

FREE tip sheets, handouts, charts, & more!

Social-Emotional Screening Toolkit

Tips & Tools for Early Childhood Programs



Ages & Stages
Questionnaires[®]

Social-Emotional

Learn how to:

- ✓ Screen with ASQ[®]:SE-2
- ✓ Engage families
- ✓ Boost child development



The trusted social-emotional screener



Early identification of social-emotional challenges can make a huge difference in the life of a young child. That’s why programs across the country trust ASQ®:SE-2 for social-emotional screening of children from 1 month to 6 years. Valid, reliable, and family-friendly, this parent-completed screener helps you pinpoint potential behaviors of concern during a child’s critical early years—and identify any need for further assessment.

This practical toolkit will help your program get started with social-emotional screening using ASQ:SE-2. Use these handouts, tip sheets, charts, and other resources to effectively implement ASQ:SE-2, involve families in the screening process, and boost a child’s social-emotional development between screenings.

Whether you’re new to social-emotional screening or looking to enhance your current system, these resources will help you make the most of ASQ:SE-2—and ensure that the children in your program have the best chance at success in school and life.

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Screening with ASQ[®]:SE-2

The resources in this section will show you how to use ASQ:SE-2 effectively for social-emotional screening. You'll also get first-hand tips from early childhood professionals who use ASQ:SE-2 with the families in their programs.

IN THIS SECTION

How ASQ:SE-2 Works

A quick, step-by-step illustrated walkthrough of the ASQ:SE-2 screening process.

Behavioral Areas of ASQ:SE-2

Which social-emotional areas does ASQ:SE-2 screen? Find out in this handy one-sheet.

ASQ Calculators

Learn about the scoring and age calculators, handy free tools that help ensure accurate, age-appropriate ASQ:SE-2 use.

ASQ:SE-2 Scoring Help

Scoring ASQ:SE-2 is a little different from scoring ASQ-3. These guidelines will help you score accurately every time.

Interpreting ASQ:SE-2 Results

These tips will help you review ASQ:SE-2 results, understand what the score indicates, and consider possible next steps.

ASQ:SE-2 Follow-Up

When a child scores in the monitoring zone in ASQ:SE-2, what next steps should you take? These 8 tips can help.

Top Tips for ASQ:SE-2 Success

Discover real-world tips for ASQ:SE-2 success, straight from users of the screener.



How Works

6 easy steps to screening success!

STEP 1

Choose the right questionnaire for the child's age.

Photocopy or print it...



...or use ASQ Online.

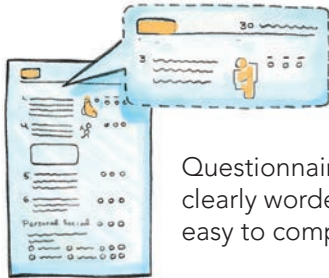
STEP 2

Give it to the parent to complete and return.



STEP 3

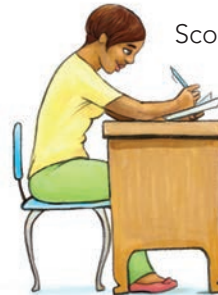
Parent fills out the questionnaire at home.



Questionnaires are clearly worded and easy to complete.

STEP 4

Score the questionnaire when the parent returns it.



Score by hand in minutes...



...or in seconds with ASQ Online.

STEP 5

Share results with the parent.

Discuss follow-up and referral options if there are potential behavioral concerns.



STEP 6

Give parents fun ASQ:SE-2 learning activities & handouts

Help them learn about key milestones and boost social-emotional development between screenings!



Behavioral Areas of

ASQ®:SE-2 items can be categorized in one or more behavioral areas, which serve as a conceptual framework. Understanding these behavioral areas can be helpful to families as you interpret and discuss results with them.

AUTONOMY



A child's ability or willingness to self-initiate or respond without guidance (moving to independence).

Sample item: "Does your child check to make sure you are near when exploring new places, such as a park or a friend's home?"

COMPLIANCE



A child's ability or willingness to conform to the direction of others and follow rules.

Sample item: "Does your child do what you ask him to do? For example, does he wash his hands or wait to take a turn when asked?"

ADAPTIVE FUNCTIONING



A child's success or ability to cope with physiological needs (sleeping, eating, elimination, safety).

Sample item: "Does your child sleep at least 8 hours in a 24-hour period?"

SELF-REGULATION



A child's ability or willingness to calm or settle down or to adjust to physiological or environmental conditions or stimulation.

Sample item: "Does your child cry, scream, or have tantrums for long periods of time?"

AFFECT



A child's ability or willingness to demonstrate his or her own feelings and empathy for others.

Sample item: "Is your child interested in things around her, such as people, toys, and foods?"

INTERACTION



A child's ability or willingness to respond to or initiate social responses with parents, other adults, and peers.

Sample item: "Does your child talk to or play with other familiar adults?"

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.

Sample item: "Does your child try to show you things by pointing at them and looking back at you?"

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ASQ[®] Calculators

These two calculators are a quick, easy way to make sure your ASQ screenings are always age-appropriate and accurately scored.

