

Behavioral Areas of

ASQ®:SE-2 items can be categorized in one or more behavioral areas, which serve as a conceptual framework. Understanding these behavioral areas can be helpful to families as you interpret and discuss results with them.

AUTONOMY



A child's ability or willingness to self-initiate or respond without guidance (moving to independence).

Sample item: "Does your child check to make sure you are near when exploring new places, such as a park or a friend's home?"

COMPLIANCE



A child's ability or willingness to conform to the direction of others and follow rules.

Sample item: "Does your child do what you ask him to do? For example, does he wash his hands or wait to take a turn when asked?"

ADAPTIVE FUNCTIONING



A child's success or ability to cope with physiological needs (sleeping, eating, elimination, safety).

Sample item: "Does your child sleep at least 8 hours in a 24-hour period?"

SELF-REGULATION



A child's ability or willingness to calm or settle down or to adjust to physiological or environmental conditions or stimulation.

Sample item: "Does your child cry, scream, or have tantrums for long periods of time?"

AFFECT



A child's ability or willingness to demonstrate his or her own feelings and empathy for others.

Sample item: "Is your child interested in things around her, such as people, toys, and foods?"

INTERACTION



A child's ability or willingness to respond to or initiate social responses with parents, other adults, and peers.

Sample item: "Does your child talk to or play with other familiar adults?"

SOCIAL-COMMUNICATION



A child's ability or willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests or needs, feelings, and affective or internal states.

Sample item: "Does your child try to show you things by pointing at them and looking back at you?"

Adapted from ASQ:SE-2™ User's Guide by Jane Squires, Ph.D., Diane Bricker, Ph.D., & Elizabeth Twombly, M.S.
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