



ASQ Online

Quick Reference Guide

for Kansas Teachers/Providers





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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/providers 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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Welcome to ASQ Online!

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

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

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

- Accurate implementation
 - Automated questionnaire selection to ensure use of the correct age interval every time
 - Elimination of scoring errors with automated scoring
- Streamlined communication with parents/caregivers completing ASQ-3 & ASQ:SE-2 through Family Access
 - Welcome page you tailor with your school's information
 - Easy link to share with parents/caregivers for online access
 - User-friendly, mobile-optimized website that makes it easy for parents/caregivers to complete questionnaires
 - Clear notification when results are submitted
- Complete record for each child 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 use ASQ Online and support your success and your work on behalf of Kansas children and families.

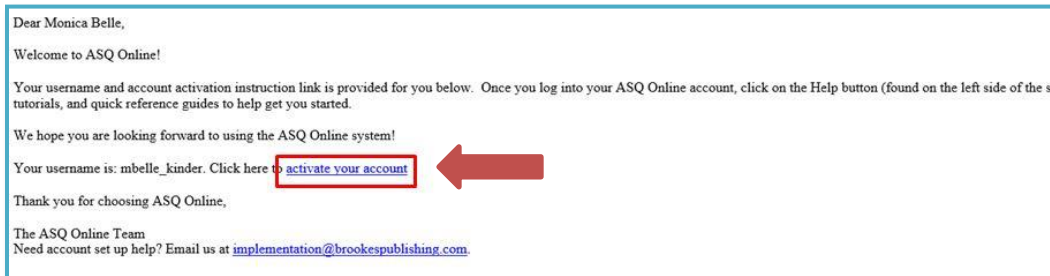
We welcome you to a community of engaged, active ASQ users who are dedicated to the healthy growth and development of young children. Please join us at www.agesandstages.com.

I. GETTING STARTED

Logging in to ASQ Online

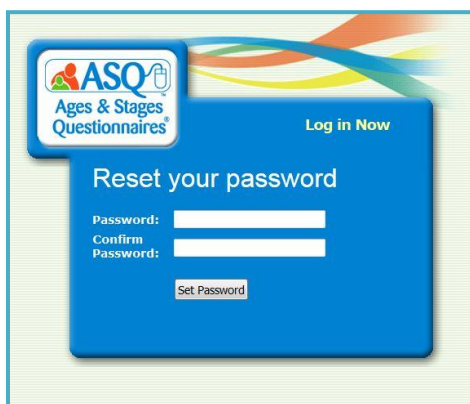
Your Program Administrator will create a user account that opens access to ASQ Online. You will receive an email from donotreply@asqonline.com with your username and steps to follow to create a password.

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

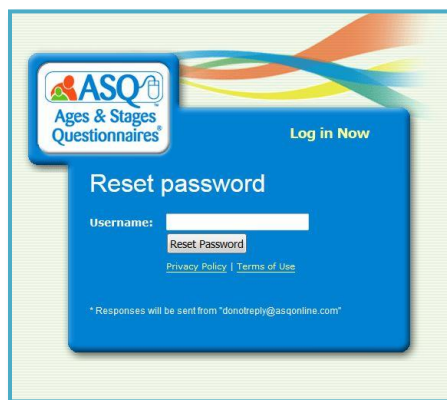


Quick Tip: Be sure to check your spam/junk mail folder for the email with the link.

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 the Provider Snapshot dashboard (top left red arrow), a tab for Announcements from Brookes Publishing about new features and updates (bottom left red arrow), a Resource Corner tab that features a video highlight (bottom center red arrow), and a Quick Links tab that provides access to common tasks (bottom right red arrow).



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

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

Home: Access Provider Snapshot, 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 parents/caregivers

Reports: Generate reports for individual children and classroom reports

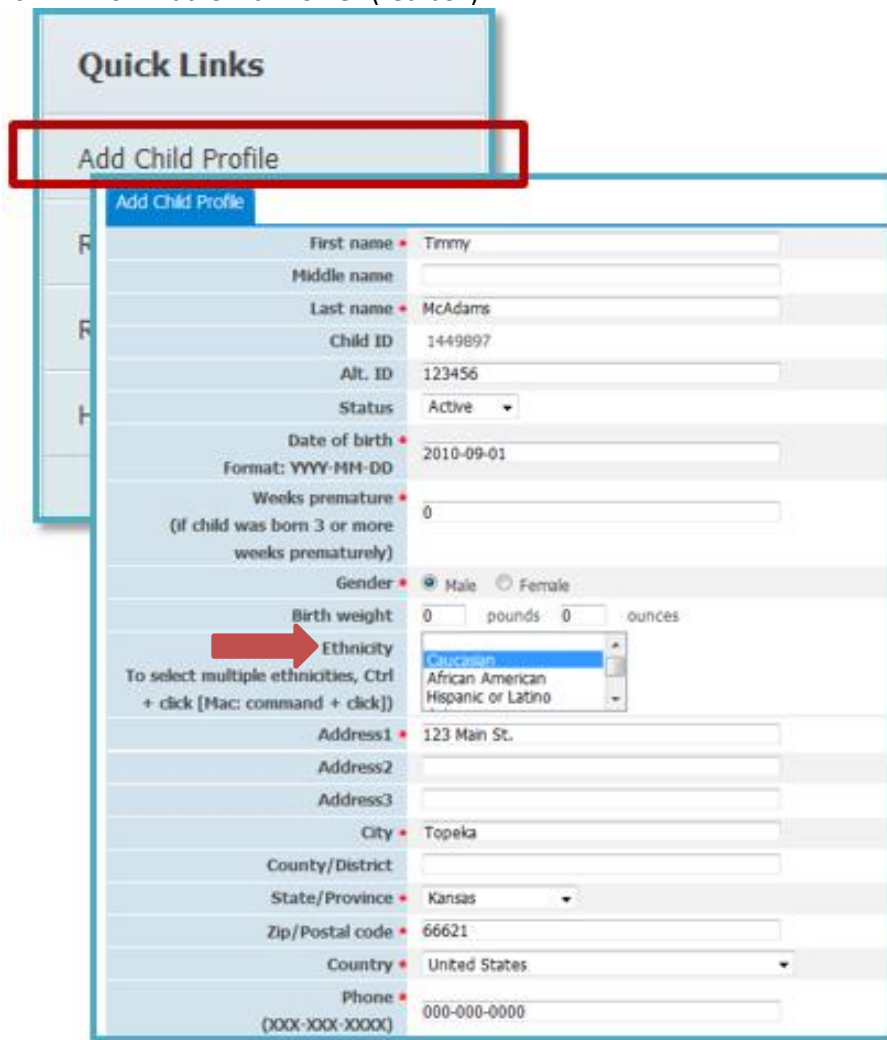
Family Access: Share with parents/caregivers the link to the customized web page your program administrator created for online completion of questionnaires

Creating Child & Parent/Caregiver Profiles

Your Program Administrator may have imported child and parent/caregiver data or manually created the profiles and assigned them to you as a teacher/provider. 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)

Caucasian
African American
Hispanic or Latino

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.

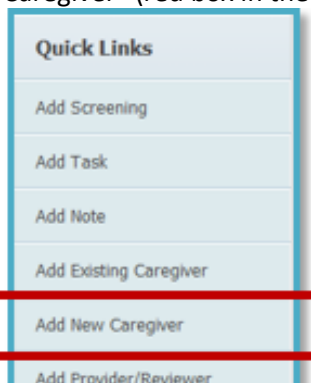
NOTE:

- In the “Ethnicity” field (red arrow in the image above) enter that information for the child if it is available. You may select multiple options.
- If your program administrator has set up classrooms, you can assign the child profile to the classroom.

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

To enter a new Caregiver Profile for a child:

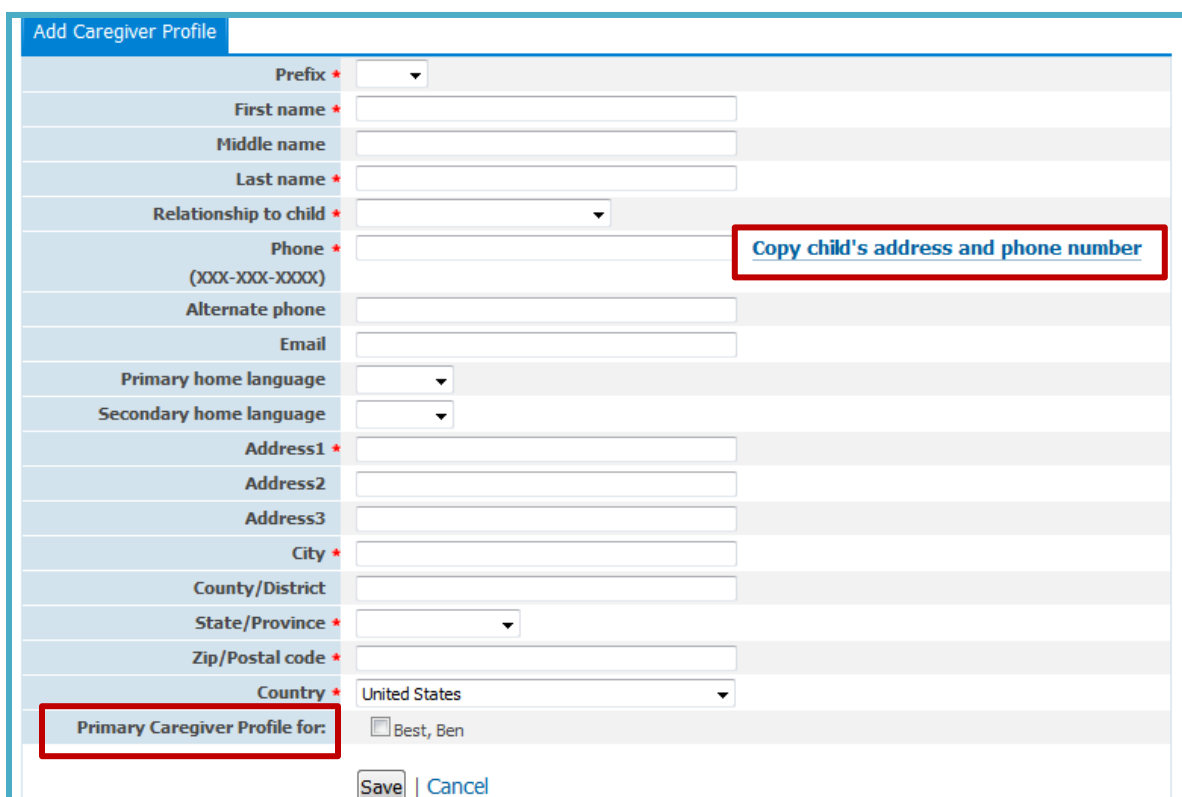
1. Select the Quick Link for “Add New Caregiver” (red box in the image below).



Quick Links

- Add Screening
- Add Task
- Add Note
- Add Existing Caregiver
- Add New Caregiver**
- Add Provider/Reviewer

2. Enter the parent’s/caregiver’s information. Required fields are marked with an asterisk in the next image below.
3. If the parent’s/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.



