

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

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24 Month • 2 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 CHILDREN 24 - 30 MONTHS OLD

<p>Add actions to your child's favorite nursery rhymes. Easy action rhymes include "Here We Go 'Round the Mulberry Bush," "Jack Be Nimble," "This is the Way We Wash Our Clothes," "Fling Around the Rosy," and "London Bridge."</p>	<p>Play Target Toss with a large bucket or box and bean bags or balls. Help your child count how many he or she gets in the target. A ball of yarn or rolled-up socks also work well for an indoor target game.</p>	<p>Wrap tape around one end of a piece of yarn to make it stiff like a needle and put a large knot at the other end. Have your child string large elbow macaroni, buttons, spoons, or beads. Make an edible necklace out of Cheerios.</p>	<p>Children at this age love outings. One special outing can be going to the library. The librarian can help you find appropriate books. Make a special time for reading (like bedtime stories).</p>	<p>Play a jumping game when you take a walk by jumping over the cracks in the sidewalk. You may have to hold your child and help him or her jump over at first.</p>
<p>Take time to draw with your child when he or she wants to get out paper and crayons. Draw large shapes and let your child color them in. Take turns.</p>	<p>During sandbox play, try wetting some of the sand. Show your child how to pack the container with the wet sand and turn it over to make sand structures or cakes.</p>	<p>Add an old catalog or two to your child's library. It's a good "picture" book for naming common objects.</p>	<p>Give your child soap, a washcloth, and a dishpan of water. Let your child wash a "dirty" doll, toy dishes, or doll clothes. It's good practice for hand washing and drying.</p>	<p>Make "sound" containers using plastic Easter eggs or Legos eggs. Fill eggs with noisy objects like sand, beans, or rice and tape the eggs shut. Have two eggs for each sound. Help your child match sounds and put them back in the carton together.</p>
<p>Show your child how to make snakes, balls, or roll-out pancakes with a small rolling pin using PlayDoh. Use large cookie cutters to make new Play-Doh shapes.</p>	<p>Children at this age love to pretend and really enjoy it when you can pretend with them. Pretend you are different animals, like a dog or cat. Make animal sounds and actions. Let your child be the pet owner who pets and feeds you.</p>	<p>Your child will begin to be able to make choices. Help her or him choose what to wear each day by giving a choice between two pairs of socks, two shirts, and so forth. Give choices at other times like snack or mealtime (two kinds of drink, cracker, etc.).</p>	<p>Enhance listening skills by playing cassettes with both slow and fast music. Songs with speed changes are great. Show your child how to move fast or slow with the music. (You might find children's cassettes at your local library.)</p>	<p>Children can find endless uses for boxes. A box big enough for your child to fit in can become a car. An appliance box with holes cut for windows and a door can become your child's playhouse. Decorating the boxes with crayons, markers, or paints can be a fun activity to do together.</p>
<p>Play "Follow the Leader." Walk on tiptoes, walk backward, and walk slow or fast with big steps and little steps.</p>	<p>Try a new twist to fingerpainting. Use whipping cream on a washable surface (cookie sheet, Formica table). Help your child spread it around and draw pictures with your fingers. Add food coloring to give it some color.</p>	<p>Action is an important part of a child's life. Play a game with a ball where you give directions and your child does the actions, such as "roll the ball." <i>Kick, throw, push, bounce, and catch</i> are other good actions. Take turns giving the directions.</p>	<p>Make an obstacle course using chairs, pillows, or large cartons. Tell your child to crawl over, under, through, behind, in front of, or between the objects. Be careful arranging so the pieces won't tip and hurt your child.</p>	<p>Collect little and big things (balls, blocks, plates). Show and describe (big/little) the objects. Ask your child to give you a big ball, then all the big balls. Do the same for <i>little</i>. Another big/little game is making yourself big by stretching your arms up high and making yourself little by squatting down.</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. Without showing her first, does your child *point* to the correct picture when you say, "Show me the kitty" or ask, "Where is the dog?" (She needs to identify only one picture correctly.) _____
2. 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 his words are difficult to understand.) _____
3. Without giving her clues by pointing or using gestures, can your child carry out at least *three* of these kinds of directions? _____
 - a. "Put the toy on the table." d. "Find your coat."
 - b. "Close the door." e. "Take my hand."
 - c. "Bring me a towel." f. "Get your book."
4. 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? _____
5. 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?") _____

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


6. Does your child correctly use at least two words like "me," "I," "mine," and "you"? _____


COMMUNICATION TOTAL _____


GROSS MOTOR

Be sure to try each activity with your child.

1. Does your child walk down stairs if you hold onto one of his hands? (You can look for this at a store, on a playground, or at home.) _____
2. When you show her how to kick a large ball, does your child try to kick the ball by moving her leg forward or by walking into it? (If your child already kicks a ball, check "yes" for this item.) _____


3. Does your child walk either up or down at least two steps by himself? You can look for this at a store, on a playground, or at home. (Check "yes" even if he holds onto the wall or railing.) _____


4. Does your child run fairly well, stopping herself without bumping into things or falling? _____



YES SOMETIMES NOT YET

GROSS MOTOR *(continued)*

5. Does your child jump with both feet leaving the floor at the same time?



6. Without holding onto anything for support, does your child kick a ball by swinging his leg forward?



 _____ *

GROSS MOTOR TOTAL _____

*If gross motor item 6 is marked "yes" or "sometimes," mark gross motor item 2 as "yes."

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

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

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

3. 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?

4. Does your child flip switches off and on?

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

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

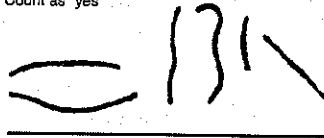


FINE MOTOR TOTAL _____

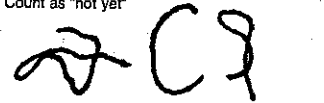
PROBLEM SOLVING *Be sure to try each activity with your child.*

1. After she watches you draw a line from the top of the paper to the bottom with a 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"



2. Without showing him how, does your child purposefully turn a small, clear bottle upside down to dump out a crumb or Cheerio? (You can use a soda-pop bottle or baby bottle.)

YES SOMETIMES NOT YET

PROBLEM SOLVING *(continued)*

- 3. Does your child pretend objects are something else? For example, does your child hold a cup to her ear, pretending it is a telephone? Does she put a box on her head, pretending it is a hat? Does she use a block or small toy to stir food? _____
- 4. Does your child put things away where they belong? For example, does he know his toys belong on the toy shelf, his blanket goes on his bed, and dishes go in the kitchen? _____
- 5. If your child wants something she cannot reach, does she find a chair or box to stand on to reach it? _____
- 6. 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.) _____



PROBLEM SOLVING TOTAL _____

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

- 1. Does your child drink from a cup or glass, putting it down again with little spilling? _____
- 2. Does your child copy activities you do, such as wipe up a spill, sweep, shave, or comb hair? _____
- 3. Does your child eat with a fork? _____
- 4. When playing with either a stuffed animal or doll, does your child pretend to rock it, feed it, change its diapers, put it to bed, and so forth? _____
- 5. Does your child push a little shopping cart, stroller, or wagon, steering it around objects and backing out of corners if he cannot turn? _____
- 6. Does your child call herself "I" or "me" more often than her own name? For example, "I do it," more often than "Juanita do it." _____

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 her age? YES NO
If no, explain: _____

OVERALL (continued)

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 his 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: _____
6. Do you have any 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: _____