ASQ Online
Quick Reference Guide
for Kansas Teachers/Providers

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.

For questions pertaining to ASQ, please visit www.agesandstages.com or contact the Subsidiary Rights Department, Paul H. Brookes Publishing Co., Post Office Box 10624, Baltimore, MD 21285-0624, USA; 1-410-337-9580; rights@brookespublishing.com.

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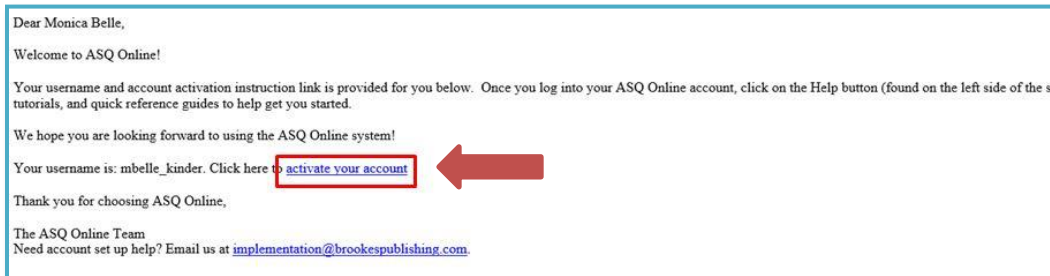
Quick Tip: Be sure to check your spam/junk mail folder for the email with the link.

2. Create your password at www.asqonline.com by entering it twice on the Reset Your Password page.
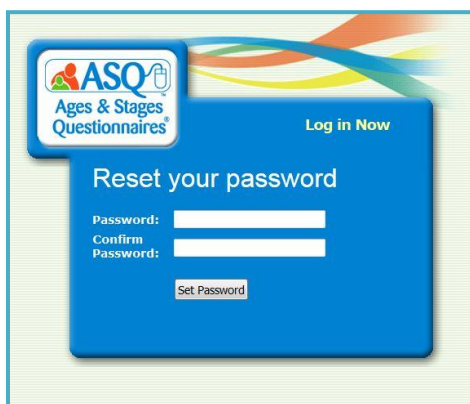
If you receive an error message that says, "The link to create or reset your password has expired. You can click on this link to enter in your username and reset your password," click the hyperlink and proceed to set a password. You also may go to www.asqonline.com and select "Forgot Password."
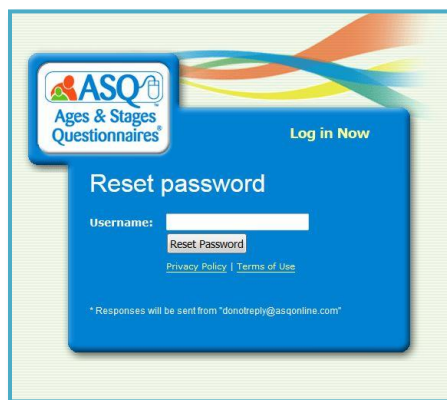
ASQ Online Overview

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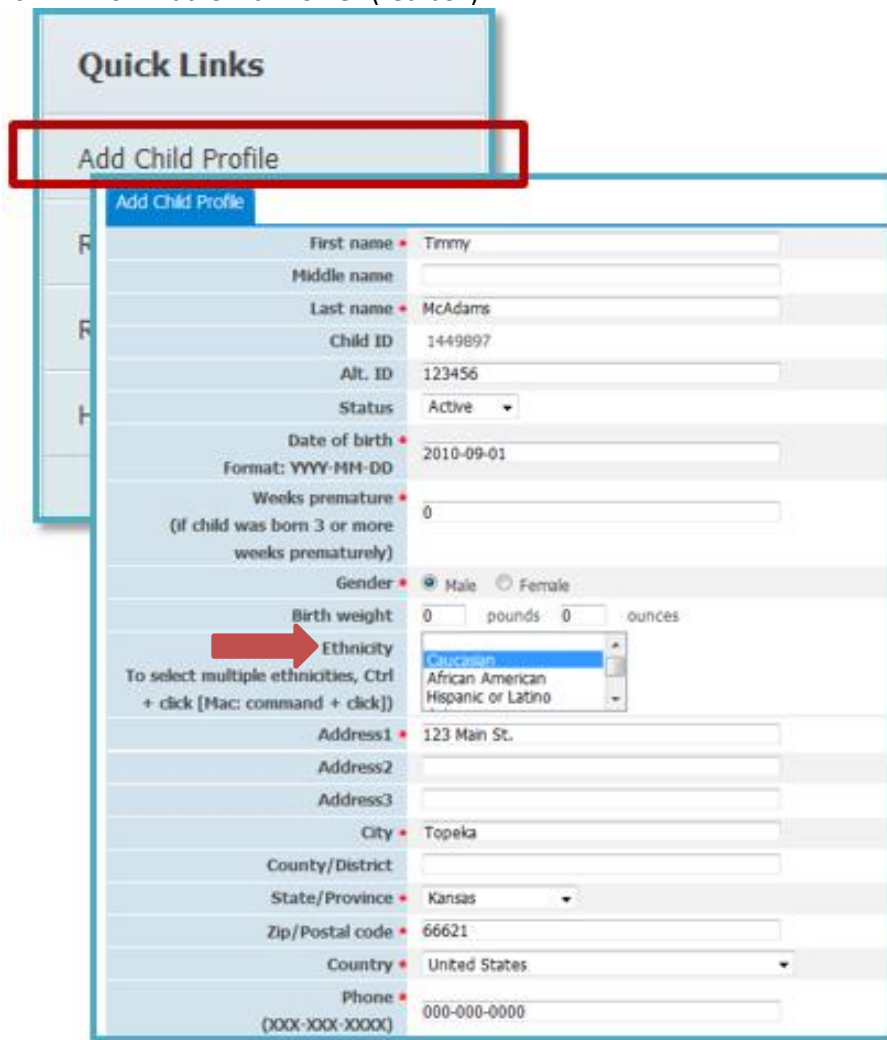
Family Access: Share with parents/caregivers the link to the customized web page your program administrator created for online completion of questionnaires

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).

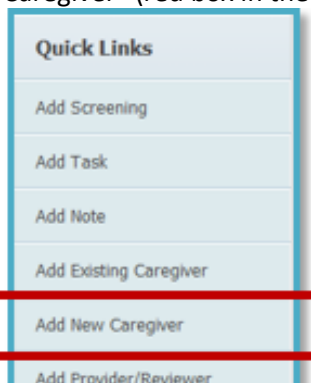3. Enter the child's information. Required fields are marked with an asterisk.
   NOTE:
   - In the "Ethnicity" field (red arrow in the image above) enter that information for the child if it is available. You may select multiple options.
   - If your program administrator has set up classrooms, you can assign the child profile to the classroom.
4. When you have finished entering the required information in the Child Profile, click "Save."

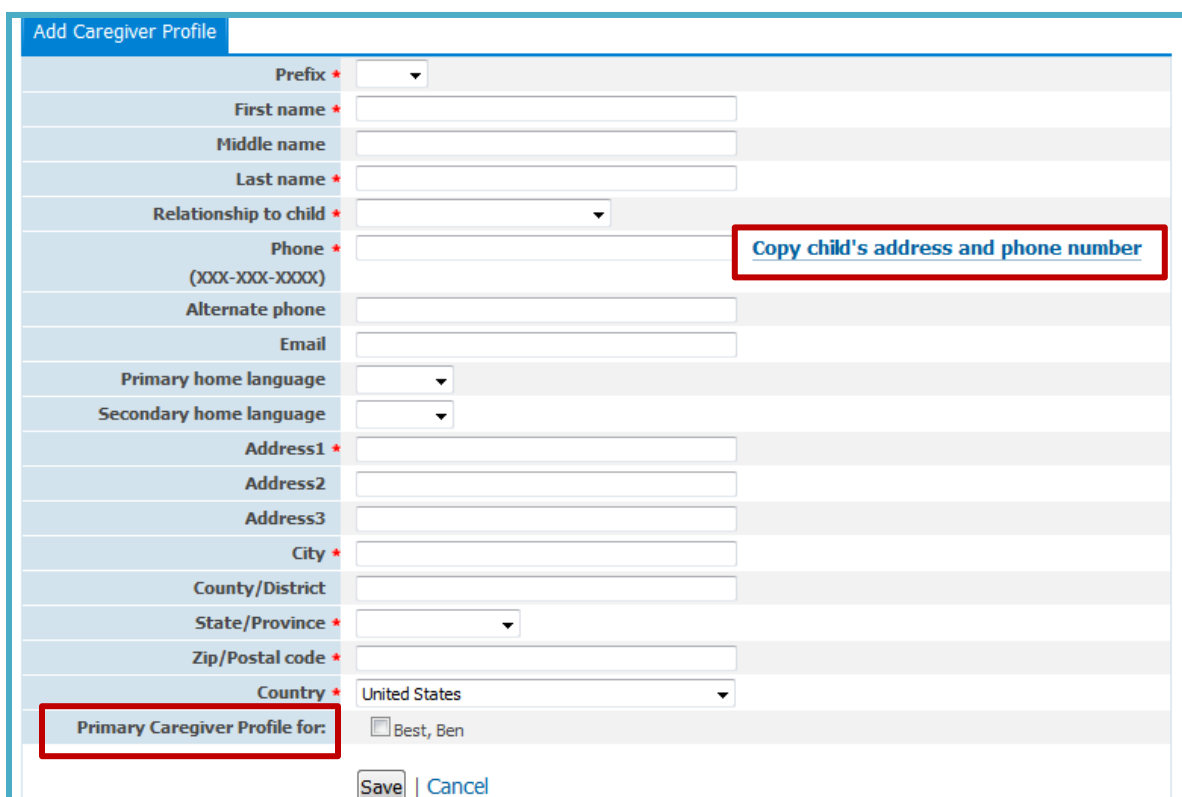To enter a new Caregiver Profile for a child:

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

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.

