

# Using ASQ®:SE-2 Effectively with Parents During Virtual Screening Interviews

May 2020

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# Download slide handouts and other resources at [bpub.fyi/ASQVirtualEnv](https://bpub.fyi/ASQVirtualEnv)

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## Webinar Goal

Learn how to support families and continue social-emotional screening during the health crisis


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## Presenters



**Elizabeth Twombly, M.S.**  
ASQ Author and Trainer



**Amy Clause**  
Marketing Manager  
Brookes Publishing

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## Scope of Webinar

- Navigating our current environment for screening
- Focusing on ASQ:SE-2 administration
  - Note: Find the webinar for ASQ-3 virtual screening available at [bpub.fyi/ASQ3-Virt-Env-Webinar](https://bpub.fyi/ASQ3-Virt-Env-Webinar)



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## Focused Objectives for Today

- Recognize the challenges and opportunities for implementing screening during the health crisis
- Identify options to access ASQ:SE-2 questionnaires and tools available to score and document results and follow-up
- Describe considerations and resources for remote delivery of screening to families during the health crisis



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## ASQ:SE-2—Key Features

- Examines social-competence and problem behaviors
- High scores indicate concerns
- Behavior interpreted through caregiver's lens
- Not unusual for results to vary between caregivers—no right/wrong reports

Identifies behaviors of concern for follow-up



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## Challenges & Opportunities

Social distancing

Poor connectivity

Device limitations

Stress



Family empowerment

Professional support within boundaries

Social-emotional well-being focus during crisis

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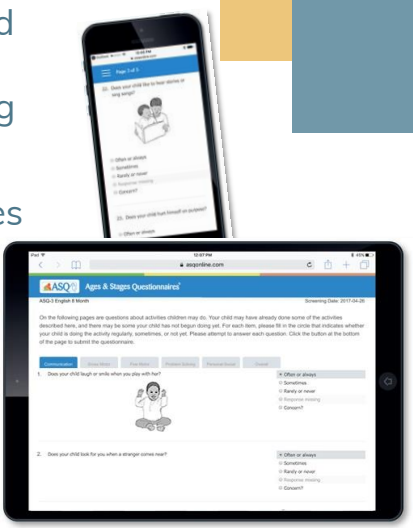
## *How can I deliver ASQ:SE-2 questionnaires in virtual environments?*

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## Questionnaire Delivery: Online

- ASQ Online: Secure, subscription-based system with data management, online questionnaire completion, and reporting
- ASQ Family Access: Allows parents to view, print, and complete questionnaires at secure website
- Programs email the link to parents or add a link on their program website



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## Questionnaire Delivery: Online

- Learn more about ASQ Online  
[bpub.fyi/ASQOnline](https://bpub.fyi/ASQOnline)
- Join us for a free demo  
[bpub.fyi/ASQOnline-Demo](https://bpub.fyi/ASQOnline-Demo)



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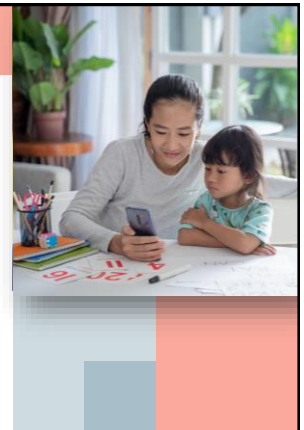
## Interactive Video Conferencing (IVC) Screening

### Option 1

- Parent completes ASQ:SE-2 using Family Access in advance of visit
- Professional and parent view results together through screen share

### Option 2

- Parent views questionnaire using Family Access
- Parent answers questions verbally and professional records answers in ASQ Online



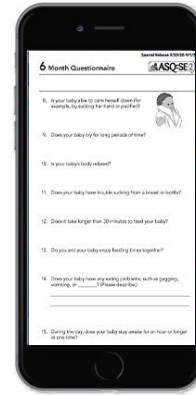
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## Questionnaire Delivery: Text

- Special Release of ASQ:SE-2 questionnaires in JPEG format; one image per questionnaire page
- Images can be texted to parents who don't have internet access
- For interview, not completion—may be used to support virtual one-on-one parent conferences by direct service providers
- Images can be used by professionals who don't currently have access to program's ASQ:SE-2 box, files, or ASQ Online

