

Student Performance Data Reporting Ages and Stages (ASQ)

USD 305 Board of Education

September 10, 2019

Developmental Screening Ages and Stages Purpose

The questionnaires

- ▶ help identify children with potential delays.
- ▶ are not intended to provide a diagnosis.
- ▶ help educators determine if a child is developing within the range of behavior typical for that age.

Parent Report: The Research

- Most parents are reliable and accurate when reporting on their child's development
- ASQ-3 research found **93% agreement** between parents and professionals
- Parent concerns are highly predictive of child outcomes

Scope of the Ages and Stages Questionnaire

ASQ 3

- ▶ Identifies a child's strengths as well as concerns
- ▶ Areas screened are
 - ▶ Communication
 - ▶ Gross Motor
 - ▶ Fine Motor
 - ▶ Problem-Solving
 - ▶ Personal Social
- ▶ 6 Questions per category
- ▶ Written at the 4-6th grade reading level

Ages and Stages Questionnaire (ASQ 3)

Communication

Does your child use at least five words to show where things are? For example, does she use words such as “above,” “across,” “around,” “between,” “below,” “near,” “over,” and “through”?

After reading a new story to your child, does your child tell you the beginning, middle, and ending of the story? You may help your child by saying, “How does the story begin?”

Does your child use words that connect other words such as “and,” “but,” “because,” “if,” and “or”? For example, your child says, “We could play here or go outside.”

Percent of Students with No Concern

2018

2019

87%

86%

Ages and Stages Questionnaire (ASQ 3)

Gross Motor

Ask your child to repeat a pattern, such as run, jump, and hop. Does your child repeat the pattern of three movements at least two times?

Does your child catch a small ball that is thrown from 5-6 feet away?

Does your child hop forward on one foot for a distance of 4-6 feet without putting down the other foot? You may give her two tries on each foot. Mark “sometimes” if your child can hop on one foot only.

Percent of Students with No Concern

2018

2019

84%

86%

Ages and Stages Questionnaire (ASQ 3)

Fine Motor

Does your child use child-safe scissors to cut a 4-inch line across thick paper?

Ask your child to draw a picture of a person. Does your child draw a person with head, body, arms, and legs? Mark “sometimes” if your child draws a person with three parts. Mark “not yet” if your child draws a person with two or fewer parts.

Give your child a piece of paper and ask him to fold the sides together. Does your child fold the paper so that the sides match within 1/2 inch?

Percent of Students with No Concern

2018

2019

80%

79%

Ages and Stages Questionnaire (ASQ 3)

Problem Solving

When you ask, does your child show you her left hand or her left foot?

Does your child tell you a word that rhymes with “my” and “pie,” and with “play” and “say”? Mark “sometimes” if your child can make one rhyme.

Does your child know the sounds of five or more letters below? Point to each letter and ask your child to say the sound. Mark “sometimes” if your child knows three or four sounds. s t k m p c f j

Percent of Students with No Concern

2018

2019

74%

70%

Ages and Stages Questionnaire (ASQ 3)

Personal Social

Does your child take turns when playing a table game such as a board game or cards?

Does your child try to solve conflicts with playmates? For example, does your child say, “Can we take turns stacking the blocks?”

Does your child ask before using other people’s things?

