

Similarities and Differences Between



The ASQ[®]-3 and ASQ[®]:SE-2 tools help parents and professionals to build a picture of children's development and abilities. While these tools share some common features, they also have unique differences that are important to know!

Similarities

- **Parent-completed**
- Used in **diverse settings** (early learning, parenting, pediatrics, public health)
- **Flexible administration** (print, online, with or without support)
- Written at **4th–6th grade reading levels**
- **Culturally sensitive**
- **Screening process** opens discussion with parents about child's development
- **Monitoring zone** points to areas that would benefit from practice or support
- **Referral area** indicates need for ongoing assessment (and possible services)
- **Overall section** captures parent concerns, qualitative details about child's skills/behavior
- **Follow-up** includes parent concerns
- Extensively researched with **high reliability and validity**

Unique features of



- Screens **5 developmental areas**
- **21 questionnaire intervals** screen from **1–66 months**
- **Number of items consistent** across questionnaire intervals
- Items address **competence skills**
- Item response options: **Yes, Sometimes, Not Yet**
- Scoring of item responses is **consistent**
- Before answering, items **must be tried** with child
- Answers based on **observation of child's skills**
- Results of multiple questionnaires (parent, teacher, other caregiver) **can be combined** for scoring
- Scores **below cutoff** in any area indicate need for **follow-up**

Unique features of



- Screens **1 developmental area**
- **9 questionnaire intervals** screen from **1–72 months**
- **Number of items varies** across questionnaire intervals
- Items mix **social competence and problem behaviors**
- Item response options: **Often or Always, Sometimes, Rarely or Never**
- Scoring of item responses **varies**
- Items may be answered based on **recent memory of child's behavior**
- Answers based on **observation and personal interpretation of behavior**
- Results of multiple questionnaires (parent, teacher, other caregiver) **should not be combined** for scoring
- Scores **above cutoff** indicate need for **follow-up**

Learn more about the ASQ tools at www.agesandstages.com