

FREE checklists, handouts, charts, & more!

# Developmental Screening Toolkit

Tips & Tools for Early Childhood Programs



Learn how to:

- ✓ Screen with ASQ
- ✓ Engage families
- ✓ Boost child development



The developmental screener  
trusted across the country



Screening with a valid, reliable tool helps you check that children's development is on track, identify strengths and needs, and plan learning activities that help the kids in your program reach key milestones.

Trusted for nearly 20 years, ASQ-3™ is a quick, family-friendly screener that makes it easy to check child development. This practical tool-kit will help you get started with ASQ-3! Use

these handouts, checklists, charts, and other resources to **learn about ASQ-3**, **involve families** in the screening process, and **track child development**. You'll also learn from the success stories of programs like yours and see how they used ASQ-3 to enhance their current practices.

Whether you're new to screening or looking to improve your existing program, these resources will help you take full advantage of everything ASQ-3 has to offer.

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# Screening with ASQ-3

The resources in this section will show you how to use ASQ-3 for developmental screening. You'll also get first-hand tips from early childhood professionals who use ASQ-3 with the families in their programs.

## IN THIS SECTION

### How ASQ-3 Works

A quick, step-by-step illustrated walkthrough of the ASQ-3 screening process.

### Top Tips for ASQ-3 Success in Child Care Programs

Child care providers who use ASQ-3 share their favorite tips for using it effectively.

### ASQ-3 Success Story

See how one child care program made the most of ASQ-3.

### ASQ-3 Age Calculator

Always choose the right questionnaire with this easy-to-use calculator.



# How Works

## 6 easy steps to screening success!

**STEP 1**

Choose the right questionnaire for the child's age.

Photocopy or print it...



...or use ASQ Online.

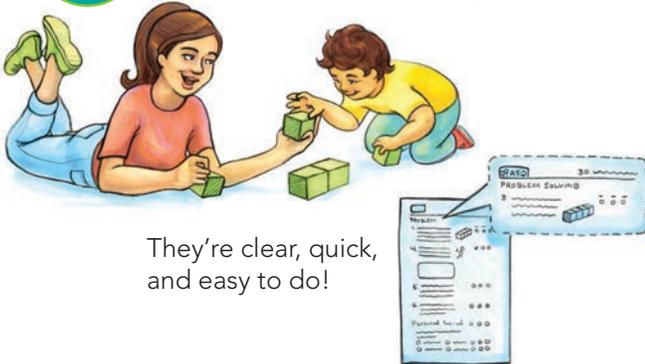
**STEP 2**

Give it to the parent to complete and return.



**STEP 3**

Parent fills out the questionnaire at home.

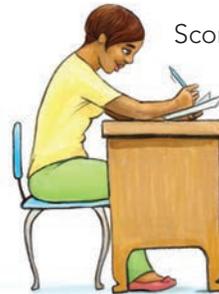


They're clear, quick, and easy to do!

**STEP 4**

Score the questionnaire when the parent returns it.

Score by hand in minutes...



...or in seconds with ASQ Online.

**STEP 5**

Share results with the parent.

Discuss referral options if there are developmental concerns.



**STEP 6**

Give parents fun ASQ-3™ Learning Activities.

Help them boost development at home between screenings!



# ASQ users tell us their Top Tips for Success in Child Care Programs

“**Have a parent meeting** ahead of time so you can answer the parents’ questions.”

—Jessica Trail, The Young School, Elkridge, MD

“**Have the teachers practice** prior to administering the questionnaire with children, as well as have them read the User’s Guide that comes with ASQ-3.”

—Angie Robinson, Play and Learn at Hunt Valley, Hunt Valley, MD

“Spend a few minutes with the parents **going over the questionnaire** when first given out. Once the parents understand how the questions relate to their child, it is easier for them.”

—Wanda Young, Amarillo College Child Development Lab School, Amarillo, TX

“Give the ASQ-3 questionnaire to parents when their child first enrolls with all of the other paperwork. **Making it part of the enrollment process** helps ensure parents complete it. For children already enrolled in the center, give parents the questionnaires the same month every year so they learn to expect it. We have parents complete questionnaires every October.”

—Nicole Lubinski, Kiddie Academy, Forest Hill, MD

“Doing a **training with the staff** was extremely helpful for them to get on board with using the ASQ-3.”

—Julie Robbins, Blessed Lambs Preschool, La Plata, MD

“**Consider using a volunteer** to help with the screening process. We have a volunteer that comes into our preschool and provides us with the ASQ forms, complete with names and dates on them. She scores them and gives us summaries of all returns broken down by class.”

