



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

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

Abessa, T. G., Bruckers, L., Kolsteren, & Granitzer, M. (2017). Developmental performance of hospitalized severely acutely malnourished under six children in low-income setting. *BMC Pediatrics*, 17, Article 197. <https://doi.org/10.1186/s12887-017-0950-5>

Alder, I., Weidner, K., (2020). Impact of perinatal insomnia on social-emotional child development: Population-based, 2 year follow-up study. *Behavioral Sleep Medicine*, [10.1080/15402002.2020.1746661](https://doi.org/10.1080/15402002.2020.1746661)

Anunciação, L., & Portugal, A.C. (2020). A Case Study on Strengthening the Link Between Psychometrics, Assessment, and Intervention in Autism Spectrum Disorder (ASD). In A. Singh, M. Viner, & C. Yeh (Eds.), *Special Education Design and Development Tools for School Rehabilitation Professionals* (pp. 154-171). Hershey, PA: IGI Global.  
doi:10.4018/978-1-7998-1431-3.ch008. (chapter).

Barrett-Young, A., et al. (2023). Assessment of Self-Regulation at School Entry: A Literature Review of Existing Screening Tools and Suitability for the Aotearoa New Zealand Context. *Journal of Psychoeducational Assessment* 0 10.1177/07342829231219291

Barton, E. E., Harris, B., & Leech, N. (2016). Autism identification policies and practices in early childhood: A preliminary investigation from one state. *Infants & Young Children*, 29(4), 267-289. <http://dx.doi.org/10.1097/IYC.0000000000000076>

Cibralic, S., et al. (2023) Developmental screening tools for identification of children with developmental difficulties in high-income countries: a systematic review. *Frontiers in Child and Adolescent Psychiatry*. <https://doi.org/10.3389/frcha.2023.1074004>

Daniels, B., et al. (2022). Universal Social, Emotional, and Behavioral Screeners for Preschool Students: A Systematic Review. *Perspectives on Early Childhood Psychology and Education*. [10.58948/2834-8257.1019](https://doi.org/10.58948/2834-8257.1019)

Feeney-Kettler, K. A., Kratochwill, T. R., Kaiser, A. P., Hemmeter, M. L., & Kettler, R. J. (2015). Screening young children's risk for mental health problems: A review of four measures. *Assessment for Effective Intervention*, 35(4), 218-230.  
<https://doi.org/10.1177/1534508410380557>



- Guidel, A. et al. (2021). Validation and cutoffs of the Spanish version of the ASQ:SE in an outpatient setting at Lima-Peru. *Rev Neuropsiquiatr*. 84(2). 75-82.
- James Bell Associates. (2009). *Early Head Start/Child Welfare Services Initiative. Final synthesis report, volume II. Compendium of grantee-specific findings*.  
<https://www.jbassoc.com/resource/early-head-start-child-welfare-services-initiative-final-synthesis-report/>
- Landa, R. J., (2005). Assessment of social communication skills in preschoolers. *Mental Retardation and Developmental Disabilities Research Reviews*, 11(3), 247-252.  
<https://doi.org/10.1002/mrdd.20079>
- Marks, K. P., & LaRosa, A. C. (2012). Understanding developmental-behavioral screening measures. *Pediatrics in Review*, 33(10), 448–458. <https://doi.org/10.1542/pir.33-10-448>
- McCrae, J. S., & Brown, S. M. (2017). Systematic review of social-emotional screening instruments for young children in child welfare. *Research on Social Work Practice*, 28(7), 1-22.
- Pontoppidan, M., Niss, N. K., Pejtersen, J. H., Julian, M. M., & Vaever, M. S. (2017). Parent report measures of infant and toddler social-emotional development: a systematic review. *Family Practice*, 34(2), 127-137. <https://doi.com/10.1093/fampra/cmx003>
- Russell, D., & Gleason, M. M. (2020). Starting early: promoting emotional and behavioral well-being in infant and toddler well-child care. *Pediatric Annals*, 47(8), 317-322.  
<https://doi.org/10.3928/19382359-20180703-01>
- U.S. Department of Health and Human Services (March, 2014). *Birth to 5: Watch Me Thrive! A Compendium of Screening Measures for Young Children*.  
<https://eclkc.ohs.acf.hhs.gov/publication/birth-5-watch-me-thrive-compendium-screening-measures-young-children>
- Vacca, J. J. (2005). Review of the Ages and Stages Questionnaires: Social-Emotional. In B.S. Plake & J.C. Impara (Eds.), *The sixteenth mental measurements yearbook*. Buros Institute of Mental Measurements.

### **Research studies on use of ASQ:SE:**

- Allen, S., Berry, A., Brewster, J., Chalasani, R., & Mack, P. (2010). Enhancing developmentally oriented primary care: An Illinois initiative to increase developmental screening in medical homes. *Pediatrics*, 126, Supplement 3, S160-S164. <https://doi.org/10.1542/peds.2010-1466k>

Alger, J., et al. (2023). Neurodevelopmental assessment of normocephalic children born to Zika virus exposed and unexposed pregnant people. *Pediatr Res.*  
<https://doi.org/10.1038/s41390-023-02951-1>.

