

New ASQ-TRAK Tool Kit FAQs



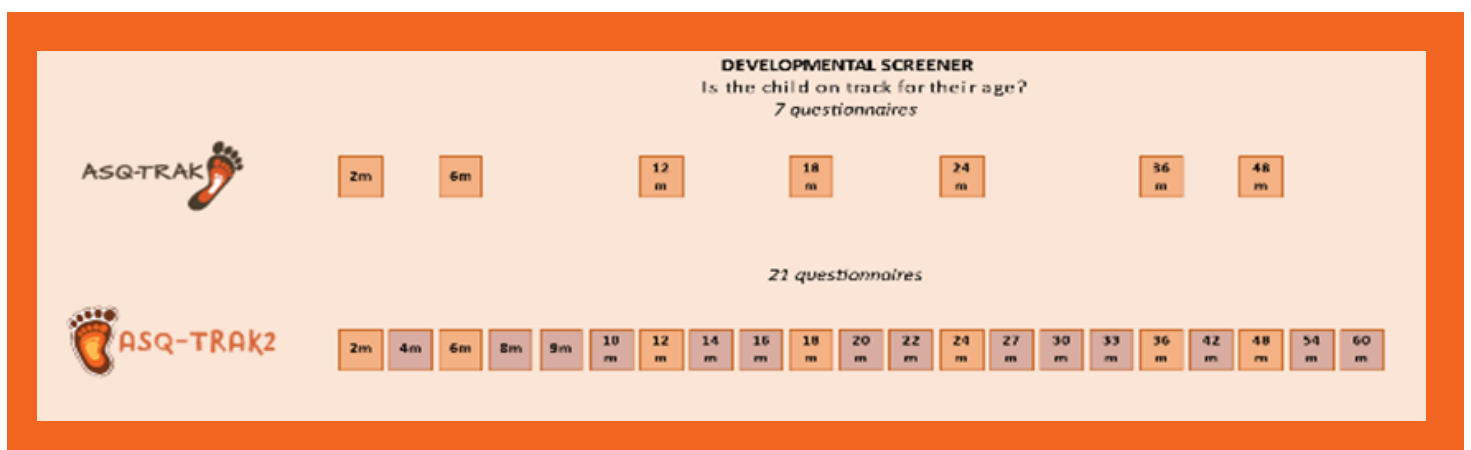
What is the new ASQ-TRAK?

The new ASQ-TRAK is a developmental screening tool for observing and monitoring the developmental progress of Aboriginal and Torres Strait Islander children. It is the second edition of the ASQ-TRAK and includes all 21 age intervals for developmental screening to align with the Ages and Stages Questionnaires®, 3rd edition (ASQ®-3). This extends the range of developmental monitoring to include children between the ages of one month to five and a half years.

Why was the new ASQ-TRAK developed?

When the original ASQ-TRAK was created in the Northern Territory in 2014, only seven of the 21 mainstream ASQ®-3 age intervals were selected for adaptation. These seven questionnaires aligned with the child health program being delivered, with a focus on the remote Aboriginal context. Now, the ASQ-TRAK is being implemented more broadly than the original service framework where it was developed. This has resulted in gaps in the required developmental screening age intervals in other programs nationally.

Research conducted in 2019 led to the cultural modification and illustration of all remaining ASQ®-3 items. We have now developed the remaining age intervals (4, 8, 9, 10, 14, 16, 20, 22, 27, 30, 33, 42, 54 and 60 month questionnaires) from the ASQ®-3, increasing the suite of culturally modified questionnaires to 21.



New ASQ-TRAK Tool Kit FAQs



How is the new ASQ-TRAK different to the original ASQ-TRAK?

The new ASQ-TRAK improves the reach and accessibility of developmental screening for Aboriginal and Torres Strait Islander children and their families. The changes to the original ASQ-TRAK include:

- All 21 age intervals from the ASQ®-3 – 14 more ages than the ASQ-TRAK.
- Amended illustrations to better represent the diversity among Aboriginal and Torres Strait Islander peoples.
- Revised questionnaires to incorporate changes to wording and terminology, and updated scoring tables.
- New scoring instructions for some items (see next FAQ).
- Additional information for the caregiver and practitioner to support administration.
- The use of lighter, more durable materials.

