfield and I will be the presenter for this 25-minute module.



## Objectives

- Learn how to review the Information Summary for ASQ-3 and ASQ:SE-2
- Learn differences between ASQ-3 and ASQ:SE-2 results
- Learn best practices for follow-up and next steps
- Learn how to engage families with ASQ-3 and ASQ:SE-2 Learning Activities

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This online training module reviews how to interpret results from the ASQ-3 and ASQ:SE-2 questionnaires and next steps. You will:

- Learn how to review the Information Summary for ASQ-3 and ASQ:SE-2
- Learn differences between ASQ-3 and ASQ:SE-2 results
- Learn best practices for follow-up and next steps
- Learn how to engage families with ASQ-3 and ASQ:SE-2 Learning Activities

## Information Summary

ASQ-3 Information Summary Sheet	ASQ:SE-2 Information Summary Sheet
<ul style="list-style-type: none"><li>• Total scores and cutoffs for each area</li><li>• Scoring graph of where the child's score falls (below cutoff, monitoring zone, above cutoff)</li><li>• Overall responses</li><li>• ASQ-3 score interpretation and recommendations for follow-up</li><li>• Follow-up actions taken</li><li>• Individual item responses</li></ul>	<ul style="list-style-type: none"><li>• Total scores by page, total overall score, and cutoff</li><li>• Graph of where the child's score falls (below cutoff, monitoring zone, above cutoff)</li><li>• Overall responses and concerns</li><li>• ASQ:SE-2 score interpretation</li><li>• Follow-up referral considerations</li><li>• Follow-up actions</li></ul>

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### Information Summary

The Information Summary sheet is the scoring form for ASQ-3 and ASQ:SE-2. It provides a complete summary of the questionnaire information and results. The Information Summary sheet provides the following information for a child:

For ASQ-3:

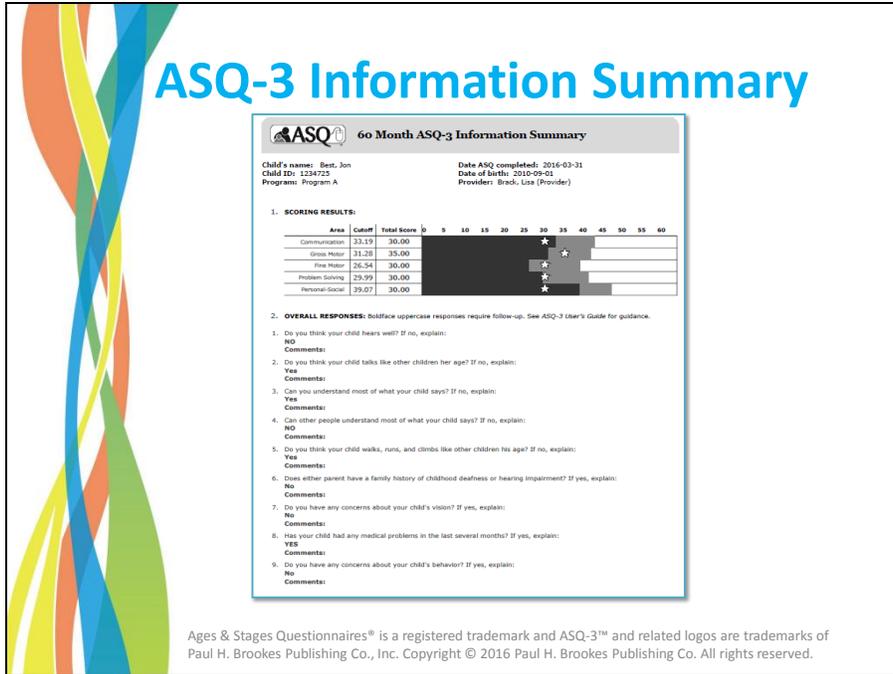
- Total scores and cutoffs for each area
- A scoring graph that shows where the child's score falls (below the cutoff, in the monitoring zone, above the cutoff)
- Overall responses
- ASQ-3 score interpretation and recommendations for follow-up
- Follow-up actions taken
- Individual item responses

For ASQ:SE-2:

- Total scores by page, total overall score, and cutoff
- A graph that shows where the child's score falls (below the cutoff, in the monitoring zone, above the cutoff)
- Overall responses and concerns
- ASQ:SE-2 score interpretation
- Follow-up referral considerations
- Follow-up actions

# Training Module: Interpreting Results and Next Steps (PowerPoint Slides with Notes)

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## ASQ-3 Information Summary

**ASQ-3 60 Month ASQ-3 Information Summary**

Child's name: Best, Jon  
Child ID#: 1234725  
Program: Program A

Date ASQ completed: 2016-03-31  
Date of birth: 2010-09-01  
Provider: Brack, Lisa (Provider)

### 1. SCORING RESULTS:

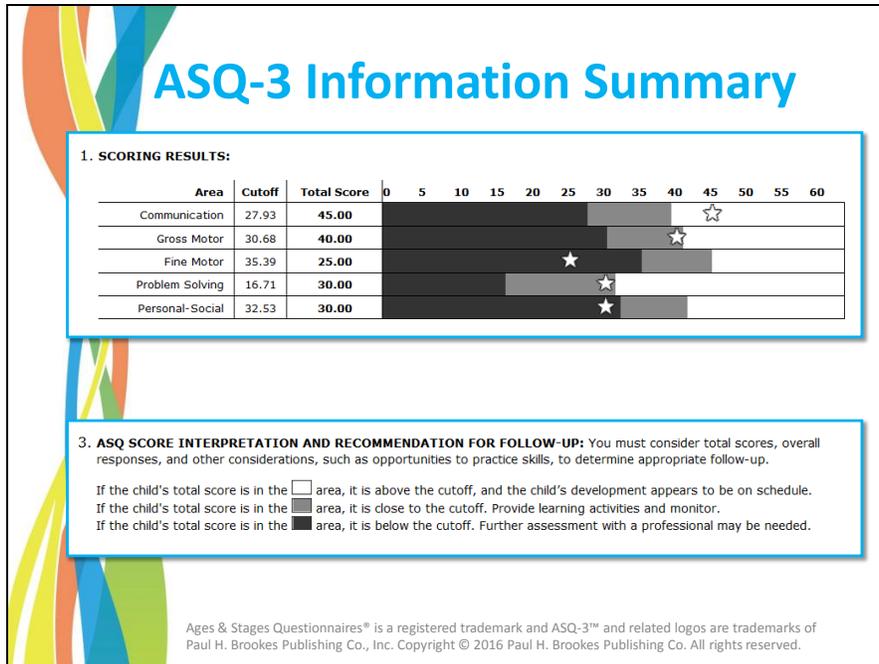
Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	33.19	30.00								*					
Gross Motor	33.00	35.00								*					
Fine Motor	26.54	30.00								*					
Problem Solving	29.99	30.00								*					
Personal-Social	39.07	30.00								*					