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.
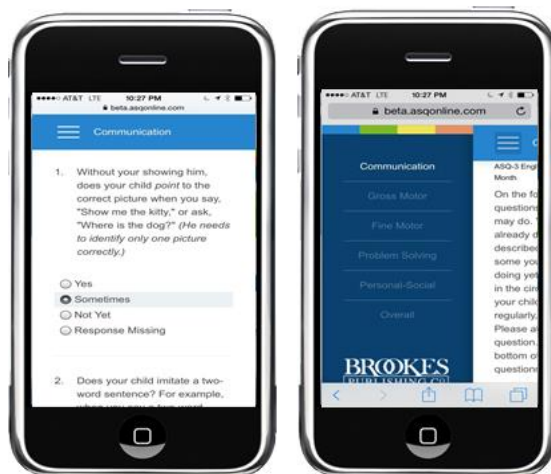
About Family Access

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:

STEP 1 The Program Administrator sets up the Family Access page.

STEP 2 Once a Family Access page has been created, a unique URL is available that can be emailed to parents, posted on a web page, placed on a flyer, or shared in any way that is convenient for the program/school/teacher.

STEP 3 The parent visits the Family Access page to print the questionnaire, do the activities with their child, complete the questionnaire(s) and enter their responses.

STEP 4 The Program Administrator reviews and accepts the questionnaires and assigns them to the appropriate teacher.

STEP 5 After reviewing the information summary sheet and questionnaire, the teacher discusses results and next steps with the caregiver.

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
1. ***Share the purpose of screening.*** 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: • "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." 2. ***Give parents/caregivers guidance and help them feel prepared to complete a screening successfully.*** Completing the ASQ-3 questionnaire is simple, but parents/caregivers who are doing so for the first time will appreciate these tips: • "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.	1. ***Share the purpose of ASQ:SE-2.*** Here are some things you can say: • "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." 2. ***Review the* Important Points to Remember *at the top of the first page of the questionnaire.*** Remind parents/caregivers to answer questions based on what they know about their child's behavior: • "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.

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."

2. From the left menu under "Documents" select "View/Print Documents" (red arrow).
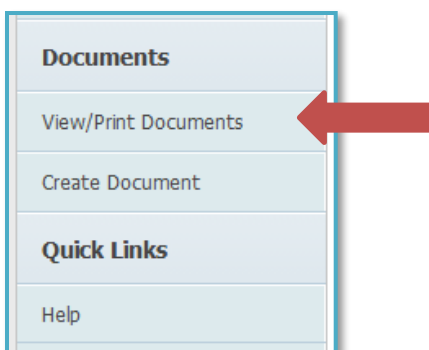
3. In the search field for Name (top red arrow below), type "ASQ-3" to narrow down the list of documents. Select the "Download" link next to "ASQ-3 English Questionnaire" (bottom red arrow).

4. Select the 72 month ASQ-3 interval (red arrow) to print or save.
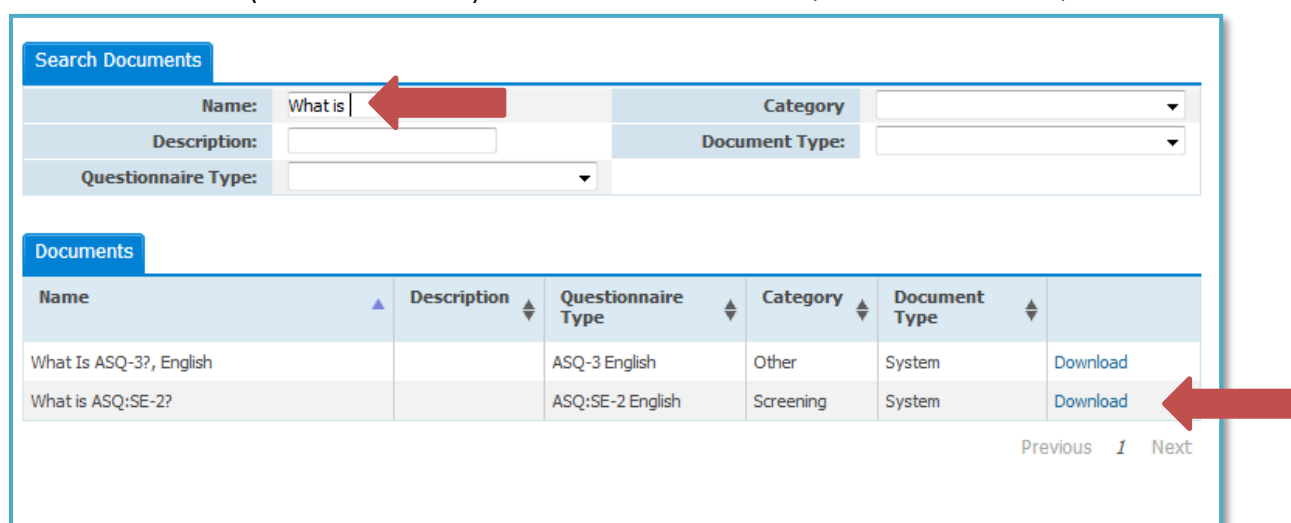
Follow these same steps to print the ASQ-3 60 month questionnaire and the ASQ:SE-2 60 month questionnaire.

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)
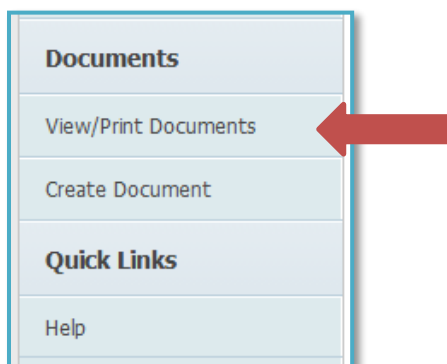
3. To narrow down the list of documents, type "What is" in the search field (top red arrow). Select the "Download" link (bottom red arrow) next to either "What is ASQ-3?" or "What is ASQ:SE-2?"