Please scroll down to the Appendix of this document for a graphic representation of these changes.

How has the scoring table changed in the new ASQ-TRAK?

In our work with ASQ-TRAK practitioners, families, organisations and communities we have received clear feedback about the use of shading in the scoring tables on the Information Summary Sheets. While this is how the tables are presented in the ASQ®-3, in the Aboriginal and Torres Strait Islander context it presents a challenge for some practitioners and caregivers due to the visual representation regardless of the terminology that is used (shaded/unshaded). To address this, we negotiated with the ASQ®-3 publishers to change the scoring table so each scoring range is represented by a shape rather than a colour. We have also added additional detail to the descriptors for each scoring range to highlight the recommended action following the ASQ-TRAK results.

New ASQ-TRAK Tool Kit FAQs



Is the new ASQ-TRAK an evidence-based screening tool?

The 14 new age intervals will not undergo the same rigorous concurrent validation process that the original seven ASQ-TRAK questionnaires did. This is a time and resource intensive process that is not essential to duplicate for all age intervals. We will however be exploring face validity and internal consistency through using the tool with practitioners and families. Refer to 'How did you develop the ASQ-TRAK'? for more information about the Validation of the ASQ-TRAK.

Did the adaptation of the remaining ASQ®-3 age intervals involve consultation with Aboriginal and Torres Strait Islander people?

Yes. The adaptation of the 4, 8, 9, 10, 14, 16, 20, 22, 27, 30, 33, 42, 54 and 60 month questionnaires followed a similar process to that used to develop the original ASQ-TRAK.

The Strong kids, Strong future team collaborated with the same communities involved in the cultural modifications to develop the original ASQ-TRAK. We also extended out consultation to other communities and organisations, and incorporated feedback from our valued stakeholders and practitioners of ASQ-TRAK.

To make these modifications, we held focus groups with community members and early child development experts to workshop every question that required adaptation for the new age intervals and determine how they should be illustrated. After the focus groups, we formed a consensus group with members from each of the communities to make a final decision on each question and illustration.

New ASQ-TRAK Tool Kit FAQs



Has the new ASQ-TRAK been translated into any Indigenous languages?

Not at this stage. The ASQ-TRAK uses plain Australian English and has been reviewed by linguists and cultural experts for translatability into Aboriginal languages. Given the wide range of communities and language groups the ASQ-TRAK is now being administered in across Australia we are not currently developing Language versions. If you are interested in a Language version specific to your community please reach out and we can explore options together about how this work might be done.

Does the new ASQ-TRAK replace the original ASQ-TRAK?

Yes. The original ASQ-TRAK is no longer available for purchase. The new ASQ-TRAK includes updated versions of the original ASQ-TRAK questionnaires.

Can I continue to use the original ASQ-TRAK kit that I have?

Yes, you can continue to use your original ASQ-TRAK kit. The introduction of the new ASQ-TRAK does not mean the original ASQ-TRAK cannot continue to be used.

Can I just purchase the 7 original ASQ-TRAK flipcharts that align with the 7 ASQ-TRAK questionnaires, so that our kit features revised flipchart illustrations representing increased diversity?

The updates to create the new ASQ-TRAK extend beyond the illustrations in the flip charts, including the questionnaires. This means that the flip charts and questionnaires wouldn't match, leading to confusion in administration. For this reason, we do not provide the 2, 6, 12, 18, 24, 36 and 48 month age intervals separately. The original seven flip charts available in the ASQ-TRAK will only be available as part of the complete new ASQ-TRAK suite.

New ASQ-TRAK Tool Kit FAQs



In the work that I do, ASQ-TRAK is used only with children of a specific age range (e.g., 0–2-year-old or 3–5-year-old children). Am I able to purchase only the age intervals that I need and customise a kit for my work, or single age intervals?

