



# Ages & Stages Questionnaires®

## 36 Month Questionnaire

34 months 16 days through 38 months 30 days

Please provide the following information. Use black or blue ink only and print legibly when completing this form.



Date ASQ completed: \_\_\_\_\_

### Child's information

Child's first name: \_\_\_\_\_ Middle initial: \_\_\_\_\_ Child's last name: \_\_\_\_\_

Child's gender:  
 Male  Female

Child's date of birth: \_\_\_\_\_

### Person filling out questionnaire

First name: \_\_\_\_\_ Middle initial: \_\_\_\_\_ Last name: \_\_\_\_\_

Street address: \_\_\_\_\_ Relationship to child:  
 Parent  Guardian  Teacher  Child care provider  
 Grandparent or other relative  Foster parent  Other: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal code: \_\_\_\_\_

Country: \_\_\_\_\_ Home telephone number: \_\_\_\_\_ Other telephone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Names of people assisting in questionnaire completion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Program Information

Child ID #:	_____
Program ID #:	_____
Program name:	_____



# 36 Month Questionnaire

34 months 16 days  
through 38 months 30 days

On the following pages are questions about activities babies may do. Your baby may have already done some of the activities described here, and there may be some your baby has not begun doing yet. For each item, please fill in the circle that indicates whether your baby is doing the activity regularly, sometimes, or not yet.

### Important Points to Remember:

- Try each activity with your baby before marking a response.
- Make completing this questionnaire a game that is fun for you and your child.
- Make sure your child is rested and fed.
- Please return this questionnaire by \_\_\_\_\_.

### Notes:

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## COMMUNICATION

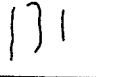

- |  | YES                   | SOMETIMES             | NOT YET               |     |
|--|-----------------------|-----------------------|-----------------------|-----|
| 1. When you ask your child to <u>point to her nose, eyes, hair, feet, ears, and so forth</u> , does she correctly point to at least seven body parts? (She can point to parts of herself, you, or a doll. Mark "sometimes" if she correctly points to at least three different body parts.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
|  | 7                     | 3                     |                       |     |
| 2. Does your child make <u>sentences</u> that are <u>three</u> or <u>four words</u> long? Please give an example:  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <div style="border: 1px solid black; border-radius: 15px; height: 60px; width: 100%;"></div>   |                       |                       |                       |     |
| 3. Without giving your child help by pointing or using gestures, ask him to "put the book <u>on</u> the table" and "put the shoe <u>under</u> the chair." Does your child carry out both of these directions correctly?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 4. When looking at a picture book, does your child tell you what is happening or <u>what action is taking place</u> in the picture (for example, "barking," "running," "eating," or "crying")? You may ask, "What is the dog (or boy) doing?"  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 5. Show your child how a <u>zipper</u> on a coat moves <u>up</u> and <u>down</u> , and say, "See, this goes up and down." Put the zipper to the middle and ask your child to move the zipper down. Return the zipper to the middle and ask your child to move the zipper up. Do this several times, placing the zipper in the middle before asking your child to move it up or down. Does your child consistently move the zipper up when you say "up" and down when you say "down"? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 6. When you ask, " <u>What is your name?</u> " does your child say both her first and last names?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |

COMMUNICATION TOTAL \_\_\_

**GROSS MOTOR**

		YES	SOMETIMES	NOT YET	
1. Without holding onto anything for support, does your child <u>kick a ball</u> by swinging his leg forward?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
2. Does your child <u>jump</u> with <u>both feet</u> leaving the floor at the same time?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
3. Does your child walk <u>up stairs</u> , using only <u>one foot</u> on each stair? (The left foot is on one step, and the right foot is on the next.) She may hold onto the railing or wall. (You can look for this at a store, on a playground, or at home.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
4. Does your child stand on <u>one foot</u> for about <u>1 second</u> without holding onto anything?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
5. While standing, does your child <u>throw a ball overhand</u> by raising his arm to shoulder height and throwing the ball forward? (Dropping the ball or throwing the ball underhand should be scored as "not yet.")		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
6. Does your child <u>jump forward</u> at least <u>6 inches</u> with both feet leaving the ground at the same time?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>GROSS MOTOR TOTAL</b>					<input type="checkbox"/>

**FINE MOTOR**

		YES	SOMETIMES	NOT YET	
1. After your child watches you draw a <u>line</u> from the top of the paper to the bottom with a pencil, crayon, or pen, ask her 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 vertical direction?	<p>Count as "yes"</p>  <p>Count as "not yet"</p> 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

**FINE MOTOR** (continued)

YES                      SOMETIMES                      NOT YET

2. Can your child string small items such as beads, macaroni, or pasta "wagon wheels" onto a string or shoelace?



                                                                 \_\_\_\_\_

3. After your child watches you draw a single circle, ask him 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"



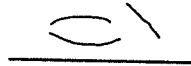
Count as "not yet"



                                                                 \_\_\_\_\_

4. After your child watches you draw a line from one side of the paper to the other side, ask her 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"



                                                                 \_\_\_\_\_

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**

YES                      SOMETIMES                      NOT YET

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 (for example, to get a toy on a counter or to "help" you in the kitchen)?

                                                                 \_\_\_\_\_

**PROBLEM SOLVING** (continued)

YES                      SOMETIMES                      NOT YET

3. When you point to the figure and ask your child, "What is this?" does your child say a word that means a person or something similar? (Mark "yes" for responses like "snowman," "boy," "man," "girl," "Daddy," "spaceman," and "monkey.") Please write your child's response here:

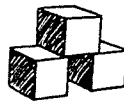


4. When you say, "Say 'seven three,'" does your child repeat just the two numbers in the same order? *Do not repeat the numbers.* If necessary, try another pair of numbers and say, "Say 'eight two.'" (Your child must repeat just one series of two numbers for you to answer "yes" to this question.)

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 same order? *Do not repeat the 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

**PERSONAL-SOCIAL**

YES                      SOMETIMES                      NOT YET

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

PERSONAL-SOCIAL TOTAL