Percent of Students with No Concern

2018

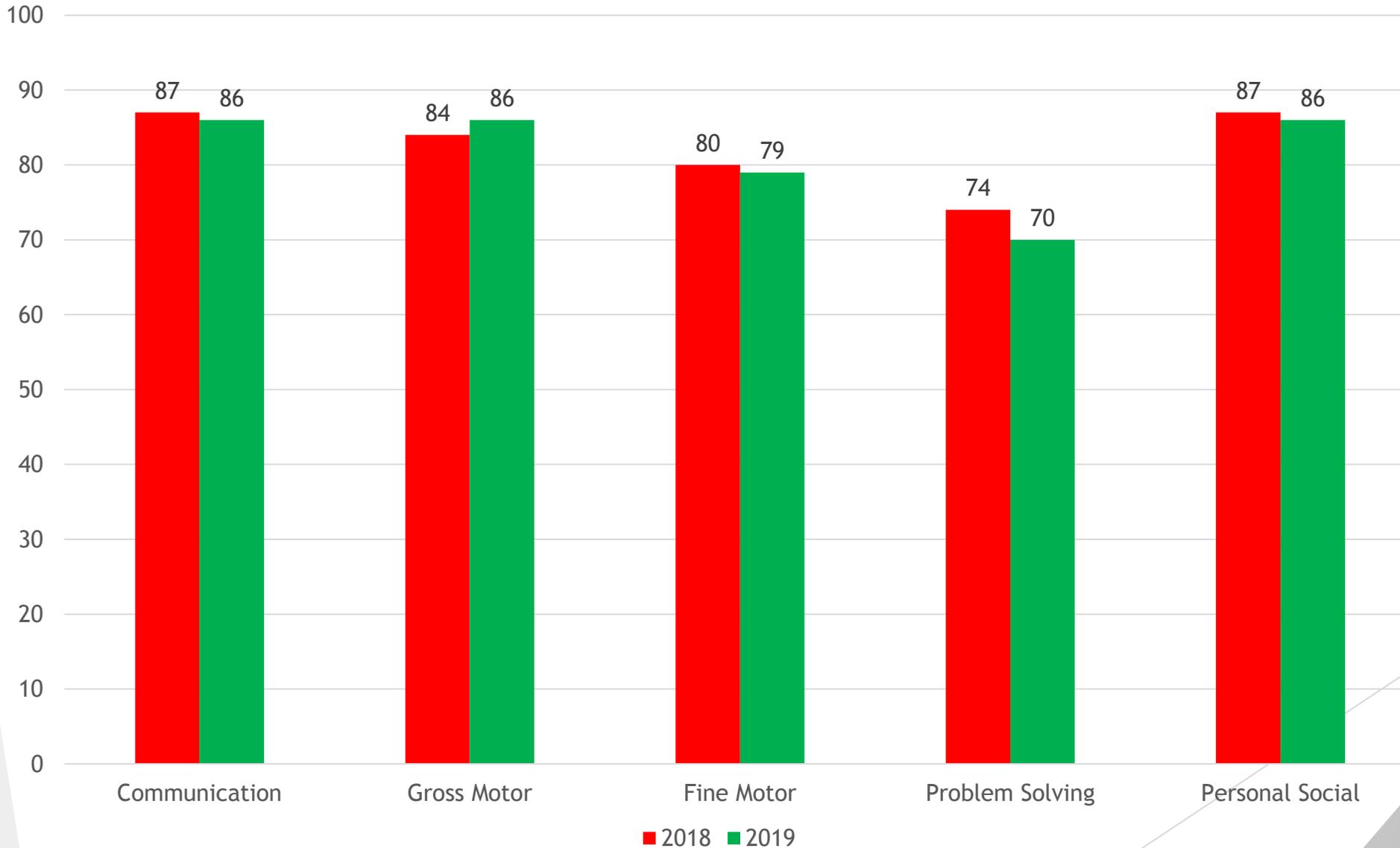
2019

87%

86%

ASQ 3

Percent of Students Reported with No Concerns



Ages and Stages Questionnaire (ASQ 3)

Overall

- The Overall section includes questions that capture qualitative information that may not be picked up on the scored items. One example would be stuttering or stammering, which could be identified by the overall question, “Does your child talk like other children his/her age?” A child may pass the “scores” in the communication area but still have some challenges and potentially need services.
- ASQ-3 includes overall questions about:
 - Language development concerns
 - Behavioral concerns
 - Articulation concerns

