Ages & Stages Questionnaires®
(ASQ-3)
Special Thanks to....

• Pence Revington and the University of Wisconsin-Extension Cooperative Extension Family Living Program for sharing their HOME Inventory powerpoint slides and handouts (see slides and handouts with their logos)
• Beth Johns for all of her work in putting this training together
• UCP for hosting the training
• The Department of Children’s Affairs, Dr. Susan McKim and Amy Floyd, for all of their support in making this possible
What is the Ages and Stages?

• Set of questionnaires about children’s development.
• Used for more than 20 years to make sure children are developing well.
• Called a screener because it looks at how children are doing in important areas, such as speech, physical ability, social skills, and problem-solving skills.
• Can help identify child’s strengths as well as any areas where child may need support.
Goals for today

- The features of the ASQ-3
- How to score the ASQ-3
- How to interpret scores and consider other influencing factors
- Practice strengths-based communication of screening results
  - Consider appropriate follow-up activities
  - Identify appropriate agencies when referral is indicated
Choosing an effective tool

- Validity “accuracy”
- Reliability “consistency”
- Adequate normative population
- Cultural sensitivity
- Cost effective
- Attractiveness to children
Materials

• Paul H. Brookes Publishing
  www.brookespublishing.com
  1-800-638-3775

• Official web site:
  www.agesandstages.com

• Periodic updates available at:
  www.brookespublishing.com/asqupdates/
Defining Terms

- Developmental Screening
- Diagnostic assessment
- Curriculum-based assessment
What is Developmental Screening?

• “Developmental screening is the administration of a brief standardized tool that aids the identification of children at risk of a developmental disorder.”

• “Developmental screening does not result in either a diagnosis or treatment plan but rather identifies areas in which a child’s development differs from same-age norms.”

  » Pediatrics, July 2006

• IN ALL CASES, AFTER CONDUCTING ASQ-3 HOME VISITORS WILL “DO SOMETHING”
Curriculum-Based Assessment
(Prorammatic, On-going Assessment)

• An in-depth process that helps to determine a child’s current level of functioning. This type of assessment can:
  – provide a useful child profile
  – help with program planning
  – identify targeted goals and objectives
  – be used to track child’s progress over time

• Often, agencies want to use the ASQ to help plan a child’s program, however this is not an appropriate use of the ASQ.
  – ASQ too brief and has many items on the tool that are not appropriate intervention targets (for example, the item that asks a child to repeat back numbers out of sequence).

• The ASQ can broadly let you know if a child may need more experience in a domain (e.g., fine motor), but is not a tool to “teach to”.
Diagnostic Assessment

- An in-depth assessment of one or more developmental areas to determine the nature and extent of a physical or developmental problem and determine if the child is eligible for additional services.

- Example: Bayley Scales of Infant and Toddler Development®, Third Edition (Bayley-III®)

- Diagnostic assessments are expensive; they usually involve specialists and meeting eligibility requirements for insurance approval.
Screening

Below Cutoff

Professional Assessment

Eligible

Not Eligible

Near Cutoff (Monitor Zone)

Not near cutoff

Continue to Monitor (Re-Screen) & use Curriculum-Based Assessment to develop learning plans
Features of the Ages and Stages Questionnaire-3
(ASQ-3)
<table>
<thead>
<tr>
<th>Type of Screening</th>
<th>Developmental (ASQ-3) and Socio-Emotional (ASQ:SE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>1-66 months for ASQ-3 3-66 months for ASQ:SE</td>
</tr>
<tr>
<td>Number of Questionnaires</td>
<td>21 for ASQ-3 8 for ASQ:SE</td>
</tr>
<tr>
<td>Number of items</td>
<td>About 30 per questionnaire</td>
</tr>
<tr>
<td>Reading level</td>
<td>4th to 6th grade</td>
</tr>
<tr>
<td>Who completes it</td>
<td>Parents</td>
</tr>
<tr>
<td>Time to complete</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Who scores it</td>
<td>Professionals</td>
</tr>
<tr>
<td>Time to score</td>
<td>2-3 minutes</td>
</tr>
<tr>
<td>Languages</td>
<td>English and Spanish</td>
</tr>
</tbody>
</table>
## ASQ-3 At A Glance

<table>
<thead>
<tr>
<th><strong>Intervals</strong></th>
<th>21 questionnaires and scoring sheets at 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Areas screened</strong></td>
<td>Communication, gross motor, fine motor, problem solving, and personal-social</td>
</tr>
<tr>
<td><strong>Sample Item</strong></td>
<td>Does your child point to, pat, or try to pick up pictures in a book? (16-month questionnaire, Communication area)</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td>The ASQ-3 Starter Kit contains everything you need to start screening children with ASQ-3: 21 paper masters of the questionnaires and scoring sheets, a CD-ROM with printable PDF questionnaires, the ASQ-3 User’s Guide, and a FREE ASQ-3 Quick Start Guide.</td>
</tr>
</tbody>
</table>
• Guidance for selecting intervals.

