



ASQ Online

Quick Reference Guide for Kansas Teachers





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This guide (v.KT.2018.01.12) has been customized for use of *Ages & Stages Questionnaires®, Third Edition (ASQ-3™)* and *Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™)* as a kindergarten readiness “snapshot” under the Kansas Department of Education’s Kindergarten Readiness initiative. It is intended to support Kansas teachers using ASQ Online to collect kindergarten entry data. Use outside this purpose is not permitted, and the contents of this guide may not be photocopied or disseminated further without explicit written permission.

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CONTENTS

I. GETTING STARTED

Logging in to ASQ Online	p. 5
ASQ Online Overview	p. 6
Creating Child & Caregiver Profiles	p. 7
About Family Access	p. 9

II. PREPARING FOR QUESTIONNAIRE COMPLETION

Introducing ASQ-3 and ASQ:SE-2 to Parents	p. 11
Providing Questionnaires to Parents	p. 13
Printing Program Documents and Letters	p. 16
Creating Your Own Documents and Letters	p. 16
Ways to Provide Questionnaires	p. 20

III. ENTERING QUESTIONNAIRE DATA INTO ASQ ONLINE

Entering Questionnaire Results Using Long or Short Form	p. 21
Entering Questionnaire Results via Family Access	p. 24
Reviewing Questionnaires from Family Access	p. 28

IV. INTERPRETING RESULTS AND NEXT STEPS

Information Summary	p. 30
Printing Completed Questionnaires and Information Summary Sheets	p. 31
Printing Completed Item Response Sheets for ASQ:SE-2	p. 35
Differences between ASQ-3 and ASQ:SE-2	p. 37
Follow-Up and Next Steps for Families and Teachers	p. 38
Engaging Families with ASQ-3 and ASQ:SE-2 Learning Activities	p. 42
Using ASQ Online Reports to Analyze Data	p. 44

V. ASQ ONLINE HELP AND RESOURCES

ASQ Online Help	p. 49
Kansas Kindergarten Readiness Resource Page	p. 51
Contacting the ASQ Online Support Team	p. 51

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™)* as the Kindergarten Readiness Snapshot tool for the Kansas Kindergarten Readiness initiative. The Kansas state-wide focus on Kindergarten Readiness and ensuring that all students are socially, emotionally, and academically prepared for success when they enter Kindergarten is great news for Kansas children.

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 will be used to collect and report ASQ-3 and ASQ:SE-2 questionnaire data for the Kindergarten Readiness Snapshot.

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 completing ASQ-3 & ASQ:SE-2 through Family Access
 - Welcome page you tailor with your school's information
 - Easy link to share with parents for online access
 - User-friendly, mobile-optimized website that makes it easy for parents to complete
 - Clear notification when results are submitted
- Complete child record for each student that includes space for 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 implement the Kindergarten Readiness Snapshot using ASQ Online and support your success and your work on behalf of Kansas children.

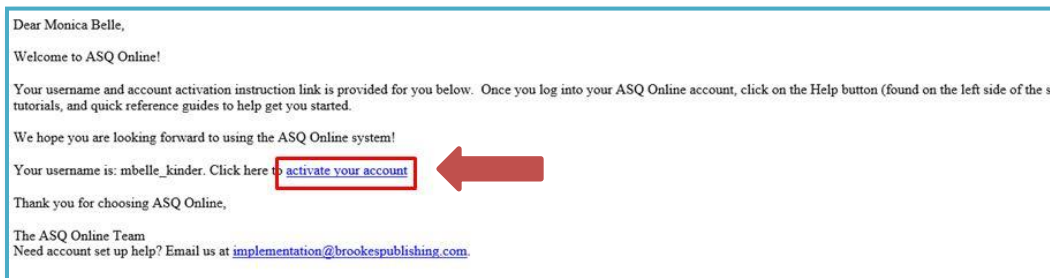
We welcome you to a community of engaged, active ASQ users who are dedicated to the healthy growth and development of young children. Please join us at www.agesandstages.com.

I. GETTING STARTED

Logging in to ASQ Online

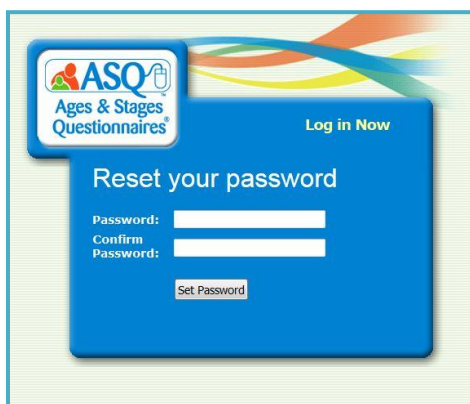
Your Program Administrator will create a user account that opens access to ASQ Online. You will receive an email from donotreply@asqonline.com with your username and steps to follow to create a password.

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

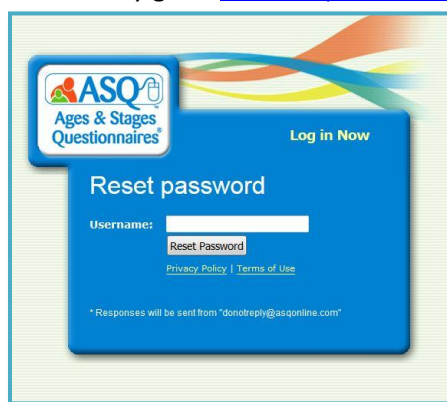


Quick Tip: Be sure to check your spam/junk mail folder for the email with link.

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.”

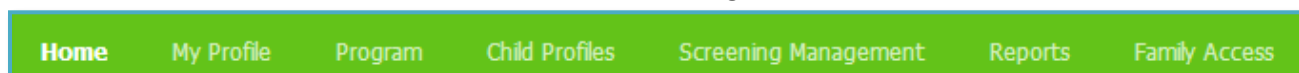


ASQ Online Overview

When you log in to ASQ Online, you will be directed to the ASQ Online home page. The home page contains announcements from Brookes Publishing about new features and updates (left red arrow), a resource corner that features a video highlight (center red arrow), and Quick Links that provide access to common tasks (right red arrow).



The main sections of ASQ Online are labeled on the main navigation menu:



Home: Access Announcements, the Resource Corner, and Quick Links

My Profile: Update your profile, and set email and text alerts

Program: View program profile, and search for program users

Child Profiles: Manage child profiles, and enter questionnaire data

Screening Management: Manage tasks, print documents and questionnaires, and create packets of documents to send to caregivers

Reports: Generate reports for individual children and classroom reports

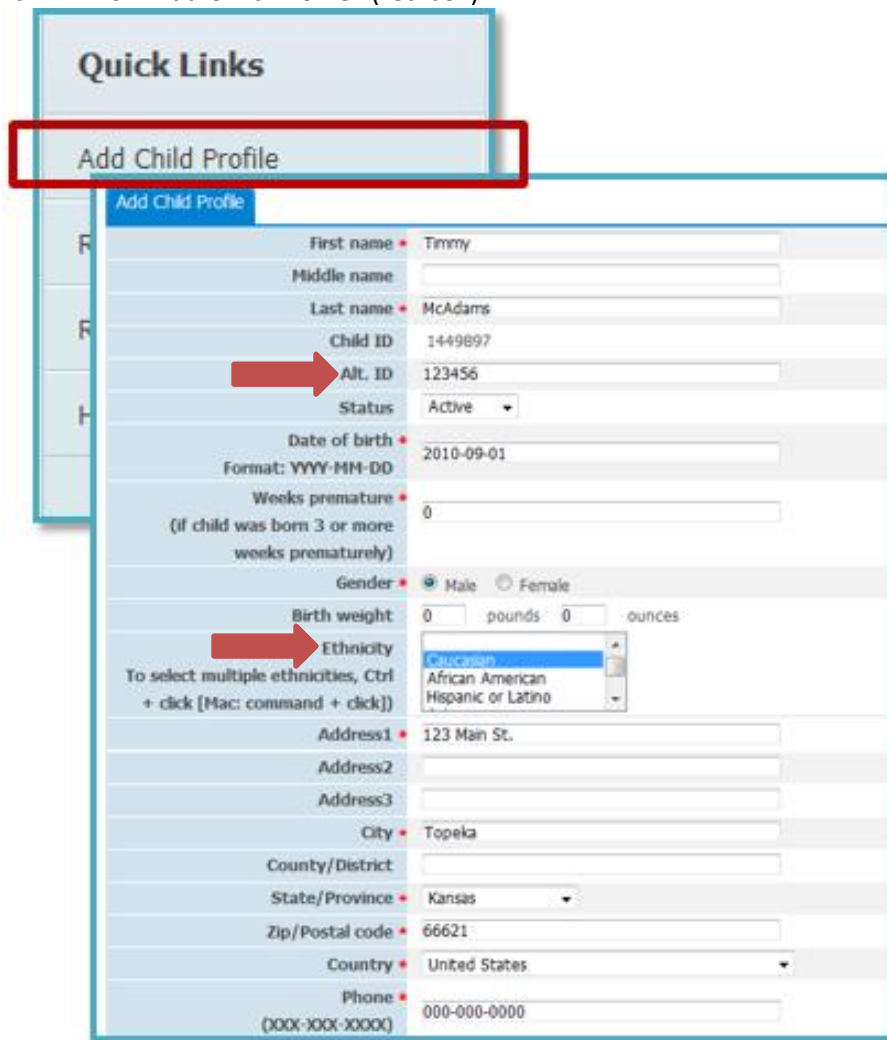
Family Access: Share with caregivers the link to the customized web page your program administrator created for online completion of questionnaires

Creating Child & Caregiver Profiles

Your Program Administrator may have imported child and caregiver data or manually created the profiles and assigned them to you as a teacher. You will find this information under “Child Profiles.”

If your Program Administrator has instructed you to create your own Child and Caregiver Profiles, follow these steps to do so:

1. From the main menu select “Child Profiles.”
2. Select the Quick Link for “Add Child Profile” (red box).



Quick Links

Add Child Profile

Add Child Profile

First name * Timmy

Middle name

Last name * McAdams

Child ID 1449897

Alt. ID 123456

Status Active

Date of birth * 2010-09-01
Format: YYYY-MM-DD

Weeks premature * 0
(if child was born 3 or more weeks prematurely)

Gender * ☒ Male ☐ Female

Birth weight 0 pounds 0 ounces

Ethnicity
To select multiple ethnicities, Ctrl + click (Mac: command + click)

Address1 * 123 Main St.

Address2

Address3

City * Topeka

County/District

State/Province * Kansas

Zip/Postal code * 66621

Country * United States

Phone * 000-000-0000
(XXX-XXX-XXXX)

3. Enter the child’s information. Required fields are marked with an asterisk.

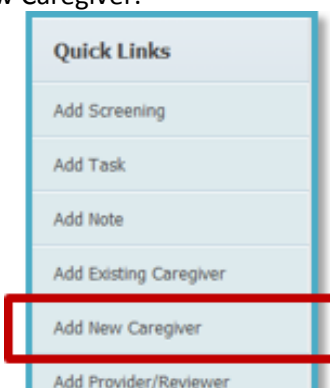
NOTE:

- In the “Alt. ID” field (first red arrow in the image above) enter the child’s KIDS. This is not a required field but should be used.
- In the “Ethnicity” field (second red arrow in the image above) enter that information for the child if it is available. You may select multiple options.

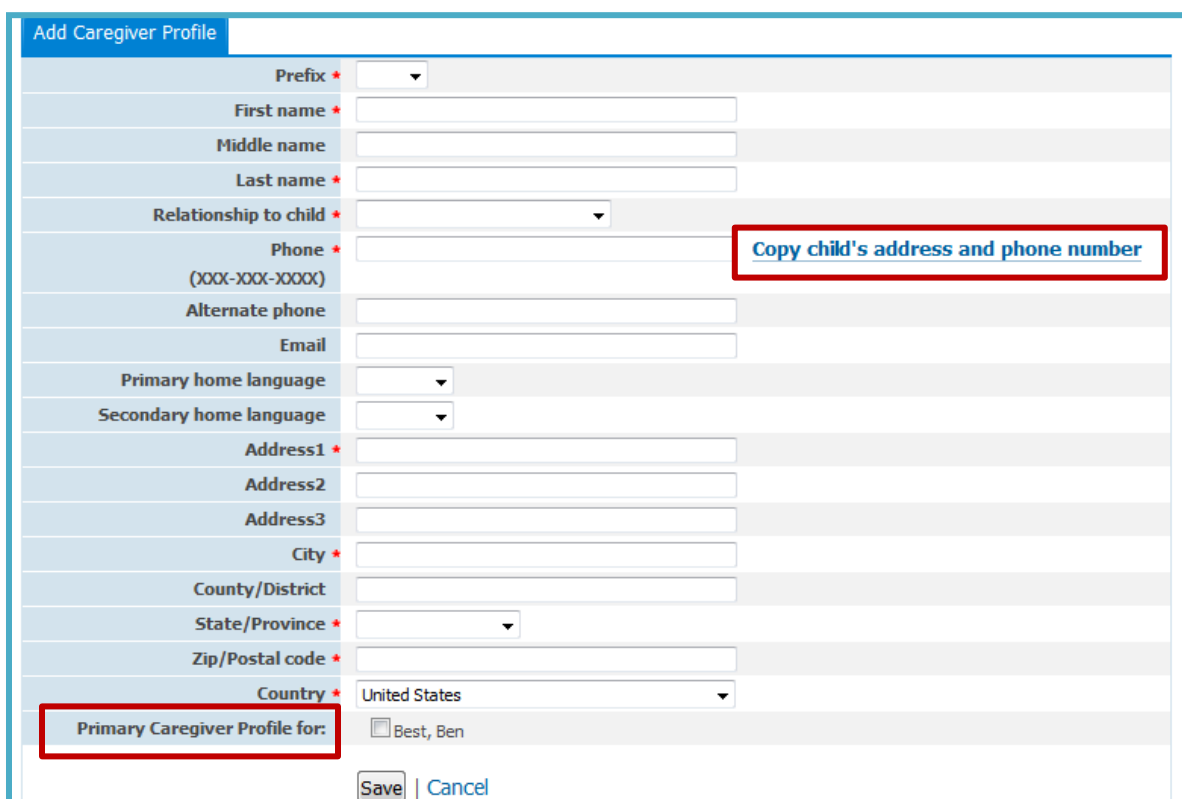
4. When you have finished entering the required information in the Child Profile, click “Save.”