### 2. OVERALL RESPONSES: Boldface uppercase responses require follow-up. See ASQ-3 User's Guide for guidance.

- Do you think your child hears well? If no, explain:  
**NO**  
Comments:
- Do you think your child talks like other children her age? If no, explain:  
**Yes**  
Comments:
- Can you understand most of what your child says? If no, explain:  
**Yes**  
Comments:
- Can other people understand most of what your child says? If no, explain:  
**NO**  
Comments:
- Do you think your child walks, runs, and climbs like other children his age? If no, explain:  
**Yes**  
Comments:
- Does either parent have a family history of childhood deafness or hearing impairment? If yes, explain:  
**No**  
Comments:
- Do you have any concerns about your child's vision? If yes, explain:  
**No**  
Comments:
- Has your child had any medical problems in the last several months? If yes, explain:  
**YES**  
Comments:
- Do you have any concerns about your child's behavior? If yes, explain:  
**No**  
Comments:

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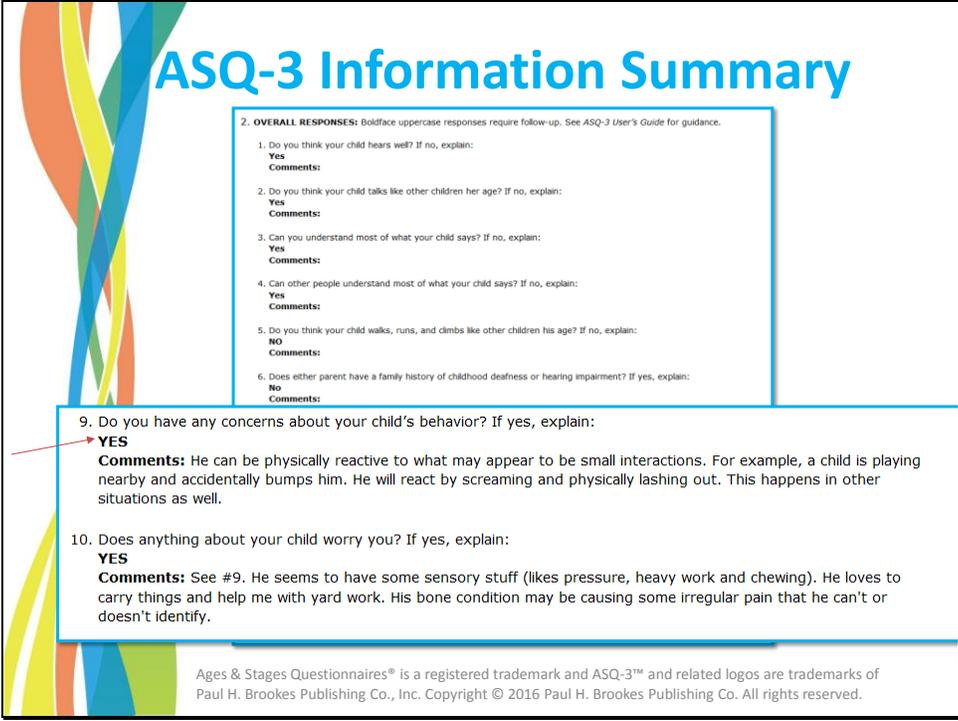
Let's take a closer look at the ASQ-3 Information Summary.



Section 1 of the ASQ-3 Information Summary, shown in the top image, displays the cutoff, the total score, and a graph of where the child's score falls for each area.

Section 3, in the bottom image, shows how to interpret these scores.

- If the score is in the light area, it is above the cutoff and the child's development appears to be on schedule.
- If the score is in the gray-shaded area, it is close to the cutoff and the child is in the monitoring zone.
- If the score is in the dark-shaded area, it is below the cutoff.



## ASQ-3 Information Summary

**2. OVERALL RESPONSES:** Boldface uppercase responses require follow-up. See ASQ-3 User's Guide for guidance.

1. Do you think your child hears well? If no, explain:  
**Yes**  
**Comments:**
2. Do you think your child talks like other children her age? If no, explain:  
**Yes**  
**Comments:**
3. Can you understand most of what your child says? If no, explain:  
**Yes**  
**Comments:**
4. Can other people understand most of what your child says? If no, explain:  
**Yes**  
**Comments:**
5. Do you think your child walks, runs, and climbs like other children his age? If no, explain:  
**NO**  
**Comments:**
6. Does either parent have a family history of childhood deafness or hearing impairment? If yes, explain:  
**No**  
**Comments:**

