

Welcome to

Introduction to the ASQ:SE-2

Presentación del ASQ:SE-2 (Interpretación al español comenzará pronto)

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

 **Icebreaker Question**
(answer in the chat)

If you could be on a TV Sitcom,
which one would it be?



Survey & Certificate of Completion

Available following the training.

Connect With Us!



VISIT [CALTRIN.ORG](https://caltrin.org) &
SCAN TO LEARN MORE



SPANISH INTERPRETATION AVAILABLE!

INTERPRETACIÓN AL ESPAÑOL DISPONIBLE!

Scan the QR code with your mobile device.

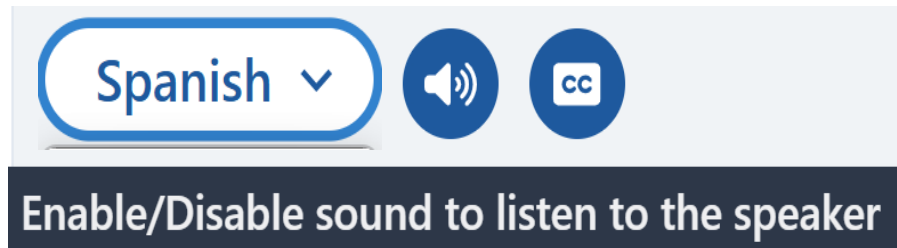
Escanee el código QR desde su teléfono

Select "Spanish."

Elige la opción "Spanish."

Enable Simultaneous Interpretation Audio

Habilite el Audio de la Interpretación Simultánea



Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources



UPCOMING TRAININGS

mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops



February 24 | Supervising for Success



February 26 | Boundary Spanning Leadership



March 3 | Evoking Transformation Through Trauma-Informed Coaching



March 4 | HOPE 101



March 10 | Verbal De-Escalation: Foundational Skills in Effectively Managing Emotional Escalation



March 17 | Protective Factor of the Month: Social Connections

Before We Begin...

DURING



Access your notetaking slides now! The link can be found in the chat.



Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.



This presentation is being recorded.



External AI assistants are not allowed in CalTrin trainings due to California privacy laws.

AFTER



Complete the survey at the end of this webinar to receive your Certificate of Attendance.



A follow-up email will be sent to all participants within two days.



Introduction to the ASQ:SE-2

Presented by Zulema Rubalcava





Zulema Rubalcava

Pediatric Partnerships
Program Officer,
San Francisco Department of Early
Childhood

- Designs and implements activities that support pre-natal, post-natal, infant and toddler health and wellness, early identification and intervention, and pediatric quality improvement efforts
- 15 years of experience focused on strengthening and enhancing services available to children and families
- Has provided training, coaching, consultation, and technical assistance in a variety of community settings



Training Agenda

- Review benefits of screening for social-emotional development
- Describe features of ASQ:SE-2
- Describe and interpret cutoff scores
- Have strategies for involving and communicating with families about developmental screening
- Discuss appropriate follow-up and referrals



Definitions



- **Social**

the child's ability to engage/be in relationship with both peers and adults in a positive way

- **Emotional**

the child's ability to regulate and understand their emotions, and to feel empathy for others

Video: Early Childhood Mental Health



Compelling Statistics



- Prevalence rates of social-emotional behavioral problems in young children are estimated to approach **13%**
- **Up to** one in five (20%) children in the U.S. has a diagnosable mental health problem, **many** go untreated
- Preschool expulsion rates are **3 times higher** than school age; black children expelled at higher rates