Add Caregiver Profile

Prefix *

First name *

Middle name

Last name *

Relationship to child *

Phone * **Copy child's address and phone number**

(XXX-XXX-XXXX)

Alternate phone

Email

Primary home language

Secondary home language

Address1 *

Address2

Address3

City *

County/District

State/Province *

Zip/Postal code *

Country * United States

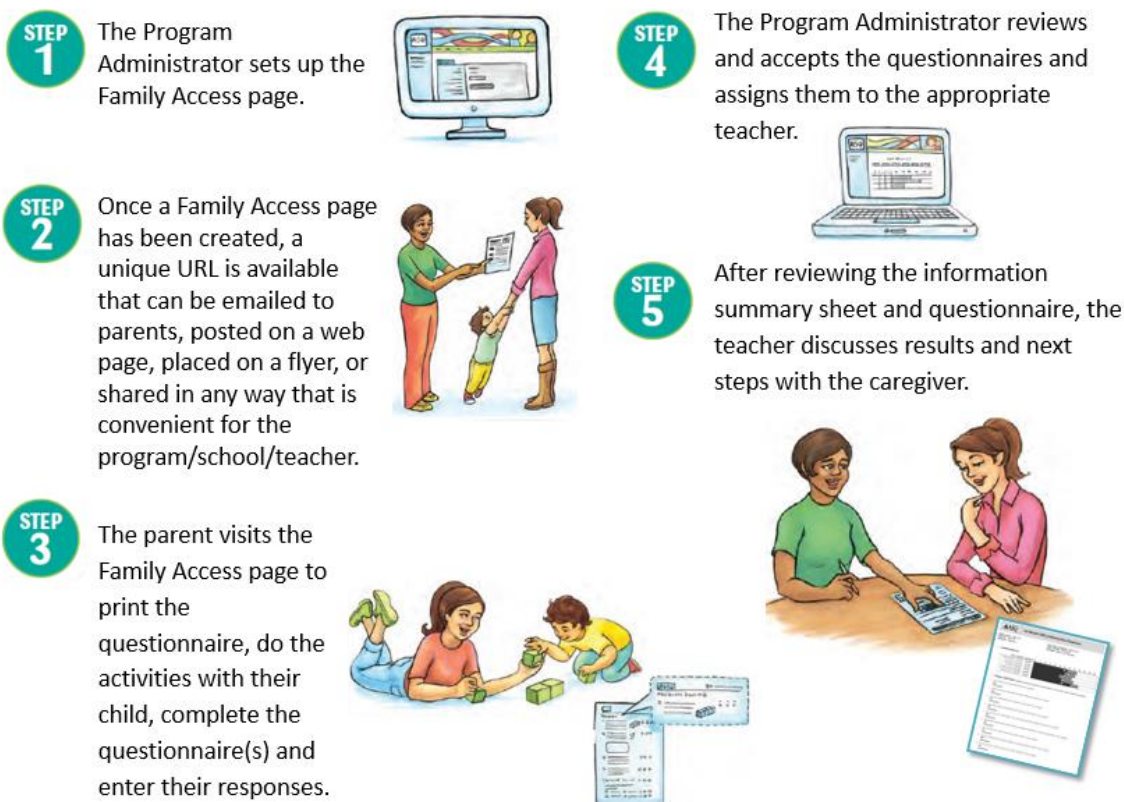
Primary Caregiver Profile for: ☐ Best, Ben

NOTE: You or your Program Administrator can add additional parents/caregivers for a Child Profile as necessary. If you work with siblings or children who share the same parent/caregiver, you can add an existing Caregiver Profile to another Child Profile.

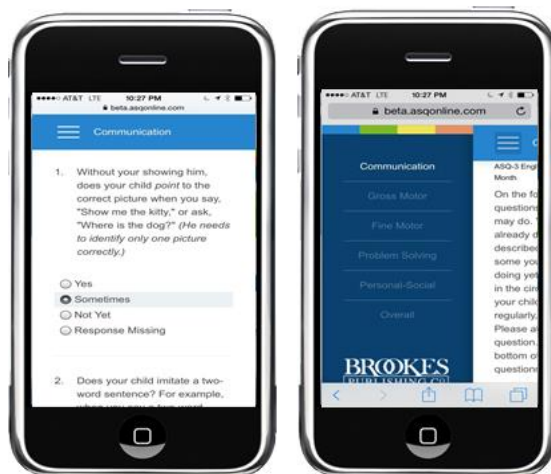
About Family Access

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/caregivers 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:





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



If your Program Administrator has created a Family Access page, you can find the Family Access URL by going to the main menu and clicking on the Family Access tab (red box in the image below).

Home
My Profile
Program
Child Profiles
Screening Management
Reports
Family Access

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/caregivers to ASQ
- Provide parents/caregivers with questionnaires

The sections that follow provide detailed information and specific suggestions.

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

Parents/caregivers will be more comfortable about and engaged in screening 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/caregivers when you introduce ASQ-3 and ASQ:SE-2 and ask them to participate.

ASQ-3	ASQ:SE-2
<p>1. Share the purpose of screening.</p> <p>Parents/caregivers may worry about participating in a screening program. Some may be new to the idea; others might fear that 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/caregivers guidance and help them feel prepared to complete a screening successfully.</p> <p>Completing the ASQ-3 questionnaire is simple, but parents/caregivers 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>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/caregivers 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

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

3. **Explain how ASQ-3 works.**

Describe the five developmental areas of ASQ-3, the items within these areas, and the Overall section. You might say:

- “Your child may be able to do some, but not all, of the items.”
- “Here are the five areas of development we’ll look at on 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/caregivers 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.”

who spends more than 15 to 20 hours a week with your child.”

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

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

4. **Review the CONCERN column.**

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

5. **Review the Overall section.**

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

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

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


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

- Let parents/caregivers know that you'll be in touch to share the results.
- Give parents/caregivers a time frame within which they can expect to hear back from you.

Providing Questionnaires to Parents/Caregivers

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

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



ASQ-3
Ages & Stages
Questionnaires
Third Edition
What Is ASQ-3™?

ASQ-3 is a set of questionnaires about children's development. It has been used for more than 20 years to make sure children are developing well. A screening provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills, and problem solving skills. ASQ-3 can help identify your child's strengths as well as any areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That's why ASQ-3 questionnaires are designed to be filled out by you. You will only need 10-15 minutes. It's that quick and easy. Here's how ASQ-3 works:


- You will answer each question "yes," "sometimes," or "not yet," based on what your child is able to do now. Your answers help show your child's strengths and areas where he or she may need practice.
- To answer each question, you can fill in the simple activities with your child. These activities encourage your child to play, move around, and practice day-to-day skills.
- After you complete the questionnaire, a professional will score the results with you.

If your child is developing without concerns, there is nothing more you will need to do. Following by the next ASQ-3 age level as your child grows and learns new skills. There are 21 questionnaires that you can use with children from 1 month to 3 1/2 years old. If your child has trouble with some skills, your program will help you with next steps. Finding a place or program as early as possible supports young children's healthy development.

You are an active partner in your child's learning and development. By completing ASQ-3 questionnaires, you are making sure your child is off to the best possible start!

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

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ASQ:SE-2
Ages & Stages
Questionnaires
Second Edition
What Is ASQ:SE-2™?

The first 5 years of your child's life are very important. Your child's healthy social-emotional development forms a foundation for lifelong learning. ASQ:SE-2 is a set of questionnaires about behavior and social-emotional development in young children. There are also questionnaires for different ages to screen children from 1 month to 5 years old.

ASQ:SE-2 has been used by parents for more than 15 years. It makes sure that children's social-emotional development is on schedule. It helps you calculate milestones and is addressing any concerns as early as possible. ASQ:SE-2 can help identify your child's social-emotional strengths and areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That's why ASQ:SE-2 is designed for you to complete. You will only need 10-15 minutes. It's that quick and easy. Here's how ASQ:SE-2 works:

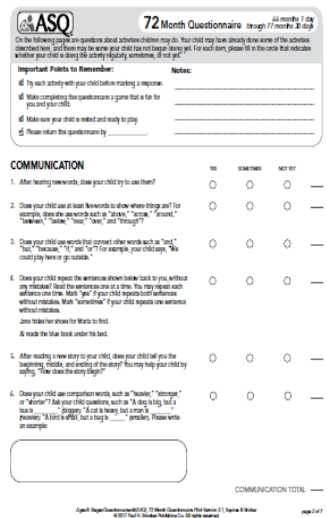
- Answer each question by marking "often or always," "sometimes," or "rarely or never." Answer based on what you know about your child.
- Have any concerns about your child?
- Remember that your answers help show your child's strengths and areas where he or she may need support.
- After you finish, your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

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

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

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

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ASQ-3
Ages & Stages
Questionnaires
Third Edition
72 Month Questionnaire (age 77 months, 8-10)

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

Important Points to Remember:

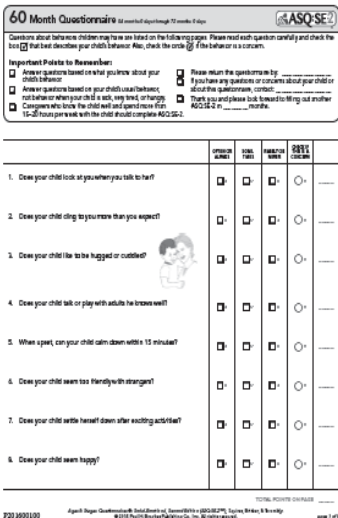
- Fill in each activity with your child before making a response.
- Make sure the questionnaire is given to a parent or caregiver for your child.
- Make sure your child is seated and ready to play.
- Please return the questionnaire by _____.

COMMUNICATION

	YES	SOMETIMES	NOT YET
1. After hearing new words, does your child try to use them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does your child use at least 10 words to show where things are? For example, does she say words such as "here," "there," "ground," "bedroom," "bath," "toilet," "down," and "upstairs?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does your child use words that connect other words such as "and," "but," "because," "if," and "so"? For example, your child says, "We could play here or go outside."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does your child repeat the sentences down below back to you, without any mistakes? Read the sentences one at a time. You may repeat each sentence one time. Mark "yes" if your child repeats each sentence without mistakes. Mark "sometimes" if your child repeats one sentence without mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? For example, your child says, "How does the story begin?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does your child use comparison words, such as "bigger," "stronger," or "smaller"? Ask your child questions, such as "Is this thing big or small?" "Is this thing strong or weak?" "Is this thing big or small?" "Is this thing strong or weak?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNICATION TOTAL _____

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ASQ:SE-2
Ages & Stages
Questionnaires
Second Edition
60 Month Questionnaire (18 months to age 77 months, 8-10)

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

Important Points to Remember:

- Answer questions based on what you know about your child's behavior.
- Answer questions based on your child's usual behavior, not on when your child is sick, very tired, or happy.
- Caregivers who know the child well and spend more than 10-15 minutes with the child should complete ASQ:SE-2.
- Please return the questionnaire by _____.
- If you have any questions or concerns about your child or about the questionnaire, contact _____.
- Thank you and please look forward to filling out another ASQ:SE-2 in _____ months.

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

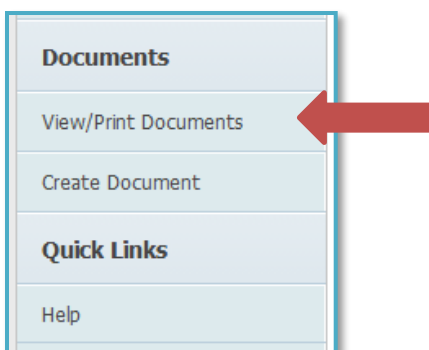
60 Month Questionnaire TOTAL: _____

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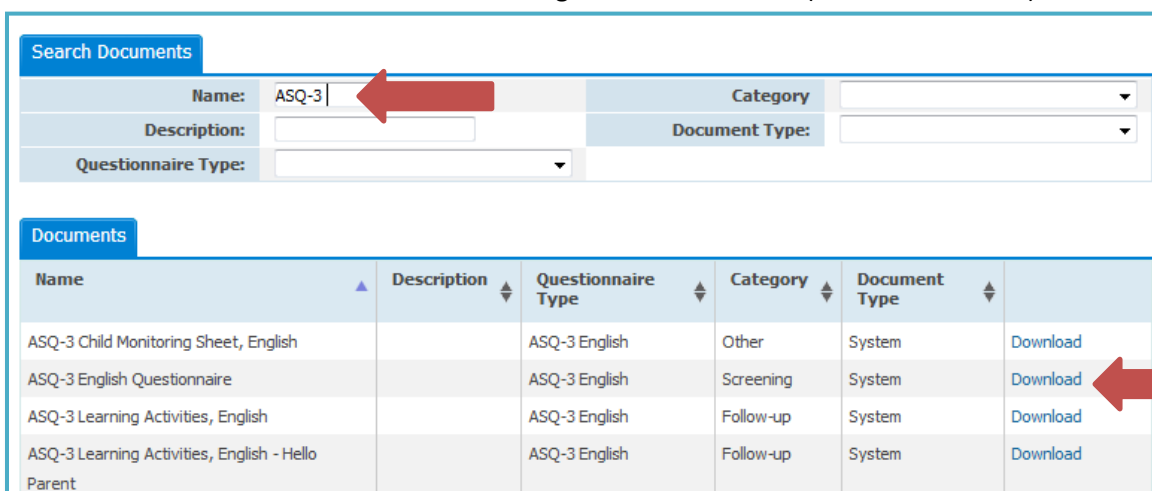
The 72 month questionnaire is not included with your ASQ-3 Starter Kit and must be printed from the online system. To print the 72 month questionnaire:

1. From the main menu select “Screening Management.”

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



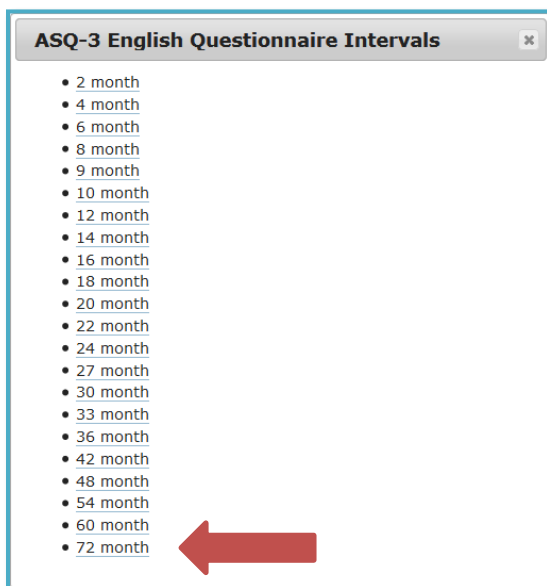
- In the search field for Name (top red arrow below), type “ASQ-3” to narrow down the list of documents. Select the “Download” link next to “ASQ-3 English Questionnaire” (bottom red arrow).



The screenshot shows the 'Search Documents' page. The search field for Name is highlighted with a red arrow. The 'Download' link for 'ASQ-3 English Questionnaire' is highlighted with 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.



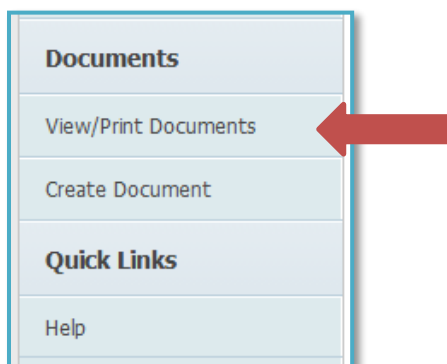
The screenshot shows the 'ASQ-3 English Questionnaire Intervals' dialog box. The 72 month interval is highlighted with a red arrow.

- 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

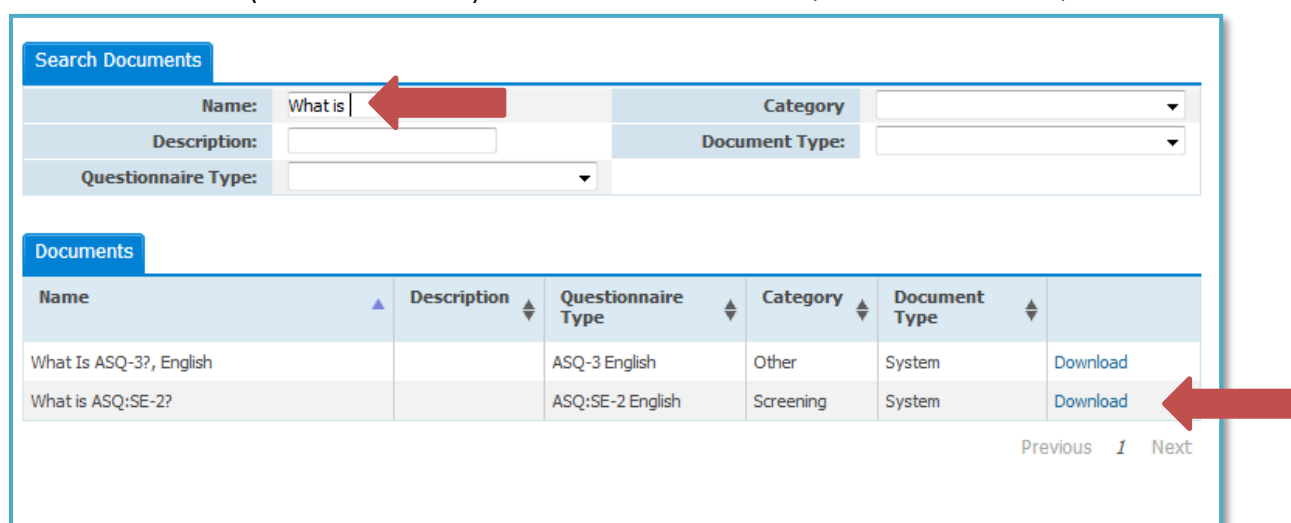
Follow these same steps to print the ASQ-3 60 month questionnaire and the ASQ:SE-2 60 month questionnaire.

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” (red arrow below)



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?”



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/caregivers. The two tables that follow list selected resources. The first table lists resources to help you introduce parents/caregivers to ASQ, and the second, resources to share once a screening is completed.

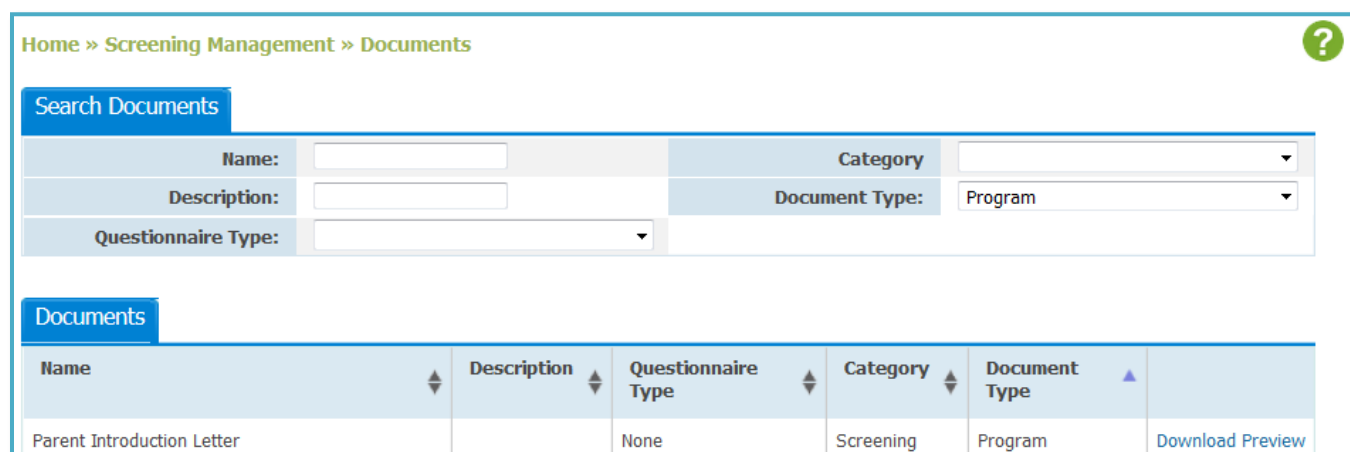
Resources for Introducing Parents/Caregivers to ASQ	
ASQ-3 Letters and Documents	ASQ:SE-2 Letters and Documents
<ul style="list-style-type: none"> What is ASQ-3? Parent Consent Form, ASQ-3 Parent Family Access Letter with URL, ASQ-3 Parent Questionnaire Cover Letter, ASQ-3 Parent Welcome Letter, ASQ-3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

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

These documents are also available in Spanish if 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

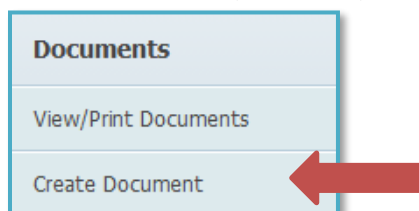
Name	Description	Questionnaire Type	Category	Document Type	
Parent Introduction Letter		None	Screening	Program	Download Preview

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 parents/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 on the next image below, enter the title of your document.
4. In the “Description” field on the next image below, enter an optional description of your document.


5. From the “Category” drop-down menu on the next image, select the category: Screening, Follow-up, or Other.
6. From the “Questionnaire type” drop-down menu on the next image, select ASQ-3 English/Spanish or ASQ:SE-2 English/Spanish.
7. In the “Content” field on the image below, 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> A B </div> <div> Paragraph </div> <div> Font Family </div> <div> Font Size </div> </div> <p>{logo}</p> <p>{program_name}</p> <p>{date}</p> <p>Dear {caregiver_prefix} {caregiver_last_name},</p>

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





Child
Caregiver
Provider
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

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

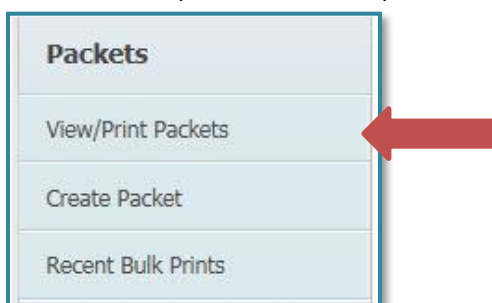
NOTE: Any document or letter you create is accessible only by you.

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 parents/caregivers:

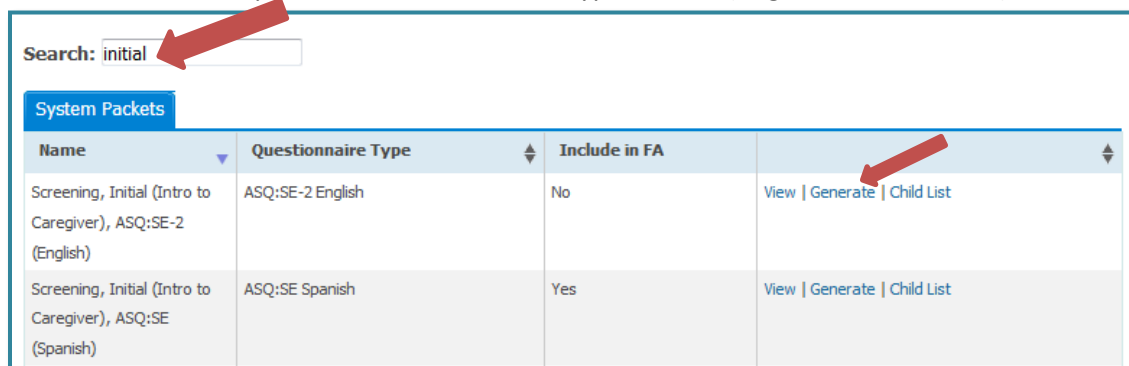
Screening, Initial (Intro to Parent/Caregiver), ASQ-3	Screening, Initial (Intro to Parent/Caregiver), ASQ:SE-2
<ul style="list-style-type: none"> Parent Welcome Letter, ASQ-3 English Parent Questionnaire Cover Letter, ASQ-3 English What Is ASQ-3?, English Parent Consent Form, ASQ-3 English ASQ-3 English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

To generate a system packet:

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



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



A screenshot of a web application showing a search box with the text "initial" and a "System Packets" table. A red arrow points to the search box. The table has four columns: Name, Questionnaire Type, Include in FA, and a set of links (View, Generate, Child List). A second red arrow points to the "Generate" link in the first row.

Name	Questionnaire Type	Include in FA	
Screening, Initial (Intro to Caregiver), ASQ:SE-2 (English)	ASQ:SE-2 English	No	View Generate Child List
Screening, Initial (Intro to Caregiver), ASQ:SE (Spanish)	ASQ:SE Spanish	Yes	View Generate Child List

- To print, select the “Generate” link (small red arrow in the image above) next to the packet.
- To see a list of children who are a part of your program, select the “Child Profiles” tab (red box on the next image below).