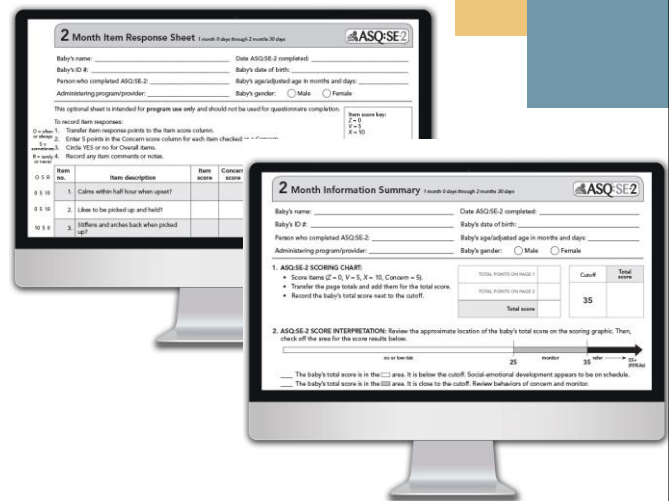


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## Questionnaire Delivery: Text

- Also fillable PDFs of Item Response Sheets and Information Summary sheets
- Professionals use Item Response Sheets to record responses and score; Information Summaries to review results and follow-up.



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- O = often or always
  - S = sometimes
  - R = rarely or never
1. Transfer item response points to the Item
  2. Enter 5 points in the Concern score column
  3. Circle YES or no for Overall items.
  4. Record any item comments or notes.

O S R	Item no.	Item description
0 5 10	1.	Calms within half hour when upset?
0 5 10	2.	Likes to be picked up and held?
10 5 0	3.	Stiffens and arches back when picked up?

**2 Month Item Response Sheet** 4 weeks 0 days through 2 months 30 days

Baby's name: Tommy Jones Date ASQ:SE-2 completed: 05/15/2020  
 Baby's ID #: Baby's date of birth: 03/15/2020  
 Person who completed ASQ:SE-2: Mom Baby's age/adjusted age in months and days: 2 months  
 Administering program/provider: Ms. Thomas Baby's gender:  Male  Female

This optional sheet is intended for program use only and should not be used for questionnaire completion.

**Transfer item responses**

Circle YES or NO for Overall items.  
 Enter 5 points in the Concern score column for each item checked as Concern.  
 Circle YES or no for Overall items.  
 Record any item comments or notes.

Item no.	Item description	Item score	Concern score	Comments/notes
1	Calms within half hour when upset?	0		
2	Likes to be picked up and held?	0		
3	Stiffens and arches back when picked up?	0		
4	Looks at you and seems to listen when you talk?	0		
5	Lets you know when hungry, tired, or uncomfortable?	0		
6	Seems to enjoy watching or listening to people?	0		
7	Can smile well?	0		
8	Cries for long periods of time?	5		In evenings
9	Body relaxed?	0		
10	Trouble sucking from breast or bottle?	5	5	worries he's hungry
11	Feeding takes longer than 30 minutes?	5		
12	Enjoy feeding times together?	5		
13	Eating problems?	0		
14	Stays awake for four or more at one time during the day?	0		
15	Sleeps at least 10 hours in a 24-hour period?	0		
16	Anyone shared concerns about behaviors?	0		

Item score key:  
 0 = 0  
 2 = 5  
 5 = 10  
 10 = 10

Concern score key:  
 No Concern marked = 0  
 Concern marked = 5

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**2 Month Item Response Sheet** continued

Item no.	Item description	Item score	Concern score	Comments/notes
17	Parent concerns about eating or sleeping behaviors?	0		
18	Parent worries about baby?	0		
19	What parent enjoys about baby?			