ACCURATE AGE CALCULATOR

Always choose the right ASQ:SE-2 and ASQ-3 questionnaire for a child's age with this quick, convenient Age Calculator! Enter the child's birth date and weeks premature to find out which ASQ:SE-2 or ASQ-3 questionnaire should be used.

ADJUSTED SCORE CALCULATOR

Did a parent skip items on an ASQ:SE-2 or ASQ-3 questionnaire? This calculator can help you adjust the score quickly. Just enter the screener, total score, and number of unanswered items to quickly adjust for omitted questionnaire items.

Two ways to use the calculators:

Download the free app

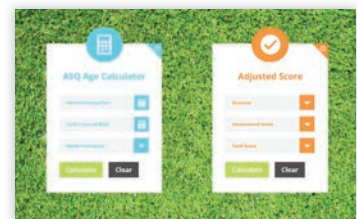
For iOS devices:
<http://bit.ly/CalcApp>

For Android devices:
<http://bit.ly/CalcAppAndroid>



Use the online version

Access both calculators at
<http://bit.ly/ASQCalc>



ASQ:SE-2 Scoring Help

Use these three tips to help you score ASQ®:SE-2 questionnaires accurately every time.




1. Understand the difference between competence and problem behavior items.

ASQ:SE-2 questionnaires have both scored and unscored items. The scored items address two types of behaviors:

Competence behaviors— Things that are beneficial for a child to do	Problem behaviors— Things that a child should <u>not</u> do
Sample item: <i>Does your child like to be hugged or cuddled?</i>	Sample item: <i>Does your child cry, scream, or have tantrums for long periods of time?</i>
Response Point Value:	Response Point Value:
Often or Always: 0 points	Often or Always: 10 points
Sometimes: 5 points	Sometimes: 5 points
Rarely or Never: 10 points	Rarely or Never: 0 points

To help you score the questionnaire, each response option has a letter assigned to it:

Z = 0 points
V = 5 points
X = 10 points

 Tip: Z stands for zero
 Tip: V stands for Roman numeral V
 Tip: X stands for Roman numeral X

2. Add an additional 5 points for items marked as a concern.

ASQ:SE-2 gives parents the option of marking questionnaire items as a concern. Any items marked as a concern receive 5 points in addition to the points for the response marked (0, 5, or 10).

	OFTEN OR ALWAYS	SOME-TIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN	
18. Does your child follow simple directions? For example, does she sit down when asked?	<input type="checkbox"/> Z	<input checked="" type="checkbox"/> V	<input type="checkbox"/> X	<input checked="" type="checkbox"/> V	<u>10</u>

The Sometimes response is given 5 points. The checked concern adds another 5 points. The total score for this item is 10 points.

3. Calculate an adjusted score if needed.

Remember to check for unanswered items. If responses are missing, contact the parent to try to obtain the answers. If that is not possible or if the items were skipped on purpose, count the number missing and proceed as follows:

- *If one or two items are missing:* Proceed as usual. Adjusting the child's score is not needed.
- *If three items are missing:* Calculate the score for the completed items. If the child's score is within 5 points of the monitoring zone or the cutoff score, calculate an adjusted score because the child's result will change. Use the instructions on page 93 of the *ASQ:SE-2 User's Guide*.



For easy scoring of questionnaires with missing items, use the Adjusted Score calculator at www.agesandstages.com/calculator or the ASQ Calculator app.

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Interpreting Results

After scoring items on ASQ[®]:SE-2 questionnaires, it's important to review the results and interpret the score. Here are 3 tips to help you.

1. Review the overall questions.

The unscored, parent-input questions at the end of each questionnaire give parents an opportunity to express concerns about their child's eating, sleeping, and/or toileting skills and behaviors as well as general concerns. You should discuss any concerns noted with parents. Sometimes a referral may be made based solely on a parent's response to one of these open-ended questions.

2. Consider other factors.

A variety of factors may affect a child's ASQ:SE-2 score. Consider these questions when reviewing the child's results:

- Is the setting or time affecting the results? For example, does a child's behavior vary between home and the child care center?
- Is a child's behavior related to health or biological factors? Have you considered lack of sleep or hunger as possible influences?
- Is a child's behavior related to a developmental stage or a delay in development?
- Are there family or cultural factors that may have influenced results? For example, is a stressful event, such as a move or divorce, influencing behavior?
- Did the parent express any concern about the child's behavior?

Before you make a referral, meet with the family and carefully consider whether any of these factors affected the child's performance. Follow-up actions for each factor are included in the *ASQ:SE-2 User's Guide* (pages 99–100).

3. Look closely at children whose scores are in the monitoring zone.

A score in the monitoring zone means that the child's performance is close to the cutoff score. After talking with parents, you may decide to rescreen the child in 2 to 3 months or, in some cases, make a referral.

If a girl has an ASQ:SE-2 score in the monitoring zone, you should consider a referral. Data collected in the research sample indicate that girls' total scores, especially at 12 through 60 months, were significantly lower than boys' total scores. Although separate cutoff scores were not established for boys and girls, the developers recommend considering girls and their families for referral for further assessment and/or community services if their ASQ:SE-2 scores are in the monitoring zone.

