

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

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60 Month • 5 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: _____.



ACTIVITIES FOR CHILDREN 60 - 66 MONTHS OLD

<p>Make a nature collage. Collect leaves, pebbles, and small sticks from outside and glue them on a piece of cardboard or stiff paper. (Cereal and cracker boxes can be cut up and used as cardboard.)</p>	<p>Practice writing first names of friends, toys, and relatives. Your child may need to trace the letters of these names at first. Be sure to write in large print letters.</p>	<p>Encourage dramatic play. Help your child act out his or her favorite nursery rhyme, cartoon, or story. Use large, old clothes for costumes.</p>	<p>Play simple ball games such as kick-ball. Use a large (8" - 12") ball, and slowly roll it toward your child. See if your child can kick the ball and run to "first base."</p>	<p>When reading stories to your child, let her make up the ending; or retell favorite stories with "silly" new endings that she makes up.</p>
<p>Let your child help you with simple cooking tasks such as mashing potatoes, making cheese sandwiches, and fixing a bowl of cereal. Afterward, see if she can tell you the order that you followed to cook and mash the potatoes or to get the bread out of the cupboard and put the cheese on it.</p>	<p>Play "20 Questions." Think of an animal. Let your child ask 20 yes/no questions about the animal until he guesses what animal it is. (You may need to help him ask yes/no questions at first.) Now let your child choose an animal and you ask the 20 questions. You can also use other categories such as food, toys, and people.</p>	<p>You can play "license plate count-up" in the car or on the bus. Look for a license plate that begins with a 1. Then try to find other plates that begin with 2, 3, 4, and so forth, up to 10. When your child can play "count-up," play "count-down," starting with a license plate beginning with 9, then 8, 7, 6, and so forth, down to 1.</p>	<p>Practice pretend play or pantomime. Here are some things to act out: 1) eating hot pizza with stringy cheese; 2) winning a race; 3) finding a giant spider; 4) walking in thick, sticky mud; and 5) making footprints in wet sand.</p>	<p>Make a simple concentration game with two or three pairs of duplicate playing cards (two king of hearts), or make your own cards out of duplicate pictures or magazine ads. Start with two or three pairs of cards. Turn them face down and mix them up. Let your child turn two cards over and see if they match. If they don't, turn the cards face down again. You can gradually increase to playing with more pairs of cards.</p>
<p>Make an obstacle course either inside or outside your home. You can use cardboard boxes for jumping over or climbing through, broomsticks for laying between chairs for "limbo" (going under), and pillows for walking around. Let your child help lay out the course. After a couple of practice tries, have her complete the obstacle course as quickly as possible. Then try hopping or jumping the course.</p>	<p>After washing hands, practice writing letters and numbers in pudding or thinned, mashed potatoes spread on a cookie sheet or cutting board. Licking fingers is allowed!</p>	<p>Play mystery sock. Put a common household item in a sock. Tie off the top of the sock. Have your child feel the sock and guess what is inside. Take turns guessing what's inside.</p>	<p>Make color rhymes. Take turns rhyming a color and a word: blue, shoe; red, bed; yellow, fellow. You can also rhyme with names (Dad, sad; Jack, sack). Take turns with the rhyming.</p>	<p>Make an "I can read" poster. Cut out names your child can read—fast-food restaurant names, names from cereal cartons, and other foods. You can write your child's name, names of relatives, and names of friends on pieces of paper and put them on the poster. Add to the poster as your child learns to read more names.</p>
<p>Play "What doesn't belong?" Let your child find the word that doesn't belong in a list of six or seven spoken words. The one that doesn't belong can be the word that doesn't rhyme or the word that is from a different category. Some examples are 1) fly, try, by, coat, sigh, my; 2) Sam, is, ram, am, spam, ham; 3) red, orange, purple, green, yellow, beetle; 4) spoon, fork, shirt, pan, spatula, knife. Have your child give three to four words with one that doesn't belong.</p>	<p>Play the "memory" game. Put five or six familiar objects on a table. Have your child close her eyes. Remove one object, and rearrange the rest. Ask your child which object is missing. Take turns finding the missing object.</p>	<p>Make puppets out of ice cream sticks, paper bags, socks, or egg carton cups. Decorate the puppets with yarn, pens, buttons, and colored paper. Make a puppet stage by turning a coffee table or card table on its side and crouching behind the table top. Be the audience while your child puts on a puppet show.</p>	<p>Play the old shell game. Get four cups or glasses that you cannot see through. Find a small ball, object, or edible item such as a raisin or cracker that fits under the cups. Have your child watch as you place the object under one of the cups and move all the cups around. Have your child try to remember which cup the object is under. Have your child take a turn moving the objects while you guess.</p>	<p>Play "mystery sound." Select household items that make distinct sounds such as a clock, cereal box, metal lid (placed on a pan), and potato chip bag. Put a blindfold on your child and have her try to guess which object she heard. Take turns with your child.</p>

