



**Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE):
A Parent-Completed, Child-Monitoring System
for Social-Emotional Behaviors**

Articles endorsing Ages & Stages Questionnaires®: Social-Emotional as an accurate, cost-effective, and parent-friendly instrument for screening and monitoring of social-emotional competence in young children:

- Abessa, T., Bruckers, L., Kolsteren, & Granitzer, M., (2017). Developmental performance of hospitalized severely acutely malnourished under six children in low-income setting. *BMC Pediatrics*, 17:197. DOI 10.1186/s12887-017-0950-5
- Barton, E., Harris, B., & Leech, N. (2016). Autism identification policies and practices in early childhood: A preliminary investigation from one state. *Infants & Young Children*, 29 (4), 267-289.
- Feeney-Kettler, K., Kratochwill, T., Kaiser, A., Hemmeter, M., & Kettler, R., (2015). Screening young children's risk for mental health problems: A review of four measures. *Assessment for Effective Intervention*, 35(4), 218-230.
- James Bell Associates. (2009). Early Head Start/Child Welfare Services Initiative. Final synthesis report, volume II. Compendium of grantee-specific findings. Office on Child Abuse and Neglect Children's Bureau: Washington, D.C.
- Landa, R., (2005). Assessment of social communication skills in preschoolers. *Mental Retardation and Developmental Disabilities Research Reviews*, 11: 247-252.
- Marks, K., & LaRosa, A. (2012). Understanding developmental-behavioral screening measures. *Pediatrics in Review*, 33(10), 448-458.
- McCrae, J. & Brown, S., (2017). Systematic review of social-emotional screening instruments for young children in child welfare. *Research on Social Work Practice*, 1-22.
- US Department of Health and Human Services (March, 2014). *Birth to 5: Watch Me Thrive! A Compendium of Screening Measures for Young Children*.
- Vacca, J. J. (2005). Review of the Ages and Stages Questionnaires: Social-Emotional. In B.S. Plake & J.C. Impara (Eds.), *The sixteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.



Research studies on use of ASQ:SE:

- Allen, S., Berry, A., Brewster, J., Chalasani, R., Mack, P. (2010). Enhancing developmentally oriented primary care: An Illinois initiative to increase developmental screening in medical homes. *Pediatrics*, (126), Supplement 3, S160-S164.
- Baggett, K., Warlen, L., Hamilton, J. Roberts, J., & Staker, M. (2007). Screening infant mental health indicators: An early head start initiative. *Infants & Young Children*, 20(4), 300–310.
- Beeber, L. S., Holditch-Davis, D., Perreira, K., Schwartz, T., Lewis, V., Blanchard, H., Canuso, R., & Goldman, B. (2010). Short-term, in-home intervention reduces depressive symptoms in Early Head Start Latina mothers of infants and toddlers. *Research in Nursing and Health*, 33(1), 60–76.
- Bian, X., Xie, H., Squires, J. & Chen, C. (2017). Adapting a parent-completed socioemotional questionnaire in China: The Ages & Stages Questionnaires: Social-Emotional. *Infant Mental Health Journal*. 1-7. DOI: 10.1002/imhj21626.
- Bricker, D., Shoen Davis, M., & Squires, J. (2004). Mental health screening in young children. *Infants & Young Children*, 17(2), 129–144.
- Briggs, R., Stettler, E., Silver, E., Schrag, M., Chinitz, S., & Racine, A. (2012). Social-emotional screening for infants and toddlers in primary care. *Pediatrics*, 129/2/e377.
- Brown, M., Copeland, K., Sucharew, H., & Kahn, R. (2012). Social-emotional problems in preschool-aged children: Opportunities for prevention and early intervention. *Archives of Pediatric and Adolescent Medicine*, online August 27, 2012, www.archpediatrics.com.
- Chen, C.Y., Xie, H., Filgueiras, A. et al. (2017). Examining the psychometric properties of the Brazilian Ages & Stages Questionnaires-Social-Emotional: Use in public child daycare centers in Brazil. *Journal of Child and Family Studies*, 26(9), 2412–2425.
- Chen, C.Y., Chen, C.I., Squires, J., Bian, X., Heo, K., Filgueiras, A., et al. (2017). Adapting a developmental screening measure: Exploring the effects of language and culture on a parent-completed social-emotional screening test. *Infants and Young Children*, 30(2), 111–123.
- Chen, C., Filgueiras, A., Squires, J., Landeira-Fernandez, J. (2016). Examining the factor structure of an early childhood social emotional screening assessment. *Journal of Special Education and Rehabilitation*, 17, 3-4. 89–104.
- Chen, C., Squires, J., Heo, K., Bian, X., Chen, C-I., Filgueiras, A., Xie, H., Murphy, K, Dolata, J., & Landiera-Fernandez, J. (2015). Cross cultural gender differences in social-emotional competence of young children: Comparisons with Brazil, China, South Korea, and the United States. *Mental Health in Family Medicine*, 11, 59–68.