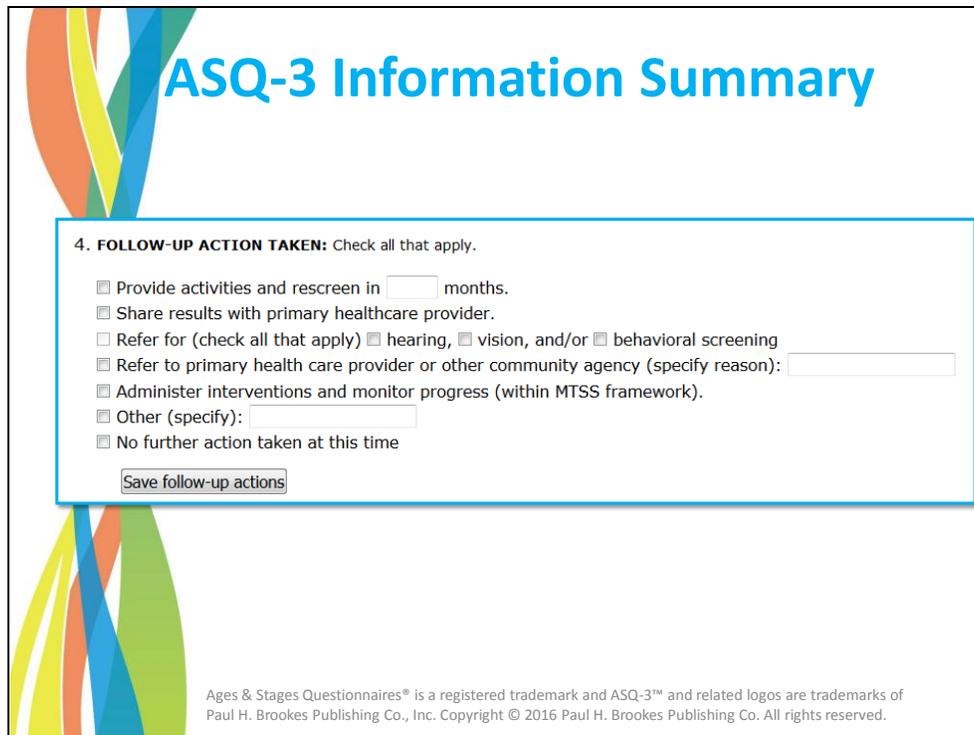
9. Do you have any concerns about your child's behavior? If yes, explain:  
→ **YES**  
**Comments:** He can be physically reactive to what may appear to be small interactions. For example, a child is playing nearby and accidentally bumps him. He will react by screaming and physically lashing out. This happens in other situations as well.

10. Does anything about your child worry you? If yes, explain:  
**YES**  
**Comments:** See #9. He seems to have some sensory stuff (likes pressure, heavy work and chewing). He loves to carry things and help me with yard work. His bone condition may be causing some irregular pain that he can't or doesn't identify.

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Section 2 of the ASQ-3 Information Summary, shown in the upper image, displays the parent's responses in the overall section.

If the "yes" or "no" response is capitalized, follow-up and further discussion may be required.



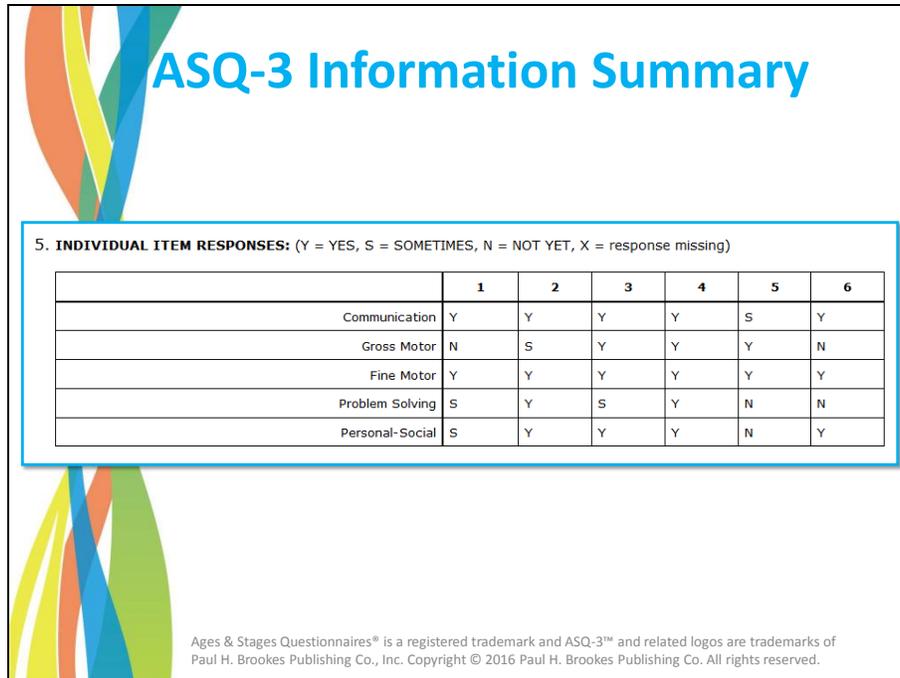
**ASQ-3 Information Summary**

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

- Provide activities and rescreen in  months.
- Share results with primary healthcare provider.
- Refer for (check all that apply)  hearing,  vision, and/or  behavioral screening
- Refer to primary health care provider or other community agency (specify reason):
- Administer interventions and monitor progress (within MTSS framework).
- Other (specify):
- No further action taken at this time

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Section 4 of the ASQ-3 Information Summary is where you can document any follow-up actions that will be taken. In ASQ Online, the follow-up is interactive and tasks can be created for tracking purposes.



## ASQ-3 Information Summary

**5. INDIVIDUAL ITEM RESPONSES:** (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing)

	1	2	3	4	5	6
Communication	Y	Y	Y	Y	S	Y
Gross Motor	N	S	Y	Y	Y	N
Fine Motor	Y	Y	Y	Y	Y	Y
Problem Solving	S	Y	S	Y	N	N
Personal-Social	S	Y	Y	Y	N	Y

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Section 5 of the ASQ-3 Information Summary displays the individual responses to the ASQ-3 questionnaire items.

## ASQ:SE-2 Information Summary

Screening Notes: Re-screen

**60 Month ASQ:SE-2 Information Summary**

Child's name: Jack, Ben  
 Child ID: 164715  
 Person who completed ASQ:SE-2: Jack, Frank  
 Administering program/provider: Program A/Lin, Bailey (removed)  
 Caregiver's Name: Jack, Frank

Date ASQ:SE-2 completed: 2017-08-27  
 Child's date of birth: 2012-07-24  
 Assisting in ASQ:SE-2 completion:  
 Child's approximate age in months and days: 60 months and 3 days  
 Child's gender: Male  
 Caregiver's Phone: 330-259-9300

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**1. ASQ:SE-2 SCORING CHART**

Score items 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

Questionnaire Item	Monitoring Cutoff Score	Referral Cutoff Score	Child's ASQ:SE-2 Score
60 month	70.00	95.00	133.00

**2. ASQ:SE-2 SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP:** 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.

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Now let's review the Information Summary for ASQ:SE-2.

