



Ages & Stages Questionnaires®

14 Month Questionnaire

13 months 0 days through 14 months 30 days



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

Date ASQ completed: _____

Baby's information

Baby's first name: _____ Middle initial: _____ Baby's last name: _____

Baby's date of birth: _____ If baby was born 3 or more weeks prematurely, # of weeks premature: _____ Baby's gender: Male Female

Person filling out questionnaire

First name: _____ Middle initial: _____ Last name: _____

Street address: _____ Relationship to baby: 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

Baby ID #:	Age at administration in months and days:
Program ID #:	If premature, adjusted age in months and days:
Program name:	

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 baby.
- Make sure your baby is rested and fed.
- Please return this questionnaire by _____.

Notes:

At this age, many toddlers may not be cooperative when asked to do things. You may need to try the following activities with your baby more than one time. If possible, try the activities when your baby is cooperative. If your baby can do the activity but refuses, mark "yes" for the item.

COMMUNICATION

	YES	SOMETIMES	NOT YET	
1. Does your baby say three words, such as "Mama," "Dada," and "Baba"? (A "word" is a sound or sounds your baby says consistently to mean someone or something.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
2. When your baby wants something, does she tell you by <i>pointing</i> to it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
3. Does your baby shake his head when he means "no" or "yes"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
4. Does your baby point to, pat, or try to pick up pictures in a book?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
5. Does your baby say four or more words in addition to "Mama" and "Dada"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
6. When you ask her to, does your baby 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="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

COMMUNICATION TOTAL _____

GROSS MOTOR

	YES	SOMETIMES	NOT YET	
1. If you hold both hands just to balance your baby, does he take several steps without tripping or falling? (If your baby already walks alone, mark "yes" for this item.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
2. When you hold <i>one hand</i> just to balance her, does your baby take several steps forward? (If your baby already walks alone, mark "yes" for this item.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____



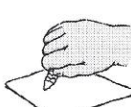


GROSS MOTOR (continued)

- | | YES | SOMETIMES | NOT YET | |
|---|-----------------------|-----------------------|-----------------------|-------|
| 3. Does your baby stand up in the middle of the floor by himself and take several steps forward? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 4. Does your baby climb onto furniture or other large objects, such as large climbing blocks? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 5. Does your baby bend over or squat to pick up an object from the floor and then stand up again without any support? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 6. Does your baby move around by walking, rather than by crawling on his hands and knees? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

GROSS MOTOR TOTAL _____

FINE MOTOR

- | | YES | SOMETIMES | NOT YET | |
|--|-----------------------|-----------------------|-----------------------|-------|
| 1. Without resting her arm or hand on the table, does your baby pick up a crumb or Cheerio with the <i>tips</i> of her thumb and a finger?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 2. Does your baby throw a small ball with a forward arm motion? (If he simply drops the ball, mark "not yet" for this item.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 3. Does your baby help turn the pages of a book? (You may lift a page for her to grasp.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 4. Does your baby 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.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 5. Does your baby make a mark on the paper with the <i>tip</i> of a crayon (or pencil or pen) when trying to draw?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 6. Does your baby stack three small blocks or toys on top of each other by herself? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

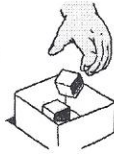
FINE MOTOR TOTAL _____

PROBLEM SOLVING

1. If you put a small toy into a bowl or box, does your baby copy you by putting in a toy, although he may not let go of it? (If he already lets go of the toy into a bowl or box, mark "yes" for this item.)

YES	SOMETIMES	NOT YET	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

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



<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____*
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3. After you scribble back and forth on paper with a crayon (or a pencil or pen), does your baby copy you by scribbling? (If he already scribbles on his own, mark "yes" for this item.)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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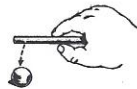
4. Can your baby drop a crumb or Cheerio into a small, clear bottle (such as a plastic soda-pop bottle or baby bottle)?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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5. Does your baby drop several small toys, one after another, into a container like a bowl or box? (You may show her how to do it.)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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6. After you have shown your baby how, does he try to get a small toy that is slightly out of reach by using a spoon, stick, or similar tool?



