



ASQ Online

Quick Reference Guide for Kansas Administrators





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Welcome to ASQ Online!

We are excited to support use of *Ages & Stages Questionnaires*®, *Third Edition (ASQ-3)* and *Ages & Stages Questionnaires*®: *Social-Emotional, Second Edition (ASQ:SE-2™)* to provide developmental and social-emotional screenings to all Kansas children birth through Kindergarten.

This step-by-step guide provides instructions to help you get up and running quickly with ASQ Online, the web-based screening management system that is used to collect and report ASQ-3 and ASQ:SE-2 questionnaire data.

ASQ Online offers many benefits that will save you time and promote success in using ASQ-3 and ASQ:SE-2, including:

- Accurate implementation
 - Automated questionnaire selection to ensure use of the correct age interval every time
 - Elimination of scoring errors with automated scoring
- Streamlined communication with parents/caregivers who complete ASQ-3 & ASQ:SE-2 through Family Access:
 - Welcome page you tailor with your school's information
 - Easy link to share with parents/caregivers for online access
 - User-friendly, mobile-optimized website that makes it easy for parents/caregivers to complete
 - Clear notification when results are submitted
- Complete child record for each student that includes contact information, results, and follow-up plans
- Optimized data management so you can review results, plan, and export data
- Online data security you can trust
- Easy-to-generate reports to meet program needs easily and flexibly

We hope this guide will help you use ASQ Online and support your success and your work on behalf of Kansas children and families.

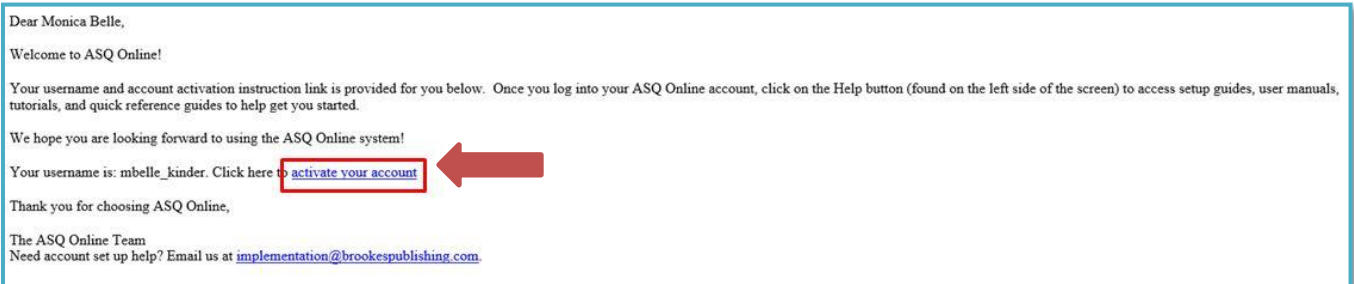
We welcome you to a community of engaged, active ASQ users who are dedicated to the healthy growth and development of young children. Please join us at www.agesandstages.com.

I. GETTING STARTED

Logging in to ASQ Online

You should have received an email from donotreply@asqonline.com with your username and steps to follow to create a password. If you did not receive an email, please email implementation@brookespublishing.com.

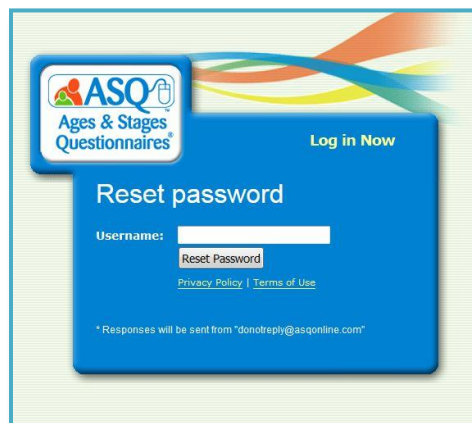
1. To log in, click the “activate your account” link from the email message.



2. Create your password at www.asqonline.com by entering it twice on the Reset Your Password page.



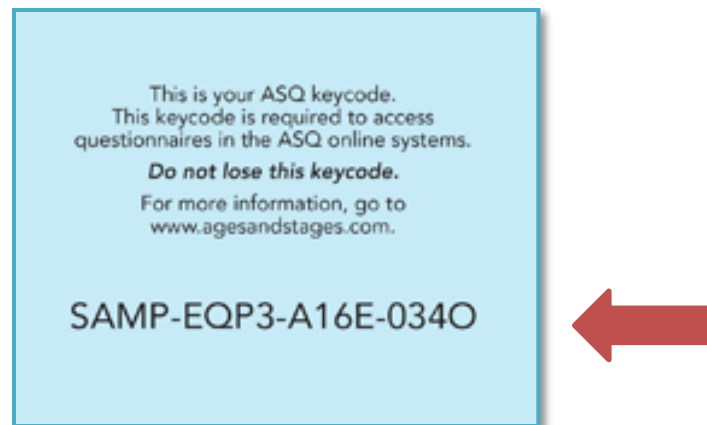
If you receive an error message that says, “The link to create or reset your password has expired. You can click on this [link](#) to enter in your username and reset your password,” click the hyperlink and proceed to set a password. You also may go to www.asqonline.com and select “Forgot Password.”



Entering Keycodes

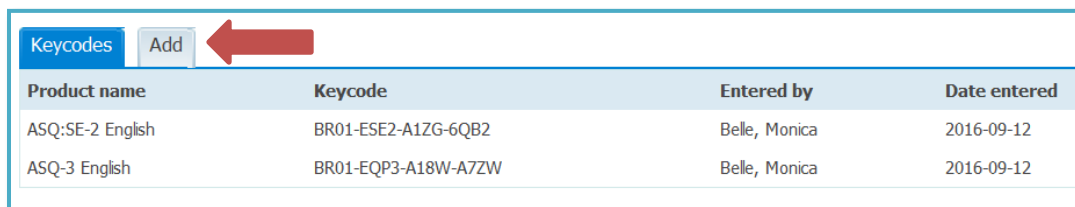
An ASQ keycode is a unique 16-character code that enables you to access specific ASQ content in your online account. You will need to enter separate keycodes to access different products and different languages in ASQ Online—for example, you use one unique keycode to unlock *ASQ-3 English* and a different keycode to unlock *ASQ-3 Spanish* content.

One ASQ keycode sticker (see below) is affixed to each box of ASQ-3 or ASQ:SE-2 questionnaires as well as each *ASQ-3 Learning Activities* and *ASQ:SE-2 Learning Activities & More* book. Once you enter the keycode in ASQ Online, you will be able to use the associated ASQ questionnaires, materials, documents, learning activities, and handouts.



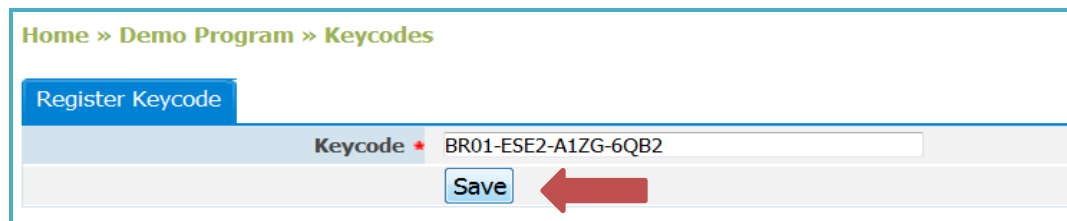
To enter your keycode(s) in ASQ Online:

1. Log in to www.asqonline.com with your username and password.
2. From the main menu select “Program.”
3. Select the “Add” tab next to “Keycodes.”



Product name	Keycode	Entered by	Date entered
ASQ:SE-2 English	BR01-ESE2-A1ZG-6QB2	Belle, Monica	2016-09-12
ASQ-3 English	BR01-EQP3-A18W-A7ZW	Belle, Monica	2016-09-12

4. Enter the 16-character keycode, including the hyphens.
5. Click the “Save” button.



Home » Demo Program » Keycodes

Register Keycode

Keycode * BR01-ESE2-A1ZG-6QB2

Save

For more information about purchasing ASQ products, visit <http://agesandstages.com/ks/>.

Creating Users

As the designated Program Administrator, you have the most powerful role. Program Administrators can create additional users who should have access to the program. These users can be assigned the role of Program Administrator, Provider, or Reviewer. Each role is outlined below.

The Program Administrator role is designed for those who will be responsible for overseeing the account or program. Program Administrators can create program users, create and edit Child Profiles, assign Child Profiles to Providers, enter screening data, create and manage program documents and packets, manage Family Access, and generate reports.

The Provider role is designed for teachers, specialists, and others who work directly with children. Providers can create and edit Child Profiles, enter screening data, generate and download documents and groups of documents, and generate reports.

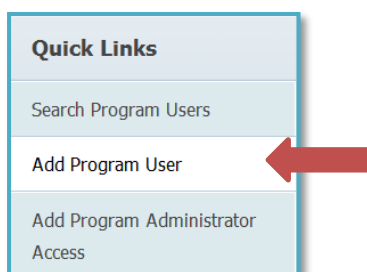
The Reviewer role is designed for users such as program directors and school superintendents who need to review aggregate reports on children’s progress but should not see individual child data. Reviewers can generate reports but cannot view, add, edit, or delete specific child records or screenings.

The table that follows summarizes the functions of all three roles and compares their access levels.

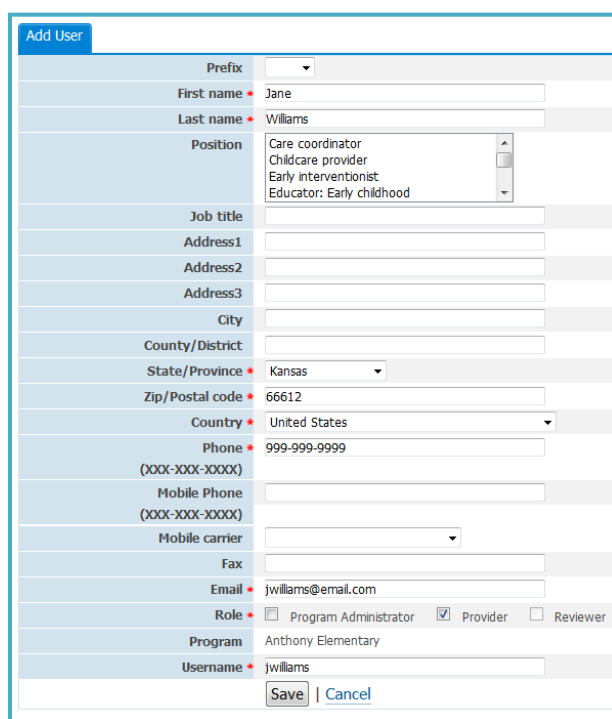
	Program Administrator	Provider	Reviewer
Access Level	Has access to all children in program.	Only has access to children assigned to user.	Can view reports for all children in program or children assigned to user.
Enter Questionnaire Results	✓	✓	✗
Review Questionnaire Results	✓	✓	✗
Generate Reports	✓	✓	✓
Set up Family Access	✓	✗	✗
Accept Questionnaires via Family Access	✓	✗	✗
Create Users	✓	✗	✗
Assign Students to Teachers	✓	✗	✗
Create Program Documents and Packets	✓	✗	✗
Create Individual Documents and Packets	✓	✓	✗

To create a user for your program:

1. From the main menu select “Program.”
2. Click the Quick Link for “Add Program User.”



3. Enter the user’s name and contact information, and select their user role. Required fields are marked with an asterisk. **NOTE:** Be sure the e-mail address is correct—it will be used to send login information.



Add User

Prefix: [dropdown]

First name * Jane

Last name * Williams

Position: Care coordinator, Childcare provider, Early interventionist, Educator: Early childhood

Job title: [text box]

Address1: [text box]

Address2: [text box]

Address3: [text box]

City: [text box]

County/District: [text box]

State/Province * Kansas

Zip/Postal code * 66612

Country * United States

Phone * 999-999-9999 (XXX-XXX-XXXX)

Mobile Phone (XXX-XXX-XXXX): [text box]

Mobile carrier: [dropdown]

Fax: [text box]

Email * jwilliams@email.com

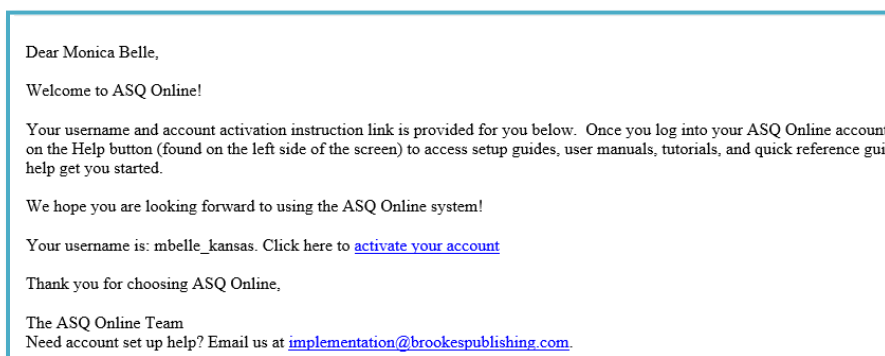
Role * Program Administrator Provider Reviewer

Program: Anthony Elementary

Username * jwilliams

[Save] | [Cancel]

4. Select and enter a username for the user. Typical usernames consist of the user’s first initial and last name (e.g., jwilliams).
5. Click the “Save” button.
6. The user will receive an email with their login information and a link to set up their password.

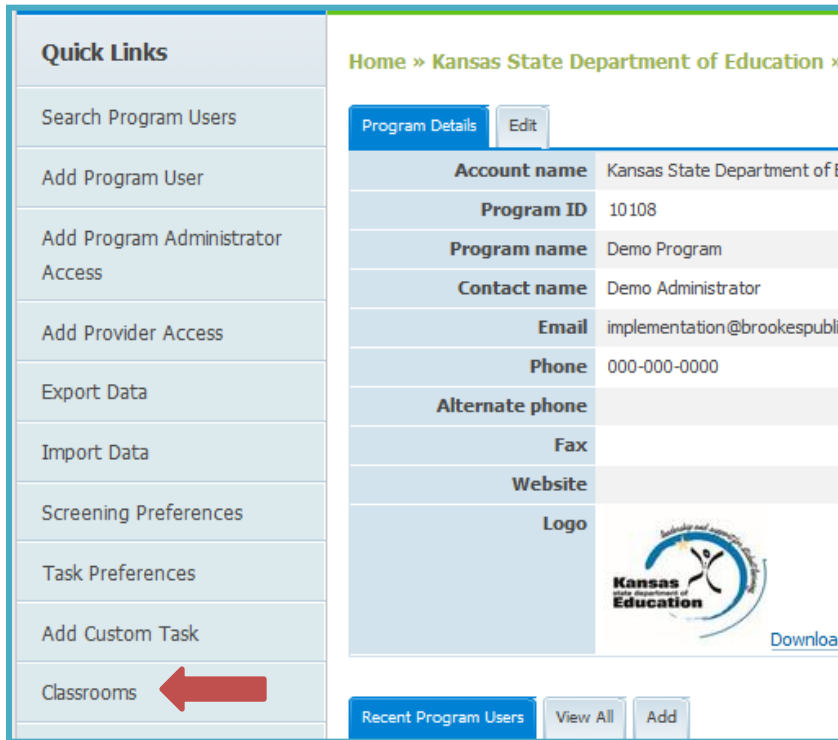


If you or another user need district-level access or access to multiple programs, contact your Account Administrator.

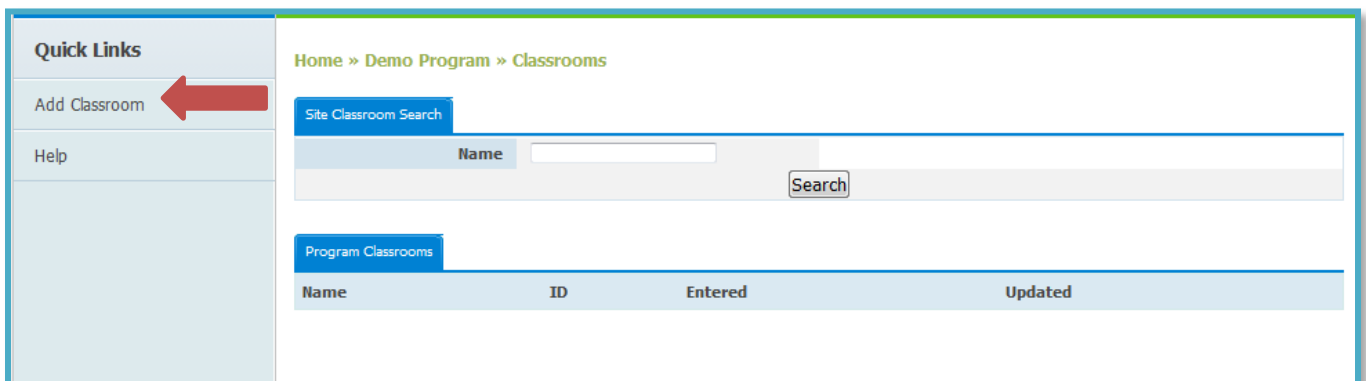
Setting Up Classrooms

As administrator, you can create classrooms and assign child records to a classroom. Program Administrators can search for and generate reports on every classroom in the program, and Providers can search for and generate classroom reports for children to whom they are assigned. To create a classroom:

1. From the main menu select "Program."
2. Select the Quick Link for "Classrooms."



3. Select the Quick Link for "Add Classroom."



4. Enter the name for your classroom in the field provided and click "Save".

Add Classroom

Name * Classroom A

- Once your classrooms have been created, you will see a list of them under the "Program Classrooms" tab. Click the classroom name to make edits to or delete the classroom.

Home » Demo Program » Classrooms

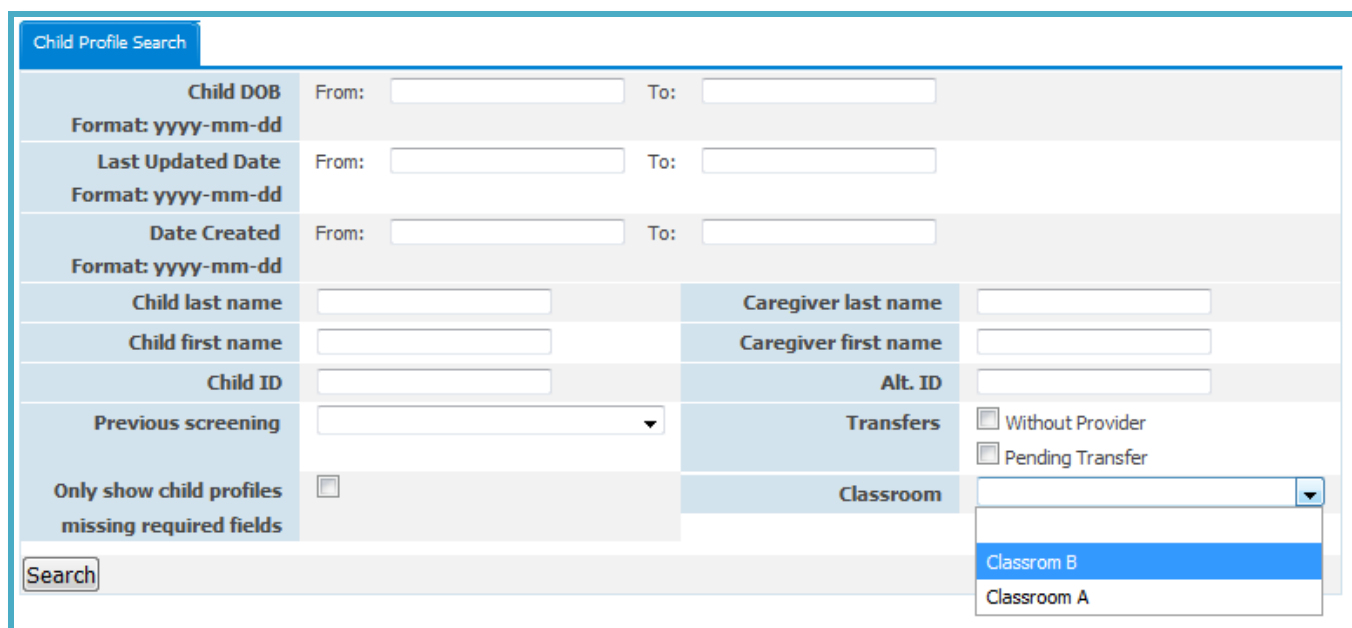
Site Classroom Search

Name

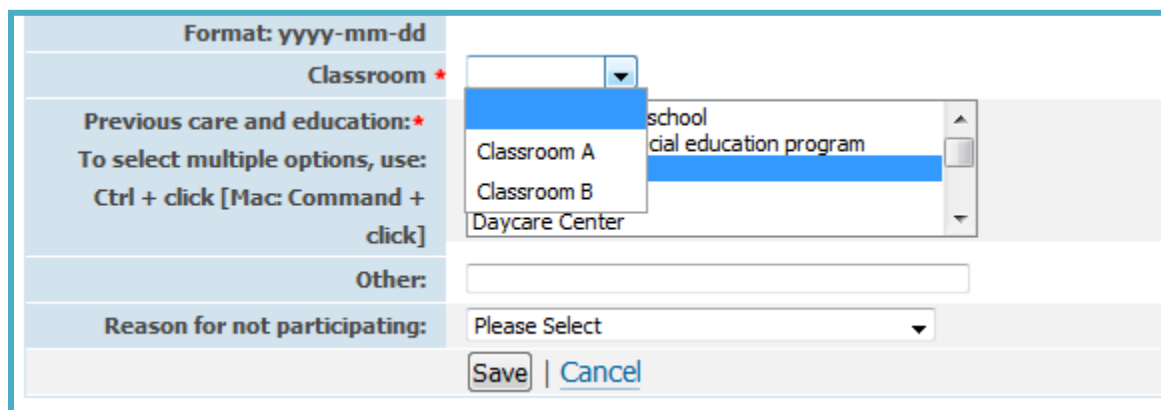
Program Classrooms

Name	ID	Entered	Updated
Classroom A	1206	2020-07-26 01:28AM	2020-07-26 01:28AM
Classroom B	1207	2020-07-26 01:28AM	2020-07-26 01:28AM

The classroom fields will also appear as a search option on the Child Profile Search page.



To assign a child to a classroom, edit the child profile, select the classroom option, and click "Save".



Required Child Profile Fields

As Program Administrator, you have the ability to decide which child profile fields are required or not. You can also select whether the field will be required in Family Access. There are certain fields that must be required. Those include:

- Child First Name
- Child Last Name
- Child DOB
- Weeks premature
- Gender
- Address 1
- City

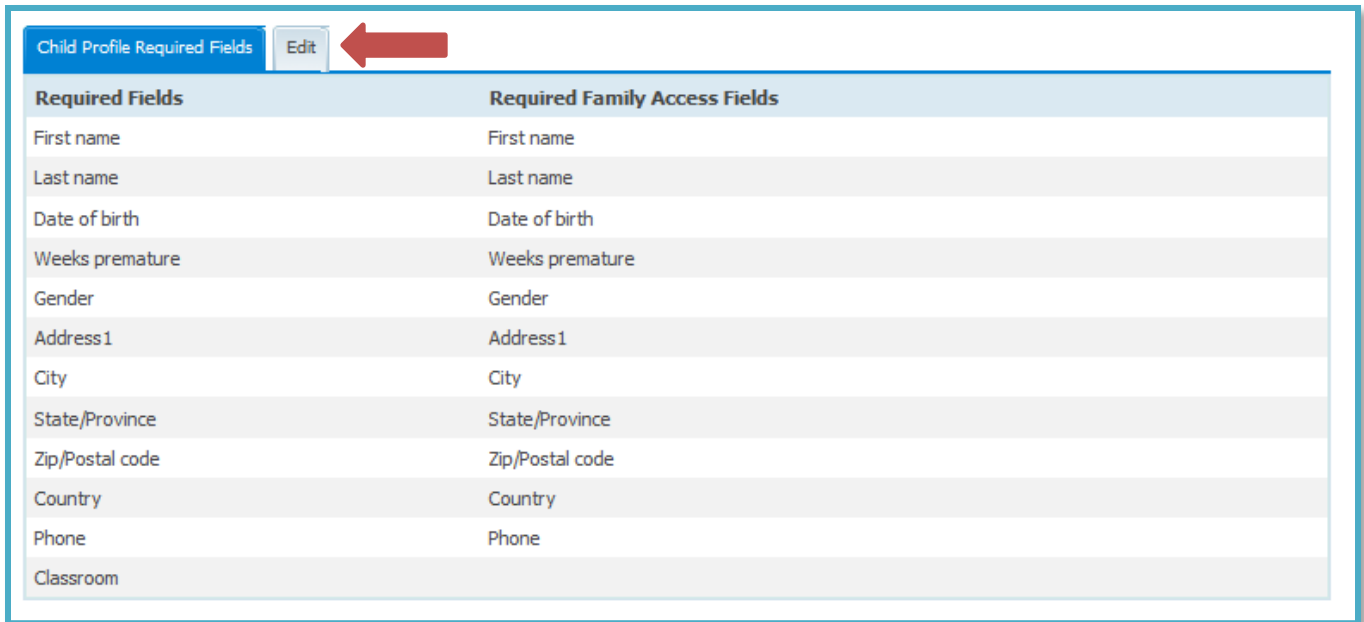
- State/Province
- Zip/Postal code
- Country
- Phone

There are some Child Profile fields that are not included in Family Access by default. Those fields include:

- Alt ID
- Status
- Parent/caregiver consent on file
- Classroom

To make Child Profile fields required or not required:

1. From the main menu select "Programs."
2. Scroll down the page until you see the "Child Profile Required Fields" tab. You will see a list of the current Required Fields and current Required Family Access Fields.
3. Select the "Edit" tab.