20	+	5	=	25
Item score subtotal		Concern score subtotal		Total score
				35
				Cutoff



25	+	0	=	25	
Item score subtotal		Concern score subtotal		Total score	Cutoff
				35	

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### 2 Month Information Summary 1 month 0 days through 2 months 29 days

**ASQ:SE-2**

Baby's name: Tommy Jones Date ASQ:SE-2 completed: 5/15/20  
 Baby's ID #: Baby's date of birth: 3/15/20  
 Person who completed ASQ:SE-2: Mom Baby's age/adjusted age in months and days: 2 months  
 Administering program/provider: Mrs Thomas Baby's gender:  Male  Female

**1. ASQ:SE-2 SCORING CHART:**

- Score items (Z = 0, V = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the baby's total score next to the cutoff.

TOTAL POINTS ON PAGE 1	25	Cutoff	Total score
TOTAL POINTS ON PAGE 2	0	35	25
<b>Total score</b>	<b>25</b>		

**2. ASQ:SE-2 SCORE INTERPRETATION:** Review the approximate location of the baby's total score on the scoring graphic. Then, check off the area for the score results below.

The baby's total score is in the  area. It is below the cutoff. Social-emotional development appears to be on schedule.

The baby's total score is in the  area. It is close to the cutoff. Review behaviors of concern and monitor.

The baby's total score is in the  area. It is above the cutoff. Further assessment with a professional may be needed.

**3. OVERALL RESPONSES AND CONCERNS:** Record responses and transfer parent/caregiver comments. YES responses require follow-up.

1-16. Any Concerns marked on scored items?  YES  no Comments: breastfeeding

17. Eating/sleeping concerns?  YES  no Comments:

18. Other worries?  YES  no Comments:

**4. FOLLOW-UP REFERRAL CONSIDERATIONS:** Mark all as Yes, No, or Unsure (Y, N, U). See pages 98-103 in the ASQ:SE-2 User's Guide.

Setting/time factors (e.g., is the baby's behavior the same at home as at school?)

Developmental factors (e.g., is the baby's behavior related to a developmental stage or delay?)

Health factors (e.g., is the baby's behavior related to health or biological factors?)

Family/cultural factors (e.g., is the baby's behavior acceptable given the baby's cultural or family context? Have there been any stressful events in the baby's life recently?)

Parent concerns (e.g., Did the parent/caregiver express any concerns about the baby's behavior?)

**5. FOLLOW-UP ACTION:** Check all that apply:

Provide activities and rescreen in 4 months.

Share results with primary health care provider.

Provide parent education materials.

Provide information about available parenting classes or support groups.

Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher):

Administer developmental screening (e.g., ASQ-3).

Refer to early intervention/early childhood special education.

Refer for social-emotional, behavioral, or mental health evaluation.

Other:

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**5. FOLLOW-UP ACTION:** Check all that apply.

Provide activities and rescreen in 4 months.

Share results with primary health care provider.

Provide parent education materials.

Provide information about available parenting classes or support groups.

Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher):

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Refer to early intervention/early childhood special education.

Refer for social-emotional, behavioral, or mental health evaluation.

Other:

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## Interactive Video Conferencing (IVC) Screening

- Professional sends images of questionnaire prior to meeting
- Parent can review items prior to the video meeting; they can record answers on scrap paper
- Parent and professional discuss items during IVC
- Professional records parent responses on paper or via fillable Item Response Sheet

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## Telecommunication Screening

- Professional sends images of questionnaire prior to meeting
- Parent can review items prior to phone meeting; they can record answers on scrap paper
- Parents answers items in interview format with professional
- Professional records parent responses on paper, in ASQ Online, or via fillable Item Response Sheet

