

## ASQ-3 Review and Follow-up Recommendations

The following document was developed as a resource for EI/ECSE providers in Oregon who receive ASQ-3 screening results with referrals for eligibility evaluations. Conducting a quick review of a completed ASQ ensures that a child's development is "at-risk" and that a full evaluation is indicated.

### Guidance includes:

- 1) How to conduct a quick review of an ASQ-3 and,
- 2) Recommendations for follow-up (based on ASQ-3 results) that aligns with Oregon's eligibility criteria for EI/ECSE.

### The purpose:

The ASQ review process may uncover errors in administration methods or score interpretation (e.g., the wrong ASQ was administered, no opportunity to try items was provided, area scores were not adjusted for omitted items). The review process may result in a change to a child's status (on-schedule, monitor, at-risk).

Other Oregon providers (home visitors, childcare providers, DHS case-workers) are encouraged to use this review process and follow-up guidance to determine when referrals to EI/ECSE are indicated.

**Note:** The **5 ASQ Review Steps** are important for anyone providing ASQ as part of their developmental screening program to ensure a valid ASQ. The Oregon Pediatric Improvement Partnership has developed follow-up guides specifically for primary care providers in Oregon that is aligned with these recommendations. For more information about the tool for primary care providers, please contact OPIP at [opip@ohsu.edu](mailto:opip@ohsu.edu) or visit OPIP's website at [www.oregon-pip.org](http://www.oregon-pip.org).



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# Review Guidelines

## 5 Steps to Review ASQ®

Complete the following steps to check for accuracy of ASQ®-3 results prior to making follow-up decisions with parents.

\_\_\_ **1. Check the child's age compared to the age range on ASQ-3\***

- Was the child's age calculated correctly?
- Was age adjusted for prematurity?
- Is the child's age at the young end of the age range?

\_\_\_ **2. Review *Not Yet* and omitted items**

- Did the child try the items?
- Is the item appropriate to the family's culture?

\_\_\_ **3. If needed, offer time to try items and/or omit items**

- Re-score areas if the child demonstrates skills.
- Adjust the area total using ratio scoring if any items were omitted.\*

\_\_\_ **4. Review and discuss ASQ-3 Overall Section**

- What are the parent and/or provider concerns?

\_\_\_ **5. Consider factors that may impact results**

- Child health
- Stress or trauma
- Child's behavior
- Home language
- Other



\*Download the **ASQ calculator app**, or go to <http://bit.ly/ASQ-calculator> for e-tools to support age and omitted item calculations.

# Guidelines for Making Follow-Up Decisions based on ASQ<sup>®</sup>-3 Results in Oregon

For Early Intervention/Early Childhood Special Education and Screening & Referral Sources, including Child Care and Home Visiting

## ASQ<sup>®</sup> Follow-Up Guide

Complete the 5 Steps to Review ASQ, then use the ASQ-3 score result to determine the most appropriate follow-up action.

### ASQ-3 Score Result

All areas on schedule  
(above cutoff)  
and  
No parents  
concerns

### Follow-Up Action

#### Monitor

- Re-screen in 4-6 months

#### Options

- Provide ASQ activities
- Parent self-monitor with [osp.uoregon.edu](http://osp.uoregon.edu)
- Administer ASQ<sup>®</sup>:SE-2

Parent (or provider) concerns  
and  
Any score result

#### Developmental

- Refer to EI/ECSE and health care provider

#### Behavior

- Refer to health care provider and/or behavioral health

#### Optional

- Administer ASQ:SE-2

1-2 areas monitor  
or  
1 area below cutoff

#### Monitor closely

- Re-screen in 2-6 months

*Consider child's age/area of concern in timing*

#### Options

- Refer to EI/ECSE and health care provider
- Provide parent with ASQ<sup>®</sup>-3 Learning Activities for areas child is low
- Parent self-monitor with [osp.uoregon.edu](http://osp.uoregon.edu) and/or refer to Help Me Grow; 211; home visiting, etc.
- Provide Act Early link or materials
- Administer ASQ:SE-2

3 or more areas monitor  
or  
1 area well-below cutoff  
or  
2 or more areas  
below cutoff

#### Refer

- Refer to EI/ECSE (go to Evaluation)
- Refer to health care provider

#### Optional

- Administer ASQ:SE-2