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 in the image below.
3. If the caregiver’s phone number and address are the same as the child’s, click “Copy child’s address and phone number” (top red box in the image below). This will automatically fill in the information from the Child Profile.
4. To confirm the associated child, click the checkbox for “Primary Caregiver Profile for” (bottom red box).
5. Click the “Save” button.



NOTE: You or your Program Administrator 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.

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 parents can complete ASQ-3 and ASQ:SE-2 for their children online, which makes sharing information about their children convenient and easy for parents.

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.

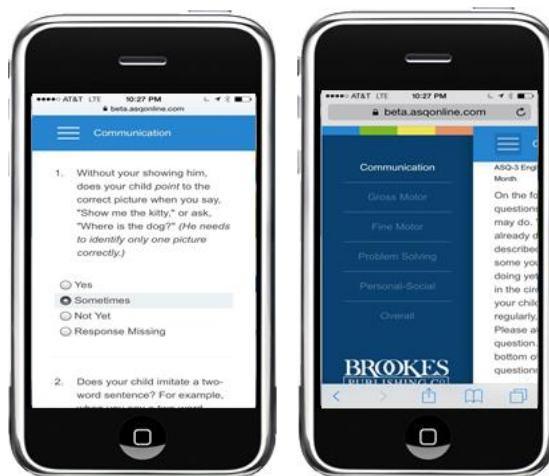


STEP 3

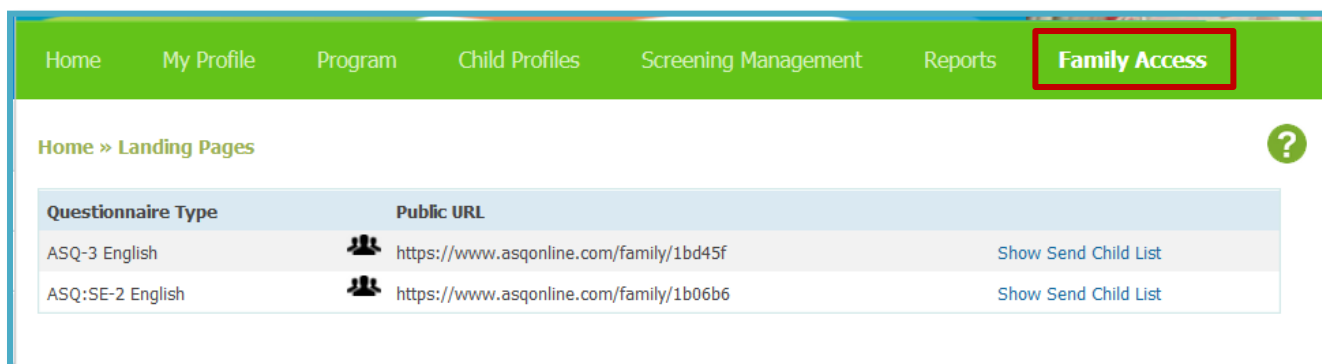
The parent visits the Family Access page to print the questionnaire, do the activities with their child, complete the questionnaire(s) and enter their responses.





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



If your program administrator has created a Family Access page, you will find the Family Access URL by going to the main menu and clicking on the Family Access tab.



Home » Landing Pages ?

Questionnaire Type	Public URL	
ASQ-3 English	 https://www.asqonline.com/family/1bd45f	Show Send Child List
ASQ:SE-2 English	 https://www.asqonline.com/family/1b06b6	Show Send Child List

II. PREPARING FOR QUESTIONNAIRE COMPLETION

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

- Introduce parents to ASQ
- Provide parents with questionnaires

The sections that follow provide detailed information and specific suggestions.

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

Parents will be more comfortable about and engaged in screening and the Kindergarten Readiness Snapshot when they understand what it's for and how it works. Here are some key areas to cover with parents 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 may worry about participating in a screening program. Some may be new to the idea; others might fear that their child will be labeled. Here are some things you can say:</p> <ul style="list-style-type: none"> • "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." <p>2. Give parents guidance and help them feel prepared to complete a screening successfully.</p> <p>Completing the ASQ-3 questionnaire is simple, but parents who are doing so for the first time will appreciate these tips:</p> <ul style="list-style-type: none"> • "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." • Provide the list of items needed to complete the questionnaire. <p>Also review <i>Important Points to Remember</i> on the questionnaire.</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." • "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." <p>2. Review the Important Points to Remember at the top of the first page of the questionnaire.</p> <p>Remind parents to answer questions based on what they know about their child's behavior:</p> <ul style="list-style-type: none"> • "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 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 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.”
 4. “*Problem Solving* is how your child plays with toys and solves problems.”
 5. “*Personal-Social* is your child’s self-help skills and interactions with others.”
- “The Overall section asks questions about your child’s development as a whole and any concerns you may have.”

4. **Review the three response options and what they mean.**

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

- “YES means that your child is performing the skill.”
- “SOMETIMES says that your child is just beginning to perform the skill or does it on occasion.”
- “NOT YET indicates that your child is not yet performing the skill.”

3. **Explain the scoring system, and show the parent 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 to check their response first and then indicate whether the question reflects a concern about their child’s behavior.

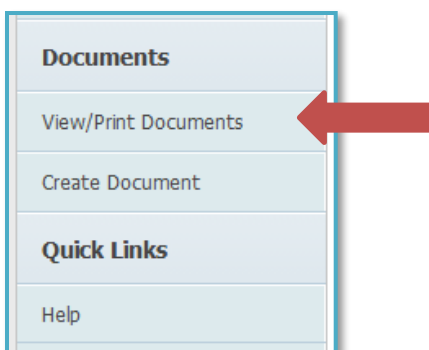
5. **Review the Overall section.**

Encourage parents to respond to the open-ended questions at the end of the questionnaire by checking YES or NO and provide detail as appropriate.

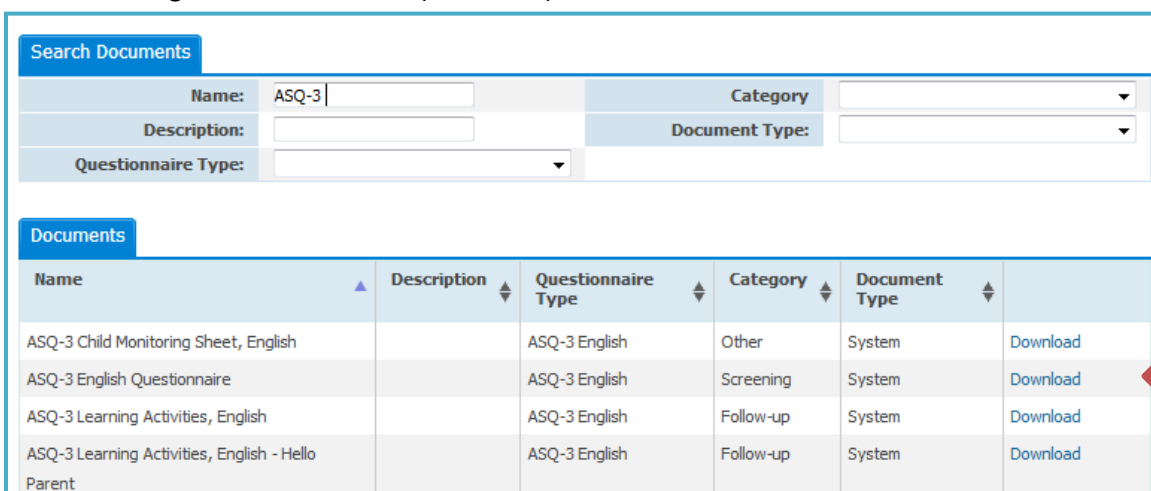
When parents finish completing a questionnaire, take a few moments to review what they can expect next:

- Tell parents that you’ll share the results with them.
- Let parents know that you’ll be in touch to share the results.
- Give parents a time frame.

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



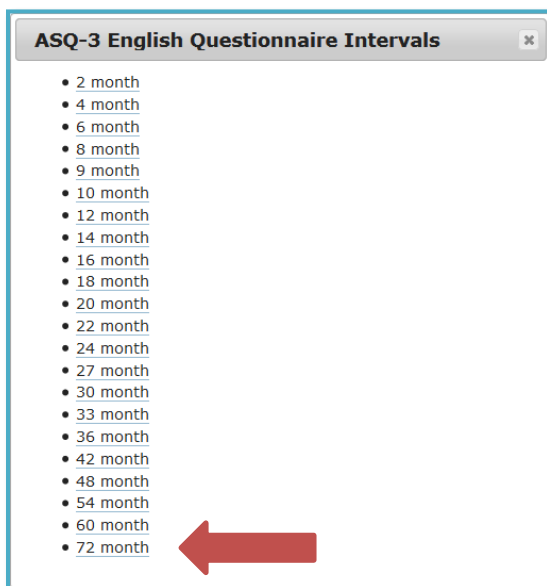
- In the search field type “ASQ-3” to narrow down the list of documents. Select the “Download” link next to “ASQ-3 English Questionnaire” (red arrow).



The screenshot shows the 'Search Documents' interface. The search field contains 'ASQ-3'. Below the search filters, there is a table of documents. The 'ASQ-3 English Questionnaire' is highlighted, and its 'Download' link is pointed to by a red arrow.

Name	Description	Questionnaire Type	Category	Document Type	
ASQ-3 Child Monitoring Sheet, English		ASQ-3 English	Other	System	Download
ASQ-3 English Questionnaire		ASQ-3 English	Screening	System	Download
ASQ-3 Learning Activities, English		ASQ-3 English	Follow-up	System	Download
ASQ-3 Learning Activities, English - Hello Parent		ASQ-3 English	Follow-up	System	Download

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



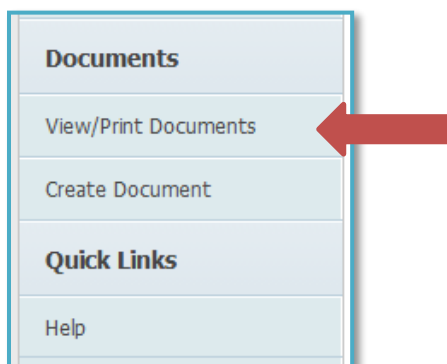
The screenshot shows a dialog box titled 'ASQ-3 English Questionnaire Intervals'. It contains a list of intervals from 2 months to 72 months. The '72 month' interval is selected and highlighted with a red arrow.

- 2 month
- 4 month
- 6 month
- 8 month
- 9 month
- 10 month
- 12 month
- 14 month
- 16 month
- 18 month
- 20 month
- 22 month
- 24 month
- 27 month
- 30 month
- 33 month
- 36 month
- 42 month
- 48 month
- 54 month
- 60 month
- 72 month

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). Select the “Download” link (bottom red arrow) next to either “What is ASQ-3?” or “What is ASQ:SE-2?”

Search Documents

Name: What is

Category:

Description:

Document Type:

Questionnaire Type:

Documents

Name	Description	Questionnaire Type	Category	Document Type	
What Is ASQ-3?, English		ASQ-3 English	Other	System	Download
What is ASQ:SE-2?		ASQ:SE-2 English	Screening	System	Download

Previous 1 Next

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 caregivers to ASQ, and the second, resources to share once a screening is completed.