Why Parent Report



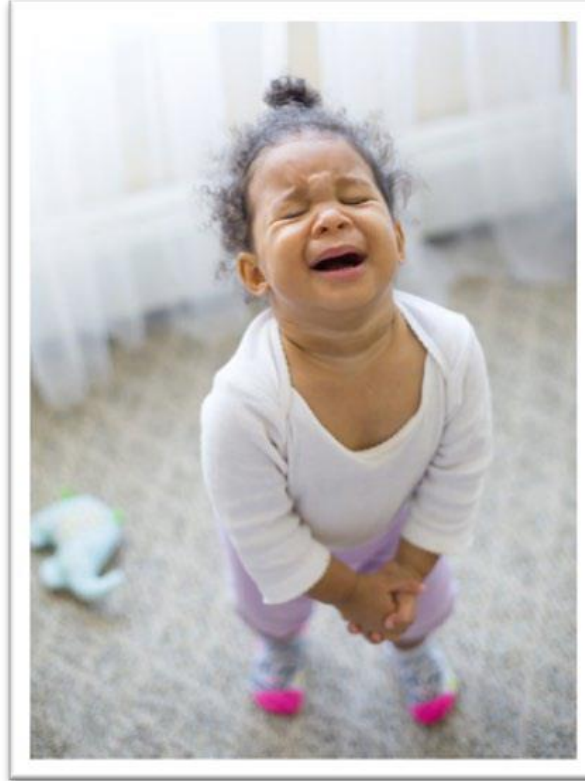
- Encourages parent involvement
- Validates a parent's concerns
- Conveys the value for and expertise of the parent's expertise
- Educates parents about development
- Bridges communication between caregivers and providers

What is Screening?

Administration of a brief, accurate (valid) tool for all children that:

- Identifies children developing on-schedule
- May identify children who would benefit from practice/support in specific areas
- Identifies children **at risk** for developmental delays who should be referred for further evaluation
- Answers the question:
 - Does the child need an in-depth assessment?

Challenges in Assessing Social-Emotional Development



Challenges in Assessing Social-Emotional Development



Behavior should be viewed through 3 important lenses:

- a. child's developmental age or stage.
- b. context of setting
- c. family and community values and expectations

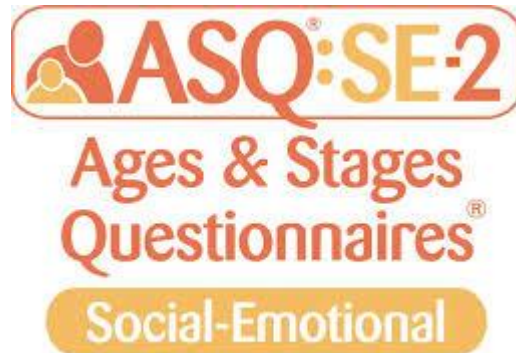


Keep In Mind...

- **Most** children are on schedule and doing great!
- **Some** children will benefit from practice in specific areas or other family/community supports
- **A few** children will need referrals for further evaluation



Features of the ASQ:SE

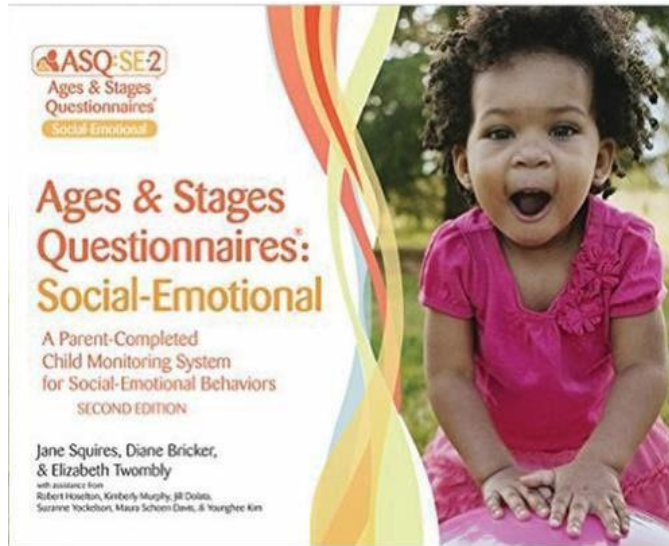


Features of ASQ:SE-2

- All questionnaires are written at 4th to 6th grade reading level
- All questionnaires include open-ended questions related to:
 - Eating, sleeping, and toileting concerns
 - Any additional worries
 - What caregivers enjoy most about their child