## ASQ:SE-2 Information Summary

**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.

TOTAL POINTS ON PAGE 1	30
TOTAL POINTS ON PAGE 2	40
TOTAL POINTS ON PAGE 3	25
TOTAL POINTS ON PAGE 4	30
TOTAL POINTS ON PAGE 5	0
<b>TOTAL POINTS</b>	<b>125.0</b>

Questionnaire Interval	Monitoring Cutoff Score	Referral Cutoff Score	Child's ASQ:SE-2 Score
60 month	70.00	95.00	125.00

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Section 1 of the ASQ:SE-2 Information Summary shows the total number of points on each page of the questionnaire and the total score.

It also shows the questionnaire interval, the monitoring cutoff score, the referral cutoff score, and the child's ASQ:SE-2 score.

## ASQ:SE-2 Information Summary

2 **ASQ:SE-2 SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP:** 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.

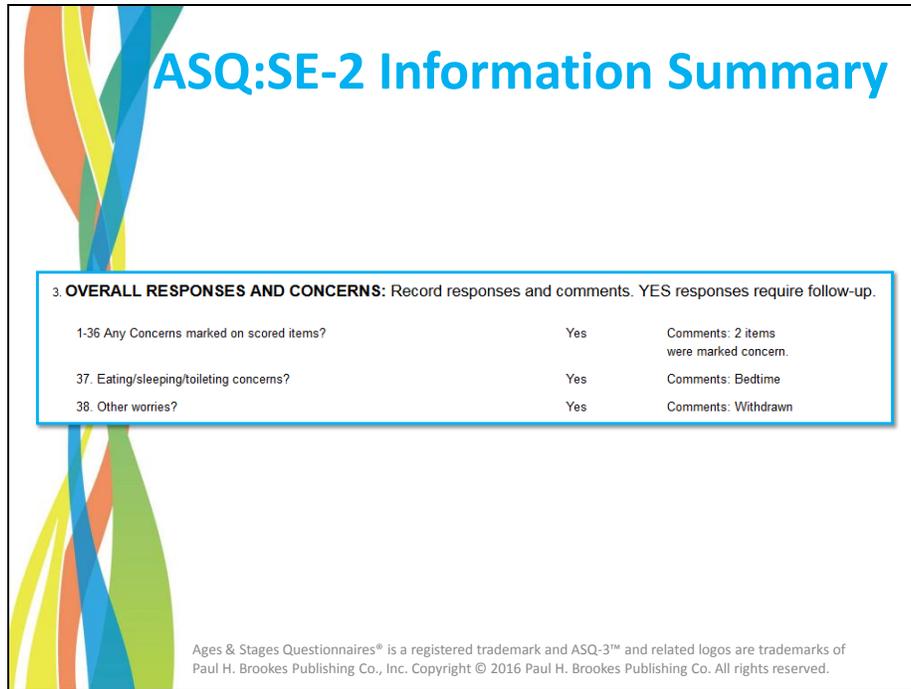
\_\_\_ The child's total score is in the  area. It is close to the cutoff. Review behaviors of concern and monitor.

The child's total score is in the  area. It is above the cutoff. Further assessment with a professional may be needed.

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Section 2 of the Information Summary shows a graph of the scoring areas. An “X” marks where the child’s total score falls.

- If the child’s total score is in the light area, it is below the cutoff and social-emotional development appears to be on schedule.
- If the child’s total score is in the gray-shaded area, it is close to the cutoff and the child should be monitored.
- If the child’s total score is in the dark-shaded area, it is above the cutoff and further assessment may be needed.

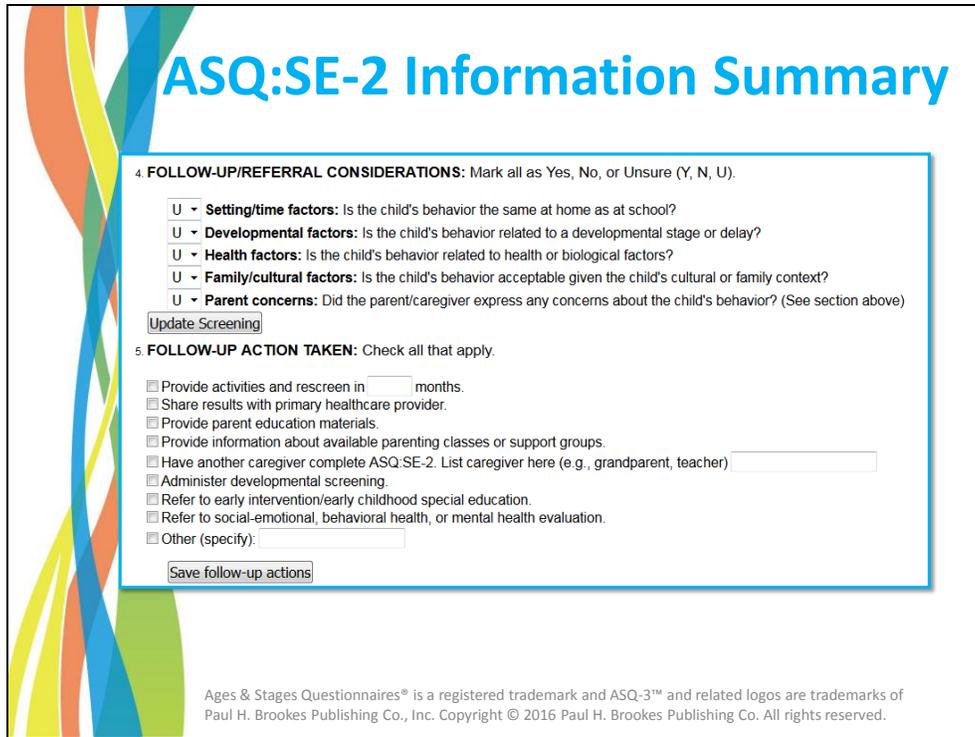
The slide features a decorative graphic on the left side consisting of several overlapping, curved, colorful shapes in shades of orange, yellow, green, and blue. The main title 'ASQ:SE-2 Information Summary' is positioned at the top right in a large, bold, blue font. Below the title, a blue-bordered box contains the following text:

3. **OVERALL RESPONSES AND CONCERNS:** Record responses and comments. YES responses require follow-up.