YES SOMETIMES NOT YET

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

1. Without giving your child help by pointing or repeating directions, does your child follow three directions that are *unrelated* to one another? Give all three directions before your child starts. For example, you may ask your child to "Clap your hands, walk to the door, and sit down," or "Give me the pen, open the book, and stand up."

2. Does your child use four- and five-word sentences? For example, does your child say, "I want the car"?

Please write an example:

3. When talking about something that already happened, does your child use words that end in "ed," such as *walked*, *jumped*, or *played*? Ask your child questions, such as "How did you get to the store?" ("We walked.") "What did you do at your friend's house?" ("We played.")

Please write an example:

4. Does your child use comparison words, such as *heavier*, *stronger*, or *shorter*? Ask your child questions, such as "A car is *big*, but a bus is _____" (bigger); "A cat is *heavy*, but a man is _____" (heavier); "A TV is *small*, but a book is _____" (smaller).

Please write an example:

5. Does your child answer the following questions:

"What do you do when you are hungry?" (Acceptable answers include: "Get food," "Eat," "Ask for something to eat," and "Have a snack.")

Please write your child's response:

"What do you do when you are tired?" (Acceptable answers include: "Take a nap," "Rest," "Go to sleep," "Go to bed," "Lie down," and "Sit down.")

Please write your child's response:

Mark "sometimes" if your child answers only one question.

6. Does your child repeat the sentences shown below back to you, without any mistakes? You may repeat each sentence one time. Mark "yes" if your child repeats both sentences without mistakes or "sometimes" if your child repeats one sentence without mistakes.

Jane hides her shoes for Maria to find.
Al read the blue book under his bed.

COMMUNICATION TOTAL _____

YES SOMETIMES NOT YET

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

1. While standing, does your child throw a small ball overhand in the direction of a person standing at least 6 feet away? To throw overhand, your child must raise his arm to shoulder height and throw the ball forward. (Dropping the ball, letting the ball go, or throwing the ball underhand should be scored as "not yet.")



2. Does your child catch a large ball with both hands? You should stand about 5 feet away and give your child two or three tries.



3. Without holding onto anything, does your child stand on one foot for at least 5 seconds without losing her balance and putting her foot down? You may give your child two or three tries before you mark the answer.



4. Does your child walk on his tiptoes for 15 feet (about the length of a large car)? You may show her how to do this.

5. Does your child hop forward on one foot for a distance of 4-6 feet without putting down the other foot? You can give him two tries on each foot. Mark "sometimes" if he can hop on one foot only.

6. Does your child skip using alternating feet? You may show her how to do this.

GROSS MOTOR TOTAL _____

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

1. Ask your child to trace on the line below with a pencil. Does your child trace on the line without going off the line more than two times? Mark "sometimes" if your child goes off the line three times.



2. Ask your child to draw a picture of a person on a blank sheet of paper. You may ask your child to "Draw a picture of a girl or a boy." If your child draws a person with head, body, arms, and legs, mark "yes." If your child draws a person with only three parts (head, body, arms, or legs), mark "sometimes." If your child draws a person with two or fewer parts (head, body, arms, or legs), mark "not yet." Be sure to attach the sheet of paper with your child's drawing to this questionnaire.

