

**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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◆ **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.



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◆ **18 Month** ◆
Questionnaire

Please provide the following information.

Child's name: _____

Child's date of birth: _____

Child's corrected date of birth (if child is premature, add weeks of prematurity to child's date of birth):

Today's date: _____

Person filling out this questionnaire: _____

What is your relationship to the child? _____

Your telephone: _____

Your mailing address: _____

City: _____

State: _____ ZIP code: _____

List people assisting in questionnaire completion: _____

Administering program or provider: _____



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

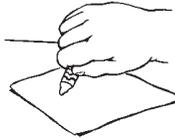
FINE MOTOR *Be sure to try each activity with your child.*

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.)

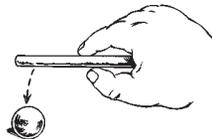
6. Does your child get a spoon into her mouth right side up so that the food usually doesn't spill?

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?

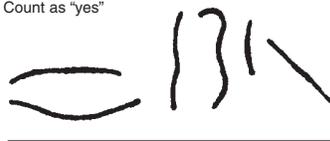


3. After a crumb or Cheerio is dropped into a small, clear bottle, does your child purposely turn the bottle over to dump it out? You may show him how to do this. You can use a plastic soda-pop bottle or baby bottle.

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: _____

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>

ACTIVITIES FOR TODDLERS 20 -24 MONTHS OLD

<p>Toddlers enjoy looking at old pictures of themselves. Tell simple stories about her or him as you look at the pictures. Talk about what was happening when the picture was taken.</p>	<p>Cut a rectangular hole in the top of a shoebox. Let your toddler insert an old deck of playing cards or used envelopes. The box is easy storage for your toddler's "mail."</p>	<p>Set up your own bowling game using plastic tumblers, tennis ball cans, or empty plastic bottles for bowling pins. Show your toddler how to roll the ball to knock down the pins. Then let your toddler try.</p>	<p>Many everyday items (socks, spoons, shoes, mittens) can help your toddler learn about matching. Hold up an object, and ask if he or she can find one like yours. Name the objects while playing the game.</p>	<p>Hide a loudly ticking clock or a softly playing transistor radio in a room and have your child find it. Take turns by letting him or her hide and you find.</p>
<p>A good body parts song is "Head, Shoulders, Knees, and Toes." Get more detailed with body parts by naming teeth, eyebrows, fingernails, and so forth.</p>	<p>Make your toddler an outdoor "paint" set by using a large wide paint brush and a bowl or bucket of water. Your toddler will have fun "painting" the side of the house, a fence, or the front porch.</p>	<p>Turn objects upside down (books, cups, shoes) and see if your toddler notices they're wrong and turns them back the right way. Your toddler will begin to enjoy playing "silly" games.</p>	<p>Give your toddler some of your old clothes (hats, shirts, scarves, purses, necklaces, sunglasses) to use for dress up. Make sure your toddler sees him- or herself in the mirror. Ask him or her to tell you who is all dressed up.</p>	<p>Use plastic farm animals or stuffed animals to tell the Old McDonald story. Use sound effects!</p>
<p>Make grocery sack blocks by filling large grocery sacks about half full with shredded or crumpled newspaper. Fold the top of the sack over and tape it shut. Your toddler will enjoy tearing and crumpling the paper and stuffing the sacks. The blocks are great for stacking and building. <i>Avoid newsprint contact with mouth. Wash hands after this activity.</i></p>	<p>"Dress up" clothes offer extra practice for putting on and taking off shirts, pants, shoes, and socks. Toddlers can fasten big zippers and buttons.</p>	<p>Put small containers, spoons, measuring cups, funnels, a bucket, shovels, and a colander into a sandbox. Don't forget to include cars and trucks to drive on sand roads.</p>	<p>Rhymes and songs with actions are popular at this age. "Itsy-Bitsy Spider," "I'm a Little Teapot," and "Where Is Thumbkin?" are usual favorites. Make up your own using your toddler's name in the song.</p>	<p>Make your own playdough by mixing 2 cups flour and $\frac{3}{4}$ cup salt. Add $\frac{1}{2}$ cup water and 2 tablespoons salad oil. Knead well until it's smooth; add food coloring, and knead until color is fully blended. Toddlers will love squishing, squeezing, and pounding the dough.</p>
<p>Playing beside or around other children the same age is fun but usually requires adult supervision. Trips to the park are good ways to begin practicing interacting with other children.</p>	<p>Play the "show me" game when looking at books. Ask your toddler to find an object in a picture. Take turns. Let your toddler ask you to find an object in a picture. Let him or her turn the pages.</p>	<p>Add a few Ping-Pong balls to your toddler's bath toys. Play a "pop up" game by showing your toddler how balls pop back up after holding them under the water.</p>	<p>Clean plastic containers with push or screw-on lids are great places to "hide" a favorite object or treat. Toddlers will practice pulling and twisting them to solve the "problem" of getting the object. Watch to see if your toddler asks you to help.</p>	<p>Make a book by pasting different textures on each page. Materials such as sandpaper, feathers, cotton balls, nylon, silk, and buttons lend themselves to words such as <i>rough, smooth, hard, and soft.</i></p>

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," "Ring Around the Rosey," 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 L'eggs 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>