

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

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◆ **18 Month** ◆
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 TODDLERS 16 -20 MONTHS OLD

<p>Toddlers love to play in water. Put "squeezing" objects in the bathtub, such as sponges or squeeze bottles, along with dump-and-pour toys (cups, bowls).</p>	<p>Toddlers are excited about bubbles. Let your toddler try to blow bubbles or watch you blow bubbles through a straw. Bubbles are fun to pop and chase, too.</p>	<p>Pretend play becomes even more fun at this age. Encourage your toddler to have a doll or stuffed toy do what he or she does—walk, go to bed, dance, eat, and jump. Include the doll in daily activities or games.</p>	<p>Make instant pudding together. Let your toddler "help" by dumping pudding, pouring milk, and stirring. The results are good to eat or can be used for finger painting.</p>	<p>Use boxes or buckets for your toddler to throw bean bags or balls into. Practice overhand release of the ball or bean bag.</p>
<p>Play Hide and Seek. Your toddler can hide with another person or by him- or herself for you to find. Then take your turn to hide and let your toddler find you.</p>	<p>Toddlers love movement. Take him or her to the park to ride on rocking toys, swings, and small slides. You may want to hold your toddler in your lap on the swing and on the slide at first.</p>	<p>Sing action songs together such as "Ring Around the Rosey," "Itsy-Bitsy Spider," and "This Is the Way We Wash Our Hands." Do actions together. Move with the rhythm. Wait for your toddler to anticipate the action.</p>	<p>Put favorite toys in a laundry basket slightly out of reach of your toddler or in a clear container with a tight lid. Wait for your toddler to request the objects, giving him or her a reason to communicate. Respond to his or her requests.</p>	<p>Your toddler may become interested in "art activities." Use large nontoxic crayons and a large pad of paper. Felt-tip markers are more exciting with their bright colors. Let your toddler scribble his or her own picture as you make one.</p>
<p>A favorite pull toy often is a small wagon or an old purse for collecting things. Your toddler can practice putting objects in and out of it. It can also be used to store favorite items.</p>	<p>Make a picturebook by putting common, simple pictures cut from magazines into a photo album. Your toddler will enjoy photos of him- or herself and family members. Pictures of pets are favorites, too.</p>	<p>Toddlers are interested in playing with balls. Use a beach ball to roll, throw, and kick.</p>	<p>Play the "What's that?" game by pointing to clothing, toys, body parts, objects, or pictures and asking your toddler to name them. If your toddler doesn't respond, name it for him or her and encourage imitation of the words.</p>	<p>Fill a plastic tub with cornmeal or oatmeal. Put in kitchen spoons, strainer, measuring cups, funnels, or plastic containers. Toddlers can fill, dump, pour, and learn about textures and use of objects as tools. Tasting won't be harmful.</p>
<p>Toddlers will begin putting objects together. Simple puzzles (separate pieces) with knobs are great. Putting keys into locks and letters into mailbox slots is fun, too.</p>	<p>Get two containers (coffee cups or cereal bowls) that look the same and a small toy. Hide the toy under one container while your toddler watches. Ask him or her, "Where did it go?" Eventually you can play the "old shell game."</p>	<p>Help your toddler sort objects into piles. He or she can help you sort laundry (put socks in one pile and shirts in another). Play "clean up" games. Have your toddler put toys on specified shelves or boxes.</p>	<p>Save milk cartons, Jell-O boxes, or pudding boxes. Your toddler can stack them to make towers. You can also stuff grocery bags with newspapers and tape them shut to make big blocks.</p>	<p>Lay out your toddler's clothes on the bed before dressing. Ask him or her to give you a shirt, pants, shoes, and socks. This is an easy way to learn the names of common items.</p>

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, score "yes" for the item.