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Follow-Up

You've finished interpreting ASQ[®]:SE-2 results. Deciding next steps for children with social-emotional concerns can be complex. Consider following up with some of these actions, depending on the child's specific results and parents' concerns.



1. Provide activities and monitor (rescreen) the child.

ASQ:SE-2 developers recommend that you rescreen children with concerns in 2–4 months, and in the meantime, encourage parents to do age-appropriate activities that will support their child's social-emotional development. Share the social-emotional activity sheets found in *ASQ:SE-2 Learning Activities & More* or in Appendix E of the *ASQ:SE-2 User's Guide*.



2. Share results with the primary health care provider.

Sharing results helps the health care provider explore with parents the possibility that problem behaviors are related to medical or health concerns. Be sure to provide the child's Information Summary and Item Response sheets, as well as the ASQ:SE-2 Information for Health Care Providers Sheet from the *ASQ:SE-2 User's Guide*.



3. Provide parents with educational materials.

Share with parents the age-specific social-emotional development guides in Appendix E of the *ASQ:SE-2 User's Guide* and the parent newsletters in *ASQ:SE-2 Learning Activities & More*. In addition, national organizations such as ZERO TO THREE and the American Academy of Pediatrics provide excellent parenting resources.



4. Provide information about parenting classes or support groups.

Maintain an up-to-date list of community resources—for example, classes about behavior management or supporting foster children who have experienced trauma. If a parent or caregiver requests a recommendation, you'll be prepared.



5. Have another caregiver complete ASQ:SE-2.

Children's behavior tends to vary with the setting and the caregivers. However, children with serious mental health or social-emotional delays will generally exhibit more consistent behaviors regardless of where they are or who is caring for them. Caregivers need to know the child well and spend at least 15–20 hours a week with a child to complete ASQ:SE-2 questionnaires.



6. Refer families to early intervention/early childhood special education (EI/ECSE).

Under the Individuals with Disabilities Education Act (IDEA), Part C and Part B programs have rules that allow children with areas of concern or suspected social-emotional delays to be assessed and provided appropriate services.



7. Refer for social-emotional, behavioral health, or mental health evaluation.

Talk to local mental health providers to determine which ones can evaluate social-emotional development in very young children.



8. Use SEAM to monitor a child's social-emotional development.

Continued monitoring of and informal intervention for concerning behaviors is recommended even if a child does not qualify for services. Created by the developers of ASQ:SE-2, *Social-Emotional Assessment/Evaluation Measure (SEAM)* is a tool that simplifies ongoing assessment and goal development. Learn more at <http://bit.ly/SEAMAssessment>.

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Top Tips for Success

From ASQ® Users

“Be sure to communicate the value of social-emotional screening to parents. It is through healthy social-emotional development that young children have the ability to communicate, play, face challenges, and form satisfying relationships with others.”

—Lakshmi Ravella, Creative Schools, Morrisville, NC

“Inform parents that you will arrange a meeting to review screening results. Designate ample time to answer questions and address any concerns.”

—Karreecha Newby, Early Learning Coalition of Duval, FL

“Embed screening information into the program intake process. This has increased our questionnaire return-rate because families understand that screening is part of our routine and they know when to expect the questionnaires. Screening works best when families understand the ‘why’ and ‘when!’”

—Jencie Davies, The Children’s Cabinet, Reno, NV

“Consider offering parents an incentive for participating in the screening program.”

—Kelly McKelroy, Mobile County Public School System, Daphne, AL

“Make sure parents feel involved. If parents have questions or concerns about their child’s social-emotional development, reassure them and provide them with strategies and activities that can be done at home to support their child’s success.”

—Michelle Jackson, Agape Christian Academy and Preschool, Orlando, FL

“Be mindful of sensitive language when making referrals. Rather than using terms like ‘evaluate’ or ‘diagnose,’ let parents know an assessment will be used to help determine next steps.”

—Karreecha Newby, Early Learning Coalition of Duval, FL

“Ask parents/caregivers if the screening results fit with what they anticipated or if there were any surprises. This helps open dialogue about the parents’ expectations in a way that is non-threatening and it opens the door for conversations about possible solutions and referral to other services the child or family may need.”

—Laurie Ragan, LeFlore County Health Department, Poteau, OK

Have your own tip to share?
Post it on our ASQ Facebook wall at
www.facebook.com/agesandstagesquestionnaires.

Engaging Families with ASQ[®]:SE-2

When families actively participate in social-emotional screening, the process is easier and more accurate—and fully engaged families also boost their children’s development between screenings. ASQ:SE-2 makes it easy to involve families. Because parents complete the questionnaires, you’ll have many opportunities to engage them in their children’s social-emotional development. And with the parent handouts and tip sheets in this section, you’ll have lots of ideas to keep families involved in screening every step of the way!

IN THIS SECTION

What Is ASQ:SE-2?

Give this handy sheet to parents to explain the basics of ASQ:SE-2.

ASQ:SE-2 Parent Cover Letter

Send this letter home along with the ASQ:SE-2 questionnaire to help guide parents.