• Replace the logo to identify your program

• Notice “window” for administration
  • Take into consideration those who have questionable scores and age is on younger or older end of window
What You Need to Start Screening

• All you need to start is the *User’s Guide* for ASQ-3 or ASQ:SE and a master set of questionnaires.

• Questionnaires come in English, Spanish, or French. You have the option of using questionnaires on paper or in PDF format on CD-ROM (the French is only available on CD-ROM).

• The questionnaires and the letters, forms, and activities in the *User’s Guides* may be photocopied at no additional charge.
# HOW ASQ-3 WORKS
3 simple steps to screening and scoring—now even easier!

**VISIT [www.agesandstages.com](http://www.agesandstages.com)**

Your one-stop source for information about ASQ! Watch video shorts, read customer testimonials, download free ASQ stickers and sample activities, and much more.

**REFINED BASED ON USER FEEDBACK**
Clear questions, illustrations, and tips help parents complete the questionnaires quickly and accurately.

## STEP 1: TRY THE ITEMS
Parents can easily try activities with their child . . . . . . and then check the box that best describes what the child can do.

### 2 Month Questionnaire: page 6 of 5

**GROSS MOTOR**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is your baby's hand usually tightly closed when he is awake? (If your baby used to do this but no longer does, mark &quot;yes.&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does your baby grasp your finger if you touch the palm of her hand?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When you put a toy in his hand, does your baby hold it in his hand briefly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does your baby touch her face with her hands?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does your baby hold his hands open or partly open (rather than in fists, as they were when he was a newborn)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does your baby grab or scratch at her clothes?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GROSS MOTOR TOTAL**

### FINE MOTOR

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After holding her head up while on her tummy, does your baby lay her head back down on the floor, rather than let it drop or fall forward?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINE MOTOR TOTAL**

*If Fine Motor Item 5 is marked "yes,”*

## STEP 2: SCORE
Professionals score in just 2–3 minutes.

**NEW 2- AND 9-MONTH QUESTIONNAIRES!**
Now choose from 21 questionnaires to screen children from 1–66 months.
HOW ASQ-3 WORKS

3 simple steps to screening and scoring—now even easier!

FINE MOTOR TOTAL

*If Fine Motor item 5 is marked "yes," mark Fine Motor item 1 as "yes."

PROBLEM SOLVING

1. Does your baby look at objects that are 8–10 inches away?  
   - YES  - SOMETIMES  - NOT YET
2. When you move around, does your baby follow you with his eyes?  
   - YES  - SOMETIMES  - NOT YET
3. When you move a toy slowly from side to side in front of your baby’s face (about 10 inches away), does your baby follow the toy with her eyes, sometimes turning her head?  
   - YES  - SOMETIMES  - NOT YET
4. When you move a small toy up and down slowly in front of your baby’s face (about 10 inches away), does your baby follow the toy with his eyes?  
   - YES  - SOMETIMES  - NOT YET
5. When you hold your baby in a sitting position, does she look at a toy (about the size of a cup or rattle) that you place on the table or floor in front of her?  
   - YES  - SOMETIMES  - NOT YET
6. When you dangle a toy above your baby while he is lying on his back, does he wave his arms toward the toy?  
   - YES  - SOMETIMES  - NOT YET

PROBLEM SOLVING TOTAL

STEP 3: GET THE RESULTS

Copy the child’s scores to the grid.

One or more scores in the dark shaded zone indicates the child may need further assessment.

Scores outside the shaded zone mean the child is doing well in these areas.

NEW MONITORING ZONE IN ASQ-3!

When scores fall in the light shaded zone, schedule the next screening and provide learning activities.

www.agesandstages.com ■ 1-800-638-3775
The Questions

• 6 questions in each area
• Questions start easy and increase in difficulty to end at typical skills for that age
• Parents will respond “Yes”, “Sometimes”, “Not Yet”
• Written at a 4th to 5th grade reading level
Overall Section

• Not numerically scored
• Looks at quality of skills
  – “Does your baby use both hands equally well?”
  – “No” responses indicate a possible concern
• Concerns call for follow-up
ASQ-3 Overall Questions by Age Interval and Possible Problem Indicators

*Refer to User’s Guide Table 6.3*
Summary Sheet

• Each summary sheet is unique
• Summary sheets have five sections:
  – Child/family information
  – Bar graph with cutoffs
  – Overall section
  – Follow-up action taken (new to ASQ-3)
  – Individual item responses chart
The Ages & Stages Questionnaires on a Home Visit Video

![ASQ3 8 Month Questionnaire](image)

On the following pages are questions about activities babies may do. Your baby may have already done some of the activities described here, and there may be some your baby has not begun doing yet. For each item, please fill in the circle that indicates whether your baby is doing the activity regularly, sometimes, or not yet.