YES SOMETIMES NOT YET

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

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|-----|
| 1. When your child wants something, does she tell you by <i>pointing</i> to it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. When you ask him to, does your child 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 3. Does your child say eight or more words in addition to "Mama" and "Dada"? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 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? (Check "yes" even if her words are difficult to understand.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 5. Without showing him first, 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 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?") | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |

Please give an example of your child's word combinations:

COMMUNICATION TOTAL ___

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

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|-----|
| 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. Does your child move around by walking, rather than by crawling on her hands and knees? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 3. Does your child walk well and seldom fall? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 4. Does your child climb on an object such as a chair to reach something he wants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 5. Does your child walk down stairs if you hold onto one of her hands? (You can look for this at a store, on a playground, or at home.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 6. When you show him how to kick a large ball, does your child try to kick the ball by moving his leg forward or by walking into it? (If your child already kicks a ball, check "yes" for this item.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ___ |



GROSS MOTOR TOTAL ___

YES SOMETIMES NOT YET

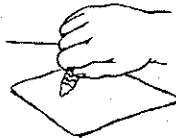
FINE MOTOR *Be sure to try each activity with your child.*

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



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.)

3. Does your child make a mark on the paper with the tip of a crayon (or pencil or pen) when trying to draw?



4. Does your child stack three small blocks or toys on top of each other by herself? (You can also use spools of thread, small boxes, or toys that are about 1 inch in size.)

5. Does your child turn the pages of a book by himself? (He may turn more than one page at a time.)

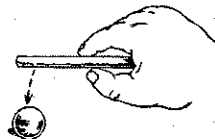
6. Does your child get a spoon into her mouth right side up so that the food usually doesn't spill?

FINE MOTOR TOTAL _____

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

1. Does your child drop several (six or more) small toys into a container, such as a bowl or box? (You may show him how to do it.)

2. After you have shown her how, does your child try to get a small toy that is slightly out of reach by using a spoon, stick, or similar tool?

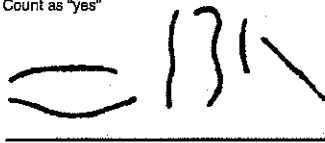


3. After a crumb or Cheerio is dropped into a small, clear bottle, does your child purposely turn the bottle over to dump it out? You may show him how to do this. You can use a plastic soda-pop bottle or baby bottle.

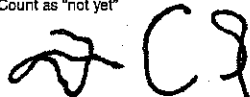
4. Without first showing her how, does your child scribble back and forth when you give her a crayon (or pencil or pen)?

5. After he watches 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? (Scribbling back and forth does not count as "yes.")

Count as "yes"



Count as "not yet"



YES SOMETIMES NOT YET

PROBLEM SOLVING *(continued)*

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 her how.) (Please allow a few minutes between trying problem solving items 3 and 6.)
- _____

PROBLEM SOLVING TOTAL _____

**If problem solving item 6 is marked "yes" or "sometimes," mark problem solving item 3 as "yes."*

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

1. While looking at himself in the mirror, does your child offer a toy to his own image? _____
2. Does your child play with a doll or stuffed animal by hugging it? _____
3. Does your child get your attention or try to show you something by pulling on your hand or clothes? _____
4. Does your child come to you when she needs help, such as with winding up a toy or unscrewing a lid from a jar? _____
5. Does your child drink from a cup or glass, putting it down again with little spilling? _____
6. Does your child copy the activities you do, such as wipe up a spill, sweep, shave, or comb hair? _____

PERSONAL-SOCIAL TOTAL _____

OVERALL *Parents and providers may use the space at the bottom of the next sheet for additional comments.*

1. Do you think your child hears well? YES NO
 If no, explain: _____
2. Do you think your child talks like other toddlers his age? YES NO
 If no, explain: _____
3. Can you understand most of what your child says? YES NO
 If no, explain: _____
4. Do you think your child walks, runs, and climbs like other toddlers her age? YES NO
 If no, explain: _____
5. Does either parent have a family history of childhood deafness or hearing impairment? YES NO
 If yes, explain: _____

OVERALL (continued)

6. Do you have concerns about your child's vision?

YES NO

If yes, explain: _____

7. Has your child had any medical problems in the last several months?

YES NO

If yes, explain: _____

8. Does anything about your child worry you?

YES NO

If yes, explain: _____