

**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

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# **36 Month • 3 Year**

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# **Questionnaire**

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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 CHILDREN 36 - 48 MONTHS OLD

<p>Make a book "about me" for your child. Save family pictures, leaves, magazine pictures of a favorite food, and drawings your child makes. Put them in a photo album, or glue onto sheets of paper and staple together to make a book.</p>	<p>Make a bird feeder using peanut butter and bird seed. Help your child find a pine cone or a piece of wood to spread peanut butter on. Roll in or sprinkle with seeds and hang in a tree outside a window. While your child watches the birds, ask her about the number, size, and color of the different birds that visit.</p>	<p>Grow a plant. Choose seeds that sprout quickly (beans or peas), and together with your child place the seeds in a paper cup, filling almost to the top with dirt. Place the seeds ½ inch under the soil. Put the cup in a sunny window sill and encourage your child to water and watch the plant grow.</p>	<p>Before bedtime, look at a magazine or children's book together. Ask your child to point to pictures as you name them, such as "Where is the truck?" Be silly and ask him to point with his elbow or foot. Ask him to show you something that is round or something that goes fast.</p>	<p>Play a matching game. Find two sets of 10 or more pictures. You can use pictures from two copies of the same magazine or a deck of playing cards. Lay the pictures face up and ask your child to find two that are the same. Start with two picture sets and gradually add more.</p>
<p>While cooking or eating dinner, play the "more or less" game with your child. Ask who has more "potatoes" and who has less. Try this using same-size glasses or cups, filled with juice or milk.</p>	<p>Cut out some large paper circles and show them to your child. Talk with your child about things in her world that are "round" (a ball, the moon). Cut the circle in half, and ask her if she can make it round again. Next, cut the circle into three pieces, and so forth.</p>	<p>During bath time, play Simon Says to teach your child names of body parts. First, you can be "Simon" and help your child wash the part of his body that "Simon says." Let your child have a turn to be "Simon," too. Be sure to name each body part as it is washed and give your child a chance to wash himself.</p>	<p>Talk about the number 3. Read stories that have 3 in them (<i>The Three Billy Goats Gruff</i>, <i>Three Little Pigs</i>, <i>The Three Bears</i>). Encourage your child to count to 3 using similar objects (rocks, cards, blocks). Talk about being 3 years old. After your child gets the idea, move up to the numbers 4, 5, and so forth as long as your child is interested.</p>	<p>Put out several objects that are familiar to your child (brush, coat, banana, spoon, book). Ask your child to show you which one you can eat or which one you wear outside. Help your child put the objects in groups that go together, such as "things that we eat" and "things that we wear."</p>
<p>When your child is getting dressed, encourage her to practice with buttons and zippers. Play a game of Peek-a-boo to show her how buttons go through the holes. Pretend the zipper is a choo-choo train going "up and down" the track.</p>	<p>Practice following directions. Play a silly game where you ask your child to do two or three fun or unusual things in a row. For example, ask him to "Touch your elbow and then run in a circle" or "Find a book and put it on your head."</p>	<p>Encourage your child's "sharing skills" by making a play corner in your home. Include only two children to start (a brother, sister, or friend) and have a few of the same type of toys available so the children don't have to share all the time. Puppets or blocks are good because they encourage playing together. If needed, use an egg or oven timer with a bell to allow the children equal time with the toys.</p>	<p>Listen for sounds. Find a cozy spot, and sit with your child. Listen and identify all the sounds that you hear. Ask your child if it is a loud or soft sound. Try this activity inside and outside your home.</p>	<p>Make an adventure path outside. Use a garden hose, rope, or piece of chalk and make a "path" that goes under the bench, around the tree, and along the wall. Walk your child through the path first, using these words. After she can do it, make a new path or have your child make a path.</p>
<p>Find large pieces of paper or cardboard for your child to draw on. Using crayons, pencils, or markers, play a drawing game where you follow his lead by copying exactly what he draws. Next, encourage him to copy your drawings, such as circles or straight lines.</p>	<p>When reading or telling a familiar story for bedtime, stop and leave out a word. Wait for your child to "fill in the blank."</p>	<p>Make a necklace you can eat by stringing Cheerios or Froot Loops on a piece of yarn or string. Wrap a short piece of tape around the end of the string to make a firm tip for stringing.</p>	<p>Listen and dance to music with your child. You can stop the music for a moment and play the "freeze" game where everyone "freezes," or stands perfectly still, until you start the music again. Try to "freeze" in unusual positions for fun.</p>	<p>Make long scarves out of fabric scraps, old dresses, or old shirts by tearing or cutting long pieces. Use material that is lightweight. Hold on to the edge of the scarf, twirl around, run, and jump.</p>



YES      SOMETIMES      NOT YET

**GROSS MOTOR** (continued)

4. Does your child stand on one foot for about 1 second without holding onto anything?



                 \_\_\_\_\_

5. While standing, does your child throw a ball overhand by raising his arm to shoulder height and throwing the ball forward? (Dropping the ball or throwing the ball underhand does not count.)