Percent of Students with No Concern

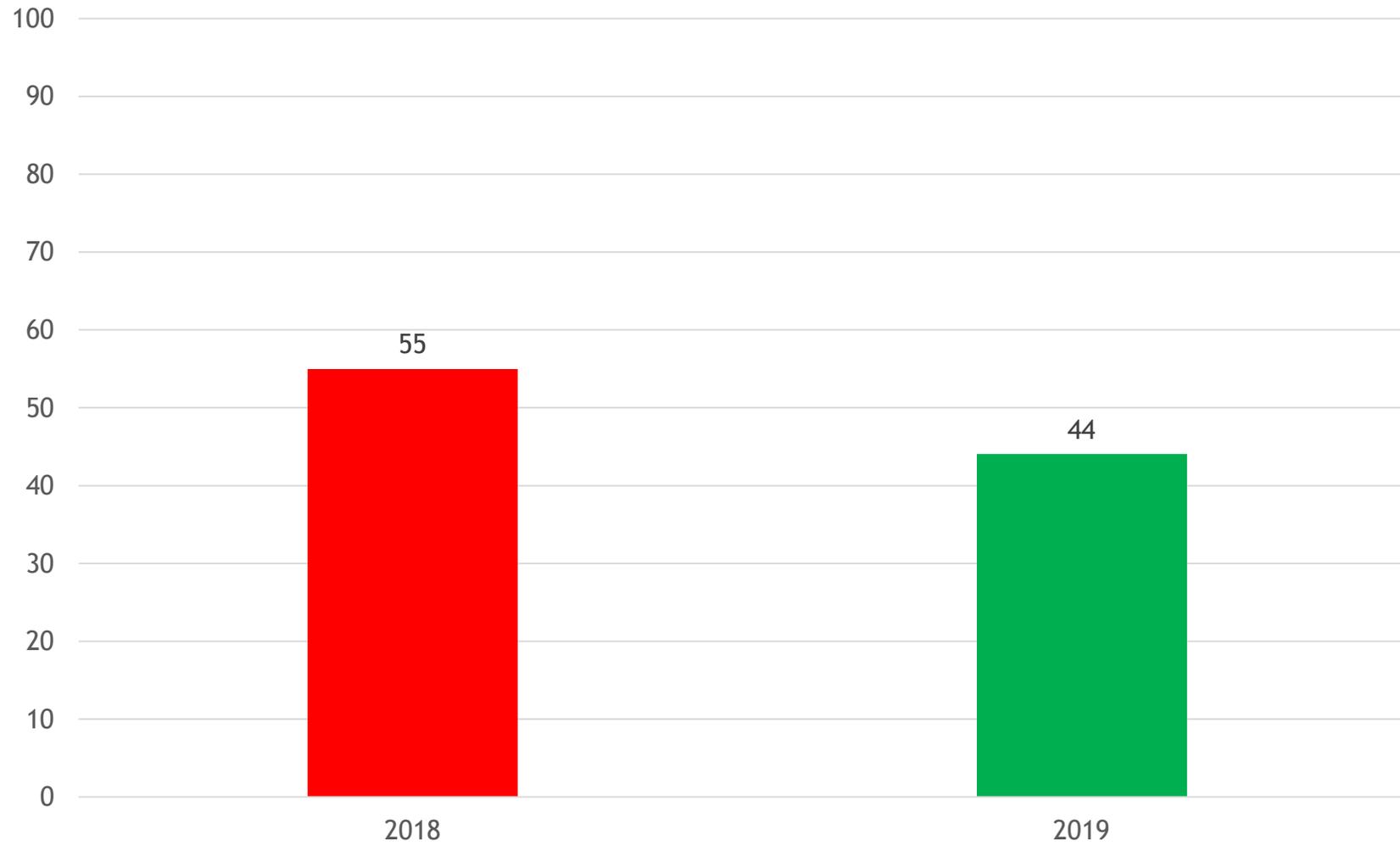
2018

2019

55%

44%

ASQ 3 Overall Percent of Students Reported with No Concerns



Scope of the Ages and Stages Social Emotional Questionnaire

ASQ:SE - 2

- ▶ Identifies and addresses potential social-emotional concerns
- ▶ Areas screened are
 - ▶ Self-Regulation
 - ▶ Compliance
 - ▶ Social-Communication
 - ▶ Adaptive Functioning
 - ▶ Autonomy
 - ▶ Affect
 - ▶ Interaction with people

Ages and Stages Questionnaire Social Emotional

Self-Regulation

This area covers the child's ability or willingness to calm down, settle down, or adjust to different physiological or environmental conditions or to stimulation.

For example, does the child:

Have trouble falling asleep at naptime or night?

Move easily from one activity to another?

Destroy or damage things on purpose?

When upset, calm down within 15 minutes?

Compliance

Items that address compliance look at how well the child follows directions and rules.

For example, does the child:

Follow your simple or routine directions?

Do what you ask?

Follow rules at home or at child care?

Ages and Stages Questionnaire Social Emotional

Adaptive Functioning

How does the child cope with his or her physiological needs, such as sleeping, eating, elimination, or safety?

For example, does the child:

Stay awake for an hour or more at a time, during the day?

Have any eating problems, like vomiting or eating non-food items?

Stay away from dangerous things?

Sleep at least 8 hours in a 24-hour period?

Autonomy

This area screens a child's ability to self-initiate or respond to others without guidance.

For example, does the child:

Seem too worried or fearful?

Cling to you more than you would expect?

Explore new places, such as a park or a friend's home?

Ages and Stages Questionnaire Social Emotional

Affect

Does the child demonstrate his or her own feelings and show empathy for others?

For example, does the child:

Show concern for other people's feelings?

Like to be hugged or cuddled?

Social Communication

This behavioral area focuses on whether the child expresses his or her interests, needs, feelings, and affective or internal states by interacting with others verbally or nonverbally.

For example, does the child:

Look at you and seem to listen when you talk?

Let you know when he or she is hungry, tired, sick, or hurt?

Use words to describe her feelings and the feelings of others? For example, does she say, "I'm happy," "I don't like that," or "She's sad?"

Ages and Stages Questionnaire Social Emotional

Interaction

Items address whether the child responds to or initiates social responses with parents, other adults, and peers.