Required Fields	Required Family Access Fields
<input type="checkbox"/> First name	<input type="checkbox"/> First name
<input type="checkbox"/> Last name	<input type="checkbox"/> Last name
<input type="checkbox"/> Date of birth	<input type="checkbox"/> Date of birth
<input type="checkbox"/> Weeks premature	<input type="checkbox"/> Weeks premature
<input type="checkbox"/> Gender	<input type="checkbox"/> Gender
<input type="checkbox"/> Address 1	<input type="checkbox"/> Address 1
<input type="checkbox"/> City	<input type="checkbox"/> City
<input type="checkbox"/> State/Province	<input type="checkbox"/> State/Province
<input type="checkbox"/> Zip/Postal code	<input type="checkbox"/> Zip/Postal code
<input type="checkbox"/> Country	<input type="checkbox"/> Country
<input type="checkbox"/> Phone	<input type="checkbox"/> Phone
<input type="checkbox"/> Classroom	

4. Check the box next to the Child Profile field to make it a required field. To make the Child Profile field a nonrequired field, uncheck the box. If the box is grayed out, you do not have the option to make the field nonrequired.

Edit Required Fields			
Field	Required	Family Access Required	
First name	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Middle name	<input type="checkbox"/>	<input type="checkbox"/>	
Last name	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Alt. ID	<input type="checkbox"/>	Unavailable	
Status	<input type="checkbox"/>	Unavailable	
Date of birth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Weeks premature	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Birth weight ounces	<input type="checkbox"/>	<input type="checkbox"/>	

5. Once you have made your selections, click "Save".

Other agencies involved with the child/family	<input type="checkbox"/>	<input type="checkbox"/>	
Caregiver consent on file	<input type="checkbox"/>	Unavailable	
Date of admission to monitoring program	<input type="checkbox"/>	<input type="checkbox"/>	
Classroom	<input checked="" type="checkbox"/>	Unavailable	
<input type="button" value="Save"/> Cancel			

Creating Child & Caregiver Profiles

Once you have entered the keycodes for your program and created users, the next step is to create the Child and Caregiver Profiles. There are three ways to create Child Profiles and Caregiver Profiles in ASQ Online: Manually create Child and Caregiver profiles, import Child and Caregiver profile data, or have caregivers use Family Access to complete the Child and Caregiver profile information.

To add a new Child Profile:

1. From the main menu select "Child Profiles."
2. Select the Quick Link for "Add Child Profile."

Quick Links

Add Child Profile

Add Child Profile

First name *	<input type="text" value="Timmy"/>
Middle name	<input type="text"/>
Last name *	<input type="text" value="McAdams"/>
Child ID	<input type="text" value="1449897"/>
Alt. ID	<input type="text" value="123456"/>
Status	<input type="text" value="Active"/>
Date of birth * Format: YYYY-MM-DD	<input type="text" value="2010-09-01"/>
Weeks premature (if child was born 3 or more weeks prematurely)	<input type="text" value="0"/>
Gender *	<input checked="" type="radio"/> Male <input type="radio"/> Female
Birth weight	<input type="text" value="0"/> pounds <input type="text" value="0"/> ounces
Ethnicity To select multiple ethnicities, Ctrl + click (Mac: command + click)	<input type="text" value="Education"/> <input type="text" value="African American"/> <input type="text" value="Hispanic or Latino"/>
Address1 *	<input type="text" value="123 Main St."/>
Address2	<input type="text"/>
Address3	<input type="text"/>
City *	<input type="text" value="Topeka"/>
County/District	<input type="text"/>
State/Province *	<input type="text" value="Kansas"/>
Zip/Postal code *	<input type="text" value="66621"/>
Country *	<input type="text" value="United States"/>
Phone (XXX-XXX-XXXX)	<input type="text" value="000-000-0000"/>

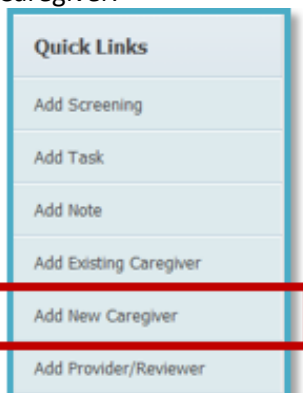
3. Enter the child’s information, taking care to submit correct information that matches your student information system and other data submissions.
4. Required fields are marked with an asterisk.

NOTE:

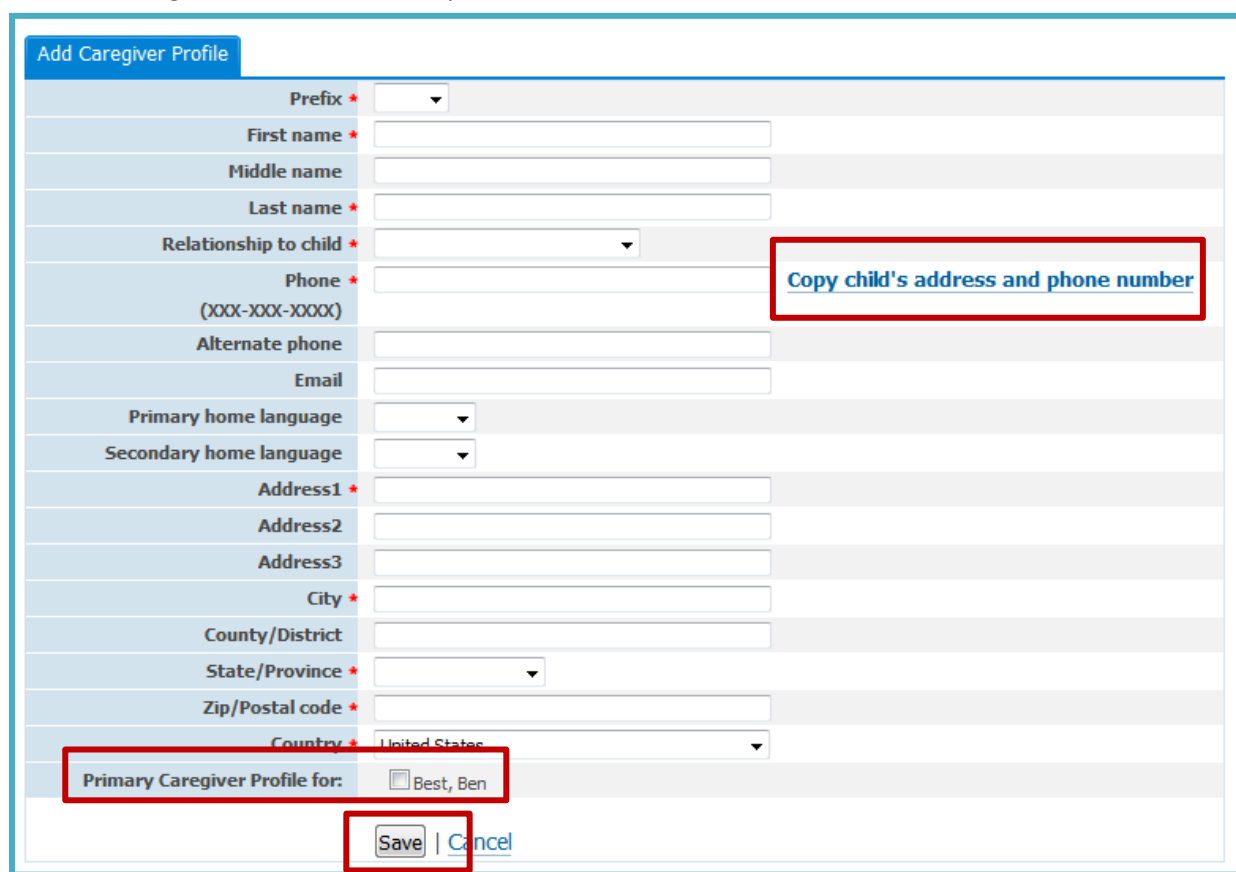
- Enter the child’s Ethnicity if available. You may select multiple options.
5. Click “Save” once you have entered the required information in the Child Profile.

To enter a new Caregiver Profile for a child:

1. Select the Quick Link for “Add New Caregiver.”



2. Enter the caregiver’s information. Required fields are marked with an asterisk.



3. Click “Copy child’s address and phone number” if the caregiver’s phone number and address are the same as the child’s. This will automatically fill in the information from the Child Profile.
4. Click the checkbox for “Primary Caregiver Profile for” to confirm the associated child.
5. Click the “Save” button.

NOTE: You can add additional Caregivers for a Child Profile as necessary. If you work with siblings or students who share the same caregiver, you can add an existing Caregiver Profile to another Child Profile.

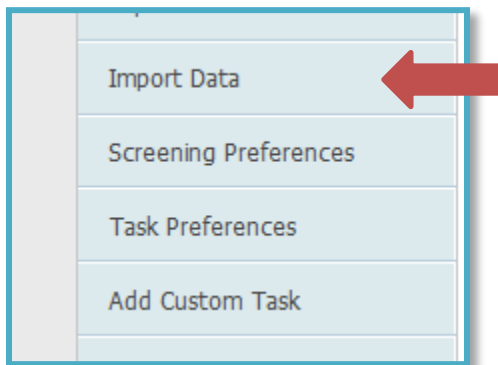
Importing Child & Caregiver Information (Optional)

As Program Administrator, you have the option to import child and caregiver information directly into your ASQ Online program from either PowerSchool, Skyward, Go Edustar, or another database system. This saves time that would be used to individually enter the child and caregiver data. It also improves data quality by ensuring ASQ Online demographic data matches data in your student information system and other data submissions.

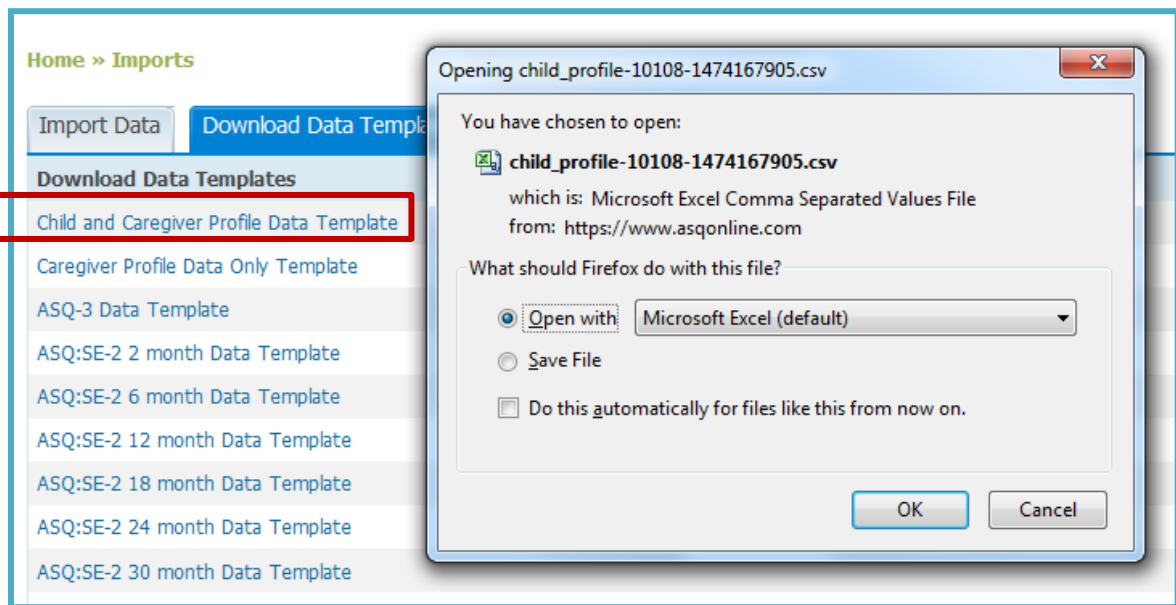
NOTE: Importing data is optional. When you use Family Access, the caregiver will provide the demographic data needed for the child and caregiver.

To import Child and Caregiver data into ASQ Online:

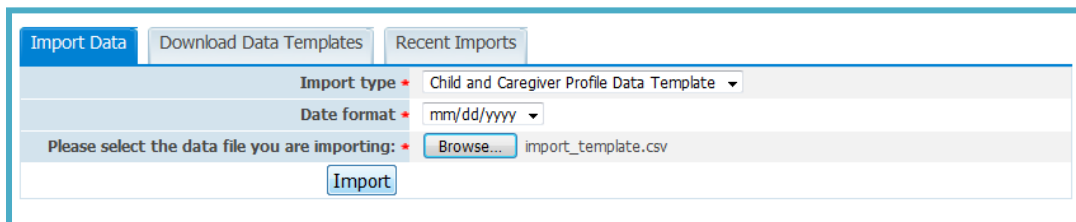
1. From the main menu select “Program.”
2. Select the Quick Link for “Import Data.”



3. Select the tab for “Download Data Templates.”
4. Click the “Child and Caregiver Profile Data Template” link, and save the template file to your computer.



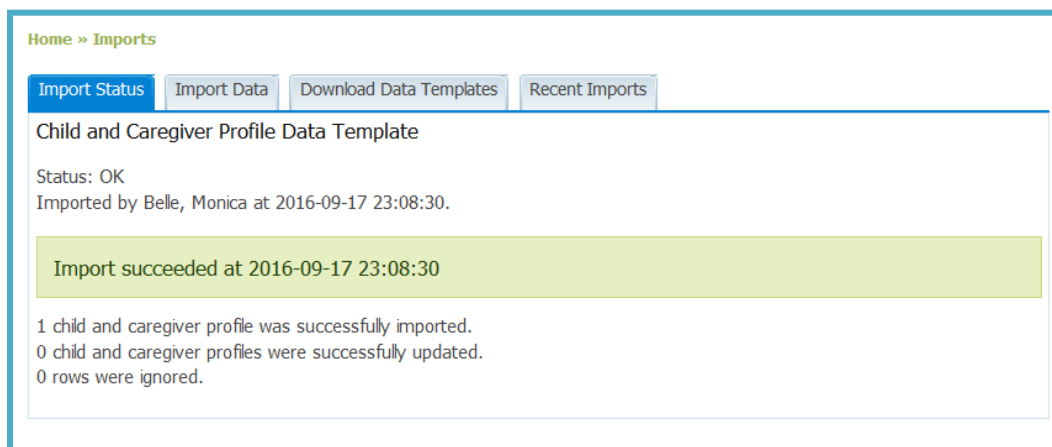
5. Enter the data or format the data from your database management system into the template. Review the list of fields and correct formats in the ASQ Online Import Guide on pages 19–21 below. See [sample_import.csv](#) for a sample import file to use as a guide.
6. Once you finish adding data to your template file, save the file.
NOTE: The file should be in a .csv (comma separated value) format.
7. When you are ready to import, on the main menu choose “Program.” Then select the Quick Link for “Import Data.”



The screenshot shows the 'Import Data' form in the ASQ Online system. It features three tabs: 'Import Data' (selected), 'Download Data Templates', and 'Recent Imports'. The form includes the following fields and controls:

- Import type:** A dropdown menu set to 'Child and Caregiver Profile Data Template'.
- Date format:** A dropdown menu set to 'mm/dd/yyyy'.
- Please select the data file you are importing:** A text field containing 'import_template.csv' and a 'Browse...' button.
- Import:** A blue button at the bottom of the form.

8. From the “Import type” dropdown menu shown above, select “Child and Caregiver Profile Data Template.”
9. From the “Date format” dropdown menu shown above, select “mm/dd/yyyy.”
10. Click “Browse,” and select the .csv file you wish to import.
11. Click “Import.”
12. Once the data have been imported successfully, ASQ Online will provide a confirmation message with the number of records imported as shown in the next image. If there are any errors, the error message will display the type of errors that occurred. Once you fix the errors in your import file, you can import the data again.



The screenshot shows the 'Import Status' confirmation page in the ASQ Online system. It features four tabs: 'Import Status' (selected), 'Import Data', 'Download Data Templates', and 'Recent Imports'. The page displays the following information:

- Home » Imports** (breadcrumb)
- Child and Caregiver Profile Data Template** (title)
- Status:** OK
- Imported by:** Belle, Monica at 2016-09-17 23:08:30.
- Import succeeded at 2016-09-17 23:08:30** (highlighted in a green box)
- Summary:**
 - 1 child and caregiver profile was successfully imported.
 - 0 child and caregiver profiles were successfully updated.
 - 0 rows were ignored.

The ASQ Online Import Guide that follows provides a useful summary of instructions.

Field Name	Required*	Format/Options	Example	Special Instructions
Program	No	Text		Leave blank.
Program ID	No	Number		Leave blank.
Child ID	No	Text		Leave blank. When using import to update Child Profiles, include the ASQ Online Child ID.
Alt ID	No	Text	123456	
Last Name	Yes	Text	McAdams	
Middle Name	No	Text		
First Name	Yes	Text	Timmy	
Status	Yes	Active Archived	Active	List active for all Child Profiles.
DOB	Yes	mm/dd/yyyy	09/01/2010	Make sure "0" is in front of single-digit months and days.
Weeks Premature	Yes	Number	0	Enter 0 if the child was not premature.
Adjusted Age	No	Text		Leave blank.
Gender	Yes	Male Female	Male	
Ethnicity	No	Caucasian African American Hispanic or Latino Asian Middle-Eastern Native American Hawaiian Pacific Islander Other Unknown	Caucasian; African American	Provide if available. Select multiple options by entering ";" between each. See example.
Address1	Yes	Text	123 Main St.	
Address2	No	Text		
Address3	No	Text		
City	Yes	Text	Topeka	
County/District	No	Text		
State/Province	Yes	Text	Kansas	
Zip/Postal Code	Yes	Text	66621	

Field Name	Required*	Format/Options	Example	Special Instructions
			66621-4521	
Country	Yes	Text	United States	
Phone	Yes	xxx-xxx-xxxx	000-000-0000	
Classroom ID	No			Leave blank. But if using import to update existing Child Profiles, include Classroom ID.
Classroom	No	Text	Morning Classroom	The options are based on what classrooms you have set up as an Administrator
Previous care and education	Yes	School/District preschool School/District special education program Head Start Early Head Start Daycare Center Daycare In-Home Private Preschool Home care with parent, family member or friend Other (please describe)	Head Start	Can choose multiple options.
Other	No	Text	Private Homecare	If "Other (please describe below)" is selected, enter information here.
Caregiver ID	No			Leave blank. If using import to update existing Caregiver Profiles, include ASQ Online Caregiver IDs.
Caregiver Prefix	No	Mr. Mrs. Ms. Miss Dr.	Mrs.	
Caregiver First Name	Yes		Mary	
Caregiver Middle Name	No			
Caregiver Last Name	Yes		McAdams	
Relationship to Child	Yes	Mother Father Grandparent or other relative Foster parent Guardian Teacher Child care provider Other	Mother	
Caregiver Phone	Yes	xxx-xxx-xxxx	000-000-0000	
Caregiver Alternate Phone	No	xxx-xxx-xxxx	000-000-0000	
Caregiver Email	No	Text	mary@gmail.com	Must be valid email address.

Field Name	Required*	Format/Options	Example	Special Instructions
Primary Caregiver	Yes	Yes No	Yes	Enter yes for all child profiles.
Caregiver Address1	Yes	Text	123 Main St.	
Caregiver Address2	No	Text		
Caregiver Address3	No	Text		
Caregiver City	Yes	Text	Topeka	
Caregiver County/District	No	Text		
Caregiver State/Province	Yes	Text	Kansas	Use full State name.
Caregiver Zip/Postal Code	Yes	Text	66621	Can also use format 66621-1234
Caregiver Country	Yes	United States	United States	

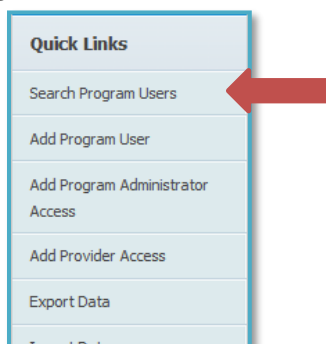
***Note:** As Administrator, you have the ability to mark certain demographic fields as required/not required. See Section "Required Fields" on page 12 for more information.

Assigning Child Profiles to Providers

If you have created or imported Child Profile and Caregiver Profile data, you will need to assign the Child Profiles to the Providers in your program. There are two ways to assign a Child Profile: Go to a Provider's user profile and assign one or more Child Profiles to that Provider; or go to a child's profile and assign one or more Providers to that child. Once a Provider has been assigned to a Child Profile, he or she will be able to edit the Child Profile, enter screening data, create tasks, add/edit Caregiver Profiles, and generate reports.

To assign one or more Child Profiles to a Provider:

1. From the main menu select Program.
2. Select the Quick Link for "Search Program Users."



3. Search for the Provider by last name and/or first name. Click the Provider name from the list.

Program User Search

Last name: Role: Provider

First name:


Program Users

Name	Account	Roles	Job title	Phone	Email
Administrator, Demo	Demo Program	Program Administrator Provider		000-000-0000	mbelle@brookespublishing.com
Belle, Monica	Demo Program	Program Administrator Provider All roles		000-000-0000	mbelle@brookespublishing.com
Number 1, Trainer	Demo Program	Program Administrator Provider		000-000-0000	mbelle@brookespublishing.com
Number 2, Trainer	Demo Program	Program Administrator Provider		000-000-0000	mbelle@brookespublishing.com

- Select the Quick Link for "Assign Children to Provider."

Quick Links

- My Alerts
- Add Note
- Add File
- Assign Children to Provider
- Help



- Enter any search criteria to narrow down the list of Child Profiles, or leave blank to see the entire list of Child Profiles in your program.

Assign Children

Child DOB: From: To:
Format: YYYY-MM-DD

Last Updated Date: From: To:
Format: YYYY-MM-DD

Date Created: From: To:
Format: YYYY-MM-DD

Child last name: Caregiver last name:

Child first name: Caregiver first name:

Child ID: Alt. ID:

Previous screening: Zip Code:

Transfers: Without Provider Pending Transfer

- Select the checkbox next to the child to assign that child to the Provider. To assign all children in the list to the Provider, click the "Select All" button at the bottom below the checkboxes.

Available Child List				
Name	Child ID	Alt. ID	Primary caregiver	Assign to Belle, Monica
Belle, Monica	1858072		Belle, Emma	<input checked="" type="checkbox"/>
Lamb, Peter	1823845			<input checked="" type="checkbox"/>
Lamb, Peter	1823847		Lamb, Mary	<input checked="" type="checkbox"/>
Lamb, Peter	1746547		Lamb, Mary	<input checked="" type="checkbox"/>
Lamb, Peter	1746548		Lamb, Mary	<input checked="" type="checkbox"/>
Lamb, peter	1746616		Lamb, Mary	<input checked="" type="checkbox"/>
McAdams, Timmy	1850389	3423212	McAdams, Mary	<input type="checkbox"/>
Pane, Kaden	1745086		Pane, Gran	<input type="checkbox"/>
Pane, Kayden	1745080		Pane, Gran	<input type="checkbox"/>
Pane, Kayden	1745082		Pane, Gran	<input type="checkbox"/>
Pane, Kayden	1745083		Pane, Gran	<input type="checkbox"/>
Pane, Kayden	1745084		Pane, Gran	<input type="checkbox"/>
Pane, Kayden	1745087		Pane, Gran	<input type="checkbox"/>
Pane, Kayden	1745088		Pane, Gran	<input type="checkbox"/>
Pane, Mason	1823715		Pane, Rose	<input type="checkbox"/>
Perry, Kate	1587685		Perry, Katherine	<input type="checkbox"/>
Phillips, Randolph	1587692		Phillips, Rachel	<input type="checkbox"/>
Ross, Cooper	1587693		Ross, Collin	<input type="checkbox"/>
Smith, Jada	1587687		Smith, Jasmine	<input type="checkbox"/>
Washington, George	1587691		Washington, Georgia	<input type="checkbox"/>
Willis, Bruce	1587689		Willis, Bernice	<input type="checkbox"/>
Wilson, John	1587688		Wilson, Jane	<input type="checkbox"/>

- Once you have made all selections, click the “Add” button as shown in the image above. When the Provider logs in to ASQ Online, they will see the assigned children under the Child Profiles section.

