

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

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# ◆ **14 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 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. <i>Be careful to secure lids tightly.</i></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>Cut 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>

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. Does your child 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.)                        \_\_\_\_\_
- 2. When your child wants something, does she tell you by *pointing* to it?                        \_\_\_\_\_
- 3. Does your child shake his head when he means "no" or "yes"?                        \_\_\_\_\_
- 4. Does your child point to, pat, or try to pick up pictures in a book?                        \_\_\_\_\_
- 5. Does your child say four or more words in addition to "Mama" and "Dada"?                        \_\_\_\_\_
- 6. When you ask her 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."                        \_\_\_\_\_

COMMUNICATION TOTAL \_\_\_\_\_

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

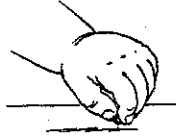
- 1. If you hold both hands just to balance him, does your child take several steps without tripping or falling? (If your child already walks alone, check "yes" for this item.)                        \_\_\_\_\_  

- 2. When you hold *one hand* just to balance her, does your child take several steps forward? (If your child already walks alone, check "yes" for this item.)                        \_\_\_\_\_  

- 3. Does your child stand up in the middle of the floor by himself and take several steps forward?                        \_\_\_\_\_
- 4. Does your child climb onto furniture?                        \_\_\_\_\_
- 5. Does your child bend over or squat to pick up an object from the floor and then stand up again without any support?                        \_\_\_\_\_
- 6. Does your child move around by walking, rather than by crawling on his hands and knees?                        \_\_\_\_\_

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

YES      SOMETIMES      NOT YET

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

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



                 \_\_\_\_\_

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



                 \_\_\_\_\_

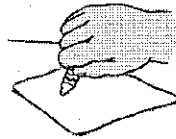
3. Does your child help turn the pages of a book? (You may lift a page for her to grasp.)

                 \_\_\_\_\_

4. 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.)

                 \_\_\_\_\_

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



                 \_\_\_\_\_

6. Does your child stack three small blocks or toys on top of each other by herself?

                 \_\_\_\_\_

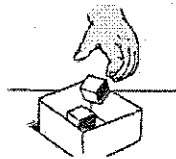
FINE MOTOR TOTAL \_\_\_\_\_

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

1. If you put a small toy into a bowl or box, does your child 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.)

                 \_\_\_\_\_

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



                 \_\_\_\_\_\*

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

                 \_\_\_\_\_

4. Can your child drop a crumb or Cheerio into a small, clear bottle (such as a plastic soda-pop bottle or baby bottle)?

                 \_\_\_\_\_

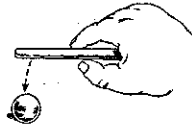
5. Does your child drop several (six or more) small toys into a container, such as a bowl or box? (You may show him how to do it.)

                 \_\_\_\_\_

YES      SOMETIMES      NOT YET

**PROBLEM-SOLVING**      *(continued)*

6. 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?



                 \_\_\_\_\_

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

*\*If problem solving item 2 is marked "yes" or "sometimes," mark problem solving item 1 as "yes."*

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

1. When you dress her, does your child lift her foot for her shoe, sock, or pant leg?                   \_\_\_\_\_
2. Does your child roll or throw a ball back to you, so that you can return it to him?                   \_\_\_\_\_
3. Does your child play with a doll or stuffed animal by hugging it?                   \_\_\_\_\_
4. Does your child feed herself with a spoon, even though she may spill some food?                   \_\_\_\_\_
5. Does your child help undress himself by taking off clothes like socks, hat, shoes, or mittens?                   \_\_\_\_\_
6. Does your child get your attention or try to show you something by pulling on your hand or clothes?                   \_\_\_\_\_

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 child use both hands equally well?      YES       NO   
If no, explain: \_\_\_\_\_
3. When your child 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: \_\_\_\_\_