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.
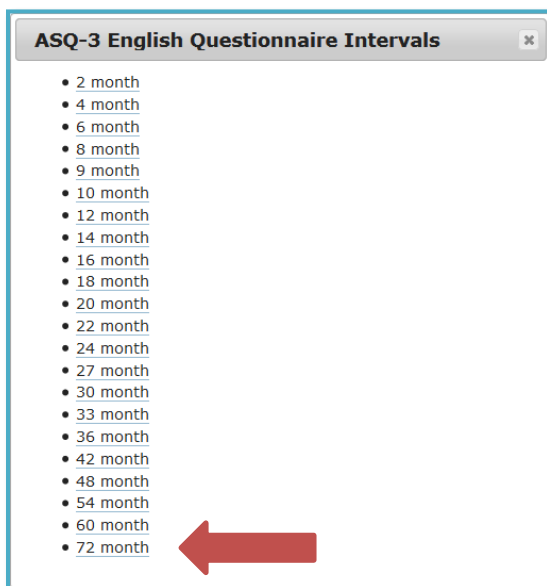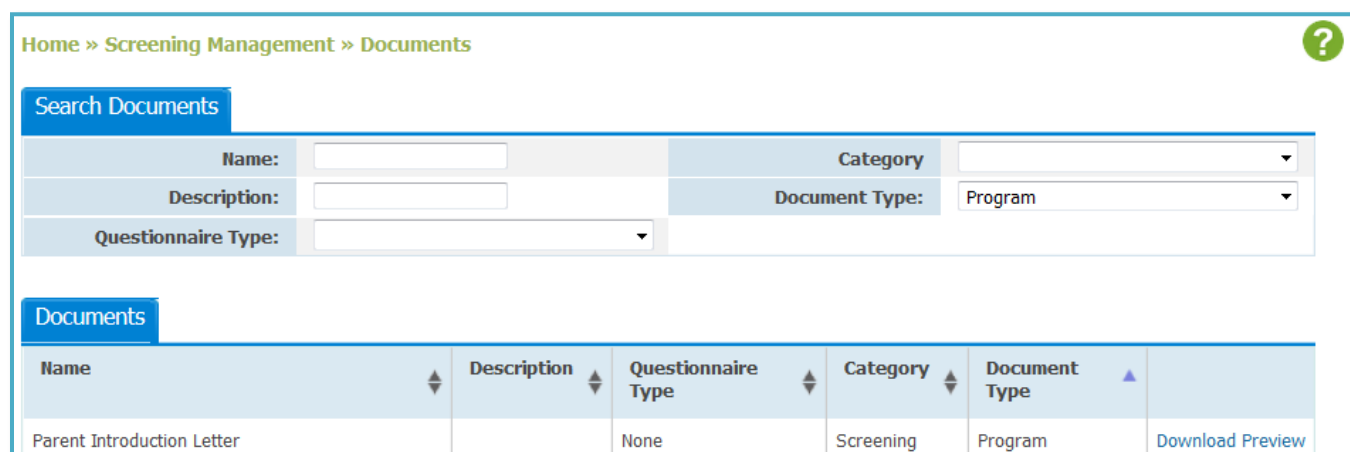
Resources for Introducing Parents/Caregivers to ASQ	
ASQ-3 Letters and Documents	**ASQ:SE-2 Letters and Documents**
• What is ASQ-3? • Parent Consent Form, ASQ-3 • Parent Family Access Letter with URL, ASQ-3 • Parent Questionnaire Cover Letter, ASQ-3 • Parent Welcome Letter, ASQ-3	• What is ASQ:SE-2? • 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**
• Parent Feedback Letter: Typical, ASQ-3 • Parent Feedback Letter: Monitoring, ASQ-3 • ASQ-3 Parent Conference Sheet • Intervention Activities • Learning Activities	• 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.

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).
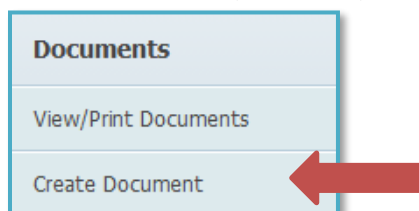
3. In the "Name" field on the next image below, enter the title of your document.
4. In the "Description" field on the next image, enter an optional description of your document.

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.

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

Caregiver
Prefix
First Name
Last Name
Address (Address 1, Address 2, Address 3, City, State, Zip)
Phone
Caregiver Email Address

Provider
Prefix
First Name
Last Name
Address (Address 1, Address 2, Address 3, City, State, Zip)
Phone
Job Title

Program
Name
Address (Address 1, Address 2, Address 3, City, State, Zip)
Phone

Primary Care Physician
Name
Address (Address 1, Address 2, Address 3, City, State, Zip)
Phone

Date
Logo

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

NOTE: Any document or letter you create is 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:

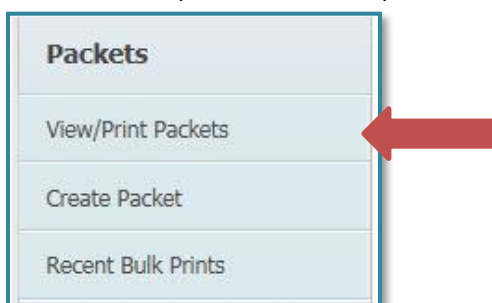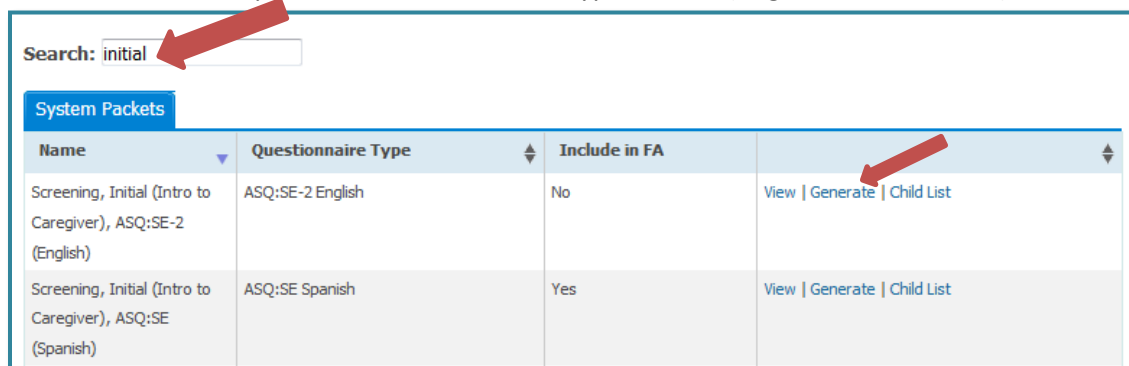| Screening, Initial (Intro to Parent/Caregiver), ASQ-3	Screening, Initial (Intro to Parent/Caregiver), ASQ:SE-2
• Parent Welcome Letter, ASQ-3 English • Parent Questionnaire Cover Letter, ASQ-3 English • What Is ASQ-3?, English • Parent Consent Form, ASQ-3 English • ASQ-3 English Questionnaire	• Parent Welcome Letter, ASQ:SE-2 English • Parent Questionnaire Cover Letter, ASQ:SE-2 English • What is ASQ:SE-2? • Parent Consent Form, ASQ:SE-2 English • ASQ:SE-2 English Questionnaire

To generate a system packet:
1. From the main menu select "Screening Management."
2. Select the Quick Link for "View/Print Packets" (red arrow below).

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

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

6. 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.

7. When you have made your selections, select the "Print Packet" link (red box below).

8. 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).

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

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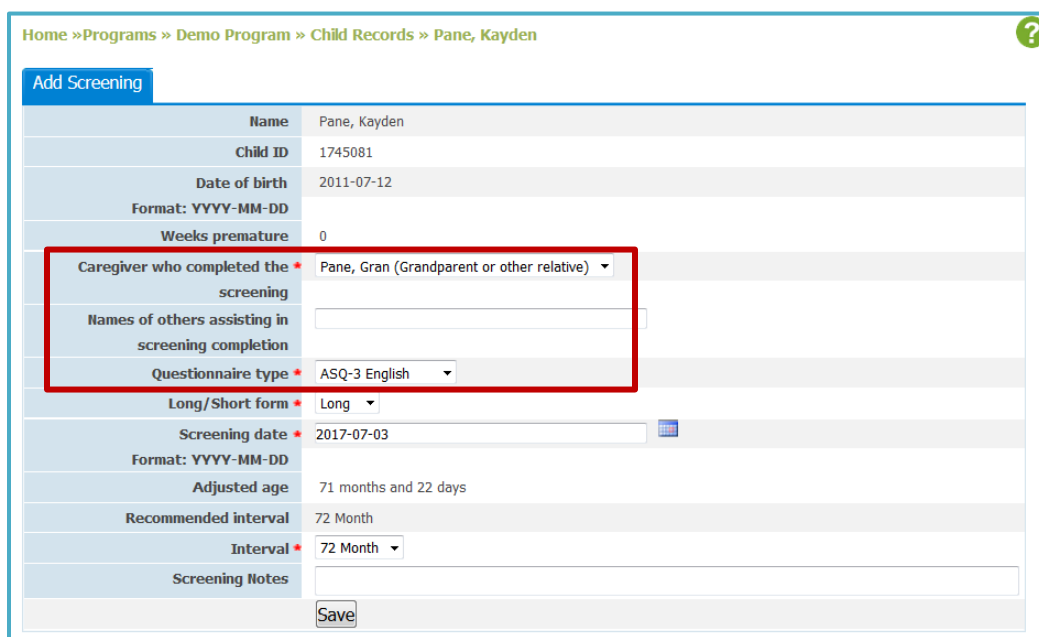
If parents/caregivers complete the paper version of the ASQ-3 and ASQ:SE-2 questionnaires, you or other designated staff can easily enter the responses into ASQ Online.