                 \_\_\_\_\_

6. Does your child jump forward at least 6 inches with both feet leaving the ground at the same time?



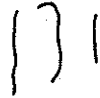
                 \_\_\_\_\_

GROSS MOTOR TOTAL \_\_\_\_\_

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

1. After she watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a line in a vertical direction?

Count as "yes"



Count as "not yet"



                 \_\_\_\_\_

2. Does your child thread a shoelace through either a bead or an eyelet of a shoe?



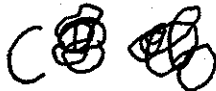
                 \_\_\_\_\_

3. After he watches you draw a single circle, ask your child to make a circle like yours. Do not let him trace your circle. Does your child copy you by drawing a circle?

Count as "yes"



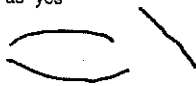
Count as "not yet"



                 \_\_\_\_\_

4. After she watches you draw a line from one side of the paper to the other side, ask your child 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 horizontal direction?

Count as "yes"



Count as "not yet"



                 \_\_\_\_\_

YES      SOMETIMES      NOT YET

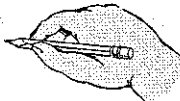
**FINE MOTOR** (continued)

5. Does your child try to cut paper with child-safe scissors? He does not need to cut the paper but must get the blades to open and close while holding the paper with the other hand. (You may show your child how to use scissors. Carefully watch your child's use of scissors for safety reasons.)



                 \_\_\_\_\_

6. When drawing, does your child hold a pencil, crayon, or pen between her fingers and thumb like an adult does?



                 \_\_\_\_\_

FINE MOTOR TOTAL \_\_\_\_\_

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

1. 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.)

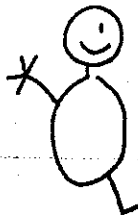


                 \_\_\_\_\_

2. If your child wants something he cannot reach, does he find a chair or box to stand on to reach it?

                 \_\_\_\_\_

3. When you point to the figure and ask your child, "What is this?" does your child say a word that means a person? Responses like "snowman," "boy," "man," "girl," and "Daddy" are correct.



                 \_\_\_\_\_

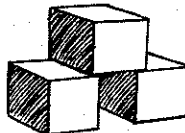
Please write your child's response here:

\_\_\_\_\_

4. When you say, "Say seven three," does your child repeat *just* the two numbers in the correct 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.

                 \_\_\_\_\_

5. Show your child how to make a bridge with blocks, boxes, or cans, like the example. Does your child copy you by making one like it?



                 \_\_\_\_\_

6. When you say, "Say five eight three," does your child repeat *just* the three numbers in the correct order? Do not repeat these numbers. If necessary, try another series of numbers and say, "Say six nine two." Your child must repeat just one series of three numbers for you to answer "yes" to this question.

                 \_\_\_\_\_

PROBLEM SOLVING TOTAL \_\_\_\_\_

YES      SOMETIMES      NOT YET

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

- |  |                          |                          |                          |     |
|--|--------------------------|--------------------------|--------------------------|-----|
| 1. Does your child use a spoon to feed herself with little spilling?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. Does your child push a little shopping cart, stroller, or wagon, steering it around objects and backing out of corners if he cannot turn? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 3. When she is looking in a mirror and you ask, "Who is in the mirror?" does your child say either "Me" or her own name?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 4. Can your child put on a coat, jacket, or shirt by himself?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 5. Using these exact words, ask your child, "Are you a girl or a boy?" Does your child answer correctly?                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 6. Does your child take turns by waiting while another child or adult takes a turn?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |

PERSONAL-SOCIAL TOTAL      \_\_\_

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

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Do you think your child hears well?   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If no, explain: _____  |                              |                             |
| 2. Do you think your child talks like other children her age?                            | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If no, explain: _____  |                              |                             |
| 3. Can you understand most of what your child says?                                      | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If no, explain: _____  |                              |                             |
| 4. Do you think your child walks, runs, and climbs like other children his age?          | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If no, explain: _____  |                              |                             |
| 5. Does either parent have a family history of childhood deafness or hearing impairment? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If yes, explain: _____   |                              |                             |
| 6. Do you have any concerns about your child's vision?                                   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If yes, explain: _____   |                              |                             |
| 7. Has your child had any medical problems in the last several months?                   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If yes, explain: _____   |                              |                             |
| 8. Does anything about your child worry you?   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| If yes, explain: _____   |                              |                             |