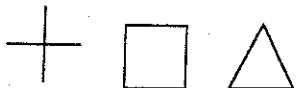
YES SOMETIMES NOT YET

FINE MOTOR *(continued)*

3. Draw a line across a piece of paper. Using child-safe scissors, does your child cut the paper in half on a more or less straight line, making the blades go up and down? (Carefully watch your child's use of scissors for safety reasons.)



4. Using the shapes below to look at, does your child copy the shapes in the space below without tracing? Your child's drawings should look similar to the design of the shapes below, but they may be different in size. (Mark "yes" if she can copy all three shapes; mark "sometimes" if your child can copy two shapes.)



(Copy shapes here.)

5. Using the letters below to look at, does your child copy the letters without tracing? Cover up all of the letters except the letter being copied. Mark "yes" if your child can copy four of the letters, and you can read them. Mark "sometimes" if your child can copy two or three letters, and you can read them.

V H T C A

(Copy letters here.)

6. Print your child's first name. Can your child copy the letters? The letters may be large, backward, or reversed. Mark "sometimes" if your child copies about half of the letters.

(Space for adult's printing)

(Space for child's printing)

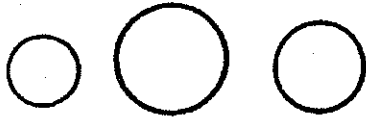
FINE MOTOR TOTAL _____

YES SOMETIMES NOT YET

PROBLEM SOLVING

Be sure to try each activity with your child.

1. When asked, "Which circle is smallest?" does your child point to the smallest circle? Ask this question *without* providing help by pointing, gesturing, or looking at the smallest circle.



2. When shown an object and asked, "What color is this?" does your child name five different colors like red, blue, yellow, orange, black, white, or pink? Answer "yes" only if your child answers the question correctly using five colors.

3. Does your child count up to 15 without making mistakes? If so, mark "yes." If your child counts to 12 without making mistakes, mark "sometimes."

4. Is your child able to finish the following sentences using a word that means the opposite of the word that is italicized?
For example: "A rock is *hard*, and a pillow is *soft*."

Please write your child's responses below:

A cow is *big*, and a mouse is _____.

Ice is *cold*, and fire is _____.

We see stars at *night*, and we see the sun during the _____.

When I throw the ball *up*, it comes _____.

Mark "yes" if she finishes three of four sentences correctly.

Mark "sometimes" if she finishes two of four sentences correctly.

5. Does your child know the names of numbers? Mark "yes" if he identifies the three numbers below. Mark "sometimes" if he identifies two numbers.

3

1

2

6. Does your child name at least four letters in her name? Point to the letters and ask, "What letter is this?" *Point to the letters out of order.*

PROBLEM SOLVING TOTAL _____

YES SOMETIMES NOT YET

PERSONAL-SOCIAL

Be sure to try each activity with your child.

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|-----|
| 1. Does your child serve himself, using utensils? For example, does your child use a large spoon to scoop applesauce from a jar into a bowl? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. Does your child wash her hands and face with soap and water and dry off with a towel without help? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 3. Can your child tell you at least four of the following?
a. First name d. Last name
b. Age e. Boy or girl
c. City he lives in f. Telephone number | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| Please circle the items your child knows. | | | | |
| 4. Does your child dress and undress herself, including buttoning medium-sized buttons and zipping front zippers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 5. Does your child use the toilet by himself? (He goes to the bathroom, sits on the toilet, wipes, and flushes.) Mark "yes" even if he does this after you remind him. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 6. Does your child usually take turns and share with other children? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |

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?
If no, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 2. Do you think your child talks like other children her age?
If no, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 3. Can you understand most of what your child says?
If no, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 4. Do you think your child walks, runs, and climbs like other children his age?
If no, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 5. Does either parent have a family history of childhood deafness or hearing impairment?
If yes, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 6. Do you have concerns about your child's vision?
If yes, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 7. Has your child had any medical problems in the last several months?
If yes, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 8. Does anything about your child worry you?
If yes, explain: _____ | YES <input type="checkbox"/> | NO <input type="checkbox"/> |