- To add one or more children to your packet, click the “Add” link (red arrow below). 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: Start typing...
Child ID: Previous Result: Start typing...
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

- When you have made your selections, select the “Print Packet” link (red box below).

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

- Review the list of children who will be included in the packet along with the recommended questionnaire interval. Click the “Print Packet” button (red box below).

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

- To print or download the files to your computer, select either “Download Zip” or “Download PDF” (red box below).

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/caregiver complete a questionnaire independently online:

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

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

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

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

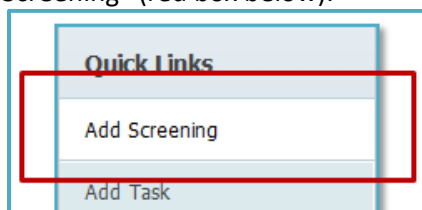
III. ENTERING QUESTIONNAIRE DATA INTO ASQ ONLINE

Entering Questionnaire Results Using Long or Short Form

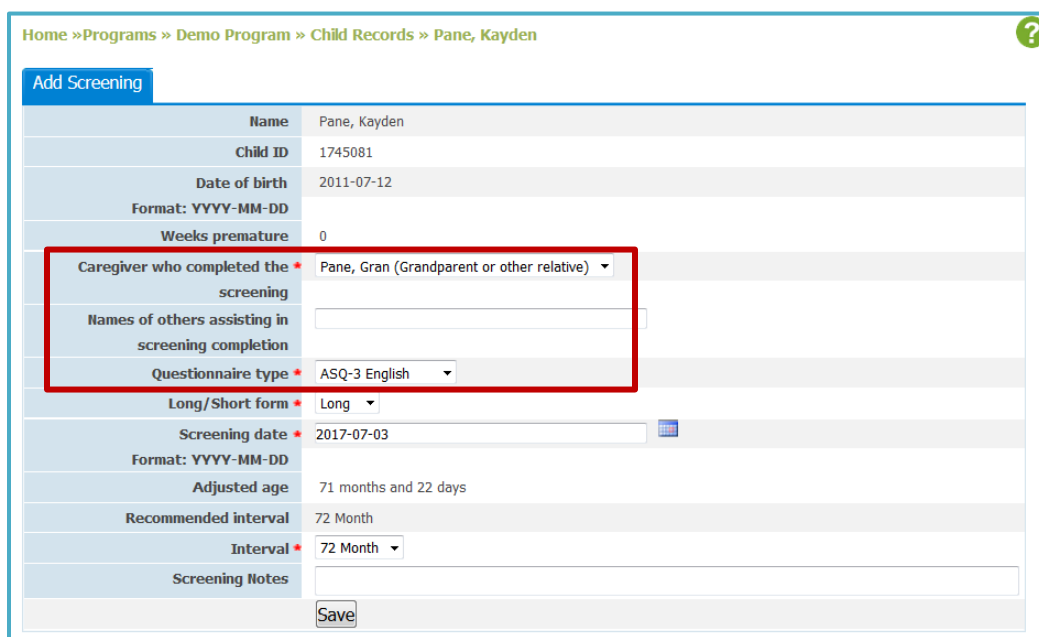
If parents/caregivers complete the paper version of the ASQ-3 and ASQ:SE-2 questionnaires, you or other designated staff can easily enter the responses into ASQ Online.

To enter questionnaire results for a child:

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



3. On the “Add Screening” tab, click the appropriate drop-down menus to:
 - select the “Caregiver who completed the screening” field (see red box in image below)
 - enter “Names of others assisting in screening completion” (optional) (red box in image below).
 - select “Questionnaire type” (red box in image below)



Home » Programs » Demo Program » Child Records » Pane, Kayden

Add Screening

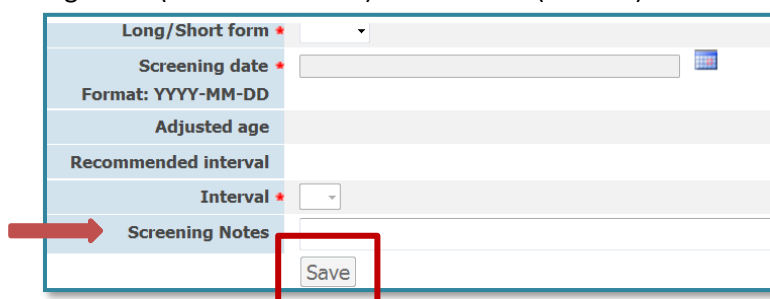
Name	Pane, Kayden
Child ID	1745081
Date of birth	2011-07-12
Format: YYYY-MM-DD	
Weeks premature	0
Caregiver who completed the screening *	Pane, Gran (Grandparent or other relative) ▼
Names of others assisting in screening completion	
Questionnaire type *	ASQ-3 English ▼
Long/Short form *	Long ▼
Screening 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 children as old as 77 months 30 days. While the print questionnaire lists the age range as 54 months 0 days through 72 months 0 days, the online system allows for a wider range to accommodate older children entering kindergarten.



7. Enter any screening notes (red arrow below). Click “Save” (red box).



Long/Short form *

Screening date *

Format: YYYY-MM-DD

Adjusted age

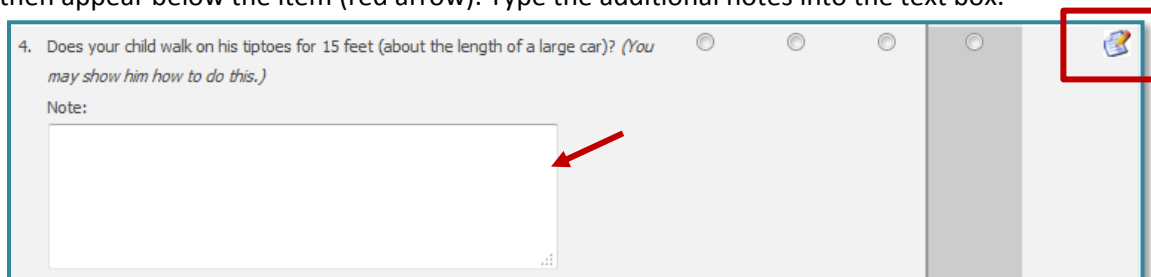
Recommended interval

Interval *

Screening Notes

Save

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

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

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

Communication Gross Motor Fine Motor Problem Solving Personal-Social Overall

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
Child ID: 1234725
Program: Program A

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

1. SCORING RESULTS:

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

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

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

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

3. Can you understand most of what your child says? If no, explain:
NO
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
Child ID: 1234725
Person who completed ASQ:SE-2: Ben, Frank
Addressing program/provider: Program A (Ben, Frank)
Caregiver's Name: Ben, Frank

Date ASQ:SE-2 completed: 2017-06-27
Child's date of birth: 2010-09-01
Assessing in ASQ:SE-2 completed: Child's age (months and days): 66 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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= 837, 840 = 838, 841 = 839, 842 = 840, 843 = 841, 844 = 842, 845 = 843, 846 = 844, 847 = 845, 848 = 846, 849 = 847, 850 = 848, 851 = 849, 852 = 850, 853 = 851, 854 = 852, 855 = 853, 856 = 854, 857 = 855, 858 = 856, 859 = 857, 860 = 858, 861 = 859, 862 = 860, 863 = 861, 864 = 862, 865 = 863, 866 = 864, 867 = 865, 868 = 866, 869 = 867, 870 = 868, 871 = 869, 872 = 870, 873 = 871, 874 = 872, 875 = 873, 876 = 874, 877 = 875, 878 = 876, 879 = 877, 880 = 878, 881 = 879, 882 = 880, 883 = 881, 884 = 882, 885 = 883, 886 = 884, 887 = 885, 888 = 886, 889 = 887, 890 = 888, 891 = 889, 892 = 890, 893 = 891, 894 = 892, 895 = 893, 896 = 894, 897 = 895, 898 = 896, 899 = 897, 900 = 898, 901 = 899, 902 = 900, 903 = 901, 904 = 902, 905 = 903, 906 = 904, 907 = 905, 908 = 906, 909 = 907, 910 = 908, 911 = 909, 912 = 910, 913 = 911, 914 = 912, 915 = 913, 916 = 914, 917 = 915, 918 = 916, 919 = 917, 920 = 918, 921 = 919, 922 = 920, 923 = 921, 924 = 922, 925 = 923, 926 = 924, 927 = 925, 928 = 926, 929 = 927, 930 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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 parent/caregiver is ready to enter the results in Family Access, they will return to the Family Access page and enter the child's date of birth and weeks premature. They will then select the "Enter your results" button (red arrow below).

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's and parent's/caregiver's demographic information.

Child Information

Note: all fields with a red asterisks are required

* Child First Name

* Child Last Name

* Child Address 1

Child Address 2

* Child City

* Child State/Province

* Child Zip/Postal Code

* Child Country

* Child Gender
☐ Male ☐ Female

* Child Phone

Your Information

Note: all fields with a red asterisks are required

* Your Prefix

* Your First Name

* Your Last Name

* Your Relationship to the Child

Is your address same as Child? ☐

* Your Address 1

Your Address 2

* Your City

* Your State/Province

* Your Zip/Postal Code

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


*** Your Phone**

Your Email

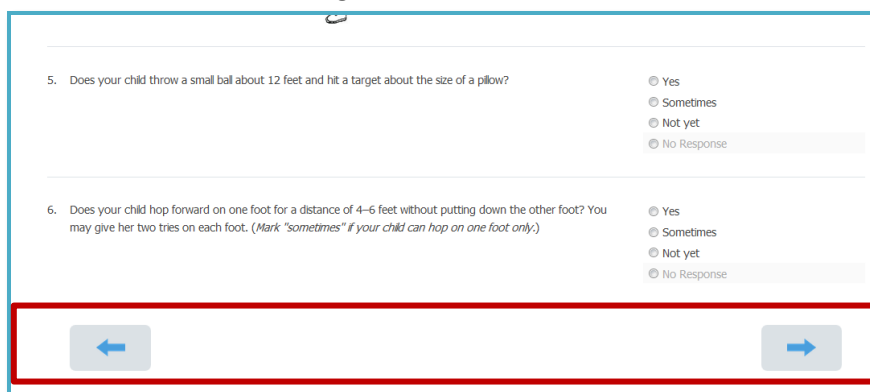
Your email address may be used by the program to contact you regarding the screening.

Next

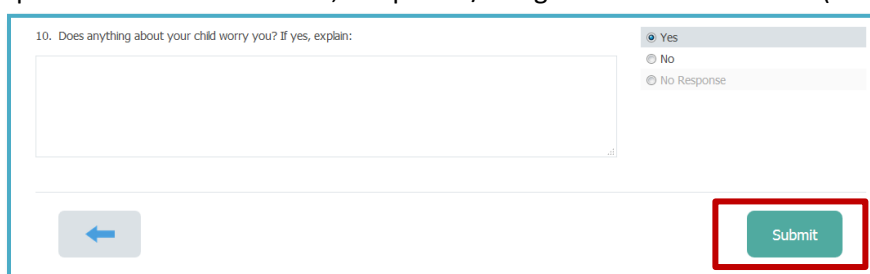
- The parent/caregiver then enters the screening results in the online questionnaire form.

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

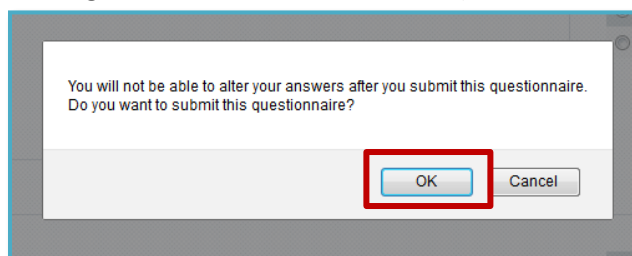
7. The arrow buttons can be used to navigate either back or forward to the next area (red box below).