—Brenda Dopler, Play Time Day Care & Preschool, Wapello, IA

“Observe the child in a comfortable setting and **make it playful** so they can enjoy the process and really share what they are capable of.”

—Kristy Thomas, McKernan Child Development Centre, Edmonton, AL

“**Keep an open mind.** Teachers and families may complete the same assessments and come up with different results . . . and that is okay. Children will do things differently in both locations.”

—Melanie Schantz, The Goddard School, Twinsburg, OH

“Using the ASQ-3 to **guide the fall Parent/Teacher Conferences** is an excellent way to engage parents in their child’s development. It allows both parents and teachers to **talk about the child’s skills** and to **start the conversation** about areas of development that are of concern or may need further assessment.”

—Mary Lou Kitchen, Silver Spring Child Care Center, Silver Spring, MD

Have your own tip to share? Post it on our ASQ Facebook wall  
at [www.facebook.com/agesandstagesquestionnaires](http://www.facebook.com/agesandstagesquestionnaires).

# The Young School and ASQ-3

## A Child Care Success Story

The Young School is a group of five year-round child care centers in the Baltimore metro area. At the King's Contrivance location, a staff of 66 dedicated child care professionals work with infants, toddlers, and preschool-age children from 280 local families. They've used ASQ-3™ as their screener of choice for 4 years—with great results!

We talked to Jessica Trail, Head of Faculty & Administration at The Young School's King's Contrivance location, about ASQ-3's positive effects on her program and the children and families they serve. Here's what she had to say about ASQ-3's evolving role in The Young School's success.



**Q: You've been using ASQ-3 for 4 years now. What effect has ASQ had on your center, staff, and/or kids and families?**

**A:** ASQ has helped make our staff and our families more aware of developmentally appropriate growth and development. The resources that have come with the ASQ have been instrumental for parents to provide school readiness activities at home and to understand the objectives that we cover in our plans. This also allows children to have their learning reinforced at home, and to have more individualized plans at school.

**Q: This year, you mentioned that you'll be doing ASQ-3 for all of the kids at your center. When will parents complete the ASQ-3—at the beginning of the year or during a certain month? Do you screen more than once per year for any kids?**

**A:** Our PreK 2 families will be completing the ASQ-3 in October, but we will be introducing the tool to other age groups in the spring. Then the plan is to complete the screening in October for all children beginning in the 2015 school year. If a child enrolls mid-year, we will screen new children after they have been a part of our program for 90 days.

**Q: Your center introduces ASQ-3 to parents during a meeting with parents. Why did you decide to introduce the screening tool this way?**

**A:** We combine our ASQ introduction with a parent workshop to further emphasize the importance of school readiness and home to school connections. We felt that a group meeting was the best way to deliver information about the tool and to be available for questions. Our upcoming state regulation changes will require all children in our program to be screened using an approved tool within 90 days of enrollment and again each year. Because we have such a large population, we plan to hold optional informational meetings for families and incorporate the screening into our fall conferences.

**Q: Can you walk us through how you introduce the tool to parents? Do you give parents any written information about ASQ-3?**

**A:** At the meeting, we give the parents the questionnaire, as well as a letter from the school with details of how and when to complete it. We combine that with a discussion about school readiness and what Maryland expects for children entering kindergarten. We also emphasize the importance of developmental screening and having awareness of overall child development.

**Q: You also mentioned having teachers set up workshops to talk about the developmental domains on ASQ-3 during the parent meeting night. Can you describe those workshops?**

**A:** We have six centers set up at the parent workshop and parents rotate through the centers, which each represent a domain. The teacher provides information about that domain of learning, as well as a list of books to support that area. Then, they do a short activity with the parents that the parents can do at home with their child, often providing the attendees with materials to take home with them. At the end of the night, the parent leaves with a full folder of information and materials that reinforces the domains within the ASQ.

**Q: How have your parents responded to the ASQ-3 process? How do they respond to the introductory meeting and workshops?**

**A:** Since we have begun using ASQ, our parents have been completely on board, and we have not had any families refuse to participate. They enjoy the connection with the school, and we have received very positive feedback about the workshop associated with it. Many parents have said that doing the ASQ helps them to know their child better and to understand more about what is developmentally appropriate.

**Q: How have the teachers responded to the ASQ-3? Do you have children's teachers complete the ASQ-3 questionnaires as well as the parents?**

**A:** Currently, our teachers receiving funding from the grant are the ones responsible for the parent workshop, overseeing the ASQ scoring, and meeting with the parents if there are any concerns. Their feedback is that it is an informative tool that is very easy to use and very simple to lend support to parents. When there is an area of concern, we complete the ASQ at school as well or if we see a discrepancy between home and school.