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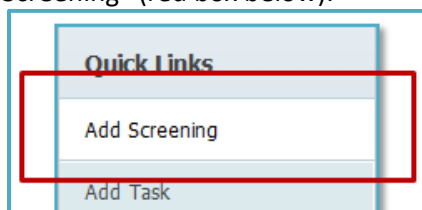
3. On the "Add Screening" tab, click the appropriate drop-down menus to:
   - select the "Caregiver who completed the screening" field (see red box in image below)
   - enter "Names of others assisting in screening completion" (optional) (red box in image below).
   - select "Questionnaire type" (red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

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).
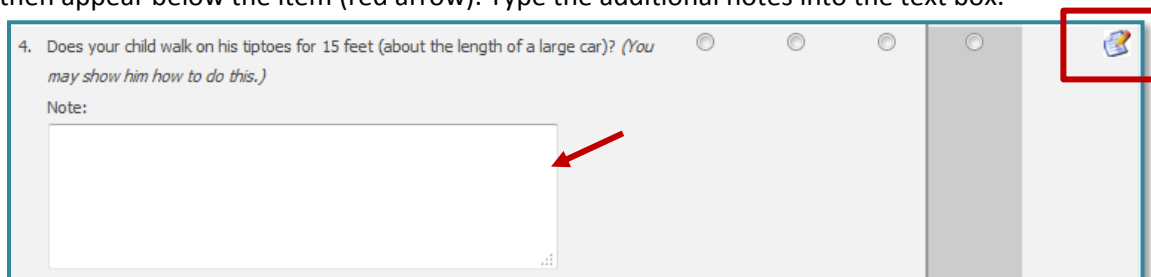
8. For each item, select the button that indicates the parent's/caregiver's answer to that item. If the parent/caregiver did not answer the item, select the button for "RESPONSE MISSING."
   NOTE: For the ASQ-3 questionnaire, up to 2 responses per area can be marked as "RESPONSE MISSING" and the questionnaire 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.

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).

11. Once you complete all sections of the questionnaire, click the "Finalize" button, which will take you to the Information Summary sheet.

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.

Entering Questionnaire Results via Family Access

The easiest way to collect child, parent/caregiver, and questionnaire results is to use Family Access. Using Family Access eliminates the need to create or import child and parent/caregiver profiles as well as the need to manually enter questionnaire results. The following section provides a step-by-step overview of how parents/caregivers enter questionnaire results through Family Access.

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

2. Once this information has been entered, Family Access will generate the correct screening interval for the child and instruct the parent/caregiver to print out a blank copy of the questionnaire to fill out with the child. The system will also instruct the parent/caregiver to return to the Family Access landing page to enter the information collected on the child's questionnaire (red box in the next image below).

   IMPORTANT: The questionnaire responses must be entered into Family Access during one sitting. It is recommended that you provide (or have the parent/caregiver print out) a blank copy of the questionnaire and review the questions before completing the questionnaire. Some parents/caregivers may choose to fill out the questionnaire on paper first and then go into Family Access to enter the results, or they may enter the results directly into Family Access. Remind parents/caregivers that Family Access is mobile friendly and is accessible via smartphones or tablets.

3. 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).

4. Caregivers are then instructed to enter the child's and parent's/caregiver's demographic information.

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

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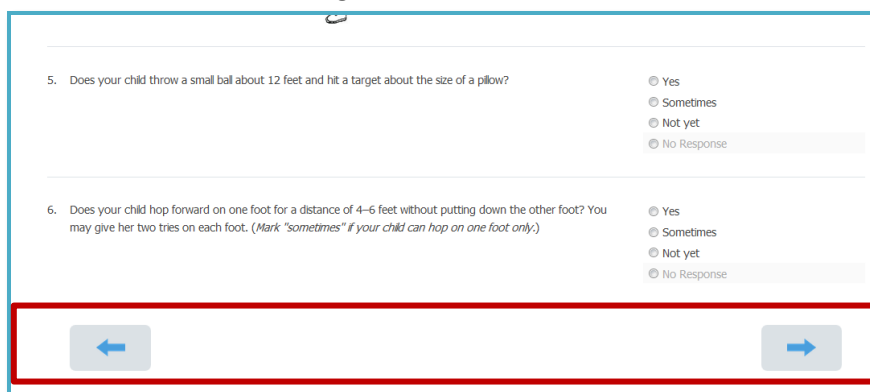
Your Email
Your email address may be used by the program to contact you regarding the screening.

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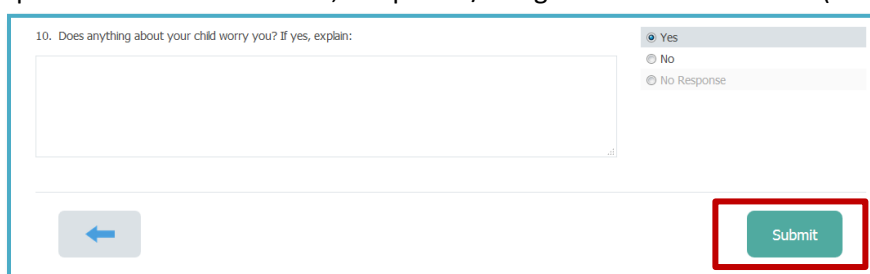
6. The parent/caregiver then enters the screening results in the online questionnaire form.

| Communication | Gross Motor | Fine Motor | Problem Solving | Personal-Social | Overall |

1. Ask your child to repeat a pattern, such as run, jump, and hop. Does your child repeat the pattern of three movements at least two times?
   - ○ Yes
   - ○ Sometimes
   - ○ Not yet
   - ○ No Response

2. Does your child catch a small ball that is thrown from 5–6 feet away?
   - ○ Yes
   - ○ Sometimes
   - ○ Not yet
   - ○ No Response

3. Show your child how to walk backward by placing the toe of one foot behind the heel of the other foot. Does your child walk backward 10 or more steps?
   - ○ Yes
   - ○ Sometimes
   - ○ Not yet
   - ○ No Response

4. Ask your child to close his eyes and stand on one foot for about 3 seconds. Then ask him to do the same thing on the other foot. Does your child balance on one foot and then the other without holding onto anything? (*Mark "sometimes" if your child stands on one foot for 3 seconds.*)
   - ○ Yes
   - ○ Sometimes
   - ○ Not yet
   - ○ No Response
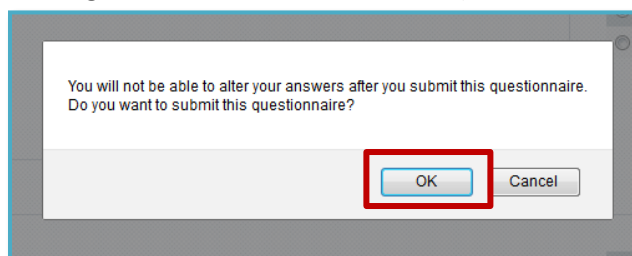
7. The arrow buttons can be used to navigate either back or forward to the next area (red box below).
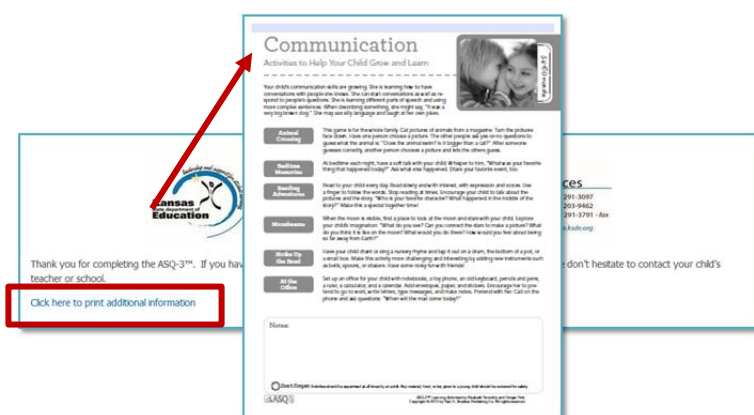
8. Once all responses have been entered, the parent/caregiver will click "Submit" (red box below).

