

OVERALL *(continued)*

4. Do you think your child walks, runs, and climbs like other toddlers 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 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. Do you have any concerns about your child's behavior? If yes, explain:

 YES NO

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

 YES NO



22 Month ASQ-3 Information Summary

21 months 0 days through
22 months 30 days

Child's name: _____ Date ASQ completed: _____
 Child'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	13.04		●	●	●	●	●	●	○	○	○	○	○	○	○
Gross Motor	27.75		●	●	●	●	●	●	○	○	○	○	○	○	○
Fine Motor	29.61		●	●	●	●	●	●	○	○	○	○	○	○	○
Problem Solving	29.30		●	●	●	●	●	●	○	○	○	○	○	○	○
Personal-Social	30.07		●	●	●	●	●	●	○	○	○	○	○	○	○

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

- | | | | |
|--|---------------|--|---------------|
| 1. Hears well?
Comments: | Yes NO | 6. Concerns about vision?
Comments: | YES No |
| 2. Talks like other toddlers his age?
Comments: | Yes NO | 7. Any medical problems?
Comments: | YES No |
| 3. Understand most of what your child says?
Comments: | Yes NO | 8. Concerns about behavior?
Comments: | YES No |
| 4. Walks, runs, and climbs like other toddlers?
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 child's total score is in the area, it is above the cutoff, and the child's development appears to be on schedule.
 If the child's total score is in the area, it is close to the cutoff. Provide learning activities and monitor.
 If the child'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						

PEDIATRIC VISIT 18 to 23 MONTHS

DATE OF SERVICE _____

NAME _____

DATE OF BIRTH _____

AGE _____

WEIGHT _____ / _____ % HEIGHT _____ / _____ % HC _____ / _____ % TEMP _____

HISTORY REVIEW/UPDATE: *(note changes)*

Medical history updated? _____

Family health history updated? _____

Reactions to immunizations? Yes / No _____

Concerns: _____

PSYCHOSOCIAL ASSESSMENT:

Sleep: _____ Child care: _____

Recent changes in family: *(circle all that apply)*

New members, separation, chronic illness, death, recent move, loss of job, other _____

Environment: Smokers in home? Yes / No

Violence Assessment:

History of injuries, accidents? Yes / No

Evidence of neglect or abuse? Yes / No

RISK ASSESSMENT:

TB

LEAD

(Circle)

Pos / Neg

Pos / Neg

PHYSICAL EXAMINATION:

Wnl	Abn	<i>(describe abnormalities)</i>
<input type="checkbox"/>	<input type="checkbox"/>	Appearance/Interaction
<input type="checkbox"/>	<input type="checkbox"/>	Growth
<input type="checkbox"/>	<input type="checkbox"/>	Skin
<input type="checkbox"/>	<input type="checkbox"/>	Head/Face
<input type="checkbox"/>	<input type="checkbox"/>	Eyes/Red reflex/Cover test
<input type="checkbox"/>	<input type="checkbox"/>	Ears
<input type="checkbox"/>	<input type="checkbox"/>	Nose
<input type="checkbox"/>	<input type="checkbox"/>	Mouth/Dentition (# of teeth)
<input type="checkbox"/>	<input type="checkbox"/>	Neck/Nodes
<input type="checkbox"/>	<input type="checkbox"/>	Lungs
<input type="checkbox"/>	<input type="checkbox"/>	Heart/Pulses
<input type="checkbox"/>	<input type="checkbox"/>	Chest/Breasts
<input type="checkbox"/>	<input type="checkbox"/>	Abdomen
<input type="checkbox"/>	<input type="checkbox"/>	Genitals
<input type="checkbox"/>	<input type="checkbox"/>	Extremities/Hips/Feet
<input type="checkbox"/>	<input type="checkbox"/>	Neuro/Reflexes/Tone
<input type="checkbox"/>	<input type="checkbox"/>	Vision <i>(gross assessment)</i>
<input type="checkbox"/>	<input type="checkbox"/>	Hearing <i>(gross assessment)</i>

NUTRITIONAL ASSESSMENT:

Typical diet:

Education: Prolonged mealtime with playing
Likes and dislikes change often Food jags okay
Allow self-feeding Eat with family

DEVELOPMENTAL SCREENING: *(With Standardized Tool)*
REQUIRED

ASQ: PEDs Other: *(specify)* _____

Results: Wnl Areas of Concern: _____

Referred: Yes / No Where? _____

MCHAT Required

DEVELOPMENTAL SURVEILLANCE: *(Observed or Reported)*

Social: Removes clothes Helps with simple tasks
Imitates housework

Fine Motor: Scribbles Tower of 3-4 cubes Turns pages

Language: Combines 2 words Points to 2-4 named body parts
Follows directions Names picture (cat, bird, horse, dog, person)
Uses 10-15 words

Gross Motor: Kicks ball Throws ball Walks up steps
Walks backward

ANTICIPATORY GUIDANCE:

Social: Needs to be independent Stubbornness is normal
Does not share well

Parenting: Daily routines meet security needs

Child constantly tests parent, self, siblings, environment
"Time out" for hitting/biting Avoid spanking, slapping
Forgets rules quickly, needs reminding Give choices

Play and communication: Uses objects for imaginary play
Manipulative toys (play dough, sand, paint) Read stories
Thumb sucking and masturbation common
Favorite toy, transitional object

Health: May be toilet ready Brush teeth Fluoride if well water
Second hand smoke Use sunscreen

Injury prevention: Infant car seat Rear riding seat
Hot liquids Hot water set at 120° Water safety (tub, pool)
Poison control no. Choking/suffocation Baby proof home
Firearms (owner risk/safe storage) Fall prevention (heights)
Don't leave unattended Smoke detector/escape plan

PLANS/ORDERS/REFERRALS:

1. Immunizations ordered _____
2. Review Lead and HCT results Refer for testing if none _____
3. PPD, if risk assessment positive _____
4. Fluoride Varnish Applied? Yes / No
5. Dental visit advised or date of last dental visit _____
6. Next preventive appointment at 2 Years _____
7. Referrals for identified problems: (specify) _____

Signatures: _____

Activities for Toddlers 20-24 Months Old



<p>Toddlers enjoy looking at old pictures of themselves. Tell simple stories about 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 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 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 herself in the mirror. Ask 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 paper 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. Avoid newspaper contact with mouth. Wash hands after this activity.</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 3/4 cup salt. Add 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 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 and letting go.</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 rough, smooth, hard, and soft.</p>