Introducing ASQ:SE-2 to Parents

Are you meeting with parents to introduce ASQ:SE-2? Keep this tip sheet handy to make sure you’ve covered all the key points.

Helping Parents Complete ASQ

Download this free ebooklet for more guidance on working with families.

ASQ:SE-2 Parent Conference Sheet

If you’re holding a parent–teacher conference to share ASQ:SE-2 results, use this form to guide your conversation and take notes. You can share a copy with parents, too!

Sharing Screening Results with Families

Use these practical tips to help you communicate results sensitively and effectively.

What is ?

The first 5 years of your child's life are very important. Your child's healthy social-emotional development forms a foundation for lifelong learning. ASQ:SE-2 is a set of questionnaires about behavior and social-emotional development in young children. There are nine questionnaires for different ages to screen children from 1 month to 6 years old.

ASQ:SE has been used by parents for more than 15 years. It makes sure that children's social-emotional development is on schedule. It helps you celebrate milestones while addressing any concerns as early as possible. ASQ:SE-2 can help identify your child's social-emotional strengths and areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That's why ASQ:SE-2 is designed for you to complete. You will only need 10–15 minutes. It's that quick and easy. Here's how ASQ:SE-2 works:

- Answer each question by marking "often or always," "sometimes," or "rarely or never." Answer based on what you know about your child.
- Note if any behaviors concern you.
- Remember that your answers help show your child's strengths and areas where he or she may need support.
- After you finish, your child's provider will discuss the results with you.

If your child's social-emotional development is on target, then there is nothing more you need to do. If there are concerns, then the provider will help you with next steps. When children get support as early as possible for behavioral concerns, problem behaviors may be prevented from getting more difficult as children get older.

You play an important role in your child's learning and development. Completing ASQ:SE-2 questionnaires helps you make sure your child is off to a great start!

To find out more, please talk to your health care or education professional, or visit www.agesandstages.com.



ASQ:SE-2 Parent Cover Letter

Thank you for participating in our child screening/monitoring program. Enclosed is a questionnaire from the **Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)**, which is a screening tool that will provide a quick check of your child's social-emotional development. This questionnaire asks questions about your child's behaviors and social-emotional growth. The information you supply will help reveal your child's strengths, uncover any areas of concern, and determine if there are community resources or services that may be useful for your child or your family. If completing this questionnaire brings up any questions or concerns, we can talk about information and resources that can help.

We'd like to ask you first to fill out the enclosed family information sheet, which helps us be sure we have the most up-to-date information possible. Please keep these tips and directions in mind while completing ASQ:SE-2.

Tips for completing ASQ:SE-2:

- ✓ Caregivers who know the child well and spend more than 15–20 hours per week with the child should complete ASQ:SE-2.
- ✓ Answer 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.

Directions for completing ASQ:SE-2:

1. Please read each question carefully and check the response that best describes your child's behavior:
 - **Often or always:** My child performs this behavior often or always.
 - **Sometimes:** My child sometimes performs this behavior (not consistently).
 - **Rarely or never:** My child rarely performs this behavior or has never performed the behavior.
2. **Concerns:** Check the circle to the right of a question if the behavior is a concern.
3. Some questions have blank spaces for you to provide examples of your child's behavior. Please be sure to explain your response(s).
4. The Overall section at the end of the questionnaire asks open-ended questions about your child's behaviors. Answer questions by marking **yes** or **no** and provide an explanation for your responses.

Please be sure to send back the questionnaire within 2 weeks. Please contact me if you have any questions or concerns.

Sincerely,

Program contact: _____

Program telephone/email: _____

Introducing to Parents

Parents will be more comfortable and engaged in screening when they understand what it's for and how it works. Here are 4 key talking points to cover with parents when you introduce ASQ[®]:SE-2 and ask them to participate in screening.

1. Share the purpose of screening with parents.

Parents may worry about participating in a screening program. Some may be new to the idea, while others might fear that their child will be labeled. Here are some things you can say:

- "ASQ:SE-2 provides a quick check of your child's social-emotional development."
- "The information on the questionnaire will remain confidential. I won't share the information with anyone without your consent."
- "Your answers will show your child's strengths and whether your child is showing behaviors you'd like to talk about."
- "Your answers will help me get to know your child better and understand how I can support them in the classroom."
- "If you have questions or concerns about any of your child's behaviors that are beyond my knowledge, I'll help you find other resources or agencies in our community that can help."

2. Give parents guidance and help them feel prepared to complete a screening successfully.

Completing the ASQ:SE-2 questionnaire is simple, but parents who are doing it for the first time will appreciate these tips. Share the *What Is ASQ:SE-2?* handout with parents. Review the *Important Points to Remember* on the questionnaire:

- "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."
- "Please return this questionnaire by [date]. If you have any questions or concerns about your child or about this questionnaire, contact [person]."

3. Explain the questions on the ASQ:SE-2 questionnaire and what the response options mean.

The ASQ:SE-2 questionnaire has two types of questions—behavior questions and open-ended questions. The behavior questions ask parents to choose one of three possible answers. Here is a simple way to explain them:

- "*Often or always* means the child does the behavior frequently or always does it."
- "*Sometimes* means the child does the behavior part of the time but not consistently."
- "*Rarely or never* means the child rarely performs the behavior or has never performed it."