Features of the ASQ:SE-2



- 9 unique age intervals (2, 6, 12, 18, 24, 30, 36, 48, & 60 months)
- Questionnaires contain between 16 (2mo) and 36 (60mo) scored questions
- 3-6 month administration window on either side
- Adjust for prematurity

Features of the ASQ:SE-2



36 Month Questionnaire
33 months 0 days through 41 months 30 days

ASQ:SE-2
Ages & Stages
Questionnaires
Social-Emotional
SECOND EDITION

Date ASQ:SE-2 completed: _____

Child's information

Child's first name: _____ Child's middle initial: _____ Child's last name: _____

Child's date of birth: _____

Child's gender: Male Female

Features of the ASQ:SE-2

36 Month Questionnaire 33 months 0 days through 41 months 30 days



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

Important Points to Remember:

- Answer questions based on what you know about your child's behavior.
- Answer questions based on your child's *usual* behavior, not behavior when your child is sick, very tired, or hungry.
- Caregivers who know the child well and spend more than 15–20 hours per week with the child should complete ASQ:SE-2.
- Please return this questionnaire by: _____
- If you have any questions or concerns about your child or about this questionnaire, contact: _____
- Thank you and please look forward to filling out another ASQ:SE-2 in _____ months.

36 Month Questionnaire 33 months 0 days through 41 months 30 days



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

Important Points to Remember:

- Answer questions based on what you know about your child's behavior.
- Answer questions based on your child's *usual* behavior, not behavior when your child is sick, very tired, or hungry.
- Caregivers who know the child well and spend more than 15–20 hours per week with the child should complete ASQ:SE-2.
- Please return this questionnaire by: _____
- If you have any questions or concerns about your child or about this questionnaire, contact: _____
- Thank you and please look forward to filling out another ASQ:SE-2 in _____ months.

	OFTEN OR ALWAYS	SOME-TIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN	
1. Does your child look at you when you talk to her?	<input type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input checked="" type="radio"/> v	—
2. Does your child like to be hugged or cuddled?	<input type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/> v	—
3. Does your child talk or play with adults he knows well?	<input type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/> v	—
4. Does your child cling to you more than you expect?	<input type="checkbox"/> x	<input type="checkbox"/> v	<input type="checkbox"/> z	<input type="radio"/> v	—



Features of the ASQ:SE-2

Each ASQ:SE-2 Information Summary is unique but shares six sections:

- Child/Family Information
- Scoring total
- Bar graph with cutoffs
- Overall section
- Follow-up considerations
- Follow-up action taken

36 Month Information Summary 33 months 0 days through 41 months 30 days ASQ:SE-2

Child's name: _____ Date ASQ:SE-2 completed: _____
Child's ID #: _____ Child's date of birth: _____
Person who completed ASQ:SE-2: _____ Child's age in months and days: _____
Administering program/provider: _____ Child's gender: Male Female

1. ASQ:SE-2 SCORING CHART:

- Score items (Z = 0, V = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

TOTAL POINTS ON PAGE 1		Cutoff	Total score
TOTAL POINTS ON PAGE 2		105	
TOTAL POINTS ON PAGE 3			
TOTAL POINTS ON PAGE 4			
Total score			

2. ASQ:SE-2 SCORE INTERPRETATION: Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.



- The child's total score is in the area. It is below the cutoff. Social-emotional development appears to be on schedule.
- The child's total score is in the area. It is close to the cutoff. Review behaviors of concern and monitor.
- The child's total score is in the area. It is above the cutoff. Further assessment with a professional may be needed.

3. OVERALL RESPONSES AND CONCERNS: Record responses and transfer parent/caregiver comments. YES responses require follow-up.

