





# 30 Month Questionnaire

28 months 16 days  
through 31 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:

- 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:

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## COMMUNICATION

	YES	SOMETIMES	NOT YET	
1. 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
2. Without your giving him clues by pointing or using gestures, can your child carry out at least <i>three</i> of these kinds of directions?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
<input checked="" type="radio"/> a. "Put the toy on the table." <input type="radio"/> d. "Find your coat." <input checked="" type="radio"/> b. "Close the door." <input checked="" type="radio"/> e. "Take my hand." <input type="radio"/> c. "Bring me a towel." <input checked="" type="radio"/> f. "Get your book."				
3. When you ask your child to point to her nose, eyes, hair, feet, ears, and so forth, does she correctly point to at least seven body parts? (She can point to parts of herself, you, or a doll. Mark "sometimes" if she correctly points to at least three different body parts.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<u>5</u>
4. Does your child make sentences that are three or four words long? Please give an example:	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
<i>Can we have snack?</i>				
5. Without giving your child help by pointing or using gestures, ask him to "put the book on the table" and "put the shoe under the chair." Does your child carry out both of these directions correctly?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
6. When looking at a picture book, does your child tell you what is happening or what action is taking place in the picture (for example, "barking," "running," "eating," or "crying")? You may ask, "What is the dog (or boy) doing?"	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<u>0</u>

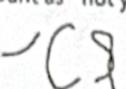
COMMUNICATION TOTAL 45

GROSS MOTOR

	YES	SOMETIMES	NOT YET	
1. Does your child run fairly well, stopping herself without bumping into things or falling?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
				
2. Does your child walk either up or down at least two steps by himself? He may 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"/>	<u>10</u>
				
3. Without holding onto anything for support, does your child kick a ball by swinging his leg forward?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
				
4. Does your child jump with both feet leaving the floor at the same time?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<u>5</u>
				
5. Does your child walk up stairs, using only one foot on each stair? (The left foot is on one step, and the right foot is on the next.) She may hold onto the railing or wall.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<u>0*</u>
				
6. Does your child stand on one foot for about 1 second without holding onto anything?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<u>5</u>
				
<b>GROSS MOTOR TOTAL</b>				<u>40</u>

\*If Gross Motor Item 5 is marked "yes" or "sometimes," mark Gross Motor Item 2 "yes."

**FINE MOTOR**

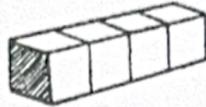
	YES	SOMETIMES	NOT YET	
1. Does your child use a turning motion with her hand while trying to turn doorknobs, wind up toys, twist tops, or screw lids on and off jars?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
2. After your child watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask him to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Count as "yes" </p> <p>Count as "not yet" </p> </div> <div style="width: 50%; text-align: right;"> <p><input type="radio"/></p></div></div>				

**PROBLEM SOLVING**

	YES	SOMETIMES	NOT YET	
1. When looking in the mirror, ask, "Where is _____?" (Use your child's name.) Does your child point to her image in the mirror?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>
				
2. If your child wants something he cannot reach, does he 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<u>0</u>

**PROBLEM SOLVING** (continued)

3. 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

4. When you point to the figure and ask your child, "What is this?" does your child say a word that means a person or something similar? (Mark "yes" for responses like "snowman," "boy," "man," "girl," "Daddy," "spaceman," and "monkey.") Please write your child's response here:



Owen

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

5. When you say, "Say 'seven three,'" does your child repeat just the two numbers in the same order? Do not repeat the numbers. If necessary, try another pair of numbers and say, "Say 'eight two.'" Your child must repeat just one series of two numbers for you to answer "yes" to this question.

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

6. After your child draws a "picture," even a simple scribble, does she tell you what she drew? (You may say, "Tell me about your picture," or ask, "What is this?" to prompt her.)

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

PROBLEM SOLVING TOTAL 50

**PERSONAL-SOCIAL**

1. If you do any of the following gestures, does your child copy at least one of them?

- a. Open and close your mouth.
- b. Blink your eyes.
- c. Pull on your earlobe.
- d. Pat your cheek.

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

2. Does your child use a spoon to feed himself with little spilling?

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

3. Does your child push a little wagon, stroller, or other toy on wheels, steering it around objects and backing out of corners if she cannot turn?

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

4. Does your child put on a coat, jacket, or shirt by himself?

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

5. After you put on loose-fitting pants around her feet, does your child pull them completely up to her waist?

YES	SOMETIMES	NOT YET	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<u>10</u>

6. When your child is looking in a mirror and you ask, "Who is in the mirror?" does he say either "me" or his own name?

YES	SOMETIMES	NOT YET	
<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 her 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. Can other people understand most of what your child says? If no, explain:

YES  NO

[Empty rounded rectangular box for explanation]

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

YES  NO

[Empty rounded rectangular box for explanation]

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

YES  NO

[Empty rounded rectangular box for explanation]

**OVERALL** (continued)

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

YES

NO

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

YES

NO

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

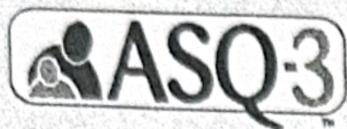
YES

NO

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

YES

NO



# 30 Month ASQ-3 Information Summary

28 months 16 days through  
31 months 15 days

Child's name: Nora Bristol Date ASQ completed: 03-06-25  
 Child's ID #: \_\_\_\_\_ Date of birth: 9-28-22  
 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	33.30	<u>45</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Gross Motor	36.14	<u>40</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Fine Motor	19.25	<u>35</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Problem Solving	27.08	<u>50</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>						
Personal-Social	32.01	<u>50</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>						

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

- |                                                                 |                                                               |                                                       |                                         |
|-----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------|
| 1. Hears well?<br>Comments:                                     | <input checked="" type="radio"/> YES <input type="radio"/> NO | 6. Family history of hearing impairment?<br>Comments: | YES <input checked="" type="radio"/> NO |
| 2. Talks like other toddlers his age?<br>Comments:              | <input checked="" type="radio"/> YES <input type="radio"/> NO | 7. Concerns about vision?<br>Comments:                | YES <input checked="" type="radio"/> NO |
| 3. Understand most of what your child says?<br>Comments:        | <input checked="" type="radio"/> YES <input type="radio"/> NO | 8. Any medical problems?<br>Comments:                 | YES <input checked="" type="radio"/> NO |
| 4. Others understand most of what your child says?<br>Comments: | <input checked="" type="radio"/> YES <input type="radio"/> NO | 9. Concerns about behavior?<br>Comments:              | YES <input checked="" type="radio"/> NO |
| 5. Walks, runs, and climbs like other toddlers?<br>Comments:    | <input checked="" type="radio"/> YES <input type="radio"/> NO | 10. Other concerns?<br>Comments:                      | YES <input checked="" type="radio"/> 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						