Also, make sure to show parents the column where they can mark concerns.

- "After you select a response for the question, you can also mark the circle in the far right column to let me know you feel this behavior is concerning. This option appears with every behavior item on the questionnaire."

Introduce the open-ended questions to parents:

- "At the end of each questionnaire, there are open-ended questions that ask you to share any concerns you might have—concerns related to your child's eating, sleeping, and, with older children, toileting behaviors."

4. Tell parents you'll share the results with them.

Let parents know that you'll be in touch to share the results. Give them a timeframe.

Note for professionals: Remember to not provide your opinion about how parents should answer the questions. If a parent asks for assistance, try to reflect the question back and encourage the parent to provide his or her best answer. Questions should be completed based on parents' experience with the child, their observations, and their interpretation of behaviors.

Helping Parents Complete

Checking a child's development with the ASQ® screeners is an important step for every family. How can you help make screening a positive experience for families? This free ebooklet gives you some helpful pointers on how to support parents before, during, and after an ASQ screening.

Get valuable tips on

- introducing screening to parents
- helping parents feel comfortable about the process
- working with culturally and linguistically diverse families
- sharing ASQ results
- and more



DOWNLOAD IT NOW >> <http://bit.ly/HelpingParentsASQ>



Parent Conference Sheet

Child's name: _____

Date of birth: _____

Date ASQ:SE-2 completed: _____

Child's age at screening (months/days): _____

ASQ:SE-2 questionnaire administered: _____

Date of conference: _____

Parent or caregiver attending: _____

Person conducting conference: _____

Others at conference: _____

CONFERENCE GOALS: The goal of this conference is to share results of ASQ:SE-2 with you and provide an opportunity to discuss your child's social-emotional development. Please let us know if you have additional goals for this meeting.

CHILD'S STRENGTHS: We will discuss your child's areas of strength identified through ASQ:SE-2 and shared by you and other team members.

BEHAVIORS OF CONCERN AND FOLLOW-UP CONSIDERATIONS: If there are behaviors of concern for you or other caregivers, then we will discuss factors that may affect your child's behavior. For example, we can talk about when, where, and with whom the behaviors are happening. We can also discuss your child's overall health and development.

FOLLOW-UP ACTION TAKEN: We will discuss the next steps (marked below) based on your child's ASQ:SE-2:

- _____ Try the activities provided and complete another ASQ:SE-2 in _____ months.
- _____ Share your child's ASQ:SE-2 results with his or her primary health care provider.
- _____ Refer your child to his or her primary health care provider for the following reason: _____
- _____ Contact the following community agency for information on parenting groups or other support.
List contact information here: _____
- _____ Have another caregiver complete ASQ:SE-2. Please bring results to next meeting.
List caregiver here (e.g., grandparent, teacher): _____
- _____ Complete a developmental screening for your child (e.g., ASQ-3).
- _____ Refer your child to early intervention/early childhood special education for further assessment.
List contact information here: _____
- _____ Refer your child for social-emotional, behavioral, or mental health evaluation.
List contact information here: _____
- _____ Other: _____

NOTES:

Sharing Screening Results

It's important to always share ASQ®:SE-2 results—parents will be interested in learning about their child's social-emotional development. Use these practical tips to prepare carefully for these discussions, especially when you will be sharing results that indicate a child needs further assessment.

Be timely.

Provide screening follow-up information as quickly as you can.

Show you value confidentiality.

Be sure the setting for your conversation is private and assure parents that what you share is confidential.

Use the ASQ:SE-2 Parent Conference Sheet.

This sheet will help you organize your thoughts and take notes during the conversation or parent conference. (The sheet is included in the ASQ:SE-2 Starter Kit and the Social-Emotional Screening Toolkit.)

Restate the purpose of screening.

Remind parents that screening is a check of their child's social-emotional development. ASQ:SE-2 only shows that their child may need further assessment and does not diagnose their child.

Listen to the family.

Give parents an opportunity to express their perceptions of their child. Be open to new ideas and viewpoints.

Highlight the positives.

Review the ASQ:SE-2 results, emphasizing the child's social-emotional strengths. (Hint: All items with a score of 0 points are strengths for the child.) Also focus on parents' current skills and resources.

Explain the child's results.

Be precise—use language such as *well above the cutoff*, *close to the cutoff*, and *below the cutoff* when explaining the child's scores.

Be sensitive and positive.

Avoid using terms like *fail*, *normal*, or *abnormal*.

Talk about outside influences.

Discuss anything that may have affected the child's scores. This could include the child's health history or specific cultural or environmental factors.

Examine concerns together.

Discuss concerns, and provide specific, objective examples of children's social-emotional development whenever possible.

Talk about next steps in social-emotional development.

If the child's social-emotional development is on track, talk with parents about what skills and behaviors to expect next. Provide learning activities that parents can try at home. Let them know they'll have an opportunity to discuss their child's development again in the future. (Rescreen in 6–12 months if possible.)