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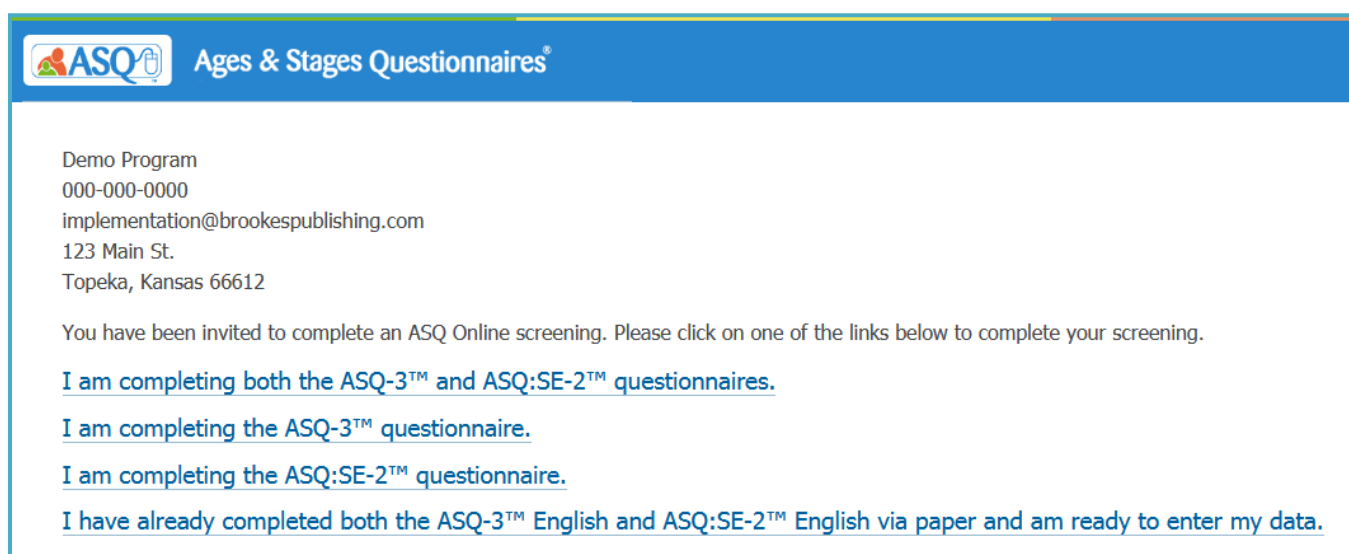
10. Once the questionnaire has been submitted, the parent/caregiver will be directed to a personalized "Thank You" page. If you have decided to include learning activities on this page, parents/caregivers will be able to click the link (red box below) to download learning activities (red arrow below).

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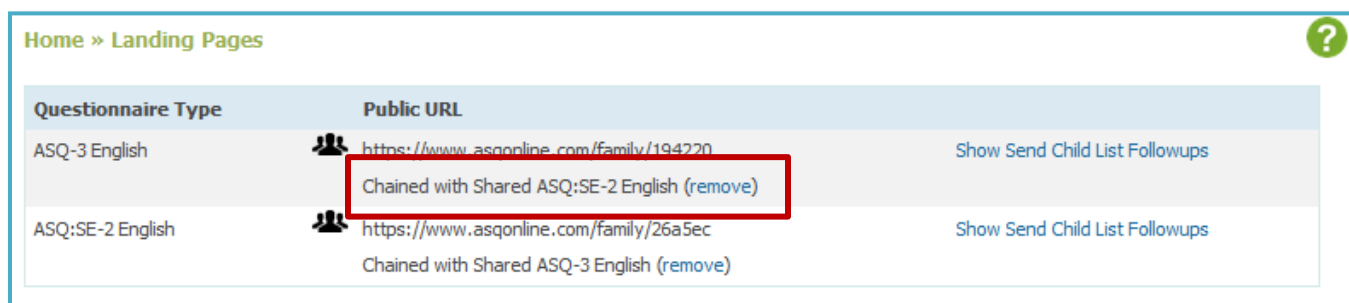
Your program administrator has the ability to link the ASQ-3 and ASQ:SE-2 Family Access pages, so that parents/caregivers can complete both questionnaires using one link. When the ASQ-3 and ASQ:SE-2 pages are linked, parents/caregivers will be presented with a landing page with the following options:

- 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)

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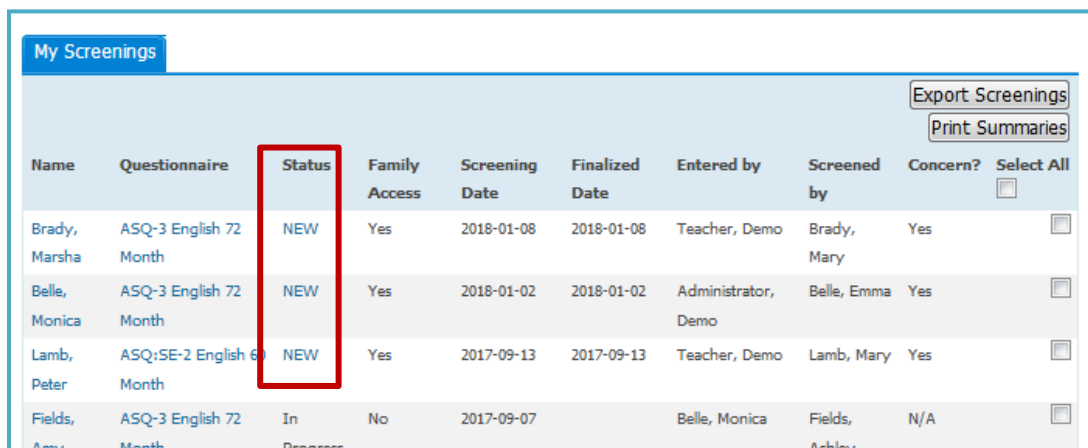
Once a parent/caregiver has completed a questionnaire via Family Access, your program administrator will review the Family Access screening, accept it into your program, and assign it to you. Screenings that come in from Family Access will appear with a status of "New."

To view Family Access screenings:
1. Select the Quick Link for "View All Screenings" (red box below).
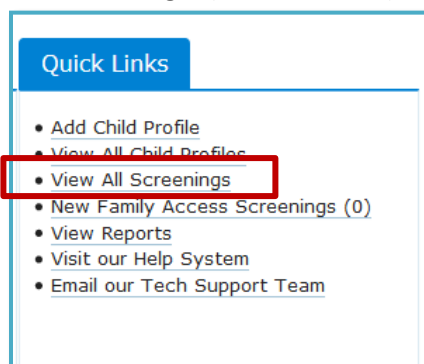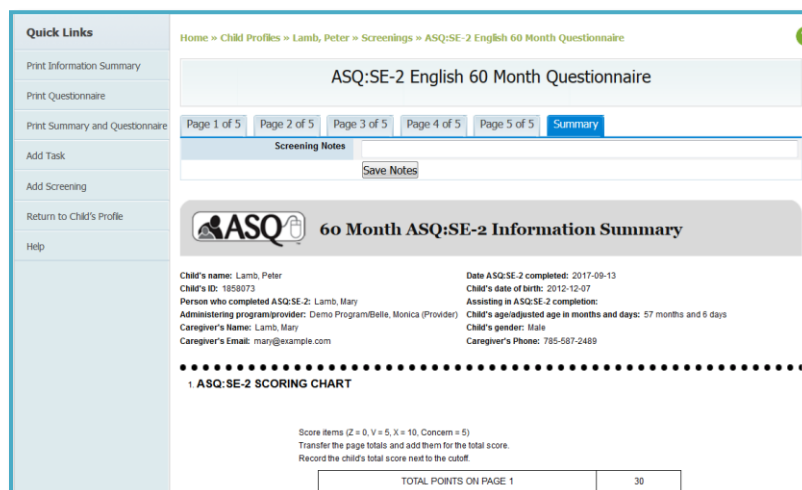
2. Under the Status column, click the "NEW" link (red box below).

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

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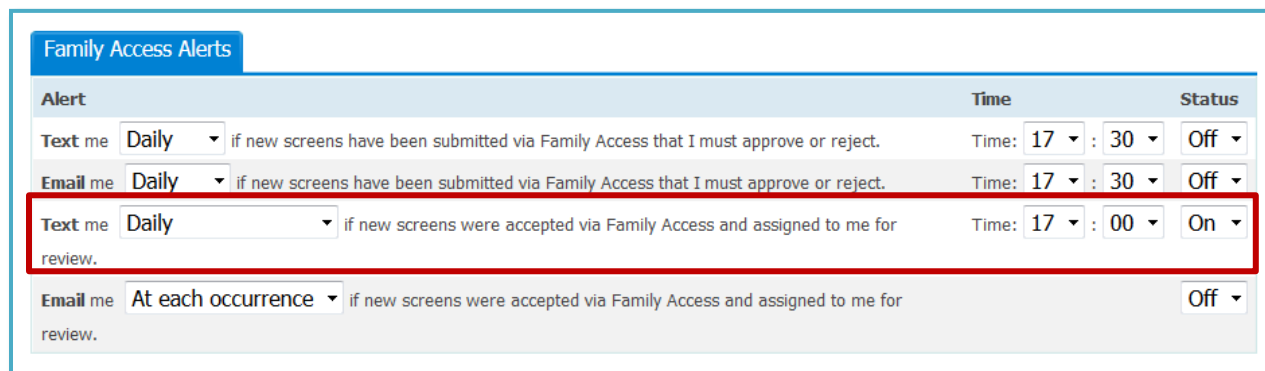
1. From the main menu select "My Profile."
2. Next to "My Profile," find the "Edit" tab and click it. Enter your mobile phone and mobile carrier (red box below). Click the "Save" button.

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:

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."

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
• 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	• 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):

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.

