

**Ages and Stages Questionnaire/Social-Emotional Questionnaire**  
**Office of Early Learning and School Readiness**  
**Ohio Department of Education**  
**July 2013**

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**Frequently Asked Questions**

Under IDEA 2004, states report prescribed information to the Office of Special Education Programs (OSEP) in the U.S. Department of Education. One of the reporting requirements relates to monitoring child progress in the area of social –emotional and behavioral domains. Scores reported to the Ohio Department of Education (ODE) remain confidential with the used of student identification numbers. Analysis of the data is intended to identify trends and patterns in how preschool children with disabilities function in relationship to same-aged typically developing peers. At the local level, the ASQ/SE should be part of the ongoing assessment system.

**Administration**

**Q: Can I send the questionnaire home for the parent to complete?**

A: .The questionnaire is to be completed by the teacher or staff involved with the child in collaboration with the child's parent. This provides a view of the child across settings and time. ASQ is being reported for the child outcomes measure. There is a parent survey that will need to be completed by parents; the ASQ/SE is not the parent survey for OSEP reporting.

**Q: How does the itinerant teacher complete the questionnaire?**

A; The itinerant teacher would also work with the parent to complete the ASQ/SE. It is strongly recommended that staff from the child's daily program be involved also.

**Q: What do we do if the child is receiving only related services?**

A: The related service personnel are to complete with parent. If the child is being served in an ECE setting, it is strongly recommended that staff from the child's daily program be involved also.

**Q: What are the testing windows?**

A: No specific test windows are established but entry and exit scores must be included in the reporting. There are however, two reporting due dates in EMIS- October (ending December 1) and Yearend reporting periods.

**Q: What children are to be included in the administration of the ASQ/SE?**

A: All preschool children with disabilities receiving special education services- including centerbased, itinerant and related services. This means any preschool child with an IEP is to be assessed and reported.

**Q: Can this be used with same-aged, typically developing peers enrolled in the program?**

A: Yes, but this is a local policy decision. These scores are not reported to ODE at this time.

**Q: Can this be part of our initial screening when determining eligibility or during reevaluation?**

A: If the score is available through the early intervention transition process, this score may be used for the initial entry score. If there has been prior contact, i.e. beginning at 180 days before the child's third birthday, then administration of the ASQ:SE when determining eligibility would be appropriate.

It is recommended that staff become acquainted with the child during the first few weeks of school. As a guideline, the entry score should be applicable to the first 30 days.

If used during initial screening procedures, parents should be responding; it is strongly recommended that previous service provider be involved as well. This would address the developmental domain to be screened; additional assessment would be necessary at intake if the child's score was above the cutoff score.

The ASQ:SE permits staff to identify if additional information and/or assessments are needed. The ASQ:SE provides a picture of how the preschool child with a disability or a preschool child suspected of a disability performs un comparison to nondisabled peers at different ages and stages of development.

**Q: What if a child enrolls in January- after the October reporting period?**

A: Work with the parents to complete the questionnaire within the first 30 days of entry (attendance in the program/receiving services). This becomes the district entry score and would be reported in EMIS in the Yearend reporting period.

**Q: Are all HMG/early intervention providers administering the ASQ/SE?**

A: At this point in time, this is not a required assessment. This can be addressed in your interagency agreement.

**Scores**

**Q: What if the parent and the teacher do not agree on the rating?**

A: If the parent has a concern and the teacher does not. Mark the rating for the teacher and check the “concern” column for the parent. Discussion regarding any discrepancy in observations allows the family and service providers to identify differing context and conditions impacting behaviors.

**Q: What if early intervention uses the ASQ/SE when the child exits the birth to two system- can we use that score?**

A: If early intervention/Help Me Grow provides a score for ASQ/SE during the transition process, this score may be used as the district entry score.

**Q: What if the child is older than 65 months?**

A: The questionnaire should be administered within the 5 year framework as the child’s exit score.

**Q: What if the child is on medication for behavior, how is s/he rated- with or without medication?**

A: The purpose of the questionnaire is to examine the child’s current behavior, to design appropriate interventions and monitor the effectiveness of interventions. Responses should be based upon the child’s current behavior. It is inadvisable to cease medications for this assessment.

## Reporting

**Q: How often will ASQ/SE scores be reported to ODE?**

A: ASQ/SE scores will be reported twice annually through EMIS beginning with the 2006-2007 school year. Reporting occurs during the October K reporting period and the Year end reporting period.

**Q: What if the ASQ/SE is administered more than twice during the year?**

A: Report the first score in October and the final score at Yearend. Scores in between are for local monitoring of progress.

**Q: Why do we need to report through EMIS?**

A; Federal reporting requires that entry and exit scores are reported. SSIDs (state student identifier in EMIS) are essential to track entry/exit scores over time.

**Q: If OSEP only requires entry and exit scores, why are districts reporting twice annually.**

A: ASQ/SE reporting in EMIS mirrors the current reporting for Get It! Got It! Go! ODE analyzes the data to identify statewide trends and patterns.

**Q: What if the child is receiving services through a Board of DD program?**

A: The district of residence should report the ASQ/se score just as the district of residence reports the GGG score. The screening can be administered by any trained personnel and is determined by local agreement. Training can be done at the local level or through a state-sponsored training.

**Q: What if our program serves a child that is an out-of-district enrollment?**

A: Report the IRN of the district that developed the IEP. In EMIS, the district that developed the IEP would report the scores.

**Q: What if a child moves into the district with an IEP?**

A: Depending upon the time of enrollment, the original district may have already assessed the child using the ASQ/SE. This can be determined through communications with the previous district or the family or by reviewing the child's records.

It is recommended that administering the ASQ:SE within the first 30 days of the child's enrollment would provide staff with valuable information regarding the child's behavior in the current setting.

**Q: What IRN is used in EMIS?**

A: The district of residence reports for children served in a Board of DD program. Children enrolled in an ESC program will have the district of residence IRN and the ESC as the attending district IRN.