

The Ages and Stages Questionnaires: Social-Emotional

A new tool for identifying **red flags in children's
social emotional development**

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A new tool for identifying **red flags** in children's social emotional development

- Red Flags: observations that cause you to be concerned about the health and/or development of a child.
 - Role: document and refer not diagnose
- **Challenges: C**
 - characteristics of motor, language and problem solving are easier to measure than social emotional characteristics because you either see the skill or you don't. In the S/E domain a Red Flag may be the existence of or the lack of existence of a behavior.
 - influenced by age, time of day, cultural, values and setting

ASQ:SE Research

- **Validity 91.8%**
- **Reliability 94%**



Social Emotional Research

- Links between earliest emotional development and later social behavior. (Cicchetti, 1993, Greenspan, 1992)
- Links between early risk factors, poor outcomes & violence (Walker et al., 1996)
- Behaviors, even in infancy, signal the need for intervention (DeGangi, 1991)
- By third grade, programs for children with anti-social behavior are mostly ineffective (Walker et al., 1996)

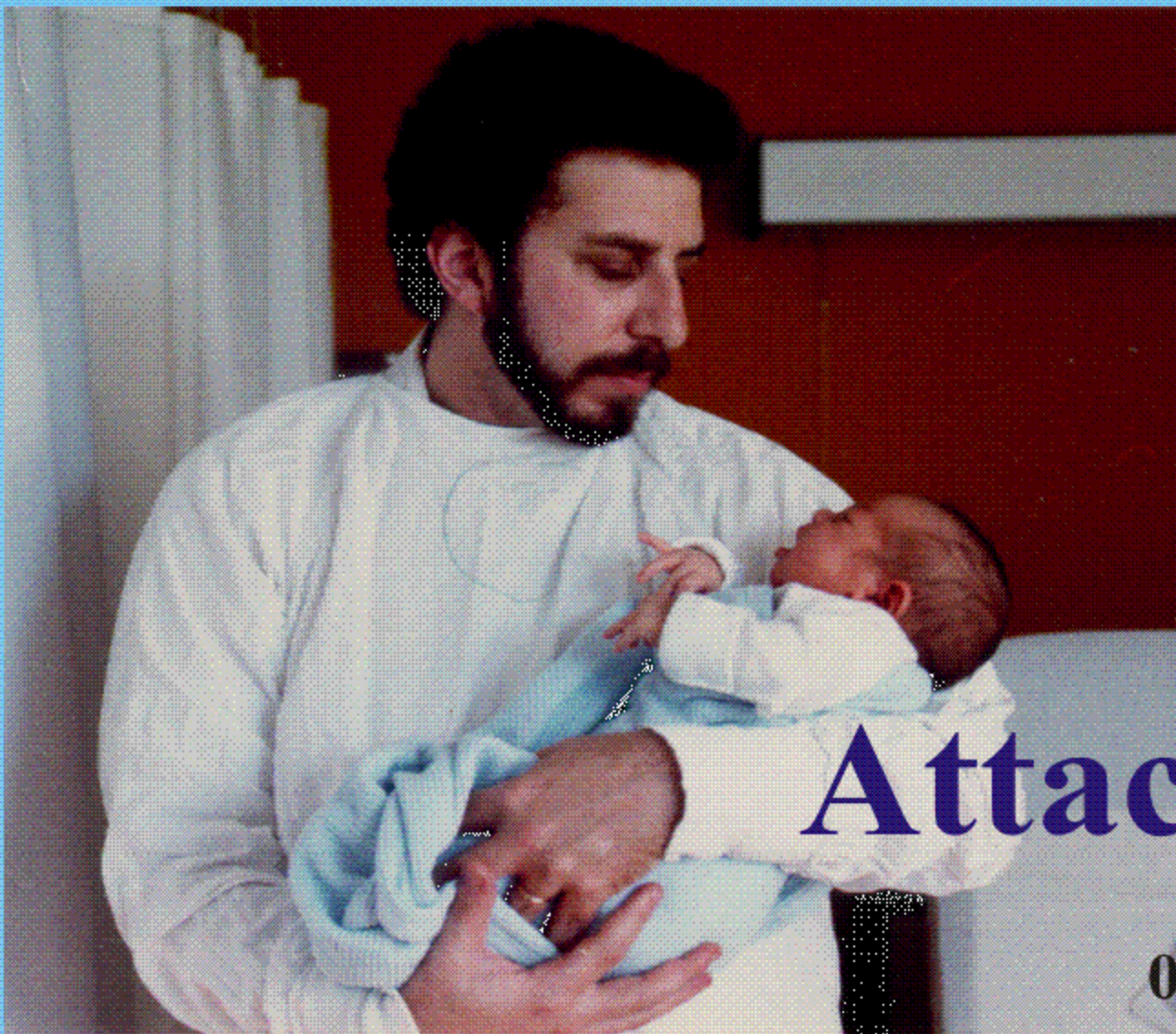
Barriers to Addressing Red Flags in Social-Emotional Development