Anis, L., Letourneau, N., Benzies, K., Ewashen, C., & Hart, M. J. (2020). Effect of the attachment and child health parent training program on parent-child interaction quality and child development. *Canadian Journal of Nursing Research.*  
<https://doi.org/10.1177/0844562119899004>

Anunciação, L., Chen, C. Y., Pereira, D. A., & Landiera-Fernandez, J. (2020). Factor structure of a social-emotional screening instrument for preschool children. *Psico USF*, 24(3), 449-461.  
<https://doi.org/10.1590/1413-82712019240304>

Anunciação, L., Squires, J., Landeira-Fernandez, J., & Singh, A. (2022). Exploratory analysis of the internal structure of a test through multi-methods exploratory approach: ASQ:SE. *Journal of Neurosciences in Rural Practice*, 13(2), 186-195. <https://doi.org/10.1055/s-0041-1741503>

Anunciação, L., Squires, J., Clifford, J., & Landeira-Fernandez, J. (2019). Confirmatory analysis and normative tables for the Brazilian Ages and Stages Questionnaires: Social-Emotional. *Child Care Health Development*, 45(3), 387-393. <https://doi.org/10.1111/cch.12649>

Anunciação, L., Squires, J., & Landiera-Fernandez, J. (2018). A longitudinal study of child development in children enrolled in Brazilian public daycare centers. *Global Journal of Educational Studies*, 4(1), 31-42. <http://dx.doi.org/10.5296/gjes.v4i1.12555>

Anunciação, L., Chen, C., Squires, J., & Landiera-Fernandez, J. (2018). Screening for social and emotional delays in young children who live in poverty: A Brazilian example. *Journal of Childhood & Developmental Disorders*, 4(2). <https://doi.org/10.4172/2472-1786.100068>

Anunciação, L., Cito, L., Pessoa, L., Squires, J., Murphy, K., & Landeira-Fernandez, J. (2023). Lack of voluntary interest and difficulty making eye contact are the most discriminant behaviors of the ASQ:SE and might suggest delays: Results from a large-scale assessment. *Applied Neuropsychology*. <https://doi.org/10.1080/21622965.2022.2156795>

Archer-Kuhn, B., et al. (2023). Survey of mothers' experiences of shared parenting and domestic violence. *Family Court Review*, 10.1111.fcre.12715

Arumugam, C. T., Said, M. A., & Farid, N. D. N. (2022). Screen time influence on early childhood social-emotional development. *Health Problems of Civilization*, 16(3), 190-198. <https://doi.org/10.5114/hpc.2022.118754>

- Ashish, K., & Chen, C., Yang, Y., & Zhou, H. (2020). Social-emotional challenges and development of children left behind by migrant mothers. *Journal of Global Health*, Vol. 10 No. 1 • 010806.
- Baggett, K. M., Warlen, L., Hamilton, J. L., Roberts, J. L., & Staker, M. (2007). Screening infant mental health indicators: An early head start initiative. *Infants & Young Children*, 20(4), 300–310. <https://doi.org/10.1097/IYC.0000290353.39793.ba>
- Baptista, J., Silva, J. R., Marques, S., Martins, C., & Soares, I. (2018). Early maltreatment and current quality of relational care predict socialemotional problems among institutionalized infants and toddlers. *Infant Mental Health Journal*, 39(6), 718-729. <https://doi.org/10.1002/imhj.21741>
- Baumgartner, J. N., Ali, M., Gallis, J. A., Lillie, M., Owusu, R., Abubakr-Bibilazu, S., Adam, H., Aborigo, R., McEwan, E., Zhou, Y., Kim, E. T., Mackness, J., Williams, J. K. A., & Hembling, J. (2021). Effect of a lay counselor-delivered integrated maternal mental health and early childhood development group-based intervention in No Ghana: cluster-randomized controlled trial. *Global Mental Health*, 8, Article e18. <https://doi.org/10.1017/gmh.2021.15>
- Beeber, L. S., Holditch-Davis, D., Perreira, K., Schwartz, T. A., Lewis, V., Blanchard, H., Canuso, R., & Goldman, B. D. (2010). Short-term, in-home intervention reduces depressive symptoms in Early Head Start Latina mothers of infants and toddlers. *Research in Nursing and Health*, 33(1), 60–76. <https://doi.org/10.1002/nur.20363>
- Bernal, R., Attanasio, O., Pena, X., & Vera-Hernandez, M. (2019). Effects of transition from home-based childcare to childcare centers on children's health and development in Columbia. *Early Childhood Research Quarterly*, 47, 418-431. <https://doi.org/10.1016/j.ecresq.2018.08.005>
- Bian, X., Xie, H., Squires, J., & Chen, C. Y. (2017). Adapting a parent-completed socioemotional questionnaire in China: The Ages & Stages Questionnaires: Social-Emotional. *Infant Mental Health Journal*, 38(2). 258-266. <https://doi.org/10.1002/imhj.21626>
- Bleker, L. S., Milgrom, J. W., Gemmill, A. W., Roseboom, T. J., & De Rooij, S. R. (2019). A 7-year follow-up of antenatal depression treatment with cognitive behavioral therapy: A case report of maternal and child outcomes. *SAGE Open Medical Case Reports*, 7. <https://doi.org/10.1177/2050313X19841463>
- Bricker, D., Shoen Davis, M., & Squires, J. (2004). Mental health screening in young children. *Infants & Young Children*, 17(2), 129–144. [https://journals.lww.com/iycjournal/Abstract/2004/04000/Mental\\_Health\\_Screening\\_in\\_Youn g\\_Children.5.aspx](https://journals.lww.com/iycjournal/Abstract/2004/04000/Mental_Health_Screening_in_Youn g_Children.5.aspx)
- Briggs, R.D., Stettler, E.M., Silver, E.J., Schrag, R.D.A., Nayak, M., Chinitz, S., & Racine, A.D.