**Q: What is your process if a child's ASQ-3 has scores in the monitoring zone (gray area) or below the cut-off score (black area)?**

**A:** If a child scores in the gray or black area, we have a meeting with the parent where the teacher and director review the scores and discuss areas for concern. Often, in the gray area, we continue to monitor the child in that particular area and individualize our lesson plans to booster skill sets in that domain. We then reevaluate the child's progress in 90 days. If a child falls in the black area, we walk the family through the process of early intervention in our county and support them through the recommendation process.

**Q: You mentioned that you use the activities in the back of the ASQ-3 User's Guide with parents. Can you describe how you use them? How have parents responded?**

**A:** When the ASQ-3 screening tools are distributed to our families, we copy the age-appropriate activities from the User's Guide as a reference for the parents. They love being able to have even more ideas to utilize at home to reinforce learning. We use these in conjunction with activities the teachers have developed on their own incorporating the project approach. Parents have said that the activities from ASQ-3 are very easy to implement at home.

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Starting in 2015, ASQ-3 will be used with all children at all the Young School locations in Maryland. With ASQ-3 in place as their official screener, the Young School centers will be ready to catch developmental delays early and help keep the development of their children *on track!*



# Age Calculator

Always choose the right ASQ-3 questionnaire for a child's age with this quick, convenient Age Calculator on [www.agesandstages.com](http://www.agesandstages.com)!

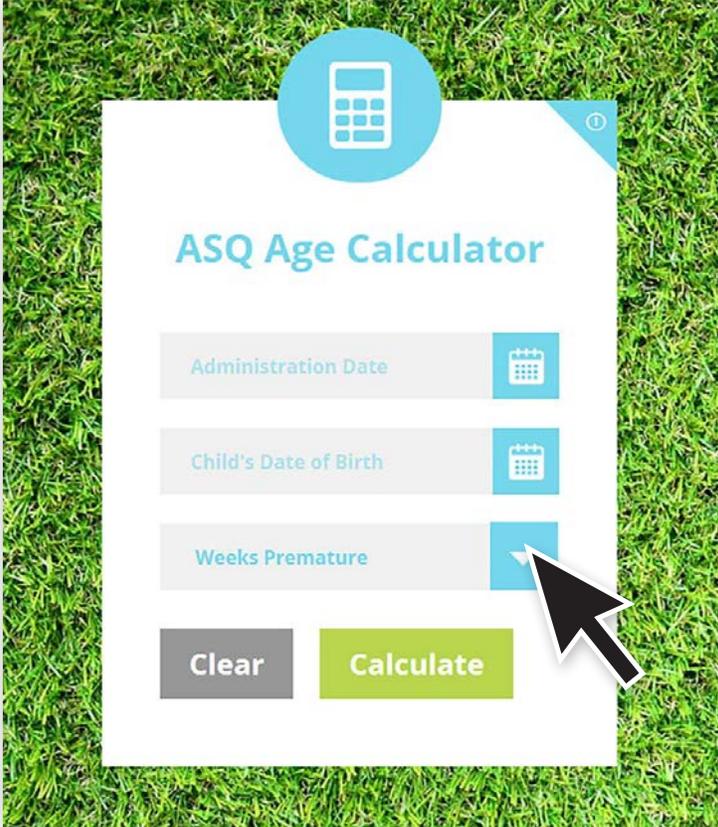
**Step 1:** Enter the date you'll administer ASQ-3

**Step 2:** Enter the child's birth date

**Step 3:** Enter how many weeks premature (if applicable)

**Step 4:** Calculate

The calculator instantly tells you which questionnaire to use!



**TRY IT NOW >>** <http://agesandstages.com/age-calculator>

# Engaging Families with ASQ-3

Getting families involved in screening is easy with ASQ-3. Because parents complete the questionnaires, you'll have many opportunities to engage them in their children's development. When parents actively participate in the process, screening is easier and more accurate—and fully engaged families also help their children learn and grow between screenings. Use these parent handouts and tip sheets to help keep families involved in screening every step of the way!

## IN THIS SECTION

### What Is ASQ-3™? handout

Give this handy sheet to parents to explain the basics of ASQ-3.

### Sample Questionnaire Cover Letter for parents

Send this letter home along with the ASQ-3 questionnaire to help guide parents.

### Introducing ASQ-3 Questionnaires

Meeting face-to-face to introduce ASQ-3 to parents? Use this tip sheet to make sure you've covered all the key points.

### Helping Parents Complete ASQ-3™

Download this free ebooklet for more guidance on working with families.