To assign one or more Providers to a Child Profile:

- From the main menu select “Child Profiles” as shown in the image below.
- Click the child’s name in the list on the “Child Profiles” tab as shown.

Home My Profile Program **Child Profiles** Screening Management Reports Family Access

Home » Demo Program » Child Profiles

Child Profile Search

Child DOB Format: YYYY-MM-DD From: To:

Last Updated Date Format: YYYY-MM-DD From: To:

Date Created Format: YYYY-MM-DD From: To:

Child last name Caregiver last name

Child first name Caregiver first name

Child ID Alt. ID

Previous screening Transfers Without Provider Pending Transfer

Search

Child Profiles Archived Export: All Data Export Archive Delete

Name	Child DOB	Child ID	Alt. ID	Primary caregiver	Previous Questionnaire	Previous Screening Result	Select All
Belle, Monica	2012-01-04	1858072		Belle, Emma	ASQ-3 English 72 Month	Below	<input type="checkbox"/>
Berry, Hailey	2011-06-15	1587686		Berry, Halle	ASQ-3 English 60 Month	Below	<input type="checkbox"/>
Bieber, Justin	2010-11-15	1587694		Bieber, Justine	ASQ-3 English 72 Month	Below	<input type="checkbox"/>
Fields, Amy	2011-04-15	1587682		Fields, Ashley	ASQ-3 English 72 Month	Above	<input type="checkbox"/>
Jackson, Janet	2011-03-15	1587684		Jackson, June	ASQ:SE-2 English 60 Month	Below	<input type="checkbox"/>

3. Select the Quick Link for “Add Provider/Reviewer.”

Quick Links

Add Screening

Add Task

Add Note

Add Existing Caregiver

Add New Caregiver

Add Provider/Reviewer

4. Select the checkbox next to the Provider. To select all Providers listed, click the “Select all” button. Once you have made your selection(s), click the “Add” button.

Search Available Providers & Reviewers

Program user last name Program user first name

Search

Available Providers & Reviewers

Select all Add

Name	Role	Job title	Office phone	Email
<input checked="" type="checkbox"/> Wilcox, Jessica	Provider		000-000-0000	mbelle@brookespublishing.com
<input checked="" type="checkbox"/> Administrator, Demo	Provider		000-000-0000	mbelle@brookespublishing.com
<input checked="" type="checkbox"/> Number 1, Trainer	Provider		000-000-0000	mbelle@brookespublishing.com
<input checked="" type="checkbox"/> Number 2, Trainer	Provider		000-000-0000	mbelle@brookespublishing.com
<input checked="" type="checkbox"/> Number 3, Trainer	Provider		000-000-0000	mbelle@brookespublishing.com
<input type="checkbox"/> Number 4, Trainer	Provider		000-000-0000	mbelle@brookespublishing.com
<input type="checkbox"/> Number 5, Trainer	Provider		000-000-0000	mbelle@brookespublishing.com
<input type="checkbox"/> Number 6, Trainer	Provider		000-000-0000	mbelle@brookespublishing.com
<input type="checkbox"/> Number 7, Trainer	Provider		000-000-0000	mbelle@brookespublishing.com

About Family Access

Family Access is ASQ Online’s questionnaire completion system for parents, guardians, and other caregivers. Family Access allows your program to create a customizable webpage where you can have parents/caregivers complete ASQ-3 and ASQ:SE-2 for their children online, which makes sharing this information convenient and easy for parents/caregivers.

Here’s a step-by-step look at how Family Access works:

STEP 1 The Program Administrator sets up the Family Access page.



STEP 4 The Program Administrator reviews and accepts the questionnaires and assigns them to the appropriate teacher.



STEP 2 Once a Family Access page has been created, a unique URL is available that can be emailed to parents, posted on a web page, placed on a flyer, or shared in any way that is convenient for the program/school/teacher.

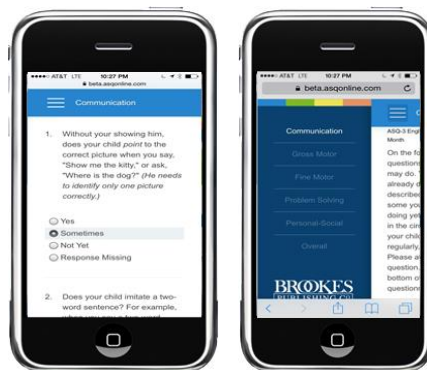


STEP 5 After reviewing the information summary sheet and questionnaire, the teacher discusses results and next steps with the caregiver.

STEP 3 The parent visits the Family Access page to print the questionnaire, do the activities with their child, complete the questionnaire(s) and enter their responses.



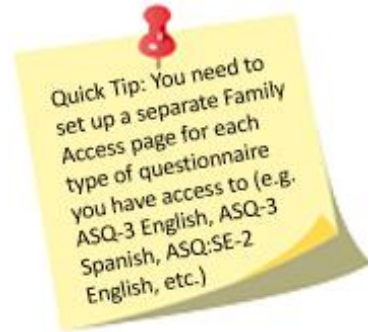
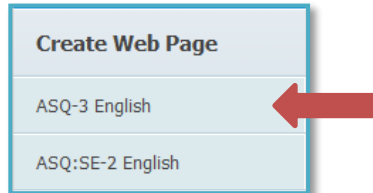
Family Access is mobile friendly, so parents/caregivers can access the web page via a smartphone or mobile tablet.



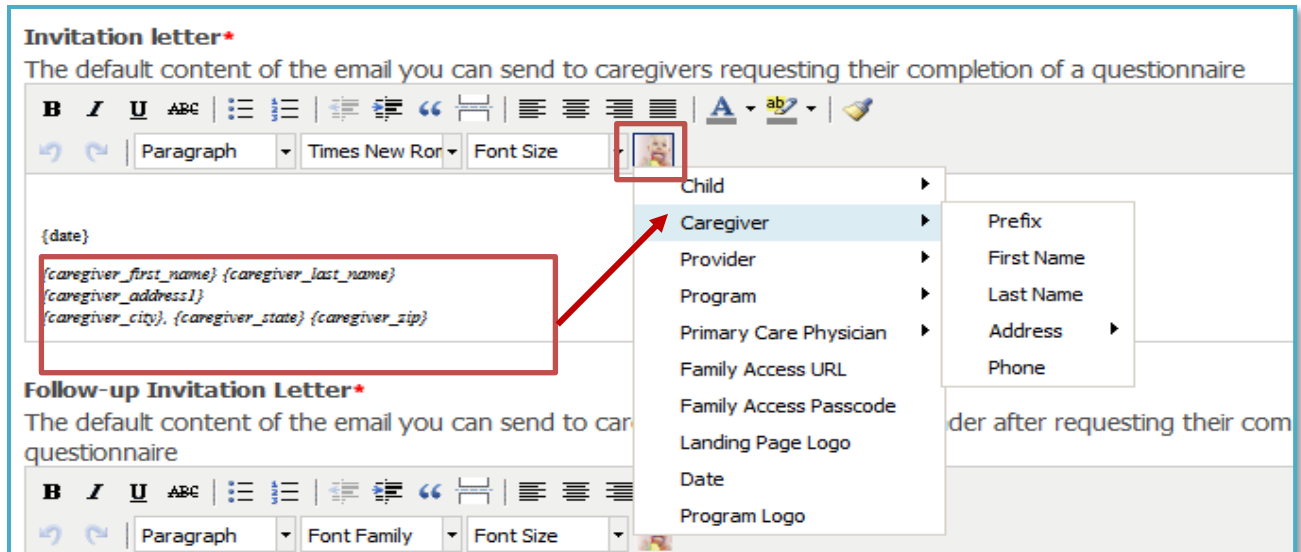
Setting Up Family Access

To create a Family Access web page:

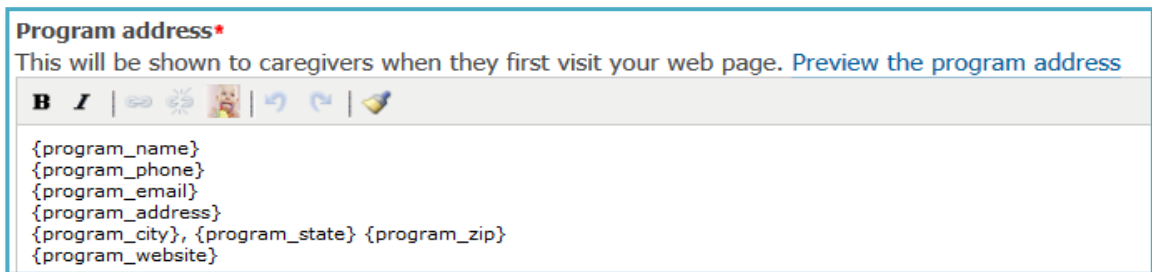
1. From the main navigation menu select “Family Access.”
2. On the left menu, under “Create Web Page,” select the option for the desired questionnaire.



3. To print or email an invitation letter to the parent/caregiver, you can use the default “Invitation letter” or edit it to include your program’s details. The letter and other Family Access components allow you to enter dynamic content that automatically populates from ASQ Online whenever you generate the letter.



4. To select which dynamic content you want to insert, click the icon of the baby (in the small red box in the image above).
5. Edit how your program address will appear on the Family Access web page. Default dynamic content will appear but can easily be changed.



- Parents/caregivers will see the “Welcome message” when they first visit your web page. The Kansas State Department of Education (KSDE) has provided sample language to use to welcome Kansas families. It is available for both [ASQ-3](#) and [ASQ:SE-2](#).

Welcome message*
This will be shown to caregivers when they first visit your web page.

B I [undo] [bulleted list] [link] [unlink] [insert image]

Welcome Kindergarten Families!

Thank you for taking the time to answer a few questions about how your child is growing. As a parent or caregiver, you are the best source of information about your child. This information will help your child’s teacher get to know your child and create a welcoming and nurturing learning environment at school.

The ASQ-3™ will ask you about what your child does on a daily basis in the areas of communication, gross motor, fine motor, problem

- Enter any additional information you wish to provide on the “Screening instructions” screen.

Screening instructions

B I [undo] [bulleted list] [link] [unlink] [insert image]

- The "Consent paragraph" field is automatically populated with standard language provided by KSDE (Click [here](#)). Contact KSDE for permission prior to adding to this language.

Consent paragraph*
You may use this field to show a message to caregivers before they complete their questionnaires online.

B I [undo] [bulleted list] [link] [unlink] [insert image]

IMPORTANT: BY SUBMITTING DATA AND/OR USING THIS WEBSITE, YOU GIVE YOUR CONSENT THAT ALL PERSONAL DATA THAT YOU SUBMIT MAY BE PROCESSED IN THE MANNER AND FOR THE PURPOSES DESCRIBED IN THE FOLLOWING PRIVACY POLICY.

Description and Purpose: The first 5 years of your child’s life are very important because this time sets the stage for success in school and later life. During infancy and early childhood, your child will gain many experiences and learn many skills. Screening to check in on communication, gross and fine motor skills, personal, problem-solving, and social-emotional development can help ensure your child is meeting developmental milestones and that the caregiver is getting the most

- Use the “Thank you message” field to show an additional message to parents/caregivers once they complete the questionnaire. Standard language provided by KSDE is available for [ASQ-3](#) and [ASQ:SE-2](#).

Thank you message
You may use this field to show an additional message to caregivers when they complete their questionnaires online.
[Preview the thank you message](#) (The logo will only appear on the preview if the landing page has been saved)

B I [undo] [bulleted list] [link] [unlink] [insert image]

Thank you for completing the ASQ-3™. If you have any questions about your child’s development or educational needs, please don’t hesitate to contact your child’s teacher or school.

- If you have a keycode for ASQ learning activities, include a link on the Family Access page for parents/caregivers to download them. From the “Thank you page packet” dropdown menu, select the Learning Activities packet for either ASQ-3 (shown in the first image below) or ASQ:SE-2 (second image below).

Thank you page packet Choose a packet...
 Use custom rejection letter
 Disabled
 If this box is checked, the

- Choose a packet...
- Choose a packet...
- Family Access Screening Confirmation Form, ASQ-3 English
- Intervention Activities Packet, ASQ-3 English
- Learning Activities, ASQ-3 (English)

Thank you page packet Learning Activities and Newsletter, ASQ:SE-2 (English)

Packet interval
 Current Interval
 Next Interval
 Use custom rejection letter

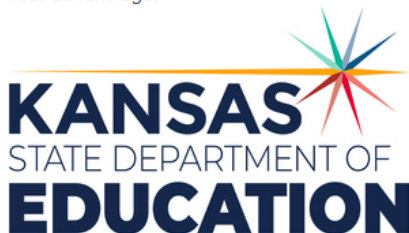
- Choose a packet...
- Intervention Activities Packet, ASQ:SE-2 English
- Learning Activities, ASQ:SE-2 (English)
- Newsletter, ASQ:SE-2 (English)
- Learning Activities and Newsletter, ASQ:SE-2 (English)
- Learning Activities, Newsletter, and Tip Sheets, ASQ:SE-2 (English)

11. If you want all Program Administrators to be able to edit the Family Access landing page and review completed questionnaires that come in through Family Access, mark the “Shared” checkbox as shown below. **NOTE:** The landing page cannot be unshared once you have shared it.

Shared
 If this box is checked, the landing page will be useable by all other program administrators. Once shared, it cannot be unshared.

12. Upload a logo that will appear on the Welcome and Thank You pages of your Family Access. You can upload your own logo or use the Kansas State Department of Education logo (available [here](#)). Click “Browse” to upload the logo and select “Medium (within 300 x 300)” for the display size.

Logo
 Your current logo:



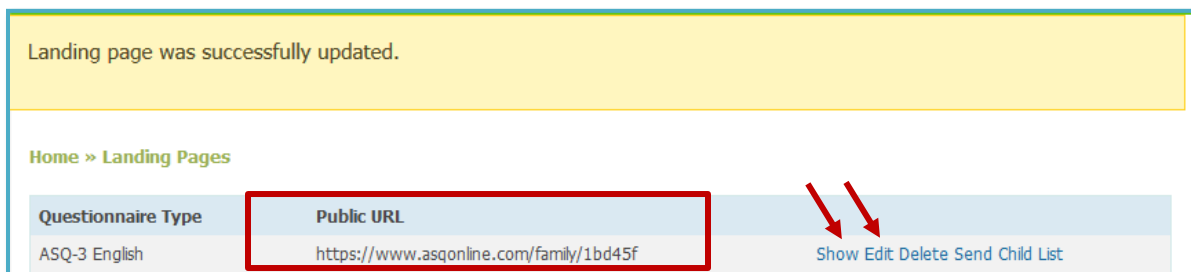
display size: Medium (within 300x300) ▾
 delete image?

To replace this logo with a different one, select the Browse button, select a new logo, and click Update.
 Images larger than the selected display size will be scaled down to fit.

No file selected.

13. You also have the option to display footer images at the bottom of the Welcome and Thank You pages. Click “Browse” to upload footer images.

14. Click “Update” when you have entered all the information for Family Access. You will now see a URL for your Family Access page (shown in the large red box below) that can be shared with families.



15. Click “Show” (left red arrow in the image above) to preview what your Family Access page looks like.
 16. To make changes to your Family Access page at any time, select the “Edit” link (right red arrow in the image above).

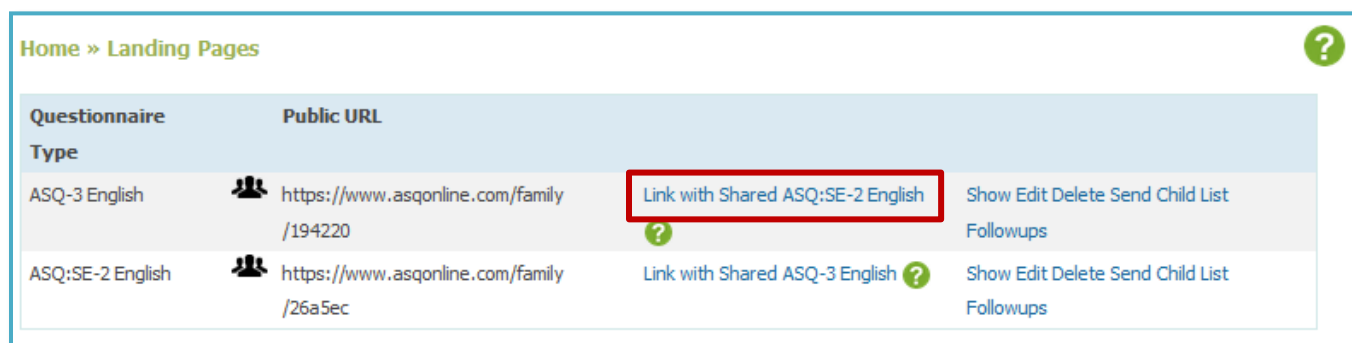
Linking ASQ-3 and ASQ:SE-2 Family Access Pages

You have the ability to link your ASQ-3 and ASQ:SE-2 Family Access pages so parents/caregivers can complete both questionnaires using one link. When the ASQ-3 and ASQ:SE-2 pages are linked, parents/caregivers will be presented with a landing page with the following options:

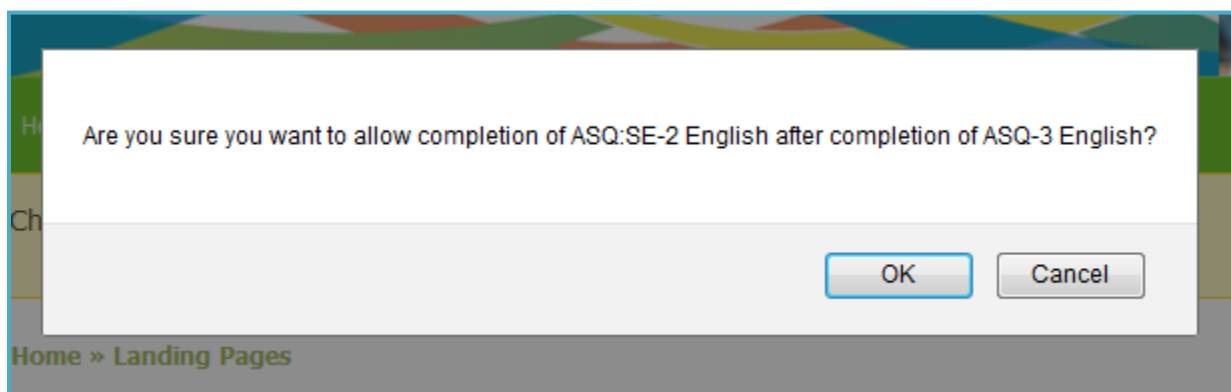
- I am completing both the ASQ-3™ and ASQ:SE-2™ questionnaires.
- I am completing the ASQ-3™ questionnaire.
- I am completing the ASQ:SE-2™ questionnaire.
- I have already completed both the ASQ-3™ English and ASQ:SE-2™ English via paper and am ready to enter my data.

If a parent/caregiver selects the option to complete both questionnaires, they will enter the child’s and parent’s/caregiver’s demographic information once, complete the ASQ-3 questionnaire, and then complete the ASQ:SE-2 questionnaire. To link the ASQ-3 and ASQ:SE-2 Family Access pages:

1. Make sure you have already created your individual ASQ-3 and ASQ:SE-2 pages.
2. From the main navigation menu select “Family Access.”
3. Select the "Link with Shared ASQ:SE-2 English" option.



- You will see a confirmation message (shown in the image below) that asks if you are sure you want to allow completion of ASQ:SE-2 after ASQ-3. Click "OK."



- The pages will now be linked and you will be able to send the parent/caregiver one URL to complete both questionnaires. If you have keycodes for other languages (Spanish, French), you will also be able to link the ASQ-3 and ASQ:SE-2 pages.

Questionnaire Type	Public URL	
ASQ-3 English	https://www.asqonline.com/family/194220	Show Edit Delete Send Child List Followups
	Chained with Shared ASQ:SE-2 English (remove)	
ASQ:SE-2 English	https://www.asqonline.com/family/26a5ec	Show Edit Delete Send Child List Followups
	Chained with Shared ASQ-3 English (remove)	

II. PREPARING FOR QUESTIONNAIRE COMPLETION

To prepare for questionnaire completion, you will need to be able to:

- Introduce parents/caregivers to ASQ
- Provide parents/caregivers with questionnaires

The sections that follow provide detailed information and specific suggestions.

Introducing ASQ-3 and ASQ:SE-2 to Parents/Caregivers

Parents/caregivers will be more comfortable about and engaged in screening when they understand what it's for and how it works. Here are some key areas to cover with parents/caregivers when you introduce ASQ-3 and ASQ:SE-2 and ask them to participate.

ASQ-3	ASQ:SE-2
<p>1. Share the purpose of screening.</p> <p>Parents/caregivers may worry about participating in a screening program. Some may be new to the idea; others might fear that</p>	<p>1. Share the purpose of ASQ:SE-2.</p> <p>Here are some things you can say:</p> <ul style="list-style-type: none"> "ASQ:SE-2 provides a quick check of your child's social-emotional development."

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 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/caregivers guidance and help them feel prepared to complete a screening successfully.

Completing the ASQ-3 questionnaire is simple, but parents/caregivers who are doing so for the first time will appreciate these tips:

- “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 before you start.”
- “Review the [list of items](#) needed to complete the questionnaire before you start.”

Also review *Important Points to Remember* on the questionnaire.

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* refers to your child’s language skills—both what your child understands and what they can say.”
 2. “*Gross Motor* is how your child uses their arms, legs, and other large muscles for sitting, crawling, walking, running, and other activities.”
 3. “*Fine Motor* is your child’s hand and finger movement and coordination.”

- “The information on this questionnaire is confidential. I will not share the information with anyone without your consent.”
- “Your answers show your child’s social-emotional strengths as well whether there are behaviors you’d like to talk about.”
- “Your answers help me know what type of information I can gather for you.”
- “Your answers help me get to know your child better and show how I can provide support in the classroom.”
- “If you have questions or concerns about any of your child’s behaviors that are beyond my knowledge, I can help you find other resources or agencies in our community that can help.”

2. Review the Important Points to Remember at the top of the first page of the questionnaire.

Remind parents/caregivers to answer questions based on what they know about their child’s behavior:

- “Answer the questions based on your child’s usual behavior, not behavior when your child is sick, very tired, or hungry.”
- “A parent or caregiver who knows your child well can complete ASQ:SE-2—this is someone who spends more than 15 to 20 hours a week with your child.”

3. Explain the scoring system, and show the parent/caregiver where to mark their response.

- **OFTEN OR ALWAYS:** The child is performing the behavior frequently or all the time.
- **SOMETIMES:** The child is performing the behavior occasionally but not consistently.
- **RARELY OR NEVER:** The child is not performing the behavior or is performing it rarely.

4. Review the CONCERN column.

Encourage parents/caregivers to check their response first and then indicate whether the question reflects a concern about their child’s behavior.

5. Review the Overall section.

Encourage parents/caregivers to respond to the open-ended questions at the end of the

<p>4. “<i>Problem Solving</i> is how your child plays with toys and solves problems.”</p> <p>5. “<i>Personal-Social</i> is your child’s self-help skills and interactions with others.”</p> <ul style="list-style-type: none"> • “The Overall section asks questions about your child’s development as a whole and any concerns you may have.” <p>4. Review the three response options and what they mean.</p> <p>ASQ-3 asks parents/caregivers to choose one of three possible answers. Here is a simple way to explain them:</p> <ul style="list-style-type: none"> • “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.” 	<p>questionnaire by checking YES or NO and providing detail as appropriate.</p>
--	---

Here are some additional resources on introducing parents/caregivers to screening, available on www.agesandstages.com. These family-friendly resources (available in English and Spanish) help parents/caregivers understand the purpose of screening and know what to expect. They'll get a Q&A with quick answers to common questions and links to valuable resources to support development.

