**Administering the ASQ: SE2 Screening Tool**

* Use strength-based statements when referencing the questionnaire, “This screening provides a quick check of your child’s social emotional development and will highlight strengths as well as any behaviors you may want to discuss.” Avoid using the words “mental health.”
* Tell the caregiver to think about the child’s typical behavior (i.e. not when the child is sick or tired). They must answer either “often or always,” “sometimes,” or “rarely or never.” If they are concerned about a behavior mentioned, they should check the last column titled “check if this is a concern.”
* The caregiver should complete the questionnaire on his/her own. In the rare case you must read the questions to the caregiver, please read the statement exactly as it appears. Do not lead or paraphrase even when asked for clarification.
* The assessment can be administered to anyone who spends time with the child for 15 or more hours per week.
* The ASQ: SE2 is administered at every initial and annual evaluation, but may be done at any time if deemed necessary.

**Scoring**

* Missed Items:
	+ Ask the caregiver to score missed items if appropriate.
	+ If 1-2 items intentionally missed: score as usual.
	+ 3 intentionally missed and score is within 5 points of cutoff, compute adjusted score (p. 92 in Users Guide or online at x).
	+ 4 intentionally missed: invalid and cannot score.
* Score each numbered question separately. Read horizontally. Look at the letter next to each box**:** Z = zero points**,** V = 5 points, X = 10 points. Reminder: If “concern” is checked, that adds an extra 5 points to the question’s score.
* Use the Information Summary sheet to total each page and compute the overall score.
* Determine the score on the scoring graph and whether it’s below the cutoff, in the monitor range, or above the cutoff score.
* Review the open-ended question responses and written comments.
* Transfer overall responses and parent concerns to the summary sheet.

**Interpretation**

* The team, including the caregiver, acknowledges many factors that influence the score and gathers more information at the follow-up meeting. Considered factors include setting/time, developmental factors, health factors, family/cultural factors, and parent concerns.
* Reviewing the results with the family (reminding them that this is a screening, not diagnostic tool):
	+ Begin with the child’s strengths and then address the parent’s concerns.
	+ If appropriate, remember to use the term “above the cutoff.”
	+ Ensure the approach is collaborative and stress that the parent/caregiver knows the child best.

**Follow-up Options**

* The team determines the follow-up based on the score and interpretation, using the Philadelphia IT EI Policy and Guidelines

**DRAFT – AUGUST 8, 2016**