Offer guidance.

Provide information about social-emotional development. If a child's score is above the cutoff or if the parent has concerns, provide information about community resources and referral options.



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Encouraging Social-Emotional Development

You can help parents boost their child's social-emotional development between ASQ[®]:SE-2 screenings! Give them the fun and age-appropriate activities in this section to help them get started, and share the helpful online resources on page 26.



IN THIS SECTION

ASQ:SE-2 Learning Activities & More

Get an inside look at the *ASQ:SE-2 Learning Activities & More*: an essential resource packed with activities, newsletters, and parent handouts.

ASQ:SE-2 Activity Sheets

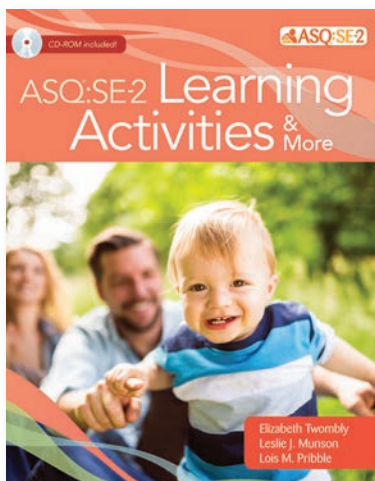
Share these six sheets of fun, low-cost, age-appropriate activities to help children develop and sharpen social-emotional skills.

All About Social-Emotional Development

Get links to trusted online resources that identify key milestones and give families and educators tips on strengthening social-emotional development.

ASQ:SE-2 Learning Activities & More

By Elizabeth Twombly, M.S., Leslie J. Munson, Ph.D., & Lois M. Pribble, Ph.D.



ORDER NOW
<http://bit.ly/OrderLA>

Spanish version
 coming in 2018!

Enhance children's social-emotional development between screenings with this treasure trove of learning activities, handouts, and more! Addressing the same seven social-emotional areas as ASQ®:SE-2, this essential resource makes it a snap to share fun, low-cost social-emotional strategies with parents of children from birth to age 6. You'll get:

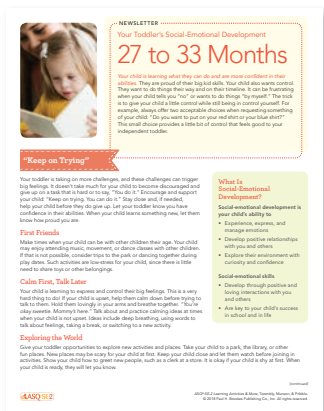
- **Social-emotional learning activities.** With more than 90 fun, developmentally appropriate activities, you'll promote adult-child interaction and key social-emotional skills.
- **Newsletters for parents.** Engaging and fun to read, these nine newsletters explain important social-emotional milestones, share tips on strengthening this area of development, and offer warm and encouraging words of wisdom.
- **Topic-specific handouts.** You'll get concise, age-specific one-sheets that answer parents' questions about key topics important to social-emotional development: feeding, sleeping, calming, establishing routines, preparing for kindergarten, and more.
- **Hello, Parent! letter.** Use this friendly letter to introduce the handouts to families and reinforce the importance of social-emotional development.

You can access and share the content in three easy ways: photocopy sheets right from the book, print full-color copies from the included CD-ROM, and email them to parents or share through ASQ Online. Perfect for sharing with families of children who are developing typically or need nonintensive support with their social-emotional skills, these creative resources give parents effective ways to learn about key milestones and help their children make progress.

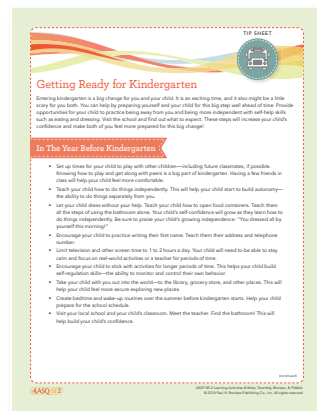
YOU'LL GET:



90+ fun and effective learning activities



9 newsletters for parents with tips & milestones



Topic-specific handouts that answer important questions



FUN & EASY SOCIAL-EMOTIONAL ACTIVITIES

Try these activities with your 2-month-old—a great way to have fun together and support your child's social-emotional development.

Sing songs you remember from childhood to your baby. Hold your baby close in your arms or in a baby carrier. Gently dance with your baby.

With your baby on her back, take a tissue and wave it above your baby for her to see. Tissues also can fly, float, and tickle parts of your baby's body. See how your baby responds. If she fusses, then stop playing.

If your baby cries, find out what he needs. He is letting you know something with his cry. When you respond, he learns to trust you are there for him. You cannot spoil your baby at this age.

Hold your baby and put your face close to hers. Make silly faces. Smile at your baby. Stick out your tongue. Yawn. Wait a few seconds and see if she tries to repeat your actions back to you.

Step back from your baby so he cannot see you. Gently call his name. Watch what he does. Does he stop moving for a moment? Does he try to move his head toward your voice? Pick him up. Say, "Here I am."