- (2012). Social-emotional screening for infants and toddlers in primary care. *Pediatrics*, 129(2), Article e377. <https://doi.org/10.1542/peds.2010-2211>
- Brown, C. M., Copeland, K. A., Sucharew, H., & Kahn, R. S. (2012). Social-emotional problems in preschool-aged children: Opportunities for prevention and early intervention. *Archives of Pediatric and Adolescent Medicine*, 166(10), 926-932. <https://doi.org/10.1001/archpediatrics.2012.793>
- Cakmak, M., Gollu, G., Ates, U., Ergun, E., Khanmammadov, F., Sozduyar, S., Telli, O., Kose, K., Dilsiz, H., Cakmak, A., Kapci, E. G., Kucker, S., Oner, O., Bingol-Kologlu, M., Yagmurlu, A., & Uslu, R. I. (2021). Hypospadias and use of Ages and Stages Questionnaires to evaluate neurodevelopmental status of boys with hypospadias. *European Journal of Pediatric Surgery*, 32(03), 274-279. <https://doi.org/10.1055/s-0041-1723993>
- Chang, R. et al. (2023). Associations of father absence and limited access to books and toys with early childhood development among children ages 0-6 in a rural county lifted out of poverty in China. *Child: Care, Health and Development*. <https://doi.org/10.1111/cch.13145>
- Chang, R., Li, C et al. (2023). Roles of caregiver-child interaction on the association of socioeconomic status with early childhood development among children aged 0-6 in a rural county in Central China. Research Square. [Doi.org/10.21.203/rs.3.rs-3715242/v1](https://doi.org/10.21.203/rs.3.rs-3715242/v1)
- Chen, C., et al. (2023). Developmental and social-emotional screening: What tests can tell us. *Infants & Young Children*, 36 (4), 285-295.
- Chen, C., Chen, C-I., Xie, H., & Squires, J. (2018). Using differential item functioning to examine the gender difference in social-emotional competence of infants and young children. *Bulletin in Early Intervention*: 1(1), 1-22.
- Chen, C.Y., Chen, C.I., Squires, J., Bian, X., Heo, K. H., Filgueiras, A., Kalinina, S., Samarina, L., Ermolaeva, E., Xie, H., Yu, T. Y., Wu, P. F., & Landeira-Fernandez, J. (2017). Adapting a developmental screening measure: Exploring the effects of language and culture on a parent-completed social-emotional screening test. *Infants and Young Children*, 30(2), 111–123. <http://dx.doi.org/10.1097/IYC.0000000000000089>
- Chen, C. Y., Filgueiras, A., Squires, J., & Landeira-Fernandez, J. (2016). Examining the factor structure of an early childhood social emotional screening assessment. *Journal of Special Education and Rehabilitation*, 17(3-4), 89–104. <http://dx.doi.org/10.19057/jser.2016.12>
- Chen, C. Y., Squires, J., Chen, C. I., Wu, R., & Xie, H. The adaptation and psychometric examination of a social-emotional developmental screening tool in Taiwan. *Early Education and Development*, 31, 27-46. <https://doi.org/10.1080/10409289.2019.1611126>

- Chen, C., Squires, J., Heo, K., Bian, X., Chen, C. I., Filgueiras, A., Xie, H., Murphy, K., Dolata, J., & Landeria-Fernandez, J. (2015). Cross cultural gender differences in social-emotional competence of young children: Comparisons with Brazil, China, South Korea, and the United States. *Mental Health in Family Medicine*, 11(2), 59–68. DOI:[10.25149/1756-8358.1102009](https://doi.org/10.25149/1756-8358.1102009)
- Chen, C.Y., Xie, H., Filgueiras, A., Squires, J., Anunciação, L., & Landeria-Fernandez, J. (2017). Examining the psychometric properties of the Brazilian Ages & Stages Questionnaires-Social-Emotional: Use in public child daycare centers in Brazil. *Journal of Child and Family Studies*, 26(9), 2412–2425. <https://doi.org/10.1007/s10826-017-0770-0>
- Cibralic, S., Hawker, P et al. (2022), Developmental screening tools used with First Nations populations: A systematic review. *International Journal of Environmental Research and Public Health*, 19, 15627.
- Coelho, L. A., Amatto, A. N., Gonzalez, C. L. R., & Gibb, R. L. (2020). Building executive function in pre-school children through play: a curriculum. *International Journal of Play*, 9(1), 128-142. <https://doi.org/10.1080/21594937.2020.1720127>
- Costa, B., White, P., Kiff, J. D., Davies, A., & Stock, N. M. (2022). Parent-reported socioemotional and cognitive development of children with a cleft lip and/or palate at 18 months: Findings from a UK birth cohort. *Child Care Health Development*, 47(1), 31-39. <https://doi.org/10.1111/cch.12813>
- Eurenius, E., Sundberg, L. R., Vaezghasemi, M., Silfverdal, S. A., Ivarsson, A., & Lindkvist, M. (2018). Social-emotional problems among three-year-olds differ based on child's gender and custody arrangement. *Acta Paediatrica*, 108(6), 1087-1095. <https://doi.org/10.1111/apa.14668>
- Fourdain, S., Caron-Desrochers, L., Simard, M. N., Provost, S., Doussau, A., Gagnon, K., Dagenais, L., Presutto, E., Prud'homme, J., Boudreault-Trudeau, A., Constantin, I. M., Desnous, B., Poirier, N., & Gallagher, A. (2020). Impacts of an interdisciplinary developmental follow-up program on Neurodevelopment in congenital heart disease: CINC Study. *Frontiers in Pediatrics*, 8, Article 539451. <https://doi.org/10.3389/fped.2020.539451>
- Gallardo-Ridriguez, R. et al. (2023). Parent-perceived child development in preschoolers engaging in play that includes physical activity. *International Journal of Human Development and Sport Sciences*, 11(4).803-811. DOI: 10.13189/saj.2023.110414.
- Gao, R. et al. (2022). Association between maternal sugar-sweetened beverage consumption and social-emotional development of child before 1 year old: A prospective cohort study, *Frontiers in Nutrition*, 10.3389/fnut.2022.966271.