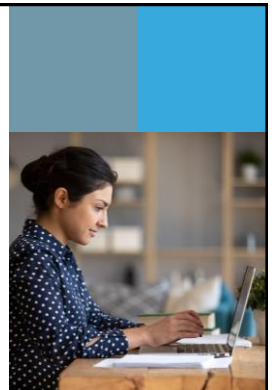


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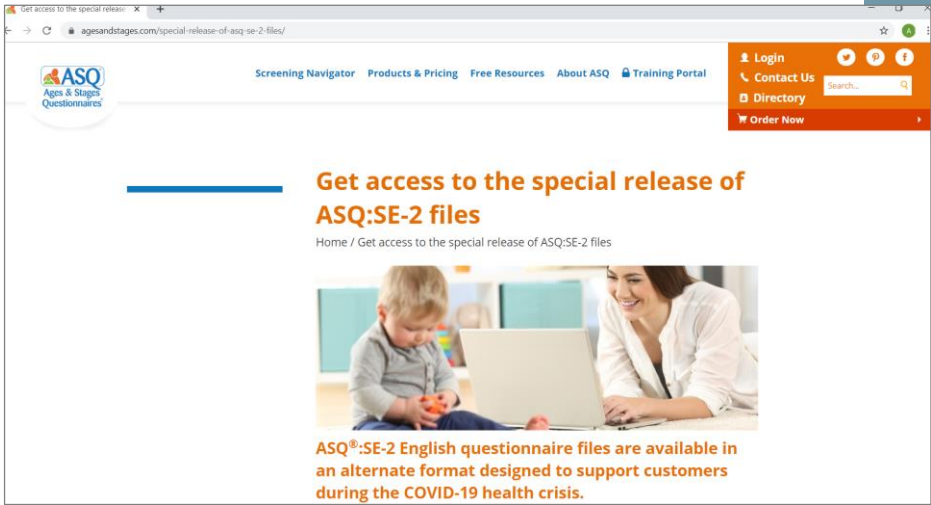
## Access to Special Release

- Program administrators can apply for access to the special release
- This alternative format is authorized for use through September 1, 2020



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The screenshot shows a web browser window with the URL [agesandstages.com/special-release-of-asq-se-2-files/](https://agesandstages.com/special-release-of-asq-se-2-files/). The page features the ASQ logo and a navigation menu with links for Screening Navigator, Products & Pricing, Free Resources, About ASQ, and Training Portal. A secondary menu includes Login, Contact Us, Directory, and Order Now. The main content area has a blue horizontal line followed by the heading "Get access to the special release of ASQ:SE-2 files". Below this is a sub-heading "Home / Get access to the special release of ASQ:SE-2 files" and a photograph of a woman and a young child looking at a laptop. The text below the photo states: "ASQ®:SE-2 English questionnaire files are available in an alternate format designed to support customers during the COVID-19 health crisis."

[bpub.fyi/ASQSE2SpecialRelease](https://bpub.fyi/ASQSE2SpecialRelease)

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*How can I support and engage parents while implementing ASQ:SE-2 in virtual environments?*

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## Break Down Steps for a Virtual Environment

1. Prepare parent for screening
2. Introduce screening and ASQ:SE-2
3. Support administration
4. Document parent responses
5. Score and share results
6. Support follow-up



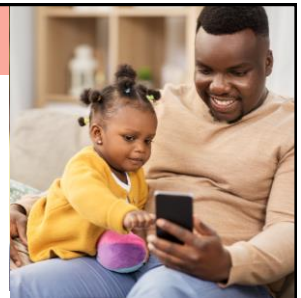
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## Virtual Screening: 1. Prepare parent for screening

Close to target screening date, reach out and send materials using the method the parent prefers:

- ASQ:SE-2 Parent Guide
- Correct ASQ:SE-2 questionnaire for child's age
- Options for sharing:
  - Mail paper questionnaire
  - Email guide with Family Access URL (and instructions to access or print questionnaire)
  - Text JPEG images of questionnaire pages and guide



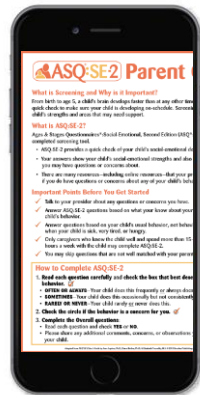
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## Virtual Screening: 2. Introduce screening and ASQ:SE-2

Close to or on target screening date (TSD), review with the parent:

- **ASQ:SE-2 Parent Guide**
  - What is Screening & Why is it Important?
  - What is ASQ:SE-2?
- How can I support you to complete ASQ:SE-2?



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## Virtual Screening: 3. Support administration

On target screening date, go through ASQ:SE-2 together:

- Parent may complete ASQ:SE-2 independently
- Parent and provider complete ASQ:SE-2 in an interview format\*
- Ask for more information about any items of concern as appropriate: “Can you tell me more about...?”

\*Be careful not to influence the parent’s responses or share your opinions about the child’s behavior during ASQ:SE-2 administration.