- ☞ Lack of knowledge
- ☞ Complexity of issues
- ☞ Lack of screening tools
- ☞ Lack of services

Uses of the ASQ:SE

- To open dialogue with parents
- To “monitor” a child’s social-emotional development.
- To guide decisions and referrals for further assessment or resources.

Developmental-Organizational Framework



Attachment

0 to 12 Months

Developmental-Organizational Framework

Autonomy & Self Development

12 to 30 Months



Developmental-Organizational Framework

Establishing Peer Relations

30 Months
to 7 Years



Developmental-Organizational Framework (Cicchetti, 1993)

Age	Stage of Development	Behaviors
0-12 months	Attachment	<ul style="list-style-type: none"> -regulation -recognizable states -attachment -communication
12-30 months	Autonomy & Self Development	<ul style="list-style-type: none"> -differentiates between self and others; real and make believe -use of pronouns exploration -self control; rules
30 months-7 years	Establishing Peer Relations	<ul style="list-style-type: none"> -empathy -gender differences -identification of friends -interest in other children

Problem Behaviors: take note!

- ❖ Antisocial behavior is part of normal development
- ❖ Crucial variables are the frequency, intensity and duration of behaviors

Externalizing Behaviors

- ❖ Aggression
- ❖ Antisocial acts
- ❖ Poor social skills
- ❖ Overly active
- ❖ Inability to focus



Internalizing Behaviors

- ❖ Socially withdrawn
- ❖ Social skill deficits
- ❖ Anxious
- ❖ Inhibited



Behavioral Areas	Definition
Self-Regulation	Ability/willingness to calm, settle, or adjust to physiological or environmental conditions
Compliance	Ability/willingness to conform to the direction of others and follow rules
Communication	Verbal/nonverbal signals that indicate feelings, affect, internal states
Adaptive	Ability/success in coping with physiological needs
Autonomy	Ability/willingness to establish independence
Affect	Ability/willingness to demonstrate feelings and empathy for others
Interaction with People	Ability/willingness to respond or initiate social responses with caregivers, adults, peers.

Features of the ASQ:SE

- ❖ Cover sheet
- ❖ Child information sheet
- ❖ The behavioral questions
- ❖ The general questions
- ❖ Information Summary

Features of ASQ:SE

- 6, 12, 18, 24, 30, 36, 48 & 60 month intervals
- 3-6 month administration window on either side
- 4th to 5th grade reading level
- Competence and problem behaviors targeted
- From 19 items (6-month interval) to 33 items (60-month interval)

ASQ:SE Administration and Scoring

5 month-old Case Study



Lewis

Prescreening Activities

- Explain purpose of screening to parents
- Schedule the screening
- Review the questionnaire content.
- Assemble materials (copies & activity)
- Fill out the information page



Introducing the ASQ:SE to Parents

“This questionnaire lets you think about your child’s social-emotional growth. Your answers will help me know what type of information I may be able to gather for you.”

