

### Summary Information: Ages & Stages Questionnaires (ASQ), Second Edition (1999)

**NOTE:** Ages & Stages is a screening questionnaire designed to identify children in need of additional assessment for possible developmental delays. As such, it is appropriate to use it to show that children presumed to be developing typically are continuing to develop typically. It is not appropriate to use this tool to assess outcomes for children with known delays or disabilities.

Authors	Jane Squires, LaWanda Potter, & Diane Bricker
Publisher	Brookes Publishing Company
Website for information	<a href="http://www.brookespublishing.com/store/books/bricker-asq/">http://www.brookespublishing.com/store/books/bricker-asq/</a>
Cost	\$199.00 for the complete ASQ System (questionnaires and user's guide)
Age range	4–60 months
Purpose	“to screen infants and young children for developmental delays during the crucial first 5 years of life”
Areas included	<ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ Gross Motor</li> <li>▪ Fine Motor</li> <li>▪ Problem Solving</li> <li>▪ Personal-Social</li> </ul>
Time to administer	10–15 minutes to complete, 2-3 minutes to score
Scored	Yes. In each age-specific questionnaire, the “yes”, “sometimes”, and “not yet” item responses are converted to total scores for each developmental area. The scores are compared to established screening cutoff points to identify if in-depth evaluation is needed
Age norms	No. “The questionnaire items were developed by examining the content of developmentally based, norm-referenced tests. Content that matched a specific test interval was used as the basis for the development of specific ASQ items.”
Age ranges given for items	Yes. Items are grouped into questionnaires for each of the following ages: 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60 months

Note: This is a preliminary draft developed by the Early Childhood Outcomes Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to <staff@the-eco-center.org>.

**Summary Information (Continued): Ages & Stages Questionnaires (ASQ), Second Edition (1999)**

How frequently it can be given	Questionnaires are designed to be completed at specific ages (see above). Each questionnaire is valid for one month before and one month after the indicated age
Standardized tasks	No
Based on observation in natural settings	Yes
Instructions related to parent role	Yes. Parents complete questionnaires
Data provided on reliability	Yes. Test-retest reliability = 90% agreement; interrater reliability = 90%
Data provided on validity	Yes. Validity data collected using 1,763 assessments; overall agreement = 83% with a range of 76%-91%
Web-based data entry	No. "ASQ Manager," a computerized database program for individual children's records is under development
Electronic scoring	No. The "ASQ Manager tabulates scores, identifies areas in which the child needs further assessment, formats questionnaire information into a printable document for sharing with parents, and generates a letter to the parents explaining the results. The program can also generate reports of all children in the center, helping users identify which children need to be screened on a month by month basis, which children need follow-up assessment, etc."
Other languages	Spanish, French, and Korean. Other languages under development
Who administers	Parents
Training available through the publisher	Yes

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**Ages & Stages Questionnaires (ASQ, 1999): Crosswalk to Child Outcomes**

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<p><b>Outcome 1</b> <b>Positive social relationships</b></p>	<p><b>Outcome 2</b> <b>Knowledge and skills</b></p>	<p><b>Outcome 3</b> <b>Action to meet needs</b></p>
	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Babbling, vocalizing, listening, understanding</li> <li>• Questions ask, for example, if a child makes sounds, repeats sounds, says syllables, follows simple command, says one word, points to objects, says two-word sentences, names pictures, carries out three directions, makes three-word sentences, describes action pictures, answers questions, uses grammar, uses comparison words</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Learning and playing with toys</li> <li>• Questions ask, for example, if a child tracks objects with eyes, mouths toys, bangs toys, finds hidden toys, uses a tool to get something out of reach, imitates action, pretends objects are something else, names colors, counts</li> </ul>	<p><b>Gross motor*</b></p> <ul style="list-style-type: none"> <li>• Arm, body, leg movements</li> <li>• Questions ask, for example, if a child holds head up, crawls, rolls, balances, climbs onto furniture, walks, runs, walks down stairs, jumps, climbs a ladder, catches a ball, walks on tiptoe, skips</li> </ul> <p><b>Fine motor*</b></p> <ul style="list-style-type: none"> <li>• Hand and finger movements (as summarized in the user’s guide)</li> <li>• Questions ask, for example, if a child holds toys, reaches, picks up toys, makes a crayon mark, throws a ball, stacks blocks, turns pages, screws lids on and off, threads shoelaces, draws a circle, tries to cut paper, puts together puzzles, traces with a pencil, copies letters</li> </ul> <p><b>Personal-social</b></p> <ul style="list-style-type: none"> <li>• Items associated with self care such as feeding self, drinking from a cup, dressing, getting attention/help, combing hair, eating with a fork, dressing self, washing face, brushing teeth, giving personal information</li> </ul>

\*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory motor, or other impairments.

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