



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 & SCAN TO LEARN MORE 

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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




Enable/Disable sound to listen to the speaker

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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



This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CALTRIN and do not necessarily reflect the views of the California Department of Social Services.

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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

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Before We Begin...

DURING		AFTER
 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.	 Complete the survey at the end of this webinar to receive your Certificate of Attendance.
 This presentation is being recorded.	 External AI assistants are not allowed in CalTrin trainings due to California privacy laws.	 A follow-up email will be sent to all participants within two days.

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Introduction to the ASQ:SE-2

Presented by Zulema Rubalcava

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CALTRIN
California Learning Institute

Speaker SPOTLIGHT




- 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

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An Introduction to ASQ:SE-2

Ages & Stages Questionnaire:
Social-Emotional, Second Edition
(ASQ:SE-2)

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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



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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


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Video: Early Childhood Mental Health



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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

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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

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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?

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Challenges in Assessing Social-Emotional Development



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Challenges in Assessing Social-Emotional Development



Behavior should be viewed through 3 important lenses:


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



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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



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Features of the ASQ:SE



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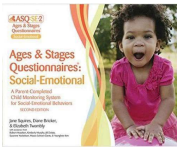
Features of ASQ:SE-2

- 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



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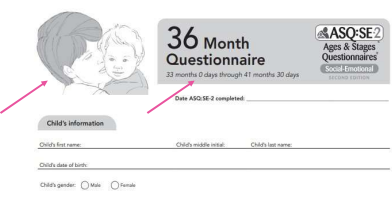
Features of the ASQ:SE-2



- 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

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Features of the ASQ:SE-2



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Age	Stage of Development	Behaviors
0-12 months	Attachment	-regulation -recognizable states -attachment -communication
12-30 months	Autonomy & Self Development	-differentiates between self and others; real and make believe -use of pronouns -exploration -self-control; rules
30 months to 7 years	Establishing Peer Relations	-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

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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.

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ACTIVITY POLL: Behavioral Areas




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BREAK TIME—5 minutes

Break Time

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Selecting the Correct Questionnaire

- Determine age of child in months and days:
 - Subtract **Date of Birth** from **Date ASQ Given**
(Gives you child's age in months and days)
- Adjust age if needed for prematurity (up to 2 years).
 - Adjust age when 3 or more weeks premature
 - Subtract # of weeks from age of child
(gives you child's adjusted age)
- Use age (or adjusted age) to select questionnaire

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Resources for Choosing Correct Interval

ASQ Age Calculator App www.agesandstages.com Age Administration Charts

ASQ-3	ASQ-SE-2
12 months	12 months
15 months	15 months
18 months	18 months
24 months	24 months
30 months	30 months
36 months	36 months
42 months	42 months
48 months	48 months
54 months	54 months
60 months	60 months
66 months	66 months
72 months	72 months
78 months	78 months
84 months	84 months
90 months	90 months
96 months	96 months
102 months	102 months
108 months	108 months
114 months	114 months
120 months	120 months

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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

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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

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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	—

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Scoring Practice

12. Does your child seem more active than other children his age? 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)? 0

14. Do you and your child enjoy mealtimes together? 5

15. Does your child have eating problems? For example, does he not feed, vomit, eat things that are not food, or _____? (Please check box) 0

16. Does your child sleep at least 8 hours in a 24-hour period? 0

17. Does your child use words to tell you what she wants or needs? 10 + 5

TOTAL POINTS (0-100) **35**

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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.

no or low risk monitor refer

75 105 150 (90th %ile)

Monitor Area 65th percentile Cutoff End of Chart 90th percentile

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Challenges in Interpreting Social-Emotional Development

- Use [Padlet](#) for Collaborative Exercise
- What Factors Influence a Child's Behavior
 - Time/Setting/Environment
 - Developmental
 - Health
 - Family/Culture
- Add comments by adding a post-it

What factors influence a child's behavior?


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Interpreting Results

- Time/Setting Factors →
- Developmental Factors →
- Health Factors →
- Culture/Family Factors →
- Have another caregiver fill out ASQ:SE
- Screen with ASQ-3
- Refer to Primary Health Provider
- Learn more about parenting practices and expectations of behavior

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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


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Discussing Results

with ALL families

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Communicating with Families



LISTENING


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

Conversational tone, personalize communication (written and verbal)
Sharing positive information regularly makes conversations easier when/if concerns arise.



FRENZINESS

Be understanding of the parent's point of view, even if you disagree
Use the ASOSE as a tool to open dialogue, instead of as a "he said/she said" wedge




OPEN/IMPEDENCE

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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



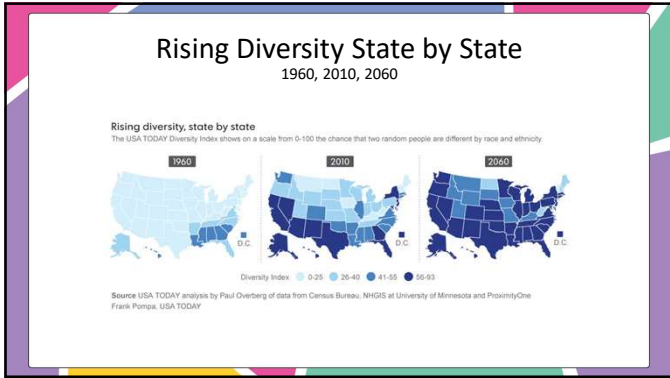
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ACTIVITY: Comfort Levels with Parenting Practices



- 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

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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

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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?



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Cultural Considerations In Screening

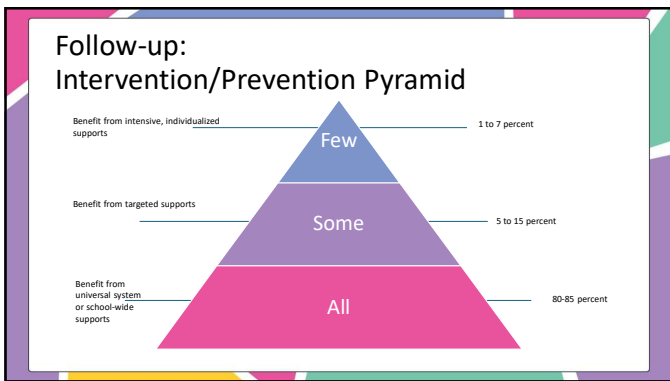
Cultural Considerations in the ASQSE Screening Process		
	Considerations that may arise:	Questions to ask/information to Gather
Preparation: Considerations prior to meeting the family		
Meeting with family members		
Introducing screening and ASQSE		
Administering ASQSE		

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Recommended Follow-up

And next steps

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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

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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

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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

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Help Me Grow Alameda

- Phone Line**
 - Referrals and Information
 - Bilingual: Spanish, Cantonese, Mandarin
 - Care Coordination
- Developmental Screening Program**
 - Providing families with Ages and Stages Questionnaires via email or postal mail
 - Sending families age-appropriate activities and information about their child's development
 - Connecting families to resources and support
- Website and Resource Directory**
 - Alamedakids.org



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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?

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
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