<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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PROBLEM SOLVING TOTAL

**If Problem Solving Item 2 is marked "yes" or "sometimes," mark Problem Solving Item 1 as "yes."*

PERSONAL-SOCIAL

1. When you dress your baby, does she lift her foot for her shoe, sock, or pant leg?

YES	SOMETIMES	NOT YET	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

2. Does your baby roll or throw a ball back to you so that you can return it to him?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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3. Does your baby play with a doll or stuffed animal by hugging it?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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4. Does your baby feed herself with a spoon, even though she may spill some food?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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5. Does your baby help undress himself by taking off clothes like socks, hat, shoes, or mittens?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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6. Does your baby get your attention or try to show you something by pulling on your hand or clothes?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
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PERSONAL-SOCIAL TOTAL

OVERALL

Parents and providers may use the space below for additional comments.

1. Does your baby use both hands and both legs equally well? If no, explain: YES NO

2. Does your baby play with sounds or seem to make words? If no, explain: YES NO

3. When your baby is standing, are her feet flat on the surface most of the time? If no, explain: YES NO

4. Do you have concerns that your baby is too quiet or does not make sounds like other babies do? If yes, explain: YES NO

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

OVERALL (continued)

6. Do you have concerns about your baby's vision? If yes, explain:

 YES NO

7. Has your baby had any medical problems in the last several months? If yes, explain:

 YES NO

8. Do you have any concerns about your baby's behavior? If yes, explain:

 YES NO

9. Does anything about your baby worry you? If yes, explain:

 YES NO



14 Month ASQ-3 Information Summary

13 months 0 days through
14 months 30 days

Baby's name: _____ Date ASQ completed: _____
 Baby's ID #: _____ Date of birth: _____
 Administering program/provider: _____ Was age adjusted for prematurity
 when selecting questionnaire? Yes No

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	17.40		●	●	●	●	●	○	○	○	○	○	○	○	○
Gross Motor	25.80		●	●	●	●	●	●	○	○	○	○	○	○	○
Fine Motor	23.06		●	●	●	●	●	○	○	○	○	○	○	○	○
Problem Solving	22.56		●	●	●	●	●	○	○	○	○	○	○	○	○
Personal-Social	23.18		●	●	●	●	●	○	○	○	○	○	○	○	○

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

- | | | | | | |
|--|------------|-----------|--|------------|----|
| 1. Uses both hands and both legs equally well?
Comments: | Yes | NO | 6. Concerns about vision?
Comments: | YES | No |
| 2. Plays with sounds or seems to make words?
Comments: | Yes | NO | 7. Any medical problems?
Comments: | YES | No |
| 3. Feet are flat on the surface most of the time?
Comments: | Yes | NO | 8. Concerns about behavior?
Comments: | YES | No |
| 4. Concerns about not making sounds?
Comments: | YES | No | 9. Other concerns?
Comments: | YES | No |
| 5. Family history of hearing impairment?
Comments: | YES | No | | | |

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

If the baby's total score is in the area, it is above the cutoff, and the baby's development appears to be on schedule.
 If the baby's total score is in the area, it is close to the cutoff. Provide learning activities and monitor.
 If the baby's total score is in the area, it is below the cutoff. Further assessment with a professional may be needed.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

- _____ Provide activities and rescreen in _____ months.
 _____ Share results with primary health care provider.
 _____ Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
 _____ Refer to primary health care provider or other community agency (specify reason): _____
 _____ Refer to early intervention/early childhood special education.
 _____ No further action taken at this time
 _____ Other (specify): _____

5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

	1	2	3	4	5	6
Communication						
Gross Motor						
Fine Motor						
Problem Solving						
Personal-Social						