### ASQ-3™ Parent Conference Sheet

Holding a parent-teacher conference to share ASQ-3 results? This form helps guide your conversation and gives you a place to take notes. You can share a copy with parents too!

### Sharing Screening Results with Families

Use these practical tips to help you communicate ASQ-3 results.



# What Is ASQ-3™?

**ASQ-3** is a set of questionnaires about children's development. It has been used for more than 20 years to make sure children are developing well. A screening provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills, and problem-solving skills. ASQ-3 can help identify your child's strengths as well as any areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That's why ASQ-3 questionnaires are designed to be filled out by you. You will only need 10–15 minutes. It's that quick and easy. Here's how ASQ-3 works:

- You will answer each question "yes," "sometimes," or "not yet," based on what your child is able to do now. Your answers help show your child's strengths and areas where he or she may need practice.
- To answer each question, you can try fun and simple activities with your child. These activities encourage your child to play, move around, and practice day-to-day skills.
- After you complete the questionnaire, a professional will share the results with you.

If your child is developing without concerns, there is nothing more you will need to do. You may try the next ASQ-3 age level as your child grows and learns new skills. There are 21 questionnaires that you can use with children from 1 month to 5½ years old. If your child has trouble with some skills, your program will help you with next steps. Finding delays or problems as early as possible supports young children's healthy development.

You are an active partner in your child's learning and development. By completing ASQ-3 questionnaires, you are making sure your child is off to the best possible start!

To find out more, please talk to your health care or education professional, or visit [www.agesandstages.com](http://www.agesandstages.com).



# Parent Questionnaire Letter

Dear Parent/Caregiver:

Thank you for participating in our child screening/monitoring program. The enclosed questionnaire from the Ages & Stages Questionnaires®, Third Edition (ASQ-3™), is a screening tool that will provide a quick check of your child's development. The information you supply will help reveal your child's strengths, uncover any areas of concern, and determine if there are community resources or services that may be useful for your child or your family.

We'd like to ask you first to fill out the enclosed family information sheet, which helps us be sure we have the most up-to-date information possible. Then, please try the activities on the questionnaire with your child and record what you see and any concerns you'd like to share.

**Section 1:** The first section of ASQ-3 includes five developmental areas. Each area has six questions that go from easier to more difficult skills. Your child may be able to do some but not all of the items. Read each question and mark

**Yes** if your child is performing the skill

**Sometimes** if your child is performing the skill but doesn't yet do it consistently

**Not yet** if your child does not perform the skill yet

Here is a brief description of the five developmental areas screened with ASQ-3:

*Communication:* Your child's language skills, both what your child understands and what he or she can say

*Gross motor:* How your child uses his or her arms and legs and other large muscles for sitting, crawling, walking, running, and other activities

*Fine motor:* Your child's hand and finger movement and coordination

*Problem solving:* How your child plays with toys and solves problems

*Personal-social:* Your child's self-help skills and interactions with others

**Section 2:** The Overall section asks important questions about your child's development and any concerns you may have about your child's development. Answer questions by marking **yes** or **no**, and if indicated, please explain your response.

Have fun completing this questionnaire with your child, and make sure he or she is rested, fed, and ready to play before you try the activities! Please be sure to send back the questionnaire within 2 weeks. If you have any questions or concerns, please contact me.

Sincerely,



Excerpted from ASQ-3™ *User's Guide* by Jane Squires, Ph.D., Elizabeth Twombly, M.S., Diane Bricker, Ph.D., & LaWanda Potter, M.S. ©2009 Brookes Publishing. All rights reserved.

# Introducing to Parents

Parents will be more comfortable and engaged in screening when they understand what it's for and how it works. Below are 5 key areas to cover with parents when you introduce ASQ-3 and ask them to participate.

## 1. Share the purpose of screening with parents.

Parents may worry about participating in a screening program. Some may be new to the idea; others might fear that their child will be labeled. Here are some things you can say:

- "ASQ-3 provides a quick check of your child's development."
- "Your answers will show your child's strengths and any areas in which your child may need more help or practice."
- "The information you provide will be helpful in determining whether your child needs further assessment."

## 2. Give parents guidance and make them feel prepared to successfully complete a screening.

Completing the ASQ-3 questionnaire is simple but parents doing it for the first time will appreciate these tips. Review *Important Points to Remember* on the questionnaire:

- "Try each activity with your child before you mark a response."
- "Make this a game that's fun for you and your child."
- "Make sure your child is rested and fed."