- Gilkerson, L. & Kopel, C.C. (2005). Relationship-based systems change: Illinois model for promoting social-emotional development in Part C early intervention. *Infants & Young Children*, 18(4), 349–365. <http://dx.doi.org/10.1097/00001163-200510000-00010>
- Gordo, L., Martinez-Pampliega, A., Elejalde, L. I., & Luyten, P. (2020). Do parental reflective functioning and parental competence affect the social emotional adjustment of children? *Journal of Child and Family Studies*, 29, 3621-3631. <https://doi.org/10.1007/s10826-020-01840-z>
- Gorrie, A., et al. (2023). Gross motor development in children with epidermolysis bullosa. *Child Care, Health, and Development*, 1-7. <https://doi.org/10.1111/cch.13194>.
- Gou, H., & Perceval, G. (2023). Does digital media use increase risk of social-emotional delay for Chinese preschoolers? *Journal of Children and Media*, 17(1), 1–16. <https://doi.org/10.1080/17482798.2022.2118141>
- Haines, B., et al. (2023). The mindfulness-Based Kindness Curriculum for Preschoolers: An applied multi-site randomized control trial. *Mindfulness* 14(1). <https://doi.org/10.1007/s12671-023-02210-8>
- Haskett, M. E., Montgomery Armstrong, J., & Tisdale, J. (2016). Developmental Status and Social–Emotional Functioning of Young Children Experiencing Homelessness. *Early Childhood Education Journal*, 44, 119-125. <https://doi.org/10.1007/s10643-015-0691-8>
- Heo, K. H., & Squires, J. (2012). Adaptation of a parent-completed social emotional screening instrument for young children: Ages and Stages Questionnaires-Social Emotional. *Early Human Development*, 88(3), 151–158. <https://doi.org/10.1016/j.earlhumdev.2011.07.019>
- Hillen, T., Gafson, L., Drage, L., & Conlan, L. M. (2012). Assessing the prevalence of mental health disorders and mental health needs among preschool children in care in England. *Infant Mental Health Journal*, 33(4), 411-420. <https://doi.org/10.1002/imhj.21327>
- Holt, C., Gentilleau, C., Gemmill, A. W., & Milgrom, J. (2021). Improving the mother-infant relationship following postnatal depression: a randomized controlled trial of a brief intervention (HUGS). *Archives of Women's Mental Health*, 24(6), 910-923. <https://doi.org/10.1007/s00737-021-01116-5>
- Hur, E. H., Buettner, C. K., & Jeon, L. (2015). Parental depressive symptoms and children's school-readiness: The indirect effect of household chaos. *Journal of Child and Family Studies*, 24(11), 3462-3473. <http://dx.doi.org/10.1007/s10826-015-0147-1>
- Jee, S. H., Conn, A. M., Szilagyi, P. G., Blumkin, A., Baldwin, C. D., & Szilagyi, M. A. (2010). Identification of social-emotional problems among young children in foster care. *Journal of Child Psychology and Psychiatry*, 51(12), 1351–1358. <https://doi.org/10.1111/j.1469-7610.2010.02315.x>



- Jeon, L., Buettner, C. K., & Hur, E. (2014). Family and neighborhood disadvantage, home environment, and children's school readiness. *Journal of Family Psychology* 28(5), 718-727. <https://doi.org/10.1037/fam0000022>
- Junge, C., Garthus-Niegel, S., Slanning, K., Polte, C., Simonsen, T. B., & Eberhard-Gran, M. Impact of perinatal depression on children's social-emotional development: A longitudinal study, *Maternal Child Health Journal*, 21(3), 607-615.
- Kamara, D., Walton, K., & Witwer, A. N. (2020). Socioemotional and autism spectrum disorder screening for toddlers in early intervention: Agreement among measures. *Journal of Early Intervention*, 42(4), 359–380. <https://doi.org/10.1177/1053815119880607>
- Karlov, L., Masi, A., Diaz, A.M. et al. (2024). A Preliminary Trial of an Early Surveillance Program for Autism and Developmental Delays within General Practices. *J Dev Phys Disabil* <https://doi.org/10.1007/s10882-024-09952-worg> 10.1177/1053815119880607
- Kharbanda, E. O., Vazquez-Benitez, G., Kunin-Baston, A., Nordin, J. D., Olsen, A., & Romitti, P. A. (2020). Birth and early developmental screening outcomes associated with cannabis exposure during pregnancy. *Journal of Perinatology*, 40, 473-480. <https://doi.org/10.1038/s41372-019-0576-6>
- Kuehn L.M., Jones A., Helmkamp L., Knudtson M., Domek G.J., & Allison M.A. (2023). Socioemotional Development of Infants and Toddlers During the COVID-19 Pandemic. (2023). *JAMA Pediatr.* doi:10.1001/jamapediatrics.2023.5684
- Kumar, G. et al. (2023). Pediatric mental disorders and related screening practices: qualitative insights from early childhood educators. *Global Pediatrics*.6.100084. 10.1016/j.gpeds.2023.100084
- Krijnen, L., et al. (2023). Observing mother-child interactions in a free play vs. a structured task context. With preterm and term born toddlers. *Front. Child Adolesc. Psychiatry*, Sec. *Developmental Psychopathology and Mental Health*, Volume 2 <https://doi.org/10.3389/frch.2023.1176560>
- Krijnen, L. J. G., Verhoeven, M., & van Baar, A. L. (2021). Assessing social-emotional development in infants and toddlers using parent reports: Comparing the ASQ-SE-NL to the Social-Emotional Scale of the Bayley-III-NL. *Early Human Development*, 161, Article 105439. <https://doi.org/10.1016/j.earlhumdev.2021.105439>
- Krijnen, L. J. G., Verhoeven, M., & van Baar, A. L. (2021). Is maternal negative affectivity related to psychosocial behavior of preterm and term-born toddlers through mother-child interaction? *Frontiers in Psychology*, 13, Article 975124. <https://doi.org/10.3389/fpsyg.2022.975124>