- [Ages and Stages For Parents Page](#)
- [ASQ for Parents Packet \(English\)](#)
- [ASQ for Parents Packet \(Spanish\)](#)

When parents/caregivers finish completing a questionnaire, take a few moments to review what they can expect next:

- Let them know that you'll be in touch to share the results.
- Give them a time frame.

Providing Questionnaires to Parents/Caregivers

ASQ Online makes available several resources that can be used to help acquaint parents/caregivers with ASQ-3 and ASQ:SE-2, including an introduction letter, information about ASQ-3 and ASQ:SE-2, and a blank questionnaire for completion. You can print blank copies of these resources or create your own packet of materials.

Documents and blank questionnaires are available for printing in ASQ Online under the “Documents” section of Screening Management.

ASQ-3
Ages & Stages
Questionnaires
Revised Edition

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 ways to cope with.
- 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 30 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.

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ASQ:SE-2
Ages & Stages
Questionnaires
Revised Edition

What Is ASQ:SE-2™?

The first 3 years of your child's life are very important. Your child's healthy social-emotional development forms a foundation for lifelong learning. ASQ:SE-2 is a set of questionnaires about behavior and emotional development in young children. There are nine questionnaires for different ages to screen children from 1 month to 3 years old.

ASQ:SE-2 has been used by parents for more than 15 years. It makes sure that children's social-emotional development is on schedule. It helps you celebrate milestones while addressing any concerns as early as possible. ASQ:SE-2 can help identify your child's social-emotional strengths and 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:SE-2 is designed for you to complete. You will only need 10-15 minutes. It's that quick and easy. Here's how ASQ:SE-2 works:

- Answer each question by marking "often or always," "sometimes," or "rarely or never." Answer based on what you know about your child.
- Note if any behaviors concern you.
- Remember that your answers help show your child's strengths and areas where he or she may need support.
- After you finish, your child's provider will discuss the results with you.

If your child's social-emotional development is on target, then there is nothing more you need to do. If there are concerns, then the provider will help you with next steps. When children get support as early as possible for behavioral concerns, problem behaviors may be prevented from getting more difficult as children get older.

You play an important role in your child's learning and development. Completing ASQ:SE-2 questionnaires helps you make sure your child is off to a great start.

To find out more, please talk to your health care or education professional, or visit www.agesandstages.com.

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ASQ

72 Month Questionnaire

On the following pages are questions about activities children do. Your child may have already done some of the activities described here. So these may be some your child has not done along yet. For each item, please fill in the circle that indicates whether your child is doing this activity regularly sometimes, or not yet.

Important Points to Remember:

- Fill in each activity with your child before making a response.
- Make sure you are completing the questionnaire a game that is fun for your child.
- Make sure your child is rested and ready to play.
- Please return the questionnaire by _____.

COMMUNICATION

1. After hearing new words, does your child try to use them? YES SOMETIMES NOT YET

2. Does your child use at least 10 words to show where things are? For example, does she use words such as "down," "up," "inside," "outside," "back," "left," "right," "over," and "through"? YES SOMETIMES NOT YET

3. Does your child use words that connect other words such as "and," "but," "because," "if," and "so"? For example, your child says, "We could play here or go outside." YES SOMETIMES NOT YET

4. Does your child repeat the sentence shown below back to you without any mistakes? Read the sentence once at a time. You may repeat each sentence once more. Read "Yes" if your child repeats each sentence without mistakes. Read "sometimes" if your child repeats one sentence without mistakes. YES SOMETIMES NOT YET

5. After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by asking, "How does the story begin?" YES SOMETIMES NOT YET

6. Does your child use comparison words such as "bigger," "smaller," or "more"? Ask your child questions such as "Is this a bigger ball or a smaller ball?" "Is this a bigger ball or a smaller ball?" "Is this a bigger ball or a smaller ball?" YES SOMETIMES NOT YET

COMMUNICATION TOTAL _____

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ASQ:SE-2

60 Month Questionnaire

Questions about behavior may be on the following pages. Please read each question carefully and check the box that best describes your child's behavior. Also, check the circle if the behavior is a concern.

Important Points to Remember:

- Answer questions based on how you usually feel about your child's behavior.
- Answer questions based on how your child usually behaves, not behavior when your child is sick, very tired, or hungry.
- Answer questions about the child's last 6 months. If your child is 15-24 months old, answer questions about the last 6 months with the child should complete ASQ:SE-2.
- Please return the questionnaire by _____.
- If you have any questions or concerns about your child or about the questionnaire, contact _____.
- Thank you and please look forward to getting out another ASQ:SE-2 _____ month.

	often or always	sometimes	never	is a concern
1. Does your child look at you when you talk to her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your child cling to you more than you expect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does your child like to be hugged or cuddled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does your child talk or play with adults he knows well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When upset, can your child calm down within 15 minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your child seem too friendly with strangers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your child settle himself down after exciting activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does your child seem happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

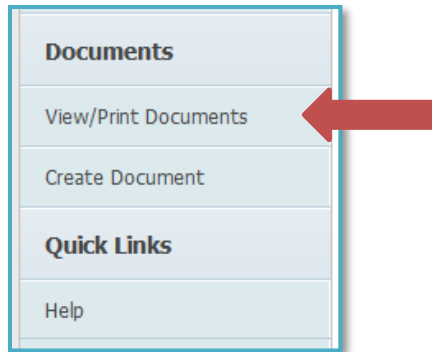
TOTAL POINTS: _____

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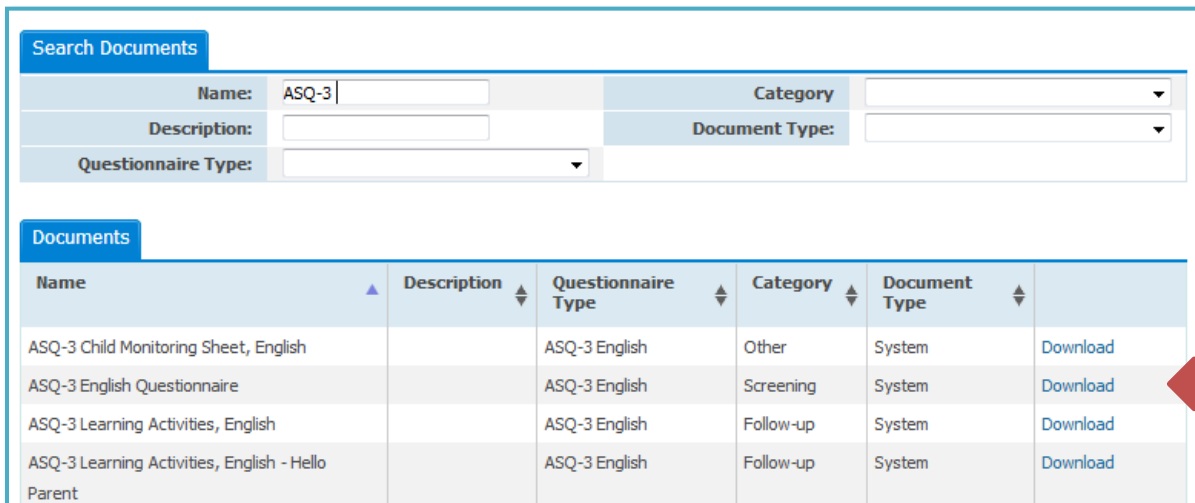
The 72 month questionnaire is not included with your ASQ-3 Starter Kit and must be printed from the online system. To print the 72 month questionnaire:

- From the main menu select “Screening Management.”

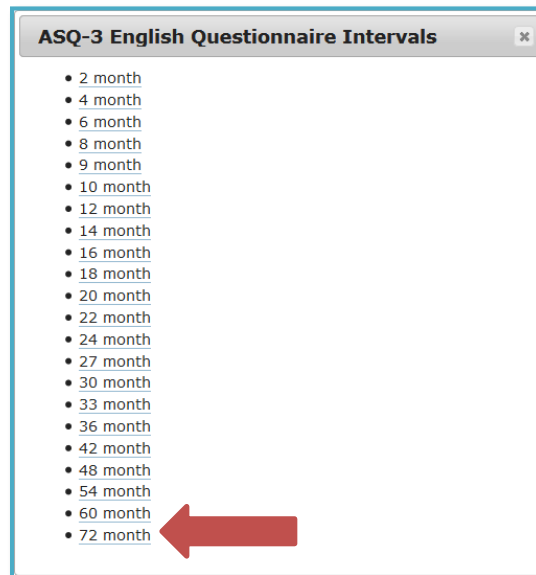
2. From the left menu under “Documents” select “View/Print Documents” (red arrow).



3. In the search field type “ASQ-3” to narrow down the list of documents. Select the “Download” link next to “ASQ-3 English Questionnaire” (red arrow).

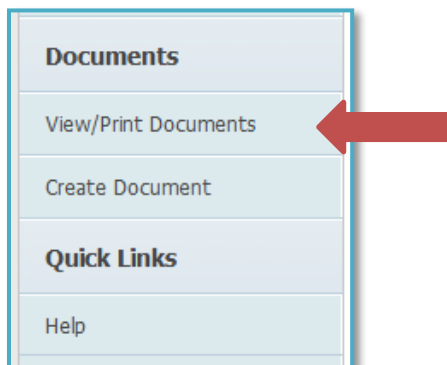


4. Select the 72 month ASQ-3 interval (red arrow) to print or save.

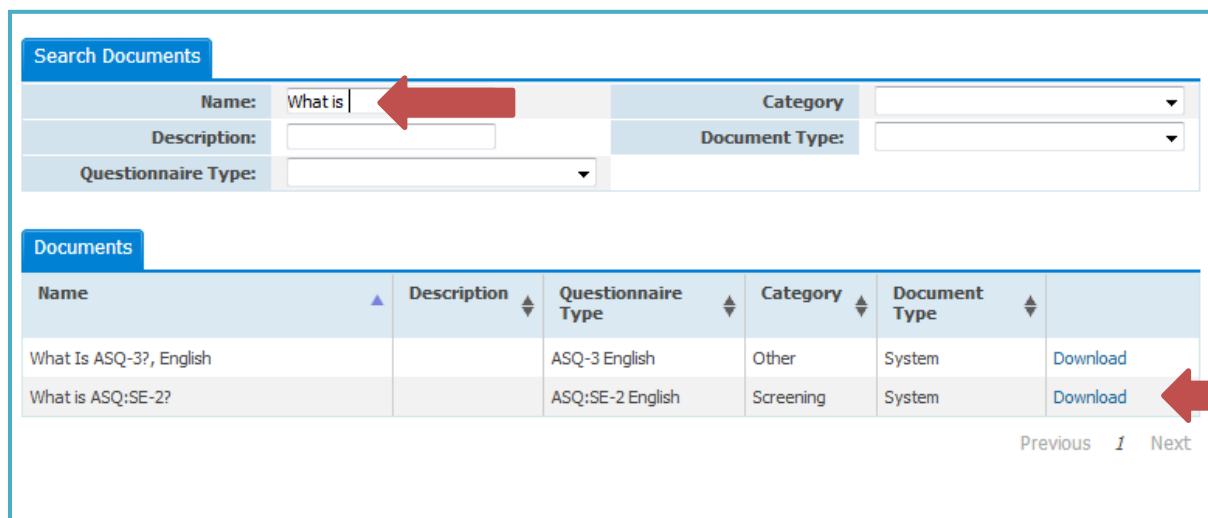


Follow these same steps to print the ASQ-3 60 month questionnaire and the ASQ:SE-2 60 month questionnaire. To print “What is ASQ-3?” or “What is ASQ:SE-2?” from ASQ Online:

1. From the main menu select “Screening Management.”
2. From the left menu under “Documents” select “View/Print Documents.”



3. To narrow down the list of documents, type “What is” in the search field (top red arrow in the image below). Select the “Download” link (bottom red arrow) next to either “What is ASQ-3?” or “What is ASQ:SE-2?”



In ASQ Online, you can print several forms and letters to share with parents and other caregivers. The two tables that follow list selected resources. The first table lists resources to help you introduce parents/caregivers to ASQ, and the second, resources to share once a screening is completed.

Resources for Introducing Parents/Caregivers to ASQ	
ASQ-3 Letters and Documents	ASQ:SE-2 Letters and Documents
<ul style="list-style-type: none"> • What is ASQ-3? • Parent Consent Form, ASQ-3 • Parent Family Access Letter with URL, ASQ-3 • Parent Questionnaire Cover Letter, ASQ-3 • Parent Welcome Letter, ASQ-3 	<ul style="list-style-type: none"> • What is ASQ:SE-2? • Parent Consent Form, ASQ:SE-2 • Parent Family Access Letter with URL, ASQ:SE-2 • Parent Questionnaire Cover Letter, ASQ:SE-2 • Parent Welcome Letter, ASQ:SE-2

Resources to Share with Parents/Caregivers Following ASQ Completion	
ASQ-3 Letters and Documents	ASQ:SE-2 Letters and Documents
<ul style="list-style-type: none"> • Parent Feedback Letter: Typical, ASQ-3 • Parent Feedback Letter: Monitoring, ASQ-3 • ASQ-3 Parent Conference Sheet • Intervention Activities • Learning Activities 	<ul style="list-style-type: none"> • Parent Feedback Letter, Typical, ASQ:SE-2 • Parent Feedback Letter, Monitoring, ASQ:SE-2 • ASQ:SE-2 Parent Conference Sheet • Intervention Activities • Learning Activities

These documents are also available in Spanish if you have the Spanish keycode(s).

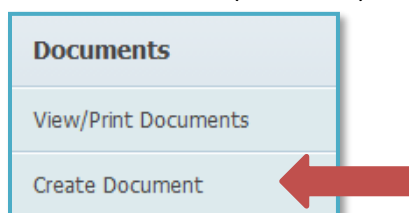
Creating Your Own Program Documents and Letters

As Administrator, you can create your own custom letters and documents in ASQ Online—for example, a welcome letter for parents/caregivers, or a custom consent form. You can insert dynamic content from the Child, Caregiver, and/or Program Profile.

Once you have created a program document, all users in your program will be able to view and download the document.

To create a program document:

1. From the top menu select “Screening Management.”
2. From the left menu select the “Create Document” link (red arrow).




3. In the “Name” field, enter the title of your document.
4. In the “Description” field, enter an optional description of this document.
5. From the drop-down menu select the document category: Screening, Follow-up, or Other.
6. From the drop-down menu select a questionnaire type: ASQ-3 English/Spanish, or ASQ:SE-2 English/Spanish.
7. In the “Content” field, enter the text of your document and format it to your liking.

Home » Screening Management » Documents » Create Document

Name	Organizational Information letter
Description	Info letter for parents
Category	Other
Questionnaire type	
Content	<p>Rich text editor toolbar: Bold, Italic, Underline, ABC, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, Paragraph, Font Family, Font Size, Color, Background Color, Link, Unlink.</p> <p>Content area:</p> <pre> {logo} {program_name} {date} Dear {caregiver_prefix} {caregiver_last_name}, Thank you for your interest in </pre>

8. Click the icon of the baby (red arrow) and choose the dynamic content you wish to add. Here is a list of the dynamic content available for inclusion in documents:

 <ul style="list-style-type: none"> Child Caregiver <ul style="list-style-type: none"> Prefix First Name Last Name Address Email Phone Prov Program Primary Care Physician Date Logo 	<table border="1"> <tr><th>Child</th></tr> <tr><td>First Name</td></tr> <tr><td>Last Name</td></tr> <tr><td>Address (Address 1, Address 2, Address 3, City, State, Zip)</td></tr> <tr><td>Phone</td></tr> <tr><td>Date of Birth</td></tr> <tr><td>Alt ID</td></tr> <tr><td>Child ID</td></tr> </table>	Child	First Name	Last Name	Address (Address 1, Address 2, Address 3, City, State, Zip)	Phone	Date of Birth	Alt ID	Child ID																
Child																									
First Name																									
Last Name																									
Address (Address 1, Address 2, Address 3, City, State, Zip)																									
Phone																									
Date of Birth																									
Alt ID																									
Child ID																									
<ul style="list-style-type: none"> Child Caregiver Provider <ul style="list-style-type: none"> Prefix First Name Last Name Address Phone Job Title Program Primary Care Physician Date Logo 	<table border="1"> <tr><th>Caregiver</th></tr> <tr><td>Prefix</td></tr> <tr><td>First Name</td></tr> <tr><td>Last Name</td></tr> <tr><td>Address (Address 1, Address 2, Address 3, City, State, Zip)</td></tr> <tr><td>Phone</td></tr> <tr><td>Caregiver Email Address</td></tr> <tr><th>Provider</th></tr> <tr><td>Prefix</td></tr> <tr><td>First Name</td></tr> <tr><td>Last Name</td></tr> <tr><td>Address (Address 1, Address 2, Address 3, City, State, Zip)</td></tr> <tr><td>Phone</td></tr> <tr><td>Job Title</td></tr> <tr><th>Program</th></tr> <tr><td>Name</td></tr> <tr><td>Address (Address 1, Address 2, Address 3, City, State, Zip)</td></tr> <tr><td>Phone</td></tr> <tr><th>Primary Care Physician</th></tr> <tr><td>Name</td></tr> <tr><td>Address (Address 1, Address 2, Address 3, City, State, Zip)</td></tr> <tr><td>Phone</td></tr> <tr><th>Date</th></tr> <tr><th>Logo</th></tr> </table>	Caregiver	Prefix	First Name	Last Name	Address (Address 1, Address 2, Address 3, City, State, Zip)	Phone	Caregiver Email Address	Provider	Prefix	First Name	Last Name	Address (Address 1, Address 2, Address 3, City, State, Zip)	Phone	Job Title	Program	Name	Address (Address 1, Address 2, Address 3, City, State, Zip)	Phone	Primary Care Physician	Name	Address (Address 1, Address 2, Address 3, City, State, Zip)	Phone	Date	Logo
Caregiver																									
Prefix																									
First Name																									
Last Name																									
Address (Address 1, Address 2, Address 3, City, State, Zip)																									
Phone																									
Caregiver Email Address																									
Provider																									
Prefix																									
First Name																									
Last Name																									
Address (Address 1, Address 2, Address 3, City, State, Zip)																									
Phone																									
Job Title																									
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Name																									
Address (Address 1, Address 2, Address 3, City, State, Zip)																									
Phone																									
Primary Care Physician																									
Name																									
Address (Address 1, Address 2, Address 3, City, State, Zip)																									
Phone																									
Date																									
Logo																									

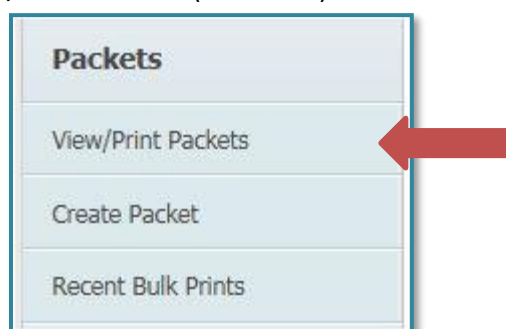
9. When you have finished creating your document, click the "Submit" button.

You also can print a set of materials using the system packets that exist in ASQ Online, or you can create your own packet of materials. The system packets in the following table are recommended for use with your parents/caregivers:

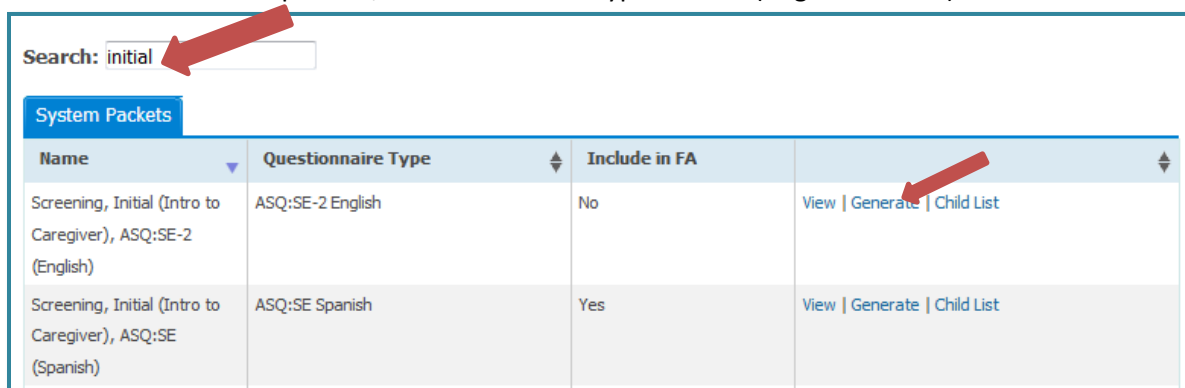
Screening, Initial (Intro to Parent/Caregiver), ASQ-3	Screening, Initial (Intro to Parent/Caregiver), ASQ:SE-2
<ul style="list-style-type: none"> • Parent Welcome Letter, ASQ-3 English • Parent Questionnaire Cover Letter, ASQ-3 English • What Is ASQ-3?, English • Parent Consent Form, ASQ-3 English • ASQ-3 English Questionnaire 	<ul style="list-style-type: none"> • Parent Welcome Letter, ASQ:SE-2 English • Parent Questionnaire Cover Letter, ASQ:SE-2 English • What is ASQ:SE-2? • Parent Consent Form, ASQ:SE-2 English • ASQ:SE-2 English Questionnaire

To generate a system packet:

1. From the main menu select “Screening Management.”
2. Select the Quick Link for “View/Print Packets” (red arrow).



3. To narrow the list of packets, in the search box type “initial” (large red arrow):



4. To print, select the “Generate” link (small red arrow in the image above) next to the packet.
5. To see a list of children who are a part of your program, select the “Child Profiles” tab.
6. To add one or more children to your packet, click the “Add” link (red arrow). You can use the search options to find specific children.

Search

Date Last Sent: From: To: Only children without materials sent
 Format: YYYY-MM-DD
 Child DOB: From: To:
 Format: YYYY-MM-DD
 Child Name: Previous Questionnaire:
 Child ID: Previous Result:
 Child Alt ID:

Screenings Due | Tasks Due | **Child Profiles** | Completed Screenings

Child Name	Child DOB	Previous Questionnaire	Previous Result	Date Last Sent	
Baptisto, Aiden	2015-08-27	ASQ-3 English 24 Month	Above		Add
Best, Ben	2012-07-24	ASQ-3 English 60 Month	Above		Add
Brack, Lisa	2013-08-11	ASQ-3 English 12 Month	Above		Add
Cabrera, Paulito	2016-06-26	ASQ-3 English 6 Month	Above		Add
Chasen, Joe	2011-07-12	ASQ-3 English 54 Month	Above		Add
Cuana, Wanda	2013-09-19	ASQ:SE-2 English 48 Month	Below		Add
D'Avignon, Philippe	2011-07-25	ASQ-3 English 36 Month	Above		Add
Dawson, Josh	2017-06-13	None	None		Add
Doe, Jack	2016-07-05	ASQ-3 English 12 Month	Above		Add
Doe, Jane	2017-03-12	ASQ-3 English 4 Month	Below		Add

7. When you have made your selections, select the “Print Packet” link.

Print Packet (4)

Screenings Due | Tasks Due | **Child Profiles** | Completed Screenings

Child Name	Child DOB	Previous Questionnaire	Previous Result	Date Last Sent	
Baptisto, Aiden	2015-08-27	ASQ-3 English 24 Month	Above		Add

8. Review the list of children who will be included in the packet along with the recommended questionnaire interval. Click the “Print Packet” button.

Print Packet (4) Remove All

Document type	Child Name	Date		
Child Profiles	Brack, Lisa	DOB: 2013-08-11	<input type="text"/>	60 Month <input type="text"/> Remove
Child Profiles	Chasen, Joe	DOB: 2011-07-12	<input type="text"/>	60 Month <input type="text"/> Remove
Child Profiles	D'Avignon, Philippe	DOB: 2011-07-25	<input type="text"/>	60 Month <input type="text"/> Remove
Child Profiles	Doe, Jack	DOB: 2016-07-05	<input type="text"/>	60 Month <input type="text"/> Remove

Print Packet

9. To print or download the files to your computer, select either “Download Zip” or “Download PDF.”

Home » Screening Management » Packets » Generate Mailing for ASQ-3 English Questionnaire

You can leave this page while your information prints. To check the status of the print job, go to Screening Management and click on the Recent Print Runs link available under Packets in the Quick Links section.