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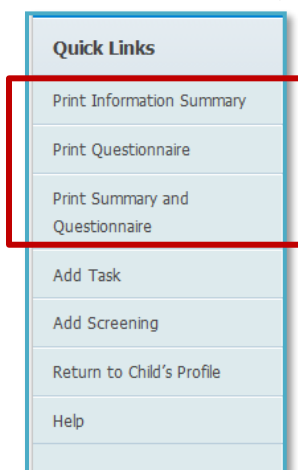
You also can print or save completed Information Summary sheets and completed questionnaires for multiple children.

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).
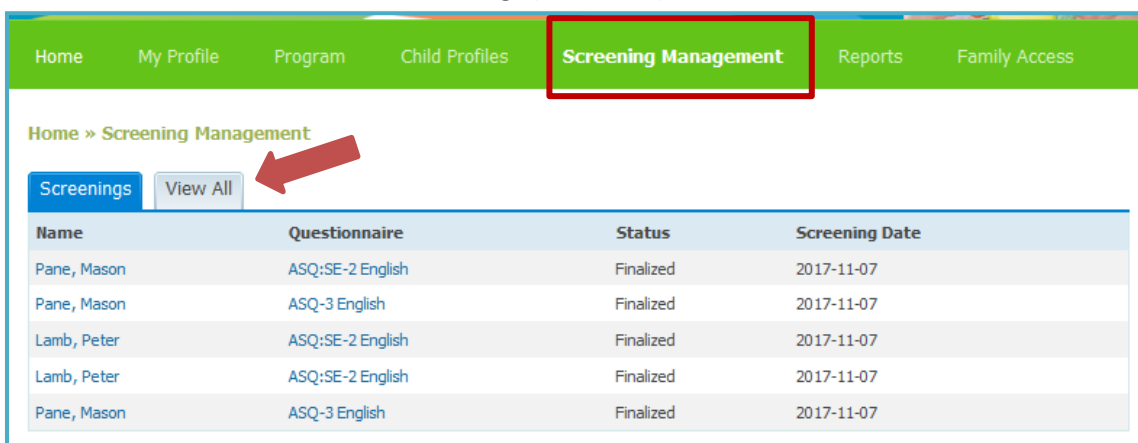
3. If you would like to narrow the results, enter search criteria:
   a. Questionnaire Type: Search by type of questionnaire
   b. Interval(s): Select one or more age intervals
   c. Latest screening only: Select the checkbox to include just the latest screening for your children
   d. Provider: Select 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.")

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

6. Click the "Queue Job" button (red box).

7. 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).

To print completed questionnaires for multiple children:

1. Select the Quick Link for "View/Print Packets" (red arrow).
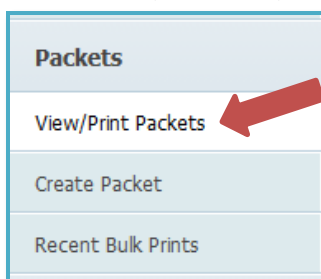
2. To narrow your options, type "ASQ-3" or "ASQ:SE-2" in the search box.
3. Next to the questionnaire type select the "Generate" link (red box).

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).

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).

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).

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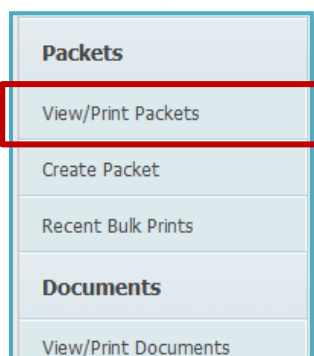
3. In the search box, type "item" (top red box below). Next to "Item Response Sheet Packet, ASQ:SE-2, English," select the "Generate" link (bottom red box).

4. Select the "Completed Screenings" tab (red box below).
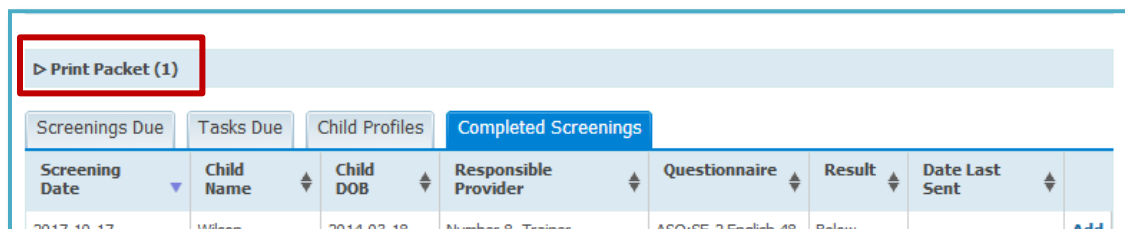
5. Next to the names of the child(ren) whose Item Response Sheet you would like to print, select the "Add" link(s) (red box below).
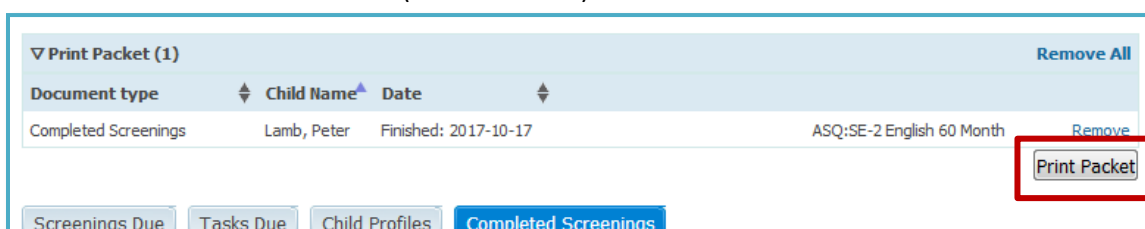
6. Select the "Print Packet" option (red box below).

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

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).

60 Month Item Response Sheet *54 months days through 72 months 0 days* — ASQ:SE-2

Child's name: Peter Lamb   Date ASQ:SE-2 completed: Oct 1, 2017
Child's ID #: 1792406   Child's date of birth: Jul 19, 2012
Person who completed ASQ:SE-2: Mary Lamb   Child's age in months and days: 62 months 13 days
Administering program/provider: Purple Demo Program   Child's gender: ● Male ○ Female

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

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

Item score key:
Z = 0
V = 5
X = 10
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.	Calms 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	

(continued)

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

Item no.	Item description	Item score	Concern score	Comments/notes
19.	Uses words to describe own and others' feelings?	0	0	
20.	Moves easily from one activity to another?	10	0	
21.	Explores new places?	0	0	
22.	Does things over and over and gets upset when stopped?	0	0	
23.	Hurts self on purpose?	0	0	
24.	Follows rules at home or child care?	10	5	
25.	Destroys or damages things on purpose?	0	0	
26.	Stays away from dangerous things?	5	0	
27.	Shows concern for other people's feelings?	0	0	
28.	Other children like to play with child?	0	0	
29.	Likes to play with other children?	0	0	
30.	Tries to hurt others (children, adults, animals)?	0	0	
31.	Takes turns and shares during play with children?	5	0	
32.	Unusual interest in or knowledge of sexual language and activity?	0	0	
33.	Wakes 3 or more times at night?	0	0	
34.	Too worried or fearful?	10	5	He seems more worried and angry since his Dad and me recently separated.
35.	Has simple back-and-forth conversations with you?	0	0	
36.	Anyone shared concerns about behaviors?	10	5	His dad and grandparents say he doesn't listen.
37.	Parent concerns about eating, sleeping, or toileting habits?	Yes		He won't go to bed when I tell him. I need to get a bed routine in place. He argues about it.
38.	Parent worries about child?	Yes		He seems withdrawn, angry, doesn't listen to me or his grandmother.
39.	What parent enjoys about child?			He's smart and loves his big brother. He loves to be outside and play ball. He likes school so far!

110 + 20 = 130.0   95

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 <u>each</u> questionnaire item, and there is a short Overall section that consists of 2–3 questions.

Interpretation	ASQ-3	ASQ:SE-2
Family concern	• Check Overall concern section	• 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:
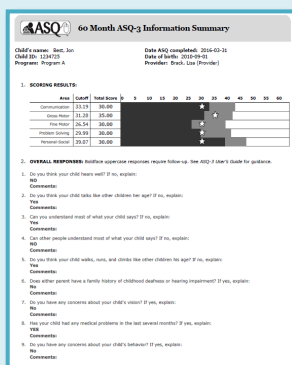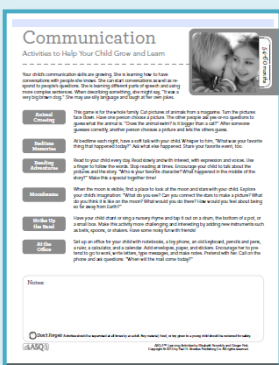
- Below Cutoff
  - Follow up on parent/caregiver concerns.
- Monitoring Zone
  - Follow up on parent/caregiver concerns.
  - Re-administer ASQ:SE-2.
  - Provide information, education, and support.
  - Consider referral for evaluation, especially if the child is a girl or if you see lack of competence 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.

o   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
✓ 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. 	✓ Actual scores on ASQ-3 and ASQ:SE-2 should not be shared with families. Instead, focus on how the child is developing (on target, needs more support to be on target in Kindergarten, not on target). ✓ Review things the child can do well. In cases where the child has not been successful in a certain area, discuss strengths based on the child's current development and encourage opportunities for practice at home. ✓ Give families learning activities to support the child at home. ✓ For SOMETIMES and NOT YET responses, tell families that you will be working together on skills. ✓ Thank families for participating.