- Kucuker, S., Kupci, E., & Uslu, R. (2011). Evaluation of the Turkish version of the Ages and Stages Questionnaires: Social-Emotional in identifying children with social-emotional problems. *Infants & Young Children*, 24(2), 207–220.  
<http://dx.doi.org/10.1097/IYC.0b013e31820eae26>
- Kvestad, I., Hysing, M., Kjellevold, M., Naess, S., Dahl, L., & Markhus, M. W. (2021). Maternal cod intake during pregnancy and infant development in the first year of life: Secondary Analyses from a randomized controlled trial. *Journal of Nutrition*, 151(7), 1879-1885.  
<https://doi.org/10.1093/jn/nxab083>
- Laguardia, G., Perazzo, I., & Mendez, L. (2021). O father where art thou? Early maternal employment and child development. *Instituto de Economia*.  
<https://iecon.fcea.udelar.edu.uy/es/publicaciones/produccion-del-iecon/item/dt-0521-o-father-where-art-thou-early-maternal-employment-and-child-development-when-fathers-and-intrahousehold-task-division-come-into-the-picture.html>
- Leon, M. J., & Olhaberry, M. (2020). Triadic interactions, parental reflective functioning, and early social-emotional difficulties. *Infant Mental Health Journal*, 41(4), 431-444.  
<https://doi.org/10.1002/imhj.21844>.
- Lester, P., Aralis, H., Sinclair, M., Kiff, C., Lee, K. H., Mustillo, S., & Wadsworth S. M. (2016) The Impact of Deployment on Parental, Family and Child Adjustment in Military Families. *Child Psychiatry Human Development*, 47, 938-949. <https://doi.org/10.1007/s10578-016-0624-9>
- Li, Y., Li, S., Tang, L., & Bai, Y. (2022). The effect of ECD program on the caregiver's parenting knowledge, attitudes, and practices: based on a cluster-randomized controlled trial in economically vulnerable areas of China. *BMC Public Health* 22, Article 1958.  
<https://doi.org/10.1186/s12889-022-14268-5>
- Lyman, D. R., Njoroge, W., Willis, D. W. (2007). Early childhood psychosocial screening in culturally diverse populations: Survey of clinical experience with Ages and Stages Questionnaires, Social-Emotional. *Zero To Three*, 27(5) 46–54.  
<https://eric.ed.gov/?id=EJ827334>
- Maseklo, J., Hagaman, A. K., Bates, L., Bhalotra, S., Biroli, P., Gallis, J. A., O'Donnell, K., Sikander, S., Turner, E. L., & Rahman, A. (2019). Father involvement in the first year of life: Associations with maternal mental health and child development outcomes in rural Pakistan. *Social Science & Medicine*, 237, Article 112421.  
<https://doi.org/10.1016/j.socscimed.2019.112421>
- McDaniel, S. C., Albritton, K., & Stuckey, A. (2021). Examining the preliminary effects of a summer social emotional learning program for young children. *Journal of Emotional and Behavioral Disorders*, 29(2), 125-132. <https://doi.org/10.1177/1063426620912395>

McKnight, S. (2014). *Implementing the Ages and Stages questionnaire in health visiting practice*. Ten Alps Publishing.

Milgrom, J., Hirshler, Y., Holt, C., Skouteris, H., Galbally, M., East, C., Glover, V., Reece, J., O'Donnell, K. J., Walker, S. P., Malloy, S., & Gemmill, A.W. (2023). Early intervention to prevent adverse child emotional and behavioural development following maternal depression in pregnancy: study protocol for a randomised controlled trial. *BMC Psychology*, 11(1), 222–222. <https://doi.org/10.1186/s40359-023-01244-w>

Muller, D., Teismann, T., Hirschfeld, G., Zmyj, N., Fuths, S., Vocks, S., Schneider, S., & Seehagen, S. (2018). The course of maternal repetitive negative thinking on mother-infant interactions: Is there a link? *Development and Psychopathology*, 31(4), 1411-1421. <https://doi.org/10.1017/S0954579418000883>

Muzard, A. et al. (2023). Parental personality traits and emotion regulation: Its relationship with infants' socioemotional development during the perinatal period, *General Hospital Psychiatry*, Vol 83, 20-26,

Nelson, B. B., Chung P. J., Forness, S. R., Pillado, O., Savage, S., DuPlessis, H. M., Hayslip, W., & Kataoka, S. H. (2013). Developmental and health services in Head Start preschools: A tiered approach to early intervention. *Academic Pediatrics*, 13(2), 145-151. <https://doi.org/10.1016/j.acap.2012.12.007>

Nguyen, D. R., Ee, J., Berry-Caban, C. S., & Hoedebecke, K. (2014). The effects of military deployment on early child development. *U.S. Army Medical Department Journal*, 81-86. <https://pubmed.ncbi.nlm.nih.gov/25830802/>

