




OREGON SCREENING PROJECT

Check your child's development

Ages 1 month to 6 years

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Welcome!

You can preview all steps to complete the questionnaires online by viewing these slides.

Notes in each slide describe each page.

Your comments, questions, feedback are welcome.

Oregon Screening Project
Early Intervention Program
University of Oregon
kamurphy@uoregon.edu

Welcome, Preview and contact information.

This site's focus is Oregon families, and Oregon community and professional resources – however – parents/caregivers in any state may also use the site.



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What is screening?

Let's Get Started!



HOW IS YOUR CHILD DOING?

Parents can use this free online early screening tool to follow and guide a child's development during the first five years.



PARENT RESOURCES

Explore reliable information from research-based sources to boost your child's development



PROVIDERS' TOOLKIT

Use these tools to engage families in your developmental screening program

Home page –
click Let's Get Started! to enter the online session.

Icons below the baby photo are links to public pages with resources for parents and providers.



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Check your child's early development

For children from 1 month to 6 years old.

Parents or childcare providers of young children can use this site at no cost. Two early childhood screening tools are available to help check a child's general and social emotional development.

What do I need to do?

Parents or caregivers (with parent permission)

- Review and accept the information on the consent form
- Enter your child's birth date to get the correct questionnaire
- Complete one or two questionnaires

What happens after I complete the questionnaire?

Access your child's screening results and Learning Activities

- Send your child's results to your email
- View/download results and handouts at the end of your session
- Contact us if you have questions or need more information

Continue


Introduction and instructions – this page follows Lets Get Started. click Continue

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.



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Dear Parents,

We are working with the Oregon Department of Education to assist parents with early developmental screening of young children in Oregon. We do not collect any identifying information about you or your family. However, we ask you to provide some family information to make sure we are reaching a representative population of Oregon families with this service. This site is an opportunity for parents to complete a free, confidential developmental screening for their child at any time. Results of a screening, support activities, Next Steps recommendations, and who to contact if there are concerns are all available here.

[Continue](#)


For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu


The Oregon Screening Project is a service project at the Center on Human Development, University of Oregon. Attributions

Letter explaining why we collect what little data we collect.



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Enter your child's date of birth

Please fill out the following information (all fields are required).
This information provides the right questionnaire for your child's age.

Child's Date of Birth

11/07/2016

Confirm Child's Date of Birth

11/07/2016

Was your child 3 or more weeks premature at birth?

No

Submit and Continue

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.

Enter child's birthdate
so the correct age of
the questionnaire can
be presented.

Click Submit and
Continue

The question about
prematurity is needed
to adjust child's age if
the child is not yet
2 years old.



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Your ASQ questionnaire

For ages 23 months through 25 months

24 month ASQ

[Continue to online questionnaires](#)

To complete offline, on paper, you may download from the link below and print.
We recommend returning to this site to enter your responses within one week.

[Download](#)



Use the ASQ to check your child's general development

Note: You may need to download [Adobe Reader](#) to view this questionnaire.

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

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Continue to complete
questionnaire online, or

You can choose the option to
download a blank
questionnaire –

you can complete a paper
questionnaire at home, then
return to osp.uoregon.edu
and enter your responses to
get your results and learning
activities.

Child and Family information – some basic information is needed so we can describe the data in our study.

Its important that our data represent all Oregon families. (Parents in other states can also use the site, though our focus on resources and follow up is for Oregon families.)

No Personal names or addresses will be asked or required.



Child and Family Information

Please provide the following information. Fields underlined in red are required.

Child's Initials:

ZZZ

Child's Gender:

Other

Race/Ethnicity:

Native Hawaiian or Other Pacific Islander
Black or African American
Hispanic or Latino
Other
Two or more

Child's birth weight less than 3lb/5oz?

Don't know

Mother's level of education:

Don't Know

Mother's age at child's birth:

Your relationship to the child?

Other

Yearly Family Income:

Don't Know

State/Province:

Please Select

Zip or Postal Code:

97504

Does your child have a professionally diagnosed disability or

Intro page – describes ASQ, materials that may be needed to answer some of the ASQ questions and helpful instructions.

If you don't know if your child can do any of the activities please try them several times with your child before marking your answers.