- Gilkerson, L. & Kopel, C. (2005). Relationship-based systems change: Illinois model for promoting social-emotional development in Part C early intervention. *Infants & Young Children, 18*(4), 349–365.
- Haskett, M., Montgomery Armstrong, J., & Tisdale, J. (2016). Developmental Status and Social–Emotional Functioning of Young Children Experiencing Homelessness. *Early Childhood Education Journal, 196*(43). Retrieved from <http://link.springer.com/article/10.1007/s10643-015-0691-8>.
- Heo, K., & Squires, J. (2012). Adaptation of a parent-completed social emotional screening instrument for young children: *Ages and Stages Questionnaires-Social Emotional*. *Early Human Development, 88*(3), 151–158.
- Hillen, T., Gafson, L., Drage, L., Conlan, L. (2012). Assessing the prevalence of mental health disorders and mental health needs among preschool children in care in England. *Infant Mental Health Journal*, DOI: 10.1002/imhj.21327.
- Hur, E., Buettner, C., & Jeon, L. (2015). Parental depressive symptoms and children’s school-readiness: The indirect effect of household chaos. *Journal of Child and Family Studies, DOI 10.007/s10826-015-0147-1*.
- Jee, S., Conn, M. Szilagyi, P., Blumkin, A., Baldwin, C., & Szilagyi, M. (2010). Identification of social-emotional problems among young children in foster care. *Journal of Child Psychology and Psychiatry, 51*(12), 1351–1358.
- Jeon, L., Buettner, C., & Hur, E. (2014), Family and neighborhood disadvantage, home environment, and children’s school readiness. *Journal of Family Psychology (28)5* , 718-727.
- Junge, C., Garthus-Niegel, S., Slinning, K., Polte, C., Simonsen, T. & Eberhard-Gran, M. Impact of perinatal depression on children’s social-emotional development: A longitudinal study, *Maternal Child Health Journal, 21*:607-615.
- Kucuker, S., Kupci, E., & Uslu, R. (2011). Evaluation of the Turkish version of the Ages and Stages Questionnaires: Social-Emotional in identifying children with social-emotional problems. *Infants & Young Children, 24*(2), 207–220.
- Lester, P., Aralis, H., Sinclair, M., Kiff, C., Lee, K., Mustillo, S., Wadsworth S., (2016) The Impact of Deployment on Parental, Family and Child Adjustment in Military Families. *Child Psychiatry Human Development DOI 10.1007/s10578-016-0624-9*
- Lyman, D.R., Njoroge, W., Willis, D. (2007). Early childhood psychosocial screening in culturally diverse populations: Survey of clinical experience with Ages and Stages Questionnaires, Social-Emotional. *Zero To Three, 27*(5) 46–54.



- McKnight, S. (2014). Implementing the Ages and Stages questionnaire in health visiting practice. Ten Alps Publishing, 87.11. 28.
- Nelson, B., Chung P., Forness, S., Pillado, O., et al. (2013). Developmental and health services in Head Start preschools
- Nguyen, D., Ee, J., Berry-Caban, C., Hoedebecke, K., (2014). The effects of military deployment on early child development. *Army Medical Department Journal*, October-December, 81-86.
- Salomonsson, M., Sorjonen, K., & Salomonsson., B. (2015). A long-term follow-up of a randomized controlled trial of mother-infant psychoanalytic treatment: Outcomes on the child. *Infant Mental Health Journal*, 36(1), 12-29.
- Squires, J., Bricker, D., Heo, K., & Twombly, E. (2001). Identification of social-emotional problems in young children using a parent-complete screening measure. *Early Childhood Research Quarterly*, 16, 405–419
- Squires, J., Bricker, D., Twombly, E. (2003). *The ASQ:SE User's Guide*. Baltimore: Paul. H. Brookes Publishing Co.
- Normative sample of over 3,000 questionnaires, high reliability (> 90%), internal consistency, sensitivity, and specificity (see <http://www.agesandstages.com> for Technical Report on ASQ:SE for complete psychometric data).
- Squires, J., Bricker, D., & Twombly, E. (2004). Parent-completed screening for social emotional problems in young children: Effects of risk/disability status and gender on performance. *Infant Mental Health*, 25(1), 62–73.
- Stensen, K., Stenseng, F., Lydersen, S., Marianne, S et al. (2018). Screening for mental health problems in a Norwegian preschool population. A validation of the Ages and Stages Questionnaire: Social-Emotional (ASQ:SE). *Child and Adolescent Mental Health*, doi: 10.1111/camh.12257.
- Vaezghasemi, M., Sundberg, L., Ivarsson, A., Eurenus, E., et al., (2017). Psychometric analysis of Age and Stages Questionnaire: Social-Emotional (ASQ:SE) among 3-year-olds: Masoud Vaezghasemi. *European Journal of Health*. <https://doi.org/10.1093/eurpub/ckx187.443>.
- Velikonja, T., Edbrooke-Chiilds, J., Calderson, A., Slead, M et al. (2017). The psychometric properties of the Ages & Stages Questionnaires for ages 2-2.5: a systematic review. *Child Care Health and Development*. 43(1), DOI10.1111/cch.12397. Epub2016Aug24.
- Wright, C., & Holm-Hansen, C., (2010). Mental health concerns in young children: Developing a comprehensive early identification and referral system. *Zero to Three*, 31(1), 48–53.



Yovanoff, P. & Squires, J. (2006). Determining cut-off scores on a developmental screening measure: Comparison of receiver operating characteristics and item response theory approaches. *Journal of Early Intervention*, 29(1), 48–62.