Penyami, Y., et al. (2023). Age, gender and children opinion with social-emotional development among preschool children in flood-prone areas. *Jendela Nursing Journal*, 7(2): 89-95. [10.31983/jnj.v7i2.10387](https://doi.org/10.31983/jnj.v7i2.10387)

Pethe, K., Maldonado-Soto, A. R., Saxena, J., Blanck, E. J., Lingras, K. A., & Aratani, Y. (2020). The relationship between linkages to behavioral health services in pediatric primary care and reductions in non-urgent emergency department visits among vulnerable children. *The Journal of Behavioral Health Services & Research*, 47, 377-387. <https://doi.org/10.1007/s11414-019-09683-3>

Pinto, & Figueiredo, B. (2023).Measures of infant self-regulation during the first year of life: A systematic review. *Inf Child Dev*. 2023;e2414. [wileyonlinelibrary.com/journal/icd](https://doi.org/10.1002/icd.2414) 1 of 19 <https://doi.org/10.1002/icd.2414>

Pontoppidan, M., Klest, S. K., & Sandoy, T. M. (2016). The Incredible Years Parents and Babies Program: A pilot randomized controlled trial. *PLoS ONE*, 11(12), Article e0167592. <https://doi.org/10.1371/journal.pone.0167592>

- Pontoppidan, M., Niss, N. K., Pejtersen, J. H., Julian, M. M., & Vaever, M. S. (2017). Parent report measures of infant and toddler social-emotional development: a systematic review. *Family Practice*, 34(2), 127-137. <https://doi.org/10.1093/fampra/cmx003>
- Pontoppidan, M., Thorsager, M., & Steenhoff, T. (2022). Parent-child relationship outcomes of the Incredible Years parents and babies program: Pilot randomized. *Scandinavian Journal of Child and Adolescent Psychiatry and Psychology*, 10(1), 40-52. <https://doi.org/10.2478/sjcapp-2022-0004>
- Pontoppidan, M., Sandoy, T. M., Klest, S. K. (2020). One-year follow-up of the Incredible Years Parents and Babies Program: A pilot randomized controlled trial. *Scandinavian Journal of Child and Adolescent Psychiatry and Psychology*, 8(1), 123-134. <https://doi.org/10.21307/sjcapp-2020-012>
- Qu, X., Wang, X., Huang, X., Ashish, K. C., Yang, Y., Huang, Y., Chen, C., Gao, Y., Wang, Y., & Zhou, H. (2020). Socio-emotional challenges and development of children left behind by migrant mothers. *Journal of Global Health*, 10(1), Article 010806. <https://doi.org/10.7189/jogh.10.010806>
- Raouna, A., Macbeth, A., Ibrahim, R., & MacBeth, A. (2021). Promoting sensitive parenting in ‘at-risk’ mothers and fathers: A UK outcome study of Mellow Babies, a group-based early intervention program for parents and their babies. *PLoS ONE*, 16(2), Article e0245226. <https://doi.org/10.1371/journal.pone.0245226>
- Rosander, M., Berlin, A., Frykedal, K. F., & Barimani, M. (2020). Maternal depression symptoms during the first 21 months after giving birth. *Scandinavian Journal of Public Health*, 49(6), 606-615. <https://doi.org/10.1177/1403494820977969>
- Salisbury, M.R., Roos, L.E., Horn, S.R., et al. (2022). The effectiveness of KEEP for families of children with developmental delays: Integrating FIND video coaching into parent management training—Oregon Model: a Randomized Trial. *Prevention Science*, 23, 1029-1040. <https://doi.org/10.1007/s11121-022-01344-w>
- Salomonsson, B., Kornaros, K., Sandell, R., Nissen, E., & Lilliengren, P. (2020). Short-term psychodynamic infant-parent interventions at Child health centers: Outcomes on parental depression and infant social-emotional functioning. *Infant Mental Health*, 42(1), 109-123. <https://doi.org/10.1002/imhj.21893>
- Salomonsson, B., & Sandell, R. (2011). A randomized controlled trial of mother-infant psychoanalytic treatment: I. Outcomes on self-report questionnaires and external ratings. *Infant Mental Health Journal*, 32(2), 207-231. <https://doi.org/10.1002/imhj.20291>
- Salomonsson, M. W., Sorjonen, K., & Salomonsson, B. (2015). A long-term follow-up of a randomized controlled trial of mother-infant psychoanalytic treatment: Outcomes on the child. *Infant Mental Health Journal*, 36(1), 12-29. <https://doi.org/10.1002/imhj.21478>