Like the ASQ®-3, the new ASQ-TRAK is considered a complete kit of 21 age intervals. For this reason, we do not customise new ASQ-TRAK kits based on specific age ranges or sell age intervals individually.

How do I purchase the new ASQ-TRAK?

We are working with our campus partner, The Royal Children's Hospital Melbourne, to distribute the new ASQ-TRAK developmental screening tool and other support material to communities. You can purchase the new ASQ-TRAK kit from the website from May 2023. If you would like to be notified when the ASQ-TRAK kits are available or would like to be added to a pre-order list, please email ask-trak@unimelb.edu.au and we will send you an email update.

New ASQ-TRAK Tool Kit FAQs



What does the new ASQ-TRAK include?

The new ASQ-TRAK includes:

- 20 Flip Charts (age intervals 2, 4, 6, 8, 9+10 combined, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54 and 60 months)
- 21 Questionnaires – (2, 6, 4, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54 and 60 months)
- 1 User Guide
- 1 USB and USB Case
- Page Dividers
- 1 Puzzle
- 7 Caregiver Information Sheets
- 1 ASQ-TRAK Box
- 1 ASQ-TRAK suitcase

How much does the new ASQ-TRAK cost?

We are committed to keeping the cost to our stakeholders as low as possible. The development and production of the new ASQ-TRAK is a non-commercial endeavour, with the core mission to improve equitable access to child development support. All revenue derived from kits is reinvested to support development and delivery and secure the future of this program.

While we are still finalising the cost of the ASQ-TRAK, we anticipate that it will remain under \$2000. This means the product cost remains lower than the existing cost per age interval/questionnaire.

New ASQ-TRAK Tool Kit FAQs



Is the new ASQ-TRAK more expensive?

The new ASQ-TRAK includes 14 additional age intervals for developmental screening – three times the number available in the original ASQ-TRAK. The cost of the new ASQ-TRAK has increased, yet the product cost remains lower than the existing cost per age interval.

While making improvements to the new ASQ-TRAK content, we thought hard about what else could be revised to improve ASQ-TRAK users experience and the longevity of the product. A key difference is to the materials used to produce the new ASQ-TRAK. We have chosen a lighter, more durable material for the new ASQ-TRAK flip charts so:

- All 20 flip charts will fit in the new ASQ-TRAK packaging so there is no need to transport additional resources when in the field.
- The overall weight remains lighter than using the original material, reducing freight costs and maintaining compliance with Work Health and Safety requirements.
- They are water-resistant. This means they can be cleaned easily after use.

I have completed all elements of the original ASQ-TRAK Practitioner Training and am now a certified practitioner of ASQ-TRAK. Do I need additional training to use the new ASQ-TRAK?

No. There are no additional training requirements for fully certified ASQ-TRAK practitioners to begin using the new ASQ-TRAK. The ASQ-TRAK Practitioner Training and workplace practice you completed means you have the skills to administer the ASQ-TRAK. It may be helpful to revisit your ASQ-TRAK Practitioner Training notes via your Participant Workbook or read through the new User Guide to ensure fidelity of the new and improved screener is maintained. Alternatively, you are encouraged to reach out to the ASQ-TRAK Training Team at asq-trak@unimelb.edu.au if you have any questions.

New ASQ-TRAK Tool Kit FAQs



ASQ-TRAK²
Talking about Raising Aboriginal Kids

Who can I contact if I have questions about administering the new ASQ-TRAK with children and families?

The new ASQ-TRAK follows the same administration procedure as the original ASQ-TRAK. If you have queries about administration, please contact asq-trak@unimelb.edu.au





Appendix:

Updates to the ASQ-TRAK: Flip Chart Pages



Old

36 Months




Problem Solving

4. When you say, “Say...**WATER. BIRD.**” does your child repeat the two words in the same order? Say the words just once. If you need to, try another pair of words and say, “Say...**ROCK. GRUB.**”



New

36 Months
Problem Solving




“Bird-Cup”
“Bird-Cup”

4. This question wants to see if your child can copy the same 2 words together without any mistakes. You can only say the words one time.