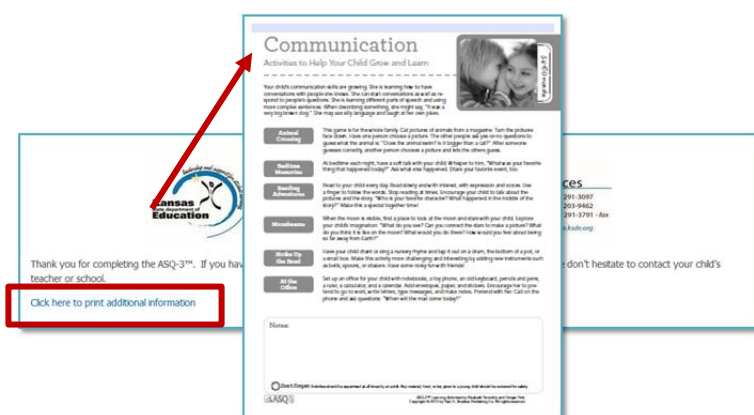
8. Once all responses have been entered, the parent/caregiver will click “Submit” (red box below).



9. A prompt will appear stating that answers cannot be altered once the questionnaire has been submitted. The parent/caregiver will click the “OK” button (red box below).



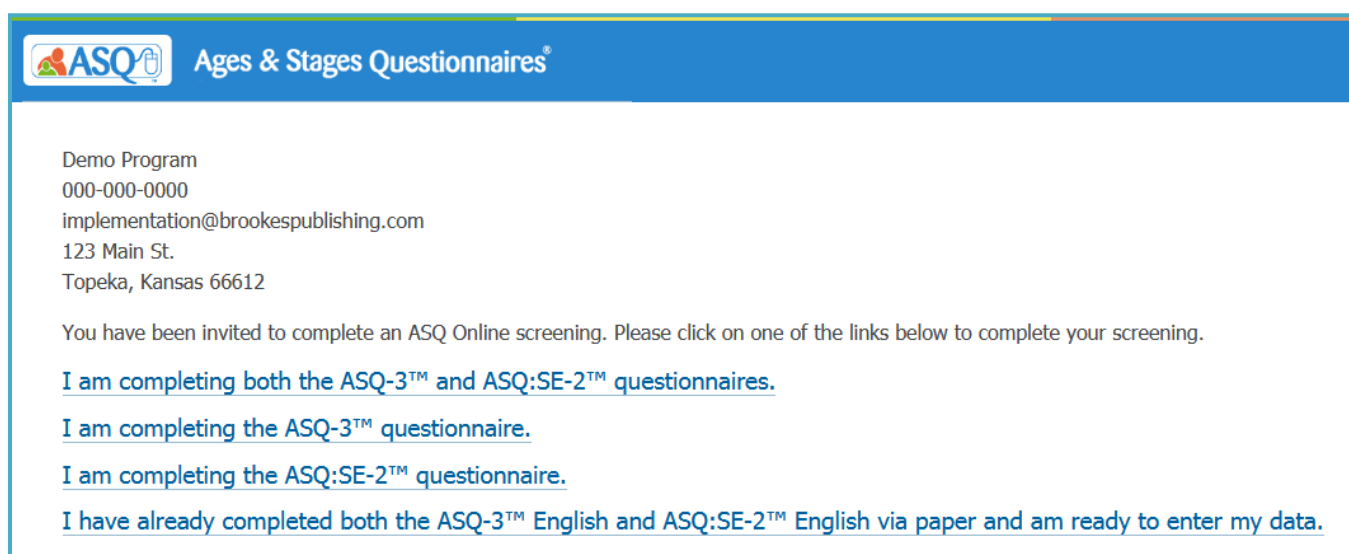
10. Once the questionnaire has been submitted, the parent/caregiver will be directed to a personalized “Thank You” page. If you have decided to include learning activities on this page, parents/caregivers will be able to click the link (red box below) to download learning activities (red arrow below).



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

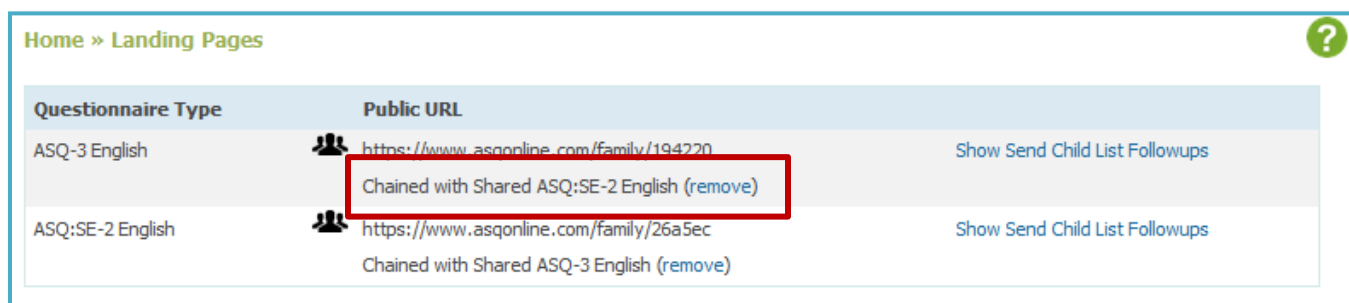
Your program administrator has the ability to link the ASQ-3 and ASQ:SE-2 Family Access pages, so that parents/caregivers can complete both questionnaires using one link. When the ASQ-3 and ASQ:SE-2 pages are linked, parents/caregivers will be presented with a landing page with the following options:

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



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

If your program administrator has linked the ASQ-3 and ASQ:SE-2 family access pages, you will see the "Chained with Shared ASQ:SE-2 English" option under the URL (red box below)



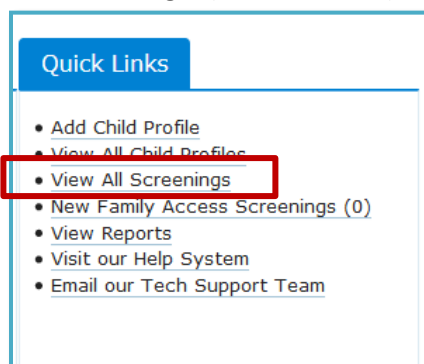
Questionnaire Type	Public URL
ASQ-3 English	https://www.asqonline.com/family/194220 Show Send Child List Followups
	Chained with Shared ASQ:SE-2 English (remove)
ASQ:SE-2 English	https://www.asqonline.com/family/26a5ec Show Send Child List Followups
	Chained with Shared ASQ-3 English (remove)

Reviewing Questionnaires from Family Access

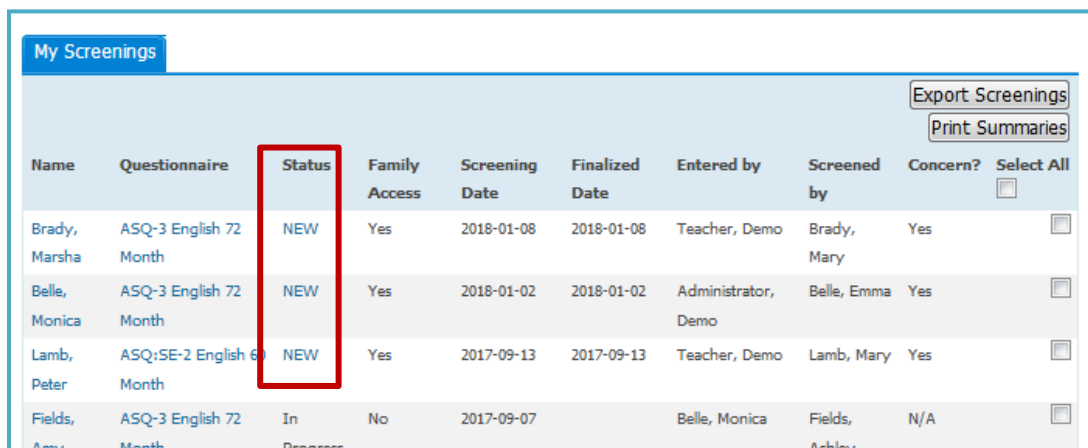
Once a parent/caregiver has completed a questionnaire via Family Access, your program administrator will review the Family Access screening, accept it into your program, and assign it to you. Screenings that come in from Family Access will appear with a status of “New.”

To view Family Access screenings:

1. Select the Quick Link for “View All Screenings” (red box below).

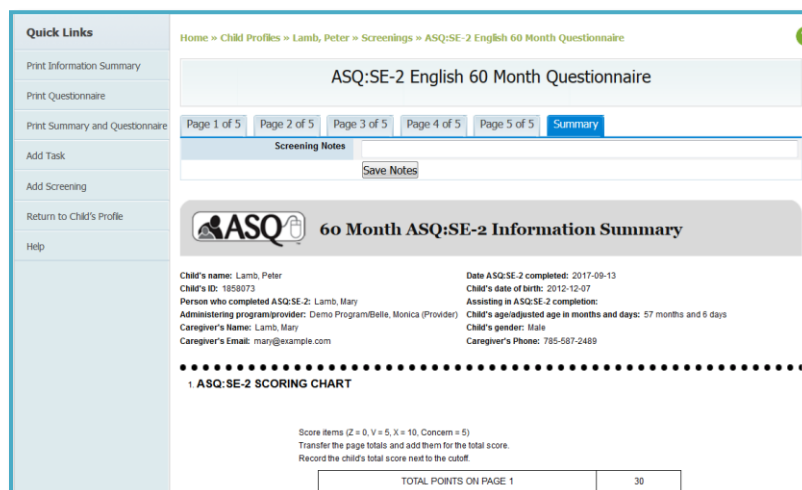


2. Under the Status column, click the “NEW” link (red box below).



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.



Home » Child Profiles » Lamb, Peter » Screenings » ASQ:SE-2 English 60 Month Questionnaire

ASQ:SE-2 English 60 Month Questionnaire

Page 1 of 5 | Page 2 of 5 | Page 3 of 5 | Page 4 of 5 | Page 5 of 5 | **Summary**

Screening Notes

Save Notes

60 Month ASQ:SE-2 Information Summary

Child's name: Lamb, Peter
 Child's ID: 1858073
 Person who completed ASQ:SE-2: Lamb, Mary
 Administering program/provider: Demo Program/Belle, Monica (Provider)
 Caregiver's Name: Lamb, Mary
 Caregiver's Email: mary@example.com

Date ASQ:SE-2 completed: 2017-09-13
 Child's date of birth: 2012-12-07
 Assisting in ASQ:SE-2 completion:
 Child's age/adjusted age in months and days: 57 months and 5 days
 Child's gender: Male
 Caregiver's Phone: 785-567-2489

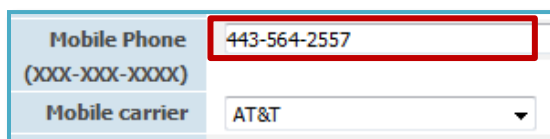
1. ASQ:SE-2 SCORING CHART

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.

