

Ages & Stages Questionnaires: A Parent-Completed, Child-Monitoring System
Second Edition

By Diane Bricker and Jane Squires

with assistance from Linda Mounts, LaWanda Potter, Robert Nickel, Elizabeth Twombly, and Jane Farrell

Copyright © 1999 by Paul H. Brookes Publishing Co.

12 Month • 1 Year

Questionnaire



On the following pages are questions about activities children 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 check the box that tells whether your child is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

- Be sure to try each activity with your child before checking a box.
- Try to make completing this questionnaire a game that is fun for you and your child.
- Make sure your child is rested, fed, and ready to play.
- Please return this questionnaire by _____.
- If you have any questions or concerns about your child or about this questionnaire, please call: _____.
- Look forward to filling out another questionnaire in _____ months.



ACTIVITIES FOR INFANTS 12-16 MONTHS OLD




<p>Babies love games at this age (Pat-a-cake, This Little Piggy Went to Market). Try different ways of playing the games and see if your baby will try it with you. Hide behind furniture or doors for Peekaboo; clap blocks or pan lids for Pat-a-cake.</p>	<p>Make puppets out of a sock or paper bag—one for you and one for your baby. Have your puppet talk to your baby or your baby's puppet. Encourage your baby to "talk" back.</p>	<p>To encourage your baby's first steps, hold your baby in standing position, facing another person. Have your baby step toward the other person to get a favorite toy or treat.</p>	<p>Give your baby containers with lids or different compartments filled with blocks or other small toys. Let your baby open and dump. Play "putting things back." This will help your baby learn how to release objects where he or she wants them.</p>	<p>Loosely wrap a small toy in a paper towel or facial tissue without tape. Your baby can unwrap it and find a surprise. Use tissue paper or wrapping paper, too. It's brightly colored and noisy.</p>
<p>Babies enjoy push and pull toys. Make your own pull toy by threading yogurt cartons, spools, or small boxes on a piece of yarn or soft string (about 2 feet long). Tie a bead or plastic stacking ring on one end for a handle.</p>	<p>Tape a large piece of drawing paper to a table. Show your baby how to scribble with large nontoxic crayons. Take turns making marks on the paper. It's also fun to paint with water.</p>	<p>Arrange furniture so your baby can work his or her way around a room by stepping across gaps between furniture. This encourages balance in walking.</p>	<p>Babies continue to love making noise. Make sound shakers by stringing canning rims together or filling medicine bottles (with child-proof caps) with different-sounding objects like marbles, rice, salt, bolts, and so forth. Be careful to secure lids tightly.</p>	<p>This is the time your baby learns that adults can be useful. When your baby "asks" for something by vocalizing or pointing, respond to his or her signal. Name the object your baby wants and encourage him or her to communicate again—taking turns with each other in a "conversation."</p>
<p>Play the naming game. Name body parts, common objects, and people. This lets your baby know that everything has a name and helps him or her begin to learn these names.</p>	<p>Make an obstacle course with boxes or furniture so your baby can climb in, on, over, under, and through. A big box can be a great place to sit and play.</p>	<p>Let your baby help you clean up. Play "feed the wastebasket" or "give it to Mommy or Daddy."</p>	<p>Make a surprise bag for your baby to find in the morning. Fill a paper or cloth bag with a soft toy, something to make a sound, a little plastic jar with a screw-top lid, or a book with cardboard pages.</p>	<p>Play "pretend" with a stuffed animal or doll. Show and tell your baby what the doll is doing (walking, going to bed, eating, dancing across a table). See if your baby will make the doll move and do things as you request. Take turns.</p>
<p>Put up safe finger foods (do not use foods that pose a danger of your baby's choking) in small pieces and allow your baby to feed him- or herself. It is good practice to pick up small things and feel different textures (bananas, soft crackers, berries).</p>	<p>Let your baby "help" during daily routines. Encourage your baby to "get" the cup and spoon for mealtime, to "find" shoes and coat for dressing, and to "bring" the pants or diaper for changing. Following directions is an important skill for your baby to learn.</p>	<p>Your baby is learning that different toys do different things. Give your baby lots of things to roll, push, pull, hug, shake, poke, turn, stack, spin, and stir.</p>	<p>Most babies enjoy music. Clap and dance to the music. Encourage your baby to practice balance by moving forward, around, and back. Hold his or her hands for support, if needed.</p>	<p>Prepare your baby for a future activity or trip by talking about it beforehand. Your baby will feel a part of what is going on rather than being just an observer. It may also help reduce some fear of being "left behind."</p>