Tell your child to listen carefully and say “**BIRD-CUP**”. Do they copy the words together in the same order?
(If your child does not copy the first time, ask them to copy again with new words: “**ROCK-SPOON.**”)

Note to Practitioner: Read this question out in full before the caregiver starts so they understand the intention. You can use 2 words that suit your context, but they **MUST** be unrelated.
Scoring Instruction: If the child repeats the 2 words in the same order one time, tick YES.



- Introductions for caregiver on some items.
- Additional notes for practitioner on some items.
- Revision of some items so easier to administer.

Appendix:



Updates to the ASQ-TRAK: Questionnaire Pages

Old



Ages & Stages Questionnaires®

36 Month Questionnaire
34 months 16 days through 38 months 30 days



ASQ-TRAK

ASQ-TRAK English v2015

Date ASQ completed: _____

Place ASQ Completed: ☐ Clinic ☐ Child Care ☐ Other _____

Please file in Medical Records. If completed outside of clinic, please give copy to Clinic.

Child's information

Child's name: _____

Child's gender: ☐ Male ☐ Female UR Number: _____

Child's date of birth: _____ Age at administration: _____ months _____ days.

Child's main language at home: _____

Persons completing questionnaire

Caregiver: ☐ Mother ☐ Father ☐ Grandmother ☐ Aunt ☐ Other (specify) _____

Staff member: ☐ AHW ☐ Nurse ☐ Child care provider ☐ Other (specify) _____

Caregiver

This paper asks many questions about your child.

It asks what your child does, what they say, what they think and what they feel.

The paper also has instructions for your child to follow. Some instructions ask you to sit still and say nothing so your child can listen and think. For other questions, help your child feel comfortable and happy so we can see things your child does easily and things your child doesn't do yet. We want to see if your child is on track.

For each number, you should choose if your child can do it YES or SOMETIMES or NOT YET.

Staff member – Important points to remember

- Try each activity with the child before marking the response
- Everyone should make the child think that doing what this paper wants is a game
- Children will show us all they can do after they have slept and eaten food. When they are tired and hungry, they will not want to do what we ask
- If the child can do what we ask but is refusing, tick "yes" for the question

New



Ages & Stages Questionnaires®

36 Month Questionnaire
34 months, 16 days to 38 months, 30 days



ASQ-TRAK2
Talking about Raising Aboriginal Kids

Date completed: _____

Place completed: ☐ Clinic ☐ Child Care ☐ Other _____

Please file in Medical Records. If completed outside of clinic, please give copy to Clinic.

Child's information

Child's name: _____

Child's gender: ☐ Male ☐ Female Child's ID #: _____

Child's date of birth: ____ / ____ / ____ Age at administration: ____ months, ____ days.

Child's main language at home: _____

Persons completing questionnaire

Caregiver: ☐ Mother ☐ Father ☐ Grandmother ☐ Aunt ☐ Other (specify) _____

Practitioner: ☐ Aboriginal Health Practitioner ☐ Nurse ☐ Early Childhood Educator

☐ Other (specify): _____ ASQ-TRAK Certification #: _____

Note to Practitioner – Important points to remember:

- Try each activity with the child before marking the response.
- Everyone should make the child think that doing what this paper wants is a game.
- Children will show us all they can do after they have slept and eaten food. When they are tired and hungry, they will not want to do what we ask.
- If the child can do what we ask but is refusing, tick YES for the question.

Introduction to Caregiver:

- This paper asks many questions about your child.
- It asks what your child does, what they say, what they think and what they feel.
- The paper also has instructions for your child to follow. Some instructions ask you to sit still and say nothing so your child can listen and think. For other questions, help your child feel comfortable and happy so we can see things your child does easily and things your child doesn't do yet. We want to see if your child is on track.
- For each number, you should choose if your child can do it YES or SOMETIMES or NOT YET.

This is an adaptation of the Ages & Stages Questionnaires®, Third Edition (ASQ-3™): A Parent-Completed Child Monitoring System, by Jane Squires, Ph.D., and Diane Bricker, Ph.D. Originally published in the United States of America by Paul H. Brookes Publishing Co., Inc. Copyright © 2009-2015 by Paul H. Brookes Publishing Co., Inc. Ages & Stages Questionnaires is a registered trademark and ASQ-3 and the ASQ-3 logo are trademarks of Paul H. Brookes Publishing Co., Inc.