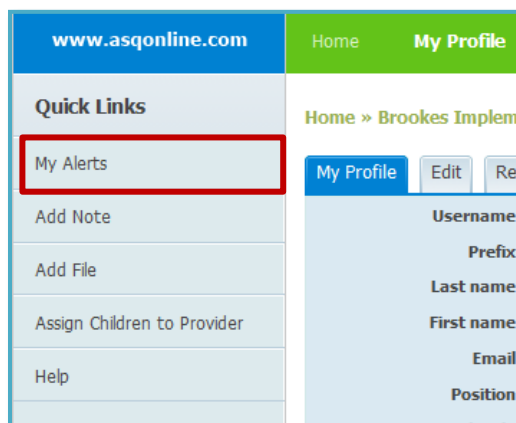
TOTAL POINTS ON PAGE 1	30
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You have the ability to set up email or text alerts to let you know when a Family Access screening has been assigned to you. To set up alerts:

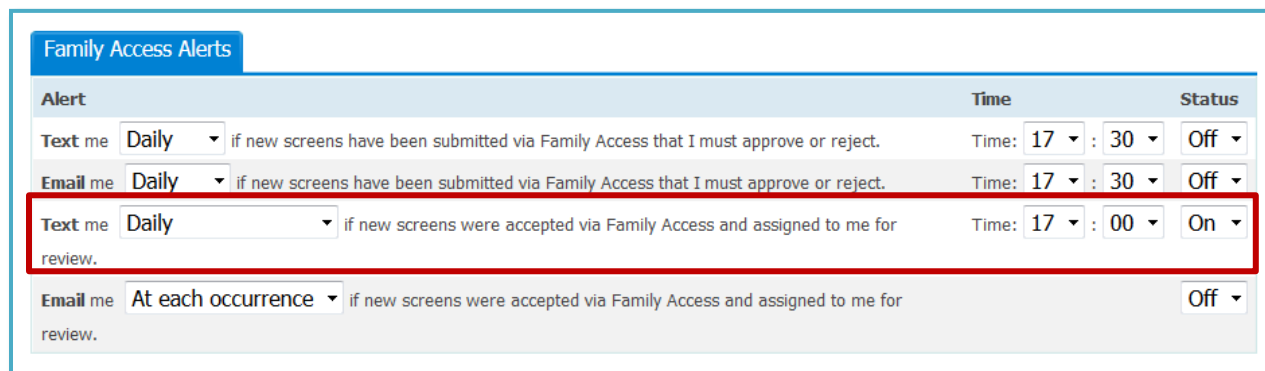
1. From the main menu select "My Profile."
2. Next to "My Profile," find the "Edit" tab and click it. Enter your mobile phone and mobile carrier (red box below). Click the "Save" button.



3. Select the Quick Link for "My Alerts" (red box below).



4. Scroll down until you see the "Family Access Alerts" tab (see image below). 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 (see red box below) to receive a daily text at 5:00 PM when new screenings have been assigned to you:



Alert	Time	Status
Text me Daily if new screens have been submitted via Family Access that I must approve or reject.	Time: 17 : 30	Off
Email me Daily if new screens have been submitted via Family Access that I must approve or reject.	Time: 17 : 30	Off
Text me Daily if new screens were accepted via Family Access and assigned to me for review.	Time: 17 : 00	On
Email me At each occurrence if new screens were accepted via Family Access and assigned to me for review.		Off

5. To save your alerts, on the "Time Zone Setting" tab (see image below) select the appropriate zone from the drop-down menu (red box below) and click "Save Changes."

Time Zone Setting

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

Save Changes

IV. INTERPRETING RESULTS AND NEXT STEPS

Information Summary

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

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

The Information Summary will appear as soon as a screening has been finalized. You can also access an Information Summary for an individual child by going to the Child Profile page, and on the "Child Screenings" tab selecting the link for the appropriate questionnaire (red box in the image below):

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" (red box in the second image below):

Quick Tip: Make sure you have Adobe Reader installed on your computer to be able to print and download documents from ASQ Online.

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	Cutoff	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	33.19													
Gross Motor	31.26													
Fine Motor	26.54													
Problem Solving	29.99													
Personal Social	39.07													

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

1. Hears well? Comments: _____	Yes NO	6. Family history of hearing impairment? Comments: _____	YES No
2. Talks like other children his age? Comments: _____	Yes NO	7. Concerns about vision? Comments: _____	YES No
3. Understand most of what your child says? Comments: _____	Yes NO	8. Any medical problems? Comments: _____	YES No
4. Others understand most of what your child says? Comments: _____	Yes NO	9. Concerns about behavior? Comments: _____	YES No
5. Walks, runs, and climbs like other children? Comments: _____	Yes NO	10. Other concerns? Comments: _____	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 above the cutoff and the child's development appears to be on schedule.
 If the child's total score is in the **11-20** area, it is close to the cutoff. Provide learning activities and monitor.
 If the child's total score is in the **21-30** area, it is below 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.

	TOTAL POINTS ON PAGE 1	TOTAL POINTS ON PAGE 2	TOTAL POINTS ON PAGE 3	TOTAL POINTS ON PAGE 4	Total score

Cutoff	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 100 (95%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 **71-95** area. It is close to the cutoff. Review behaviors of concern and monitor.
 ____ The child's total score is in the **96-100** 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.

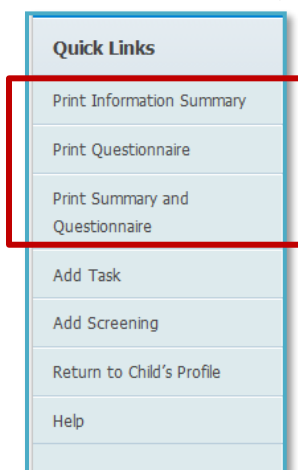
1-36. Any Concerns marked on scored items? YES no Comments: _____

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

38. Other worries? YES no Comments: _____

Printing Completed Questionnaires and Information Summary Sheets

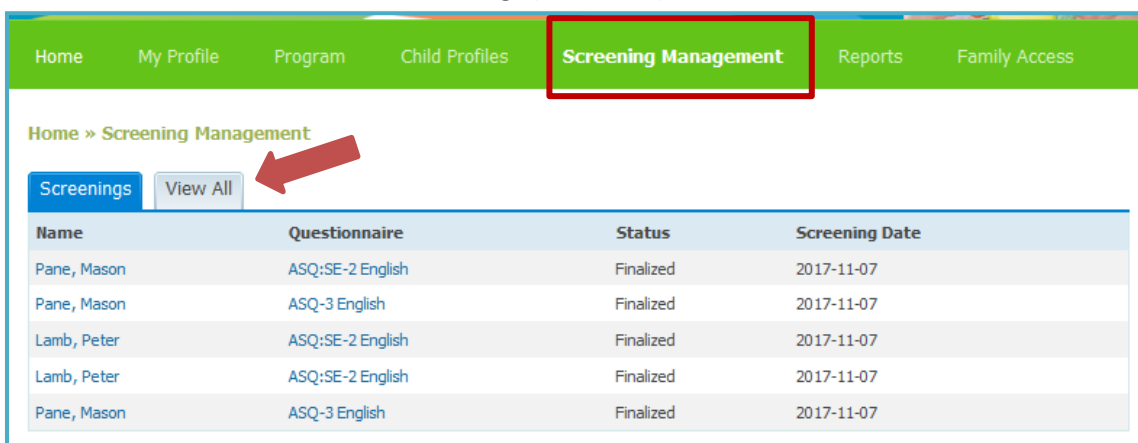
You have the option to print the completed questionnaire, the completed Information Summary sheet, or both by selecting the corresponding option from the Quick Links menu (red box in the image below):



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

To print multiple Information Summary sheets:

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



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 children
 - d. Provider: Select a Provider
 - e. Status: Select "In progress," "Finalized," or "New" (Family Access screenings)
 - f. Screening date range: Enter a date range for when the parent/caregiver completed the questionnaire
 - g. Date finalized: Enter a date range for when the questionnaire was finalized
 - h. Concern: Select "Concern" (meaning the ASQ-3 questionnaire was below the cutoff) or "No Concern" (the ASQ:SE-2 questionnaire was below the cutoff). (For more information, see the section on page 40 titled "Differences between ASQ-3 and ASQ:SE-2.")

- When you have entered the search criteria, click the “Search” button. To include all options, leave the search options blank.
- Select the checkbox for each child whose Information Summary you want to print. Click the “Print Summaries” button (red box in the image below).

Screening Search

Questionnaire type: All
Interval(s): All (To select multiple intervals, Ctrl + click [Mac: command + click])
Only latest screening: ☐

Provider: All
Status: Finalized
Screening date range: Format: YYYY-MM-DD
Date finalized: 2017-10-16 to 2017-10-31
Concern:

Search

Screenings

Print Summaries

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

- Click the “Queue Job” button (red box).

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 (red box).

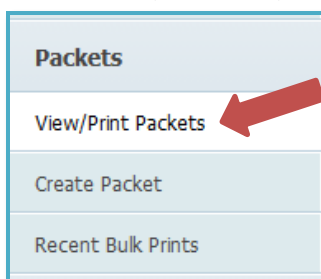
Home

Print Status

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

To print completed questionnaires for multiple children:

1. Select the Quick Link for “View/Print Packets” (red arrow).



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

Search:

System Packets

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

4. Select the “Completed Screenings” tab.
5. Narrow results by entering one or more options for the search criteria:
 - a. Date Last Sent: Enter a date range for when the packet was last generated
 - b. Only children without materials sent: 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 (red box in the image below).

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 in the next image). Then click the “Print Packet” button (bottom red box).

▼ Print Packet (5)

Remove All

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

Print Packet

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

Status

Download Zip | Download PDF

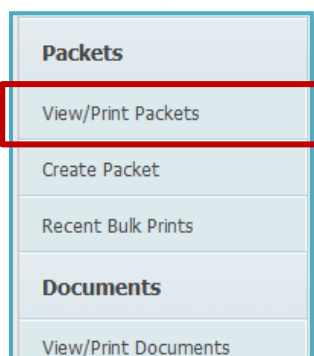
Printing Completed Item Response Sheets for ASQ:SE-2

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

1. From the main menu select "Screening Management" (red box in the image below).



2. From the left menu select "View/Print Packets" (red box below).



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

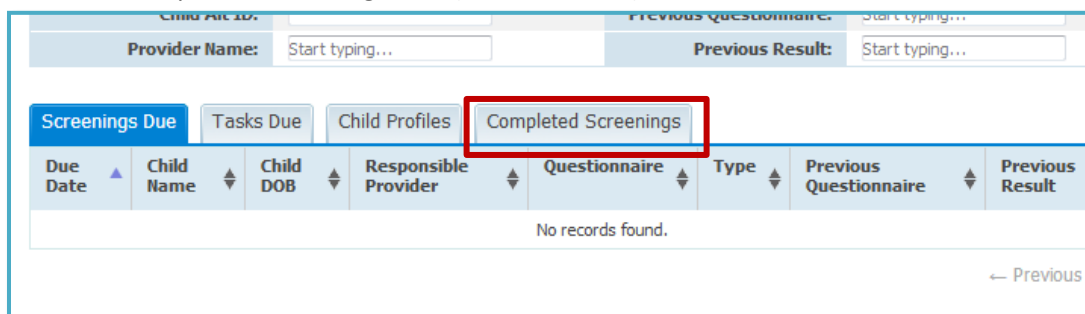
Home » Screening Management » Packets

Search:

System Packets

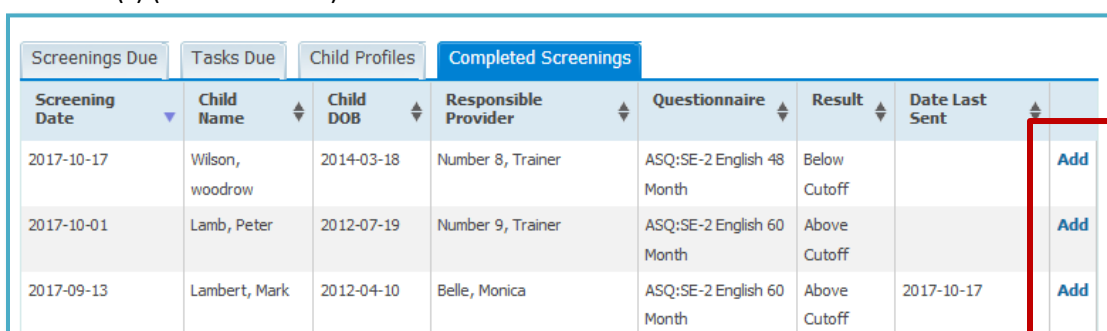
Name	Questionnaire Type	Include in FA	
Item Response Sheet Packet, ASQ:SE-2, English	ASQ:SE-2 English	Yes	View Generate Child List
Item Response Sheet Packet, ASQ:SE-2, Spanish	ASQ:SE-2 Spanish	Yes	View Generate Child List

4. Select the “Completed Screenings” tab (red box below).



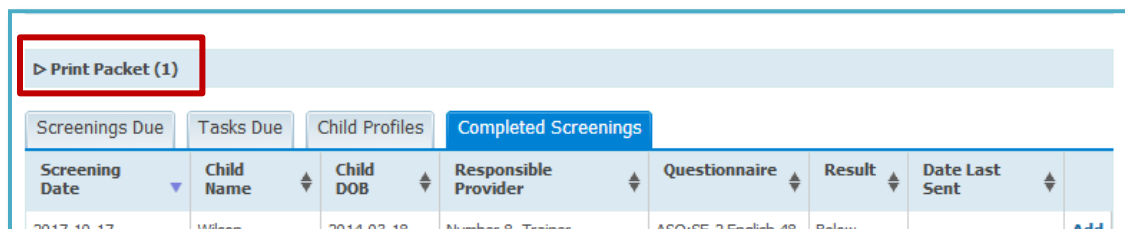
The screenshot shows the ASQ interface with the 'Completed Screenings' tab highlighted by a red box. The interface includes search fields for 'Child Age ID', 'Provider Name', and 'Previous Questionnaire'. Below the tabs, a table header is visible with columns: Due Date, Child Name, Child DOB, Responsible Provider, Questionnaire, Type, Previous Questionnaire, and Previous Result. The table currently displays 'No records found.' and a 'Previous' link.

