



Ages & Stages Questionnaires®

24 Month Questionnaire

23 months 0 days through 25 months 15 days



Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: _____

Child's information

Child's first name: Jamal Middle initial: _____ Child's last name: Warren

Child's gender:
 Male Female

Child's date of birth: _____

Person filling out questionnaire

First name: Rose Middle initial: A Last name: Warren

Relationship to child:

- Parent
- Guardian
- Teacher
- Child care provider
- Grandparent or other relative
- Foster parent
- Other: _____

Street address: _____

City: _____ State/Province: _____ ZIP/Postal code: _____

Country: _____ Home telephone number: _____ Other telephone number: _____

E-mail address: _____

Names of people assisting in questionnaire completion: _____

Program Information

Child ID #:	_____
Program ID #:	_____
Program name:	_____



24 Month Questionnaire

23 months 0 days
through 25 months 15 days

On the following pages are questions about activities children may do. Your child may have already done some of the activities described here, and there may be some your child has not begun doing yet. For each item, please fill in the circle that indicates whether your child is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

Notes:

- Try each activity with your child before marking a response.
- Make completing this questionnaire a game that is fun for you and your child.
- Make sure your child is rested and fed.
- Please return this questionnaire by _____.

At this age, many toddlers may not be cooperative when asked to do things. You may need to try the following activities with your child more than one time. If possible, try the activities when your child is cooperative. If your child can do the activity but refuses, mark "yes" for the item.

COMMUNICATION

YES SOMETIMES NOT YET

1. Without your showing him, does your child point to the correct picture when you say, "Show me the kitty," or ask, "Where is the dog?" (She needs to identify only one picture correctly.)

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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Have not heard words yet in school

2. Does your child imitate a two-word sentence? For example, when you say a two-word phrase, such as "Mama eat," "Daddy play," "Go home," or "What's this?" does your child say both words back to you? (Mark "yes" even if her words are difficult to understand.)

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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Without your giving him clues by pointing or using gestures, can your child carry out at least three of these kinds of directions?

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	_____
-----------------------	----------------------------------	-----------------------	-------

- | | |
|--|--|
| <input type="radio"/> a. "Put the toy on the table." | <input type="radio"/> d. "Find your coat." |
| <input type="radio"/> b. "Close the door." | <input type="radio"/> e. "Take my hand." |
| <input type="radio"/> c. "Bring me a towel." | <input type="radio"/> f. "Get your book." |

4. If you point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, "What is this?" does your child correctly name at least one picture?

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	_____
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5. Does your child say two or three words that represent different ideas together, such as "See dog," "Mommy come home," or "Kitty gone"? (Don't count word combinations that express one idea, such as "bye-bye," "all gone," "all right," and "What's that?") Please give an example of your child's word combinations:

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	_____
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~~*~~ Tried these at school

COMMUNICATION (continued)

6. Does your child correctly use at least two words like "me," "I," "mine," and "you"?

YES	SOMETIMES	NOT YET	_____
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	_____

COMMUNICATION TOTAL _____

GROSS MOTOR

1. Does your child walk down stairs if you hold onto one of her hands? She may also hold onto the railing or wall. (You can look for this at a store, on a playground, or at home.)

YES	SOMETIMES	NOT YET	_____
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

~~*~~ 2. When you show your child how to kick a large ball, does he try to kick the ball by moving his leg forward or by walking into it? (If your child already kicks a ball, mark "yes" for this item.)



✓
did at school

YES	SOMETIMES	NOT YET	_____
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	_____

3. Does your child walk either up or down at least two steps by herself? She may hold onto the railing or wall.



YES	SOMETIMES	NOT YET	_____
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

4. Does your child run fairly well, stopping herself without bumping into things or falling?



YES	SOMETIMES	NOT YET	_____
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

5. Does your child jump with both feet leaving the floor at the same time?



YES	SOMETIMES	NOT YET	_____
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	_____

~~*~~ 6. Without holding onto anything for support, does your child kick a ball by swinging his leg forward?



✓
did at school

YES	SOMETIMES	NOT YET	_____*
<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	_____*

GROSS MOTOR TOTAL _____

*If Gross Motor Item 6 is marked "yes" or "sometimes," mark Gross Motor Item 2 "yes."

*Tried these items at school

FINE MOTOR

	YES	SOMETIMES	NOT YET	
1. Does your child get a spoon into his mouth right side up so that the food usually doesn't spill?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	---
2. Does your child turn the pages of a book by herself? (She may turn more than one page at a time.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	---
3. Does your child use a turning motion with his hand while trying to turn doorknobs, wind up toys, twist tops, or screw lids on and off jars?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	---
4. Does your child flip switches off and on?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	---
*5. Does your child stack seven small blocks or toys on top of each other by herself? (You could also use spools of thread, small boxes, or toys that are about 1 inch in size.)	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	---
*6. Can your child string small items such as beads, macaroni, or pasta "wagon wheels" onto a string or shoelace?	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	---