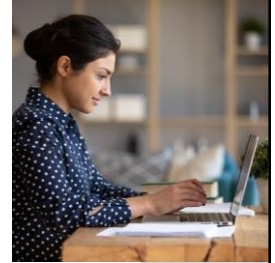
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## Virtual Screening: 4. Document parent responses

During the virtual screening, record parent responses:

- Use ASQ Online
- Use a paper copy of ASQ:SE-2
- Use a paper master of ASQ:SE-2 with plastic sleeves and a dry-erase marker
- Use Special Release fillable ASQ:SE-2 Item Response Sheet (also totals scores!)
- Score and chart as required after the virtual screening conference/call



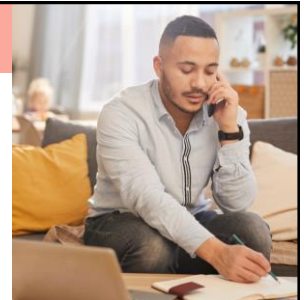
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## Virtual Screening: 5. Score ASQ:SE-2 and Share Results

Within 1 week of target screening date, discuss results with parent:

- Begin the meeting by celebrating the child
- Review completed ASQ:SE-2
  - Discuss child's strengths (items scored as 0 points)
  - Discuss items scored as 10 or 15 points
  - Discuss concerns noted in the Overall section
- Discuss results (on-schedule, monitor, referral area)—record on the Information Summary sheet



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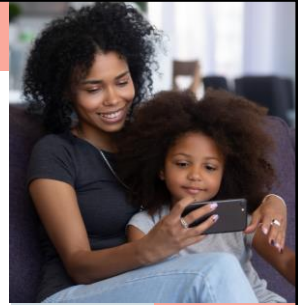
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## Virtual Screening: 6. Support follow-up

- Parent takes the lead in follow-up decisions
- Offer follow-up for any concerns identified, regardless of total ASQ:SE-2 score
- Facilitate referrals if safe and available—use professional judgement
- Monitor child's development
- **REMEMBER: Screening is a service.**

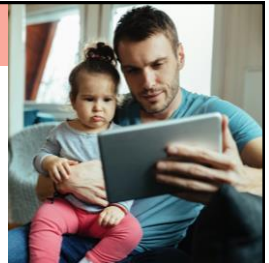
**Follow up may be on-going check-ins and conversations, information and resource sharing, or referrals for further evaluation.**



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## *Virtual follow-up with ASQ:SE-2*



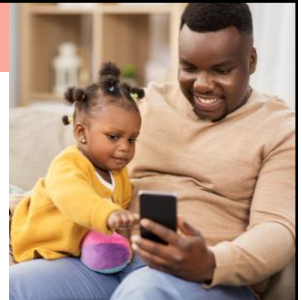
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## Provide Follow-Up

### Offer follow-up options when ASQ:SE-2 results:

- Are in the monitoring area
  - Pay special attention to “Internalizers”
- For any items scored as 10 or 15 points
- Include any overall parent concerns



### Monitor the child’s behavior closely with parent and refer to specialist if concerns continue!



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## Provider Role in Follow-up

- **Share resources that address parent concerns**
  - Offer 1 or 2 resources in a format parent prefers (written, video, text, etc.)
  - Review resources together
  - Demonstrate and/or discuss ideas, strategies
  - Encourage parent to try ideas with child
- **Check back in with parents at next visit**
  - “How did it go? How did your child respond?”
- **Engage in active listening**
  - Use strengths-based language
  - Demonstrate sensitivity and offer encouragement

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## Provider Role in Follow-up

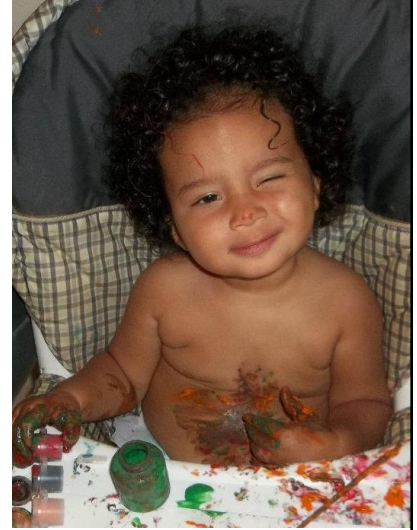
### All families need: Practical Support