- 1-35. Any Concerns marked on scored items? YES no Comments:
36. Eating/sleeping/toileting concerns? YES no Comments:
37. Other worries? YES no Comments:

4. FOLLOW-UP REFERRAL CONSIDERATIONS: Mark all as Yes, No, or Unsure (Y, N, U). See pages 98-103 in the ASQ:SE-2 User's Guide.

- Setting/time factors** (e.g., Is the child's behavior the same at home as at school?)
- Developmental factors** (e.g., Is the child's behavior related to a developmental stage or delay?)
- Health factors** (e.g., Is the child's behavior related to health or biological factors?)
- Family/cultural factors** (e.g., Is the child's behavior acceptable given the child's cultural or family context? Have there been any stressful events in the child's life recently?)
- Parent concerns** (e.g., Did the parent/caregiver express any concerns about the child's behavior?)

5. FOLLOW-UP ACTION: Check all that apply.

- Provide activities and rescreen in _____ months.
- Share results with primary health care provider.
- Provide parent education materials.
- Provide information about available parenting classes or support groups.
- Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher): _____
- Administer developmental screening (e.g., ASQ-3).
- Refer to early intervention/early childhood special education.
- Refer for social-emotional, behavioral, or mental health evaluation.
- Follow up with items of concern.
- Other: _____

Age	Stage of Development	Behaviors
0-12 months	Attachment	<ul style="list-style-type: none"> -regulation -recognizable states -attachment -communication
12-30 months	Autonomy & Self Development	<ul style="list-style-type: none"> -differentiates between self and others; real and make believe -use of pronouns -exploration -self-control; rules
30 months to 7 years	Establishing Peer Relations	<ul style="list-style-type: none"> -empathy -identification of friends -interest in other children -self-identity and awareness

Developmental-Organizational Framework

If problems begin at one stage of development and are not resolved, they compound as the next stages of social-emotional development unfold

Areas of the ASQ:SE-2

Behavioral Area	Items address the child's:
Self-regulation	...ability or willingness to calm or settle down or adjust to physiological or environmental conditions or stimulation
Compliance	...ability or willingness to conform to the direction of others & follow rules
Adaptive Functioning	...success in coping or ability to cope with physiological needs (e.g., sleeping, eating, etc.)
Autonomy	...ability or willingness to self-initiate or respond without guidance (i.e., toward independence)
Affect	...ability or willingness to demonstrate his/her own feelings & empathy for others
Social-Communication	...ability or willingness to interact with others by responding to or initiate verbal or nonverbal signals to indicate interests or needs, etc.
Interaction with people	...ability or willingness to respond to or initiate social responses to parents, etc.

ACTIVITY POLL: Behavioral Areas

The 7
BEHAVIORAL AREAS
of **ASQ:SE-2**

AUTONOMY A child's ability or willingness to self-initiate or respond without guidance (i.e., moving to independence). <i>Ex. "Does your child check to make sure you're near when exploring new places, such as a park or a friend's house?"</i>	COMPLIANCE A child's ability or willingness to conform to the direction of others and follow rules. <i>Ex. "Does your child do what you ask him to do? For example, does he wait his turn or wait to take a turn when asked?"</i>
ADAPTIVE FUNCTIONING A child's success or ability to cope with physiological needs (e.g., sleeping, eating, elimination, safety). <i>Ex. "Does your child sleep at least 8 hours in a 24-hour period?"</i>	SELF-REGULATION A child's ability or willingness to calm or settle down or adjust to physiological or environmental conditions or stimulation. <i>Ex. "Does your child cry, scream, or have tantrums for long periods of time?"</i>
AFFECT A child's ability or willingness to demonstrate his or her own feelings and empathy for others. <i>Ex. "Is your child interested in things around her, such as people, toys, and books?"</i>	INTERACTION A child's ability or willingness to respond or to initiate social responses to parents, other adults, and peers. <i>Ex. "Does your child talk or play with other adults she knows well?"</i>
SOCIAL-COMMUNICATION A child's ability or willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests or needs, feelings, and affective or internal states. <i>Ex. "Does your child try to show you things by pointing at them and looking back at you?"</i>	

