



Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE-2™): A Parent-Completed Child Monitoring System for Social-Emotional Behaviors

By Jane Squires Ph.D., Diane Bricker Ph.D., Elizabeth Twombly M.S., Robert Hoselton B.S., Kimberly Murphy, Jill Dolata M.A. CCC-SLP, Suzanne Yockelson Ph.D., Maura Schoen Davis Ph.D., Younghee Kim Ph.D.

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Watch the ASQ webinar series!

The ASQ:SE-2™ questionnaires are the most cost-effective, reliable way to screen young children for social-emotional issues in the first 6 years of life. Now in a NEW second edition, the 9 age-appropriate questionnaires (2, 6, 12, 18, 24, 30, 36, 48, and 60 months) effectively screen 7 key social-emotional areas: self-regulation, compliance, adaptive functioning, autonomy, affect, social-communication, and interaction with people.

What's New in ASQ:SE-2

ASQ:SE-2 questionnaires are better than ever, with helpful new features like:

- **New 2 month questionnaire:** Reliably screen and start monitoring children as young as 1 month, so critical interventions can start earlier.
- **Screen through kindergarten:** Now you can screen children from 1–72 months with no gaps, so you can use ASQ:SE-2 through kindergarten and the transition to school.
- **New behavior and communication items** designed to elicit parent concerns that may point to autism and early communication issues.
- **New data and cutoffs:** ASQ:SE-2 is based on updated research and a large sample size of more than 14,000 diverse children.
- **New monitoring zone** that clearly identifies children who are close to the

cutoff and should be monitored and rescreened.

- **Questionnaire items revised and refined** based on user feedback, to help parents provide the best responses.
- **Sturdy, convenient new box** with a handle for easy portability.

How to Use ASQ:SE-2 Questionnaires

Fast and easy to use, ASQ:SE-2 questionnaires take just 10–15 minutes for parents to complete. First, parents fill out the questionnaire, checking the response that best describes their child's behavior: *often or always*, *sometimes*, or *rarely or never*. Clear questions help parents complete the questionnaires quickly and accurately, and open-ended questions ask about any related parental concerns. Professionals score the questionnaire in just 2–3 minutes, and then transfer a total score to a simple summary sheet along with any concerns the parent has noted. The summary sheet, a visual indicator of social emotional development and parent concerns, indicates whether any followup should be considered.

- Total scores that fall in the graph's range of Risk (**dark shaded zone**) indicate the child may need further evaluation.
- **NEW!** A total score in the **new "monitoring" zone (light shaded area)** helps identify children that may require followup actions based on items of concern. Professionals can work with parents to address behaviors of concern and provide social-emotional development information sheets and activities to help their child make progress before the next screening.
- Scores **outside the shaded zones** mean the child's social-emotional development appears to be developing on schedule. Parents can monitor their child's development by rescreening at the next ASQ:SE-2 interval.

When you purchase a box of ASQ:SE-2 questionnaires, you'll get photocopiable master copies on paper *and* printable PDF master copies on CD-ROM—so you and your staff will always have the format you want, right at your fingertips.

Convenient, easy online completion and management for ASQ:SE-2 questionnaires are both available with the purchase of ASQ Online. ASQ:SE-2 questionnaires are **also available in Spanish**.

Learn more about ASQ:SE-2 and its companion developmental screener, ASQ-3™—the valid, reliable, and trusted tool for screening children during the crucial first 5½ years of life.

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Editorial Review

Review

The 2 month questionnaire was very on point – I also appreciated the informational summary sheet and its similarity to ASQ-3, which I currently use.