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



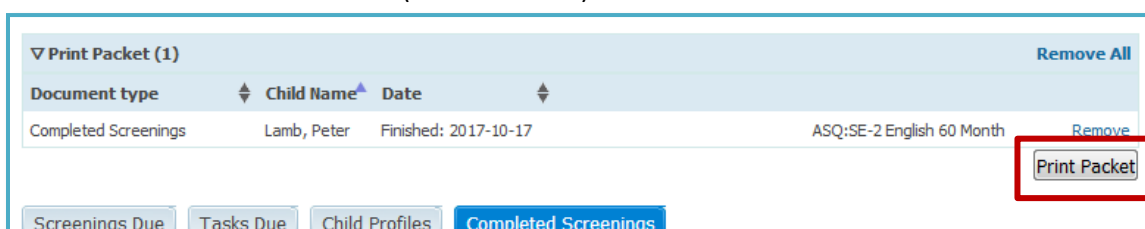
Screening Date	Child Name	Child DOB	Responsible Provider	Questionnaire	Result	Date Last Sent	
2017-10-17	Wilson, woodrow	2014-03-18	Number 8, Trainer	ASQ:SE-2 English 48 Month	Below Cutoff		Add
2017-10-01	Lamb, Peter	2012-07-19	Number 9, Trainer	ASQ:SE-2 English 60 Month	Above Cutoff		Add
2017-09-13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

6. Select the “Print Packet” option (red box below).



The screenshot shows the 'Print Packet (1)' button highlighted by a red box. Below it, the 'Completed Screenings' table is visible with the same data as in the previous screenshot.

7. Select the “Print Packet” button (red box below).



The screenshot shows the 'Print Packet (1)' section with a table of screening details. The 'Print Packet' button is highlighted by a red box.

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

8. 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 (red box below).



The screenshot shows the 'Generate Mailing for Item Response Sheet' page. At the bottom, the 'Download Zip' and 'Download PDF' buttons are highlighted by a red box.

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

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

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

60 Month Item Response Sheet for months 60 through 72 months 0 days **ASQ:SE-2**

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

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

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

Item score key:
 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 foods)?	0	0	
11.	Goes to bathroom by self?	0	0	
12.	Eating problems (stuffing food, vomiting, eating nonfood)?	0	0	
13.	Stays with activities for at least 15 minutes?	10	0	
14.	Enjoy mealtimes together?	5	0	
15.	Does what you ask?	10	0	
16.	Seems more active than other children?	0	0	
17.	Sleeps at least 8 hours in a 24-hour period?	5	0	
18.	Uses words for wants or needs?	0	0	

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

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

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

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Differences Between ASQ-3 and ASQ:SE-2

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

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

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

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

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

As you plan with 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 43 and 44 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 each 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/caregiver concerns.
 - Re-administer ASQ-3.
 - Provide information, education, and support.
 - Provide intervention and learning activities.
- Above Cutoff
 - Follow up on parent/caregiver concerns.
 - Provide intervention and learning activities.

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

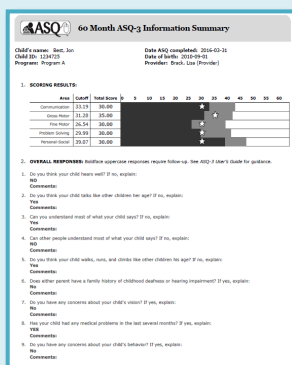
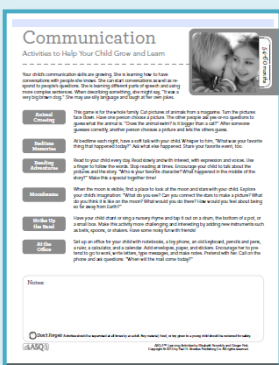
- Below Cutoff
 - Follow up on parent/caregiver concerns.
- Monitoring Zone
 - Follow up on parent/caregiver concerns.
 - Re-administer ASQ:SE-2.
 - Provide information, education, and support.
 - Consider referral for evaluation, especially if the child is a girl or if you see lack of competence rather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

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

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

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

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

Teacher/Provider Responsibilities	Family & Teacher/Provider Responsibilities
<ul style="list-style-type: none"> ✓ Review total scores and family concerns. ✓ Follow local procedures for tiered interventions (i.e., MTSS). ✓ If ASQ-3 and ASQ:SE-2 results together with other pieces of data-driven evidence demonstrate a concern, follow your school’s SIT process/protocol. <div data-bbox="162 1003 451 1365">  </div>	<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. <div data-bbox="483 1003 760 1365">  </div>

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

Tips for Discussing Results with Families

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

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

Be timely and ensure confidentiality.

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

Begin the meeting by celebrating the child.

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

Review the purpose of screening.

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

Review the questionnaire. Start with strengths.

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

Review the Information Summary sheet and scoring chart.

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

Discuss follow-up actions specific to the child.

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

ASQ-3

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

ASQ:SE-2

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

If Concerns Come Up

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

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

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

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

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

If you share concerns; be specific with your observations.

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

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

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

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

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

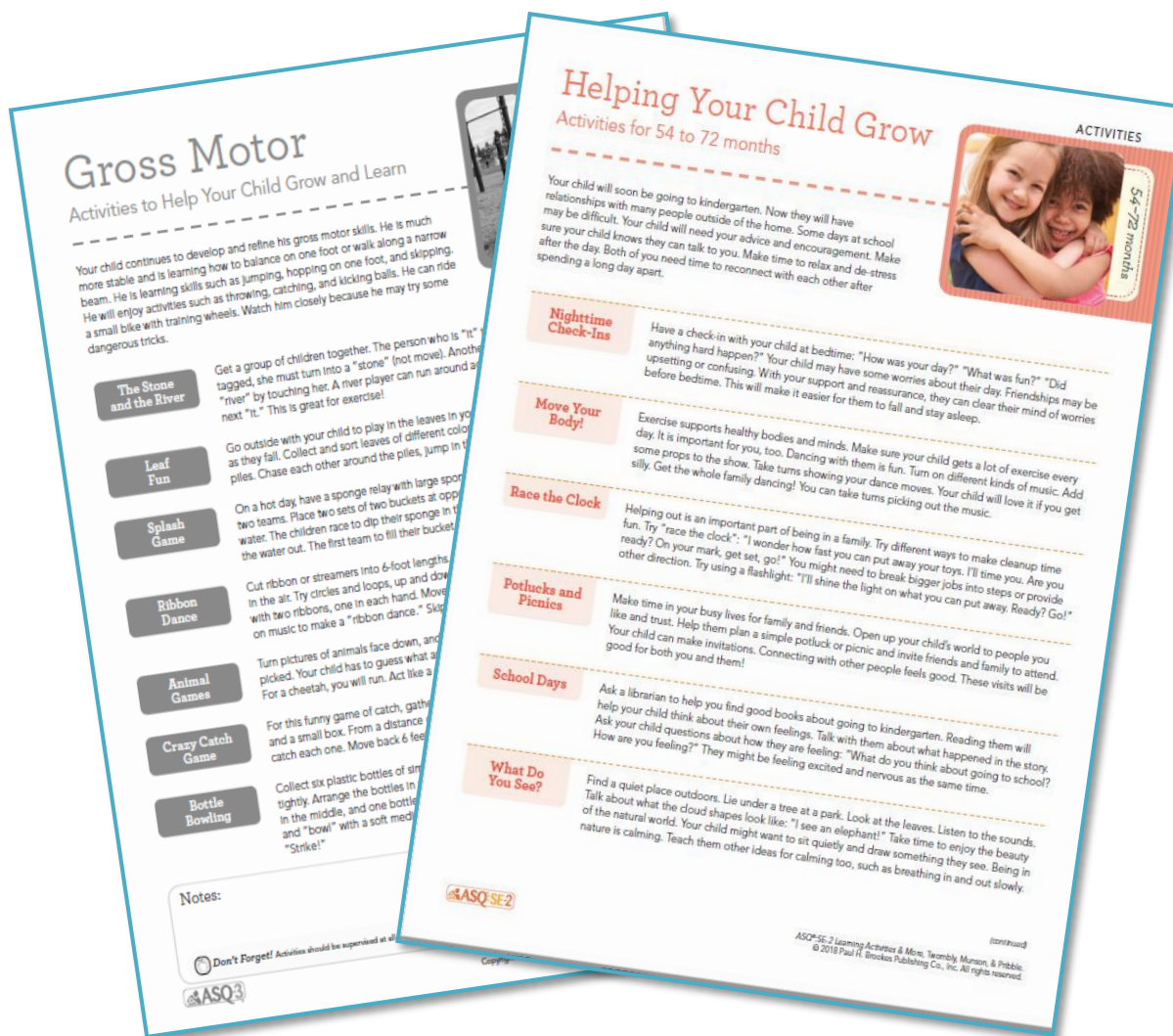
Know your community resources.

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

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

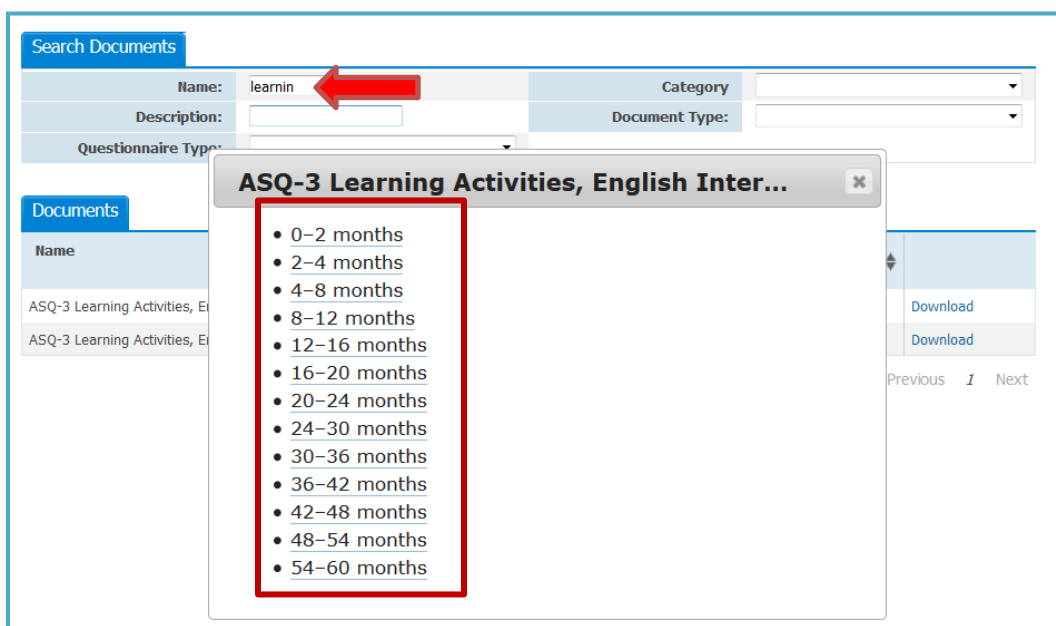
ASQ offers a variety of different resources to help engage families. Choose among them based on your knowledge of the child's and family's needs and preferences:

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



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

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



Search Documents

Name: Category:

Description: Document Type:

Questionnaire Type:

Documents

Name
ASQ-3 Learning Activities, English Inter...
ASQ-3 Learning Activities, English Inter...

