

**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

Copyright © 1999 by Paul H. Brookes Publishing Co.

◆ 54 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.



**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

Copyright © 1999 by Paul H. Brookes Publishing Co.

◆ 54 Month ◆ Questionnaire

Please provide the following information.

Child's name: _____

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: _____



YES SOMETIMES NOT YET


COMMUNICATION *Be sure to try each activity with your child.*

- Does your child tell you at least two things about common objects? For example, if you say to your child, "Tell me about your ball," does he say something like, "It's round. I throw it. It's big?" _____
- Does your child use all of the words in a sentence (for example, "a," "the," "am," "is," and "are") to make complete sentences? For example, does your child use sentences such as "I am going to the park," "Is there a toy to play with?" or "Are you coming, too?" _____
- Does your child use endings of words, such as "s," "ed," and "ing"? For example, does your child say things like, "I see two cats," "I am playing," or "I kicked the ball?" _____
- Without giving your child help by pointing or repeating directions, does your child follow three directions that are *unrelated* to one another? Give all three directions before your child starts. For example, you may ask your child to "Clap your hands, walk to the door, and sit down," or "Give me the pen, open the book, and stand up." _____
- Does your child use four- and five-word sentences? For example, does your child say, "I want the car"?
Please write an example:

- When talking about something that already happened, does your child use words that end in "ed," such as *walked*, *jumped*, or *played*? Ask your child questions, such as "How did you get to the store?" ("We walked.") "What did you do at your friend's house?" ("We played.") _____
Please write an example:



COMMUNICATION TOTAL _____

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

- Does your child hop up and down on either his right foot or left foot at least one time without losing his balance or falling? _____
- While standing, does your child throw a ball *overhand* in the direction of a person standing at least 6 feet away? To throw overhand, your child must raise her arm to shoulder height and throw the ball forward. (Dropping the ball, letting the ball go, or throwing the ball underhand should be scored as "not yet.")  _____


YES SOMETIMES NOT YET

GROSS MOTOR *(continued)*

- Does your child jump forward a distance of 20 inches from a standing position, starting with his feet together? _____
- 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.  _____
- Without holding onto anything, does your child stand on one foot for at least 5 seconds without losing her balance and putting her foot down? You may give your child two or three tries before you mark the answer.  _____
- Does your child walk on his tiptoes for 15 feet (about the length of a large car)? You may show him how to do this. _____

GROSS MOTOR TOTAL _____

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

- Using the shapes below to look at, does your child copy at least three shapes onto a large piece of paper using a pencil or crayon, without tracing? Your child's drawings should look similar to the design of the shapes below, but they may be different in size. _____

- Does your child unbutton one or more buttons? Your child may use his own clothing or a doll's clothing. _____
- Does your child color mostly within the lines in a coloring book? Your child should not go more than 1/4 inch outside the lines on most of the picture. _____
- Ask your child to trace on the line below with a pencil. Does your child trace on the line without going off the line more than two times? (Mark "sometimes" if your child goes off the line three times.) _____

- Ask your child to draw a picture of a person on a blank sheet of paper. You may ask your child to "Draw a picture of a girl or a boy." If your child draws a person with head, body, arms, and legs, mark "yes." If your child draws a person with only three parts (head, body, arms, or legs), mark "sometimes." If your child draws a person with two or fewer parts (head, body, arms, or legs), mark "not yet." Be sure to attach the sheet of paper with your child's drawing to this questionnaire. _____