(Jennifer Shopp, A.A.S, Early Childhood Educator)

About the Author

For more than 20 years, Ms. Twombly has been involved in *Ages & Stages Questionnaires® (ASQ)* research projects, including renorming for the *Ages & Stages Questionnaires®: Social Emotional, Second Edition (ASQ:SE-2™)*, and the *Ages & Stages Questionnaires®, Third Edition (ASQ-3™)*; Squires & Bricker; Paul H. Brookes Publishing Co., 2009). She has conducted trainings on ASQ and ASQ:SE nationally and internationally and has provided technical assistance to states on the development of early identification and referral systems for young children. Ms. Twombly is a contributing author of ASQ-3 and an author of ASQ:SE-2, the *ASQ-3™ Learning Activities*, and the *ASQ:SE-2™ Social-Emotional Learning Activities* (in press). Ms. Twombly's areas of interest and research include systems of care for substance-exposed newborns, infant mental health, family-guided early intervention, and the use of standardized screening tools in diverse health, educational and social services settings. She currently is working on a team to develop a universal system of screening and referral for families with young children in the state of Oregon.

Mr. Hoselton received a bachelor of science degree in computer science from the University of Oregon in 2004. He has been involved in several research studies on the *Ages & Stages Questionnaires® (ASQ)* and the *Social-Emotional Assessment/Evaluation Measure (SEAM™)*; with J. Squires, D. Bricker, M. Waddell, K. Funk, & J. Clifford; Paul H. Brookes Publishing Co., 2014). Mr. Hoselton also develops and operates the Oregon Screening Project's research web site. He is mainly responsible for web application development, database management, and data analysis.

Dr. Squires is Professor of Special Education, focusing on the field of early intervention/early childhood special education. She oversees research and outreach projects in the areas of developmental screening, implementation of screening systems, early identification of developmental delays, and the involvement of parents in monitoring their young children's development. She is lead author of the *Ages & Stages Questionnaires®; Third Edition (ASQ-3™)*; with D. Bricker; Paul H. Brookes Publishing Co., 2009), and the *Social-Emotional Assessment/Evaluation Measure (SEAM™), Research Edition* (with D. Bricker, M.

Waddell, K. Funk, J. Clifford, & R. Hoselton; Paul H. Brookes Publishing Co., 2014), and she has authored or coauthored more than 90 books, chapters, assessments, videotapes, and articles on developmental screening and early childhood disabilities. In 2013, she coauthored the book *Developmental Screening in Your Community: An Integrated Approach for Connecting Children with Services* (Paul H. Brookes Publishing Co., 2013). Dr. Squires currently teaches doctoral-level courses in early intervention/special education and conducts research on comprehensive early identification and referral systems for preschool children.

Dr. Bricker served as Director of the Early Intervention Program at the Center on Human Development, University of Oregon, from 1978 to 2004. She was a professor of special education, focusing on the fields of early intervention and social-communication.

Her professional interests have addressed three major areas: early intervention service delivery approaches, curricula-based assessment and evaluation, and developmental-behavioral screening. Dr. Bricker's work in early intervention approaches has been summarized in two volumes: *An Activity-Based Approach to Early Intervention, Fourth Edition* (with J. Johnson & N. Rahn; Paul H. Brookes Publishing Co., 2015) and *An Activity-Based Approach to Developing Young Children's Social Emotional Competence* (with J. Squires; Paul H. Brookes Publishing Co., 2007). Her work in curricula-based assessment/evaluation has focused on the development of the *Assessment, Evaluation, and Programming System for Infants and Children, Second Edition* (AEPS®; with B. Capt, K. Pretti- Frontczak, J. Johnson, K. Slentz, E. Straka, & M Waddell; Paul H. Brookes Publishing Co., 2004). This measure and curricula provides intervention personnel with a system for the comprehensive assessment of young children with results that link directly to curricular content and subsequent evaluation of child progress.

Dr. Bricker has been a primary author of the *Ages & Stages Questionnaires®* (ASQ; with J. Squires; Paul H. Brookes Publishing Co., 1995, 1999, 2009) and directed research activities on the ASQ system starting in 1980. *Developmental Screening in Your Community: An Integrated Approach for Connecting Children with Services* (Bricker, Macy, Squires, & Marks; Paul H. Brookes Publishing Co., 2013) offers a comprehensive system for creating and operating community-wide developmental-behavioral screening programs for young children.