1-36 Any Concerns marked on scored items?	Yes	Comments: 2 items were marked concern.
37. Eating/sleeping/toileting concerns?	Yes	Comments: Bedtime
38. Other worries?	Yes	Comments: Withdrawn

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Section 3 of the Information Summary notes the number of items marked “concern” and records the overall responses from the parent. Any responses marked “YES” may require follow-up and further discussion.



**ASQ:SE-2 Information Summary**

4. **FOLLOW-UP/REFERRAL CONSIDERATIONS:** Mark all as Yes, No, or Unsure (Y, N, U).

- **Setting/time factors:** Is the child's behavior the same at home as at school?
- **Developmental factors:** Is the child's behavior related to a developmental stage or delay?
- **Health factors:** Is the child's behavior related to health or biological factors?
- **Family/cultural factors:** Is the child's behavior acceptable given the child's cultural or family context?
- **Parent concerns:** Did the parent/caregiver express any concerns about the child's behavior? (See section above)

5. **FOLLOW-UP ACTION TAKEN:** Check all that apply.

- Provide activities and rescreen in  months.
- Share results with primary healthcare provider.
- Provide parent education materials.
- Provide information about available parenting classes or support groups.
- Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher)
- Administer developmental screening.
- Refer to early intervention/early childhood special education.
- Refer to social-emotional, behavioral health, or mental health evaluation.
- Other (specify):

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Section 4 is where you can select follow-up/referral considerations regarding the ASQ:SE-2 screening.

Section 5 is where you can document any follow-up actions that will be taken. In ASQ Online, the follow-up is interactive and tasks can be created for tracking purposes.

## ASQ:SE-2 Item Response Sheet

**60 Month Item Response Sheet** (6 months to 60 months) ASQ:SE-2

Child name: Chloe      Level: \_\_\_\_\_      Date ASQ:SE-2 completed: May 13, 2017  
 Child ID #: 3840273      Child's date of birth: Dec 7, 2012  
 Person who completed ASQ:SE-2: May      Child's age in months and days: 57 months & 6 days  
 Administering program/provider: Delta Program      Child's gender:  Male     Female

This optional sheet is intended for programs use only and should not be used for questionnaire completion.

To report item responses:  
 1. Transfer item response points to the item score column.  
 2. Blank spaces in the Concern score column for each item checked as a Concern.  
 3. Circle YES or NO for Overall Items.  
 4. Record any other comments or notes.

Item score key:  
 0 = 0  
 1 = 10  
 Concern score key:  
 No Concern marked = 0  
 Concern marked = 1

Item No.	Item description	Item score	Concern score	Comments/notes
1	Likely to play when you talk to him?	0	0	
2	Chips more than you expect?	0	0	
3	Likes to be hugged or cuddled?	0	0	
4	Talks or plays with familiar adults?	0	0	
5	Calms within 10 minutes?	0	0	
6	Too friendly with strangers?	0	0	
7	Settles after exciting activities?	10	0	
8	Seems happy?	0	0	
9	Cries, screams, or has tantrums for long periods?	0	0	
10	Interested in things (toys, toys, and food)?	0	0	
11	Looks at pictures in a book?	0	0	
12	Using problems (stacking block, working string together)?	0	0	
13	Claps with joy?	10	0	
14	Claps mouthpieces together?	0	0	
15	Claps what you said?	10	0	
16	Seems more active than other children?	0	0	
17	Sings at least 8 hours in 24-hour period?	0	0	
18	Lies words for words or sounds?	0	0	

**60 Month Item Response Sheet** (continued) ASQ:SE-2

Item No.	Item description	Item score	Concern score	Comments/notes
19	Child sticks to specific seat and chair?	0	0	
20	Moves freely from one activity to another?	10	0	
21	Explores new places?	0	0	
22	Does things over and over and gets upset when stopped?	0	0	
23	Holds self up purpose?	0	0	
24	Follows rules at home or child care?	10	0	
25	Destroys or damages things on purpose?	0	0	
26	Stays away from dangerous things?	5	0	
27	Shows concern for other people's feelings?	0	0	
28	Other children like to play with child?	0	0	
29	Likes to play with other children?	0	0	
30	Has to have others (children, adults, parents) present?	0	0	
31	Doesn't seem to be talking play with children?	5	0	
32	Shows interest in or knowledge of new language and activity?	0	0	
33	Wakes 3 or more times at night?	0	0	
34	Has accidents or soiled?	10	0	He seems more soiled and angry since his dad got me
35	Has simple back-and-forth conversations with you?	0	0	
36	Parent shared concerns about substance?	10	0	His Dad
37	Parent concerns about eating, sleeping, or toileting habits?	Yes	0	Endline
38	Parent worried about child?	Yes	0	Withdrawn
39	What parent says about child?			He's smart

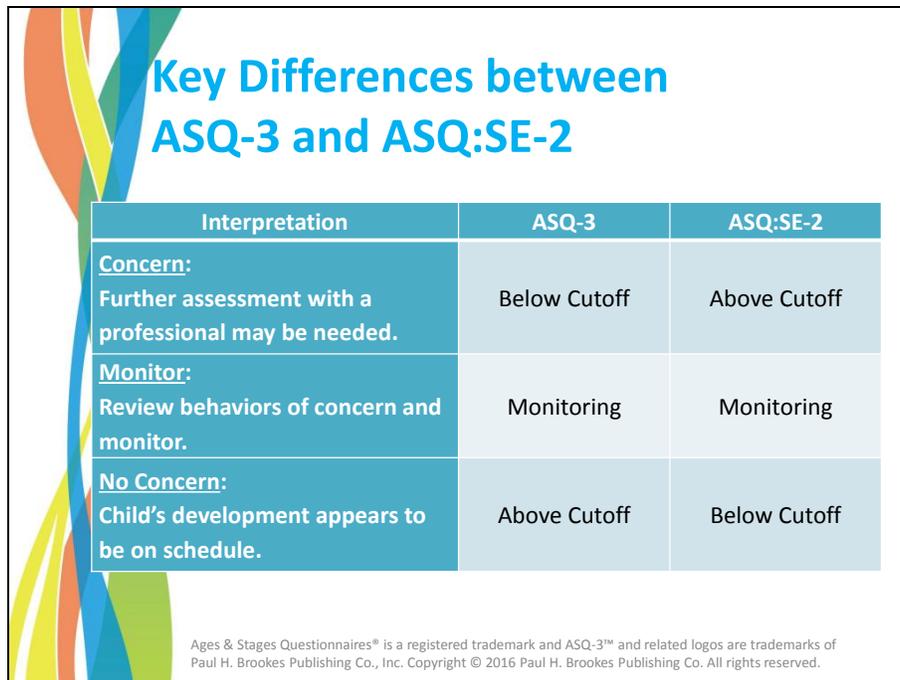
110 + 10 =	120.0	95
Item score subtotal	Total score	
Concern score subtotal		Good

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The ASQ:SE-2 Information Summary doesn't include a list of the individual responses as the ASQ-3 Information Summary does. However, you can print out the ASQ:SE-2 Item Response Sheet.

