COMMUNICATION

Be sure to try each activity with your child.

1. Without giving him help by pointing or using gestures, ask your child to "Put the shoe on the table" and "Put the book under the chair." Does your child carry out both of these directions correctly?
   - Yes
   - Sometimes
   - Not Yet

2. When looking at a picture book, does your child tell you what is happening or what action is taking place in the picture? (For example, "Barking," "Running," "Eating," and "Crying") You may ask, "What is the dog (or boy) doing?"
   - Yes
   - Sometimes
   - Not Yet

3. Show your child how a zipper on a coat moves up and down, 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"?
   - Yes
   - Sometimes
   - Not Yet

4. When you ask, "What is your name?" does your child say both her first and last names?
   - Yes
   - Sometimes
   - Not Yet

5. Without giving help by pointing or repeating, does your child follow three directions that are unrelated to one another? For example, you may ask your child to "Clap your hands, walk to the door, and sit down."
   - Yes
   - Sometimes
   - Not Yet

6. Does your child use all of the words in a sentence (for example, "a," "the," "an," "it," and "this") to make complete sentences, such as "I am going to the park," or "Is there a toy to play with?" or "Are you coming, too?"
   - Yes
   - Sometimes
   - Not Yet

COMMUNICATION TOTAL

GROSS MOTOR

Be sure to try each activity with your child.

1. Does your child walk up stairs, using only one foot on each step? (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.)
   - Yes
   - Sometimes
   - Not Yet

2. Does your child stand on one foot for about 1 second without holding onto anything?
   - Yes
   - Sometimes
   - Not Yet
GROSS MOTOR  (continued)

3. While standing, does your child throw a ball overhand by raising his arm to shoulder height and throwing the ball forward? (Dropping the ball, letting the ball go, or throwing the ball underhand does not count.)

4. Does your child jump forward at least 6 inches with both feet leaving the ground at the same time?

5. Does your child catch a large ball with both hands? You should stand about 5 feet away and give your child two or three tries.

6. Does your child climb the rungs of a ladder of a playground slide and slide down without help?

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

1. After he watches you draw a single circle, ask your child to make a circle like yours. Do not let him trace your circle. Does your child copy you by drawing a circle?

2. After she watches you draw a line from one side of the paper to the other side, ask your child 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?

3. 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.)
FINE MOTOR (continued)

4. When drawing, does your child hold a pencil, crayon, or pen between her fingers and thumb like an adult does?  

5. Does your child put together a six-piece interlocking puzzle? (If one is not available, take a full-page picture from a magazine or catalog and cut it into six pieces. Does your child put it back together correctly?)

6. Using the shape at right to look at, does your child copy it onto a large piece of paper using a pencil or crayon, without tracing? Your child's drawing should look like the design of the shape, except it may be different in size.

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

1. When you point to the figure and ask your child, "What is this?" does your child say a word that means a person? Responses like "snowman," "boy," "man," "girl," and "Daddy" are correct. Please write your child's response here:

2. When you say, "Say seven three," does your child repeat just the two numbers in the correct 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.

3. 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?

4. When you say, "Say five eight three," does your child repeat just the three numbers in the correct order? Do not repeat these 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  
(continued)

5. When asked, "Which circle is the smallest?" does your child point to the smallest circle? Ask this question without providing help by pointing, gesturing, or looking at the smallest circle. 

6. Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.

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

1. When she is looking in a mirror and you ask, "Who is in the mirror?" does your child say either "Me" or her own name?

2. Can your child put on a coat, jacket, or shirt by himself?

3. Using these exact words, ask your child, "Are you a girl or a boy?" Does your child answer correctly?

4. Does your child take turns by waiting while another child or adult takes a turn?

5. Does your child serve herself, taking food from one container to another using utensils? For example, can your child use a large spoon to scoop applesauce from a jar into a bowl?

6. Does your child wash his hands and face using soap and dry off with a towel without help?

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 children her age? YES □ NO □
   If no, explain: __________________________________________

3. Can you understand most of what your child says? YES □ NO □
   If no, explain: __________________________________________
OVERALL (continued)

4. Do you think your child walks, runs, and climbs like other children his age?  
   If no, explain: ____________________________________________________________  
   YES ☐  NO ☐

5. Does either parent have a family history of childhood deafness or hearing impairment?  
   If yes, explain: ____________________________________________________________  
   YES ☐  NO ☐

6. Do you have any concerns about your child's vision?  
   If yes, explain: ____________________________________________________________  
   YES ☐  NO ☐

7. Has your child had any medical problems in the last several months?  
   If yes, explain: ____________________________________________________________  
   YES ☐  NO ☐

8. Does anything about your child worry you?  
   If yes, explain: ____________________________________________________________  
   YES ☐  NO ☐
OVERALL: Please transfer the answers in the Overall section of the questionnaire by circling "yes" or "no" and reporting any comments.

1. Hears well? YES NO
   Comments:
2. Talks like other children? YES NO
   Comments:
3. Understand child? YES NO
   Comments:
4. Walks, runs, and climbs like others? YES NO
   Comments:
5. Family history of hearing impairment? YES NO
   Comments:
6. Vision concerns? YES NO
   Comments:
7. Recent medical problems? YES NO
   Comments:
8. Other concerns? YES NO
   Comments:

SCORING THE QUESTIONNAIRE

1. Be sure each item has been answered. If an item cannot be answered, refer to the ratio scoring procedure in The ASQ User's Guide.
2. Score each item on the questionnaire by writing the appropriate number on the line by each item answer.
   YES = 10
   SOMETIMES = 5
   NOT YET = 0
3. Add up the item scores for each area, and record these totals in the space provided for area totals.
4. Indicate the child’s total score for each area by filling in the appropriate circle on the chart below. For example, if the total score for the Communication area was 50, fill in the circle below 50 in the first row.

Examine the blackened circles for each area in the chart above.

5. If the child’s total score falls within the area, the child appears to be doing well in this area at this time.
6. If the child’s total score falls within the area, talk with a professional. The child may need further evaluation.

OPTIONAL: The specific answers to each item on the questionnaire can be recorded below on the summary chart.