Following are strategies to use when preparing to talk with parents/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
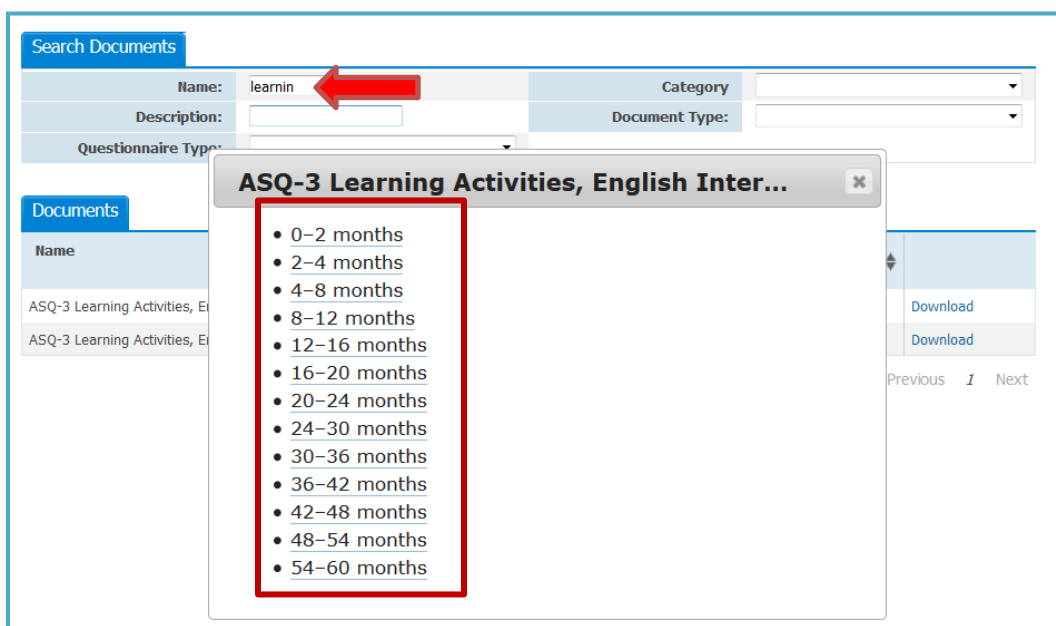
ASQ offers a variety of different resources to help engage families. Choose among them based on your knowledge of the child's and family's needs and preferences:

- *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.
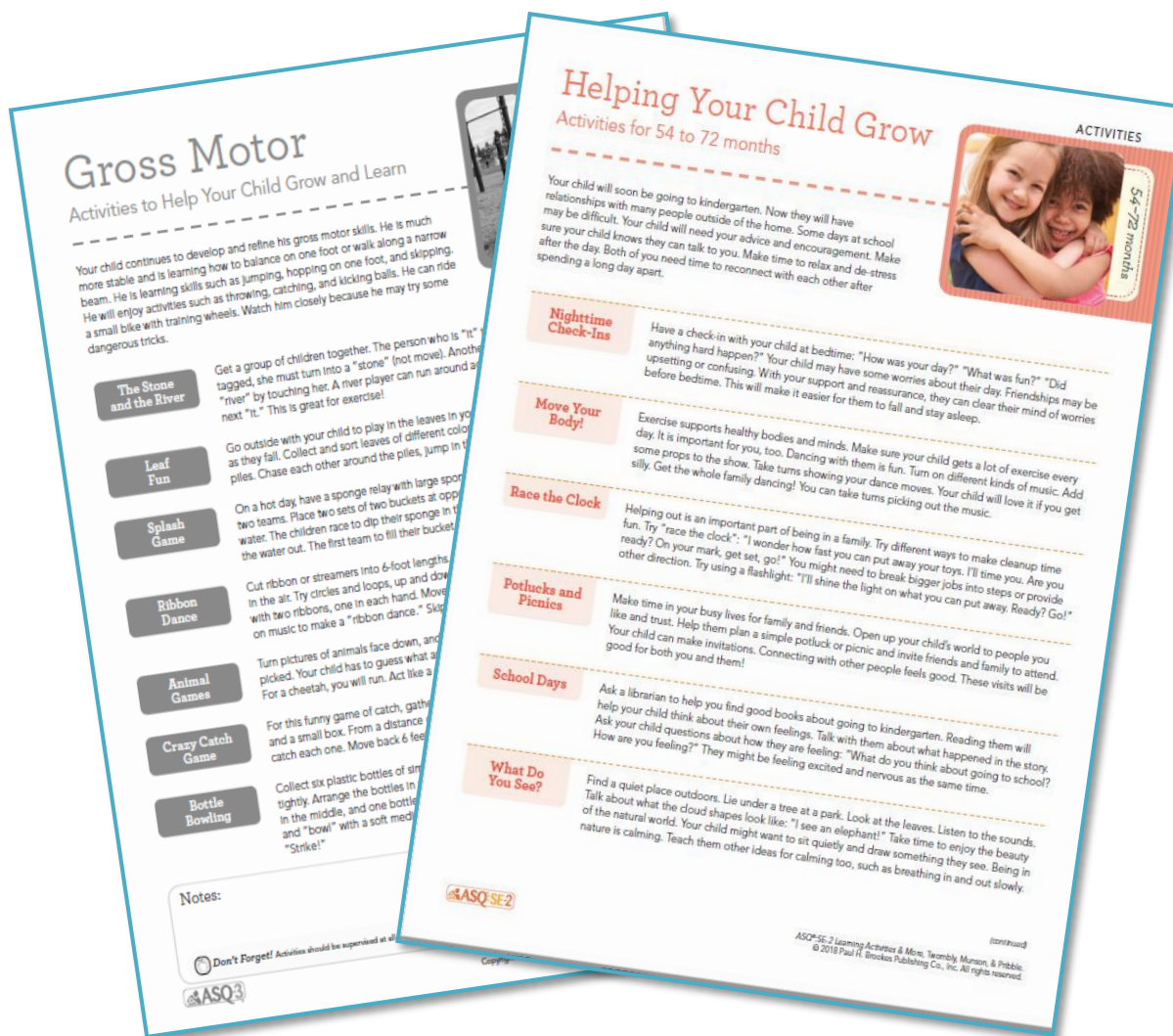
To print ASQ-3 Learning Activities and/or ASQ:SE-2 Learning Activities:
1. From the main menu select "Screening Management."
2. From the left menu select "View/Print Documents."
3. To filter the results, in the "Name" text field type "Learning" (red arrow below)
4. Select the "Download Preview" link 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.

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 Scores

Account: Kansas State Department of Education

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

Child Name ⬍	Program Name ⬍	Provider Name ⬍	Child ID ⬍
Berry, Hailey	Red Demo Program	Belle, Monica	1750626
Bieber, Justin	Red Demo Program	Belle, Monica	1750493