- Sam, G., Naif, M., Zinaf, S., Hamoud, M., & Inad, N. (2022). Socioemotional behavior of toddlers influenced by the sleep patterns: Prevalence study. *Journal of Family Medicine and Primary Care*, 11(3), 941-947. [https://doi.org/10.4103/jfmpc.jfmpc\\_340\\_21](https://doi.org/10.4103/jfmpc.jfmpc_340_21)
- Scherer, E., Hagaman, A., Chung, E., Rahman A., O'Donnell, K., & Maselko, J. (2019). The relationship between responsive caregiving and child outcomes: evidence from direct observations of mother-child dyads in Pakistan. *BMC Public Health*, 19, Article 252. <https://doi.org/10.1186/s12889-019-6571-1>
- Shao, S., Zhang, Y., Liu, J. et al. (2024). Glucocorticoid use and varying doses on the long-term outcomes of offspring born to patients with systemic lupus erythematosus. *Eur J Pediatr* <https://doi.org/10.1007/s00431-024-05462-1>
- Shi, H., Wang, Y., Li, M., Tan, C., Zhao, C., Huang, X., Dou, Y., Duan, X., Du, Y., Wu, T., Wang, X., & Zhang, J (2021). Impact of parent-child separation on children's social-emotional development in a cross-sectional study of left-behind children in poor rural areas of China. *BMC Public Health*, 21(1), Article 823. <https://doi.org/10.1186/s12889-021-10831-8>
- Sieverson, C., Santelices, P., Farkas, C., Espinosa, N., Muzard, A., & Gomez, D. (2021). Effects of a mentalization-based group intervention with videofeedback for mothers of preschool children. *Journal of Infant, Child, and Adolescent Psychotherapy*, 20(1), 63-76, <https://doi.org/10.1080/15289168.2021.1879717>
- Sikander, S., Ahmad, I., Bates, L. M., Gallis, J., Hagaman, A., O'Donnell, K., Turner, E. L., Zaidi, A., Rahman, A., & Maselko, J. (2019). Cohort Profile: Perinatal depression and child socioemotional development; the Bachpan cohort study from rural Pakistan. *BMJ Open*, 9(5), Article e025644. <https://doi.org/10.1136/bmjopen-2018-025644>
- Schneider, N., Bruchhage, M., O'Neil, B. V., Hartweg, M., Tanguy, J., Steiner, P., Mutungi, G., O'Regan, J., McSweeney, S., D'Sa, V., & Deoni, S. C. L. (2022). A nutrient formulation affects developmental myelination in term infants: A randomized clinical trial. *Frontiers in Nutrition*, 9, Article 823893. <https://doi.org/10.3389/fnut.2022.823893>
- Squires, J., Bricker, D., Heo, K., & Twombly, E. (2001). Identification of social-emotional problems in young children using a parent-complete screening measure. *Early Childhood Research Quarterly*, 16(4), 405–419. [https://doi.org/10.1016/S0885-2006\(01\)00115-6](https://doi.org/10.1016/S0885-2006(01)00115-6)
- Squires, J., Bricker, D., Twombly, E. (2003). *The ASQ:SE User's Guide*. Paul. H. Brookes Publishing Co.
- Normative sample of over 3,000 questionnaires, high reliability (> 90%), internal consistency, sensitivity, and specificity (see <http://www.agesandstages.com> for Technical Report on ASQ:SE for complete psychometric data).
- Squires, J., Bricker, D., & Twombly, E. (2004). Parent-completed screening for social emotional problems in young children: Effects of risk/disability status and gender on performance. *Infant Mental Health*, 25(1), 62–73. <https://doi.org/10.1002/imhj.10084>

- Stensen, K., Stenseng, F., Lydersen, S., de Wolff, M.S., Wallander, J., Drugli, M.B. (2018). Screening for mental health problems in a Norwegian preschool population. A validation of the Ages and Stages Questionnaire: Social-Emotional (ASQ:SE). *Child and Adolescent Mental Health*, 23(4), 368-375. <https://doi.org/10.1111/camh.12257>
- Stensen, K., Håvard Tveit, Stenseng, F., Lydersen, S., & Drugli, M B. (2017). A preliminary validation study of the Ages and Stages Questionnaire Social-Emotional (ASQSE) with teacher reports. International Attachment Conference 2017; 2017-06-29 - 2017-07-01. International Attachment Conference 2017.
- Subbiah, G.K., Reijneveld, S.A., Hartman, C.A. et al. (2023). Impact of trajectories of maternal postpartum depression on infants' socioemotional development. *Pediatr Res.* <https://doi.org/10.1038/s41390-023-02697-w>
- Sylvia, S. Y., Warrinnier, N., Yue, A., Luo, R., Yue, A., Attanasio, O., Medina, A., & Rozelle, S. (2018). From Quantity to Quality: Delivering a Home-based Parenting Intervention through China's Family Planning Cadres. <https://www.researchgate.net/publication/325390602>
- Tazza, C. et al. (2023). Home-visiting programs based on the Brazelton approach. *European Journal of Pediatrics*. <https://doi.org/10.1007/s00431-023-05048-3>.
- Toussaint, E., Rousseau, D. (2022). PEGASE Program: Identification of babies in child protection system at risk of developmental delays or disorders and the implementation of a supra-optimal care pathway. *Child Abuse Review*, doi.org/10.1002/car.2805.
- Trillingsgaard, et al. (2024). Does group-based parent support during the transition to parenthood affect child social-emotional and health care utilization? A RCT. *Social Science & Medicine*. doi: <https://doi.org/10.1016/j.socscimed.2024.116741>.
- Tuovinen, S., Raikkonen, K., Holmlund-Suila, E., Hauta-Alus, H., Helve, O., Rosendahl, J., Enlund-Cerullo, M., Kajantie, E., Valkama, S., Viljakainen, H., Makitie, O., Andersson, S., & Heinonen, K. (2021). Effect of high-dose vs standard-dose vitamin D supplementation of healthy term infants; a randomized clinical trial. *JAMA Network Open*, 4(9), Article e2124493.
- Urbanus, E. Swaab, H., Tartaglia, N., Cordeiro, L., & van Rijn, S. (2020). The behavioral profile of children aged 1-5 with sex chromosome trisomy (47,XXX, 47,XXY, 47,XYY). *American Journal of Medical Genetics Part C: Seminars in Medical Genetics*, 184(2), 444-455. <https://doi.org/10.1002/ajmg.c.31788>
- Vaezghasemi, M., Sundberg, L., Ivarsson, A., Eurenius, E., Silfverdal, S., & Lindkvist, M. (2017). Psychometric analysis of Age and Stages Questionnaire: Social-Emotional (ASQ:SE) among 3-year-olds: Masoud Vaezghasemi. *European Journal of Health*, 27(suppl\_3), Article ckx187.443. <https://doi.org/10.1093/eurpub/ckx187>