## 3. Explain how ASQ-3 works.

Describe the five developmental areas of ASQ-3, the items within these areas, and the Overall section. You might say:

- "Your child may be able to do some, but not all, of the items."
- "Here are the five areas of development we'll look at on the ASQ-3":
  1. "Communication: Your child's language skills, both what your child understands and what he or she can say."
  2. "Gross Motor: How your child uses his or her arms and legs and other large muscles for sitting, crawling, walking, running, and other activities."
  3. "Fine Motor: Your child's hand and finger movement and coordination."
  4. "Problem Solving: How your child plays with toys and solves problems."
  5. "Personal-Social: Your child's self-help skills and interactions with others."
- "The Overall section asks questions about your child's overall development and about any concerns you may have."

## 4. Review the three response options on ASQ-3 questionnaires and what they mean.

The ASQ-3 questionnaire asks parents to choose one of three possible answers. Here is a simple way to explain them.

- "Yes means that your child is performing the skill."
- "Sometimes says that your child is just beginning to perform the skill or does it on occasion."
- "Not yet indicates that your child is not yet performing the skill."

## 5. Tell parents that you'll share the results with them.

Let parents know that you'll be in touch to share the results. Give them a timeframe.

Adapted from *ASQ-3™ User's Guide* by Jane Squires, Ph.D., Elizabeth Twombly, M.S., Diane Bricker, Ph.D., & LaWanda Potter, M.S. ©2009 Brookes Publishing. All rights reserved.

# Helping Parents Complete

Checking a child's development with a screening tool like ASQ-3™ is an important step for every family. How can you help make screening a positive experience for families? This free ebooklet gives you some helpful pointers on how to support parents before, during, and after an ASQ-3 screening.

## Get valuable tips on

- introducing screening to parents
- ensuring parents feel comfortable about the process
- working with culturally and linguistically diverse families
- sharing ASQ results
- and more



**DOWNLOAD IT NOW >> <http://bit.ly/HelpingParents>**



# Parent Conference Sheet

Child's name: \_\_\_\_\_ Date of conference: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_ Parent(s) or caregiver(s): \_\_\_\_\_  
 Date ASQ completed: \_\_\_\_\_ Person conducting conference: \_\_\_\_\_  
 Child's age at screening (months/days): \_\_\_\_\_ Others at conference: \_\_\_\_\_  
 ASQ questionnaire administered: \_\_\_\_\_

**CONFERENCE GOALS:** The goal of this conference is to share results of ASQ with you and provide an opportunity to discuss your child's development. Please let us know if you have additional goals for this meeting.

**CHILD'S STRENGTHS:** We will discuss your child's areas of strength identified through ASQ and shared by you and other team members.

**AREAS OF CONCERN:** We will discuss areas of concern identified through ASQ, including Overall items, and additional developmental or behavioral concerns that you and other team members may have.

**FOLLOW-UP ACTION TAKEN:** We will discuss the next steps (marked below) that we are suggesting based on your child's ASQ.

- \_\_\_\_\_ Try the developmental activities provided and look forward to receiving another ASQ to complete in \_\_\_\_\_ months.
- \_\_\_\_\_ We will share your child's ASQ results with the primary health care provider.
- \_\_\_\_\_ We recommend that your child be referred for (circle all that apply) hearing, vision, and/or behavioral screening.
- \_\_\_\_\_ We recommend that your child be referred to the primary health care provider or another community agency for the following reason: \_\_\_\_\_
- \_\_\_\_\_ We recommend that your child be referred to early intervention/early childhood special education for further assessment.
- \_\_\_\_\_ No further action is needed at this time.
- \_\_\_\_\_ Other: \_\_\_\_\_

**NOTES:**

# Sharing Screening Results

It's important to always share ASQ-3™ results—parents will be interested in learning about their child's development. You should prepare carefully for these discussions, especially when you will be sharing results that identify a child as needing further assessment. Use these practical tips to help you discuss ASQ-3 results with families.

## Be timely

Provide screening follow-up information as quickly as you can.

## Show you value confidentiality

Be sure the setting for your conversation is private and assure parents that what you share is confidential.

## Use the ASQ-3™ Parent Conference sheet

This will help you organize your thoughts and take notes during the conversation or parent conference (the conference sheet is included in the Developmental Screening Toolkit or ASQ-3™ Starter Kit).

## Restate the purpose of screening

Remind parents that screening is a check of their child's development. ASQ-3 only shows that their child may need further assessment and does not diagnose their child.

## Listen to the family

Give parents an opportunity to express their perceptions of their child. Be open to new ideas and viewpoints.

## Highlight the positives

Review the results, emphasizing the child's strengths. Also focus on parents' current skills and resources.

## Explain the child's results

Be precise—use language such as *well above cutoffs*, *close to cutoffs*, and *below cutoffs* when explaining the child's scores.