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

Following are screen captures from reports for ASQ-3 Screening Scores; ASQ: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 Concern	Caregiver Concern No Concern	Result
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 Manual Entry	Screening Response Rate Program FA	Screening Response Rate Provider FA	Screening Response Rate Total	Children Identified for Referral
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 Above Cutoff (No Concern)	Communication Monitoring Zone (Possible Concern)	Communication Below Cutoff (Concern)	Gross Motor Above Cutoff (No Concern)	Gross Motor Monitoring Zone (Possible Concern)	Gross Motor Below Cutoff (Concern)	Fine Motor Above Cutoff (No Concern)	Fine Motor Monitoring Zone (Possible Concern)	Fine Motor Below Cutoff (Concern)	Problem Solving Above Cutoff (No Concern)	Problem Solving Monitoring Zone (Possible Concern)	Problem Solving Below Cutoff (Concern)	Personal Social Above Cutoff (No Concern)	Personal Social Monitoring Zone (Possible Concern)	Personal Social Below Cutoff (Concern)	Overall Concern	Overall 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).
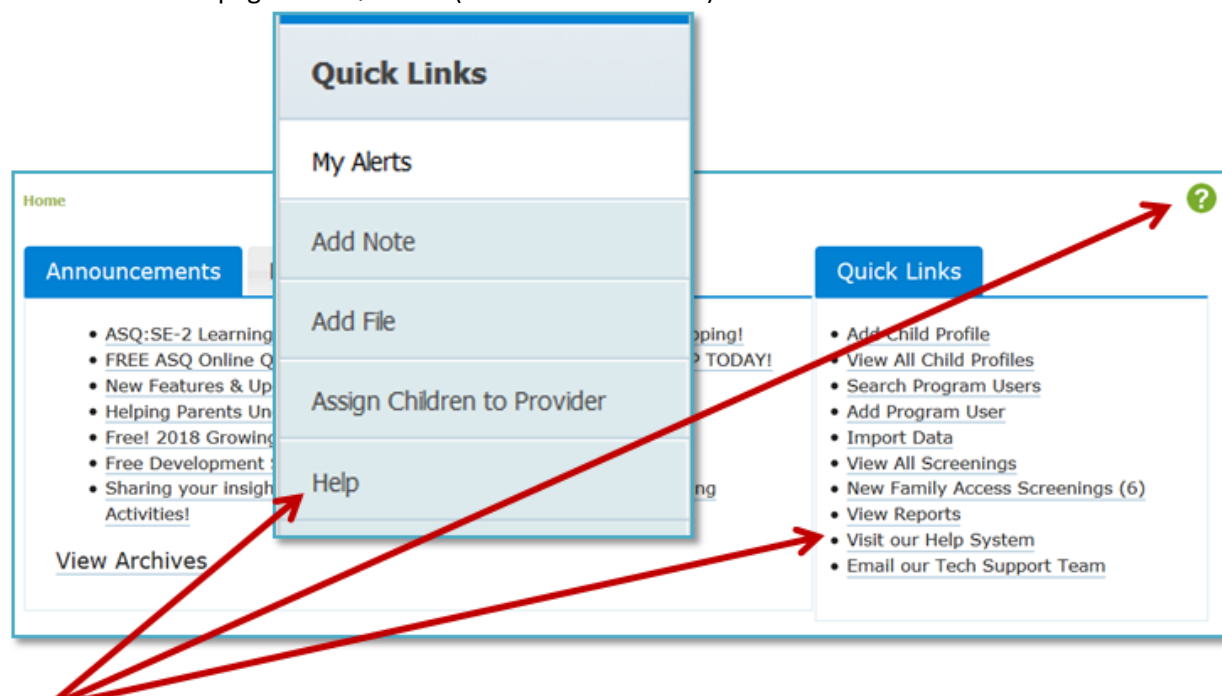
To move through the Help System, you can select pages in the table of contents at left (red arrow below) or enter search criteria in the search box at the top right side of the page (red box).
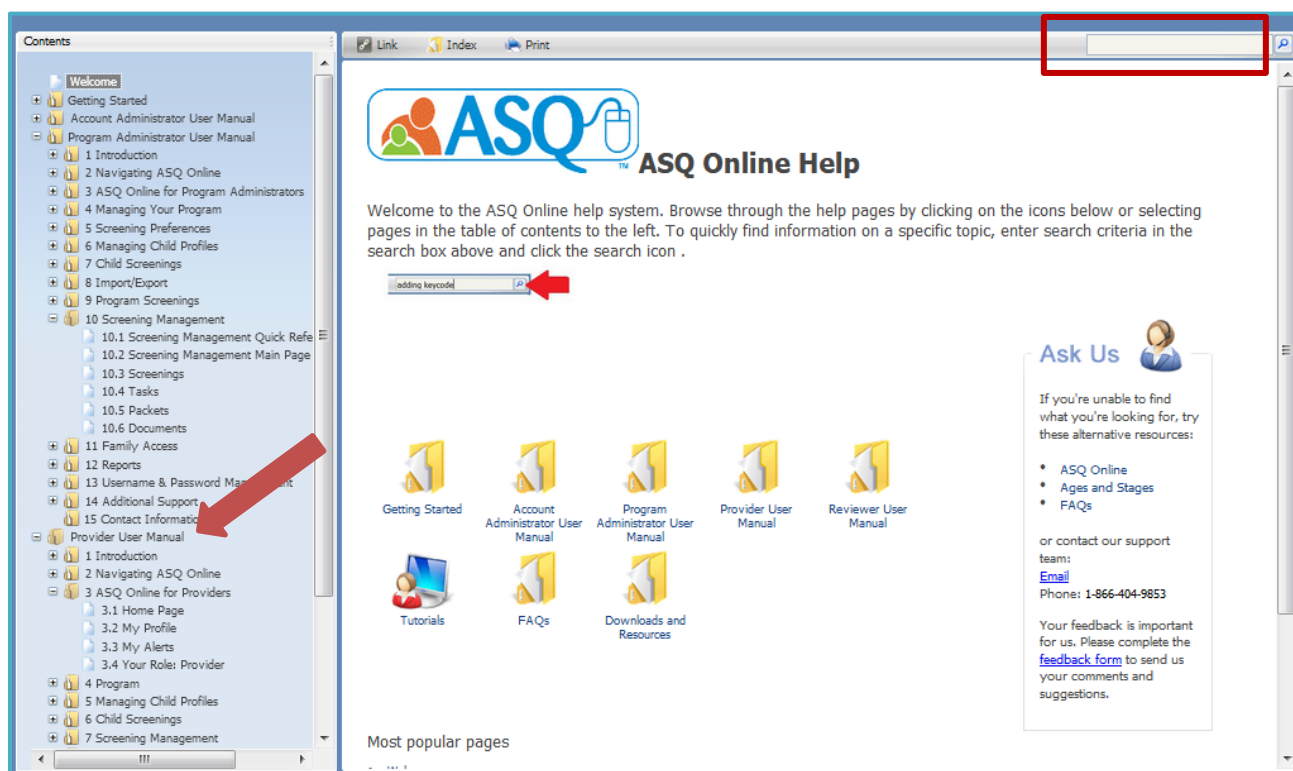
The ASQ Online home page has an Announcements tab (left red arrow below) where you can find news and updates from Brookes Publishing, and a Resource Corner (right red arrow below) that highlights videos on ASQ-related topics.
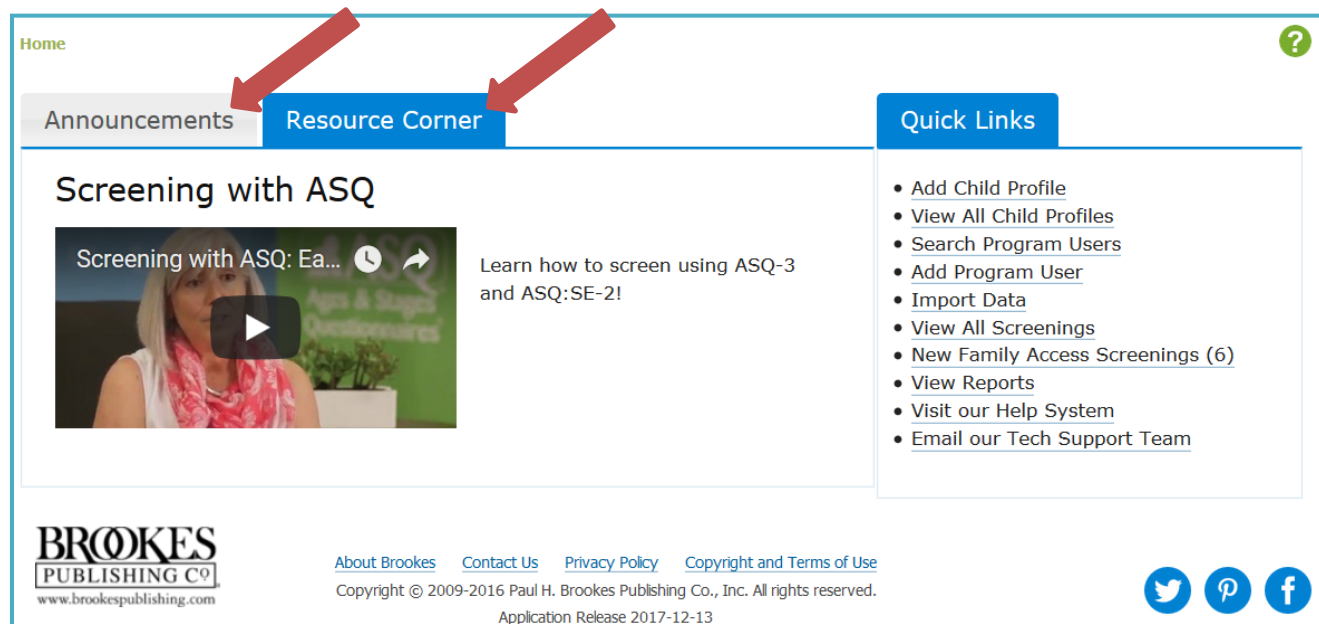
Kansas Kindergarten Readiness Resource Page

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