© 2005 Pearson Education, Inc. All rights reserved. ASQ:SE-2 is a trademark of Pearson Education, Inc. All other trademarks are the property of their respective owners. www.pearson.com

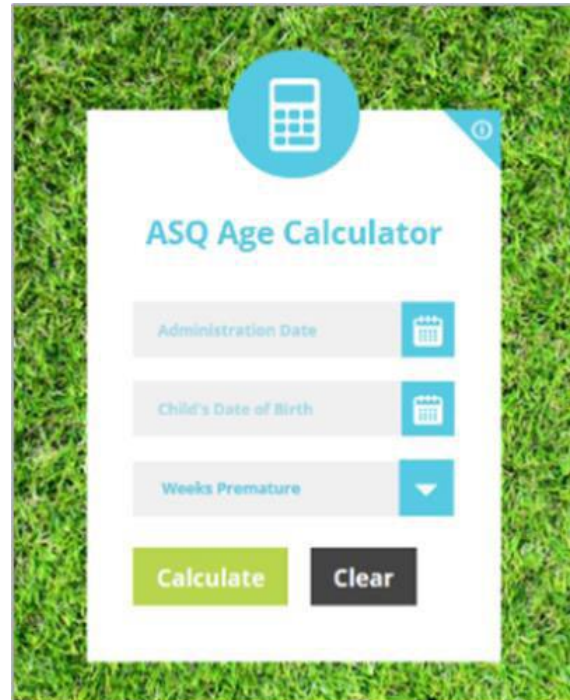


Resources for Choosing Correct Interval

ASQ Age Calculator App

www.agesandstages.com

Age Administration Charts



Age Administration Charts

Child's Age	Use this ASQ	Use this ASQ:SE
1 month 0 days to 2 months 30 days	2	2
3 months 0 days to 4 months 30 days	4	6
5 months 0 days to 6 months 30 days	6	6
7 months 0 days to 8 months 30 days	8	6
9 months 0 days to 10 months 30 days	10	12
11 months 0 days to 12 months 30 days	12	12
13 months 0 days to 14 months 30 days	14	12
15 months 0 days to 16 months 30 days	16	18
17 months 0 days to 18 months 30 days	18	18
19 months 0 days to 20 months 30 days	20	18
21 months 0 days to 22 months 30 days	22	24
23 months 0 days to 25 months 15 days	24	24
25 months 16 days to 28 months 15 days	27	24 (up to 26 months 30 days) 30 (from 27 months 0 days)
28 months 16 days to 31 months 15 days	30	30
31 months 16 days to 34 months 15 days	33	30 (up to 32 months 30 days) 36 (from 33 months 0 days)
34 months 16 days to 38 months 30 days	36	36
39 months 0 days to 44 months 30 days	42	36 (up to 41 months 30 days) 48 (from 42 months 0 days)
45 months 0 days to 50 months 30 days	48	48
51 months 0 days to 56 months 30 days	54	48 (up to 53 months 30 days) 60 (from 54 months 0 days)
57 months 0 days to 65 months 30 days	60	60
66 months 0 days to 72 month 0 days	60

Features of the ASQ:SE-2

Scoring looks at competence and problem behaviors as well as externalizing and internalizing behaviors.

Scoring Options

Points

Often or Always

0 or 10

Sometimes

5



Rarely or Never

0 or 10

Is this a concern? Yes = 5

- ❖ High scores falling above empirically-derived cutoff points are indicative of problems

Competence Behaviors & Challenging Behaviors

	Often/Always	Sometimes	Rarely/Never	✓ for concern
	0 _z	5 _v	10 _x	+5 _v
	10 _x	5 _v	0 _z	+5 _v

Scoring Options Visual

OFTEN OR ALWAYS	SOME-TIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN	
<input type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/> v	—
<input type="checkbox"/> x	<input type="checkbox"/> v	<input type="checkbox"/> z	<input type="radio"/> v	—
<input type="checkbox"/> z	<input type="checkbox"/> v	<input type="checkbox"/> x	<input type="radio"/> v	—