## Be sensitive and positive

Avoid using terms like *fail*, *normal*, or *abnormal*.

## Talk about next steps of development

If the child's development is on track, talk with parents about what skills to expect next. Provide learning activities that they can try at home. Let them know they'll have an opportunity to look again (rescreen in 6–12 months if possible).

## Talk about outside influences

Discuss anything that may have affected the child's scores. This could include the child's opportunity to try the skills, the child's health history, or specific cultural or environmental factors.

## Examine concerns together

Discuss concerns, and provide specific, objective examples of children's development whenever possible.

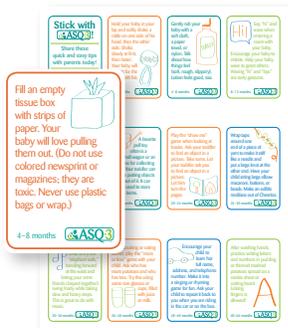
## Offer guidance

Provide information about child development and activities to try at home. If a child's score is below the cutoff or if the parent has concerns, provide information about community resources and referral options.

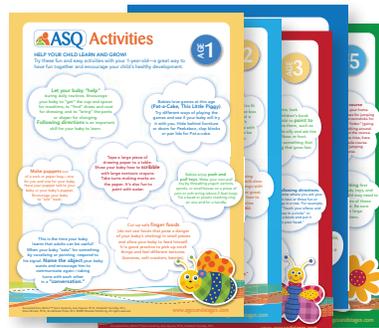


# Fun Activities to Help Kids Grow

You can help parents boost their child's development between ASQ-3™ screenings! Give them these fun and age-appropriate activity ideas to help them get started:



Parents love these FREE ASQ-3 activity stickers. You can print them on Avery labels at <http://bit.ly/ASQdownload>—or share the link with parents and they can print stickers at home anytime.



Give parents the fun, age-appropriate activity sheets on the next few pages, and they'll have easy ways to help their child work on new skills.



Get the ASQ-3™ Learning Activities for your program, and you'll have 400+ fun, fast, and inexpensive ideas for helping parents encourage child development in the areas screened with ASQ-3. (Available in English and Spanish!)

Turn the page for fun activities you can copy and share right away!



# Activities



## HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 1-year-old—a great way to have fun together and encourage your child's healthy development.

### Let your baby "help"

during daily routines. Encourage your baby to "get" the cup and spoon for mealtime, to "find" shoes and coat for dressing, and to "bring" the pants or diaper for changing.

**Following directions** is an important skill for your baby to learn.

### Babies love games at this age (**Pat-a-Cake, This Little Piggy**).

Try different ways of playing the games and see if your baby will try it with you. Hide behind furniture or doors for Peekaboo; clap blocks or pan lids for Pat-a-cake.

### Make puppets out

of a sock or paper bag—one for you and one for your baby. Have your puppet talk to your baby or your baby's puppet. Encourage your baby to "talk" back.

Tape a large piece of drawing paper to a table. Show your baby how to **scribble** with large nontoxic crayons. Take turns making marks on the paper. It's also fun to paint with water.

Babies enjoy **push and pull toys**. Make your own pull toy by threading yogurt cartons, spools, or small boxes on a piece of yarn or soft string (about 2 feet long). Tie a bead or plastic stacking ring on one end for a handle.

This is the time your baby learns that adults can be useful! When your baby "asks" for something by vocalizing or pointing, respond to his signal. **Name the object** your baby wants and encourage him to communicate again—taking turns with each other in a "**conversation.**"

Cut up safe **finger foods** (do not use foods that pose a danger of your baby's choking) in small pieces and allow your baby to feed himself. It is good practice to pick up small things and feel different textures (bananas, soft crackers, berries).





# Activities

AGE 2

## HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 2-year-old—a great way to have fun together and encourage your child's healthy development.

Action is an important part of a child's life. Play a game with a ball where you **give directions** and your child does the actions, such as "Roll the ball." Kick, throw, push, bounce, and catch are other good actions. Take turns giving the directions.

Children can find endless uses for **boxes**. A box big enough for your child to fit in can become a car. An appliance box with holes cut for windows and a door can become your child's playhouse. Decorating the boxes with crayons, markers, or paints can be a fun activity to do together.

Take time to **draw** with your child when she wants to get out paper and crayons. Draw large shapes and let your child color them in. Take turns.

Play "**Follow the Leader.**" Walk on tiptoes, walk backward, and walk slow or fast with big steps and little steps.

Enhance listening skills by playing both slow and fast music. Songs with speed changes are great. Show your child how to move fast or slow with the **music**.

