

ASQ-3/ASQ-SE SCREENING PROCEDURE

Performance Standards: 1308.6(a)(1)-(3), 1308.6(b)(1)-(3), 1308.6(c)(1)-(3), 1308.6(d)(1)-(3)

Head Start students are screened within 45 days of enrollment. Additional screenings may be completed on an individualized basis as needs and concerns arise.

Once completed, the screening is routed to the Disabilities Supervisor who reviews it, enters the screening completion date and any concerns that need follow-up. The original is sent back to the center for the child's file.

| Screening Tool | Child Age Range |
|---|---|
| ASQ -3 (Ages and Stages Questionnaire) | 3 years-5 years (36mths,42mths,48mths,54mths,60mths) |
| ASQ/SE (Ages and Stages Questionnaire: Social/Emotional) | 3 years-5 years (36mths,48mths,60mths) |

ADMINISTERING THE ASQ-3:

Selecting the Correct Questionnaire

Each ASQ -3 questionnaire has three main parts: 1) a family information sheet, 2) several pages of the items/questions to be answered by a parent or primary caregiver, and 3) an ASQ-3 information summary sheet. There are 21 questionnaires for use at different ages of the ASQ-3.

- Confirm what the child's exact age will be at the time of screening. Use Quick Glance age card or ASQ calculator on SOCFC website-staff resources.
- Check the age range (found at the top of the family information sheet and on the initial page of the questionnaire interval) and be sure that the child's age falls within this range.

Completing a Questionnaire

Each interval of the ASQ-3 has 30 questions about child's abilities, organized in five areas: communication, gross motor, fine motor, problem solving, and personal-social. For each of these items, parents are given three choices for answering whether their child is demonstrating the skill described: "yes," "sometimes," or "not yet." The following pointers will help ensure accuracy when completing a screening.

- Remember that a child's parent or significant caregiver should complete the questionnaire with the Head Start staff-teacher.
- Keep in mind that if a parent is Spanish speaking only, you will need to arrange for bilingual support with your staff. The Staff member will act as an interpreter **only** during the screening process.

- If a parent or caregiver needs assistance completing the questionnaire, consider appropriate accommodations such as:
 1. Completing the questionnaire together during a home visit
 2. Answering caregiver questions
 3. Reading items aloud
 4. Assisting the parent in eliciting and interpreting the child's responses.
 5. Describe the kinds of questions in each developmental stage are, and explain the choices of answering and when to select them.

Scoring a Questionnaire

Following the steps below will help ensure accuracy in scoring. These guidelines are particularly appropriate for scoring questionnaires by hand.

- Review the questionnaire items to ensure all questions have been answered.
- Score each item on the questionnaire-assign appropriate points for each item
- Total the points for each of the developmental areas listed on the questionnaire.
- Transfer each area total score to the ASQ-3 Summary sheet within the bubbles notates as well as transfer the scores to the Green Summary form.
- Record any follow-up that needs to occur within the "Teacher's Comments" box including if the child will be referred and what the concern areas are in detail.

Communicating Results

After scoring, results need to be shared with the parent and reported to Disabilities and Mental Department for review. Ideally, you will try to score the screening at the home to give the parents results, but if not possible, a phone will need to occur prior to child starting class, explaining the results and what they mean for the individual child. Keep in mind the following:

- Provide screening results to the family as quickly as possible
- Review the scores, emphasizing the child's strengths
- Be careful with language used when describing area score results
- Provide parents with follow-up including developmental information as well a referral discussion, if necessary.

ADMINISTERING THE ASQ/SE:

1. Select the appropriate ASQ/SE for the child's age. The first page of the ASQ/SE will note the age ranges.
2. The ASQ/SE contains seven behavioral areas: Self-Regulation, Compliance, Communication, Adaptive Functioning, Autonomy, Affect, Interaction with People.
3. Many of the items on the ASQ/SE will be self-report. As you go through the items, if the parent is not sure of whether the child exhibits a particular behavior, described in the questionnaire, do not advise or lead them in the answer, but encourage them to make their best judgment.

4. The questionnaires are scored by converting each response to a numerical value:
 - Z (most of the time) = 0
 - V (sometimes) = 5
 - X (rarely, never) = 10
5. Also, if a parent identifies an item as a concern (circles to far right on form), an extra 5 points is scored for that item.
6. Once the total score is calculated, if that score is HIGHER than the cut-off score, the screening results suggest the child should receive follow-up and/or further evaluation.
7. ASQ-3/ASQ-SE will be reviewed at child staffings for additional follow-up.
8. Elevated ASQ/SE score will be reviewed by the Child Development Specialist after observation of class and during debrief with staff

FOLLOW-UP FOR ASQ-3 and ASQ/SE SCREENING CONCERNS:

Contact the Disabilities Supervisor for further guidance/action. A variety of follow-up may include:

1. Additional follow-up screening
2. Observation of the child by the Child Development Specialist-Mental Health issues (ASQ/SE) or Disabilities Supervisor (ASQ-3).
3. Further discussions with the parent about the child's development (ASQ-3).
4. A meeting between the parent and Child Development Specialist (ASQ/SE).
5. Referral to early intervention services, as facilitated by the Disabilities Supervisor.
6. Referral to mental health services.

If the parent's perception of the child's ability to do the screening items differs from what staff perceive, this needs to be noted on the ASQ 3 and ASQ/SE Summary Form submitted with the screening. Any other staff comments may also be documented on this form.

Referrals:

If a child is recommended for a referral to early intervention services, the Disabilities Supervisor will take responsibility for the referral process. You will need to discuss the idea of a referral with the parent and to determine if this is something the parent wants to do. If the parent is in agreement, you need to have them sign a Release of Information (D-8). Assure parents that when children receive early intervention services at a very young age, they have the best potential to be helped. It is an opportunity for the child.

If a child is recommended for a referral for Mental Services, the Family Advocate will assist the parent in the initial referral process including with the signing of the Release of Information (MH-2) as well as the completion of the Behavior Checklist. The Child Development Specialist can be available for consult with parent, as needed. (see MH referral procedure)

Other Resources:

These resources can help you with the ASQ-3 and ASQ/SE :

- SOCFC website-The ASQ Powerpoint presentation is listed under Staff Resources and available for review
- The Ages and Stages website: www.agesandstages.com/

Sdrive/DisabilitiesandMentalHealth/DisabilitiesSupervisor/ASQdocs

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