Resources for Introducing 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

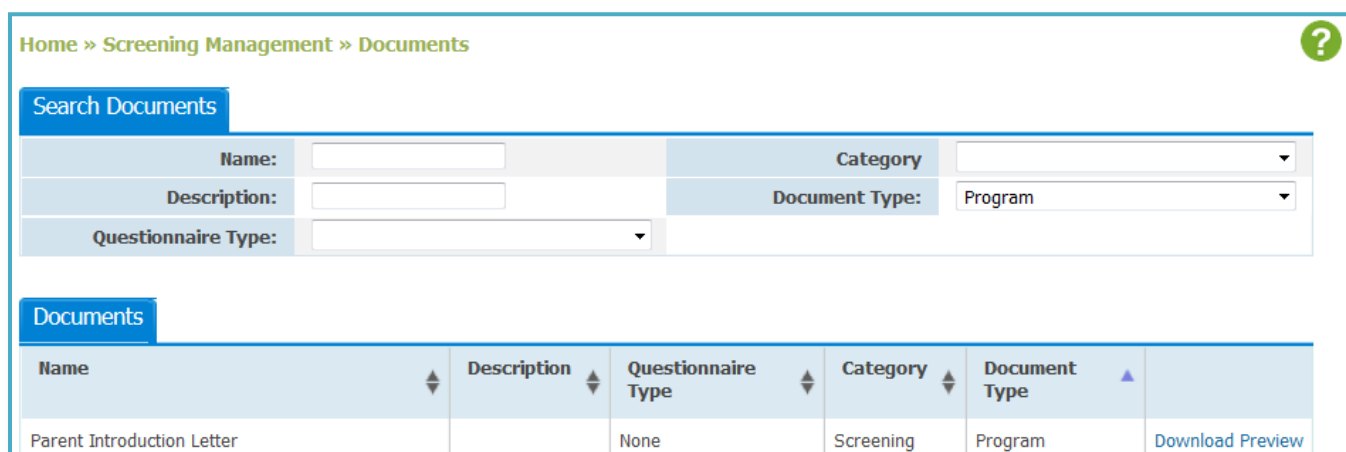
Resources to Share with Caregivers Following ASQ Completion

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 your program has the Spanish keycode(s).

Printing Program Documents and Letters

Your Program Administrator may create custom letters and documents in ASQ Online for you to use. To access these documents, select the “View/Print Documents” Quick Link from Screening Management. Select “Program” from the Document Type dropdown menu to search for program documents.



Home » Screening Management » Documents

Search Documents

Name: Category:

Description: Document Type:

Questionnaire Type:

Documents

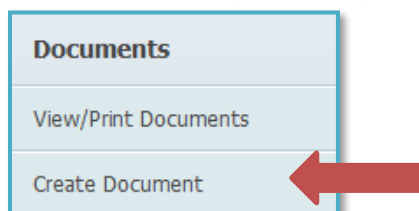
Name	Description	Questionnaire Type	Category	Document Type	
Parent Introduction Letter		None	Screening	Program	Download Preview

Creating Your Own Documents and Letters

You also can create your own custom letters and documents in ASQ Online--for example, a welcome letter for caregivers, or a custom consent form. You can insert dynamic content from the Child, Caregiver, and/or Program profile.

To create a 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 your 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; 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	<div> <div> B <i>I</i> <u>U</u> ABC </div> <div> <div> <div>Paragraph</div> <div>Font Family</div> <div>Font Size</div> </div> <div> <div>{logo}</div> <div>{program_name}</div> <div>{date}</div> <div>Dear {caregiver_prefix} {caregiver_last_name},</div> </div> </div> </div>

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:



Child

Caregiver

Prov Caregiver

Program

Primary Care Physician

Date

Logo

Prefix

First Name

Last Name

Address

Email

Phone

Child

Caregiver

Provider

Program

Primary Care Physician

Date

Logo

Prefix

First Name

Last Name

Address

Phone

Job Title

Child
First Name
Last Name
Address (Address 1, Address 2, Address 3, City, State, Zip)
Phone
Date of Birth
Alt ID
Child ID
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

9. Once you finish creating your document, click the “Submit” button.

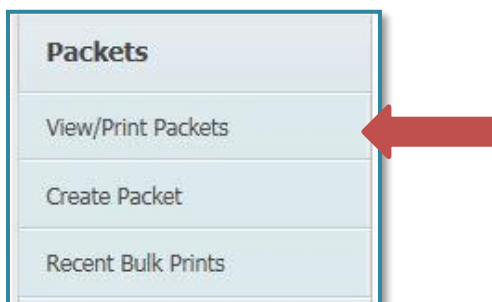
NOTE: Any document or letter you create is only accessible by you.

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

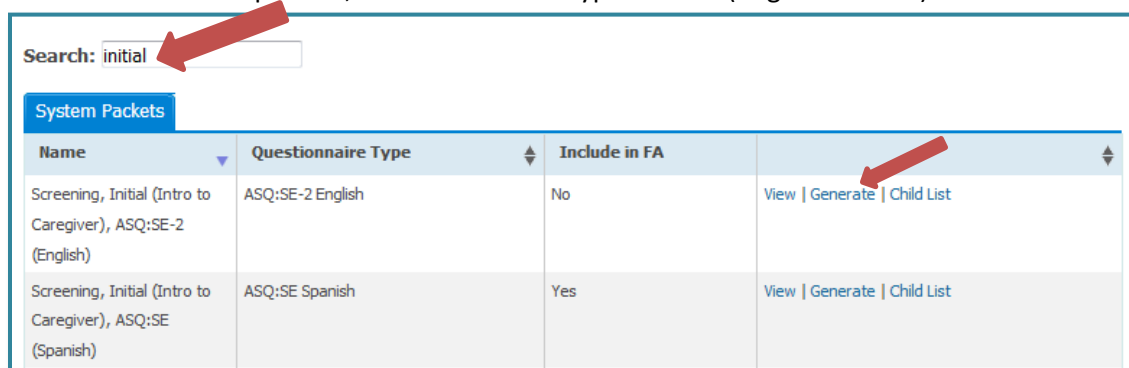
Screening, Initial (Intro to Caregiver), ASQ-3	Screening, Initial (Intro to Caregiver), ASQ:SE-2
<ul style="list-style-type: none"> • Parent Welcome Letter, ASQ-3 English • Parent Questionnaire Cover Letter, ASQ-3 English • What Is ASQ-3?, English • Parent Consent Form, ASQ-3 English • ASQ-3 English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



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



4. To print, select the “Generate” link (smaller 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	60 Month	Remove
Child Profiles	Chasen, Joe	DOB: 2011-07-12	60 Month	Remove
Child Profiles	D'Avignon, Philippe	DOB: 2011-07-25	60 Month	Remove
Child Profiles	Doe, Jack	DOB: 2016-07-05	60 Month	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. Questionnaires can be completed online or on paper, independently or with assistance.

To have the parent complete a questionnaire independently online:

- Send the questionnaire electronically by emailing the ASQ Online Family Access link to the child's parent.
- 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 to complete the questionnaire online at school.

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

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

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

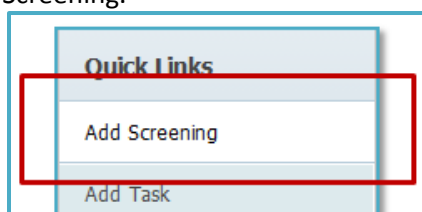
III. ENTERING QUESTIONNAIRE DATA INTO ASQ ONLINE

Entering Questionnaire Results Using Long or Short Form

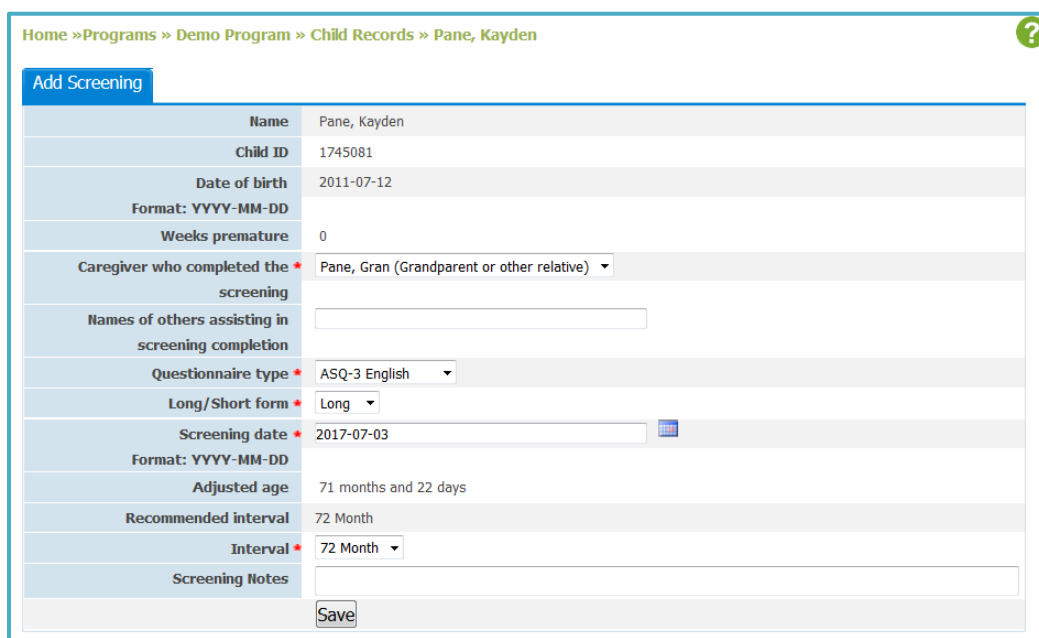
If parents complete the paper version of the ASQ-3 and ASQ:SE-2 questionnaires, you or other designated staff can easily enter the responses into ASQ Online.

To enter questionnaire results for a student:

1. From the main menu select “Child Profiles.” Search for 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 to:
 - select the “Caregiver who completed the screening.”
 - enter “Names of others assisting in screening completion” (optional).
 - select “Questionnaire type.”



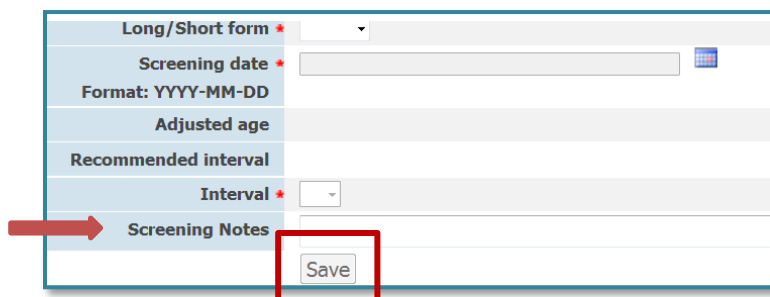
Home » Programs » Demo Program » Child Records » Pane, Kayden	
Add Screening	
Name	Pane, Kayden
Child ID	1745081
Date of birth	2011-07-12
Format: YYYY-MM-DD	
Weeks premature	0
Caregiver who completed the screening	Pane, Gran (Grandparent or other relative)
Names of others assisting in screening completion	
Questionnaire type	ASQ-3 English
Long/Short form	Long
Screening date	2017-07-03
Format: YYYY-MM-DD	
Adjusted age	71 months and 22 days
Recommended interval	72 Month
Interval	72 Month
Screening Notes	
Save	

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 students 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.

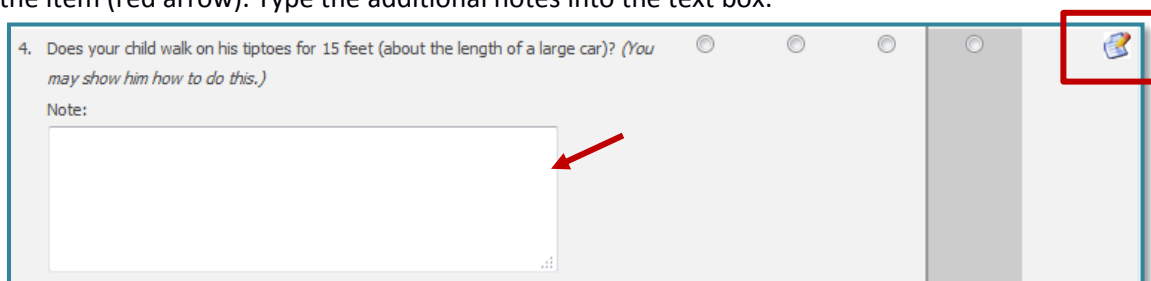


7. Enter any screening notes (red arrow). Click "Save" (red box).



Long/Short form *
 Screening date *
 Format: YYYY-MM-DD
 Adjusted age
 Recommended interval
 Interval *
 Screening Notes
 Save

8. For each item, select the button that indicates the caregiver's answer to that item. If the 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 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.



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.)
 Note:
 [Text box]
 [Add-comment icon]

10. To continue to the next area, click either the right arrow (left red box) 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

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:

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



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						

Overall Responses

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

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

YES NO RESPONSE MISSING

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

Quick Tip: Once you finalize a questionnaire, you cannot change any responses. Make sure to review your responses before finalizing.

