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: 
Middle initial: 
Child’s last name: 
If child was born 3 or more weeks prematurely, # of weeks premature: 
Child’s date of birth: 
Child’s gender:  
Male  Female

Person filling out questionnaire

First name: 
Middle initial: 
Last name: 
Relationship to child:  
Parent  Guardian  Teacher  Child care provider
Grandparent or other relative  Foster parent  Other:
Street address: 
City:  
State/Province: 
Country: 
Home telephone number: 
Other telephone number: 
E-mail address: 
Names of people assisting in questionnaire completion: 

Program Information

Child ID #:  
Age at administration in months and days:
Program ID #:  
If premature, adjusted age in months and days:
Program name:
### Important Points to Remember:

- ✓ 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 _______________.

### Notes:
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

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**

1. When your child wants something, does she tell you by *pointing* to it?
   - YES
   - SOMETIMES
   - NOT YET

2. When you ask your child to, does he go into another room to find a familiar toy or object? (You might ask, “Where is your ball?” or say, “Bring me your coat,” or “Go get your blanket.”)
   - YES
   - SOMETIMES
   - NOT YET

3. Does your child say eight or more words in addition to “Mama” and “Dada”?
   - YES
   - SOMETIMES
   - NOT YET

4. 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.)
   - YES
   - SOMETIMES
   - NOT YET

5. 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?” (He needs to identify only one picture correctly.)
   - YES
   - SOMETIMES
   - NOT YET

6. 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:

   **COMMUNICATION TOTAL**

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GROSS MOTOR

1. Does your child bend over or squat to pick up an object from the floor and then stand up again without any support?

2. Does your child move around by walking, rather than by crawling on her hands and knees?

3. Does your child walk well and seldom fall?

4. Does your child climb on an object such as a chair to reach something he wants (for example, to get a toy on a counter or to “help” you in the kitchen)?

5. 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.)

6. 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.)

FINE MOTOR

1. Does your child throw a small ball with a forward arm motion? (If he simply drops the ball, mark “not yet” for this item.)

2. Does your child stack a small block or toy on top of another one? (You could also use spools of thread, small boxes, or toys that are about 1 inch in size.)

3. Does your child make a mark on the paper with the tip of a crayon (or pencil or pen) when trying to draw?

4. Does your child stack three small blocks or toys on top of each other by himself?

5. Does your child turn the pages of a book by himself? (He may turn more than one page at a time.)

6. Does your child get a spoon into her mouth right side up so that the food usually doesn’t spill?
**PROBLEM SOLVING**

1. Does your child drop several small toys, one after another, into a container like a bowl or box? (You may show him how to do it.)

2. After you have shown your child how, does she try to get a small toy that is slightly out of reach by using a spoon, stick, or similar tool?

3. After a crumb or Cheerio is dropped into a small, clear bottle, does your child turn the bottle over to dump it out? (You may show him how.) (You can use a soda-pop bottle or a baby bottle.)

4. Without your showing her how, does your child scribble back and forth when you give her a crayon (or pencil or pen)?

5. 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.)

6. 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.)

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**PERSONAL-SOCIAL**

1. While looking at herself in the mirror, does your child offer a toy to her own image?

2. Does your child play with a doll or stuffed animal by hugging it?

3. Does your child get your attention or try to show you something by pulling on your hand or clothes?

4. Does your child come to you when he needs help, such as with winding up a toy or unscrewing a lid from a jar?

5. Does your child drink from a cup or glass, putting it down again with little spilling?

6. Does your child copy the activities you do, such as wipe up a spill, sweep, shave, or comb hair?

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*If Problem Solving Item 6 is marked "yes" or "sometimes," mark Problem Solving Item 3 "yes."
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

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

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 her 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 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

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

- [ ] YES  
- [ ] NO

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

- [ ] YES  
- [ ] NO