**Important Points to Remember:**
- Try each activity with your baby before marking a response.
- Make completing this questionnaire a game that is fun for you and your baby.
- Make sure your baby is rested and fed.
- Please return this questionnaire by ____________.

### COMMUNICATION

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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. 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. 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. Does your baby make sounds like “da,” “ga,” “ka,” and “ba”?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does your baby make two similar sounds like “ba-ba,” “da-da,” or “ga-ga”? <em>(The sounds do not need to mean anything.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION TOTAL**
Preparing to Screen

• Discuss the purpose with parents
• Set the date
• Select the correct ASQ-3 interval
• Review the questionnaire
• Assemble materials – refer to ASQ Materials List in User’s Guide
Suggested Communication

• This is a tool that we routinely use to check a child’s development
• The first 5 years of a child’s life is a time where they gain many skills.
• We want to help you follow your child’s growth and development.
ASQ Administration and Scoring

16 mo. Case Study

“Andrew”
Andrew’s Cover Page

- Date ASQ Completed: October 14, 2009
- Child’s Name: Andrew
- Child’s Date of Birth: April 30, 2008
- Born 6 weeks premature
- Suzanna (mother), Manuel (father), Ramone (3.5 year old brother)

How old is Andrew on October 14, 2009?
Age at Administration: Andrew

Date ASQ Completed: October 14, 2009
Child’s Date of Birth: April 30, 2008

\[
\begin{array}{ccc}
2009 & 10\,(9) & 14\,(+30)\,\text{days} \\
- & 2008 & 4\,\text{mo}\,30\,\text{days} \\
1\,\text{year} & 5\,\text{mo} & 14\,\text{days}
\end{array}
\]

\[
= \quad \text{Andrew’s age at administration is 17 months 14 days}
\]
Correcting for Prematurity

• Adjusted age
  • Subtract the number of weeks of prematurity from the child’s age at administration.
  • Use adjusted age to choose the appropriate ASQ-3 interval.
What is Andrew’s Adjusted Age?

17 months 14 days – 6 weeks = 16 months

Age at administration - weeks premature = adjusted age

You will use the 16 month ASQ.
This calculator is for ASQ-3 questionnaires only; we plan to add information for ASQ:SE questionnaires in the future.

Date of birth: ________________ (mm/dd/yyyy)

Weeks premature: ________________

ASQ-3 Administration date: ________________ (mm/dd/yyyy)

Chronological age:

Adjusted age*:

Use this ASQ-3 questionnaire:

* Adjusting age for prematurity is necessary if a child was born more than 3 weeks before his or her due date and is chronologically under 2 years of age.
Scoring

Step 1: Calculate area totals
“Yes” = 10     “Sometimes” = 5     “Not yet” = 0

Step 2: Calculate new area total for Omitted items

Step 3: Clarify Overall Section concerns

Step 4: Transfer scores to the Summary Page.
Omitted item?

• Step 1): Divide the total area score by the number of completed items.
• Step 2): Enter the result as the “best guess” point total to the unanswered question.
• Step 3) Add your “best guess answer” to the area total to get a new total.

\[
\text{Total area score} = \frac{\text{Best guess}}{\# \text{ of completed items}}
\]
16 Month ASQ-3 Scoring Chart
Andrew, Case Study

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>16.81</td>
<td>30</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>37.91</td>
<td>50</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>31.98</td>
<td>35</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>30.51</td>
<td>40</td>
</tr>
<tr>
<td>Personal-Social</td>
<td>26.43</td>
<td>54</td>
</tr>
</tbody>
</table>
68% of population scores in this “average” range
Once You Have the Scores

• Now compare the child’s scores in each of the areas (five in ASQ-3, seven in ASQ:SE) to the cutoff points listed on the scoring sheet.

• Scores beneath the cutoff points indicate a need for further assessment; scores near the cutoff points call for discussion and monitoring; and scores above the cutoff suggest the child is on track developmentally.

• Communicate the screening results to the child’s parents, and suggest resources for follow-up or further assessment if needed.
Preparing to Share

– Create a written summary
– Gather information for the family
– Discuss challenges with a peer or supervisor
– Consider cultural or language issues
– Know your community resources
Tips for Sharing Results

• Validate parents’ concerns
• Do not diagnose – review purpose of the screening
• Avoid terms such as test, pass or fail
• Use a thoughtful, caring approach
• **Provide hope and emphasize strengths**
• Help establish an action plan
• Provide information on resources
• Offer ongoing support
• Invite family to share observations/concerns
Frequently asked questions

• What if a parent doesn’t want to acknowledge that there is a delay?
  • It will always remain a parent’s choice.