YES SOMETIMES NOT YET

COMMUNICATION *Be sure to try each activity with your child.*

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|-------|
| 1. If you ask her to, does your baby play at least one nursery game even if you don't show her the activity yourself (e.g., "bye-bye," "Peekaboo," "clap your hands," "So Big")? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 2. Does your baby follow one simple command, such as "Come here," "Give it to me," or "Put it back," <i>without</i> your using gestures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 3. Does your baby say one word in addition to "Mama" and "Dada"? (A "word" is a sound or sounds the baby says consistently to mean someone or something, such as "baba" for bottle.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. When you ask, "Where is the ball (hat, shoe, etc.);" does your baby look at the object? Make sure the object is present. Check "yes" if he knows one object. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. When your baby wants something, does she tell you by <i>pointing</i> to it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Does your baby shake his head when he means "no" or "yes"? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| COMMUNICATION TOTAL | | | | _____ |

GROSS MOTOR *Be sure to try each activity with your child.*

- | | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|-------|
| 1. While holding onto furniture, does your baby bend down and pick up a toy from the floor and then return to a standing position? |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 2. While holding onto furniture, does your baby lower herself with control (without falling or flopping down)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 3. Does your baby walk along furniture while holding on with only one hand? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. If you hold both hands just to balance him, does your baby take several steps without tripping or falling? (If your baby already walks alone, check "yes" for this item.) |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. When you hold <i>one hand</i> just to balance her, does your baby take several steps forward? (If your baby already walks alone, check "yes" for this item.) |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Does your baby stand up in the middle of the floor by himself and take several steps forward? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| GROSS MOTOR TOTAL | | | | | _____ |

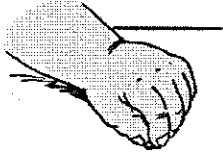
YES SOMETIMES NOT YET

FINE MOTOR *Be sure to try each activity with your child.*

1. After one or two tries, does your baby pick up a piece of string with her first finger and thumb? (The string may be attached to a toy.)

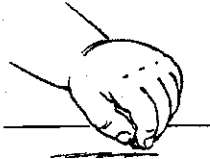


2. Does your baby pick up a crumb or Cheerio with the tips of his thumb and a finger? He may rest his arm or hand on the table while doing it.



3. Does your baby put a small toy down, without dropping it, and then take her hand off the toy?

4. Without resting his arm or hand on the table, does your baby pick up a crumb or Cheerio with the tip of his thumb and a finger?



 _____*

5. Does your baby throw a small ball with a forward arm motion? (If he simply drops the ball, check "not yet" for this item.)



6. Does your baby help turn the pages of a book? (You may lift a page for her to grasp.)

FINE MOTOR TOTAL _____

**If fine motor item 4 is marked "yes" or "sometimes," mark fine motor item 2 as "yes."*

PROBLEM SOLVING *Be sure to try each activity with your child.*

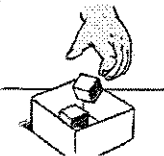
1. While holding a small toy in each hand, does your baby clap the toys together (like "Pat-a-cake")?

2. Does your baby poke at or try to get a crumb or Cheerio that is inside a clear bottle (such as a plastic soda-pop bottle or baby bottle)?

3. After he watches you hide a small toy under a piece of paper or cloth, does your baby find it? (Be sure the toy is completely hidden.)

4. If you put a small toy into a bowl or box, does your baby copy you by putting in a toy, although she may not let go of it? (If she already lets go of the toy into a bowl or box, check "yes" for this item.)

5. Does your baby drop two small toys, one after the other, into a container like a bowl or box? (You may show him how to do it.)



 _____*

YES SOMETIMES NOT YET

PROBLEM SOLVING *(continued)*

6. After you scribble back and forth on paper with a crayon (or a pencil or pen), does your baby copy you by scribbling? (If she already scribbles on her own, check "yes" for this item.) _____

PROBLEM SOLVING TOTAL _____

**If problem solving item 5 is marked "yes" or "sometimes," mark problem solving item 4 as "yes."*

PERSONAL-SOCIAL *Be sure to try each activity with your child.*

1. When you hold out your hand and ask for his toy, does your baby offer it to you even if he doesn't let go of it? (If he already lets go of the toy into your hand, check "yes" for this item.) _____
2. When you dress her, does your baby push her arm through a sleeve once her arm is started in the hole of the sleeve? _____
3. When you hold out your hand and ask for his toy, does your baby let go of it into your hand? _____
4. When you dress her, does your baby lift her foot for her shoe, sock, or pant leg? _____
5. Does your baby roll or throw a ball back to you so that you can return it to him? _____
6. Does your baby play with a doll or stuffed animal by hugging it? _____

PERSONAL-SOCIAL TOTAL _____

OVERALL *Parents and providers may use the back of this sheet for additional comments.*

1. Do you think your child hears well? YES NO
If no, explain: _____
2. Does your baby use both hands equally well? YES NO
If no, explain: _____
3. When your baby is standing, are her feet flat on the surface most of the time? YES NO
If no, explain: _____
4. Does either parent have a family history of childhood deafness or hearing impairment? YES NO
If yes, explain: _____
5. Do you have concerns about your child's vision? YES NO
If yes, explain: _____
6. Has your child had any medical problems in the last several months? YES NO
If yes, explain: _____
7. Does anything about your child worry you? YES NO
If yes, explain: _____