12. Review the results on the Information Summary.

ASQ 60 Month ASQ-3 Information Summary

Child's name: Ben, Jon Date ASQ completed: 2016-03-31
Child ID: 1234725 Date of birth: 2010-09-01
Program: Program A 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: Ben, Jon Date ASQ:SE-2 completed: 2017-08-27
Child's ID: 1234725 Child's date of birth: 2010-09-01
Person who completed ASQ:SE-2: Ben, Frank Administering program/provider: Program A (Lia, Bailey (removed))
Child's age/estimated age in months and days: 60 months and 3 days
Child's gender: Male Caregiver's phone: (555) 555-5555

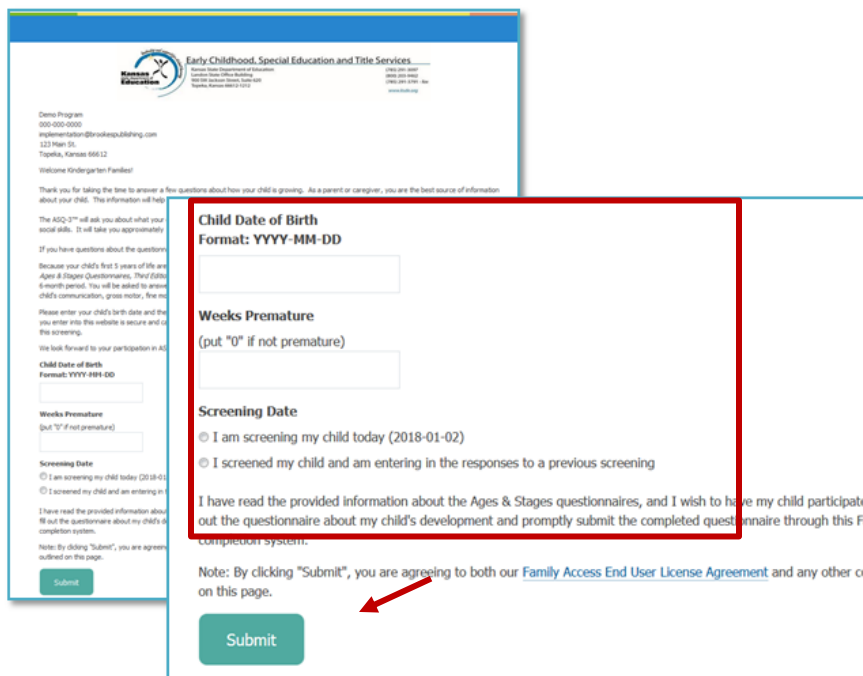
1. ASQ:SE-2 SCORING CHART

Score items (2 = 0, 3 = 1, 4 = 2, 5 = 3, 6 = 4, 7 = 5, 8 = 6, 9 = 7, 10 = 8, 11 = 9, 12 = 10, 13 = 11, 14 = 12, 15 = 13, 16 = 14, 17 = 15, 18 = 16, 19 = 17, 20 = 18, 21 = 19, 22 = 20, 23 = 21, 24 = 22, 25 = 23, 26 = 24, 27 = 25, 28 = 26, 29 = 27, 30 = 28, 31 = 29, 32 = 30, 33 = 31, 34 = 32, 35 = 33, 36 = 34, 37 = 35, 38 = 36, 39 = 37, 40 = 38, 41 = 39, 42 = 40, 43 = 41, 44 = 42, 45 = 43, 46 = 44, 47 = 45, 48 = 46, 49 = 47, 50 = 48, 51 = 49, 52 = 50, 53 = 51, 54 = 52, 55 = 53, 56 = 54, 57 = 55, 58 = 56, 59 = 57, 60 = 58, 61 = 59, 62 = 60, 63 = 61, 64 = 62, 65 = 63, 66 = 64, 67 = 65, 68 = 66, 69 = 67, 70 = 68, 71 = 69, 72 = 70, 73 = 71, 74 = 72, 75 = 73, 76 = 74, 77 = 75, 78 = 76, 79 = 77, 80 = 78, 81 = 79, 82 = 80, 83 = 81, 84 = 82, 85 = 83, 86 = 84, 87 = 85, 88 = 86, 89 = 87, 90 = 88, 91 = 89, 92 = 90, 93 = 91, 94 = 92, 95 = 93, 96 = 94, 97 = 95, 98 = 96, 99 = 97, 100 = 98, 101 = 99, 102 = 100, 103 = 101, 104 = 102, 105 = 103, 106 = 104, 107 = 105, 108 = 106, 109 = 107, 110 = 108, 111 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= 473, 476 = 474, 477 = 475, 478 = 476, 479 = 477, 480 = 478, 481 = 479, 482 = 480, 483 = 481, 484 = 482, 485 = 483, 486 = 484, 487 = 485, 488 = 486, 489 = 487, 490 = 488, 491 = 489, 492 = 490, 493 = 491, 494 = 492, 495 = 493, 496 = 494, 497 = 495, 498 = 496, 499 = 497, 500 = 498, 501 = 499, 502 = 500, 503 = 501, 504 = 502, 505 = 503, 506 = 504, 507 = 505, 508 = 506, 509 = 507, 510 = 508, 511 = 509, 512 = 510, 513 = 511, 514 = 512, 515 = 513, 516 = 514, 517 = 515, 518 = 516, 519 = 517, 520 = 518, 521 = 519, 522 = 520, 523 = 521, 524 = 522, 525 = 523, 526 = 524, 527 = 525, 528 = 526, 529 = 527, 530 = 528, 531 = 529, 532 = 530, 533 = 531, 534 = 532, 535 = 533, 536 = 534, 537 = 535, 538 = 536, 539 = 537, 540 = 538, 541 = 539, 542 = 540, 543 = 541, 544 = 542, 545 = 543, 546 = 544, 547 = 545, 548 = 546, 549 = 547, 550 = 548, 551 = 549, 552 = 550, 553 = 551, 554 = 552, 555 = 553, 556 = 554, 557 = 555, 558 = 556, 559 = 557, 560 = 558, 561 = 559, 562 = 560, 563 = 561, 564 = 562, 565 = 563, 566 = 564, 567 = 565, 568 = 566, 569 = 567, 570 = 568, 571 = 569, 572 = 570, 573 = 571, 574 = 572, 575 = 573, 576 = 574, 577 = 575, 578 = 576, 579 = 577, 580 = 578, 581 = 579, 582 = 580, 583 = 581, 584 = 582, 585 = 583, 586 = 584, 587 = 585, 588 = 586, 589 = 587, 590 = 588, 591 = 589, 592 = 590, 593 = 591, 594 = 592, 595 = 593, 596 = 594, 597 = 595, 598 = 596, 599 = 597, 600 = 598, 601 = 599, 602 = 600, 603 = 601, 604 = 602, 605 = 603, 606 = 604, 607 = 605, 608 = 606, 609 = 607, 610 = 608, 611 = 609, 612 = 610, 613 = 611, 614 = 612, 615 = 613, 616 = 614, 617 = 615, 618 = 616, 619 = 617, 620 = 618, 621 = 619, 622 = 620, 623 = 621, 624 = 622, 625 = 623, 626 = 624, 627 = 625, 628 = 626, 629 = 627, 630 = 628, 631 = 629, 632 = 630, 633 = 631, 634 = 632, 635 = 633, 636 = 634, 637 = 635, 638 = 636, 639 = 637, 640 = 638, 641 = 639, 642 = 640, 643 = 641, 644 = 642, 645 = 643, 646 = 644, 647 = 645, 648 = 646, 649 = 647, 650 = 648, 651 = 649, 652 = 650, 653 = 651, 654 = 652, 655 = 653, 656 = 654, 657 = 655, 658 = 656, 659 = 657, 660 = 658, 661 = 659, 662 = 660, 663 = 661, 664 = 662, 665 = 663, 666 = 664, 667 = 665, 668 = 666, 669 = 667, 670 = 668, 671 = 669, 672 = 670, 673 = 671, 674 = 672, 675 = 673, 676 = 674, 677 = 675, 678 = 676, 679 = 677, 680 = 678, 681 = 679, 682 = 680, 683 = 681, 684 = 682, 685 = 683, 686 = 684, 687 = 685, 688 = 686, 689 = 687, 690 = 688, 691 = 689, 692 = 690, 693 = 691, 694 = 692, 695 = 693, 696 = 694, 697 = 695, 698 = 696, 699 = 697, 700 = 698, 701 = 699, 702 = 700, 703 = 701, 704 = 702, 705 = 703, 706 = 704, 707 = 705, 708 = 706, 709 = 707, 710 = 708, 711 = 709, 712 = 710, 713 = 711, 714 = 712, 715 = 713, 716 = 714, 717 = 715, 718 = 716, 719 = 717, 720 = 718, 721 = 719, 722 = 720, 723 = 721, 724 = 722, 725 = 723, 726 = 724, 727 = 725, 728 = 726, 729 = 727, 730 = 728, 731 = 729, 732 = 730, 733 = 731, 734 = 732, 735 = 733, 736 = 734, 737 = 735, 738 = 736, 739 = 737, 740 = 738, 741 = 739, 742 = 740, 743 = 741, 744 = 742, 745 = 743, 746 = 744, 747 = 745, 748 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= 928, 931 = 929, 932 = 930, 933 = 931, 934 = 932, 935 = 933, 936 = 934, 937 = 935, 938 = 936, 939 = 937, 940 = 938, 941 = 939, 942 = 940, 943 = 941, 944 = 942, 945 = 943, 946 = 944, 947 = 945, 948 = 946, 949 = 947, 950 = 948, 951 = 949, 952 = 950, 953 = 951, 954 = 952, 955 = 953, 956 = 954, 957 = 955, 958 = 956, 959 = 957, 960 = 958, 961 = 959, 962 = 960, 963 = 961, 964 = 962, 965 = 963, 966 = 964, 967 = 965, 968 = 966, 969 = 967, 970 = 968, 971 = 969, 972 = 970, 973 = 971, 974 = 972, 975 = 973, 976 = 974, 977 = 975, 978 = 976, 979 = 977, 980 = 978, 981 = 979, 982 = 980, 983 = 981, 984 = 982, 985 = 983, 986 = 984, 987 = 985, 988 = 986, 989 = 987, 990 = 988, 991 = 989, 992 = 990, 993 = 991, 994 = 992, 995 = 993, 996 = 994, 997 = 995, 998 = 996, 999 = 997, 1000 = 998, 1001 = 999, 1002 = 1000, 1003 = 1001, 1004 = 1002, 1

Entering Questionnaire Results via Family Access

The easiest way to collect child, 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 caregivers enter questionnaire results through Family Access.

1. When a caregiver visits a Family Access landing page, he or she is first asked to enter the child's birth date and weeks premature (red box) and click the "Submit" button (red arrow).



Early Childhood, Special Education and Title Services
Kansas State Department of Education
2024-2025
2024-2025
2024-2025
2024-2025

Demis Program
300-220-0000
implementation@ksdeks.org
123 Main St.
Topeka, Kansas 66612

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 us:

The ASQ-3™ will ask you about what your social skills. It will take you approximately 5 minutes to complete.

If you have questions about the questionnaire, please contact your local ASQ-3 provider. You will be asked to answer questions about communication, gross motor, fine motor, and social skills.

Please enter your child's birth date and the you enter into the website is secure and will be kept confidential.

You look forward to your participation in ASQ-3.

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


I have read the provided information about the Ages & Stages questionnaires, and I wish to have my child participate in the questionnaire about my child's development and promptly submit the completed questionnaire through this Family Access system.

Note: By clicking "Submit", you are agreeing to both our [Family Access End User License Agreement](#) and any other conditions on this page.

Submit

2. Once this information has been entered, Family Access will generate the correct screening interval for the child and instruct the caregiver to print out a blank copy of the questionnaire to fill out with the child. The system will also instruct the 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 caregiver print out) a blank copy of the questionnaire and review the questions before completing the questionnaire. Some 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 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

- When the 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

- Caregivers are then instructed to enter the child and caregiver 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 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.

Next

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

Communication
Gross Motor
Fine Motor
Problem Solving
Personal-Social
Overall

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?

☐ Yes
☐ Sometimes
☐ Not yet
☐ No Response

2. Does your child catch a small ball that is thrown from 5–6 feet away?


☐ Yes
☐ Sometimes
☐ Not yet
☐ No Response

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?

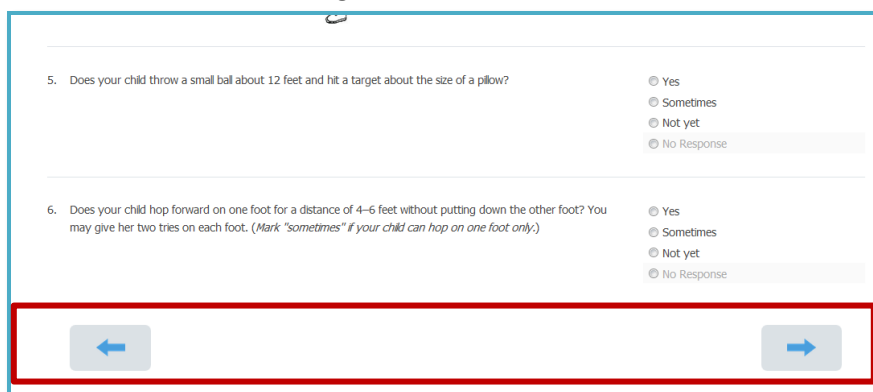
☐ Yes
☐ Sometimes
☐ Not yet
☐ No Response

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? (Mark “sometimes” if your child stands on one foot for 3 seconds.)

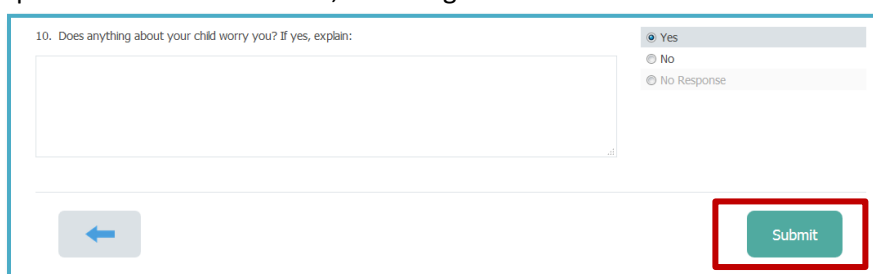
☐ Yes
☐ Sometimes
☐ Not yet
☐ No Response



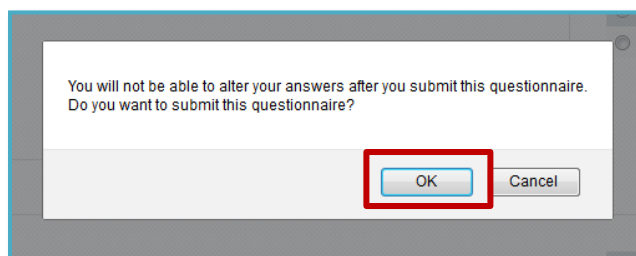
7. The arrow buttons can be used to navigate either back or forward to the next area.