- Vaezghasemi, M., Eurenius, E., Ivarsson, A., Sundberg, L. R., Silfverdal, S. A., & Lindkvist, M. (2022). The Ages and Stages Questionnaire: Social-Emotional (ASQ:SE) among 3-year-olds: -What is the optimal cut-off for 3 year olds in the Swedish Setting? *Frontiers in Pediatrics*, 10. <https://doi.org/10.3389/fped.2022.756239>
- Van Baar, A. L., de Jong, M., Maat, M., Hooge, I.T.C., Bogicevic, L., & Verhoeven, M. (2020). Reliability and validity of the Utrecht asks for Attention in toddlers using eye tracking (UTATE). *Frontiers in Psychology*, 11, Article 1179. <https://doi.org/10.3389/fpsyg.2020.01179>
- Velikonja, T., Edbrooke-Childs, J., Calderson, A., Sleed, M., Brown, A., & Deighton, J. (2017). The psychometric properties of the Ages & Stages Questionnaires for ages 2-2.5: a systematic review. *Child Care Health and Development*, 43(1), <https://doi.org/10.1111/cch.12397>
- Wang, C. (2022). The role of physical activity promoting thinking skills and emotional behavior of preschool children. *Psicología: Reflexão e Crítica*. 35, Article 24. <https://doi.org/10.1186/s41155-022-00223-1>
- Wang, Y., Chen, L. Wu, T., Shi, H., Li, Q., Jiang, H., Zheng, D., Wang, X., Wei, Y., Zhao, Y., & Qiao, J. (2020). Impact of Covid-19 in pregnancy on mother's psychological status and infant's neurobehavioral development: a longitudinal cohort study in China. *BMC Medicine*, 18, Article 347. <https://doi.org/10.1186/s12916-020-01825-1>
- White, L.K., Himes, M.M., Waller, R. et al. (2023). The Influence of Pandemic-Related Worries During Pregnancy on Child Development at 12 Months. *Child Psychiatry Hum Dev*. <https://doi.org/10.1007/s10578-023-01605-x>
- Wray, J., Ryde, M., Butler, C. R., & Hewitt, R. J. (2019). Quality of life can be good after slide tracheoplasty for long-segment tracheal stenosis. *Interactive CardioVascular and Thoracic Surgery*, 29(6), 876-882. <https://doi.org/10.1093/icvts/ivz194>
- Wright, C., & Holm-Hansen, C. (2010). Mental health concerns in young children: Developing a comprehensive early identification and referral system. *Zero to Three*, 31(1), 48–53.
- Worku, B. N., Franssen, E., Abessa, T. G., Vanvulchelen, M., Granitzer, M., & Kolsteren, P. (2017). Development, social-emotional behavior and resilience of orphaned children in a family-oriented setting. *Journal of Child and Family Studies*, 27, 465-474. <https://doi.org/10.1007/s10826-017-0908-0>
- Xie, H., Bian, X. Chen C., Squires, J., & Lu, P. (2019). Examining the convergent evidence of a parent-completed social-emotional screening tool in China. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-019-01362-3>

Xodo, S., et al. (2021). Does delayed cord clamping improve long-term (>4 months) neurodevelopment in term babies? A systematic review and meta-analysis or randomized clinical trials. *Frontiers in Pediatrics*, 9, article 651410.

Yovanoff, P. & Squires, J. (2006). Determining cut-off scores on a developmental screening measure: Comparison of receiver operating characteristics and item response theory approaches. *Journal of Early Intervention*, 29(1), 48–62.  
<https://doi.org/10.1177/105381510602900104>

Yue, A., Gao, J., Yang, M., Swinnen, L., Medina, A., & Rozelle, S. (2018). Caregiver depression and early childhood development: A mixed-methods study from rural China. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.02500>

Zhang, J., Bian, X., Squires, J., Song, W., Peng, Y., Du, L., & Zhu, L. (2022). Validity of the Chinese version of the Ages and Stages Questionnaires Social-Emotional (second edition) for toddlers 12-35 months. *Chinese Journal of Child Health Care*, 30(3), 249-253. <https://doi.org/10.11852/zgetbjzz2021-0919>

Zheng, W., Chotipanvithayakul, R., Ingviya, T., Xia, X., Xie, L., & Gao, J. (2022). Sensory stimulation program improves the developments of preterm infants in Southwest China: A randomized controlled trial. *Frontiers in Psychology*, 13, Article 867529.  
<https://doi.org/10.3389/Ffpsyg.2022.867529>

Zhou, F., Huang, P., Wei, X., Guo, Y., Lu, J., Feng, L., Lu, M., Liu, X., Tu, S., Deprez, A., Guedeney, A., Shen, S., & Qin, X. (2021). Prevalence and characteristics of social withdrawal tendency among 3-24 months in China: A Pilot Study. *Frontiers in Psychiatry*, 12, Article 537411. <https://doi.org/10.3389/fpsyt.2021.537411>

Zhu, R., Chen, J. Y., Hou, X., Liu, L., & Sun, G. Y. (2021). Cortical development assessed by ultrasound in fetuses with isolated mild fetal ventriculomegaly: Asymmetric cortical growth, 'catch up growth' pattern and postnatal neurodevelopment outcome. *BMC Pregnancy and Childbirth*, 21, Article 199. <https://doi.org/10.21203/rs.3.rs-132174/v1>

April 2024