The Item Response Sheet includes the item score, concern score, and any notes for all items of the ASQ:SE-2 questionnaire, as well as the overall responses.

If you want to review the specific items that the parents marked as a concern without having to print the entire questionnaire, this sheet is a good resource to use. You can print the completed Item Response sheet directly from ASQ Online.



The table is titled "Key Differences between ASQ-3 and ASQ:SE-2". It compares the interpretation of scores for two different assessment tools. The table has three columns: "Interpretation", "ASQ-3", and "ASQ:SE-2". There are three rows of data, each starting with a bolded interpretation label: "Concern:", "Monitor:", and "No Concern:". The "Concern" row shows that for ASQ-3, a score below the cutoff indicates a concern, while for ASQ:SE-2, a score above the cutoff indicates a concern. The "Monitor" row shows that for both tools, a score near the cutoff indicates a need for monitoring. The "No Concern" row shows that for ASQ-3, a score above the cutoff indicates no concern, while for ASQ:SE-2, a score below the cutoff indicates no concern.

Interpretation	ASQ-3	ASQ:SE-2
<b>Concern:</b> Further assessment with a professional may be needed.	Below Cutoff	Above Cutoff
<b>Monitor:</b> Review behaviors of concern and monitor.	Monitoring	Monitoring
<b>No Concern:</b> Child's development appears to be on schedule.	Above Cutoff	Below Cutoff

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One of the key differences between ASQ-3 and ASQ:SE-2 is in the relationship of scores to the cutoff. This means results are interpreted differently.

For example--you can see on this chart that on ASQ-3 scoring BELOW the cutoff indicates a concern, while on ASQ:SE-2 scoring ABOVE the cutoff indicates a concern.



### Key Differences between ASQ-3 and ASQ:SE-2

Interpretation	ASQ-3	ASQ:SE-2
Family concern	<ul style="list-style-type: none"><li>• Check Overall concern section</li></ul>	<ul style="list-style-type: none"><li>• Check whether caregivers have marked concerns for any specific questionnaire items</li><li>• Check 2–3 Overall questions at end of questionnaire</li></ul>

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Another key difference is in how the two screening tools allow parents to indicate concerns about the child.

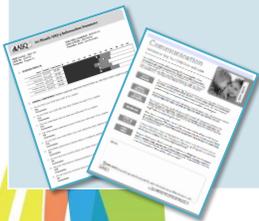
ASQ-3 includes an Overall section where parents can indicate concerns.

In contrast, ASQ:SE-2 gives parents the option to indicate a concern about each questionnaire item, and there is a short Overall section that consists of 2 to 3 questions.



## Engaging with Families

Teacher Responsibilities	Family/Teacher Responsibilities
<ul style="list-style-type: none"><li>✓ Review the total area scores and family concerns</li><li>✓ Follow local procedures for tiered interventions (i.e. MTSS)</li><li>✓ If the ASQ-3 and ASQ-SE2, along with other pieces of data-driven evidence demonstrates a concern, follow your school's SIT process/protocol</li></ul>	<ul style="list-style-type: none"><li>✓ Actual scores on the ASQ-3 and ASQ-2SE should not be shared with families. The focus should be on how the child is developing (on target, need more support to be on target in Kindergarten, not on target).</li><li>✓ Review all the things the child can do really well (the yes) responses. In cases where the child has not been successful in a certain domain, discuss strengths in this area based on their current development.</li><li>✓ For the "sometimes" and "not yet" responses, tell families that you will be working together all those skills.</li><li>✓ Give families the corresponding learning activities to support the child at home.</li><li>✓ Thank them for participating.</li></ul>



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Here are some guidelines to remember as you engage with families and share results from the ASQ-3 and ASQ:SE-2 questionnaires.

The slide features a decorative graphic on the left consisting of several overlapping, curved bands in orange, yellow, blue, and green. The main title is "Engaging with Families" in a large, bold, blue font. Below the title, the text reads "ASQ offers a variety of different resources to help engage families." followed by a bulleted list of three resources. To the right of the list is an image of two overlapping handouts: one titled "Gross Motor" and the other "Helping Your Child Grow". At the bottom of the slide, there is a small copyright notice.

## Engaging with Families

ASQ offers a variety of different resources to help engage families.

- *ASQ-3 Learning Activities*
- *ASQ:SE-2 Learning Activities & More*
- *ASQ-3 Intervention Activities and ASQ:SE-2 Development Guides and Intervention Activities*