There may be items that your child is easily doing at this time – things your child is just beginning to do – and things your child is not yet interested in, or ready to do.



Questionnaire 1 (of 2):

Ages & Stages Questionnaires®: A Parent Completed, Child-Monitoring System

For ages 23 months through 25 months (24 month ASQ)

You will need to complete the following short sections

- Communication
- Gross Motor
- Fine Motor
- Problem Solving
- Personal-Social
- Overall

Important points to remember

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

- 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.

Materials you may need

- ◆ Baby bottle, or small clear bottle
- ◆ Cup
- ◆ Book--storybook with pictures
- ◆ Shoelaces, yarn or string
- ◆ Paper
- ◆ Crayons
- ◆ Stuffed animal toy or doll
- ◆ Blocks, small, 6-7
- ◆ Jar with screw lid or wind up toy
- ◆ Ball (large)
- ◆ Fork (child size)
- ◆ Wagon, stroller or other toy on wheels
- ◆ Beads

Top of page - see that your child is within this age range – the correct ASQ is presented compared to your child’s age.

Yes, Sometimes, Not Yet – instructions for marking your responses

Communication area – examples of questions - how your child uses language to let you know what they need/want, and

How a child understands what others are saying to them.



Questionnaire 1 (of 2):

Ages & Stages Questionnaires®: A Parent Completed, Child-Monitoring System

For ages 23 months through 25 months (24 month ASQ)

Please answer each item as:

YES – your child is able to do this

SOMETIMES – your child is just beginning to do this but only does it sometimes

NOT YET – your child is not yet doing this

Be sure to try each activity with your child

Communication - Gross Motor - Fine Motor - Problem Solving - Personal-Social - Overall

1 Without your showing him, does your child point to the correct picture when you say, "Show me the kitty," or ask, "Where is the dog?" (He needs to identify only one picture correctly.)

☐ YES

☐ SOMETIMES

☐ NOT YET

2 Does your child imitate a two-word sentence? For example, when you say a two-word phrase, such as "Mama eat," "Daddy play," "Go home," or "What's this?" does your child say both words back to you? (Check "yes" even if his words are difficult to understand.)

☐ YES

☐ SOMETIMES

☐ NOT YET

3 Without your giving her clues by pointing or using gestures, can your child carry out at least three of these kinds of directions? a. "Put the toy on the table."
b. "Close the door."
c. "Bring me a towel."
d. "Find your coat."
e. "Take my hand."
f. "Get your book."

☐ YES

☐ SOMETIMES

☐ NOT YET

4 If you point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, "What is this?" does your child correctly name at least one picture?

☐ YES

☐ SOMETIMES

☐ NOT YET

5 Does your child say two or three words that represent different ideas together, such as

☐

☐

☐



Questionnaire 1 (of 2):

Ages & Stages Questionnaires®: A Parent Completed, Child-Monitoring System

For ages 23 months through 25 months (24 month ASQ)

Please answer each item as:

YES – your child is able to do this

SOMETIMES – your child is just beginning to do this but only does it sometimes

NOT YET – your child is not yet doing this

Be sure to try each activity with your child

Communication - **Gross Motor** - Fine Motor - Problem Solving - Personal-Social - Overall

- 1 Does your child walk down stairs if you hold onto one of her hands? She may also 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 When you show your child how to kick a large ball, does he try to kick the ball by moving his leg forward or by walking into it? (If your child already kicks a ball, mark "yes" for this item.)



☐ YES

☐ SOMETIMES

☐ NOT YET

- 3 Does your child walk either up or down at least two steps by herself? She may hold onto the railing or wall.



☐ YES

☐ SOMETIMES

☐ NOT YET

- 4 Does your child run fairly well, stopping herself without bumping into things or falling?



☐ YES

☐ SOMETIMES

☐ NOT YET

- 5 Does your child jump with both feet leaving the floor at the same time?



☐ YES

☐ SOMETIMES

☐ NOT YET

Example of items in the Gross motor section (child's large muscle movements)

Items in all of the sections of the ASQ are activities and skills that most children this age are able to do – activities that you are familiar with in your daily routines and playtimes.



