

The Ages & Stages Questionnaires®, Third Edition (ASQ®-3) pinpoints developmental progress in children between the ages of one month to 5½ years. This tool can be completed in 10-15 minutes and includes six questions each for five areas of development.

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| <ul style="list-style-type: none"> 1 COMMUNICATION 2 GROSS, OR LARGE, MOTOR 3 FINE MOTOR | <ul style="list-style-type: none"> 4 PROBLEM SOLVING 5 PERSONAL-SOCIAL |
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The ASQ®:SE-2 is a parent and caregiver-completed tool that focuses solely on the area of social-emotional development to identify young children at risk for social and emotional difficulties. It includes 9 easy-to-use questionnaires for screening infants as young as one month old up to 72 months. The ASQ®:SE-2 takes approximately 10-15 minutes to complete and screens seven significant behavioral areas:

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| <ul style="list-style-type: none"> 1 SELF-REGULATION 2 COMPLIANCE 3 SOCIAL-COMMUNICATION 4 ADAPTIVE FUNCTIONING | <ul style="list-style-type: none"> 5 AUTONOMY 6 AFFECT 7 INTERACTION |
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Both tools also have an unscored Overall section that asks parents to complete open-ended questions about their child’s development and share any concerns they may have.

After the screening is completed, it will be scored. Results can fall into three areas - no or low risk, monitor, or refer. The following information will help guide you as you prepare to share results with parents/guardians.

- Follow up with the family as soon as possible once the screening has been completed, reviewed, and scored.
- To make these meetings go smoothly, come prepared to be supportive, calming, and resourceful.
- Consider the family’s culture and language. Determine which family members should be included at the meeting and involve an interpreter if needed.
- Be mindful of confidentiality when scheduling the meeting’s location.
- Prepare yourself with follow-up options or referrals and the type of support you will offer based on the scores and the family’s input. ASQ® user guides provide more information on communicating results with families.

For information geared toward parents, visit <https://agesandstages.com/about-asq/for-parents/>
 For more information on screening young children with diverse backgrounds, visit <https://agesandstages.com/free-resources/articles/tips-screening-children-diverse-cultures/>

Adapted from:

Paul H. Brookes Publishing Co. (2018). *An introduction to ASQ®: SE-2* [PowerPoint slides]. Retrieved from https://agesandstages.com/wp-content/uploads/2019/04/Intro-to-ASQSE2-PPT_2019.pdf

Paul H. Brookes Publishing Co. (2019). *ASQ-3®*. Retrieved from <https://agesandstages.com/products-pricing/asq3/>

When the results of a screening or an assessment tool indicates potential concern, an evaluation can help determine what is happening with the child and provide information that can lead to early intervention supports and, possibly, a diagnosis.

Evaluation is in-depth process that includes observations, questions, and analysis of the child's health, vision, hearing, social-emotional well-being, general intelligence, communication skills, muscle development, and performance in a group setting, if appropriate.

An evaluation can indicate if a child is eligible for intervention services and, if they are, provide helpful information to make the most of those services. Early intervention begins with this free early intervention evaluation. States address evaluations in slightly different ways, but in all states, it is called an "initial assessment" or "eligibility evaluation."

A multidisciplinary evaluation is administered by two or more professionals. One looks at the child's overall development. The other(s) look closer at the area(s) of concerns. For example, if language development is delayed, a speech and language therapist might be on the evaluation team.

The following graphic can help parents and guardians understand the evaluation process.

Before

Before the evaluation, parents/guardians must provide written consent before the evaluation takes place. They should consider if the evaluation should take place at home or somewhere else, what time of day would work best for their child, if anyone else who knows the child well should be present for the evaluation, and what daily routines concern them the most. They might want to consider having the evaluation team present for those times.

After

After the evaluation, the parents will meet with a team to review the results. Parents can, and should, ask questions and be honest if they disagree. Parents should also keep their pediatrician informed. They can request that the service coordinator send a copy of the evaluation results to their doctor. If a child qualifies, a Family Support Plan will be created to outline the services the child will receive. Early intervention services include a range of targeted programs that provide support to infants and toddlers, who have developmental delays or specific health conditions, and their families. Early intervention helps young children make gains and increases their chance for success in school and life.

During

During the evaluation, team members will talk with parents about their concerns, observe the child playing or interacting with family, talk and play with the child and ask them to do specific things, use standardized tests or other methods to learn about the child's development and abilities. Parents should know that, during the evaluation, they can observe their child and tell the team if they are seeing typical behavior; hold, sit near, and comfort their child; ask questions; and help with activities that can show their child's abilities.



Adapted from:

Stuart, A. (n.d.b). *What to expect during an early intervention evaluation*. Retrieved from <https://www.understood.org/en/learning-attention-issues/treatments-approaches/early-intervention/what-to-expect-during-an-early-intervention-evaluation>