- Obtaining ASQ:SE-2 and follow-up resources

### Many families need: Additional Support

- Simplifying information
- Making it relevant to the family and parenting practices

Parenting and emotional support—when challenges arise



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## ASQ:SE-2 Learning Activities

Age-appropriate handouts focused on social-emotional needs:

- Newsletters
- Parent–child activities supporting social-emotional development
- Tip sheets: Feeding, Sleeping, Calming
- Special topic tip sheets

Handouts can be emailed to families



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# ASQ:SE-2 Learning Activities

**Table 1. Handouts by ASQ:SE-2 Age Interval**

Materials in ASQ®:SE-2 Learning Activities & More	ASQ:SE-2 Interval								
	2 month	6 month	12 month	18 month	24 month	30 month	36 month	48 month	60 month
<b>Section I: Newsletters &amp; Activities</b>									
Newsletters									
Activities	0-3 months	3-9 months	9-15 months	15-21 months	21-27 months	27-33 months	33-42 months	42-54 months	54-72 months
<b>Section II: Tip Sheets</b>									
Feeding Tip Sheet									
Sleeping Tip Sheet	0-3 months	3-9 months	9-15 months		15-33 months			33-72 months	
Calming Tip Sheet									
<b>Section III: Special Topic Tip Sheets</b>									
Body Awareness	✓	✓	✓	✓	✓	✓	✓	✓	✓
Calming a Colicky Baby	✓	✓							
Caring for Yourself	✓	✓	✓	✓	✓	✓	✓	✓	✓
Child Care for Babies	✓	✓	✓						
Child Care for Toddlers and Preschoolers				✓	✓	✓	✓	✓	
Getting Ready for Kindergarten									✓
Learning to Use the Toilet				✓	✓	✓	✓	✓	
Media and Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓
Positive Discipline				✓	✓	✓	✓	✓	✓
Routines and Your Child	✓	✓	✓	✓	✓	✓	✓	✓	✓
Safety and Your Little Explorer	✓	✓	✓	✓	✓	✓	✓	✓	✓
Stress and Your Child	✓	✓	✓	✓	✓	✓	✓	✓	✓
Welcoming a New Sibling	✓	✓	✓	✓	✓	✓	✓	✓	✓

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# ASQ:SE-2 Learning Activities

## Resources for Self-Regulation

- Age-appropriate newsletters
- Age-appropriate activities
- Calming tip sheet
- Special Topic tip sheets:

*Calming a Colicky Baby*  
*Caring for Yourself*  
*Media and Technology*  
*Routines and Your Child*  
*Stress and Your Child*  
*Positive Discipline*



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## A Few Favorite Follow-up Resources



National Center for Pyramid  
Model Innovations (NCPMI)



Center on the Developing Child  
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*Find free resources: webinars, family engagement materials, tip sheets, podcasts, etc.*

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Center on the Developing Child  
HARVARD UNIVERSITY

### Resources:

Videos  
Briefs  
Infographics  
Handouts  
Podcasts  
Smartphone apps  
Presentations  
Training modules



### How to Support Children (and Yourself) During the COVID-19 Outbreak



The coronavirus outbreak has changed many things about our daily lives. But even during this uncertain time, it's a sure thing that our children are still learning, growing, and developing. Everyone can help support a child's healthy development (and it may even help relieve your stress!). Just a few minutes and some simple, free activities can make a difference.

**1** Practice "serve and return," or back-and-forth interaction with your little ones. Even before they learn to talk, infants and children reach out for attention—babbling, gesturing, or making faces. When young children "serve up" a chance to engage with them, it's important to "return" with attention. It can be as simple as a game of peek-a-boo. Or, if a toddler points at a toy, name it out loud as you hand it to the child.



**Why?** Serve-and-return interactions help build developing brains and resilience, something we all need in these challenging times.