Children at this age love to **pretend** and really enjoy it when you can pretend with them. Pretend you are different animals, like a dog or cat. Make animal sounds and actions. Let your child be the pet owner who pets and feeds you.

Add actions to your child's favorite **nursery rhymes**. Easy action rhymes include "Here We Go 'Round the Mulberry Bush," "Jack Be Nimble," "This Is the Way We Wash Our Clothes," "Ring Around the Rosy," and "London Bridge."





# ASQ Activities

AGE 3

## HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 3-year-old—a great way to have fun together and encourage your child's healthy development.

Make an **adventure path** outside. Use a garden hose, rope, or piece of chalk and make a "path" that goes under the bench, around the tree, and along the wall. Walk your child through the path first, using these words. After she can do it, make a new path or have your child make a path.

Before bedtime, look at a magazine or children's book together. Ask your child to **point to pictures** as you name them, such as "Where is the truck?" Be silly and ask him to point with an elbow or foot. Ask him to show you something that is round or something that goes fast.

While cooking or eating dinner, play the **"more or less"** game with your child. Ask who has more potatoes and who has less. Try this using same-size glasses or cups, filled with juice or milk.

Make a **necklace** you can eat by stringing Cheerios or Froot Loops on a piece of yarn or string. Wrap a short piece of tape around the end of the string to make a firm tip for stringing.

Practice **following directions**. Play a silly game where you ask your child to do two or three fun or unusual things in a row. For example, ask him to "Touch your elbow and then run in a circle" or "Find a book and put it on your head."

Find large pieces of paper or cardboard for your child to **draw on**. Using crayons, pencils, or markers, play a drawing game where you follow his lead by copying exactly what he draws. Next, encourage your child to copy your drawings, such as circles or straight lines.

Listen and dance to **music** with your child. You can stop the music for a moment and play the "freeze" game, where everyone "freezes," or stands perfectly still, until you start the music again. Try to "freeze" in unusual positions for fun.





# ASQ Activities

AGE 4

## HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 4-year-old—a great way to have fun together and encourage your child's healthy development.

Invite your child to play a **counting game**. Using a large piece of paper, make a simple game board with a straight path. Use dice to determine the count. Count with your child, and encourage her to hop the game piece to each square, counting each time the piece touches down.

Play the **"guess what will happen"** game to encourage your child's problem-solving and thinking skills. For example, during bath time, ask your child, "What do you think will happen if I turn on the hot and cold water at the same time?" or "What would happen if I stacked the blocks to the top of the ceiling?"

Play **"bucket hoops."** Have your child stand about 6 feet away and throw a medium-size ball at a large bucket or trash can. For fun outdoors on a summer day, fill the bucket with water.

Make a **bean bag** to catch and throw. Fill the toe of an old sock or pantyhose with 3/4 cup dry beans. Sew the remaining side or tie off with a rubber band. Play "hot potato" or simply play catch. Encourage your child to throw the ball overhand and underhand.

Go on a **walk** and pick up things you find. Bring the items home and help your child **sort them into groups**. For example, groups can include rocks, paper or leaves. Encourage your child to start a collection of special things. Find a box or special place where he can display the collection.

**"Write" and mail a letter** to a friend or relative. Provide your child with paper, crayons or pencil, and an envelope. Let your child draw, scribble, or write; or he can tell you what to write down. When your child is finished, let him fold the letter to fit in the envelope, lick, and seal. You can write the address on the front. Be sure to let him decorate the envelope as well. After he has put the stamp on, help mail the letter.

Play **"circus."** Find old, colorful clothes and help your child put on a circus show. Provide a rope on the ground for the high wire act, a sturdy box to stand on to announce the acts, fun objects for a magic act, and stuffed animals for the show. Encourage your child's imagination and creativity in planning the show. Don't forget to clap.





# Activities



## HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 5-year-old—a great way to have fun together and encourage your child's healthy development.

Encourage **dramatic play**. Help your child act out his favorite nursery rhyme, cartoon, or story. Use large, old clothes for costumes.

Make an **obstacle course** either inside or outside your home. You can use cardboard boxes for jumping over or climbing through, broomsticks for laying between chairs for "limbo" (going under), and pillows for walking around. Let your child help lay out the course. After a couple of practice tries, have him complete the obstacle course. Then try hopping or jumping through the course.