For example, does the child:

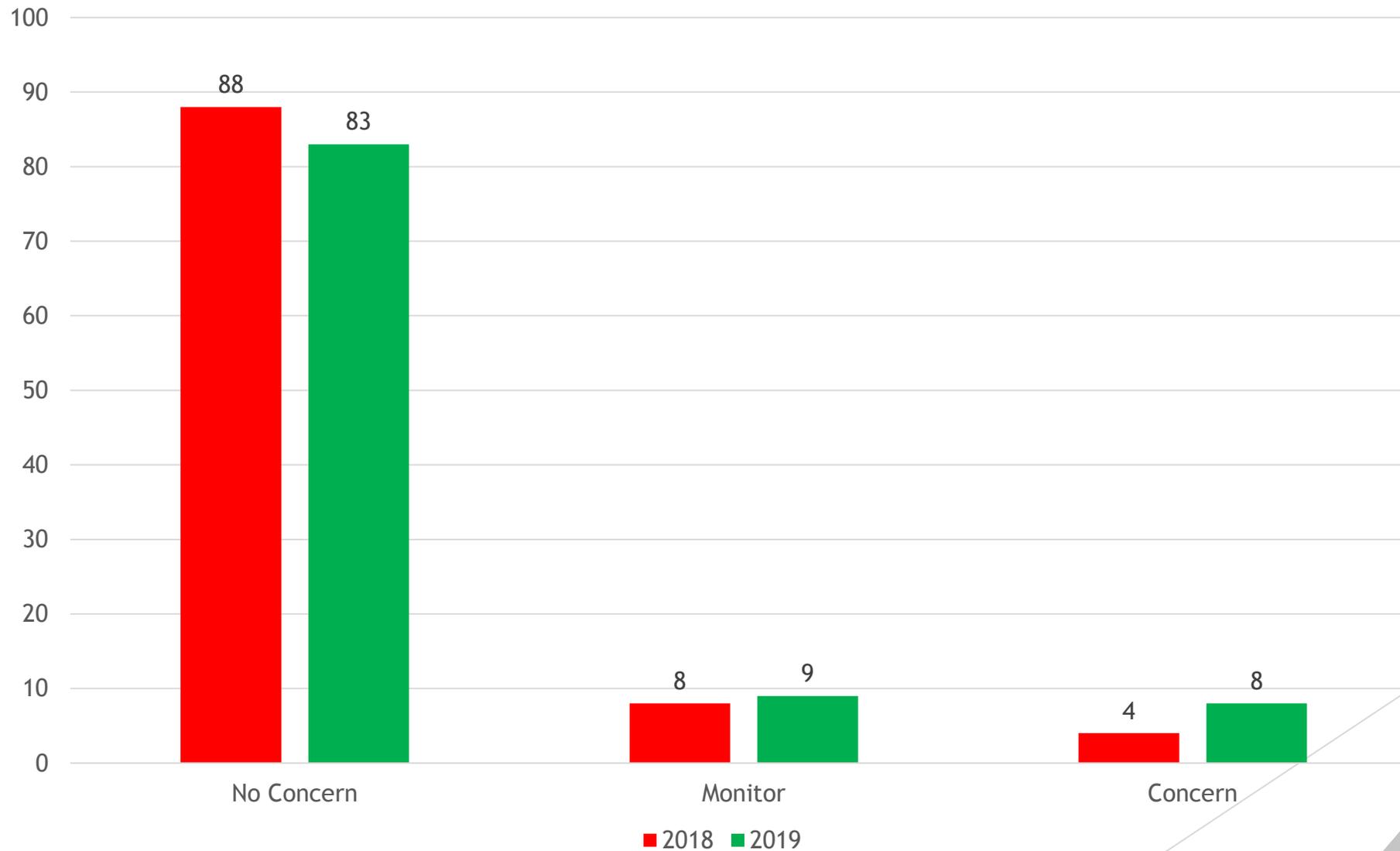
Laugh or smile at you and family members?

Stay upset for more than an hour when you leave?

Like to be around or play next to other children?

Take turns and share when playing with other children?

ASQSE:2 Percent of Students Reported with No Concerns vs Concerns



Recommendations in Action

- Academic Centers
 - Creative Play
 - Fine Motor Skills
 - Writing - First Strokes
 - Phonological Awareness and Phonics
- Physical Education
 - Gross Motor Activities
 - Units
 - Ball Handling (Throwing/Catching and Dribbling)
 - Locomotor
 - Striking/Kicking a ball
- Social Emotional Lessons
- Patricia Haas
 - Early Education Family and Community Liaison

QUESTIONS