Talk to your baby about what she is doing, seeing, hearing, and feeling. Say, "I am changing your diaper. You will like being nice and dry. I love you!"

Place interesting things close to her bed for her to look at. Hang objects or toys out of reach. Tape simple pictures from magazines on the wall.

Introduce new, safe* objects for your baby to explore. Simple objects such as plastic cups and big wooden spoons are all new to him.

**Be sure to review safety guidelines with your health care provider.*



FUN & EASY SOCIAL-EMOTIONAL ACTIVITIES

Try these activities with your 1-year-old—a great way to have fun together and support your child's social-emotional development.

Play on the floor
with your baby every day.
Crawl around with her, or just
get down and play on
her level. She will really
enjoy having you
to herself.

Dance to music
with your baby.
Hold his hands while he bends
up and down. Clap and praise
him when he "dances"
by himself.

Let your baby know
every day how much you love
him and how special he is—
when he wakes up in the morning
and when he goes to
sleep at night.

Play gentle tickle games
with your baby, but make
sure to stop when she lets you
know she has had enough.
Watch her carefully
and you will know.

When you are dressing
or diapering your baby, talk
about her body parts and
show her your body parts.
Say, "Here is Daddy's nose.
Here is Destiny's nose."

Go on a walk to a park
or a place where
children play. Let your baby
watch them and visit a
little if he is ready.

Twirl your baby around.
He will enjoy a little
rough-and-tumble play,
but make sure you stop
when he has had enough.

**Sit on the floor with your
baby and roll a ball
back and forth. Clap your
hands when your baby
pushes the ball or "catches"
the ball with his hands.**





Activities



FUN & EASY SOCIAL-EMOTIONAL ACTIVITIES

Try these activities with your 2-year-old—a great way to have fun together and support your child's social-emotional development.

Play Parade or Follow the Leader with your toddler. Your child will love to copy you—and be the leader!

Try to have **set routines** during the day, and let your child know what will be happening next. Say, "Remember, after we brush your hair, we get dressed."

Have a special **reading time** every day with your toddler. Snuggle up and get close. Before bedtime or naptime is a great time to read together.

Give your toddler choices, but keep them simple. Let her choose a red or a blue shirt while dressing. Let her choose milk or juice at lunch.

Encourage your child to pretend play. Put a few small chairs in a row to make a "bus." Cut up some paper "money" to pay the driver. Ask, "Where will we go today?"

Teach your child simple songs and finger plays, such as "The Itsy-Bitsy Spider."

Your toddler is learning **all about emotions.** Help him label his feelings when he is mad, sad, happy, or silly. Say, "You are really happy" or "You seem really mad."

Get down on the floor and play with your child. Try to follow your child's lead by playing with toys he chooses and trying his ideas.



FUN & EASY SOCIAL-EMOTIONAL ACTIVITIES

Try these activities with your 3-year-old—a great way to have fun together and support your child's social-emotional development.

Tell your child a simple story about something she did that was funny or interesting. See if your child can tell a different story about herself.

Draw simple pictures of faces that show happy, sad, excited, or silly expressions. Cut them out and glue them on a Popsicle stick or pencil. Let your child act out the different feelings with the puppets.

At dinner time, let family members talk about their day. Help your child tell about her day. Say, "Latoya and I went to the park today. Latoya, tell your sister what you did at the park."

Give your child directions that have at least two steps when you and he are cooking, dressing, or cleaning. Say, "Put that pan in the sink, and then pick up the red spoon."

Tell your child a favorite story, such as the Three Little Pigs or Goldilocks and the Three Bears. See if your child can tell you how the animals felt in the story.

Tell silly jokes with your child. Simple "What am I?" riddles are also fun. Have a good time and laugh with your child.

Play games that involve following simple rules, such as Mother May I and Red Light, Green Light.

Create a pretend argument between stuffed animals or dolls. Talk with your child about what happened, feelings, and how best to work out problems when they come up.



FUN & EASY SOCIAL-EMOTIONAL ACTIVITIES

Try these activities with your 4-year-old—a great way to have fun together and support your child's social-emotional development.

Introduce a new feeling each day, such as bored.
Use pictures, gestures, and words. Encourage your child to use a variety of words to describe how he feels.

Encourage activities that involve sharing, such as building with blocks, coloring with crayons, and playing dress up. Teach your child how to ask a friend for a turn. Give your child a lot of time to play with other children.

Take your child to the library for story hour. She can learn about sitting in a group and listening to stories.

Take your child to the store, a restaurant, or the library. Explore new places. Talk with her about how people are alike and how they are different.

Provide opportunities for your child to be creative. Empty containers, glue, newspapers, rubber bands, and magazines can be used to make new inventions.

Make puppets out of Popsicle sticks by gluing on paper faces, adding yarn for hair, and so forth. Put on a show about two children who meet and become friends.

When doing housework or yard work, allow your child to do a small part on his own. Let him empty the wastebasket or clean crumbs off the table.

Use stuffed animals to act out an argument. Talk first about how the different animals are feeling. Then, talk about different ways to come to an agreement.



