Welcome to the Interpreting Results and Next Steps training module. My name is Mary Alice Batts-Hatfield and I will be the presenter for this 25-minute module.
This online training module reviews how to interpret results from the ASQ-3 and ASQ:SE-2 questionnaires and next steps. You will:

- Learn how to review the Information Summary for ASQ-3 and ASQ:SE-2
- Learn differences between ASQ-3 and ASQ:SE-2 results
- Learn best practices for follow-up and next steps
- Learn how to engage families with ASQ-3 and ASQ:SE-2 Learning Activities
Information Summary

The Information Summary sheet is the scoring form for ASQ-3 and ASQ:SE-2. It provides a complete summary of the questionnaire information and results. The Information Summary sheet provides the following information for a child:

For ASQ-3:
- Total scores and cutoffs for each area
- A scoring graph that shows where the child’s score falls (below the cutoff, in the monitoring zone, above the cutoff)
- Overall responses
- ASQ-3 score interpretation and recommendations for follow-up
- Follow-up actions taken
- Individual item responses

For ASQ:SE-2:
- Total scores by page, total overall score, and cutoff
- A graph that shows where the child’s score falls (below the cutoff, in the monitoring zone, above the cutoff)
- Overall responses and concerns
- ASQ:SE-2 score interpretation
- Follow-up referral considerations
- Follow-up actions
Let’s take a closer look at the ASQ-3 Information Summary.
Section 1 of the ASQ-3 Information Summary, shown in the top image, displays the cutoff, the total score, and a graph of where the child’s score falls for each area.

Section 3, in the bottom image, shows how to interpret these scores.

- If the score is in the light area, it is above the cutoff and the child’s development appears to be on schedule.
- If the score is in the gray-shaded area, it is close to the cutoff and the child is in the monitoring zone.
- If the score is in the dark-shaded area, it is below the cutoff.
Section 2 of the ASQ-3 Information Summary, shown in the upper image, displays the parent’s responses in the overall section.

If the “yes” or “no” response is capitalized, follow-up and further discussion may be required.
Section 4 of the ASQ-3 Information Summary is where you can document any follow-up actions that will be taken. In ASQ Online, the follow-up is interactive and tasks can be created for tracking purposes.
Section 5 of the ASQ-3 Information Summary displays the individual responses to the ASQ-3 questionnaire items.
Now let’s review the Information Summary for ASQ:SE-2.
Section 1 of the ASQ:SE-2 Information Summary shows the total number of points on each page of the questionnaire and the total score. It also shows the questionnaire interval, the monitoring cutoff score, the referral cutoff score, and the child’s ASQ:SE-2 score.
Section 2 of the Information Summary shows a graph of the scoring areas. An “X” marks where the child’s total score falls.

- If the child’s total score is in the light area, it is below the cutoff and social-emotional development appears to be on schedule.
- If the child’s total score is in the gray-shaded area, it is close to the cutoff and the child should be monitored.
- If the child’s total score is in the dark-shaded area, it is above the cutoff and further assessment may be needed.
Section 3 of the Information Summary notes the number of items marked “concern” and records the overall responses from the parent. Any responses marked “YES” may require follow-up and further discussion.
Section 4 is where you can select follow-up/referral considerations regarding the ASQ:SE-2 screening.

Section 5 is where you can document any follow-up actions that will be taken. In ASQ Online, the follow-up is interactive and tasks can be created for tracking purposes.
The ASQ:SE-2 Information Summary doesn’t include a list of the individual responses as the ASQ-3 Information Summary does. However, you can print out the ASQ:SE-2 Item Response Sheet.

The Item Response Sheet includes the item score, concern score, and any notes for all items of the ASQ:SE-2 questionnaire, as well as the overall responses.

If you want to review the specific items that the parents marked as a concern without having to print the entire questionnaire, this sheet is a good resource to use. You can print the completed Item Response sheet directly from ASQ Online.
One of the key differences between ASQ-3 and ASQ:SE-2 is in the relationship of scores to the cutoff. This means results are interpreted differently.

For example—you can see on this chart that on ASQ-3 scoring BELOW the cutoff indicates a concern, while on ASQ:SE-2 scoring ABOVE the cutoff indicates a concern.
Another key difference is in how the two screening tools allow parents to indicate concerns about the child.

ASQ-3 includes an Overall section where parents can indicate concerns. In contrast, ASQ:SE-2 gives parents the option to indicate a concern about each questionnaire item, and there is a short Overall section that consists of 2 to 3 questions.
Here are some guidelines to remember as you engage with families and share results from the ASQ-3 and ASQ:SE-2 questionnaires.

<table>
<thead>
<tr>
<th>Teacher Responsibilities</th>
<th>Family/Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Review the total area scores and family concerns</td>
<td></td>
</tr>
<tr>
<td>✓ Follow local procedures for tiered interventions (i.e. MTSS)</td>
<td></td>
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<tr>
<td>✓ If the ASQ-3 and ASQ-SE2, along with other pieces of data-driven evidence demonstrates a concern, follow your school’s SIT process/protocol</td>
<td></td>
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</tbody>
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- Actual scores on the ASQ-3 and ASQ-SE2 should not be shared with families. The focus should be on how the child is developing (on target, need more support to be on target in Kindergarten, not on target).
- Review all the things the child can do really well (the yes) responses. In cases where the child has not been successful in a certain domain, discuss strengths in this area based on their current development.
- For the “sometimes” and “not yet” responses, tell families that you will be working together all those skills.
- Give families the corresponding learning activities to support the child at home.
- Thank them for participating.
ASQ offers a variety of different resources to help engage families, including learning activities to accompany both screening tools.

Choose among the following resources 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 both 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.

If you have purchased the ASQ-3 and/or ASQ:SE-2 Learning Activities, you can enter the keycodes into ASQ Online and share these handouts in two ways:

- by printing them directly from ASQ Online, or
- by including links to the handouts on the Family Access Thank You page.
ASQ Online makes available several resources that can be used for follow-up.

You can print blank copies of these resources, or you can create your own packet of materials.

Documents and blank questionnaires are available for printing in ASQ Online—just go to Screening Management and look under the “Documents” section.
Now let’s take a look at ASQ Online . . .
ASQ Online offers 7 training modules:

- Getting Started with ASQ Online for Administrators
- Getting Started with ASQ Online for Teachers
- Setting up Family Access for Your Program
- Preparing for Questionnaire Completion
- Entering Questionnaire Data Into ASQ Online
- Interpreting Results and Next Steps
- Using ASQ Online Reports to Analyze Data
Besides the 7 training modules, you also have access to a wealth of other resources and support content, including:

- **Quick Reference Guide for Administrators**: A fully illustrated PDF guide with step-by-step procedures on how to use ASQ Online
- **Quick Reference Guide for Teachers**: An illustrated PDF guide specifically for teachers
- Live Q&A webinar sessions where you can get your questions answered by a member of the ASQ Online implementation team
- Short “How to” videos
- FAQs
- A dedicated web portal, www.agesandstages.com/ks, where you can access the Quick Reference Guides, online training modules, videos, FAQs, and other support materials
- The ASQ Online Help system at www.asqonline.com, which contains user manuals, additional FAQs, online tutorials, and support documentation
- Email and phone technical support--24 hours a day, 365 days a year