# ASQ3 Ages & Stages Questionnaires® 24 Month Questionnaire

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

Date ASQ completed:  M M D D Y Y Y Y	
Child's information	
Child's first name:	Middle initial: Child's last name:
Child's date of birth:	Child's gender:
M M D D Y Y Y	Male Female
Person filling out questionnaire	
1 croon mining out questionnaire	Middle
First name:	initial: Last name:
Street address:	Relationship to child:
	Parent Guardian Teacher Child care provider
	Grandparent Foster Others
City:	or other parent other.  relative  State/Province: ZIP/Postal code:
	State/Hovine. 21/1 ostal code.
Country:	Home telephone number:  Other telephone number:
E-mail address:	
Names of people assisting in questionnaire completion:	
Child ID #:	RAM INFORMATION
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.

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  age, many toddlers may not be cooperative when asked to do things. ore than one time. If possible, try the activities when your child is cooperative item.  MUNICATION  thout your showing him, does your child point to the correct picture		child can do the a		
you and your child.  Make sure your child is rested and fed.  Please return this questionnaire by  age, many toddlers may not be cooperative when asked to do things. ore than one time. If possible, try the activities when your child is cooperative when item.	perative. If your o	child can do the a		
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ore than one time. If possible, try the activities when your child is coo yes" for the item.	perative. If your o	child can do the a		
	YES	COMETIMES		
thout your showing him, does your child point to the correct picture		SOMETIMES	NOT YET	
en you say, "Show me the kitty," or ask, "Where is the dog?" (She eds to identify only one picture correctly.)	$\bigcirc$	0		
es your child imitate a two-word sentence? For example, when you a two-word phrase, such as "Mama eat," "Daddy play," "Go me," or "What's this?" does your child say both words back to you? ark "yes" even if her words are difficult to understand.)	0	0	$\bigcirc$	
thout your giving him clues by pointing or using gestures, can your ld carry out at least <i>three</i> of these kinds of directions?	$\bigcirc$	$\bigcirc$	$\bigcirc$	
a. "Put the toy on the table." d. "Find your coat."				
b. "Close the door." e. "Take my hand."				
c. "Bring me a towel."				
ou point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, 'hat is this?" does your child correctly <i>name</i> at least one picture?	$\bigcirc$	$\bigcirc$	$\bigcirc$	
es your child say two or three words that represent different ideas gether, such as "See dog," "Mommy come home," or "Kitty gone"? on't count word combinations that express one idea, such as "byee," "all gone," "all right," and "What's that?") Please give an exple of your child's word combinations:			0	
	en you say, "Show me the kitty," or ask, "Where is the dog?" (She eds to identify only one picture correctly.)  es your child imitate a two-word sentence? For example, when you a two-word phrase, such as "Mama eat," "Daddy play," "Go me," or "What's this?" does your child say both words back to you? ark "yes" even if her words are difficult to understand.)  chout your giving him clues by pointing or using gestures, can your docarry out at least three of these kinds of directions?  a. "Put the toy on the table."  b. "Close the door."  c. "Bring me a towel."  c. "Bring me a towel."  f. "Get your book."  cup point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, that is this?" does your child correctly name at least one picture?  es your child say two or three words that represent different ideas gether, such as "See dog," "Mommy come home," or "Kitty gone"? on't count word combinations that express one idea, such as "bye-ex," "all gone," "all right," and "What's that?") Please give an ex-	en you say, "Show me the kitty," or ask, "Where is the dog?" (She eds to identify only one picture correctly.)  es your child imitate a two-word sentence? For example, when you a two-word phrase, such as "Mama eat," "Daddy play," "Go me," or "What's this?" does your child say both words back to you? ark "yes" even if her words are difficult to understand.)  chout your giving him clues by pointing or using gestures, can your d carry out at least three of these kinds of directions?  a. "Put the toy on the table."  b. "Close the door."  c. "Bring me a towel."  f. "Get your book."  cu point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, that is this?" does your child correctly name at least one picture?  es your child say two or three words that represent different ideas pether, such as "See dog," "Mommy come home," or "Kitty gone"? on't count word combinations that express one idea, such as "byeer," "all gone," "all right," and "What's that?") Please give an ex-	en you say, "Show me the kitty," or ask, "Where is the dog?" (She eds to identify only one picture correctly.)  es your child imitate a two-word sentence? For example, when you a two-word phrase, such as "Mama eat," "Daddy play," "Go me," or "What's this?" does your child say both words back to you? ark "yes" even if her words are difficult to understand.)  chout your giving him clues by pointing or using gestures, can your docarry out at least three of these kinds of directions?  a. "Put the toy on the table."  b. "Close the door."  c. "Bring me a towel."  f. "Get your book."  cu point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, hat is this?" does your child correctly name at least one picture?  es your child say two or three words that represent different ideas pether, such as "See dog," "Mommy come home," or "Kitty gone"?  on't count word combinations that express one idea, such as "byeque," "all gone," "all right," and "What's that?") Please give an ex-	en you say, "Show me the kitty," or ask, "Where is the dog?" (She eds to identify only one picture correctly.)  es your child imitate a two-word sentence? For example, when you a two-word phrase, such as "Mama eat," "Daddy play," "Go me," or "What's this?" does your child say both words back to you? ark "yes" even if her words are difficult to understand.)  chout your giving him clues by pointing or using gestures, can your docarry out at least three of these kinds of directions?  a. "Put the toy on the table."  b. "Close the door."  c. "Bring me a towel."  f. "Get your book."  cup point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, hat is this?" does your child correctly name at least one picture?  es your child say two or three words that represent different ideas pether, such as "See dog," "Mommy come home," or "Kitty gone"?  on't count word combinations that express one idea, such as "bye-e," "all right," and "What's that?") Please give an ex-