Status

Download Zip | Download PDF

Ways to Provide Questionnaires

ASQ Online offers flexible options for providing questionnaires to parents/caregivers. Questionnaires can be completed online or on paper, independently or with assistance.

To have the parent/caregiver complete a questionnaire independently online:

- Send the questionnaire electronically by emailing the ASQ Online Family Access link to the child's parent/caregiver.
- Share a flyer with the link to ASQ Online Family Access. Send the information home in the child's folder, or give out the flyer at a parent night or other event.
- Ask the parent/caregiver to complete the questionnaire online at school.

To have the parent/caregiver complete a hard copy of the questionnaire independently:

- Send a printed copy of the questionnaire home for the parent/caregiver to complete and return.
- Ask the parent/caregiver to complete the questionnaire during a parent-child visit at school (slow start, back-to-school night, family education event).

If the parent/caregiver would benefit from help in completing the questionnaire, the parent/caregiver and teacher/provider can fill it out together.

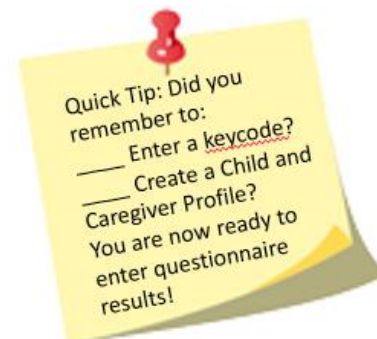
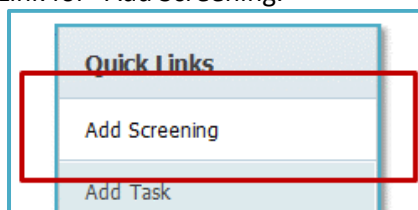
III. ENTERING QUESTIONNAIRE DATA INTO ASQ ONLINE

Entering Questionnaire Results Using Long or Short Form

If parents/caregivers complete the paper version of the ASQ-3 and ASQ:SE-2 questionnaires, you, your teachers/providers, or other designated staff can easily enter the responses into ASQ Online.

To enter questionnaire results for a child:

1. From the main menu select “Child Profiles.” Search for the name of the child whose results you want to enter.
2. Select the Quick Link for “Add Screening.”



3. On the “Add Screening” tab, click the appropriate drop-down menus or fields to:
 - select the “Caregiver who completed the screening.”
 - choose the “Provider who completed the screening.”
 - enter “Names of others assisting in screening completion” (optional).
 - select “Questionnaire type.”

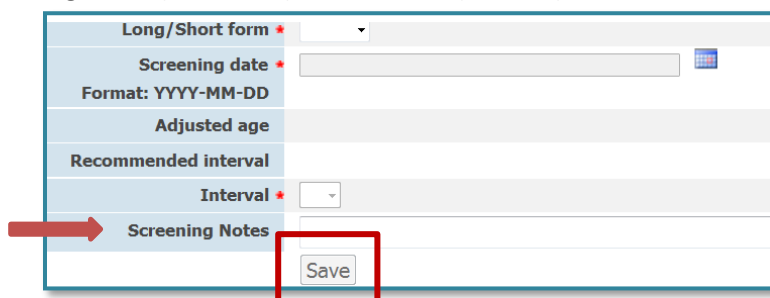
Add Screening	
Name	Chow, Tyler
Child ID	1294127
Date of birth Format: YYYY-MM-DD	2011-09-01
Weeks premature	8
Caregiver who completed the screening *	<input type="text"/>
Provider who completed the screening *	Harper, Molly ▾
Names of others assisting in screening completion	<input type="text"/>
Questionnaire type *	<input type="text"/>

4. Select whether you want to enter data using the long form (includes the ASQ question text) or the short form (a 1-page quick data entry form).
 - If you are using the long form, enter the questionnaire response for each question. ASQ Online will automatically display the score.
 - If you wish to enter additional notes, selecting the “note” icon lets you choose that option.
5. Enter the Screening Date.
6. The system will automatically select the recommended questionnaire interval for you to use.

NOTE: ASQ Online allows you to use the ASQ:SE-2 60 month questionnaire for children as old as 77 months 30 days. While the print questionnaire lists the age range as 54 months 0 days through 72 months 0 days, the online system allows for a wider range to accommodate older children entering kindergarten.

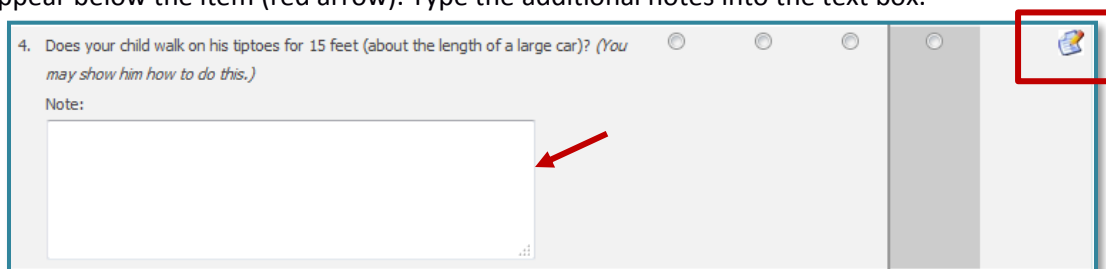


7. Enter any screening notes (red arrow). Click "Save" (red box).



The screenshot shows a form with several fields: "Long/Short form" (dropdown), "Screening date" (calendar icon), "Adjusted age", "Recommended interval", "Interval" (dropdown), and "Screening Notes" (text area). A red arrow points to the "Screening Notes" field, and a red box highlights the "Save" button at the bottom right of the form.

8. For each item, select the button that indicates the parent's/caregiver's answer to that item. If the parent/caregiver did not answer the item, select the button for "RESPONSE MISSING."
NOTE: For the ASQ-3 questionnaire, up to 2 responses per area can be marked as "RESPONSE MISSING" and the questionnaire will still be scored. For the ASQ:SE-2 questionnaire, up to 3 responses for the entire questionnaire can be marked as "RESPONSE MISSING."
9. You have the option to enter additional notes or parent/caregiver comments about an item in the questionnaire by clicking the add-comment icon to the right of the item (red box). A text box will then appear below the item (red arrow). Type the additional notes into the text box.



The screenshot shows a questionnaire item: "4. Does your child walk on his tiptoes for 15 feet (about the length of a large car)? (You may show him how to do this.)". To the right of the question are five radio buttons. A red box highlights the add-comment icon (a notepad with a pencil) to the right of the question. Below the question is a text box for notes, with a red arrow pointing to it.

10. To continue to the next area, click either the right arrow (left red box below) or "Save in Progress" (right red box).

ASQ-3 English 60 Month Questionnaire, Long Version
Screening Date: 2015-09-09

Communication | Gross Motor | Fine Motor | Problem Solving | Personal-Social | Overall

YES | SOMETIMES | NOT | RESPONSE | Score
YET | MISSING

1. Without your giving help by pointing or repeating directions, does your child follow three directions that are unrelated to one another? Give all three directions before your child starts. For example, you may ask your child, "Clap your hands, walk to the door, and sit down," or "Give me the pen, open the book, and stand up."

2. Does your child use four- and five-word sentences? For example, does your child say, "I want the car"? Please write an example:

3. When talking about something that already happened, does your child use words that end in "-ed," such as "walked," "jumped," or "played"? Ask your child questions, such as "How did you get to the store?" ("We walked.") "What did you do at your friend's house?" ("We played.") Please write an example:

ASQ-3 English 60 Month Questionnaire, Short Version
Screening Date: 2015-09-15

Enter items from your questionnaire (Y = Yes, S = Sometimes, N = Not Yet, X = Response Missing).

Questionnaire Responses

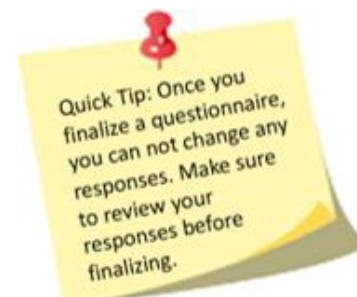
	#1	#2	#3	#4	#5	#6
Communication						
Gross Motor						
Fine Motor						
Problem Solving						
Personal-Social						

repeats one sentence without mistakes.)
Jane hides her shoes for Maria to find.
Al read the blue book under his bed.

Save in Progress

11. Once you complete all sections of the questionnaire, click the "Finalize" button, which will take you to the Information Summary sheet.

Save in Progress Finalize



12. Review the results on the Information Summary.

ASQ 60 Month ASQ-3 Information Summary

Child's name: Best, Jon
Child ID: 1234725
Program: Program A

Date ASQ completed: 2016-03-31
Date of birth: 2010-09-01
Provider: Brack, Lisa (Provider)

1. SCORING RESULTS:

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	33.19	30.00								*					
Gross Motor	31.28	35.00								*					
Fine Motor	26.54	30.00								*					
Problem Solving	29.99	30.00								*					
Personal-Social	39.07	30.00								*					

2. OVERALL RESPONSES: Boldface uppercase responses require follow-up. See ASQ-3 User's Guide for guidance.

1. Do you think your child hears well? If no, explain:
NO
Comments:

2. Do you think your child talks like other children her age? If no, explain:
Yes
Comments:

3. Can you understand most of what your child says? If no, explain:
Yes
Comments:

4. Can other people understand most of what your child says? If no, explain:
NO
Comments:

5. Do you think your child walks, runs, and climbs like other children his age? If no, explain:
Yes
Comments:

6. Does either parent have a family history of childhood deafness or hearing impairment? If yes, explain:
No
Comments:

7. Do you have any concerns about your child's vision? If yes, explain:
No
Comments:

8. Has your child had any medical problems in the last several months? If yes, explain:
YES
Comments:

9. Do you have any concerns about your child's behavior? If yes, explain:
No
Comments:

Screening Notes: Re-screen

ASQ 60 Month ASQ:SE-2 Information Summary

Child's name: Best, Ben
Child ID: 1647418
Person who completed ASQ:SE-2: Best, Frank
Administering program/provider: Program ALINK, Dobby (removed)
Completer's Name: Best, Frank

Date ASQ:SE-2 completed: 2017-06-27
Child's date of birth: 2012-07-04
Assisting in ASQ:SE-2 completion:
Child's age/adjusted age in months and days: 50 months and 3 days
Child's gender: Male
Caregiver's Phone: 550-550-2000

ASQ:SE-2 SCORING CHART

Score items (2 = 0, 1 = 5, 3 = 10, Concern = 8)
Transfer the page totals and add them for the total score.
Record the child's total score next to the cutoff.

Questionnaire Interval	Monitoring Cutoff Score	Referral Cutoff Score	Child's ASQ:SE-2 Score
60 month	70.00	95.00	135.00

2. ASQ:SE-2 SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

no or low risk | monitor | high risk

70.0 | 95.0 | 155.0

The child's total score is in the area. It is below the cutoff. Social-emotional development appears to be on schedule.

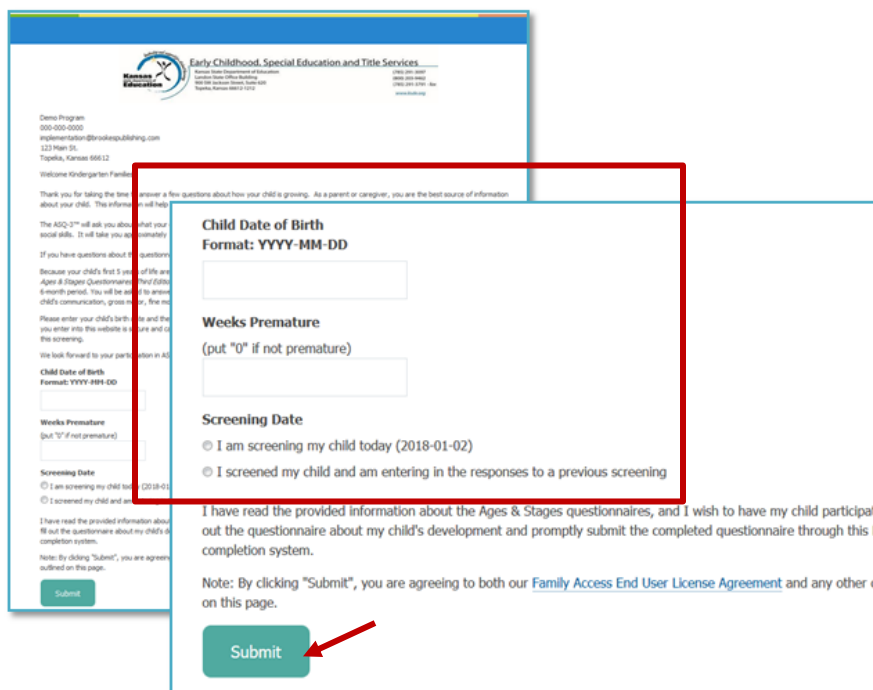
The child's total score is in the area. It is close to the cutoff. Review behaviors of concern and monitor.

The child's total score is in the area. It is above the cutoff. Further assessment with a professional may be needed.

Entering Questionnaire Results via Family Access

The easiest way to collect child, parent/caregiver, and questionnaire results is to use Family Access. Using Family Access eliminates the need to create or import Child and Caregiver Profiles as well as the need to manually enter questionnaire results. The following section provides a step-by-step overview of how parents/caregivers enter questionnaire results through Family Access.

1. When a parent/caregiver visits a Family Access landing page, he or she is first asked to enter information in the fields for Child's Date of Birth, Weeks Premature (red box), and Screening Date (red box) and click the "Submit" button (red arrow).



The screenshot shows a web form titled "Early Childhood, Special Education and Title Services" from the Kansas Department of Education. The form includes a "Submit" button at the bottom. A red box highlights the input fields for "Child Date of Birth", "Weeks Premature", and "Screening Date". A red arrow points to the "Submit" button.

Child Date of Birth
Format: YYYY-MM-DD

Weeks Premature
(put "0" if not premature)

Screening Date

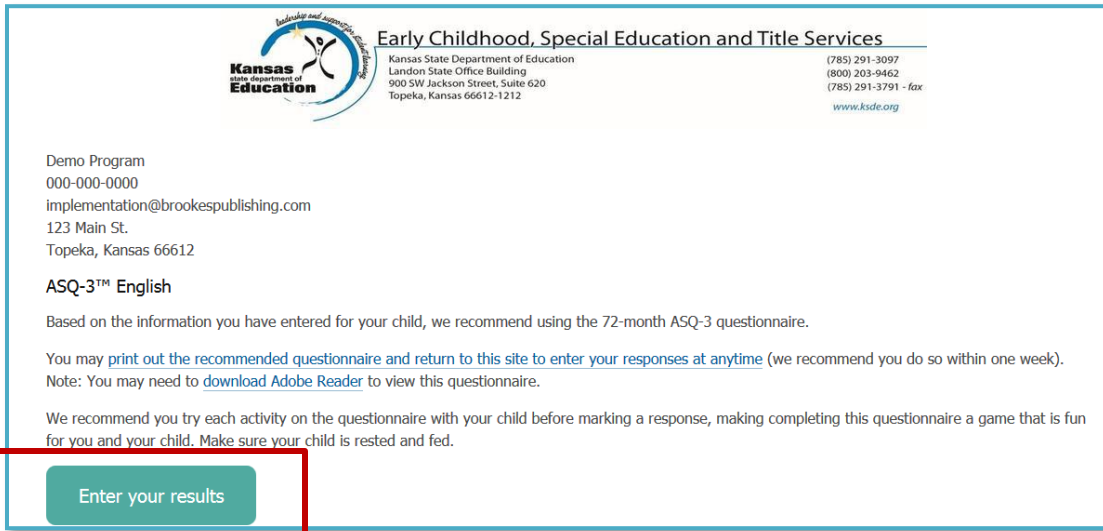
I am screening my child today (2018-01-02)

I screened my child and am entering in the responses to a previous screening

Submit

2. Once this information has been entered, Family Access will generate the correct screening interval for the child and instruct the parent/caregiver to print out a blank copy of the questionnaire to fill out with the child. The system will also instruct the parent/caregiver to return to the Family Access landing page to enter the information collected on the child's questionnaire (red box in the image below).

IMPORTANT: The questionnaire responses must be entered into Family Access during one sitting. It is recommended that you provide (or have the parent/caregiver print) a blank copy of the questionnaire and review the questions before completing the questionnaire. Some parents/caregivers may choose to fill out the questionnaire on paper first and then go into Family Access to enter the results, or they may enter the results directly into Family Access. Remind parents/caregivers that Family Access is mobile friendly and is accessible via smartphones or tablets.



Early Childhood, Special Education and Title Services
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 620
Topeka, Kansas 66612-1212
(785) 291-3097
(800) 203-9462
(785) 291-3791 - fax
www.ksde.org

Demo Program
000-000-0000
implementation@brookespublishing.com
123 Main St.
Topeka, Kansas 66612

ASQ-3™ English

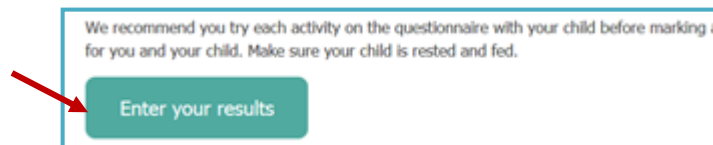
Based on the information you have entered for your child, we recommend using the 72-month ASQ-3 questionnaire.

You may [print out the recommended questionnaire and return to this site to enter your responses at anytime](#) (we recommend you do so within one week).
Note: You may need to [download Adobe Reader](#) to view this questionnaire.

We recommend you try each activity on the questionnaire with your child before marking a response, making completing this questionnaire a game that is fun for you and your child. Make sure your child is rested and fed.

Enter your results

3. When the parent/caregiver is ready to enter the results in Family Access, they will return to the Family Access page and enter the Child’s Date of Birth and Weeks Premature. They will then select the “Enter your results” button (red arrow).



We recommend you try each activity on the questionnaire with your child before marking a response for you and your child. Make sure your child is rested and fed.

Enter your results

4. Parents/caregivers are then instructed to enter the child’s and parent’s/caregiver’s demographic information.

Child Information

Note: all fields with a red asterisks are required

* Child First Name

* Child Last Name

* Child Address 1

Child Address 2

* Child City

* Child State/Province

* Child Zip/Postal Code

* Child Country

* Child Gender
 Male Female

* Child Phone

Your Information

Note: all fields with a red asterisks are required

* Your Prefix

* Your First Name

* Your Last Name

* Your Relationship to the Child

Is your address same as Child?

* Your Address 1

Your Address 2

* Your City

* Your State/Province


* Your Zip/Postal Code

- Once the demographic information has been entered, the parent/caregiver will click “Next” (red arrow) to continue.

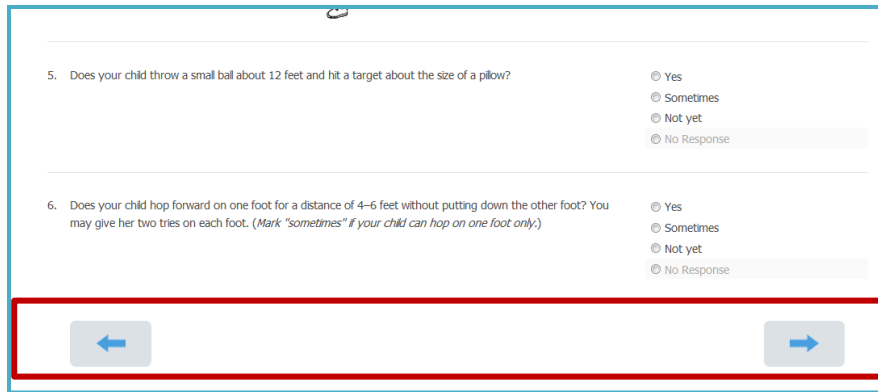
* Your Phone

Your Email
Your email address may be used by the program to contact you regarding the screening.

- The parent/caregiver then enters the screening results in the online questionnaire form.

Communication	Gross Motor	Fine Motor	Problem Solving	Personal-Social	Overall
<p>1. Ask your child to repeat a pattern, such as run, jump, and hop. Does your child repeat the pattern of three movements at least two times?</p> <p style="text-align: right;"> <input type="radio"/> Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input checked="" type="radio"/> No Response </p>					
<p>2. Does your child catch a small ball that is thrown from 5–6 feet away?</p> <p style="text-align: right;"> <input type="radio"/> Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input checked="" type="radio"/> No Response </p>					
<p>3. Show your child how to walk backward by placing the toe of one foot behind the heel of the other foot. Does your child walk backward 10 or more steps?</p> <p style="text-align: right;"> <input type="radio"/> Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input checked="" type="radio"/> No Response </p>					
<p>4. Ask your child to close his eyes and stand on one foot for about 3 seconds. Then ask him to do the same thing on the other foot. Does your child balance on one foot and then the other without holding onto anything? <i>(Mark "sometimes" if your child stands on one foot for 3 seconds.)</i></p> <div style="text-align: center;">  </div> <p style="text-align: right;"> <input type="radio"/> Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input checked="" type="radio"/> No Response </p>					

7. The arrow buttons can be used to navigate either back to the previous area or forward to the next.



5. Does your child throw a small ball about 12 feet and hit a target about the size of a pillow?

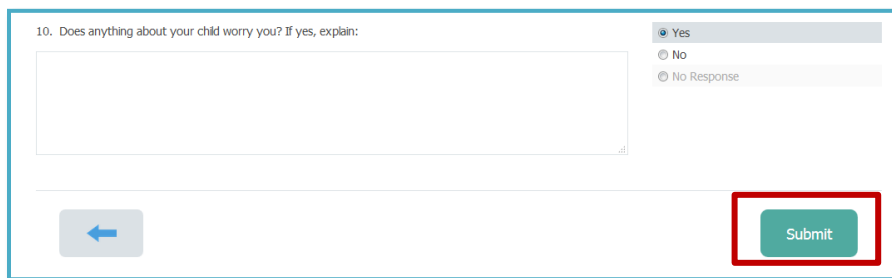
Yes
 Sometimes
 Not yet
 No Response

6. Does your child hop forward on one foot for a distance of 4–6 feet without putting down the other foot? You may give her two tries on each foot. (Mark "sometimes" if your child can hop on one foot only.)

Yes
 Sometimes
 Not yet
 No Response

Navigation arrows (back and forward) are highlighted in a red box at the bottom of the form.

8. Once all responses have been entered, the parent/caregiver will click "Submit."

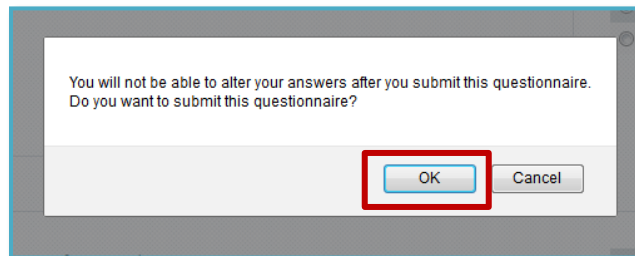


10. Does anything about your child worry you? If yes, explain:

Yes
 No
 No Response

The "Submit" button is highlighted in a red box.

