



Using the ASQ:SE-2 with Caregivers

1. **Determine what level of support parents need to complete ASQ:SE-2.** If parents can complete independently, be available to answer questions. If parents require support; read, translate, or interpret items on the questionnaire as needed.
2. **Describe ASQ:SE-2.**
 - The ASQ:SE-2 questionnaire provides a quick check of your child’s social-emotional development.
 - The information on this questionnaire is confidential. I will not share the information with anyone without your consent.
 - Your answers show your child’s social-emotional strengths as well if there are behaviors you would like to talk about.
 - Your answers help me know what type of information I can gather for you.
 - Your answers help me get to know your child better and how I can support him in the classroom.
 - If you have questions or concerns about any of your child’s behaviors that are beyond my knowledge, then I can help you find other resources or agencies in our community that can help.
3. **Review “Important Points to Remember”**
 - Answer questions based on what you know about your baby’s behavior
 - Answer questions based on your child’s usual behavior, not behavior when your baby is sick, very tired, or hungry
 - Caregivers who know the child well and spend more than 15-20 hours a week with the child should complete ASQSE-2
4. **Explain the scoring system and where to mark their response.**
 - **Often or Always:** Child is performing behavior often or always
 - **Sometimes:** Child is performing behavior occasionally but not consistently
 - **Rarely or never:** Child is not or is rarely performing the behavior
5. **Review Item concern column.** Encourage parents to check a response first and then indicate if the question reflects a concern about the child’s behavior.
6. **Review Overall section.** Encourage parents to respond to open-ended questions by checking **YES** or **NO**, and provide detail as appropriate.
7. **Administer the questionnaire.** Parents should complete the questionnaire as independently as possible. Be careful not to lead parents in answering items.

8. **Score ASQ:SE-2 and discuss results with the family.**
- Discuss the child’s strengths (all items marked with a “Z” are pro-social, social-emotional strengths). Reinforce positive parent–child interactions.
 - Discuss items that individually score 10 or 15 points. *“Can you tell me more about...”*
 - Discuss answers to open-ended questions.
 - Review the child’s score and compare to cutoffs on *ASQ:SE-2 Information Summary Page*.
Note: Keep in mind that cutoffs on ASQ:SE-2 are very different from the ASQ-3™!
9. **If the results of ASQ:SE indicate a concern, discuss referral considerations with the family.** (See ASQ:SE-2 User’s Guide, Chapter 6, for more information.)
- Time/setting factors
 - Developmental factors
 - Health factors
 - Culture/family factors
10. **Review these general guidelines for decision making with ASQ:SE-2.**
- **Below cutoff**
 - Follow-up on parent concerns
 - Provide ASQ:SE-2 Guides and activities
 - Monitor (re-screen at next ASQ:SE-2 interval)
 - **Monitor Zone**
 - Follow up on parent concerns
 - Provide ASQ:SE-2 Guides and activities
 - Provide information, education, and support
 - Monitor closely (re-screen within 1-2 months)
 - Make referrals as appropriate. If the child being screened is a girl, or the concern is withdrawn or internalizing behaviors, consider a referral for further evaluation
 - **Above cutoff** (examples of follow-up)
 - Refer for further behavioral evaluation through health/mental health systems
 - Refer to Early intervention/early childhood special education
 - Primary health care provider
 - Local community agencies
 - Feeding and/or sleeping clinics
 - Community groups: YMCA, Birth to Three, church groups
 - Parenting groups
 - Behavior management classes
 - Healthy Start, Early Head Start, Head Start
 - Mental health services (adult, parent/child, or play therapy)
11. **Parent Concerns.** Follow up on any concerns parent indicates on questionnaires. Provide information or referrals to appropriate agencies for areas of concern.