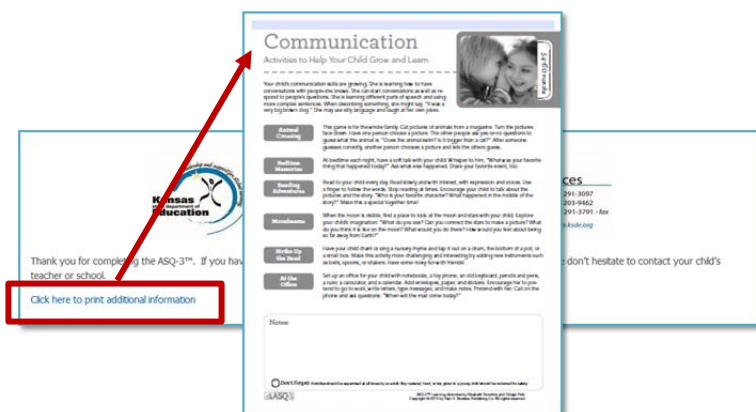
8. Once all responses have been entered, the caregiver will click "Submit."



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



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

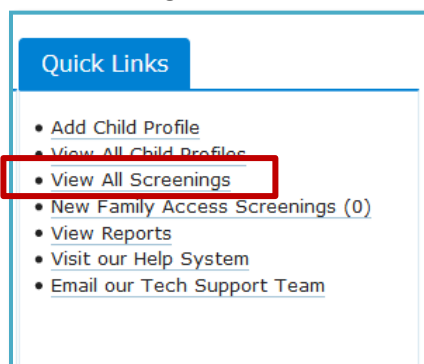


Reviewing Questionnaires from Family Access

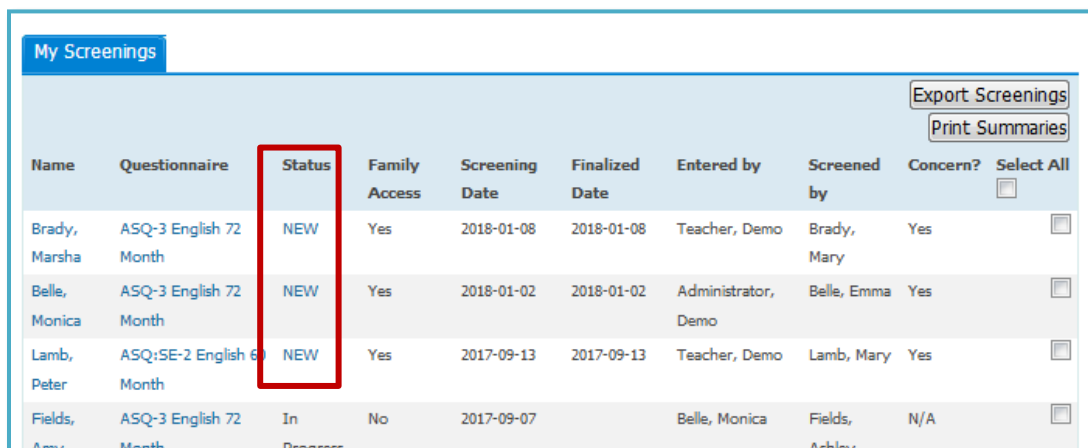
Once a parent has completed a questionnaire via Family Access, your program administrator will review the family access screening, accept it into your program, and assign it to you. Screenings that come in from Family Access will appear with a status of “New.”

To view Family Access screenings:

1. Select the Quick Link for “View All Screenings.”



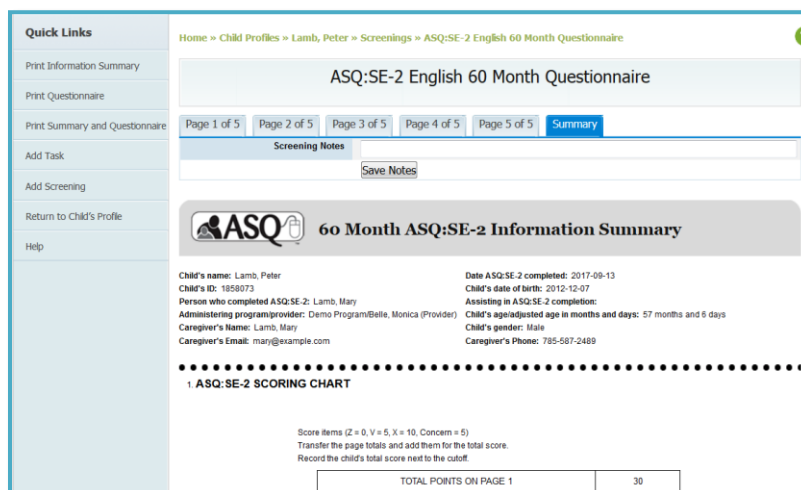
2. Under the Status column, click the “NEW” link.



The screenshot shows a table titled 'My Screenings' with columns: Name, Questionnaire, Status, Family Access, Screening Date, Finalized Date, Entered by, Screened by, Concern?, and Select All. The 'Status' column has three rows with the value 'NEW' highlighted by a red box.

Name	Questionnaire	Status	Family Access	Screening Date	Finalized Date	Entered by	Screened by	Concern?	Select All
Brady, Marsha	ASQ-3 English 72 Month	NEW	Yes	2018-01-08	2018-01-08	Teacher, Demo	Brady, Mary	Yes	<input type="checkbox"/>
Belle, Monica	ASQ-3 English 72 Month	NEW	Yes	2018-01-02	2018-01-02	Administrator, Demo	Belle, Emma	Yes	<input type="checkbox"/>
Lamb, Peter	ASQ:SE-2 English 60 Month	NEW	Yes	2017-09-13	2017-09-13	Teacher, Demo	Lamb, Mary	Yes	<input type="checkbox"/>
Fields, Amy	ASQ-3 English 72 Month	In Progress	No	2017-09-07		Belle, Monica	Fields, Ashley	N/A	<input type="checkbox"/>

3. You will immediately be taken to the child’s Information Summary sheet.



The screenshot shows the 'ASQ:SE-2 English 60 Month Questionnaire' Information Summary sheet. It includes a 'Quick Links' sidebar, a 'Screening Notes' section, and a '60 Month ASQ:SE-2 Information Summary' section with fields for Child's name, ID, Date ASQ:SE-2 completed, Child's date of birth, Administering program/provider, Person who completed ASQ:SE-2, Caregiver's Name, Caregiver's Email, Child's gender, Child's age/adjusted age in months and days, and Caregiver's Phone.

60 Month ASQ:SE-2 Information Summary

Child's name: Lamb, Peter
 Child's ID: 1858073
 Date ASQ:SE-2 completed: 2017-09-13
 Child's date of birth: 2012-12-07
 Administering program/provider: Demo Program/Belle, Monica (Provider)
 Person who completed ASQ:SE-2: Lamb, Mary
 Assisting in ASQ:SE-2 completion:
 Caregiver's Name: Lamb, Mary
 Child's gender: Male
 Caregiver's Email: mary@example.com
 Child's age/adjusted age in months and days: 57 months and 5 days
 Caregiver's Phone: 785-567-2489

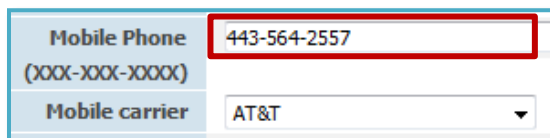
1. ASQ:SE-2 SCORING CHART

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

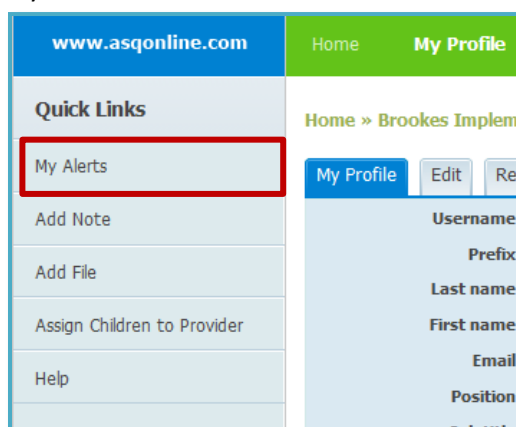
TOTAL POINTS ON PAGE 1	30
------------------------	----

You have the ability to set up email or text alerts to let you know when a Family Access screening has been assigned to you. To set up alerts:

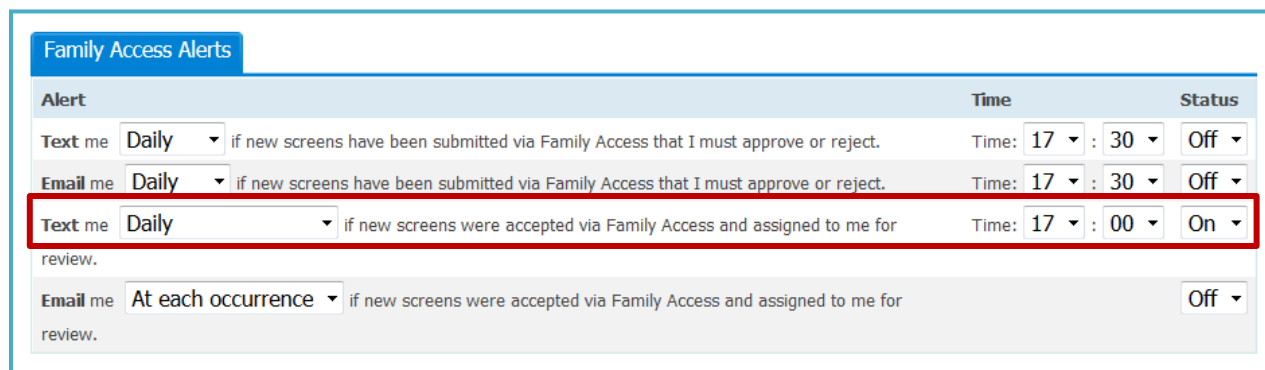
1. From the main menu select “My Profile.”
2. Next to “My Profile,” find the “Edit” tab and click it. Enter your mobile phone and mobile carrier. Click the “Save” button.



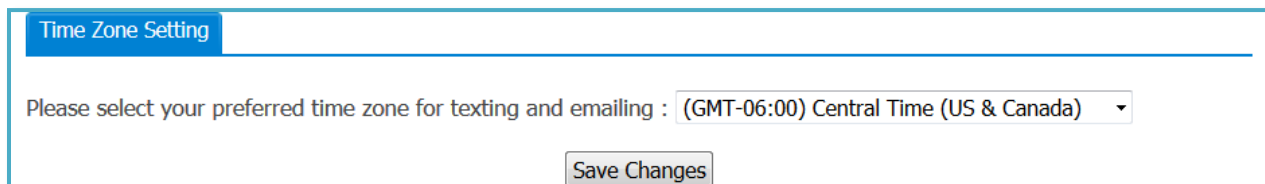
3. Select the Quick Link for “My Alerts.”



4. Scroll down until you see the “Family Access Alerts” tab. Select your text or email options, select the time you wish to have the alert sent, and select “On” from the Status drop-down menu. For example, select as follows to receive a daily text at 5:00 PM when new screenings have been assigned to you:



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



IV. INTERPRETING RESULTS AND NEXT STEPS

Information Summary

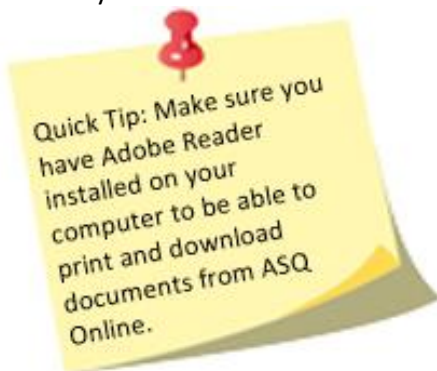
The Information Summary sheet is the scoring form. It provides a complete summary of the questionnaire information and results. Each age interval has its own unique Information Summary. The Information Summary sheet provides the following information for a child:

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 student by going to the Child Profile page and selecting the link for the appropriate questionnaire under the "Child Screenings" tab:

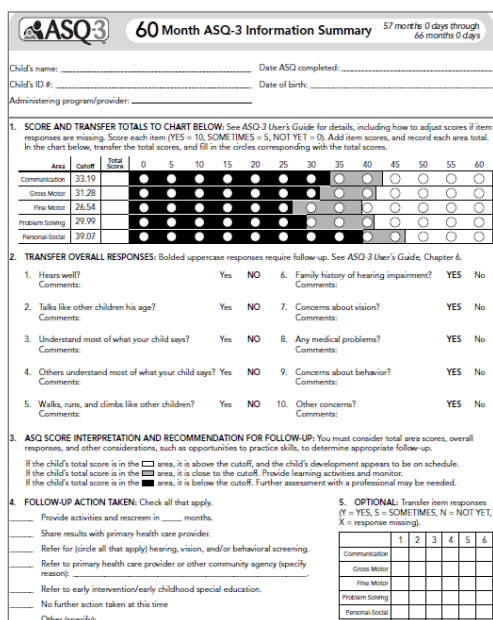
Child Screenings	View All	Add				
Questionnaire	Entered by	Status	Screened by	Screening date		
ASQ:SE-2 English 60 Month	Belle, Monica (Program Administrator)	Finalized	Jackson, June	2016-10-16	Print Delete Export	
ASQ-3 English 60 Month	Wilson, Jessica (Provider)	Finalized	Jackson, June	2016-09-06	Print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

To print the Information Summary sheet 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.



