An Introduction to Ages & Stages Questionnaires® (ASQ-3)
WHY DO WE SCREEN CHILDREN?
Participants will learn...
Choosing an effective tool

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

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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
Curriculum-Based Assessment
(Programmatic, 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
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.
Screening

Below Cutoff

Not near Cutoff

Near Cutoff (Monitor Zone)

Professional Assessment

Eligible

Not Eligible

Continue to Monitor (Re-Screen) & use Curriculum-Based Assessment to develop learning plans
Features of the Ages and Stages Questionnaire-3 (ASQ-3)
21 Questionnaire Intervals

- 2*, 4, 6, 8, 9*, 10, 12, 14, 16, 18, 20, 22, 24
- 27, 30, 33, 36 (spaced 3 months apart)
- 42, 48, 54, 60 (spaced 6 months apart)

*New intervals included in ASQ-3

*Outcomes Project Intervals are bold
• Guidance for selecting intervals.
• Replace the logo to identify your program
5 Developmental Areas

- Communication
- Gross motor
- Fine motor
- Problem solving
- Personal-social
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
Summary Sheet

- Each summary sheets 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
ASQ Administration and Scoring

16 mo. Case Study

Andrew
Preparing to Screen

- Discuss the purpose with parents
- Set the date
- Select the correct ASQ-3 interval
- Review the questionnaire
- Assemble materials
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

2009  10 (9)  14 (+30) days
2008  4 mo  30 days

1 year  5 mo  14 days

=  

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.
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.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Cutoff</th>
<th>Total</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>

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.
Standard Bell Curve

68% of population scores in this “average” range

-2 SD  13.5%  -1 SD  Average (Mean)  +1 SD  +2 SD
2.5%  13.5%  2.5%

Number of People

Performance on Test
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
- Use a thoughtful, caring approach
- Provide hope and emphasize strengths
- Help establish an action plan
- Provide information on resources
- Offer ongoing support
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
The “Parent Factor”
Parental Characteristics that May Affect Accuracy

- Impaired mental functioning
- Mental health issues
- Cultural and language differences
- Involvement with child protective agencies
- Low literacy
Incidence of children identified as having a disability by age (2007)

2.53%
5.74%
11.36%

http://www.ideadata.org,
Post Training Discussions with your Supervisor

- Appropriate follow-up.
- The process for referring children to appropriate agencies.
- Interagency communication and collaboration around local screening efforts.
ASQ-3 Developers

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