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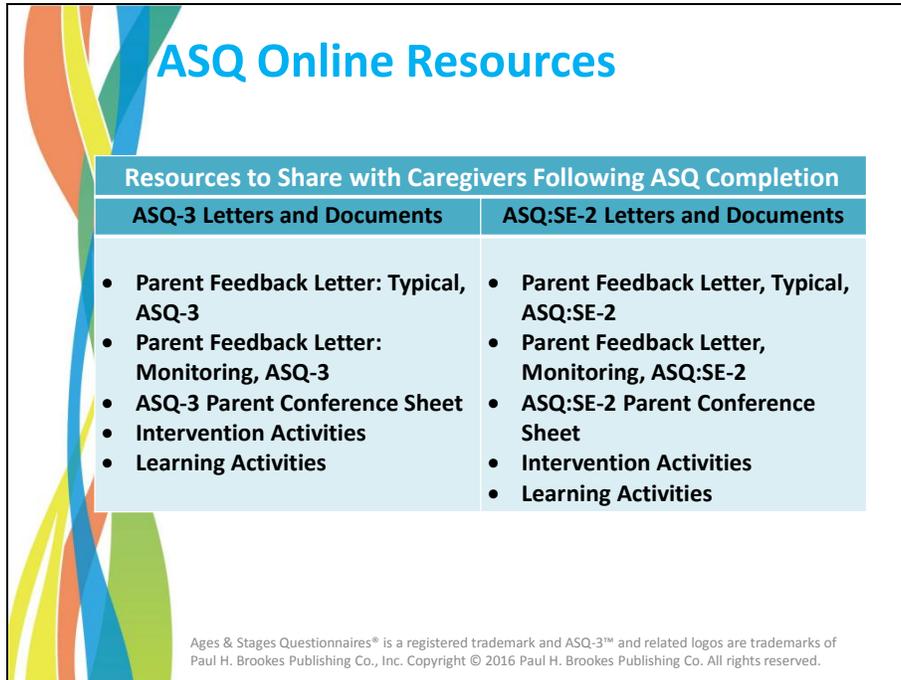
ASQ offers a variety of different resources to help engage families, including learning activities to accompany both screening tools.

Choose among the following resources based on your knowledge of the child's and family's needs and preferences:

- **ASQ-3 Learning Activities** gives parents fun things to try at home with their child. Handouts are organized by area and can be sent home to give parents ideas for opportunities for their children to practice skills.
- **ASQ:SE-2 Learning Activities & More** contains newsletters, activities, and parenting tips by age. Handouts are organized by type and age and offer parents both key information to support children's social-emotional development and strategies for challenges parents may face.
- **ASQ-3 Intervention Activities and ASQ:SE-2 Development Guides** and Intervention Activities are additional resources found in the Appendix of the respective User's Guide.

If you have purchased the ASQ-3 and/or ASQ:SE-2 Learning Activities, you can enter the keycodes into ASQ Online and share these handouts in two ways:

- by printing them directly from ASQ Online, or
- by including links to the handouts on the Family Access Thank You page.

The slide features a decorative graphic on the left side consisting of several overlapping, curved, colorful shapes in shades of orange, yellow, green, and blue. The main content is a table with a light blue background and a dark blue header. The table is titled "Resources to Share with Caregivers Following ASQ Completion" and is divided into two columns: "ASQ-3 Letters and Documents" and "ASQ:SE-2 Letters and Documents". Each column contains a bulleted list of resources. At the bottom of the slide, there is a small copyright notice.

## ASQ Online Resources

Resources to Share with Caregivers Following ASQ Completion	
ASQ-3 Letters and Documents	ASQ:SE-2 Letters and Documents
<ul style="list-style-type: none"><li>• Parent Feedback Letter: Typical, ASQ-3</li><li>• Parent Feedback Letter: Monitoring, ASQ-3</li><li>• ASQ-3 Parent Conference Sheet</li><li>• Intervention Activities</li><li>• Learning Activities</li></ul>	<ul style="list-style-type: none"><li>• Parent Feedback Letter, Typical, ASQ:SE-2</li><li>• Parent Feedback Letter, Monitoring, ASQ:SE-2</li><li>• ASQ:SE-2 Parent Conference Sheet</li><li>• Intervention Activities</li><li>• Learning Activities</li></ul>

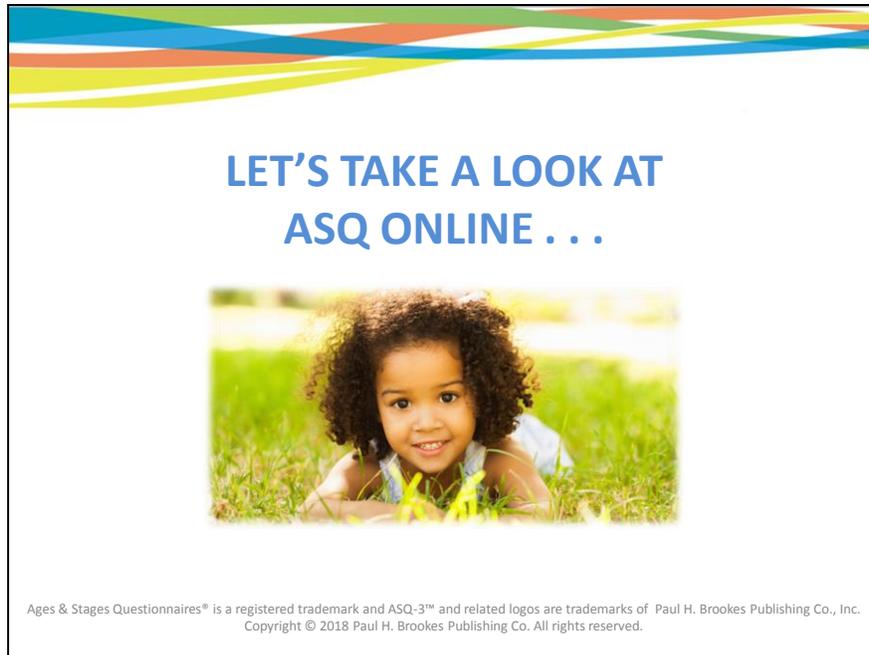
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ASQ Online makes available several resources that can be used for follow-up.

You can print blank copies of these resources, or you can create your own packet of materials.

Documents and blank questionnaires are available for printing in ASQ Online—just go to Screening Management and look under the “Documents” section.