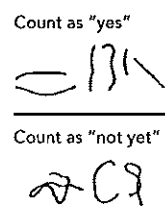


He did at school
 did at school 5 blocks

FINE MOTOR TOTAL

PROBLEM SOLVING

	YES	SOMETIMES	NOT YET	
1. After watching you draw a line from the top of the paper to the bottom with a crayon (or pencil or pen), does your child copy you by drawing a single line on the paper in any direction? (Mark "not yet" if your child scribbles back and forth.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	---
*2. After a crumb or Cheerio is dropped into a small, clear bottle, does your child turn the bottle upside down to dump out the crumb or Cheerio? (Do not show him how.) (You can use a soda-pop bottle or baby bottle.)	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	---
3. Does your child pretend objects are something else? For example, does your child hold a cup to her ear, pretending it is a telephone? Does she put a box on her head, pretending it is a hat? Does she use a block or small toy to stir food?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	---
4. Does your child put things away where they belong? For example, does he know his toys belong on the toy shelf, his blanket goes on his bed, and dishes go in the kitchen?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	---
5. If your child wants something she cannot reach, does she find a chair or box to stand on to reach it (for example, to get a toy on a counter or to "help" you in the kitchen)?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	---



He did at school

* Tried this item at school

PROBLEM SOLVING (continued)

- 6. While your child watches, line up four objects like blocks or cars in a row. Does your child copy or imitate you and line up *four* objects in a row? (You can also use spools of thread, small boxes, or other toys.)



YES	SOMETIMES	NOT YET	_____
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	_____

PROBLEM SOLVING TOTAL _____

PERSONAL-SOCIAL

- 1. Does your child drink from a cup or glass, putting it down again with little spilling?
- 2. Does your child copy the activities you do, such as wipe up a spill, sweep, shave, or comb hair?
- 3. Does your child eat with a fork?
- 4. When playing with either a stuffed animal or a doll, does your child pretend to rock it, feed it, change its diapers, put it to bed, and so forth?
- 5. Does your child push a little wagon, stroller, or other toy on wheels, steering it around objects and backing out of corners if he cannot turn?
- 6. Does your child call herself "I" or "me" more often than her own name? For example, "I do it," more often than "Juanita do it."

YES	SOMETIMES	NOT YET	_____
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	_____
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	_____
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	_____

PERSONAL-SOCIAL TOTAL _____

OVERALL

Parents and providers may use the space below for additional comments.

- 1. Do you think your child hears well? If no, explain:

YES NO

Empty rounded rectangular box for additional comments.

- 2. Do you think your child talks like other toddlers her age? If no, explain:

YES NO

Empty rounded rectangular box for additional comments.

OVERALL (continued)

3. Can you understand most of what your child says? If no, explain:

 YES NO

4. Do you think your child walks, runs, and climbs like other toddlers his age? If no, explain:

 YES NO

5. Does either parent have a family history of childhood deafness or hearing impairment? If yes, explain:

 YES NO

6. Do you have any concerns about your child's vision? If yes, explain:

 YES NO

7. Has your child had any medical problems in the last several months? If yes, explain:

 YES NO

He's been sick, not eating, vomiting + has diarrhea

OVERALL (continued)

8. Do you have any concerns about your child's behavior? If yes, explain:

 YES NO

He's been crying and tantruming a lot.

9. Does anything about your child worry you? If yes, explain:

 YES NO

Not aside from some behavior. He's my angel



24 Month ASQ-3 Information Summary

23 months 0 days through
25 months 15 days

Child's name: _____ Date ASQ completed: _____

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

Administering program/provider: _____

1. SCORE 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	25.17		●	●	●	●	●	●	○	○	○	○	○	○	○
Gross Motor	38.07		●	●	●	●	●	●	●	●	○	○	○	○	○
Fine Motor	35.16		●	●	●	●	●	●	●	○	○	○	○	○	○
Problem Solving	29.78		●	●	●	●	●	●	○	○	○	○	○	○	○
Personal-Social	31.54		●	●	●	●	●	●	○	○	○	○	○	○	○

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 *User's Guide*, Chapter 6.

- | | | | | | |
|--|-----|-----------|--|-----|----|
| 1. Hears well?
Comments: | Yes | NO | 6. Concerns about vision?
Comments: | YES | No |
| 2. Talks like other toddlers his age?
Comments: | Yes | NO | 7. Any medical problems?
Comments: | YES | No |
| 3. Understand most of what your child says?
Comments: | Yes | NO | 8. Concerns about behavior?
Comments: | YES | No |
| 4. Walks, runs, and climbs like other toddlers?
Comments: | Yes | NO | 9. Other concerns?
Comments: | YES | No |
| 5. Family history of hearing impairment?
Comments: | YES | No | | | |

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

If the child's total score is in the area, it is above the cutoff, and the child'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.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

- _____ Provide activities and rescreen in _____ months.
- _____ Share results with primary health care provider.
- _____ Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
- _____ 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): _____

5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

	1	2	3	4	5	6
Communication						
Gross Motor						
Fine Motor						
Problem Solving						
Personal-Social						