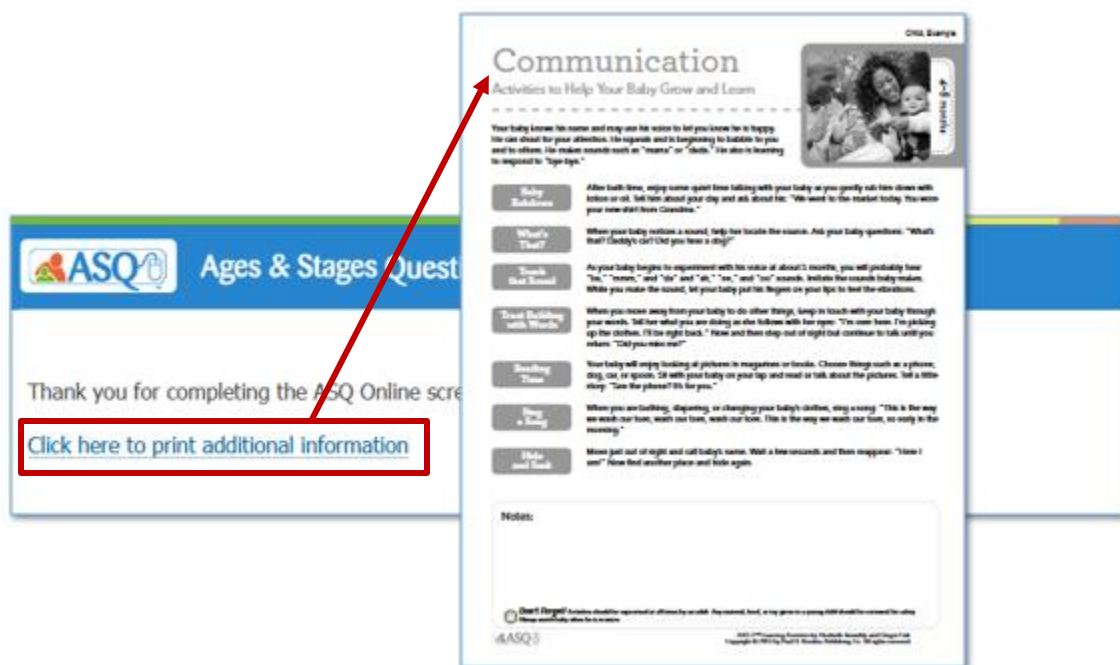
9. A prompt will appear stating that answers cannot be altered once the questionnaire is submitted. The parent/caregiver will click the "OK" button.



You will not be able to alter your answers after you submit this questionnaire.
 Do you want to submit this questionnaire?

Buttons: OK (highlighted in red), Cancel

10. Once the questionnaire has been submitted, the parent/caregiver will be directed to a personalized "Thank You" page. If you have decided to include learning activities on this page, parents/caregivers will be able to click the link (red box) to download learning activities (red arrow).



Accepting Questionnaires from Family Access

Once a parent/caregiver has completed a questionnaire via Family Access, you will need to review the family access screening and accept it into your program. To review questionnaires submitted via Family Access:

1. From the main menu select "Family Access."
2. Review the message display to see whether there are Family Access screenings to approve. Select the link.



3. Review the list that displays the child's and parent's/caregiver's information, questionnaire completed, screened date, and completed date. Click "Preview" to see full details about the Family Access screening.

Child	Caregiver	Questionnaire	Screened Date	Completed Date	
▼ Churchill, Winston (DOB: 2011-09-07) Baltimore, Maryland 21133	Churchill, Willow Baltimore, Maryland 21133	ASQ-3 English 60 Month	2016-09-18	2016-09-18	Preview

Child Information	Caregiver Information
First Name: Winston	Prefix: Mrs.
Last Name: Churchill	First Name: Willow
Date of Birth: 2011-09-07	Last Name: Churchill
Weeks Premature: 0	Address1: 123 Main St.
Gender: Male	Address2:
Address1: 123 Main St.	City: Baltimore
Address2:	State: Maryland
City: Baltimore	Zip: 21133
State: Maryland	Country: United States
Zip: 21133	Phone: 000-000-0000
Country: United States	Email:
Phone: 000-000-0000	Relationship to Child: Grandparent or other relative
Previous care and education:: Head Start, Daycare Center	Select Income Level: 24,001-40,000
Other::	

Screening
Screening Date: 2016-09-18
Completion Date: 2016-09-18
Questionnaire Type: ASQ-3 English
Interval: 60

Section	Items Completed
Communication	6 / 6
Gross Motor	6 / 6
Fine Motor	6 / 6

- If a child profile does not yet exist in ASQ Online, choose “Accept as a new child profile and assign to provider” (red box in first image below). Click the “Process” button. This is a good time to improve data quality by ensuring that the child's demographic information (particularly the spelling of the child's name) match data in your student information system and other data submissions.

OR

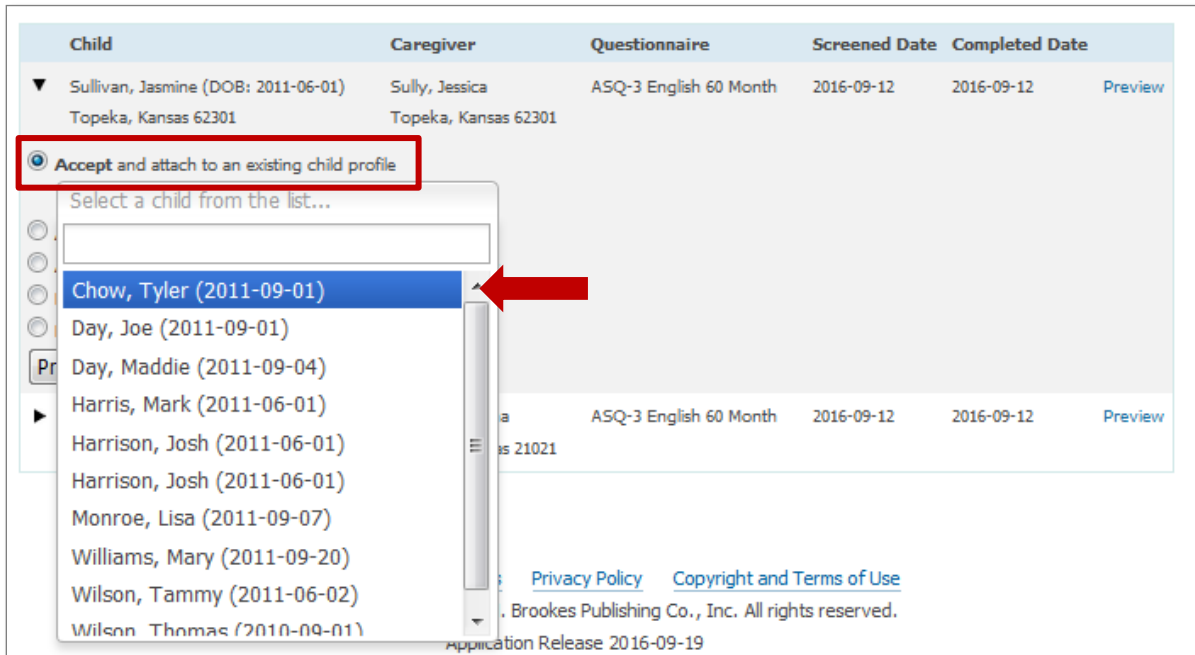
If a Child Profile and Caregiver Profile already exist in ASQ Online, choose “Accept and attach to an existing child profile” (radio button in the red box in the second image below). Type the child’s name to find the correct Child Profile.

Child	Caregiver	Questionnaire	Screened Date	Completed Date	
▼ Churchill, Winston (DOB: 2011-09-07) Baltimore, Maryland 21133	Churchill, Willow Baltimore, Maryland 21133	ASQ-3 English 60 Month	2016-09-18	2016-09-18	Preview

Accept and attach to an existing child profile
 Accept as a new child profile and assign to provider

 Accept as a new child profile without assigning a provider
 Reject entirely

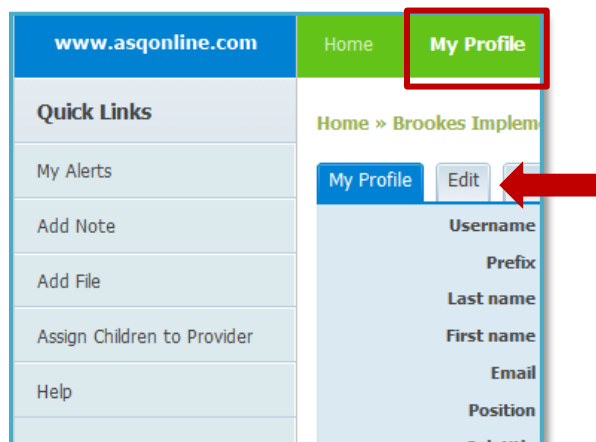
- If the Child Profile already exists, select the correct name from the drop-down menu. Click the “Process” button. Once a Family Access screening has been accepted, you and the assigned Provider will immediately be able to review the information summary sheet and questionnaire results.



When Family Access screenings become available to review, you have the option to receive alerts either by mobile phone or email.

To create a mobile phone or email alert:

1. From the main menu select “My Profile” (red box).



2. Click the “Edit” tab next to My Profile (red arrow in image above). Then enter your mobile phone number and the name of your mobile carrier. Click the “Save” button.

Mobile Phone (XXX-XXX-XXXX)	443-564-2557
Mobile carrier	AT&T

3. Select the Quick Link for “My Alerts.”

4. Scroll down until you see the “Family Access Alerts” tab. Select your text or email options, select the time, and select “On” from the Status drop-down menu. For example, the selections shown below ensure that you will receive a daily text at 4:00 PM when there are new screens to review:

Family Access Alerts		Time	Status
Alert			
Text me	Daily if new screens have been submitted via Family Access that I must approve or reject.	Time: 16 : 00	On
Email me	Daily if new screens have been submitted via Family Access that I must approve or reject.	Time: 16 : 00	Off
Text me	At each occurrence if new screens were accepted via Family Access and assigned to me for review.		Off
Email me	At each occurrence if new screens were accepted via Family Access and assigned to me for review.		Off

5. To save your alerts, on the “Time Zone Setting” tab select the appropriate zone from the drop-down menu and click “Save Changes.”

Time Zone Setting
Please select your preferred time zone for texting and emailing : (GMT-06:00) Central Time (US & Canada)
Save Changes

IV. INTERPRETING RESULTS AND NEXT STEPS

Information Summary

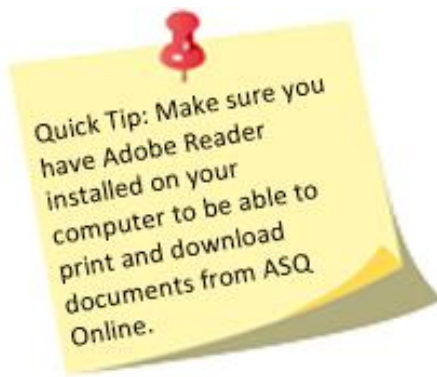
The Information Summary sheet is the scoring form. It provides a complete summary of the questionnaire information and results. Each age interval has its own unique Information Summary. The Information Summary sheet provides the following information for a child:

ASQ-3 Information Summary Sheet	ASQ:SE-2 Information Summary Sheet
<ul style="list-style-type: none"> • Total scores and cutoffs for each area • Scoring graph of where the child’s score falls (below cutoff, monitoring zone, above cutoff) • Overall responses • ASQ-3 score interpretation and recommendation for follow-up • Follow-up action taken • Individual item responses 	<ul style="list-style-type: none"> • Total scores by page, total overall score, and cutoff • Graph of where the child’s score falls (below cutoff, monitoring zone, above cutoff) • Overall responses and concerns • ASQ:SE-2 score interpretation • Follow-up referral considerations • Follow-up action

The Information Summary will appear as soon as a screening has been finalized. You can also access an Information Summary for an individual child by going to the Child Profile page and selecting the link for the appropriate questionnaire under the “Child Screenings” tab:

Questionnaire	Entered by	Status	Screened by	Screening date	
ASQ:SE-2 English 60 Month	Belle, Monica (Program Administrator)	Finalized	Jackson, June	2016-10-16	Print Delete Export
ASQ-3 English 60 Month	Wilson, Jessica (Provider)	Finalized	Jackson, June	2016-09-06	Print Delete Export

To print the Information Summary or save it to your computer, select the Quick Link for “Print Information Summary”:



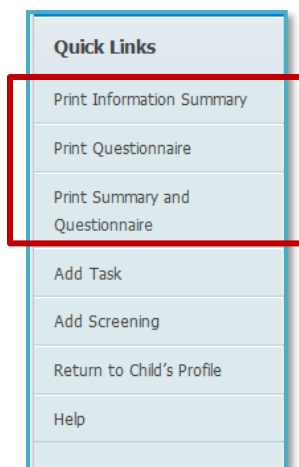
Quick Links

- Print Information Summary
- Add Task
- Add Screening
- Return to Child's Profile
- Help

The Information Summary sheet can be used to share information with other professionals or agencies involved with families who have a requirement to screen children or follow up. For example, results can be shared with the child's primary health care provider by sending them a copy of the Information Summary.

Printing Completed Questionnaires and Information Summary Sheets

You have the option to print the completed questionnaire, the completed Information Summary sheet, or both by selecting the corresponding option from the Quick Links menu:



You also can print or save completed Information Summary sheets and completed questionnaires for multiple students.

To print multiple Information Summary sheets:

1. From the main menu select “Screening Management” (red box on the image below).
2. Select the “View All” tab next to Screenings (red arrow).



Home » Screening Management

Screenings View All

Name	Questionnaire	Status	Screening Date
Pane, Mason	ASQ:SE-2 English	Finalized	2017-11-07
Pane, Mason	ASQ-3 English	Finalized	2017-11-07
Lamb, Peter	ASQ:SE-2 English	Finalized	2017-11-07
Lamb, Peter	ASQ:SE-2 English	Finalized	2017-11-07
Pane, Mason	ASQ-3 English	Finalized	2017-11-07

3. If you would like to narrow the results, enter search criteria:
 - a. Questionnaire Type: Search by type of questionnaire
 - b. Interval(s): Select one or more age intervals
 - c. Latest screening only: Select the checkbox to include just the latest screening for children
 - d. Provider: Select a Provider
 - e. Status: Select “In progress,” “Finalized,” or “New” (Family Access screenings)
 - f. Screening date range: Enter a date range for the date on which the parent/caregiver completed the questionnaire
 - g. Date finalized: Enter a date range for when the questionnaire was finalized

- h. **Concern:** Select “Concern” (meaning the ASQ-3 questionnaire was below the cutoff) or “No Concern” (the ASQ:SE-2 questionnaire was above the cutoff). (For more information, see the section on page 60 titled “Differences between ASQ-3 and ASQ:SE-2.”)
4. When you have entered the search criteria, click the “Search” button. To include all options, leave the search options blank.
5. Select the checkbox for each child whose Information Summary you want to print. Click the “Print Summaries” button (red box on the image below).

Screening Search

Questionnaire type All Interval(s) All (To select multiple intervals, Ctrl + click [Mac: command + click]) 2 Month 4 Month 6 Month 8 Month 9 Month	Provider All Status Finalized Screening date range Format: YYYY-MM-DD Date finalized 2017-10-16 to 2017-10-31 Format: YYYY-MM-DD Concern
<input type="checkbox"/> Only latest screening	
<input type="button" value="Search"/>	

Screenings

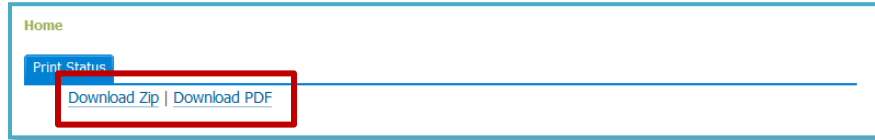
Name	Questionnaire	Status	Family Access	Screening Date	Finalized Date	Entered by	Screened by	Concern?	Select All
Lamb, Peter	ASQ:SE-2 English 60 Month	Finalized	Yes	2017-10-31	2017-10-31	Number 1, Trainer	Lamb, Mary	Yes	<input checked="" type="checkbox"/>
Lamb, Peter	ASQ:SE-2 English 60 Month	Finalized	Yes	2017-10-25	2017-10-25	Number 1, Trainer	Lamb, Mary	Yes	<input checked="" type="checkbox"/>
Lamb, Peter	ASQ:SE-2 English 60 Month	Finalized	Yes	2017-10-25	2017-10-25	Number 1, Trainer	Lamb, Mary	Yes	<input checked="" type="checkbox"/>
Lamb, Peter	ASQ:SE-2 English 60 Month	Finalized	Yes	2017-10-25	2017-10-25	Number 1, Trainer	Lamb, Mary	Yes	<input checked="" type="checkbox"/>
Payne, Mason	ASQ-3 English 72 Month	Finalized	No	2017-10-25	2017-10-25	Number 33, Trainer	Pane, Rose	Yes	<input checked="" type="checkbox"/>

6. Click the “Queue Job” button.

The following screenings will be included:

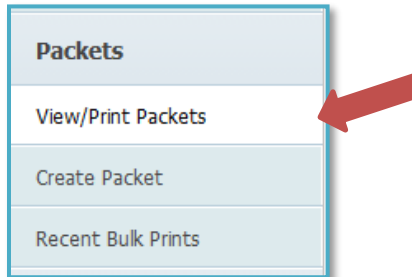
Name	Questionnaire	Entered by	Screened by	Screening date
Payne, Mason	ASQ-3 English 72 Month	Number 33, Trainer (Provider)	Pane, Rose	2017-10-25
Lamb, Peter	ASQ:SE-2 English 60 Month	Number 1, Trainer (Provider)	Lamb, Mary	2017-10-25
Lamb, Peter	ASQ:SE-2 English 60 Month	Number 1, Trainer (Provider)	Lamb, Mary	2017-10-25
Lamb, Peter	ASQ:SE-2 English 60 Month	Number 1, Trainer (Provider)	Lamb, Mary	2017-10-25
Lamb, Peter	ASQ:SE-2 English 60 Month	Number 1, Trainer (Provider)	Lamb, Mary	2017-10-31

7. Choose whether you want to download the Information Summary sheets as a zip file or as a PDF that can be saved to your computer or printed.

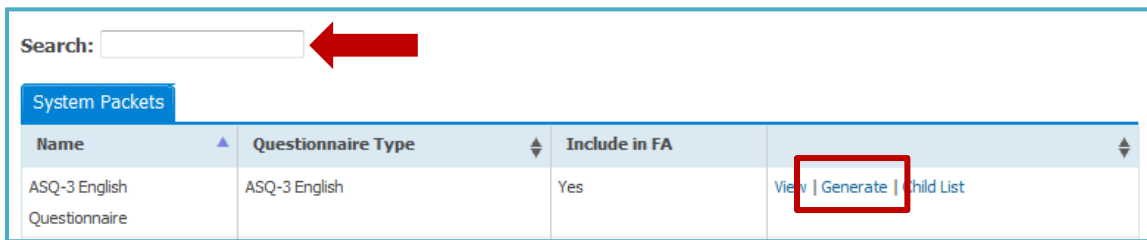


To print completed questionnaires for multiple children:

1. Select the Quick Link for “View/Print Packets.”



2. To narrow your options, type “ASQ-3” or “ASQ:SE-2” in the search box (red arrow on the image below).
3. Next to the questionnaire type select the “Generate” link (red box).



4. Select the “Completed Screenings” tab.
5. You can narrow results by entering one or more options for the search criteria:
 - a. **Date Last Sent:** Enter a date range for when the packet was last generated.
 - b. **Only children without materials sent:** Choosing this option includes only results for children for whom the packet has not been generated.
 - c. **Screening Date:** Enter a date range for the date when the screening was completed.
 - d. **Child DOB:** Enter a date range for the child’s date of birth.
 - e. **Child Name:** Enter the child’s first or last name.
 - f. **Child ID:** Enter the ID generated by ASQ Online.
 - g. **Child Alt ID:** Enter the Alt ID (the ID entered on the child’s profile).
 - h. **Provider Name:** Enter the name of a provider.
 - i. **Questionnaire:** Enter “ASQ-3” or “ASQ:SE-2” to narrow results by questionnaire type.
 - j. **Result:** Type “Below,” “Above,” or “Monitoring.”
6. Click the “Add” button next to the name of each child whose completed questionnaire you want to print (red box on the image below).

Search

Date Last Sent:	From: <input type="text"/>	To: <input type="text"/>	<input type="checkbox"/> Only children without materials sent
Format: YYYY-MM-DD			
Screening Date:	From: <input type="text"/>	To: <input type="text"/>	
Format: YYYY-MM-DD			
Child DOB:	From: <input type="text"/>	To: <input type="text"/>	
Format: YYYY-MM-DD			
Child Name:	<input type="text"/>	Questionnaire:	<input type="text" value="Start typing..."/>
Child ID:	<input type="text"/>	Result:	<input type="text" value="Start typing..."/>
Child Alt ID:	<input type="text"/>		
Provider Name:	<input type="text" value="Start typing..."/>		

Screenings Due
Tasks Due
Child Profiles
Completed Screenings

Screening Date	Child Name	Child DOB	Responsible Provider	Questionnaire	Result	Date Last Sent	
2017-11-07	Pane, Mason	2011-08-01	Number 29, Trainer	ASQ-3 English 72 Month	Below		Add
2017-11-07	Pane, Mason	2012-03-19	Number 26, Trainer	ASQ-3 English 72 Month	Below		Add
2017-11-02	Pane, Mason	2011-08-01	Number 2, Trainer	ASQ-3 English 72 Month	Inconclusive		Add
2017-11-02	Pane, Mason	2011-08-01	Number 3, Trainer	ASQ-3 English 72 Month	Below		Add
2017-11-02	Pane, Mason	2011-08-01	Number 14, Trainer	ASQ-3 English 72 Month	Below		Add
2017-11-02	Pane, Mason	2011-08-01	Number 6, Trainer	ASQ-3 English 72 Month	Below		Add

7. When you have made your selections, choose the “Print Packet” option (top red box below). Then click the “Print Packet” button (bottom red box).

▼ Print Packet (5)
Remove All

Document type	Child Name	Date		
Completed Screenings	Pane, Mason	Finished: 2017-11-07	ASQ-3 English 72 Month	Remove
Completed Screenings	Pane, Mason	Finished: 2017-11-02	ASQ-3 English 72 Month	Remove
Completed Screenings	Pane, Mason	Finished: 2017-11-02	ASQ-3 English 72 Month	Remove
Completed Screenings	Pane, Mason	Finished: 2017-11-02	ASQ-3 English 72 Month	Remove
Completed Screenings	Pane, Mason	Finished: 2017-11-02	ASQ-3 English 72 Month	Remove

Print Packet

8. Choose whether you want to download the completed questionnaires as a zip file or as a PDF that can be saved to your computer and printed.

Status

Download Zip | Download PDF

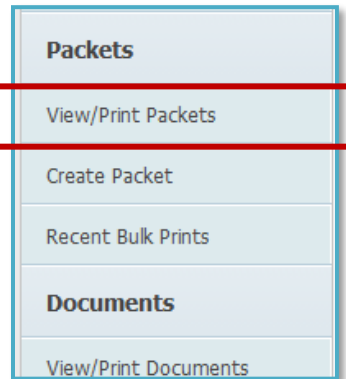
Printing Completed Item Response Sheets for ASQ:SE-2

In addition to the Information Summary, you may wish to print the completed ASQ:SE-2 Item Response Sheet:

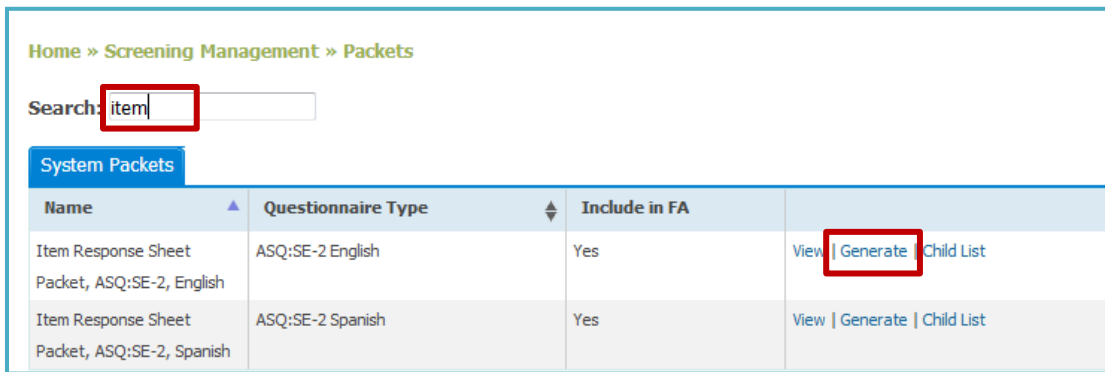
1. From the main menu select "Screening Management."



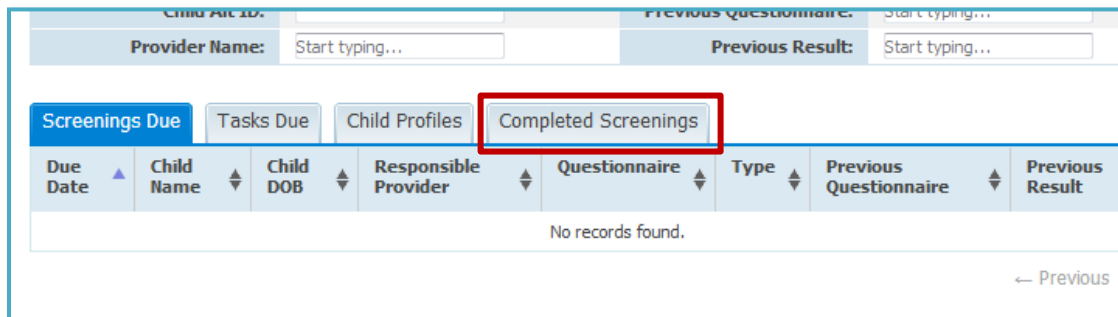
2. From the left menu select "View/Print Packets."