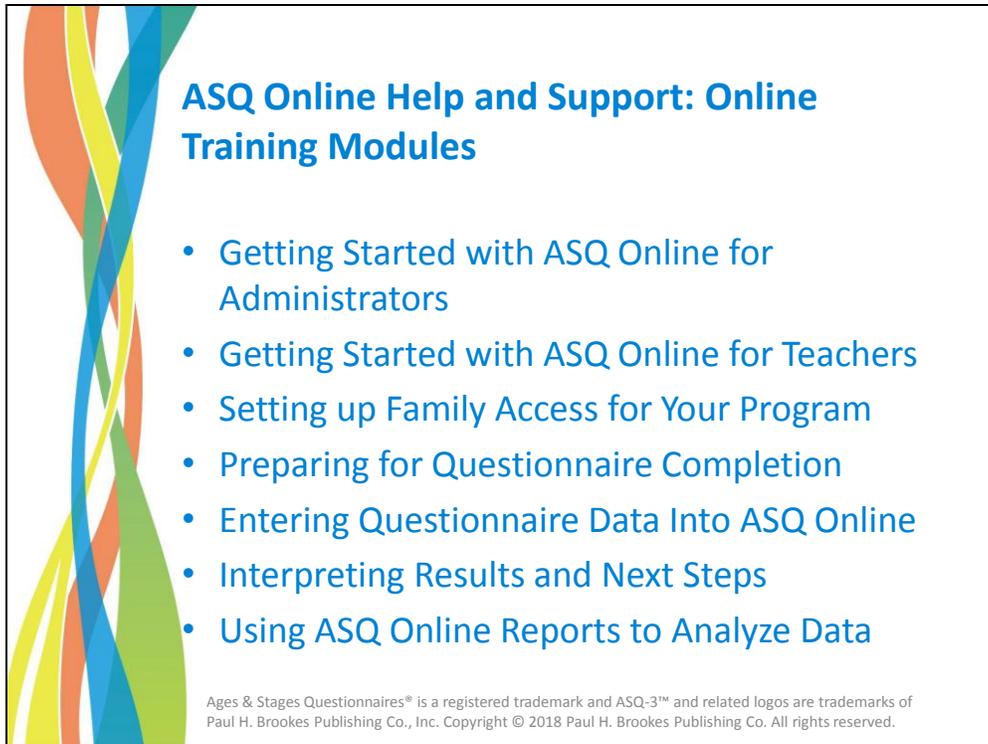
Slide 20



**LET'S TAKE A LOOK AT  
ASQ ONLINE . . .**

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Now let's take a look at ASQ Online . . .

The slide features a decorative graphic on the left side consisting of several overlapping, curved bands in shades of orange, yellow, green, and blue. The main content is centered and includes a title, a bulleted list of seven training modules, and a small copyright notice at the bottom.

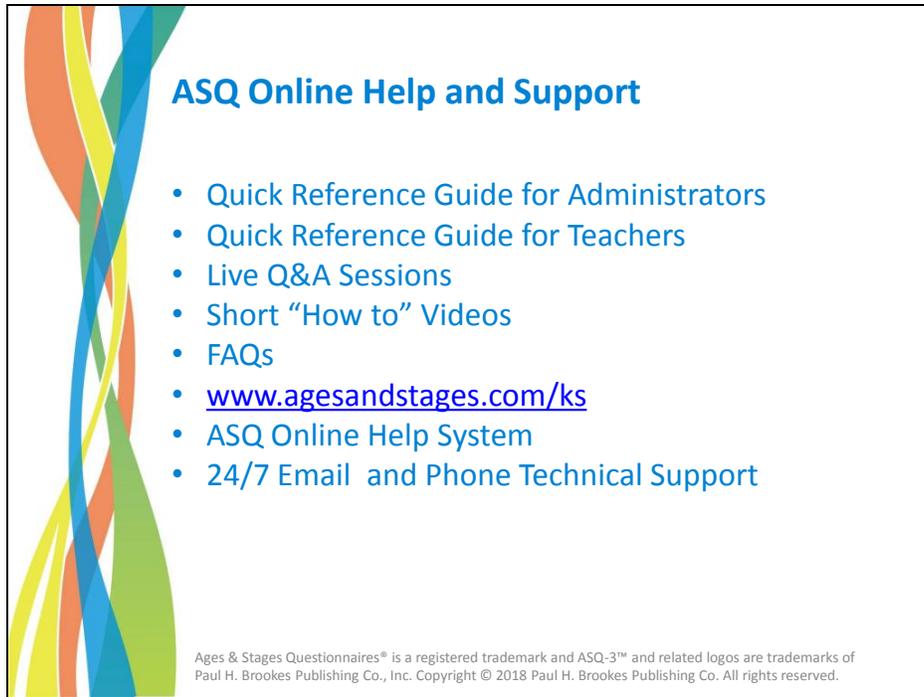
**ASQ Online Help and Support: Online Training Modules**

- Getting Started with ASQ Online for Administrators
- Getting Started with ASQ Online for Teachers
- Setting up Family Access for Your Program
- Preparing for Questionnaire Completion
- Entering Questionnaire Data Into ASQ Online
- Interpreting Results and Next Steps
- Using ASQ Online Reports to Analyze Data

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ASQ Online offers 7 training modules:

- Getting Started with ASQ Online for Administrators
- Getting Started with ASQ Online for Teachers
- Setting up Family Access for Your Program
- Preparing for Questionnaire Completion
- Entering Questionnaire Data Into ASQ Online
- Interpreting Results and Next Steps
- Using ASQ Online Reports to Analyze Data

A graphic titled "ASQ Online Help and Support" featuring a vertical stack of colorful, overlapping abstract shapes in shades of orange, yellow, green, and blue on the left side. The text is in blue and lists various support resources. At the bottom, there is a small copyright notice.

**ASQ Online Help and Support**

- Quick Reference Guide for Administrators
- Quick Reference Guide for Teachers
- Live Q&A Sessions
- Short “How to” Videos
- FAQs
- [www.agesandstages.com/ks](http://www.agesandstages.com/ks)
- ASQ Online Help System
- 24/7 Email and Phone Technical Support

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Besides the 7 training modules, you also have access to a wealth of other resources and support content, including:

- *Quick Reference Guide for Administrators*: A fully illustrated PDF guide with step-by-step procedures on how to use ASQ Online
- *Quick Reference Guide for Teachers*: An illustrated PDF guide specifically for teachers
- Live Q&A webinar sessions where you can get your questions answered by a member of the ASQ Online implementation team
- Short “How to” videos
- FAQs
- A dedicated web portal, [www.agesandstages.com/ks](http://www.agesandstages.com/ks), where you can access the Quick Reference Guides, online training modules, videos, FAQs, and other support materials
- The ASQ Online Help system at [www.asqonline.com](http://www.asqonline.com), which contains user manuals, additional FAQs, online tutorials, and support documentation
- Email and phone technical support--24 hours a day, 365 days a year