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Questionnaire 1 (of 2):

Ages & Stages Questionnaires®: A Parent Completed, Child-Monitoring System

For ages 23 months through 25 months (24 month ASQ)

Please answer each item as:

YES – your child is able to do this

SOMETIMES – your child is just beginning to do this but only does it sometimes

NOT YET – your child is not yet doing this

Be sure to try each activity with your child

Communication - Gross Motor - **Fine Motor** - Problem Solving - Personal-Social - Overall

1 Does your child get a spoon into her mouth right side up so that the food usually doesn't spill?



YES



SOMETIMES



NOT YET

2 Does your child turn the pages of a book by herself? (She may turn more than one page at a time).



YES



SOMETIMES



NOT YET

3 Does your child use a turning motion with his hand while trying to turn doorknobs, wind up toys, twist tops, or screw lids on and off jars?



YES



SOMETIMES



NOT YET

4 Does your child flip light switches off and on?



YES



SOMETIMES



NOT YET

5 Does your child stack seven blocks or toys on top of each other by herself? (You could also use spools of thread, small boxes, or toys that are about 1 inch in size.)



YES



SOMETIMES



NOT YET

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



YES



SOMETIMES



NOT YET

Example of Fine Motor items –
how a child uses
thumb/forefinger/wrist in combination.

Examples of Problem Solving questions – how your child understands new and routine activities; how they solve problems



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Questionnaire 1 (of 2):

Ages & Stages Questionnaires®: A Parent Completed, Child-Monitoring System

For ages 23 months through 25 months (24 month ASQ)

Please answer each item as:

YES – your child is able to do this

SOMETIMES – your child is just beginning to do this but only does it sometimes

NOT YET – your child is not yet doing this

Be sure to try each activity with your child

Communication - Gross Motor - Fine Motor - **Problem Solving** - Personal-Social - Overall

- 1 After watching you draw a line from the top of the paper to the bottom with a crayon (or pencil or pen), does your child copy you by drawing a single line on the paper in any direction? (Mark "not yet" if your child scribbles back and forth.)

Yes
= 1311
No
~ C 9



YES



SOMETIMES



NOT YET

- 2 After a crumb or Cheerio is dropped into a small, clear bottle, does your child turn the bottle upside down to dump out the crumb or Cheerio? (Do not show him how.) (You can use a soda-pop bottle or baby bottle.)



YES



SOMETIMES



NOT YET

- 3 Does your child pretend objects are something else? For example, does your child hold a cup to her ear, pretending it is a telephone? Does she put a box on her head, pretending it is a hat? Does she use a block or small toy to stir food?



YES



SOMETIMES



NOT YET

- 4 Does your child put things away where they belong? For example, does he know his toys belong on the toy shelf, his blanket goes on his bed, and dishes go in the kitchen?



YES



SOMETIMES



NOT YET

- 5 If your child wants something she cannot reach, does she 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)?



YES



SOMETIMES



NOT YET



Questionnaire 1 (of 2):

Ages & Stages Questionnaires®: A Parent Completed, Child-Monitoring System

For ages 23 months through 25 months (24 month ASQ)

Please answer each item as:

YES – your child is able to do this

SOMETIMES – your child is just beginning to do this but only does it sometimes

NOT YET – your child is not yet doing this

Be sure to try each activity with your child

Communication - Gross Motor - Fine Motor - Problem Solving - **Personal-Social** - Overall

1 Does your child drink from a cup or glass, putting it down again with little spilling?

☐

YES

☐

SOMETIMES

☐

NOT YET

2 Does your child copy the activities you do, such as wipe up a spill, sweep, shave, or comb hair?

☐

YES

☐

SOMETIMES

☐

NOT YET

3 Does your child eat with a fork?

☐

YES

☐

SOMETIMES

☐

NOT YET

4 When playing with either a stuffed animal or a doll, does your child pretend to rock it, feed it, change its diapers, put it to bed, and so forth?

☐

YES

☐

SOMETIMES

☐

NOT YET

5 Does your child push a little wagon, stroller, or other toy on wheels, steering it around objects and backing out of corners if he cannot turn?

☐

YES

☐

SOMETIMES

☐

NOT YET

6 Does your child call herself "I" or "me" more often than her own name? For example, "I do it," more often than "Juanita do it."

