CLDDV 167: Observation and Assessment
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Authors recognized the need for parents and family to become genuinely involved in the assessment, intervention, and evaluation process.

Need for monitoring infants who were at high risk for developmental problems as a result of medical, biological, and environmental factors.

There was growing pressure as a result of a lack of resources to find an effective and economical means to serve a growing number of children who were at risk.
Ages and Stages

- Problems can arise at any point in development. Ages and Stages provides frequent monitoring intervals. Previously left to multidisciplinary team evaluations.
- Authors believe that young children should be monitored throughout their development.
- The development of the ASQ began in 1979. Started out with 4 questionnaires.
- Received several grants over the years to refine and modify tool as well as conduct research.
What is the ASQ-3?

- The Ages & Stages Questionnaire® (ASQ-3™) is a Parent Completed Child Monitoring System.
- Designed to be completed by parent or primary caregiver with professional support.
- Designed to be completed at any point between the ages of 1 month and 5 ½ years.
ASQ Overview

- ASQ-3 screening system is composed of 21 questionnaires.

- Includes:  
  1) 30 developmental questions 
  2) Overall section (unscored) 
  3) Information summary sheet (completed by professional)

- Questionnaire intervals include:  
  2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 14, 27, 30, 33, 36, 42, 48, 54, and 60 months
ASQ-3 Overview

- ASQ-3 screening system accurately identifies infants or young children who are in need of further assessment to determine needed intervention.

- Each questionnaire is written in simple, straightforward language.

- Reading level of each questionnaire ranges from fourth to sixth grade.

- Pictures added to guide parents
ASQ-3 Overview

- Time to complete Ages and Stages Questionnaire is about 10-20 minutes.
- Can be completed over a few days
- Scoring is completed by professionals
- Scoring takes 2-3 minutes to score
ASQ Overview

The Items are organized into five areas:

1) Communication
2) Gross Motor
3) Fine Motor
4) Problem Solving
5) Personal-Social
Review the structure of items and developmental areas with parents...

- “The questions in each area go from easier to more difficult.”
- “Your child may be able to do some, but not all of the items.”
- There are five areas of development:

  **Communications:**

  “Refers to your child’s language skill, what they can say and understand”
**ASQ Overview**

**Gross Motor:**

“This refers to children’s use and coordination of their arms and legs when they move and play.”

**Fine Motor:**

“This refers to children’s movement and coordination of their hands and fingers.”

**Problem Solving:**

“This refers to children’s problem-solving skills and how they play with toys.”

**Personal-Social:**

“This refers to children’s self-help skills and how they play with toys.”
Share with parents:

- “The ASQ is a screening tool that provides a quick check of your child’s development”
- “Your answers will show your child’s strengths and any area 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.”
Important points to remember

- Establish a positive relationship with parent
- Create a partnership with parent that supports the best interest of the child
- Try each activity with child before marking a response
- Make completing questionnaire a fun time with child
- Make sure child is well rested and fed before beginning
- Use parent friendly language. Avoid technical terms
- Honor parents values
- Be flexible when administering, can continue later in day
Implementation of Tool

Select ASQ-3 Interval

Obtain parent consent

Assemble Materials
Arrange location

Schedule uninterrupted time

Support Parents
Administer ASQ

Score and review Overall Section

Interpret ASQ-3 Scores

Determine type of Follow-up

Communicate Results with Families
Parents fill in the circle answering with one of the following...

“Yes” for their child performs the specified behavior
or
“Sometimes” to indicate occasional or emerging response from their child.
or
“Not Yet” to indicate their child does not yet perform the specified behavior
Scoring

- **Point value**
  - Yes = 10 points
  - Sometimes = 5 points
  - Not Yet = 0 points

- **Score each section separately**
  - (Communication, Gross Motor, Fine Motor, Problem Solving, Personal – Social)

- **Transfer scores to information sheet**
Calculating Child’s Age

- The child’s exact age in years, months and days must first be determined

<table>
<thead>
<tr>
<th>Child’s Name: ________________________________________</th>
<th>Amy Anderson</th>
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<tbody>
<tr>
<td>Date of Screening: __ _______  __ _______  ____________</td>
<td>2012  2 6</td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
</tr>
<tr>
<td>Date of Birth: __________________ ________________________</td>
<td>2010  1 2</td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
</tr>
<tr>
<td>Age of Child: __________________ _________________________</td>
<td>2 1 4</td>
</tr>
<tr>
<td>Year</td>
<td>Month</td>
</tr>
</tbody>
</table>

Subtract child’s date of birth from testing date 
Start right to left
Calculating Child’s Age

- The child’s exact age in years, months and days must first be determined

<table>
<thead>
<tr>
<th>Child’s Name:</th>
<th>Amy Anderson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Screening:</td>
<td>2011 (-12mo=2010) 10 (10 +12=22 mo) 5</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>2010 12 3</td>
</tr>
<tr>
<td>Age of Child:</td>
<td>0 10 2</td>
</tr>
</tbody>
</table>

Subtract child’s date of birth from testing date. Start right to left.
Calculating Prematurity

http://agesandstages.com/age-calculator/

Calculating prematurity:

- Adjusting age for prematurity is necessary if a child was born more than 3 weeks before his or her due date and is chronologically under 2 years of age.
- The adjusted age is calculated by subtracting the number of weeks of prematurity from the child’s age.
# Adjusting age for prematurity

<table>
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<tbody>
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<tr>
<td>Date of Screening: ___________        ____________      ____________</td>
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<tr>
<td>__________________</td>
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<tr>
<td>2011</td>
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<tr>
<td>Date of Birth:        ______________        _____________     ____________</td>
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<td>__________________</td>
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<td>2010</td>
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<tr>
<td>Age of Child:         ______________        _____________     ____________</td>
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<td>__________________</td>
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<tr>
<td>1</td>
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<tr>
<td>Subtract</td>
</tr>
<tr>
<td>Prematurity:</td>
</tr>
<tr>
<td>Adjusted Age:</td>
</tr>
</tbody>
</table>
Refer: Dark Shaded Area
- Child who scores in one or more areas below the established cutoff may need further assessments

Monitor: Shaded Area
- Child who scores in the shaded area (monitoring zone) will need to be rescreened. Activities should be planned to address scoring

Okay: Light Area.
- The child’s scores are above the cutoff

Overall Concern:
- Follow-up on Overall section if parent has marked concern
Scoring Questionnaires with Omitted Items

When questions are left unanswered:

- Contact family to provide support to complete questions
- Parent may not know how to respond to question
- If completed question is not appropriate for family, adjust total score
- Adjust total area score by dividing total area score by the number of items answered in that area