3. In the search box, type "item" (top red box below). On the System Packets tab, next to "Item Response Sheet Packet, ASQ:SE-2, English," select the "Generate" link (bottom red box).



4. Select the "Completed Screenings" tab.



- Next to the names of the child(ren) whose Item Response Sheet you would like to print, select the “Add” link(s).

Screening Date	Child Name	Child DOB	Responsible Provider	Questionnaire	Result	Date Last Sent	
2017-10-17	Wilson, woodrow	2014-03-18	Number 8, Trainer	ASQ:SE-2 English 48 Month	Below Cutoff		Add
2017-10-01	Lamb, Peter	2012-07-19	Number 9, Trainer	ASQ:SE-2 English 60 Month	Above Cutoff		Add
2017-09-13	Lambert, Mark	2012-04-10	Belle, Monica	ASQ:SE-2 English 60 Month	Above Cutoff	2017-10-17	Add

- Select the “Print Packet” option.

[▷ Print Packet \(1\)](#)

Screening Date	Child Name	Child DOB	Responsible Provider	Questionnaire	Result	Date Last Sent	
2017-10-17	Wilson	2014-03-18	Number 8, Trainer	ASQ:SE-2 English 48	Below		Add

- Then select the “Print Packet” button.

▼ Print Packet (1) [Remove All](#)

Document type	Child Name	Date		
Completed Screenings	Lamb, Peter	Finished: 2017-10-17	ASQ:SE-2 English 60 Month	Remove

[Print Packet](#)

- Choose whether you want to download the completed Item Response Sheet (second and third images below) as a zip file or as a PDF that can be saved to your computer and printed.

Home » Screening Management » Packets » Generate Mailing for Item Response Sheet

You can leave this page while your information prints. To check the status of the print and click on the Recent Print Runs link available under Packets in the Quick Links section.

Status

[Download Zip](#) | [Download PDF](#)

60 Month Item Response Sheet (continued) **ASQ:SE-2**

Child's name: **Peter Lamb** Date ASQ:SE-2 completed: **Oct 1, 2017**
 Child's ID #: **1792405** Child's date of birth: **JUL 19, 2012**
 Person who completed ASQ:SE-2: **Mary Lamb** Child's age in months and days: **62 months 13 days**
 Administering program/provider: **Purple Demo Program** Child's gender: Male Female

This optional sheet is intended for program use only and should not be used for questionnaire completion.

To record item responses:
 1. Transfer item response points to the Item score column.
 2. Enter 5 points in the Concern score column for each item checked as a Concern.
 3. Circle YES or no for Overall items.
 4. Record any item comments or notes.

Item score key:
 C = 0
 V = 5
 X = 10

Concern score key:
 No Concern marked = 0
 Concern marked = 5

Item no.	Item description	Item score	Concern score	Comments/notes
1	Looks at you when you talk to him?	5	0	
2	Clings more than you expect?	0	0	
3	Likes to be hugged or cuddled?	5	0	
4	Talks or plays with familiar adults?	0	0	
5	Calms within 15 minutes?	5	0	
6	Too friendly with strangers?	0	0	
7	Settles after exciting activities?	5	0	
8	Seems happy?	5	0	
9	Cries, screams, or has tantrums for long periods?	5	5	
10	Interested in things (people, toys, and foods)?	0	0	
11	Goes to bathroom by self?	0	0	
12	Eating problems (stuffing food, vomiting, eating nonfood)?	0	0	
13	Stays with activities for at least 15 minutes?	10	0	
14	Enjoy mealtimes together?	5	0	
15	Does what you ask?	10	0	
16	Seems more active than other children?	0	0	
17	Sleeps at least 8 hours in a 24-hour period?	5	0	
18	Uses words for wants or needs?	0	0	

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60 Month Item Response Sheet (continued) **ASQ:SE-2**

Item no.	Item description	Item score	Concern score	Comments/notes
19	Uses words to describe own and others' feelings?	0	0	
20	Moves easily from one activity to another?	10	0	
21	Explores new places?	0	0	
22	Does things over and over and gets upset when stopped?	0	0	
23	Hurts self on purpose?	0	0	
24	Follows rules at home or child care?	10	5	
25	Destroys or damages things on purpose?	0	0	
26	Stays away from dangerous things?	5	0	
27	Shows concern for other people's feelings?	0	0	
28	Other children like to play with child?	0	0	
29	Likes to play with other children?	0	0	
30	Tries to hurt others (children, adults, animals)?	0	0	
31	Takes turns and shares during play with children?	5	0	
32	Unusual interest in or knowledge of social language and activity?	0	0	
33	Wakes 3 or more times at night?	0	0	
34	Too worried or fearful?	10	5	He seems more worried and angry since his Dad and me recently separated.
35	Has simple back-and-forth conversations with you?	0	0	
36	Anyone shared concerns about behaviors?	10	5	His dad and grandparents say he doesn't listen.
37	Parent concerns about eating, sleeping, or toileting habits?	Yes		He won't go to bed when I tell him. I need to get a bed routine in place. He argues about it.
38	Parent worries about child?	Yes		He seems withdrawn, angry, doesn't listen to me or his grandmother.
39	What parent enjoys about child?			He's smart and loves his big brother. He loves to be outside and play ball. He likes school so far.

110 + 20 = 130.0 **95**
 Item score subtotal Concern score subtotal Total score Cutoff

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Differences Between ASQ-3 and ASQ:SE-2

Keep in mind that interpreting results for ASQ-3 is different from interpreting results for ASQ:SE-2, because the relationship of scores to the cutoff is different. On ASQ-3 scoring BELOW the cutoff indicates a concern, while on ASQ:SE-2 scoring ABOVE the cutoff indicates a concern.

Interpretation	ASQ-3	ASQ:SE-2
Concern: Further assessment with a professional may be needed.	Below Cutoff	Above Cutoff
Monitor: Review behaviors of concern and monitor.	Monitoring	Monitoring
No Concern: Child's development appears to be on schedule.	Above Cutoff	Below Cutoff

In addition, ASQ-3 includes an Overall section where parents/caregivers can indicate a concern. In ASQ:SE-2, parents/caregivers have the option to mark whether they have concerns about each questionnaire item, and there is a short Overall section that consists of 2–3 questions.

Interpretation	ASQ-3	ASQ:SE-2
Family concern	<ul style="list-style-type: none"> Check Overall concern section 	<ul style="list-style-type: none"> Check whether parents/caregivers have marked concerns for any specific questionnaire items Check 2–3 Overall questions at end of questionnaire

Follow-Up and Next Steps for Families and Teachers/Providers

As you plan with staff for your program, consider that follow-up to screening may include these steps:

- Review next steps with families.
 - To prepare to discuss screening results, consider the information in the table titled “Tips for Discussing Results with Families” on pages 63–64 of this guide.
 - Check out free resources available at www.agesandstages.com.
- Share with families activities to try at home.
 - Use ASQ-3 Intervention Activities and ASQ:SE-2 Guides and Intervention Activities (found in an Appendix of the respective tool’s *User’s Guide*).
 - Offer materials as appropriate from *ASQ-3 Learning Activities* and *ASQ:SE-2 Learning Activities & More*—activities, newsletters, and parenting tips by child’s age. Handouts are available as PDFs in ASQ Online with your keycode.
- Analyze Student, School, and District data with ASQ Online Reports.

Here are follow-up recommendations for ASQ-3:

- Below Cutoff
 - Provide intervention and learning activities.
 - Share results with primary health care provider.
 - Refer for hearing/vision and/or behavioral screening.
 - Refer to primary health care provider or other community agency.
 - Administer interventions and monitor progress (within MTSS framework).
 - Refer for special education evaluation.
 - Refer to local community agencies, faith-based groups, community groups, YMCA, and parenting groups.
- Monitoring Zone
 - Follow up on parent/caregiver concerns.
 - Re-administer ASQ-3.
 - Provide information, education, and support.
 - Provide intervention and learning activities.
- Above Cutoff
 - Follow up on parent/caregiver concerns.
 - Provide intervention and learning activities.

Here are follow-up recommendations for ASQ:SE-2:

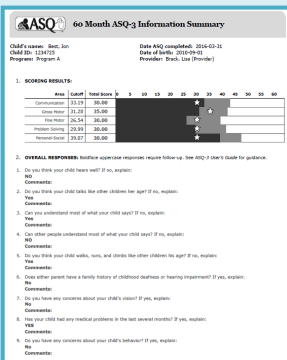
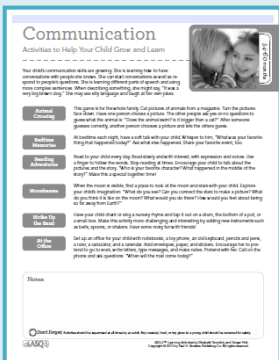
- Below Cutoff
 - Follow up on parent/caregiver concerns.
- Monitoring Zone
 - Follow up on parent/caregiver concerns.
 - Re-administer ASQ:SE-2.
 - Provide information, education, and support.
 - Consider referral for evaluation, especially if the child is a girl or if you see lack of competence rather than the presence of problem behavior in both genders.
- Above Cutoff
 - Refer for behavioral/mental health evaluation.
 - Refer to primary health care provider.
 - Refer for special education evaluation.

- Refer to local community agencies, faith-based groups, community groups, YMCA, and parenting groups.

The “Screening Management” section of ASQ Online also offers these selected documents and resources you can print or include in packets to parents/caregivers:

- ASQ-3 Parent Conference Sheet (English and Spanish)
- ASQ:SE-2 Parent Conference Sheet (English and Spanish)
- Parent Feedback Letters (ASQ-3 and ASQ:SE-2)
- ASQ:SE-2 Item Response Sheet (English and Spanish)

The table below summarizes follow-up responsibilities for teachers/providers and families.

Teacher/Provider Responsibilities	Family & Teacher/Provider Responsibilities
<ul style="list-style-type: none"> ✓ Review total scores and family concerns. ✓ Follow local procedures for tiered interventions (i.e., MTSS). ✓ If ASQ-3 and ASQ:SE-2 results together with other pieces of data-driven evidence demonstrate a concern, follow your school’s SIT process/protocol.  	<ul style="list-style-type: none"> ✓ Actual scores on ASQ-3 and ASQ:SE-2 should not be shared with families. Instead, focus on how the child is developing (on target, needs more support to be on target in Kindergarten, not on target). ✓ Review things the child can do well. In cases where the child has not been successful in a certain area, discuss strengths based on the child’s current development and encourage opportunities for practice at home. ✓ Give families learning activities to support the child at home. ✓ For SOMETIMES and NOT YET responses, tell families that you will be working together on skills. ✓ Thank families for participating.

Following are strategies to use when preparing to talk with parents/caregivers about their child’s results.

Tips for Discussing Results with Families

Before the meeting, consider and plan for cultural or language issues.

What is the family’s home language? Do you need an interpreter? Which family members should be at the meeting?

Be timely and ensure confidentiality.

Provide screening follow-up information as quickly as possible. Set a time that works for the family. Make sure there is enough time for discussion/questions. Select a private, comfortable place to meet. Assure the family that any information they share will be kept confidential.

Begin the meeting by celebrating the child.

Parents/caregivers want to know you value their child. What do you enjoy about this child? What have you noticed or observed in your time with them?

Review the purpose of screening.

Screening is a service offered to all families for a quick look to see if development is on track. Results let us know children’s strengths and areas we can follow up on in school or at home.

Review the questionnaire. Start with strengths.

Celebrate what the child IS doing. Parent/caregiver and professional observations might differ. That is okay.

Review the Information Summary sheet and scoring chart.

Be careful with the language you use when reviewing the scoring chart—avoid terms such as *pass/fail/test*. Instead use terms such as *on track, monitor, and below/above cutoff*.

Discuss follow-up actions specific to the child.

Share fun learning activities for home. Share community resources. Ask about sharing concerns with the child’s health care provider. Make referrals as indicated and as parents/caregivers request.

ASQ-3

- Review skills marked YES! These are milestones the child has achieved.
- Review NOT YET items and the Overall section. Discuss any parent/caregiver concerns.
- If needed, discuss factors that may have affected the child’s performance: opportunity to practice skills; the child’s health (hearing, vision); the family’s home, culture, or language.

ASQ:SE-2

- Review skills marked with a “Z.” These are social-emotional strengths.
- Review 10- or 15-point items. Discuss items of concern.
- If needed, discuss factors that may be affecting the child’s behavior: setting/time, health, development, family/culture variables, stress or trauma.

If Concerns Come Up

Think about where the parents/caregivers are in this process.

Parents/caregivers may be relieved and ready to accept concerning results, or they may be upset, disagree, and not be ready. If parents/caregivers have expressed concerns, they may be ready to hear

information and take next steps. If parents/caregivers are not concerned—or if this is all new information—it might take a little longer.

Listen and read subtle cues. Reflect back what the parent/caregiver shares (or information from the questionnaire).

Use open-ended questions to gather more information about parents'/caregivers' observations or concerns. "Can you tell me more about..." or "What I hear you saying is...". Reflect back what the parent/caregiver shared on the questionnaire: "Based on your observations, it looks like it would be good to get more information about your child's communication skills."

If you share concerns; be specific with your observations.

"I've noticed that Alice doesn't turn her head when I talk to her in the classroom. I'm not sure if she is hearing me. Have you noticed that at home?"

Review factors to consider together to determine whether these have affected the child's performance (e.g., health, family stress, language/cultural factors, setting, etc.).

Discuss factors that affect child development—for example, if a child is not hearing well, communication skills (or behavior) may not develop as expected. Ask the parent/caregiver, "Can you tell me a little more about...?"

Remember, your job is to guide and support, not to convince parents/caregivers to make a referral.

Be ready for big feelings or no feelings. Stay calm. Your role is to support, guide, and inform parents/caregivers about resources. If parents/caregivers are not ready to make a referral, that is their choice. Remember, you can support the child's development or positive behavior by supporting parents/caregivers in the home.

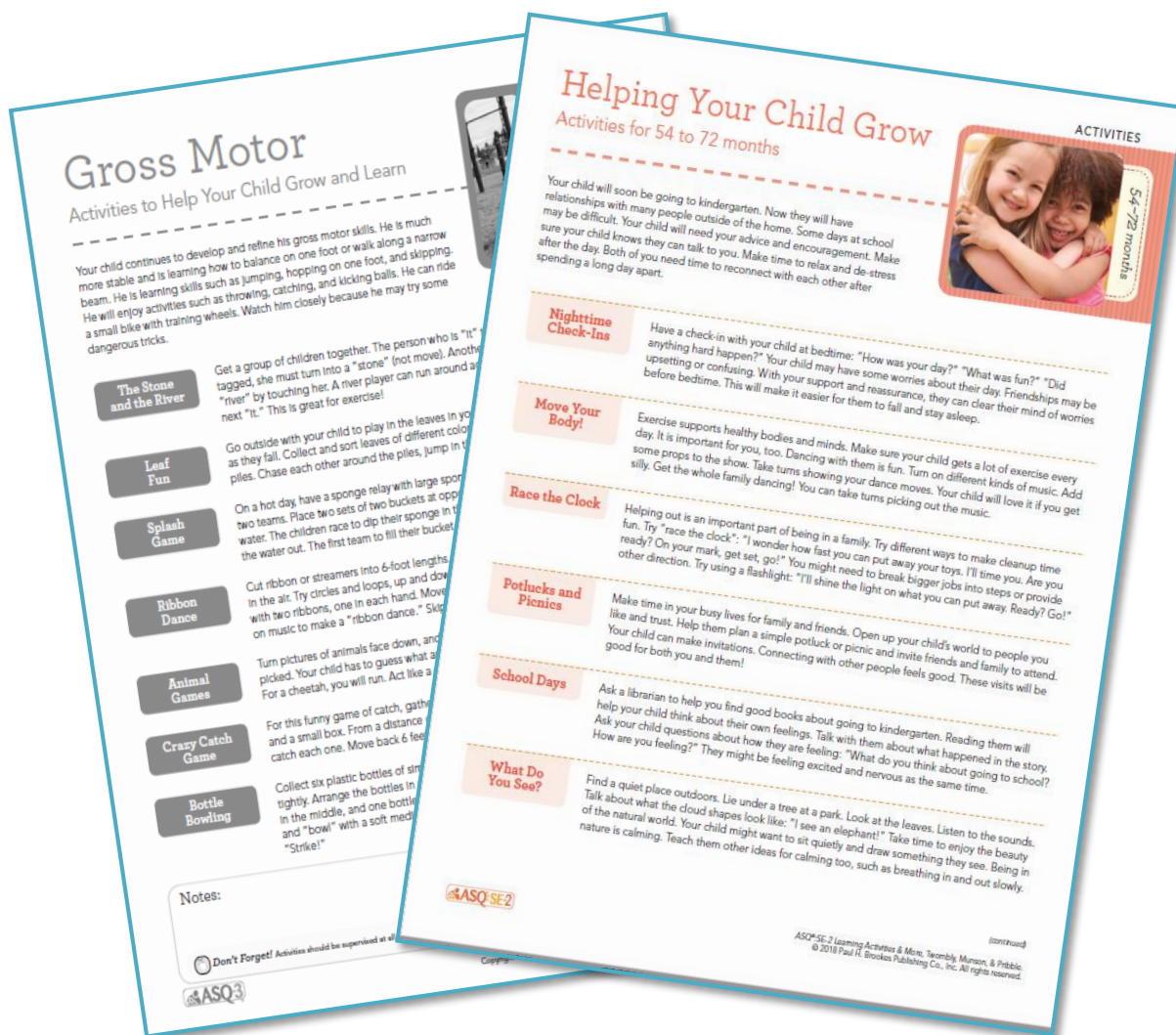
Know your community resources.

Help parents/caregivers take next steps. Support referrals to local Early Intervention, Special Education, parenting education, parenting support, behavioral health programs, and the like.

Engaging Families with ASQ-3 and ASQ:SE-2 Learning Activities

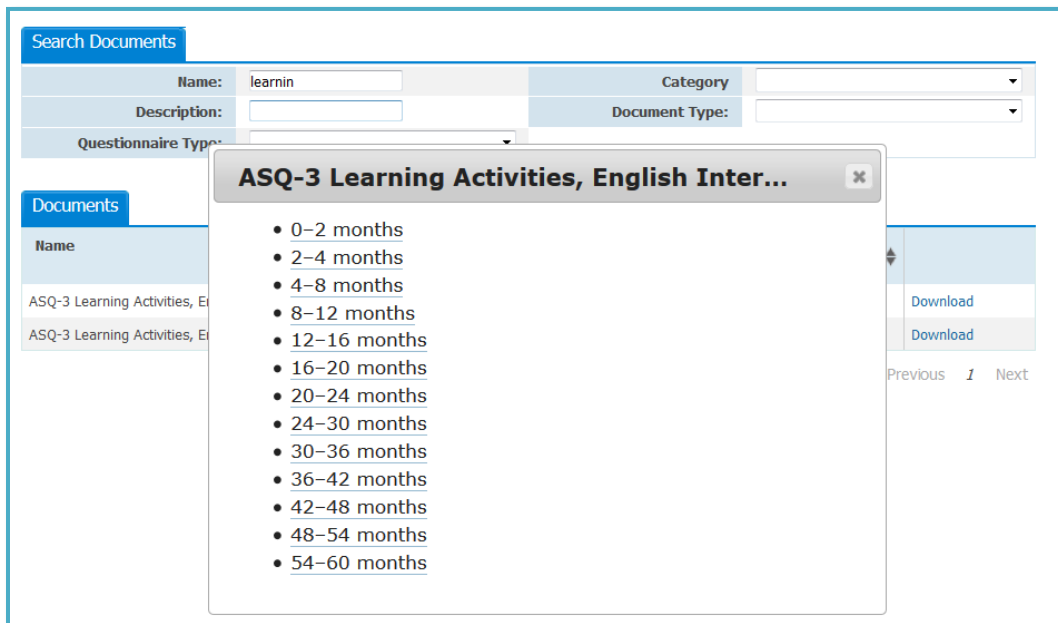
ASQ offers a variety of different resources to help engage families. Choose among them based on your knowledge of the child's and family's needs and preferences:

- *ASQ-3 Learning Activities* gives parents/caregivers fun things to try at home with their child. Handouts are organized by area and can be sent home to give parents/caregivers ideas for opportunities for their children to practice skills.
- *ASQ:SE-2 Learning Activities & More* contains newsletters, activities, and parenting tips by age. Handouts are organized by type and age and offer parents/caregivers key information to support children's social-emotional development and strategies for challenges parents/caregivers may face.
- ASQ-3 Intervention Activities and ASQ:SE-2 Development Guides and Intervention Activities are additional resources found in the Appendix of the respective *User's Guide*.
- Programs can share handouts (once the keycode has been entered) by printing directly from ASQ Online or by including links to handouts on the Thank You page of Family Access.



To print ASQ-3 Learning Activities and/or ASQ:SE-2 Learning Activities:

1. From the main menu select “Screening Management.”
2. From the left menu select “View/Print Documents.”
3. To filter the results, on the Search Documents tab, in the “Name” text field type “Learning” (see image below).
4. Select the “Download Preview” link next to either ASQ-3 Learning Activities or ASQ:SE-2 handouts.
5. Select the appropriate age interval (shown in the image below).
6. Print or save the file to your computer.



Using ASQ Online Reports to Analyze Data

There are several useful reports you can generate to review results for multiple children:

Report	Description
<i>ASQ-3 Screening Scores</i> <i>ASQ:SE-2 Screening Scores</i>	Shows results of each child’s screenings, including score and cutoff score.
<i>ASQ-3 Screening Results, by Child</i> <i>ASQ:SE-2 Screening Results, by Child</i>	Lists the results of each child’s screenings.
<i>Screening Status Summary</i>	Details the screening progress of children to whom you are assigned. For each child screened, the report will list all the child’s screenings and show when the screening was completed, whether the screening is still in progress, or whether a screening has not yet been completed for the child.
<i>ASQ-3 Screenings Below Cutoff, by Area</i> <i>ASQ:SE-2 Screenings Above Cutoff</i>	Lists the number of children who were below cutoff for ASQ-3 and above cutoff for ASQ:SE-2.

ASQ Online Reports are available in three formats:

- **PDF (Portable Document Format):** The report will be a PDF file that you can open using Adobe Reader. You can print or save the report to your computer.
- **CSV (Comma Separated Value):** This report format is one that Microsoft Excel can open so you can manipulate the data as needed.
- **Preview Report:** The report will open in a new browser window. You can quickly review the data and change its sort order.

Use ASQ Online Reports to:

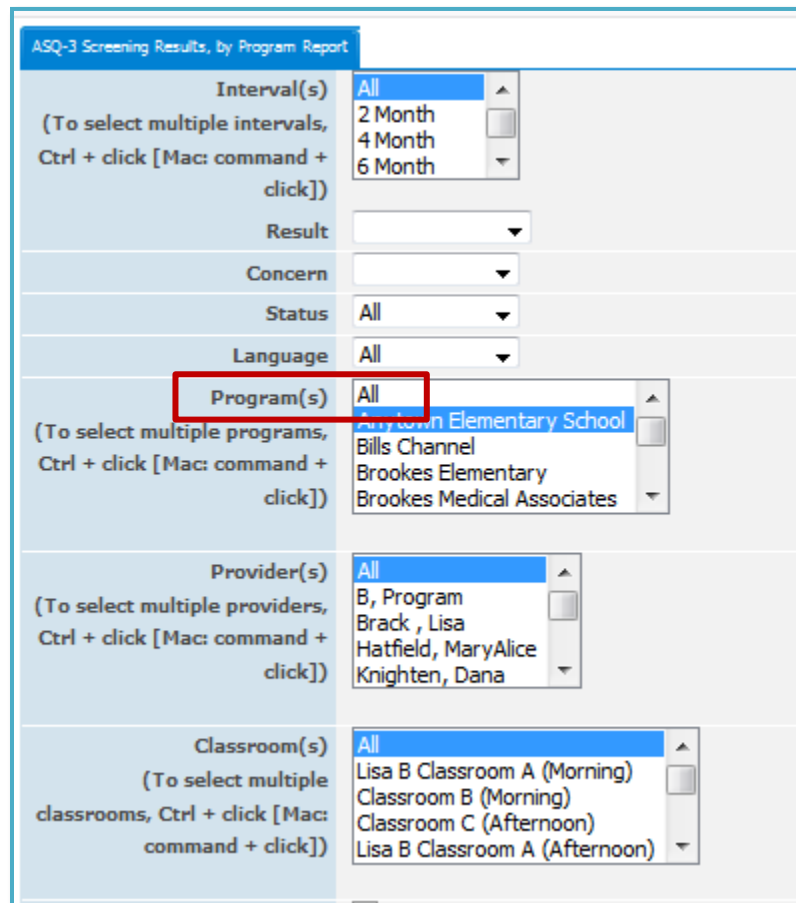
- Review and interpret **results** for multiple children in your program or assigned to a teacher/provider.
- Get a **snapshot** of your program results (number of screenings, number of users, etc.).
- Display individual child results and aggregate data.
- Generate a wide selection of reports at the individual child, teacher/provider, and school/program level.