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- Updated formatting including space for ASQ-TRAK Practitioner to insert their certification number.
- Changes to Language

Appendix:

Updates to the ASQ-TRAK: Questionnaire Pages continued...

Old







New

PROBLEM SOLVING

How your child thinks about things and works out problems

36 months page 5 of 6



1. Put a stone on the ground so your child can watch you. Put another stone next to it. Now put 2 more stones, so the 4 stones are in a line. Give your child 4 other stones. Does your child copy and line up four things in a row?		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
You can use 4 things that are all the same, like 4 small seeds or 4 small cars or 4 blocks.			
2. If your child wants something she cannot reach, does she find a chair or box to stand on to get it (for example to get a toy on a bench top or to get something else)?		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
3. When you point to the picture and ask your child, "What is this?", does your child say a word that means a person or something similar?		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
Tick "yes" for responses like "boy", "man", "girl", "Daddy". Write the child's response _____			
4. When you say, "Say...WATER. BIRD." does your child repeat the two words in the same order? Say the words just once. If you need to, try another pair of words and say, "Say...ROCK. GRUB."		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
The child must say the 2 words just one time, in the same order, for you to tick "yes" to this question.			
5. Show your child how to make a bridge with blocks, stones, or cans, like the example. Does your child copy you by making one like it?		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
6. When you say, "Say...WATER. BIRD. FOOD" does your child repeat the three words in the same order? Do not repeat the words. If you need to, try another set of words and say, "Say...ROCK. GRUB. MAN."		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
The child must say the 3 words one time, in the same order, for you to tick "yes" to this question.			

Problem Solving Total _____

UR Number: _____







PROBLEM SOLVING

How your child thinks about things and works out problems.



36 months Page 6 of 8

Note to Practitioner: Read this question out in full before the caregiver starts so they understand the intention.

1. This question wants to know if your child can copy you.		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
Show your child how to put 4 small objects next to each other in a row. Give your child 4 more objects and ask them to copy you. Does your child copy you and put 4 things in a row, side-by-side? (You could use blocks, rocks, cars or toys.)			
If the child can put 4 or more objects side-by-side in a row, tick YES. If the child can put 2 or 3 objects side-by-side in a row, tick SOMETIMES.			
2. If your child wants something they cannot reach, do they find a chair or box to stand on to get it? (They might find a chair to get a toy on the bench or climb on a box to get something.)		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
3. Point to the picture in the flip chart and say to your child, "What is this?" Do they say a word that means a person or something similar?		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
If the child says something like "boy", "man", "girl", or "Daddy", tick YES. Write the child's response. _____			
<i>Note to Practitioner: Read this question out in full before the caregiver starts so they understand the intention. You can use 2 words that suit your context, but they MUST be unrelated.</i>			
4. This question wants to see if your child can copy the same 2 words together without any mistakes. You can only say the words one time.		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
Tell your child to listen carefully and say "BIRD-CUP". Do they copy the words together in the same order? (If your child does not copy the first time, ask them to copy again with new words: "ROCK-SPOON.") **			
5. Show your child how to make a bridge with 3 blocks, stones or cans. Do they copy you and make a bridge? (Like the one in the picture.)		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
<i>Note to Practitioner: Read this question out in full before the caregiver starts so they understand the intention. You can use 3 words that suit your context, but they MUST be unrelated.</i>			
6. This question wants to see if your child can copy the same 3 words together without any mistakes. You can only say the words one time.		Yes <input type="radio"/> Sometimes <input type="radio"/> Not yet <input type="radio"/>	—
Tell your child to listen carefully and say "FOOD-BIRD-MAN". Do they copy the words in the same order? (If your child does not copy the first time, ask them to copy again with new words: "DOG-SHOE-WATER.") **			
If the child repeats the 3 words in the same order one time, tick YES. If the child says 2 of the words, tick SOMETIMES.			