COMMUNICATION (continued)	YES	SOMETIMES	NOT YET	
6. Does your child correctly use at least two words like "me," "I," "mine," and "you"?		$\bigcirc$	$\bigcirc$	
		COMMUNICAT	ION TOTAL	
GROSS MOTOR	YES	SOMETIMES	NOT YET	
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.)	$\bigcirc$		$\circ$	
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.)	<u></u>		0	_
3. Does your child walk either up or down at least two steps by herself? She may hold onto the railing or wall.			0	
4. Does your child run fairly well, stopping herself without bumping into things or falling?	0			
5. Does your child jump with both feet leaving the floor at the same time?			0	
6. Without holding onto anything for support, does your child kick a ball by swinging his leg forward?		$\bigcirc$	$\bigcirc$	*
	,	GROSS MO		
		"yes" or "som	netimes," mark or Item 2 "yes."	



F	NE 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?	$\bigcirc$	$\bigcirc$	$\bigcirc$	
2.	Does your child turn the pages of a book by herself? (She may turn more than one page at a time.)	$\bigcirc$	$\bigcirc$	$\bigcirc$	
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?	$\bigcirc$	$\bigcirc$	$\bigcirc$	
4.	Does your child flip switches off and on?	$\bigcirc$	$\bigcirc$	$\bigcirc$	
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.)		$\bigcirc$	$\circ$	
6.	Can your child string small items such as beads, macaroni, or pasta "wagon wheels" onto a string	$\bigcirc$	$\bigcirc$	$\bigcirc$	_
	or shoelace?		FINE MOTO	OR TOTAL	_
P	ROBLEM 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.)				_
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.)	$\bigcirc$	0	$\bigcirc$	
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?	$\bigcirc$	$\bigcirc$	0	_
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?	$\bigcirc$	$\bigcirc$	$\bigcirc$	
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)?	$\bigcirc$	$\bigcirc$	$\bigcirc$	

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## **OVERALL**

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

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

			\
2. Do you think your child talks like other toddlers her age? If no, explain:	YES	O NO	
			/

() YES

( ) no

A.	Δ	C	$\overline{O}$	.2
<u>~</u>	$\overline{}$	<u> </u>	Y	J

O	VERALL (continued)		
3.	Can you understand most of what your child says? If no, explain:	YES	O 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

OVERALL (continued)			
8. Do you have any concerns about your child's behavior? If yes, explain:	YES	O NO	
9. Does anything about your child worry you? If yes, explain:	YES	O NO	



## **24** Month ASQ-3 Information Summary

23 months 0 days through 25 months 15 days

Ch	Child's name:								ate AS	Q comple	ted:							
Ch	ild's ID #:							Da	Date of birth:									
Ad	ministering pr	ogram/p	provider:															
1.	<b>SCORE AND TRANSFER TOTALS TO CHART BELOW:</b> See <i>ASQ-3 User's Guide</i> for details, including how to adjust responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.																	
	Area Cutoff Score 0 5 10 15 20 25								30	35	40	45	50		55	(	60	
	Communication	25.17								0	0		$\bigcirc$	0		$\bigcirc$	(	$\overline{\bigcirc}$
	Gross Motor	38.07										$\bigcirc$	0	0		0	(	$\bigcirc$
	Fine Motor	35.16										0	$\bigcirc$	$\bigcirc$		$\bigcirc$	(	$\bigcirc$
	Problem Solving	29.78									0	$\bigcirc$	$\bigcirc$	$\bigcirc$		$\bigcirc$	(	$\bigcirc$
	Personal-Social	31.54									0		$\bigcirc$	0		$\bigcirc$	(	$\bigcirc$
2.	TRANSFER	OVERAL	L RESPO	ONSES:	Bolded	upper	case res	ponses r	require	e follow-up	o. See A	SQ-3 Use	er's Gu	ide, C	hapt	er 6.		
	Hears we Comment						Yes	NO	6.	Concerns Commen		vision?			Y	'ES	1	No
	<ul><li>2. Talks like other toddlers his age? Comments:</li><li>3. Understand most of what your child says? Comments:</li></ul>						Yes	NO	7.	Any med Commen	oncerns about behavior?				Y	'ES	1	No
						;?	Yes	NO	8.	Concerns Commen					Y	'ES	1	No
	Walks, runs, and climbs like other toddlers?     Comments:						Yes	NO	9.	Comments:					Y	'ES	1	No
	5. Family h	•	hearing	impairn	nent?		YES	No										
3.	ASQ SCORE responses, a															, ove	rall	
	If the child's If the child's If the child's	total sco	ore is in t	he 🔲	area, it	is close	to the	cutoff. P	rovide	learning a	activitie	s and mor	nitor.					
4.	FOLLOW-UF	ACTIO	N TAKEI	N: Chec	k all tha	at apply						OPTION						
	Provide	activitie	s and res	creen ir	າ	months						<pre>YES, S = response</pre>			S, N	I = N	OT	YET,
	Share re	sults wit	h primar	y health	care p	rovider.							т —		2	4	_	4
	Refer fo	r (circle	all that a	pply) he	aring, v	ision, a	nd/or b	ehaviora	al scree	ening.	Co	mmunication	1	2	3	4	5	6
			health c				commur	nity ager	ncy (sp	ecify		Gross Moto						
	·		terventic				cial edu	cation.				Fine Moto	r					
		-	n taken a	-		,					Pro	blem Solving	9					
					-						Pe	rsonal-Socia	d					

Other (specify):