#### Helpful Resources:

Video: [5 Steps for Brain-Building Serve and Return](#) (Center on the Developing Child)  
Handout: [Serve and Return for Parents & Caregivers](#) (Center on the Developing Child)  
Podcast: [The Brain Architects: Serve and Return](#) (Center on the Developing Child)  
Video: [Mini Parenting Master Class with Center Director Jack P. Shonkoff, M.D.](#) (UNICEF)  
Smartphone Apps: [Yroom](#) and [KineDuo](#)

Center on the Developing Child HARVARD UNIVERSITY

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### Parent Favorites

A collection of our highest trending resources for parents.

There is no such thing as a perfect parent. Parenting is an ongoing process of learning who your individual child is and what he needs to thrive.

Our resources are designed to help you tune in to what makes your child tick, and to guide you in thinking about the best way to meet your child's individual needs.

**Sign-up for our Parenting Newsletter!**  
Our newsletter, From Baby to Big Kid, offers science-based information on how child learn and grow. Receive information monthly that is matched to your child's age, from 0 to 36 months.

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**IN THIS SERIES**

1. Ages and Stages
2. Social-Emotional Development
3. Early Learning
4. Play
5. Challenging Behavior
6. Sleep
7. Positive Parenting Approaches
8. Brain Development
9. Temperament
10. Fatherhood
11. Discipline

**CHALLENGING BEHAVIOR**

**VIDEO**  
The Expectation Gap

**ARTICLE | 4-18 MONTHS TO 3 YEARS**  
Helping Young Children Channel Their Aggression

**ARTICLE**  
Toddlers and Biting: Finding the Right Response

**SLEEP**

**ARTICLE**  
My 2-year-old son is suddenly afraid of the dark.

**ARTICLE**  
New Infant Sleep Recommendations and Strategies

**ARTICLE**  
Sleep Challenges: Why It Happens, What to Do

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# National Center for Pyramid Model Innovations (NCPMI)

**NCPMI**

About | Pyramid Model | Implementation | Training & Technical Assistance | Pyramid Nation

Resources

## Resource Library

Filters

Category: All | Resource Type: Family Handout | Audience: Families | Language: All

Show 10 entries

Resource	Type	Category	Date	IF
<a href="#">Tips for Supporting Yourself During the Pandemic (Spanish)</a>	Family Handout	Emergency, Family Engagement	2020-04-28	↓
<a href="#">Tips for Supporting Yourself During the Pandemic</a>	Family Handout	Emergency, Family Engagement	2020-04-21	↓

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**Making Life Easier**  
Handout for Kids 1-3

**Bedtime and Naptime**

**Tip: Establish Good Sleep Habits**

- Go to bed regularly (going to bed and waking up at the same time) every day, including weekends.
- Make sure your child has enough time and opportunity to get enough sleep.
- Encourage kids to establish and maintain a consistent bedtime routine. This helps them feel safe and secure.
- Practice bedtime and naptimes. Help your child to make the most of their naps. Encourage your child to use the time to rest. The bed and nap room should be a happy place.

**Backpack Connection**

**How to Help Your Child Stop Biting**

**Practice at School**

**By This at Home**

**The Bottom Line**

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# Resources for Professionals

**ASQ:SE-2 Administering ASQ:SE-2 in Virtual Environments: Guidelines for Providers Working Together with Parents**

**1. Prepare parent for ASQ:SE-2 screening.**

- Send what's needed to the parent:
  - ASQ:SE-2 Parent Guide
  - Correct ASQ:SE-2 questionnaire for child's age (PRINT - Use ASQ Calculator App)
- Use the parent's preferred method:
  - Mail paper questionnaire.
  - Email guide with online Family Access URL, with instructions to access or print questionnaire.
  - Text or email PDF images of the questionnaire pages.

**2. Introduce screening and ASQ:SE-2 using video conferencing or phone.**

- Review ASQ:SE-2 Parent Guide and ASQ:SE-2 questionnaire with the parent.
- Schedule home visit to go through ASQ:SE-2 questionnaire responses together.
- Ask the parent:
  - "Do you have any questions?"
  - "Do you have any concerns about completing ASQ:SE-2?"
  - "How can I support you? Or can we go through the questionnaire together, or you can complete ASQ:SE-2 yourself and we can talk after?"