The “Recent Reports” tab lists all reports that a user has generated within the last 2 weeks. You also have the option to include custom fields in reports.

As an administrator, you may choose to review the individual results for students, your entire program, or multiple programs.

To generate an ASQ Online report:

1. From the main menu select "Reports."
2. Select the link of the report you would like to generate.
3. Enter the search criteria to narrow results.
4. If you have access to multiple programs and want to generate one report for all of your assigned programs, select the "All" option next to Programs (red box on the first image below).
5. Click the "Generate Report" button (red box on the second image below), and select the option for the report you want to generate: *Download PDF*, *Download CSV*, and *Preview Report*.



ASQ-3 Screening Results, by Program Report	
Interval(s) (To select multiple intervals, Ctrl + click [Mac: command + click])	All 2 Month 4 Month 6 Month
Result	
Concern	
Status	All
Language	All
Program(s) (To select multiple programs, Ctrl + click [Mac: command + click])	All Brookeshorn Elementary School Bills Channel Brookes Elementary Brookes Medical Associates
Provider(s) (To select multiple providers, Ctrl + click [Mac: command + click])	All B, Program Brack, Lisa Hatfield, MaryAlice Knighten, Dana
Classroom(s) (To select multiple classrooms, Ctrl + click [Mac: command + click])	All Lisa B Classroom A (Morning) Classroom B (Morning) Classroom C (Afternoon) Lisa B Classroom A (Afternoon)

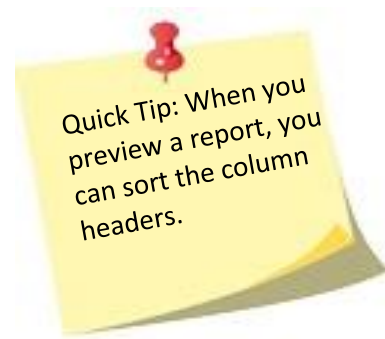
Include all child profile fields	<input type="checkbox"/>
Include child profile custom fields	<input type="checkbox"/>
Show only latest screening	<input type="checkbox"/>
Include all caregiver profile fields	<input type="checkbox"/>
Include caregiver profile custom fields	<input type="checkbox"/>
Screening date range	<input type="text"/> to <input type="text"/>
Format: yyyy-mm-dd	
Generate Report Download PDF Download CSV Preview Report	

ASQ-3 Screening Scores


Account: Kansas State Department of Education

Child Name	Program Name	Provider Name	Child ID	Alt. ID	Child DOB	Screening Notes	Interval (mo.)	Screening Date	Screening Entry Date	Screening Completed By	Communication	
											Score	Cutoff
Berry, Hailey	Demo Program	Wilson, Jessica	1587686		2011-06-15		60 Month	2016-10-26	2017-02-14	Berry, Halle	10.00	33.19
Bieber, Justin	Demo Program	Wilson, Jessica	1587694		2010-11-15		72 Month	2016-10-26	2017-02-14	Bieber, Justine	20.00	27.93

Child Name	Program Name	Provider Name	Child ID
Berry, Hailey	Red Demo Program	Belle, Monica	1750626
Bieber, Justin	Red Demo Program	Belle, Monica	1750493




Following are screen captures from reports for ASQ-3 Screening Scores; ASQ:SE/ASQ:SE-2 Screening Scores; ASQ-3 Screening Results, by Program; and ASQ:SE-2 Screening Results, by Program.



ASQ-3 Screening Scores

Account: Kansas State Department of Education

Child Name	Program Name	Provider Name	Child ID	Alt. ID	Child DOB	Screening Notes	Interval (mo.)	Screening Date	Screening Entry Date	Screening Completed By	Communication		Gross Motor		Fine Motor		Problem Solving		Personal-Social		Overall Area	
											Score	Cutoff	Score	Cutoff	Score	Cutoff	Score	Cutoff	Score	Cutoff	Concern	No Concern
Berry, Hailey	Demo Program	Wilson, Jessica	1587686		2011-06-15		60 Month	2016-10-26	2017-02-14	Berry, Halle	10.00	33.19	40.00	31.28	40.00	26.54	25.00	29.99	55.00	39.07	3	7
Bieber, Justin	Demo Program	Wilson, Jessica	1587694		2010-11-15		72 Month	2016-10-26	2017-02-14	Bieber, Justine	20.00	27.93	50.00	30.68	15.00	35.39	20.00	16.71	60.00	32.53	6	4
Fields, Amy	Demo Program	Wilson, Jessica	1587682		2011-04-15		72 Month	2016-11-30	2017-02-14	Fields, Ashley	45.00	27.93	55.00	30.68	60.00	35.39	45.00	16.71	60.00	32.53	6	4
Jackson, Janet	Demo Program	Wilson, Jessica	1587684		2011-03-15		60 Month	2016-09-06	2017-02-14	Jackson, June	60.00	33.19	50.00	31.28	50.00	26.54	50.00	29.99	40.00	39.07	6	4




ASQ:SE-2 Screening Scores

Questionnaire type: ASQ:SE-2

Account: Kansas State Department of Education

Child Name	Program Name	Provider Name	Child ID	Alt. ID	Child DOB	Screening Notes	Questionnaire Type	Interval (mo.)	Screening Date	Screening Entry Date	Screening Completed By	Score	Cutoff	Caregiver Concern		Result
														Concern	No Concern	
Berry, Hailey	Demo Program	Belle, Monica	1587686		2011-06-15		ASQ:SE-2 English	60 Month	2016-10-25	2017-02-13	Berry, Halle	95.0	95.0	0	36	Monitoring
Bieber, Justin	Demo Program	Belle, Monica	1587694		2010-11-15		ASQ:SE-2 English	60 Month	2016-10-25	2017-02-13	Bieber, Justine	90.0	95.0	0	36	Monitoring
Fields, Amy	Demo Program	Belle, Monica	1587682		2011-04-15		ASQ:SE-2 English	60 Month	2016-10-25	2017-02-13	Fields, Ashley	45.0	95.0	0	36	Below Cutoff
Jackson, Janet	Demo Program	Belle, Monica	1587684		2011-03-15		ASQ:SE-2 English	60 Month	2016-10-16	2017-02-13	Jackson, June	10.0	95.0	0	36	Below Cutoff



ASQ-3 Screening Results, by Program

Account: Kansas State Department of Education

Program: Demo Program

Child Name	Child ID	Alt. ID	Child DOB	Screening Notes	Interval (mo.)	Screening Date	Screening Entry Date	Questionnaire Results					Overall	
								Communication	Gross Motor	Fine Motor	Problem Solving	Personal-Social	Concern	No Concern
Berry, Hailey	1587686		2011-06-15		60 Month	2016-10-26	2017-02-14	Below	Monitoring	Above	Below	Above	3	7
Bieber, Justin	1587694		2010-11-15		72 Month	2016-10-26	2017-02-14	Below	Above	Below	Monitoring	Above	6	4
Fields, Amy	1587682		2011-04-15		72 Month	2016-11-30	2017-02-14	Above	Above	Above	Above	Above	6	4
Jackson, Janet	1587684		2011-03-15		60 Month	2016-09-06	2017-02-14	Above	Above	Above	Above	Monitoring	6	4
Jackson, Michael	1587690		2011-05-15		60 Month	2016-10-01	2017-02-14	Above	Below	Above	Above	Above	6	4
Lamb, Peter	1823847		2012-07-19		60 Month	2017-10-01	2017-11-15	Monitoring	Above	Below	Monitoring	Above	7	3



ASQ:SE-2 Screening Results, by Program

Questionnaire type: ASQ:SE-2

Account: Kansas State Department of Education

Program: Demo Program

Child Name	Provider Name	Child ID	Alt. ID	Child DOB	Screening Notes	Questionnaire Type	Interval (mo.)	Screening Date	Screening Entry Date	Score	Cutoff	Caregiver Concern		Result
												Concern	No Concern	
Berry, Hailey	Belle, Monica	1587686		2011-06-15		ASQ:SE-2 English	60 Month	2016-10-25	2017-02-13	95.0	95.0	0	36	Monitoring
Bieber, Justin	Belle, Monica	1587694		2010-11-15		ASQ:SE-2 English	60 Month	2016-10-25	2017-02-13	90.0	95.0	0	36	Monitoring
Fields, Amy	Belle, Monica	1587682		2011-04-15		ASQ:SE-2 English	60 Month	2016-10-25	2017-02-13	45.0	95.0	0	36	Below Cutoff
Jackson, Janet	Belle, Monica	1587684		2011-03-15		ASQ:SE-2 English	60 Month	2016-10-16	2017-02-13	10.0	95.0	0	36	Below Cutoff

If you want to know the total number of child profiles, caregiver profiles, and screenings for your program, you can view the Stats Snapshot, by Provider:



Stats Snapshot, by Provider

Program:

Provider	# Child Profiles	# Caregiver Profiles	Screening Response Rate				Children Identified for Referral
			Manual Entry	Program FA	Provider FA	Total	
Wilson, Jessica	9	9	13 (100%)	0 (0%)	0 (0%)	13 (100%)	5 (56%)
Belle, Monica	7	7	14 (100%)	0 (0%)	0 (0%)	14 (100%)	3 (43%)
Administrator, Demo	0	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Number 1, Trainer	7	6	3 (60%)	2 (40%)	0 (0%)	5 (100%)	4 (57%)
Number 2, Trainer	1	1	1 (100%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)

If you want to know the percentage of children who were below the cutoff in the ASQ-3 areas and/or above the cutoff for ASQ:SE you can view ASQ-3 Aggregate Results, by Category:



ASQ-3 Aggregate Results, by Category

Interval (mo.)	# of Children	Communication			Gross Motor			Fine Motor			Problem Solving			Personal Social			Overall	
		Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Concern	No Concern
60	4	50.00% (2)	0%	50.00% (2)	25.00% (1)	25.00% (1)	50.00% (2)	100% (4)	0%	0%	50.00% (2)	25.00% (1)	25.00% (1)	50.00% (2)	25.00% (1)	25.00% (1)	100% (4)	0.00% (0)
72	4	50.00% (2)	0%	50.00% (2)	75.00% (3)	0%	25.00% (1)	50.00% (2)	25.00% (1)	25.00% (1)	75.00% (3)	0%	25.00% (1)	75.00% (3)	0%	25.00% (1)	100% (4)	0.00% (0)



ASQ-3 Aggregate Results, by Category

Interval (mo.)	# of Children	Communication			Gross Motor			Fine Motor			Problem Solving			Personal Social			Overall	
		Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Above Cutoff (No Concern)	Monitoring Zone (Possible Concern)	Below Cutoff (Concern)	Concern	No Concern
60	5	40.00% (2)	20.00% (1)	40.00% (2)	40.00% (2)	20.00% (1)	40.00% (2)	80.00% (4)	0%	20.00% (1)	40.00% (2)	40.00% (2)	20.00% (1)	60.00% (3)	20.00% (1)	20.00% (1)	100% (5)	0.00% (0)
72	13	78.57% (11)	7.14% (1)	7.14% (1)	42.86% (6)	50.00% (7)	7.14% (1)	78.57% (11)	7.14% (1)	14.29% (2)	28.57% (4)	71.43% (10)	0%	85.71% (12)	7.14% (1)	7.14% (1)	100% (14)	0.00% (0)

You can also view ASQ:SE-2 Aggregate Results:



ASQ:SE-2 Aggregate Results

Questionnaire type: ASQ:SE-2

Age Interval	# of Children	Below Cutoff (No Concern)	Monitoring (Possible Concern)	Above (Concern)
60	15	53.33% (8)	13.33% (2)	33.33% (5)

V. ASQ ONLINE HELP AND RESOURCES

Many resources are available as you implement ASQ Online. This section guides you to key resources that are at your fingertips:

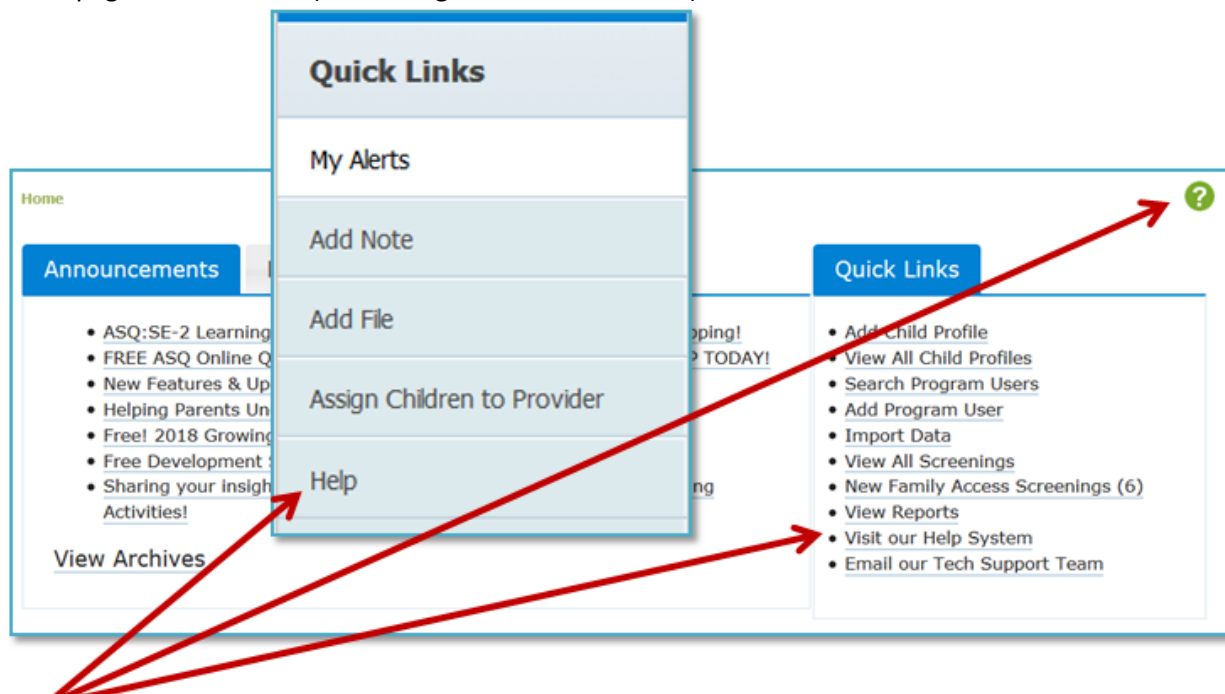
- User manuals
- Self-guided online tutorials
- FAQs
- Reference guides
- 24/7 email and phone technical support
- Webinars
- Live Q&A sessions

ASQ Online Help

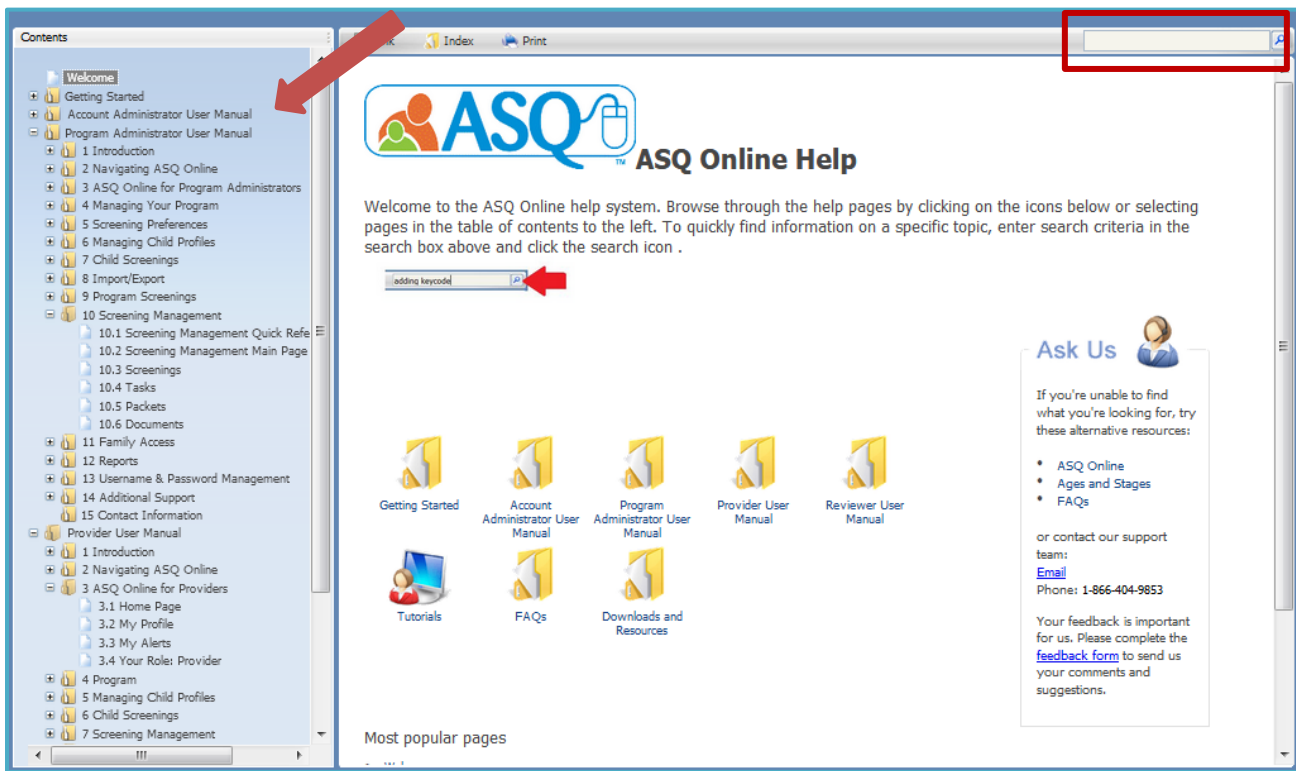
You can access ASQ Online Help Resources by visiting the ASQ Online home page and selecting the “Visit our Help System” link. Within ASQ Online Help, you will find:

- ASQ Online user manuals
- Self-guided online tutorials
- FAQs
- Contact information to reach email and phone technical support

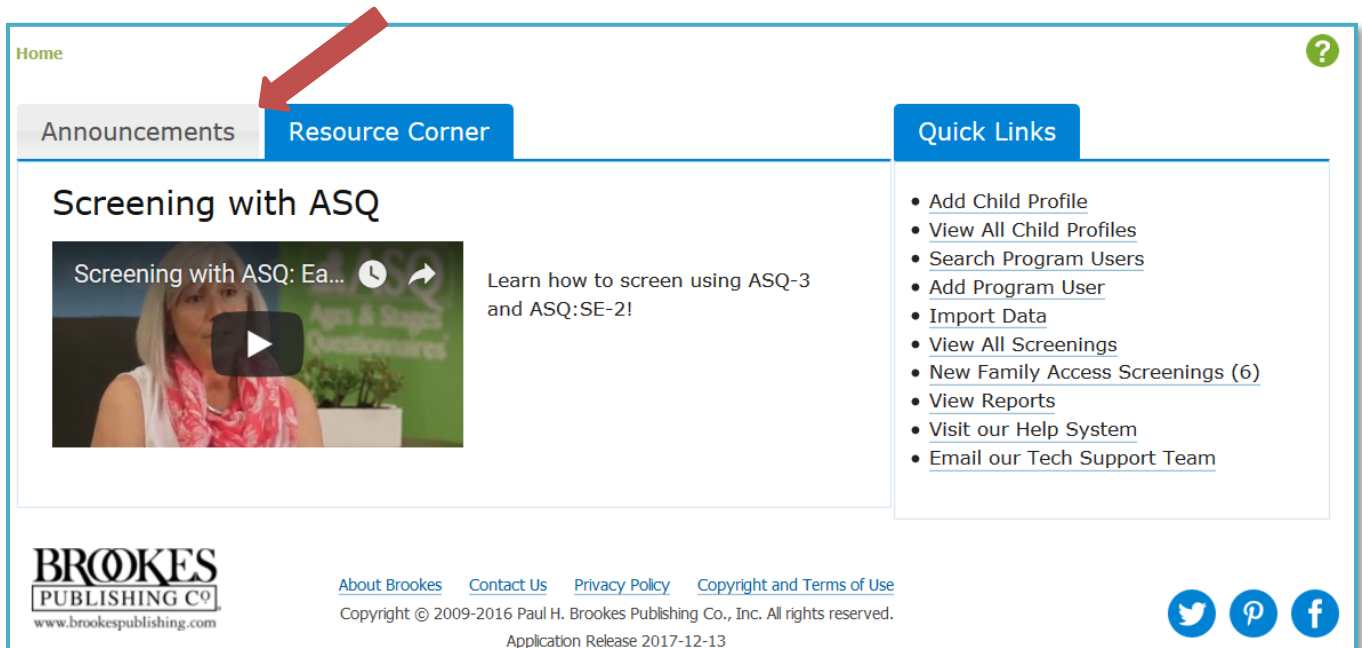
In addition, you can access the Help System by clicking on the green question mark icon found on the right side of the page (middle red arrow below). This icon is available on every page in ASQ Online and will take you to the help section specific to the page you are on. A link to the entire Help System is also available under Quick Links on each page in ASQ Online (left and right red arrows below).



To move through the Help System, you can select pages from the table of contents at left (large red arrow) or enter search criteria in the search box at the top of the page (red box).



The ASQ Online home page has an announcements section where you can find news and updates from Brookes Publishing, and a Resource Corner that highlights videos on ASQ-related topics.



Kansas Kindergarten Readiness Resource Page

In addition to resources available within ASQ Online, you will find a wealth of material on the Kansas ASQ resource page (<http://agesandstages.com/ks>), including recorded webinars, how-to videos, FAQs, quarterly newsletters, and additional ASQ resources. Make sure to bookmark the page and visit often!

The ASQ website (<http://agesandstages.com>) also offers extensive resources to support the effective implementation of ASQ. Start exploring with these popular items:

- [ASQ Resource Library](#)—this searchable Resource Library has more than 200 free tip sheets, infographics, parent/caregiver handouts, activities, and articles on implementing ASQ-3 and ASQ:SE-2.
- [ASQ Age & Adjusted Scoring Calculators](#)—this popular tool helps you choose the right questionnaire every time and adjust scores for omitted questionnaire items if you are scoring by hand.
- [Newsletter Articles](#)—this collection of practical articles covers key topics related to screening such as working with children from diverse cultures, interpreting results, and using interpreters.
- [Developmental Screening Toolkit](#) and [Social-Emotional Screening Toolkit](#)—these toolkits are filled with free resources to help programs successfully implement ASQ-3 & ASQ:SE-2, including tips for screening, engaging with families, and boosting child development.

And stay up-to-date on ASQ best practices by joining our [monthly ASQ newsletter](#) and following us on social media ([Facebook](#), [Twitter](#), and [Pinterest](#)).

Contacting the ASQ Online Support Team

To contact the ASQ Online support team directly, use the following reference chart.

ASQ Online Support	
Technical Support	Email: https://www.asqonline.com/support Phone: 1-866-404-9853 NOTE: Available 24/7
Sales Support	Email: sschissler@brookespublishing.com Sam Schissler, Educational Sales Representative Phone: 1-800-638-3775 (select option 5)
Implementation Support	Email: implementation@brookespublishing.com Mary Alice Batts-Hatfield, Implementation Specialist Monica Belle, Implementation Manager