**Getting to Know ASQ-3™ Items Activity**

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**Part 1**

* + Work together in groups of 4 or 5.
	+ Each group will get an envelope with 30 ASQ items; and the 5 ASQ domain area names (i.e., communication, gross motor; fine motor; problem solving; personal-social).
		- Communication: Looks at language skills, both what a child understands (**receptive**) and what he or she can say **(expressive)**
		- Gross motor: Looks at large muscle movement and coordination
		- Fine motor: Looks at hand and finger movement and coordination
		- Problem solving: Looks at skills around playing with toys and solving problems
		- Personal-social: Looks at self-help skills (e.g., feeding, dressing, toileting) and interactions with others
	+ Together, discuss each item and make a decision about which domain you think the item should be placed.
	+ Talk about the “intent” behind the item, and why you chose items for each domain.
	+ Take 15 minutes for this activity.

**HINTS**

* Items are taken from multiple ASQ intervals (2 month through 60 month).
* There should be 6 items per domain.
* Some items could be categorized in more than one area (but in the end each area should have 6 items)

**Part 2.** **Order items from easier to more difficult (Hierarchically).** *NOTE: ASQ items are theoretically ordered from easier to more difficult within domains, but experience and exposure to materials (e.g., scissors) makes ordering items tricky, especially as a child gets older.*

**Part 3. Discuss which communication items are expressive skills, and which are receptive skills.**

 **Part 4**. **Discuss which questions may need to be direct tested with a child (DT) or elicited through parent report (PR).** *NOTE:* *It is recommended to observe all the items on the ASQ during administration by setting up opportunities to elicit the child’s skills within activities or routines. However, a few items may not be easily observed or may be inappropriate to direct test.*

**ANSWER SHEET. ASQ Items Activity by domain; Expressive/Receptive Communication Items; Items ordered easier to more difficult; Items that usually need to be elicited through Direct Test (DT) or Parent Report (PR)**

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| --- | --- | --- | --- | --- |
| **Communication** | **Gross Motor** | **Fine Motor** | **Problem Solving** | **Personal Social** |
| When you speak to your baby does she sometimes make sounds back to you? **Expressive** | When your baby is on his back does he kick his legs? | When you put a toy in his hand, does your baby hold it in his hand briefly?  | When you hold your baby in a sitting position, does she look at a small toy that you place on a table or floor in front of her?  | Before you smile or talk to your baby, does he smile when he sees you nearby?  |
| Does your baby follow one simple command such as “come here” or “give it to me” without your using gestures? **Receptive** | When you hold one hand just to balance your baby, does she take several steps forward?  | Does your baby put a small toy down, without dropping it, and then take his hand off the toy?  | After watching you hide a small toy under a piece of paper or cloth, does your baby find it? **Direct Test** | When you dress your baby, does she push her arm through a sleeve once her arm is started in the hole of the sleeve?  |
| If you point to a picture of a ball (kitty, cup, hat) and ask “what is this?” can your child name at least 1 picture? **Expressive** | Does your child walk either up or down at least 2 steps by herself? She may hold on to the wall or rail.  | Does your child flip switches on or off? | Show your child how to make a bridge with blocks or cans. Does your child copy you and make one like yours? **Direct Test** | Does your child drink from a cup or glass with little spilling?  |
| Without giving help by pointing or repeating, does your child follow three directions that are unrelated to one another? Give all three directions before your child starts. **Receptive; Direct Test**  | Does your child stand on one foot for about 1 second without holding on to anything? **Direct Test** | After watching you draw a line from the top of the paper to the bottom, does your child copy you? **Direct Test**  | When asked “Which the smallest?” can your child point to the smallest of 3 shapes? **Direct Test**  | Does your child tell you the names of two or more playmates, not including brothers and sisters? **Parent Report**  |
| When looking at a picture book, does your child tell you what is happening? You may ask “what is the (boy, dog) doing?” **Expressive** | Does your child walk on his tiptoes for 15 feet (about the length of a large car)? **Direct Test** | Does your child try to cut paper with scissors? (doesn’t need to cut but must be able to work scissors while holding paper)  | Does your child count up to 15 without making mistakes?  | Does your child use the toilet by herself (She goes to the bathroom, sits on the toilet, wipes and flushes.)**Parent Report** |
| Does you child use all the words in a sentence (“a” “the” “am”) **Expressive** | Does your child skip using alternating feet? **Direct Test** | Does your child color mostly within the lines in a coloring book or a circle that you have drawn?  | Does your child name at least four letters in her name? Point to the letters and ask, “What letter is this?” **Direct Test** | Does your child usually take turns and share with other children? |