ASQ-3 Learning Activities, English Inter...

- [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](#)

Download Download

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Using ASQ Online Reports to Analyze Data

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

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

Use ASQ Online Reports to:

- Review and interpret **results** for multiple children 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 children 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 (left red box below), and select the option for the report you want to generate: *Download PDF*, *Download CSV*, and *Preview Report* (right red box below).

ASQ-3 Screening Results, by Child Report

Interval(s)
(To select multiple intervals, Ctrl + click [Mac: command + click])

All
2 Month
4 Month
6 Month

Result

Concern

Language

All

Classroom(s)
(To select multiple classrooms, Ctrl + click [Mac: command + click])

All
Classroom A
Classroom B

Include all child profile fields

Include child profile custom fields

Show only latest screening

Child

All

Include all caregiver profile fields

Include caregiver profile custom fields

Screening date range
Format: yyyy-mm-dd

Generate Report

Download PDF

Download CSV

Preview Report

ASQ-3 Screening Scores


Account: Kansas State Department of Education

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

Child Name ▾	Program Name ▾	Provider Name ▾	Child ID ▾
Berry, Hailey	Red Demo Program	Belle, Monica	1750626
Bieber, Justin	Red Demo Program	Belle, Monica	1750493
Field, Anna	Red Demo Program	Belle, Monica	1750517

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:SE/ASQ:SE-2 Screening Scores; ASQ-3 Screening Results, by Program; and ASQ:SE-2 Screening Results, by Program.




ASQ-3 Screening Scores

Account: Kansas State Department of Education

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

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



ASQ-3 Screening Results, by Program

Account: Kansas State Department of Education

Program: Demo Program

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



ASQ:SE-2 Screening Results, by Program

Questionnaire type: ASQ:SE-2

Account: Kansas State Department of Education

Program: Demo Program

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

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



Stats Snapshot, by Provider

Program:

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

If you want to know the percentage of children who were below the cutoff in the ASQ-3 areas and/or above the cutoff for ASQ:SE/ASQ:SE-2, you can view ASQ-3 Aggregate Results, by Category or ASQ:SE-2 Aggregate Results:



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: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:

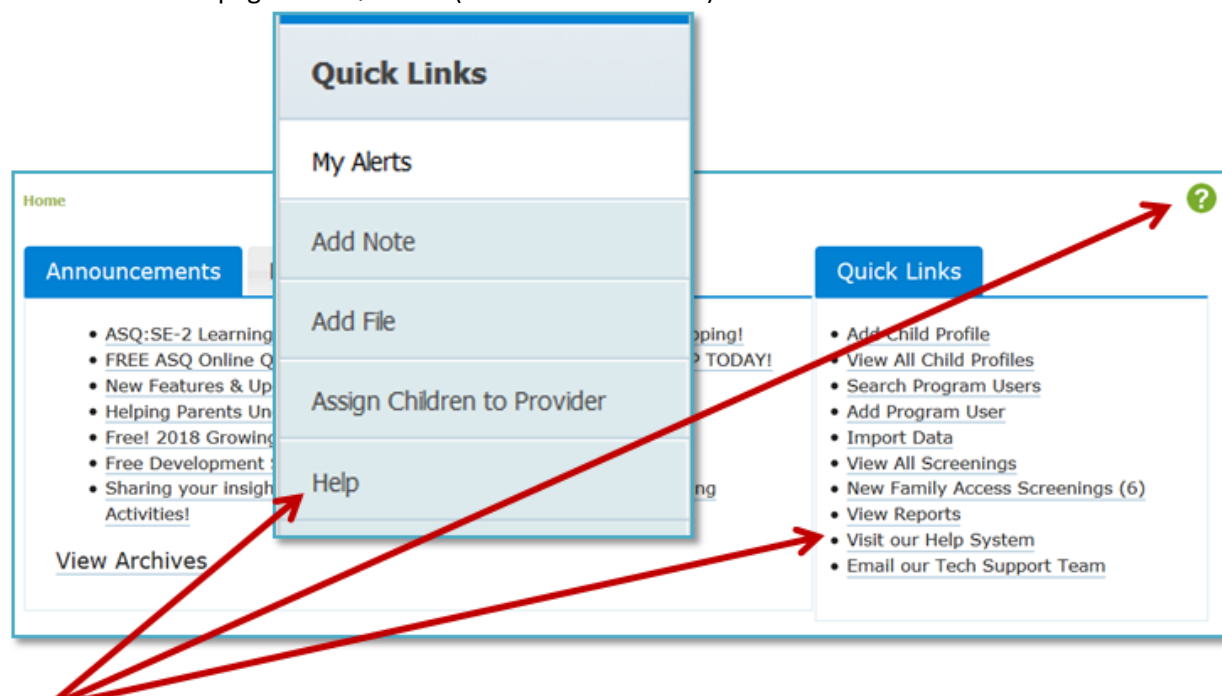
- User manuals
- Self-guided online tutorials
- FAQs
- Reference guides
- 24/7 email and phone technical support
- Webinars
- Live Q&A sessions

ASQ Online Help

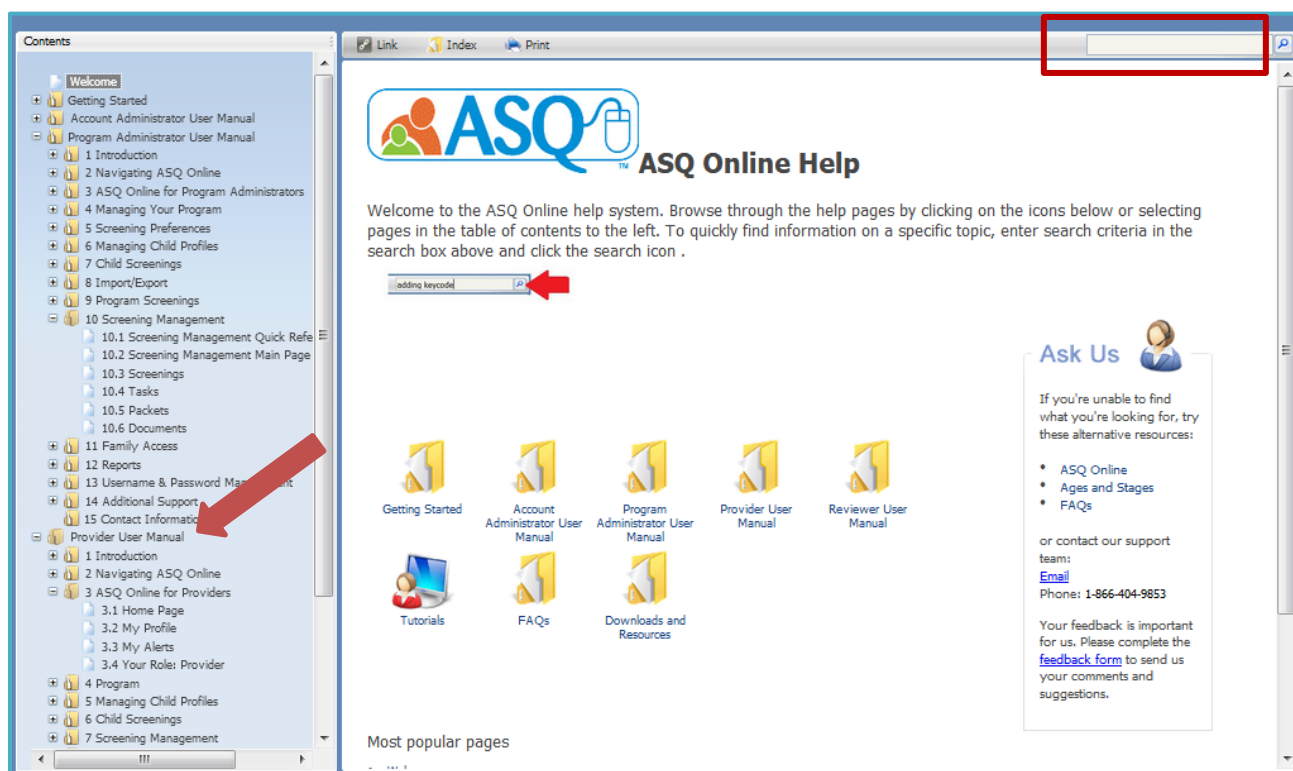
You can access ASQ Online Help Resources by visiting the ASQ Online home page and selecting the “Visit our Help System” link (right red arrow in image below). Within ASQ Online Help, you will find:

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

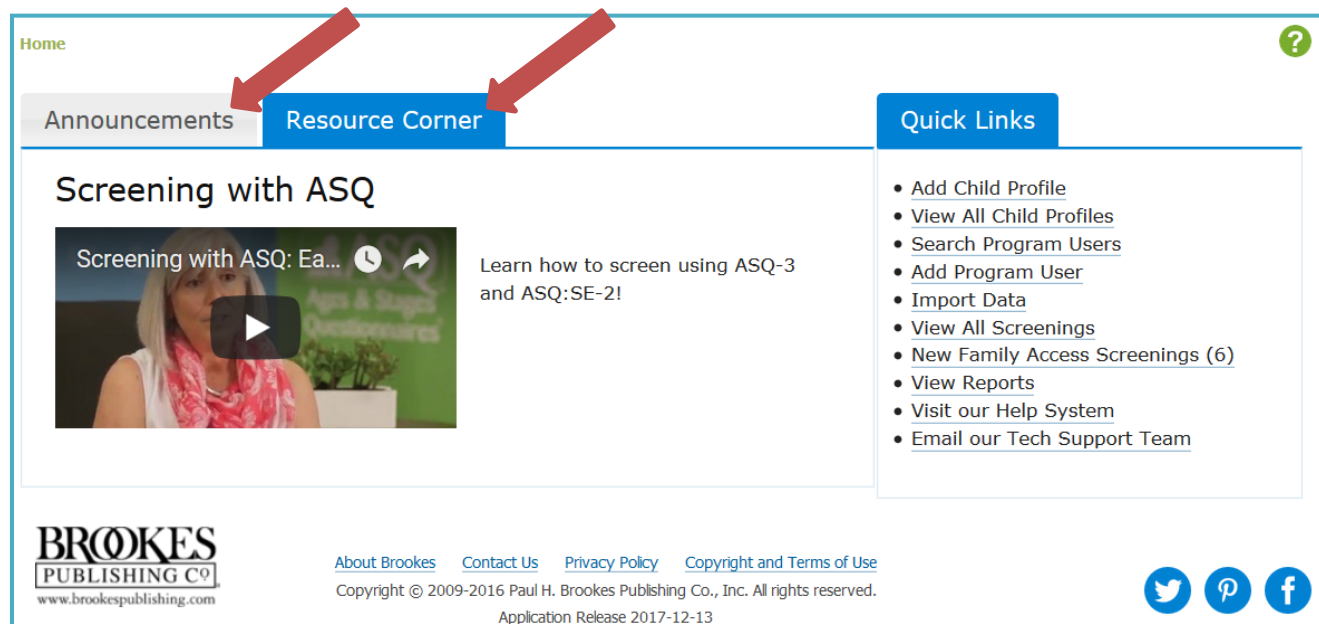
In addition, you can access the Help System by clicking on the green question mark icon found on the right side of the page (middle red arrow below). This icon is available on every page in ASQ Online and will take you to the help section that is specific to the page that you are on. A link to the entire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



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



The ASQ Online home page has an Announcements tab (left red arrow below) where you can find news and updates from Brookes Publishing, and a Resource Corner (right red arrow below) that highlights videos on ASQ-related topics.



Kansas Kindergarten Readiness Resource Page

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

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

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

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

Contacting the ASQ Online Support Team

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

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