Dr. Bricker's distinctions include the Division of Early Childhood, Council for Exceptional Children Service to the Field Award, December 1992, and the Peabody College Distinguished Alumna Award, May 1995.

Ms. Dolata is a Ph.D. candidate in special education and clinical sciences at the University of Oregon (Early Intervention/Early Childhood Special Education Leadership Program). Her primary clinical and research interests include the foundations of social language development and early identification of developmental delays. She participates in multidisciplinary developmental assessments and investigates early development for children born prematurely and children who may have autism spectrum disorder.

Ms. Murphy has coordinated several research studies involving both the *Ages & Stages Questionnaires®* (ASQ) and the *Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE)*, including data recruitment,

collection, and analyses for the renorming studies of *Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™)*, and *Ages & Stages Questionnaires®, Third Edition (ASQ-3™)*; Squires & Bricker; Paul H. Brookes Publishing Co., 2009). She also contributes to related ASQ materials and serves as the web content editor/coordinator for the research site designed for national ASQ and ASQ:SE data collection. She currently serves as Project Coordinator for the Oregon Screening Project, developing and operating its research web site. Ms. Murphy also works as part of a team providing statewide trainings and developing a universal system of screening and referral for families with young children in the state of Oregon.

Dr. Yockelson earned her doctorate from the University of Oregon in 1999 and remained on faculty in the College of Education until 2007. Immediately following her move to California, Dr. Yockelson was the Educating Providers in the Community Coordinator at Help Me Grow in Orange County, where she worked within the county's system of health care and early childhood systems to promote developmental screening. She currently develops curriculum and teaches in the Early Childhood Special Education, Early Childhood Education, and Special Education programs at Brandman University. She also consults and trains in the United States and Canada. Her professional interests include early identification and referral of young children with special needs, social-emotional development of young children, inclusion in early childhood systems, and personnel preparation.

Dr. Davis earned her doctorate from the University of Oregon, where she investigated the concurrent validity of the *Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE)*. She is currently a professor in the Education Department at Warren Wilson College. She teaches early childhood education courses and supervises Warren Wilson students in training at Verner Center for Early Learning.

Dr. Kim teaches in the Early Childhood Development, Elementary Education, and Master of Arts in Teaching Programs at Southern Oregon University. After graduating from Sogang University in Seoul, Korea, in 1985, she received her master's degree in 1992 and her doctorate in 1996 from the University of Oregon in the area of early intervention/early childhood special education. Her special research interests include alternative assessment for young children with special needs, family collaboration in early intervention, young children with emotional and social challenges, whole child development, and holistic education, as well as multicultural education for individuals with diverse backgrounds.

Users Review

From reader reviews:

Louise Lewis:

The book *Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE-2™): A Parent-Completed Child Monitoring System for Social-Emotional Behaviors* can give more knowledge and also the precise product information about everything you want. Why then must we leave the great thing like a book *Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE-2™): A Parent-Completed Child Monitoring System for Social-Emotional Behaviors*? A number of you have a different opinion about reserve. But one aim this book

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David Hernandez:

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Eva Oleary:

In this period globalization it is important to someone to obtain information. The information will make anyone to understand the condition of the world. The healthiness of the world makes the information simpler to share. You can find a lot of references to get information example: internet, paper, book, and soon. You can see that now, a lot of publisher that will print many kinds of book. The actual book that recommended for you is Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE-2™): A Parent-Completed Child Monitoring System for Social-Emotional Behaviors this book consist a lot of the information of the condition of this world now. This particular book was represented just how can the world has grown up. The terminology styles that writer require to explain it is easy to understand. The particular writer made some analysis when he makes this book. That is why this book suitable all of you.

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