ASQ-3 60 Month ASQ-3 Information Summary 57 months 0 days through 66 months 0 days

Child's name: _____ Date ASQ completed: _____
 Child's ID #: _____ Date of birth: _____
 Administering program/provider: _____

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	33.19													
Gross Motor	31.28													
Fine Motor	26.54													
Problem Solving	29.99													
Personal Social	29.07													

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 4.

- Hears well? **YES** NO
- Talks like other children his age? **YES** NO
- Understand most of what your child says? **YES** NO
- Others understand most of what your child says? **YES** NO
- Walks, runs, and climbs like other children? **YES** NO
- Family history of hearing impairment? **YES** NO
- Concerns about vision? **YES** NO
- Any medical problems? **YES** NO
- Concerns about behavior? **YES** NO
- Other concerns? **YES** NO

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

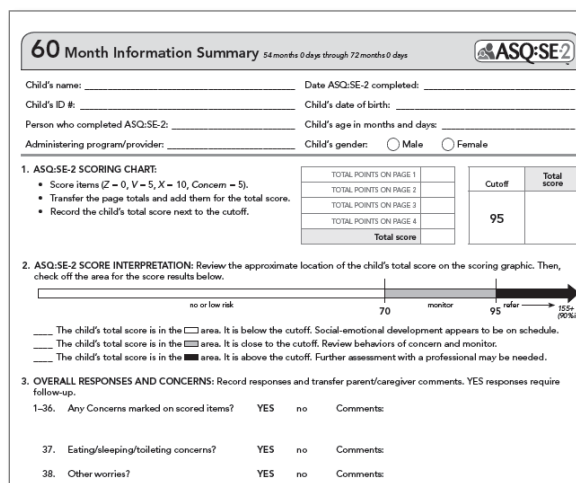
If the child's total score is in the **0-10** area, it is below the cutoff, and the child's development appears to be on schedule.
 If the child's total score is in the **15-20** area, it is close to the cutoff. Provide learning activities and monitor.
 If the child's total score is in the **25-30** area, it is above the cutoff. Further assessment with a professional may be needed.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

- Provide activities and rescreen in _____ months.
- Share results with primary health care provider.
- Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
- Refer to primary health care provider or other community agency (specify reason): _____
- Refer to early intervention/early childhood special education.
- No further action taken at this time.
- Other (specify): _____

5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

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



60 Month Information Summary 54 months 0 days through 72 months 0 days **ASQ-SE-2**

Child's name: _____ Date ASQ-SE-2 completed: _____
 Child's ID #: _____ Child's date of birth: _____
 Person who completed ASQ-SE-2: _____ Child's age in months and days: _____
 Administering program/provider: _____ Child's gender: ☐ Male ☐ Female

1. ASQ-SE-2 SCORING CHART:

- Score items (Z = 0, V = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

	Cutoff	Total Score
TOTAL POINTS ON PAGE 1		
TOTAL POINTS ON PAGE 2		
TOTAL POINTS ON PAGE 3		
TOTAL POINTS ON PAGE 4		
Total score	95	

2. ASQ-SE-2 SCORE INTERPRETATION: 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 70 monitor 95 refer 550 (90%ile)

____ The child's total score is in the **0-70** area. It is below the cutoff. Social-emotional development appears to be on schedule.
 ____ The child's total score is in the **70-95** area. It is close to the cutoff. Review behaviors of concern and monitor.
 ____ The child's total score is in the **95-550** area. It is above the cutoff. Further assessment with a professional may be needed.

3. OVERALL RESPONSES AND CONCERNS: Record responses and transfer parent/caregiver comments. YES responses require follow-up.

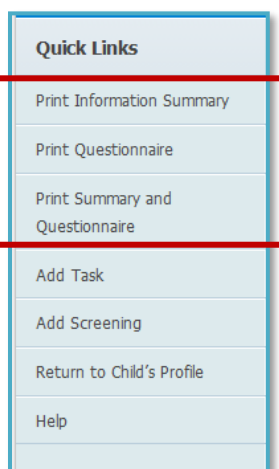
1-36. Any Concerns marked on scored items? **YES** no Comments: _____

37. Eating/sleeping/toileting concerns? **YES** no Comments: _____

38. Other worries? **YES** no Comments: _____

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:



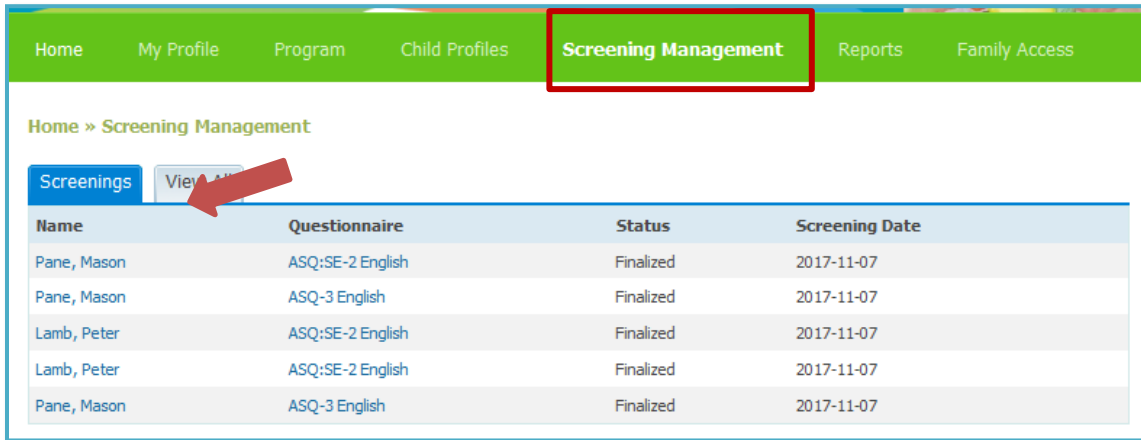
Quick Links

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

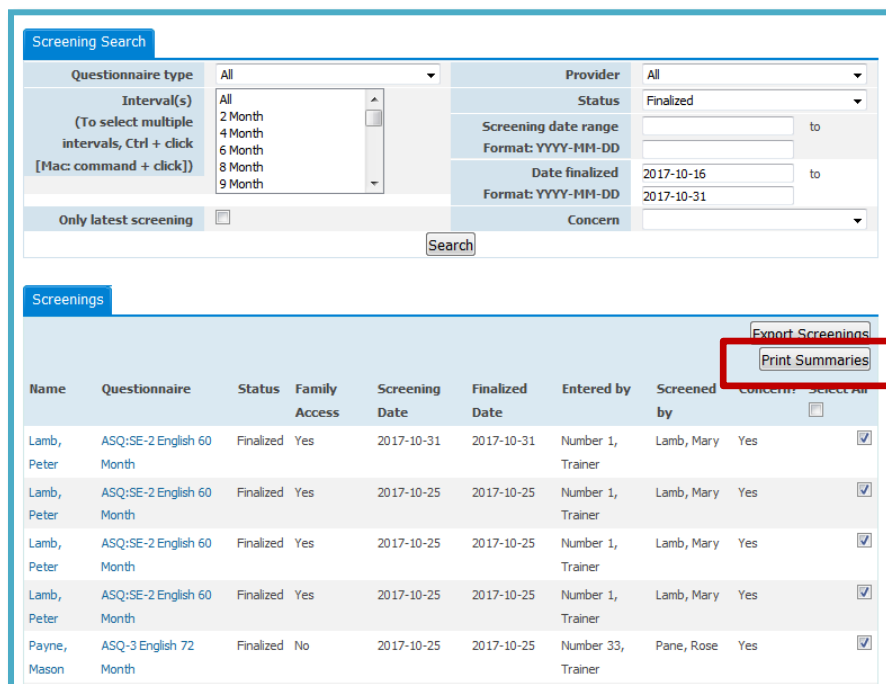
You also can print or save completed Information Summary sheets and completed questionnaires for multiple students.

To print multiple Information Summary sheets:

- From the main menu select "Screening Management" (red box on the image below).
- Select the "View All" tab next to Screenings (red arrow).



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 your students
 - 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 when the 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 37 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 student whose Information Summary you want to print. Click the "Print Summaries" button (red box on the image below).



- 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

[Queue Job](#)

- 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.

Home

[Print Status](#)

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

To print completed questionnaires for multiple students:

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

Packets

[View/Print Packets](#)

[Create Packet](#)

[Recent Bulk Prints](#)

- To narrow your options, type “ASQ-3” or “ASQ:SE-2” in the search box.
- Next to the questionnaire type select the “Generate” link.

Search:

System Packets

Name	Questionnaire Type	Include in FA	
ASQ-3 English Questionnaire	ASQ-3 English	Yes	View Generate Child List

- Select the “Completed Screenings” tab.
- Narrow results by entering one or more options for the search criteria:
 - Date Last Sent: Enter a date range for when the packet was last generated
 - Only children without materials sent: Include 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 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.

Search

Date Last Sent: From: To: ☐ Only children without materials sent

Format: YYYY-MM-DD

Screening Date: From: To:

Format: YYYY-MM-DD

Child DOB: From: To:

Format: YYYY-MM-DD

Child Name: Questionnaire: Start typing...

Child ID: Result: Start typing...

Child Alt ID:

Provider Name: 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). 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

- 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

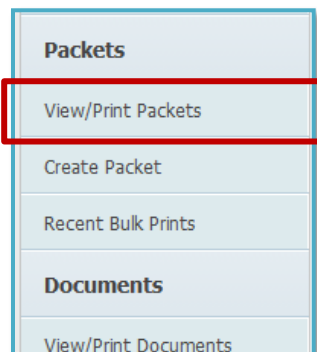
Printing Completed Item Response Sheets for ASQ:SE-2

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

- From the main menu select "Screening Management."



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



- In the search box, type "item" (top red box). Next to "Item Response Sheet Packet, ASQ:SE-2, English," select the "Generate" link (bottom red box).

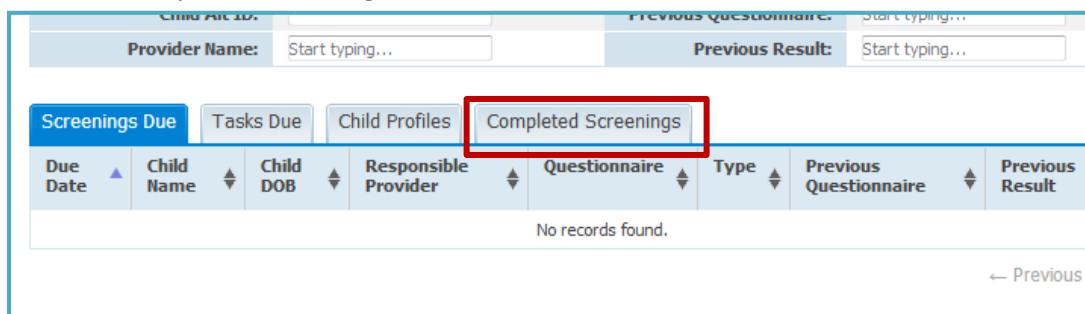
Home » Screening Management » Packets

Search: item

System Packets

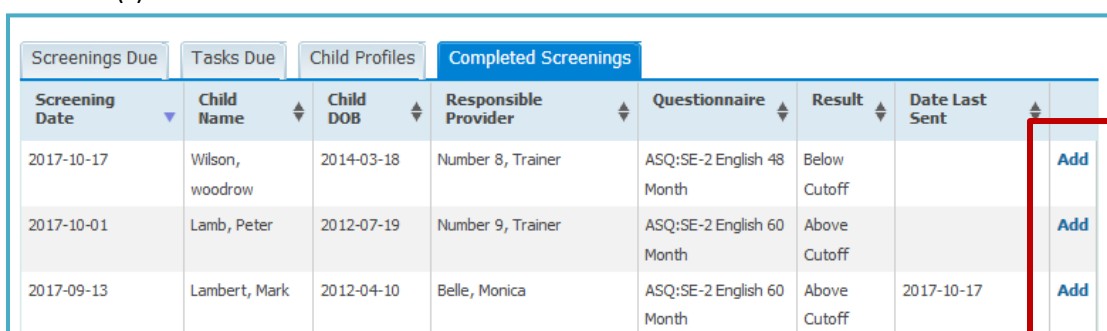
Name	Questionnaire Type	Include in FA	
Item Response Sheet Packet, ASQ:SE-2, English	ASQ:SE-2 English	Yes	View Generate Child List
Item Response Sheet Packet, ASQ:SE-2, Spanish	ASQ:SE-2 Spanish	Yes	View Generate Child List

- Select the "Completed Screenings" tab.