“Some of the questions ask you to answer based on your feelings or opinions about your child’s behavior”

Reviewing response options...

- “Most of the time”
- “Sometimes”
- “Rarely or Never”
- “Concerns”

Targeting specific issues...

- Eating problems (All intervals)
- Perseverative behaviors (18 months and older)

Scoring the ASQ:SE

Answers

Score

- | | |
|----------------------|---------|
| – Most of the time | 0 or 10 |
| – Sometimes | 5 |
| – Rarely or Never | 0 or 10 |
| – Is this a concern? | Yes = 5 |

Missing Items?

1) Compute an Average Score

$$\frac{\text{Total Points}}{\text{Total \# of Items Answered}} = \text{Average Score}$$

2) Compute Final Total Score

$$\text{Total Points} + \underline{(\text{Average Score} \times \text{\# of missing items})} = \text{Final Total Score}$$

Calculate the Total Score

- Determine Child's Total score

of questions with X ___ x 10 = ___

of questions with V ___ x 5 = ___

Concerns ___ x 5 = ___

Total Points on each page = ___

- Transfer points on each page to Summary form

Interpreting Scores

- High SE scores indicate a concern
- Score Interpretation Guide
- The “Sometimes” Issue
- The Subjectivity Issue

Questionable Scores?

- Use another perspective
- Gather additional information
 - Ask permission for another observer
 - Use a professionally administered screening tool
 - Assess parent/child interactions
 - Assess care giving environment

Reviewing the Results with Parents

Steps:

- **Discuss items scoring 10 or 15**
- **Discuss “concerns”**
- **Discuss responses to written section**
- **Discuss score and compare to cutoff**
- **Discuss next steps**

Discussion: Follow-Up Considerations

☯ Explore the whole pie!

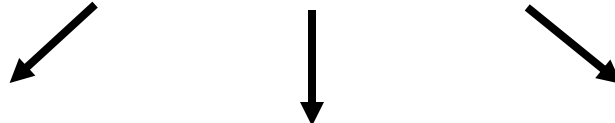


Don't forget the DATA!

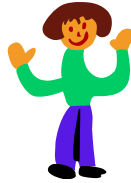
- Record it in the family file
- Load it into agency data base
- Let it help guide services to families



SE:Screening



Above Cutoff



Near Cutoff



Below cutoff



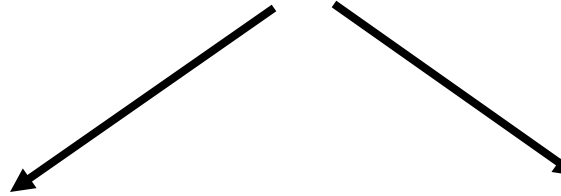
Professional

Assessment



Eligible

Not Eligible



**Continue to Monitor
(Re-Screen) & use
Curriculum-Based
Assessment to develop
learning plans**

Decision Making Support

- Get support from your supervisor and peers
- Include experts: health, mental-health, education, behavior specialists



Interagency Collaboration

- **What other agencies are screening children?**
 - What ages? What domains? What tools?
 - Coordinate training efforts
- **Coordinate services to:**
 - Decrease duplication
 - Save resources
- **Determine your referral sources**
 - Establish relationship/interagency agreement
 - Establish referral/feedback procedures

In Summary

- Screening tools can help build communication with families.
- Screening tools can assist in making referrals to community agencies.
- Don't feel like you have to have all the answers.
- Use “collective wisdom” to make decisions about next steps after screening.

On-going Support

- **After training I will,**
 - Create practice opportunities
 - Observe someone else do it
 - Re-read the guide
 - Ask your supervisor or peers for help
 - Learn how to enter data

ASQ-3 and ASQ:SE User's Guides

- Information on planning screening systems and procedures
- Provides example letters, activities, case studies
- Technical report