Scoring Practice



12. Does your child seem more active than other children his age?

x v z v

10 + 5

13. Does your child stay with activities she enjoys for at least 5 minutes (other than watching shows or videos, or playing with electronics)?

z v x v

0

14. Do you and your child enjoy mealtimes together?

z v x v

5

15. Does your child have eating problems? For example, does he stuff food, vomit, eat things that are not food, or _____? (Please describe.)

x v z v

0

16. Does your child sleep at least 8 hours in a 24-hour period?

z v x v

0

17. Does your child use words to tell you what she wants or needs?

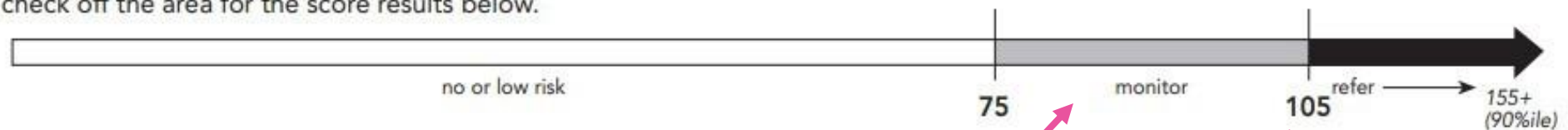
z v x v

10 + 5

TOTAL POINTS ON PAGE 35

36-month ASQ:SE-2 Cut-off Chart

2. **ASQ:SE-2 SCORE INTERPRETATION:** Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.



Monitor Area
65th percentile

Cutoff

End of Chart
90th percentile

Interpreting Results

- Time/Setting Factors



- Have another caregiver fill out ASQ:SE

- Developmental Factors



- Screen with ASQ-3

- Health Factors



- Refer to Primary Health Provider

- Culture/Family Factors



- Learn more about parenting practices and expectations of behavior

Interpreting Results



- The “sometimes” Issue
- The subjectivity Issue
- Validity of report
 - Parenting is very challenging
 - Even tougher when:
 - Very young, unsupported parents
 - Overwhelmed/isolated parents
 - Dealing with own mental wellness issues
 - Experienced or experiencing trauma

Discussing Results

with ALL families

Communicating with Families



Conversational tone, personalize communication (written and verbal)

Sharing positive information regularly makes conversations easier when/if concerns arise.



Active Listening: use open-ended questions, verbal affirmations, clarifying questions, para-phrasing.



Be understanding of the parent's point of view, even if you disagree

Use the ASQSE as a tool to open dialogue, instead of as a 'he said/she said' wedge

Discussing Results...*with all families*

- Plan for cultural or language issues
- Be timely and ensure confidentiality
- Start by celebrating the child
- Review the purpose of screening
- Review the questionnaire
 - Always start with strengths
 - Review any items that were of concern
- Discuss follow up actions specific to the child and family