**3. Support parent to complete ASQ:SE-2 using video conferencing or phone.\***

- "Be careful not to influence the parent's responses or share your opinions about the child's behavior."
- Have the parent complete ASQ:SE-2 independently before or during videoconferencing or phone call.
- Review ASQ:SE-2 responses together in an interview format—parent and provider.
- As appropriate, ask the parent for more information about any concerns.
  - "Can you tell me more about what your child is doing? (Father, where, with whom)?"
  - "Can you tell me more about your concerns?"

**4. Document parent responses for ASQ:SE-2 items.**

- Use ASQ Online to record responses; questionnaire scoring is automatic.
- Use a paper copy of the questionnaire and Information Summary to record responses and score.
- Use a paper master of the questionnaire and Information Summary with plastic sleeves and dry-erase marker to record responses and score.
- Use the Special Rules & Flexible ASQ:SE-2 Item Response Sheet and Flexible Information Summary to document responses to all questions and score.
- Score and chart as required after the virtual screening conference/call.

Adapted from ASQ:SE-2 User's Guide and ASQ training materials by ASQ Training Development Team © 2020 Brookes Publishing. All rights reserved.

**5. Summarize results and share with parent using video conferencing or phone.**

- Begin the meeting by celebrating the child.
- Review the completed ASQ:SE-2.
  - Discuss the child's strengths (0 point items).
  - Discuss the 10-point and 15-point items: "Can you tell me more about...?"
  - Discuss any concerns noted in Overall Section: "Can you tell me more about...?"
- Review ASQ:SE-2 results (with or without Information Summary).
  - Results below cutoff: "Results in this area indicate that your child's social-emotional development is on-track."
  - Results in monitor area: "Results in this area indicate that your child may need additional support and/or us to monitor closely."
  - Results above cutoff: "This is the referral area. When results are in this area, we may want to get more information from a health care provider or behavioral specialist."

**6. Determine appropriate follow-up with parent.**

- The parent should take the lead in making decisions about follow-up.
- Offer resources/support for any concerns identified on ASQ:SE-2, regardless of the total score.
- Follow-up may be as simple as conversations, may include online information or resources such as tip sheets or Learning Activities, or may involve referrals to other agencies or behavioral specialists.
- Facilitate behavioral health, D/EBSE, and primary health care referrals that are safe and appropriate at this time. Use professional judgement when making referrals during this health crisis.
- Many parents will benefit from ongoing support by video conference or telephone to take advantage of follow-up resources.

**Omitting Items on ASQ:SE-2**

- Up to 3 items may be omitted on any ASQ:SE-2 questionnaire if the questions are not in-line with family values or parenting practices.
- Calculate an adjusted score if 3 items are missing AND the child's score is within 5 points of the monitoring zone or cutoff score—results will change.
- Use Adjusted Score calculator on [www.ageandstage.com/calculator](http://www.ageandstage.com/calculator) or download ASQ Calculator app to easily score questionnaires with missing items.

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# Resources for Professionals

- Age calculator—calculates child's age/adjusted age
- Adjusted scoring calculator—calculates score with omitted items (up to 3 items can be omitted)
- Available free on ASQ website or app



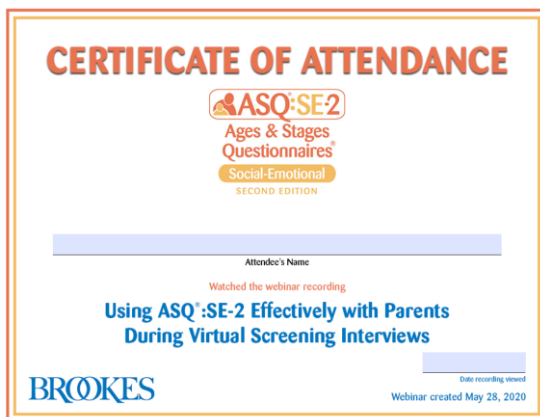
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# Certificate

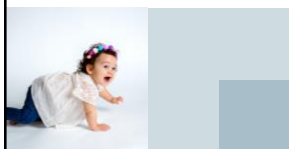
- Download a blank certificate at [bpub.fyi/ASQSE2-Web-Cert](http://bpub.fyi/ASQSE2-Web-Cert)



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# Questions?

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