

About the ASQ-3™ Arabic Questionnaires

The **Ages & Stages Questionnaires® in Arabic, Third Edition (ASQ-3™ Arabic)**, was developed to support programs serving diverse families and to promote universal screening. The lead translator, Huda S. Felimban, M.Ed., is a bilingual (Arabic/English) lecturer in the Department of Childhood Studies at King Abdulaziz University, Saudi Arabia, and she has extensive knowledge of early intervention and working with children with developmental delays. She focused on creating a standardized Arabic translation that can be used across most Arabic dialects to meet the needs of parents and families in the United States.



Arabic questionnaires were reviewed by experts from different Arabic-speaking countries, including Saudi Arabia, Kuwait, and Egypt, to ensure that the translation is accurate and as widely accessible as possible for parents from different countries.

ASQ-3 Arabic Features

ASQ-3 Arabic is a CD-ROM with 21 questionnaires and Information Summary sheets in Arabic that parallel the English, Spanish, French, and Vietnamese versions. Supplemental materials to enhance use with families and aid in program use include:

- What is ASQ-3™? (Arabic) parent handout
- Parent Conference Sheet (Arabic)
- Child Monitoring Sheet (Arabic)
- About this Translation
- Mailing Sheet
- Frequently Asked Questions

Content Refinements

Given the differences between Arabic and English grammar, language adaptations have been made, notably in the Communication area to reflect Arabic grammar. Certain ASQ-3 items were adapted to better reflect the cultural experiences of children in Arabic-speaking families. For example, games for children differ between cultures, so the “Pat-a-cake” game in the Problem Solving area was modified in Arabic to define the skill without the nursery rhyme example. Also, a Fine Motor item asking if the child can copy letters “V H T C A” was adapted to include Arabic letters to elicit examples of early writing skills.

Normative Data and Cutoffs

ASQ-3 Arabic uses the same cutoffs as the English version of ASQ-3. Research projects conducted to study the psychometric properties of ASQ-3 Arabic are not comprehensive enough to provide separate normative data on Arabic children at this time. Results and cutoffs should be viewed with consideration to language and cultural differences, especially in the Communication and Personal-Social areas. Parents should be referred for further assessment if they have any concerns about their child’s development.

To learn more and order, visit <http://bit.ly/ASQ3-Arabic>.