ACTIVITY: Comfort Levels with Parenting Practices



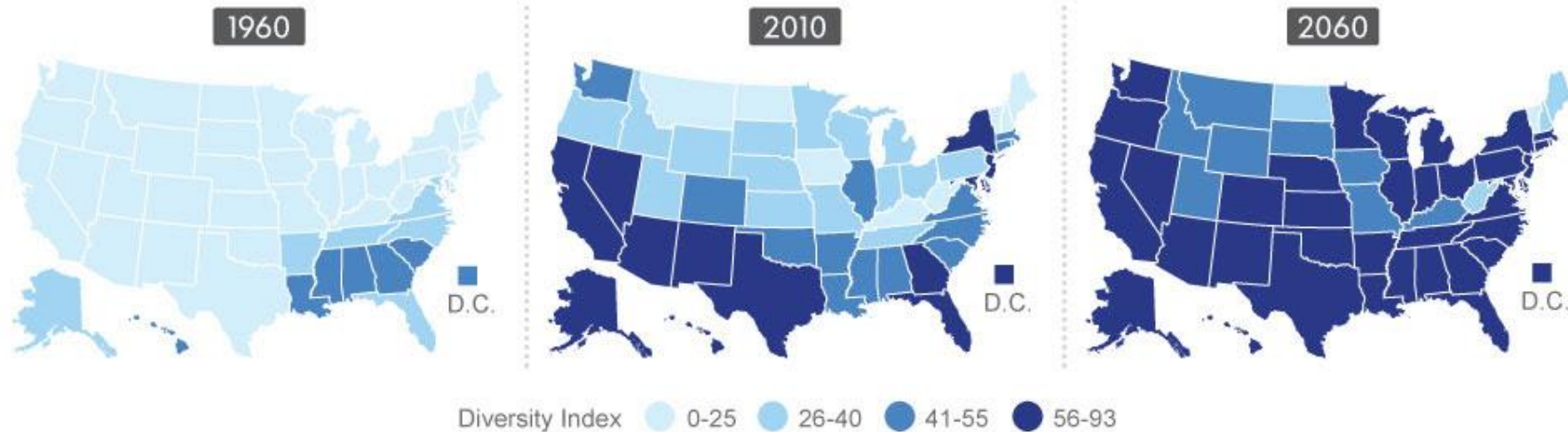
- Join the Mentimeter presentation
- Read the statement and rate your own COMFORT with that statement, on a scale of 1-5
- 1 being NOT COMFORTABLE with that parenting practice
- 5 being VERY COMFORTABLE with that parenting practice

Rising Diversity State by State

1960, 2010, 2060

Rising diversity, state by state

The USA TODAY Diversity Index shows on a scale from 0-100 the chance that two random people are different by race and ethnicity.



Source USA TODAY analysis by Paul Overberg of data from Census Bureau, NHGIS at University of Minnesota and ProximityOne
Frank Pompa, USA TODAY

Recommendations for Practitioners: Developing Cultural Awareness



- Look into becoming trauma informed: avoid re-traumatization
- Be aware of immigration & “system” experiences
- Be aware of expectations of early development
- Be aware of parenting values and beliefs
- Clarify language and reframe question

Recommendations for Practitioners

Questions to ask family members when a concern has been identified:

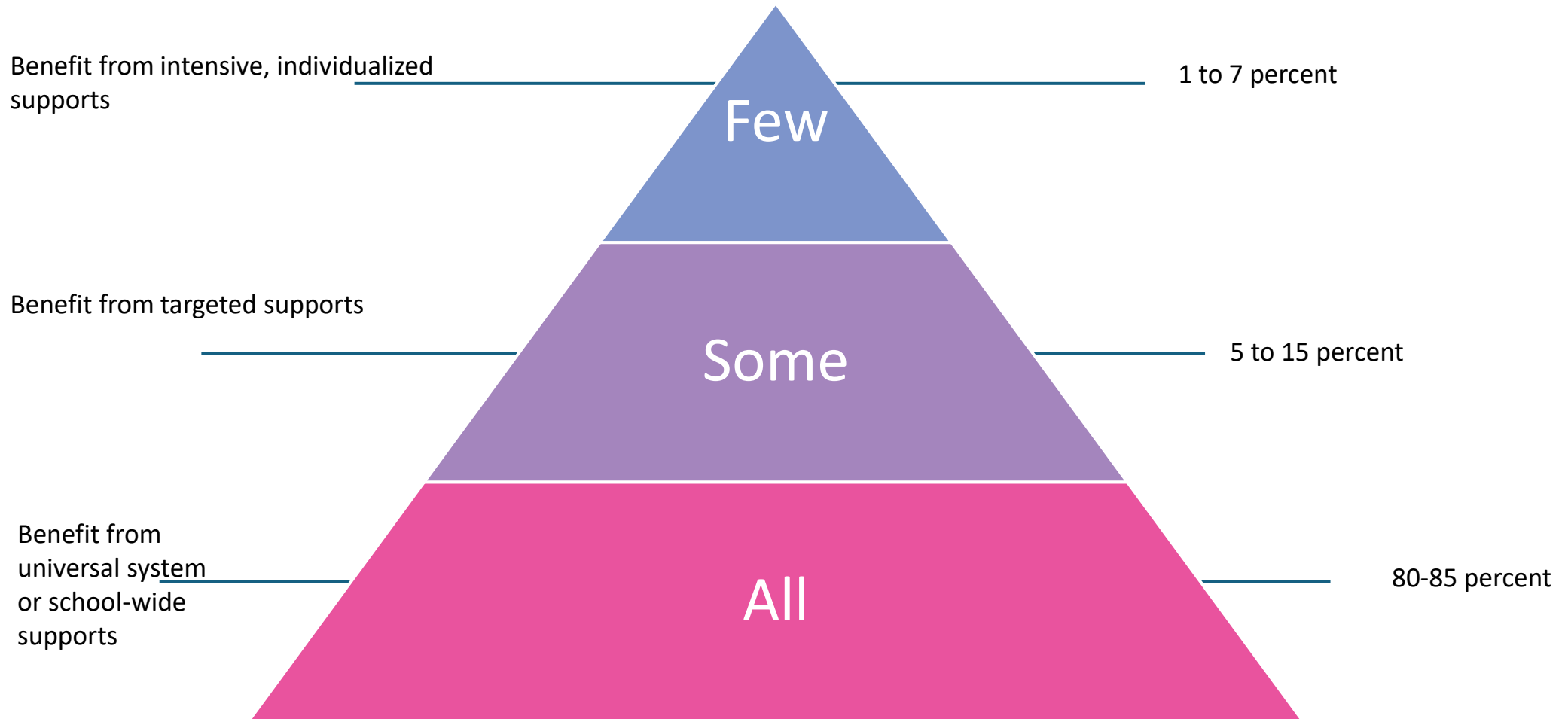
- Do you have ideas (or beliefs) about why this behavior is happening?
- What have you tried? How did it go?
- Other ideas of things to try?
- Who can help?
- Would you like some suggestions of ideas that have worked for other families?



Recommended Follow-up

And next steps

Follow-up: Intervention/Prevention Pyramid



Activity: Reflecting On Your System

- Basic needs support
- Emotional support
- Developmental guidance
- Relationship support
- Advocacy
- Parenting Support
- Positive behavior supports
- Natural/kinship supports
- Culturally relevant supports
- Parent-child play therapy*

**Requires trained mental health professionals*

Recommended Follow-up



Below cut-off

- Follow-up on any parent concerns identified
- Provide ASQ:SE activities and monitor

Monitor Zone

- Follow up on any parent concerns identified
- Provide ASQ:SE activities and monitor
- Consider referral if child appears to be an internalizer

Evidence Based Parenting Classes

Parent training remains the single most effective strategy for **preventing** behavior problems and **promoting** social and emotional competence

EVIDENCE BASED PARENTING PROGRAMS:

- The Incredible Years
- Triple P- Positive Parenting Program
- STAR Parenting
- Systematic Training for Effective Parenting (STEP)
- Love and Logic
- Parent Effectiveness Training
- Make Parenting a Pleasure
- Second Time Around: Grandparents Raising Grandchildren

In Summary/Q&A



- Screening tools can help bridge communication with families
- Developmental issues are very complicated
- Referrals should be based on a variety of considerations in addition to scores
- Any questions?

Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
- Follow-up email with resources within two days
- Watch your inbox for the next issue of *CalTrin Connect*



Stay Connected for More Free Training & Resources!

VISIT [CALTRIN.ORG](https://caltrin.org) &
SCAN TO LEARN MORE



FOLLOW US! AND CHECK OUT
TRAINING REPLAYS ON YOUTUBE!