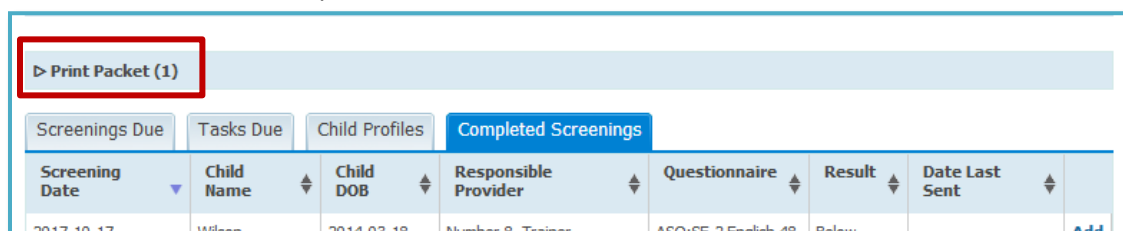
The screenshot shows the ASQ Online interface. At the top, there are search fields for 'Child ID', 'Provider Name', and 'Previous Questionnaire'. Below these are tabs for 'Screenings Due', 'Tasks Due', 'Child Profiles', and 'Completed Screenings'. The 'Completed Screenings' tab is highlighted with a red box. Below the tabs is a table with columns: 'Due Date', 'Child Name', 'Child DOB', 'Responsible Provider', 'Questionnaire', 'Type', 'Previous Questionnaire', and 'Previous Result'. The table currently shows 'No records found.' and a 'Previous' link.

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



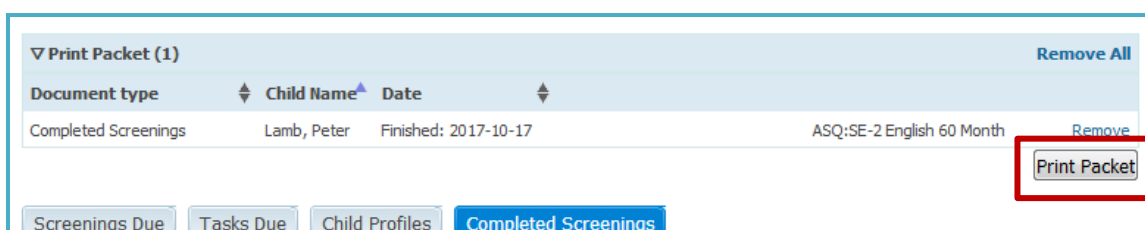
Screening Date	Child Name	Child DOB	Responsible Provider	Questionnaire	Result	Date Last Sent	
2017-10-17	Wilson, woodrow	2014-03-18	Number 8, Trainer	ASQ:SE-2 English 48 Month	Below Cutoff		Add
2017-10-01	Lamb, Peter	2012-07-19	Number 9, Trainer	ASQ:SE-2 English 60 Month	Above Cutoff		Add
2017-09-13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

- Select the "Print Packet" option.



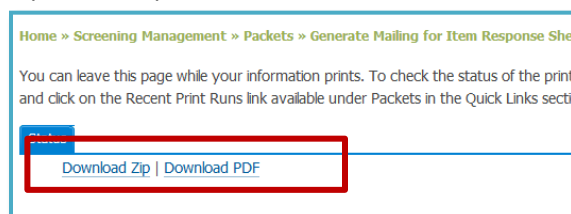
The screenshot shows the ASQ Online interface. At the top, there is a button labeled 'Print Packet (1)' which is highlighted with a red box. Below this are tabs for 'Screenings Due', 'Tasks Due', 'Child Profiles', and 'Completed Screenings'. Below the tabs is a table with columns: 'Screening Date', 'Child Name', 'Child DOB', 'Responsible Provider', 'Questionnaire', 'Result', and 'Date Last Sent'. The table shows one record for 'Wilson' with a 'Below' result.

- Select the "Print Packet" button.



The screenshot shows the ASQ Online interface. At the top, there is a button labeled 'Print Packet (1)' which is highlighted with a red box. Below this are tabs for 'Screenings Due', 'Tasks Due', 'Child Profiles', and 'Completed Screenings'. Below the tabs is a table with columns: 'Document type', 'Child Name', 'Date', and 'Questionnaire'. The table shows one record for 'Completed Screenings' for 'Lamb, Peter' with a 'Finished' date of '2017-10-17'. Below the table is a button labeled 'Print Packet' which is highlighted with a red box.

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



The screenshot shows the ASQ Online interface. At the top, there is a breadcrumb trail: 'Home » Screening Management » Packets » Generate Mailing for Item Response Sheet'. Below this is a paragraph of text: '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'. Below the text are two buttons: 'Download Zip' and 'Download PDF', both of which are highlighted with a red box.

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 #: 1792406 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:
 2 = 0
 3 = 1
 4 = 2
 5 = 3

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.	Calm 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 books)?	0	0	
11.	Goes to bathroom by self?	0	0	
12.	Eating problems (stuffed 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 sexual 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 Cutoff

Item score subtotal Concern score subtotal Total score

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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 can indicate a concern. In ASQ:SE-2, parents 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 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

As you plan with your school or 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 40 and 41 of this manual.
 - 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 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 concerns.
 - Re-administer ASQ-3.
 - Provide information, education, and support.
 - Provide intervention and learning activities.
- Above Cutoff
 - Follow up on parent concerns.
 - Provide intervention and learning activities.

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

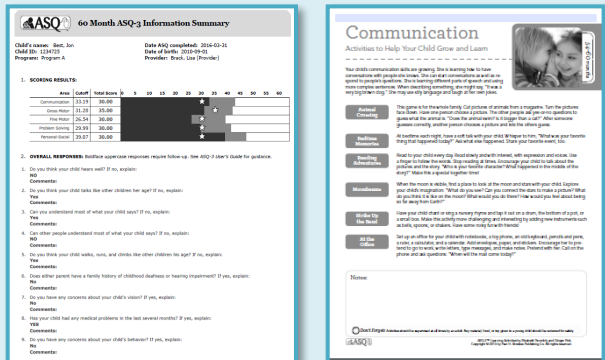
- Below Cutoff
 - Follow up on parent concerns.
- Monitoring Zone
 - Follow up on parent concerns.
 - Re-administer ASQ:SE-2.
 - Provide information, education, and support.
 - Consider referral for evaluation, especially if the child is a girl or if you see lack of competence rather than the presence 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:

- 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 and families.

Teacher Responsibilities	Family/Teacher 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 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 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 schedule. 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 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 schedule, 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 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 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 are in this process.

Parents may be relieved and ready to accept concerning results, or they may be upset, disagree, and not be ready. If parents have expressed concerns, they may be ready to hear information and take next steps. If parents 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 shares (or information from the questionnaire).

Use open-ended questions to gather more information about parents' observations or concerns. "Can you tell me more about..." or "What I hear you saying is...". Reflect back what the parent 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, "Can you tell me a little more about...?"

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

Be ready for big feelings or no feelings. Stay calm. Your role is to support, guide, and inform parents about resources. If parents 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 in the home.

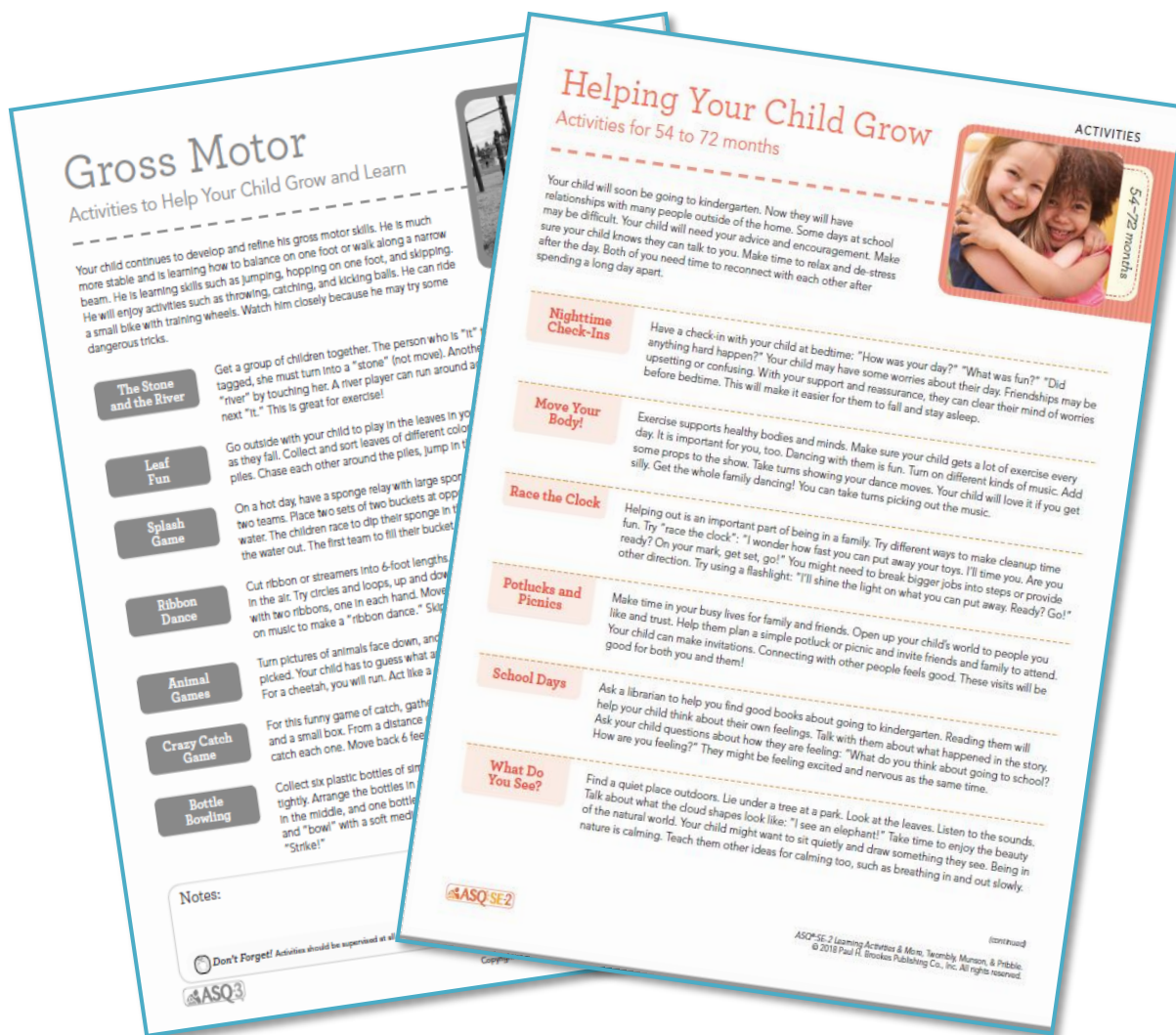
Know your community resources.

Help parents 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

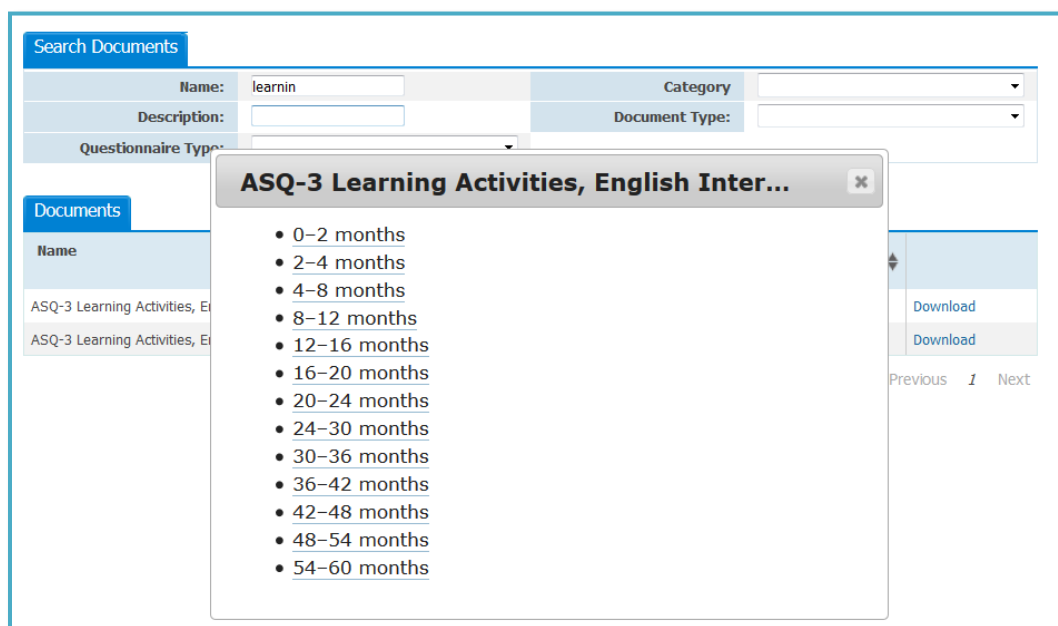
ASQ offers a variety of different resources to help engage families. Choose among them based on your knowledge of the child's and family's needs and preferences:

- *ASQ-3 Learning Activities* gives parents fun things to try at home with their child. Handouts are organized by area and can be sent home to give parents 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 key information to support children's social-emotional development and strategies for challenges parents 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, in the “Name” text field type “Learning.”
4. Select the “Download Preview” link next to either ASQ-3 Learning Activities or ASQ:SE-2 handouts.
5. Select the appropriate age interval.
6. Print or save the file to your computer.