• What if there is a delay but there are no resources in the community?
  • Talk with your supervisor, advocacy in the community, continue to support the parent.

• What if the child is already receiving special services?
  • Those services may not address the whole child and may not provide parenting support.
  • Options to discuss locally: do joint visits or alternate who sees the family.
ASQ Score Interpretation and Recommendation for Follow-up

• **Above** monitor zone
  – Provide follow up activities & rescreen on program schedule

• **Monitor** zone
  – Provide follow up activities to practice specific skills
  – Rescreen
  – Make community referrals as appropriate
ASQ Score Interpretation and Recommendation for Follow-up

**Below cutoff in one or more areas**
- Refer for further assessment
- Rescreen in 6-12 months

**Parent concern**
- Respond to all concerns
- Refer if all signs indicate
ASQ Score Interpretation and Recommendation for Follow-up

Additional Considerations

- Health factors
- Family Context
  - Stressful life events
  - Multiple risk factors
- Environmental factors
- Developmental history
- Extent and frequency of contact
- Availability of resources
Download your free toolkit

• Download this a free developmental screening toolkit with helpful links to fact sheets, checklists, posters, and charts that will help you educate families at:

Parental Characteristics that May Affect Accuracy

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

• Appropriate follow-up.

• The process for referring children to appropriate agencies.

• Interagency communication and collaboration around local screening efforts.
Cautions in Interpreting Results

• Assessment conducted in the context of research may require adherence to protocols that do not lend themselves to the same flexibility that may be afforded in a clinical assessment.

• Research assessors may not have experience in clinical assessment.

• Situational factors (e.g. distractions in the home, lack of rapport with the assessor, or a child affected by distress or sickness) may render invalid results.

Baggett & Berry (2004)
Identification of Developmental Delays

• Home visitors, especially those conducting research with very young children and their families, may encounter children who have developmental disabilities that have not yet been identified.
  – Through Ages and Stages
  – In the course of observation and/or parent report.
    • For example, a two-year-old child may be observed to frequently whine and tantrum rather than using words, and his parent may comment, “Oh, he isn’t talking yet”.
    • The concern may be about any child in the home (one of the children you are working with as part of the home visiting program or about a sibling whom you have not formally assessed).

• Home visitors have an ethical responsibility to let parents know when a child should be referred to local early intervention agencies for further assessment so that appropriate services can be provided if a developmental delay is confirmed.

Baggett & Berry (2004)
Tips for Responding to Developmental Concerns

• If you observe behaviors that raise concerns about the possibility of a developmental delay, talk with your supervisor.

• If there is reason for concern, either due to observation or based on assessment results, it is important that information be presented to parents in a calm, professional manner that does not frighten or alarm parents. See the Developmental Concerns Letter in the Appendix.

• Of course, due to participants’ rights to confidentiality, it is up to the parent to determine whether they wish to follow-through with a referral for early intervention services.

Baggett & Berry (2004)
Developmental Concern Letter (Sample)
Always consult the supervisor before filing form.

Date

Dear ___________________,

As you know, on (insert date), your child (insert name) was given the Ages and Stages Questionnaire as part of the First Teacher Home Visiting Program. The Ages and Stages Questionnaire measures some of the skills children learn during their early years. Because we noticed that (insert child’s name) did not show some of the skills that many children of his/her usually do, we think s/he might benefit from more developmental testing. This testing could determine whether s/he has a delay in development. If a delay is identified, s/he could be eligible for early intervention services that can help prevent later problems. On the other hand, the testing may determine that there is no cause for concern and no need for additional services.

You can get information on how to get additional testing and early intervention services by calling (insert contact name, phone number and local agency name). Parents in this county who have concerns about their children can receive this additional testing for their young children at no cost and early intervention services are also free if the Early Intervention Team finds they are needed. If you contact (insert name of agency), they will be able to do more complete testing and will work with you to find out what is best for your child.

If you wish, we will gladly send a copy of this letter to the County Infant/Toddler Services to help you in describing the reason for concern about your child. If you would like us to do that, please sign the enclosed form and return it in the pre-addressed and stamped envelope. Remember that all of our assessments with your child are strictly confidential, and we will not give information to anyone without your permission.

We hope this information will be helpful to you. Please do not hesitate to call either of us at the number below if you have any questions about the assessment we did or the steps you can take to get more testing for your child. As always, we really appreciate the cooperation and help you have given to our research staff as we have worked with you and your child.

Sincerely

(Name of Home Visitor) ..............................................  (Name of Supervisor) ..............................................

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Cross-Cultural Considerations in the use of the

Ages & Stages Questionnaires®, Third Edition (ASQ-3™)

and

Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE)

https://www.youtube.com/watch?v=zBb_dXH4i0k&feature=player_detailpage