*** Note to Practitioner: If Problem Solving Q6 is ticked YES or SOMETIMES, tick Problem Solving Q4 as YES.*

Problem Solving Total _____

Appendix:

Updates to the ASQ-TRAK: Information Summary Pages

Old

New



ASQ-3 36 Month ASQ-3 – Information Summary 34 months 16 days through 38 months 30 days

ASQ-TRAK v2015

Child's name: _____ Date ASQ completed: _____
Child's ID #: _____ Date of birth: _____
Administering program/provider: ☐ Clinic
☐ Child care ☐ Other _____

1. **SCORING AND TRANSFER TOTALS TO CHART BELOW:** See *ASQ-3 User's Guide* for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	30.99														
Gross Motor	36.99														
Fine Motor	18.07														
Problem solving	30.29														
Personal-Social	35.33														

2. ***36 Month ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP:**

If the child's total score is in the ☐ area, it is above the cutoff, and the baby's development appears to be on schedule
If the child's total score is in the ☐ area, it is close to the cutoff. Provide learning activities and monitor
If the child's total score is in the ☐ area, it is below the cutoff. Further assessment with a professional may be needed

When determining appropriate follow-up, you must consider

- total area scores,
- other considerations, such as opportunities to practice skills,
- Child Health Check (Healthy Under 5 Kids or other) to make sure any concerns for health, vision, hearing have been considered

3. **FOLLOW-UP ACTION TAKEN:** Tick all that apply.

- ☐ Provide handout and rescreen in _____ months.
☐ Share results with primary health care provider (clinic).
☐ Refer for (circle all that apply) hearing, vision.
☐ Refer to primary health care provider or other community agency (specify reason): _____
☐ Refer to early intervention/early childhood special education.
☐ No further action taken at this time.
☐ Other (specify): _____

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ASQ-3 36 Month ASQ-3: Information Summary 34 months, 16 days to 38 months, 30 days

Child's name: _____ Date completed: _____
Child's ID #: _____ Date of birth: _____

Completed with Caregiver by:

☐ Nurse ☐ Aboriginal Health Practitioner ☐ Early Childhood Educator ☐ Other _____

ASQ-TRAK Certification #: _____

1. **SCORING AND TRANSFER TOTALS TO CHART BELOW:** See *ASQ-3 User's Guide* for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add the scores for each item and record each area total. Transfer the total scores to the chart below and fill in the shape corresponding with the total score for each area.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Gross Motor	36.99		△	△	△	△	△	△	△	△	△	△	△	△	△
Fine Motor	18.07		△	△	△	△	△	△	△	△	△	△	△	△	△
Communication	30.99		△	△	△	△	△	△	△	△	△	△	△	△	△
Problem Solving	30.29		△	△	△	△	△	△	△	△	△	△	△	△	△
Personal Social	35.33		△	△	△	△	△	△	△	△	△	△	△	△	△

2. ***36 Month ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP:**

If the child's total score is in a ☐ it is above the cutoff. The child's development appears to be **on track**.

If the child's total score is in a ☐ it is close to the cutoff. Provide learning activities and **monitor** the child's development.

If the child's total score is in a it is below the cutoff. Further assessment with a professional may be needed to **support** the child's development.

When determining appropriate follow-up, you must consider:

- Total area scores across all domains of development;
- Other considerations, such as opportunities to practice skills;
- A Child Health Check to make sure any concerns for health, vision, and/or hearing have been considered.

3. **FOLLOW-UP ACTION TAKEN** (tick all that apply):

- ☐ Provide Caregiver Information Sheet and rescreen in _____ months.
☐ Share results with primary health care provider (clinic).
☐ Refer for (circle all that apply) hearing, vision.
☐ Refer to primary health care provider or other community agency (specify reason): _____
☐ Refer to early intervention/early childhood special education.
☐ No further action taken at this time.
☐ Other (specify): _____

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- Scoring ranges are represented by shapes rather than colours.
- Space for ASQ-TRAK Practitioner to insert their certification number.