The screenshot shows a web interface for searching documents. A modal window titled "ASQ-3 Learning Activities, English Inter..." is open, displaying a list of age intervals. The background interface includes a search bar with "learnin" entered, and a table of documents with "ASQ-3 Learning Activities, English Inter..." listed. The modal window contains the following age intervals:

- [0-2 months](#)
- [2-4 months](#)
- [4-8 months](#)
- [8-12 months](#)
- [12-16 months](#)
- [16-20 months](#)
- [20-24 months](#)
- [24-30 months](#)
- [30-36 months](#)
- [36-42 months](#)
- [42-48 months](#)
- [48-54 months](#)
- [54-60 months](#)

Using ASQ Online Reports to Analyze Data

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

Report	Description
ASQ-3 Screening Scores ASQ:SE-2 Screening Scores	Shows results of each child's screenings, including score and cutoff score.
ASQ-3 Screening Results, by Child ASQ:SE-2 Screening Results, by Child	Lists the results of each child's screenings.
Screening Status Summary	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.
ASQ-3 Screenings Below Cutoff, by Area ASQ:SE-2 Screenings Above Cutoff	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:** 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:

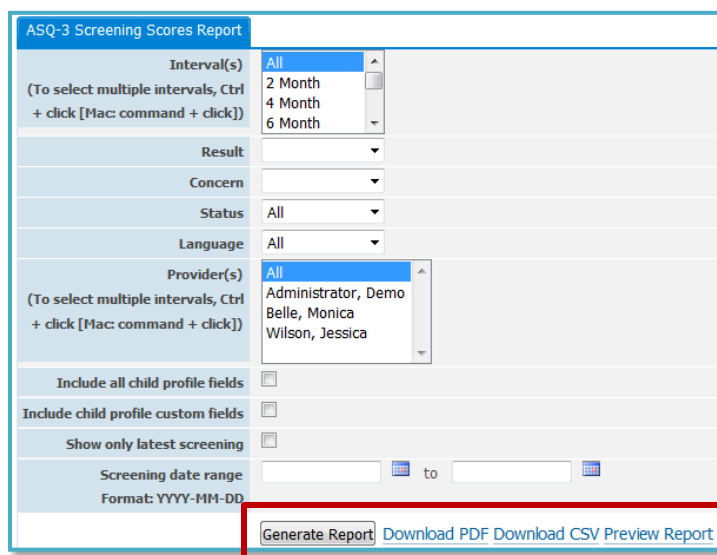
- Review and interpret **results** for multiple children assigned to you.
- Display individual child results and aggregate data.
- Generate a wide selection of reports at the individual child and classroom level.

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.

You may choose to review the individual results for students or for your entire classroom.

To generate an ASQ Online report:

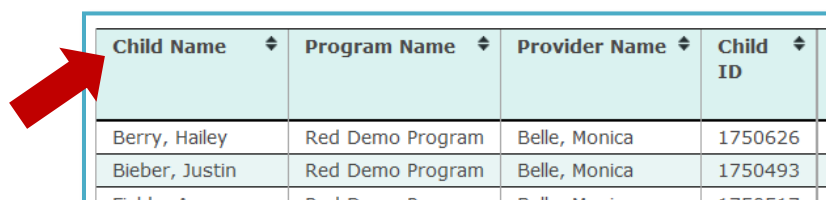
1. From the main menu select "Reports."
2. Select the link of the report you would like to generate.
3. Enter the search criteria to narrow results.
4. Click the "Generate Report" button, and select the option for the report you want to generate: *Download PDF, Download CSV, and Preview Report.*



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

Quick Tip: When you preview a report, you can sort the column headers.


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

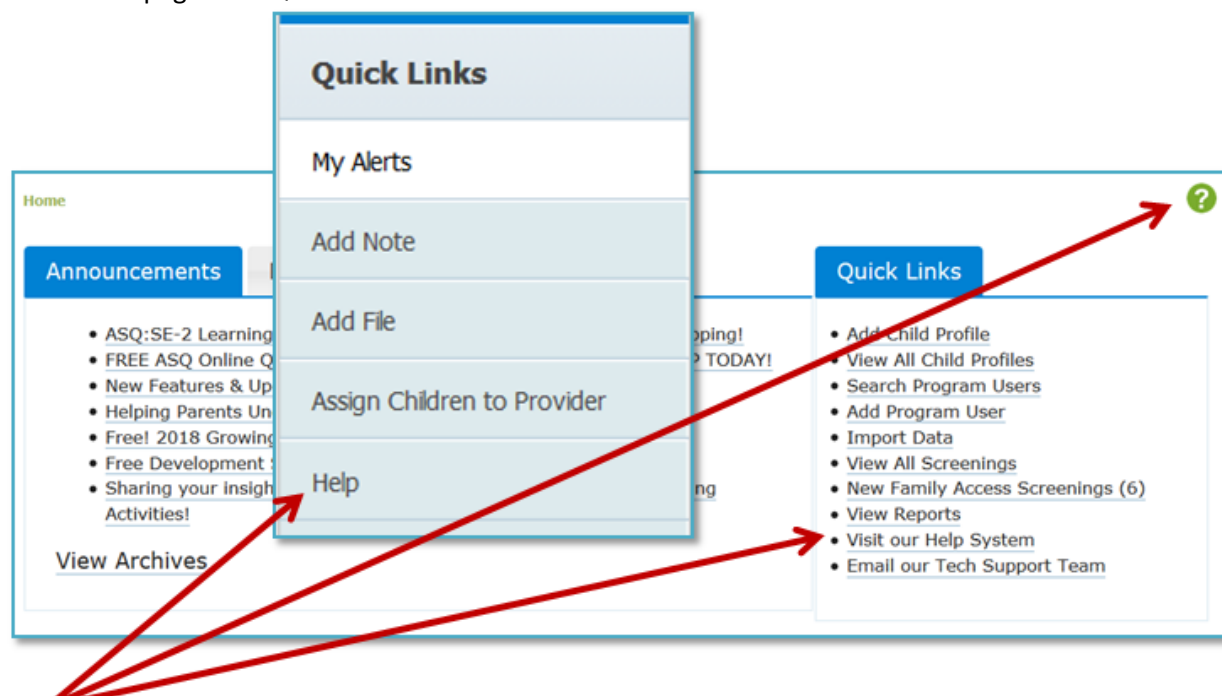
- User manuals
- Self-guided online tutorials
- FAQs
- Reference guides
- 24/7 email and phone technical support
- Webinars
- Live Q&A sessions

ASQ Online Help

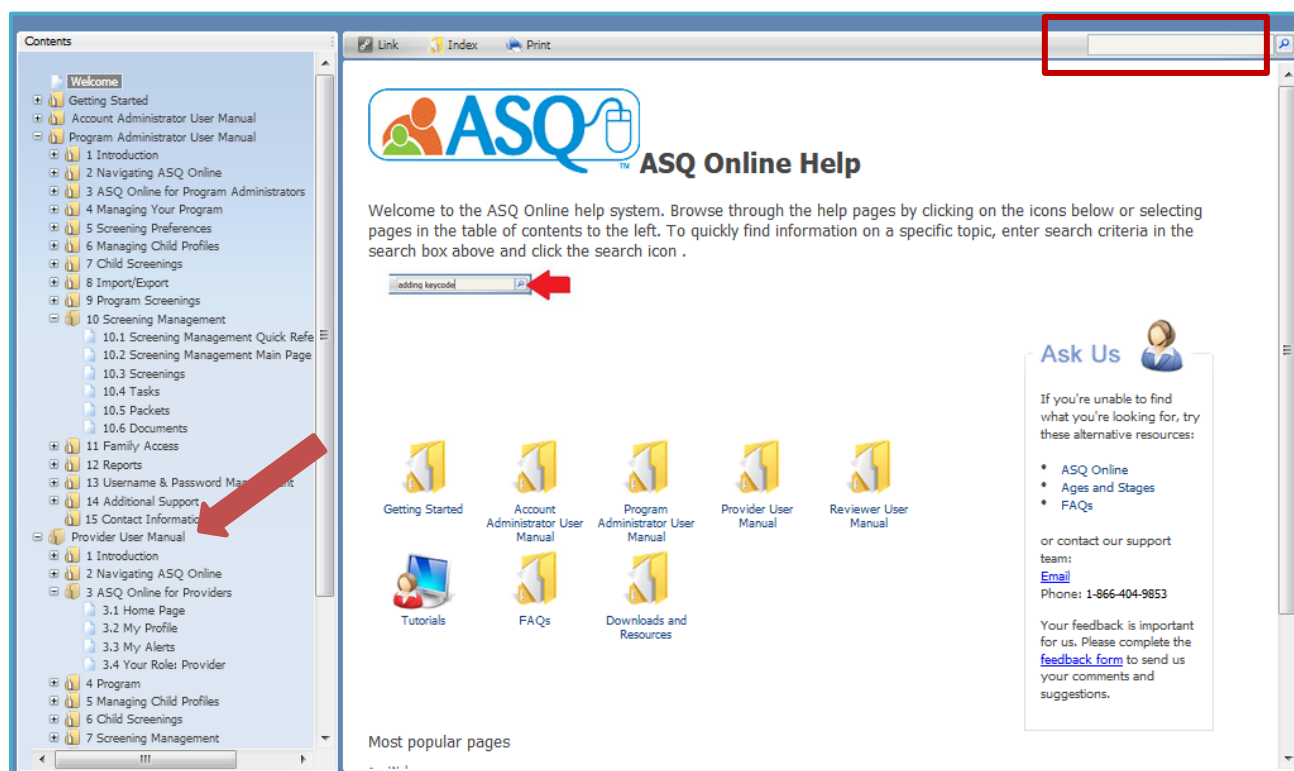
You can access ASQ Online Help Resources by visiting the ASQ Online home page and selecting the “Visit our Help System” link. Within ASQ Online Help, you will find:

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

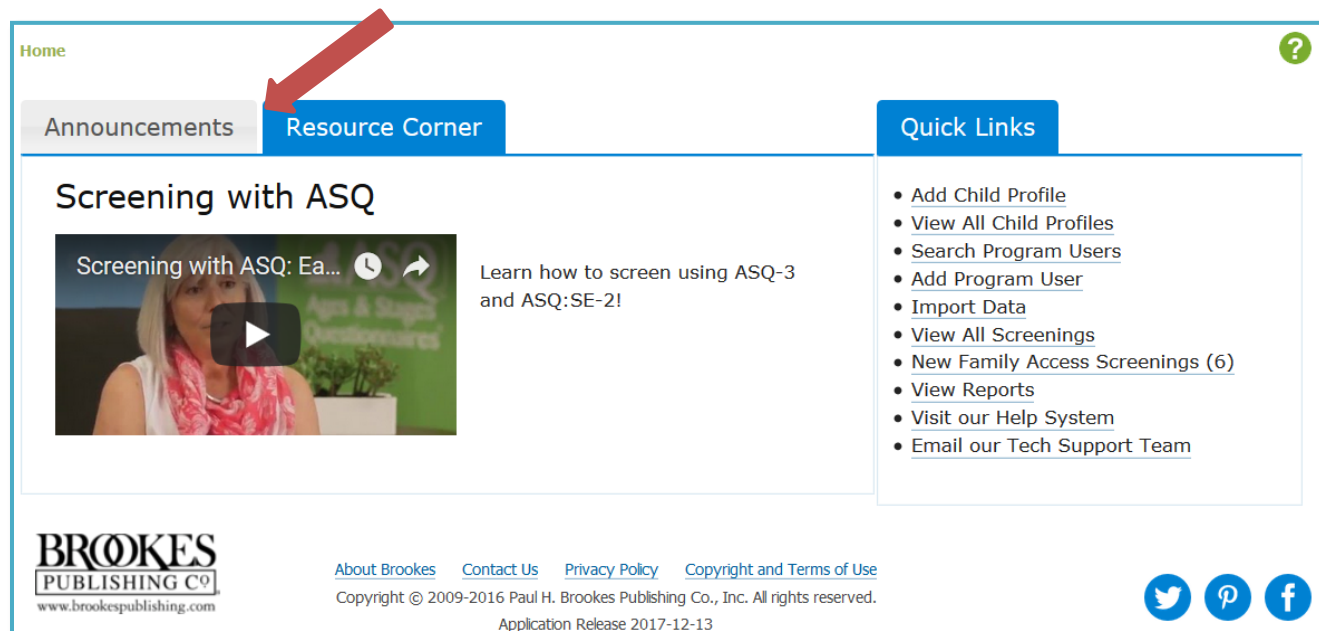
In addition, you can access the Help System by clicking on the green question mark icon found on the right side of the page (middle red arrow). This icon is available on every page in ASQ Online and will take you to the help section that is specific to the page that you are on. A link to the entire Help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



To move through the Help System, you can select pages in the table of contents at left (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 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