

ASQ-3 Ages & Stages Questionnaires®

18 Month Questionnaire
17 months 0 days through 18 months 30 days



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

Date ASQ completed: 1/25/2021

Child's information

Child's first name: Everly Middle initial: R Child's last name: Bovard

Child's date of birth: 7/19/19

If child was born 3 or more weeks prematurely, # of weeks premature: _____

Child's gender:
 Male Female

Person filling out questionnaire

First name: Zachariah Middle initial: J Last name: Bovard

Street address: 107 W. Jackson Ave.

Relationship to child:
 Parent Guardian Teacher Child care provider
 Grandparent or other relative Foster parent Other: _____

City: Charleston

State/Province: Illinois

ZIP/Postal code: 61920

Country: United States

Home telephone number: 217-343-7844

Other telephone number: _____

E-mail address: zbovard@lakeviewcol.edu

Names of people assisting in questionnaire completion: Amy R. Norris

Program Information

Child ID #: _____

Age at administration in months and days: 18 mo 6 days

Program ID #: _____

If premature, adjusted age in months and days: _____

Program name: Lakeview College of Nursing



18 Month Questionnaire

17 months 0 days
through 18 months 30 days

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

Important Points to Remember:

- Try each activity with your baby 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

| | YES | SOMETIMES | NOT YET | |
|---|----------------------------------|-----------------------|----------------------------------|-----------|
| 1. When your child wants something, does she tell you by <i>pointing</i> to it? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 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.") | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 3. Does your child say eight or more words in addition to "Mama" and "Dada"? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 5. Without your showing him, does your child <i>point</i> 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 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: | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <u>0</u> |

COMMUNICATION TOTAL

50

GROSS MOTOR

- | | YES | SOMETIMES | NOT YET | |
|---|----------------------------------|-----------------------|----------------------------------|----|
| 1. Does your child bend over or squat to pick up an object from the floor and then stand up again without any support? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 2. Does your child move around by walking, rather than by crawling on her hands and knees? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 3. Does your child walk well and seldom fall? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 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)? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 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.) | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 0 |



GROSS MOTOR TOTAL 50

FINE MOTOR

- | | YES | SOMETIMES | NOT YET | |
|---|----------------------------------|-----------------------|-----------------------|----|
| 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 3. Does your child make a mark on the paper with the tip of a crayon (or pencil or pen) when trying to draw? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 4. Does your child stack three small blocks or toys on top of each other by himself? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 5. Does your child turn the pages of a book by himself? (He may turn more than one page at a time.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| 6. Does your child get a spoon into her mouth right side up so that the food usually doesn't spill? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |

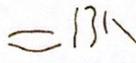


FINE MOTOR TOTAL 60

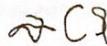
PROBLEM SOLVING

- | | YES | SOMETIMES | NOT YET | |
|---|----------------------------------|----------------------------------|----------------------------------|------------|
| 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 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? | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <u>0</u> |
| 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 4. Without your showing her how, does your child scribble back and forth when you give her a crayon (or pencil or pen)? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 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.) | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <u>5</u> |
| 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.) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10*</u> |

Count as "yes"



Count as "not yet"



PROBLEM SOLVING TOTAL

45

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

PERSONAL-SOCIAL

- | | YES | SOMETIMES | NOT YET | |
|--|----------------------------------|----------------------------------|-----------------------|-----------|
| 1. While looking at herself in the mirror, does your child offer a toy to her own image? | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <u>5</u> |
| 2. Does your child play with a doll or stuffed animal by hugging it? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 3. Does your child get your attention or try to show you something by pulling on your hand or clothes? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 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? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |
| 5. Does your child drink from a cup or glass, putting it down again with little spilling? | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <u>5</u> |
| 6. Does your child copy the activities you do, such as wipe up a spill, sweep, shave, or comb hair? | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <u>10</u> |

PERSONAL-SOCIAL TOTAL

50

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 explanation]

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

YES NO

[Empty rounded rectangular box for explanation]

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

YES NO

[Empty rounded rectangular box for explanation]

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

YES NO

[Empty rounded rectangular box for explanation]

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

YES NO

[Empty rounded rectangular box for explanation]

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

YES NO

[Empty rounded rectangular box for explanation]

OVERALL (continued)

7. Has your child had any medical problems in the last several months? If yes, explain: YES NO

Yes Everly was diagnosed with roseola in November, which resolved shortly after diagnosis.

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



18 Month ASQ-3 Information Summary

17 months 0 days through
18 months 30 days

Child's name: Everly R. Boyard Date ASQ completed: 1/25/21
 Child's ID #: n/a Date of birth: 7/19/19
 Administering program/provider: n/a Was age adjusted for prematurity when selecting questionnaire? Yes No

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 | 13.06 | | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ● | ○ | ○ |
| Gross Motor | 37.38 | | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ● | ○ | ○ |
| Fine Motor | 34.32 | | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ● |
| Problem Solving | 25.74 | | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Personal-Social | 27.19 | | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ● | ○ | ○ |

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

- Hears well?
Comments: Yes NO
- Talks like other toddlers his age?
Comments: Yes NO
- Understand most of what your child says?
Comments: Yes NO
- Walks, runs, and climbs like other toddlers?
Comments: Yes NO
- Family history of hearing impairment?
Comments: YES No
- Concerns about vision?
Comments: YES No
- Any medical problems?
Comments: *Everly had roseola in November, which resolved quickly.* YES No
- Concerns about behavior?
Comments: YES No
- Other concerns?
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 | Y | N | Y | Y | Y | N |
| Gross Motor | Y | Y | Y | Y | Y | N |
| Fine Motor | Y | Y | Y | Y | Y | Y |
| Problem Solving | Y | N | Y | Y | S | Y |
| Personal-Social | S | Y | Y | Y | S | Y |

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