Activities

AGE
5

FUN & EASY SOCIAL-EMOTIONAL ACTIVITIES

Try these activities with your 5-year-old—a great way to have fun together and support your child's social-emotional development.

When your child has friends over, encourage them to play games that require working together. Try building a tent out of old blankets, playing catch, or acting out stories.

Build a store, house, puppet stage, or fire truck out of old boxes.

Your child can invite a friend over to play store or house, have a puppet show, or be firefighters.

Ask your child her birthday, telephone number, and first and last name. Practice what she would do if she was separated from you at the store.

Tell your child a favorite nursery rhyme that involves the idea of "right" and "wrong." Discuss what kinds of choices the characters made in the story.

Gather old shirts, hats, and other clothes from friends or a thrift store. Encourage dramatic play—acting out stories, songs, and scenes from the neighborhood.

Play games with your child such as Go Fish, Checkers, or Candy Land. Board games or card games that have three or more rules are great.

Show your child pictures in magazines of people from different cultures. Talk about things that are the same or different between your family and other families.

Talk about real dangers (fire, guns, cars) and make-believe dangers (monsters under the bed) using hand-drawn pictures or pictures cut out from a magazine.



All About Social-Emotional Development

Boosting children's social-emotional development and tracking progress toward milestones are fun and simple with these **free online resources**. A must for sharing with the parents in your program!



Fostering Healthy Social & Emotional Development in Young Children

This practical guide from Too Small to Fail gives teachers and providers dozens of great ideas for creating a nurturing environment, supporting social skills, helping children talk about emotions, and more.

<http://bit.ly/SocEmoFamilyTips>



Mental Health Tips for Families

From the National Center on Early Childhood Health and Wellness, this one-sheet offers fifteen specific actions and phrases parents can use to help nurture their child's mental health.

<http://bit.ly/MHTipsFamilies>



ASQ®:SE-2 Social-Emotional Development Guide Poster

Use this colorful poster of key milestones to support the social-emotional development of children from 2 to 60 months of age.

<http://bit.ly/SocEmoPoster>



10 FREE Social-Emotional Development Resources

This blog post from the Brookes Inclusion Lab links you to 10 more free resources, from tip sheets to newsletter articles.

<http://bit.ly/10SocEmo>



Social-Emotional Tips Posters

Point families to these printable sets of posters from the Center for Early Childhood Mental Health Consultation, each with easy tips to use during daily routines like dressing and mealtime.

Infant posters:

<http://bit.ly/SocEmoInfantTips>

Toddler posters:

<http://bit.ly/SocEmoToddler>



Little Kids, Big Questions: A Parenting Podcast Series

These Zero to Three podcasts feature leading experts in child development and cover a range of important topics, including emotional development, developing self-control, and coping with crying.

<http://bit.ly/Zt3Podcasts>

All About

ASQ®:SE-2 is trusted across the country to check children's social-emotional development. Learn everything you need to know about ASQ:SE-2 (and discover the benefits of the whole ASQ family) with these free resources.

Intro to ASQ:SE-2 Slideshow

Your complete introduction to ASQ:SE-2—background, benefits, scoring, research, and more.

<http://bit.ly/ASQSEppt>

Social-Emotional Screening Fact Sheet

A quick, shareable introduction to social-emotional screening—and why it's so important to screen with a tool like ASQ:SE-2. <http://bit.ly/SEScrnFS>

Jane Squires ASQ:SE-2 Video

In this short, engaging video, ASQ:SE-2 developer Jane Squires gives you a brief introduction to how the screener was developed, how it works, and why it's important.

<https://youtu.be/FL1SgCIWkKw>

Ask Jane Q&A

Jane Squires regularly answers selected questions submitted by users. Read her responses and submit your own question!

<http://agesandstages.com/ask-jane/>

ASQ:SE-2 At a Glance

Fast facts about ASQ:SE-2, in a colorful handout ready to print and share with families or colleagues.

<http://bit.ly/ASQSE2Glance>

Top ASQ:SE-2 Questions

This handout answers 9 common questions about scoring, the monitoring zone, whether ASQ:SE-2 is an autism screener, and more. <http://bit.ly/ASQTopQuest>

ASQ Webinar Series

Watch these archived webinars and learn what's in ASQ:SE-2, how to use ASQ:SE-2 and ASQ-3 together, how to promote parent engagement, and more.

<http://agesandstages.com/asq-webinars/>

ASQ Success Stories

Read these success stories, and discover how other programs used the screeners to improve the lives of children and families.

<http://agesandstages.com/success-stories/>

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With Spanish Questionnaires—\$295.00

Stock #: 70427 | 2009 | ISBN 978-1-59857-042-7

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Learn more about ASQ professional development options here:

<http://bit.ly/TrainingASQ>

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- **ASQ-3 & ASQ:SE-2 Training of Trainers Institute.** Led by the experts behind ASQ, a Training of Trainers Institute is a great option if you need in-depth training for just a few staff members. At the three-day Institute, they'll learn how to train others in effective use of ASQ-3 and ASQ:SE-2, score questionnaires and interpret results, discuss results with families, and more. Learn more at www.brookespublishing.com/asq-institute.

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