### Play "mystery sound."

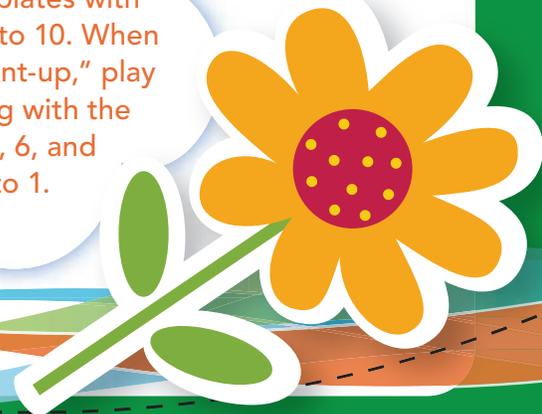
Select household items that make distinct sounds such as a clock, cereal box, metal lid (placed on a pan), and potato chip bag. Put a blindfold on your child and have him try to guess which object made the sound. Take turns with your child.

Play the "memory" game. Put five or six familiar objects on a table. Have your child close her eyes. Remove one object, and rearrange the rest. Ask your child which object is missing. Take turns finding the missing object.

Practice **writing** first names of friends, toys, and relatives. Your child may need to trace the letters of these names at first. Be sure to write in large print letters.

Let your child help you with simple **cooking tasks** such as mashing potatoes, making cheese sandwiches, and fixing a bowl of cereal. Afterward, see if he can tell you the order that you followed to cook and mash the potatoes or to get the bread out of the cupboard and put the cheese on it. Supervise carefully when your child is near a hot stove.

You can play "license plate count up" in the car or on the bus. Look for a license plate that contains the number 1. Then try to find other plates with 2, 3, 4, and so forth, up to 10. When your child can play "count-up," play "count-down," starting with the number 9, then 8, 7, 6, and so forth, down to 1.



# All About Child Development

Checking child progress and tracking development is fun and simple with these online resources developed by the Centers for Disease Control and Prevention (CDC). A must for sharing with the parents in your program!



### Developmental Milestones Checklists

With these parent-friendly checklists from the CDC, families will have a quick and easy way to check their child's progress toward important milestones and determine when to see a doctor with concerns. [https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all\\_checklists.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf)



### Your Child's Early Development is a Journey

Give parents a clear visual map of developmental milestones with this engaging, full-color handout. [http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/trackchildsdevmilestoneseng.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/trackchildsdevmilestoneseng.pdf)



### Milestone Moments Booklet

The perfect quick-reference for parents, this colorful booklet is a great way to track child development from 2 months to 5 years and discover how to help them learn and grow. [https://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/milestonemomentseng508.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf)



### Child Growth Chart

Parents will love this growth chart! Customizable with photos of their child, it's a fun way to track physical growth and keep an eye on key milestones. [https://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/GrowthChart.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/GrowthChart.pdf)

# All About

**LEARN MORE**—The ASQ system is trusted across the country to check that children’s development is on track. Learn everything you need to know about the valid, cost effective, easy-to-use ASQ-3™ with these free downloads.

## ASQ Webinar

Led by the experts behind ASQ, this webinar shows you how to work with families from diverse backgrounds throughout the screening process. [http://youtu.be/zBb\\_dXH4i0k](http://youtu.be/zBb_dXH4i0k)

## Intro to ASQ-3 Slideshow

Your complete introduction to ASQ-3—background, benefits, scoring overview, validity and reliability information, and more. <http://bit.ly/ASQ3PPT>

## Ask Jane Q&A

ASQ developer Jane Squires regularly answers selected questions submitted by users, drawing from her up-to-date wisdom from the field and the latest research. Read her responses to users’ questions, and submit your own! <http://agesandstages.com/ask-jane/>

## ASQ At a Glance

Fast facts about ASQ-3, in a colorful handout ready to print and share. <http://bit.ly/ASQGlance>

## ASQ Success Stories

ASQ is used in all 50 states and in countries around the world. Read a few of the many success stories here, and discover how other programs used ASQ to improve the lives of children and families. <http://agesandstages.com/success-stories/>

## Developmental Screening Fact Sheet

A quick, shareable introduction to developmental screening—and why it’s so important to screen with a tool like ASQ-3. <http://bit.ly/DevScrnFS>

## CONNECT WITH US

Stay in touch with us online for more news and updates on ASQ and great tips on boosting child development.

- **Sign up for the ASQ newsletter** for practical implementation strategies and the latest ASQ updates: [www.brookespublishing.com/newsletter](http://www.brookespublishing.com/newsletter)
- **Follow us on social media** for helpful tips on screening effectively and promoting healthy child development:

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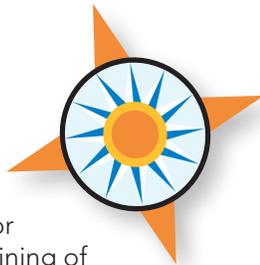
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- A calculator that includes questionnaire interval selection for both ASQ-3™ and ASQ:SE