☐

YES

☐

SOMETIMES

☐

NOT YET

Examples of questions in the Personal Social section.

Some questions ask about self-help skills, some ask about social communication and behavior.

The items show the kinds of things that most children this age will be interested in doing.

The Over All section – these are yes/no questions.

If you have any concerns about how your child is doing, their health or behaviors, your answers are important for the full understanding of a child’s ASQ.

If you share your results with your health care provider or child care provider, be sure to review this section together.

This is the last section of the ASQ.
Click Continue



Questionnaire 1 (of 2):

Ages & Stages Questionnaires®: A Parent Completed, Child-Monitoring System

For ages 23 months through 25 months (24 month ASQ)

Communication - Gross Motor - Fine Motor - Problem Solving - Personal-Social - **Overall**

1 Do you think your child hears well? If no, explain:

☐

YES

☐

NO

2 Do you think your child talks like other children her age? If no, explain:

☐

YES

☐

NO

3 Can you understand most of what your child says? If no, explain:

☐

YES

☐

NO

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

☐

YES

☐

NO

This is the second questionnaire, the ASQ:SE (social emotional).

The ASQ:SE asks about *behaviors* that are typical in this age range and about any concerns you may have.

Click continue to complete this questionnaire, or

Click “Skip this questionnaire” if you do not want to complete the ASQ:SE.

If you skip the ASQSE you will get to the Email page and can finish the session from there.



Questionnaire 2 (of 2):

Ages & Stages Questionnaires®: Social Emotional

For ages 21 through 26 months (24 month ASQ:SE)

The ASQ:SE-2 asks simple questions about your child's behaviors.
Before continuing, please read instructions below carefully.

- Click the box that best describes your child's behavior.
- And click **concern** for an item if you are concerned about a behavior.

Example:

1. Does your child look at you when you talk to him?

☐ Often or Always ☒ Sometimes ☐ Rarely or Never ☒ Concern?

Answer each item:

Often or Always Your child does this most of the time.

Sometimes Your child does this sometimes but not always.

Rarely or Never Your child does this only once in awhile, or you have never seen your child do this.

The ASQ:SE-2 will take about 5 to 10 minutes to complete.

[Continue](#)

[Skip This Questionnaire](#)



Ages & Stages Questionnaires®, Third Edition (ASQ-3), Squires & Bricker.

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For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.



Questionnaire 2 (of 2):

Ages & Stages Questionnaires®: Social Emotional

For ages 21 through 26 months (24 month ASQ:SE)

Check the boxes that best describe your child's behavior and whether this is a **concern**.

Often or Always - your child usually does this. **Sometimes** - behavior you see sometimes. **Rarely or Never** - you never or almost never see this behavior.

1. Does your child look at you when you talk to him?

☐

Often or Always

☐

Sometimes

☐

Rarely or Never

☐

Concern?

2. Does your child seem too friendly with strangers?

☐

Often or Always

☐

Sometimes

☐

Rarely or Never

☐

Concern?

3. Does your child laugh or smile when you play with her?

☐

Often or Always

☐

Sometimes

☐

Rarely or Never

☐

Concern?

4. Is your child's body relaxed?

☐

Often or Always

☐

Sometimes

☐

Rarely or Never

☐

Concern?

Example of questions on the ASQ:SE.

It's important to read each question carefully and answer the way your child usually behaves.

Be sure to click the “concern” option if the you have a concern about this behavior.

At the end of the ASQ:SE there are 3 yes/no questions.

You can enter any concerns about your child's health, toileting, sleeping or other behaviors.

Click **continue** to finish the ASQ:SE and **go to the Email page**.

32. Do you have concerns about your child's eating or sleeping behaviors? If so, please explain:

☐

Yes

☒

No

33. Does anything about your child worry you? If so, please explain:

☐

Yes

☒

No


34. What do you enjoy about your child?


Continue

Click to finish the ASQ-SE



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Email My Oregon Screening Project Results

To receive your ASQ/ASQ:SE-2 results by e-mail, please enter your address below.

(Note: Your email address will only be used to respond to your requests. Search for messages from " OSP Results " in your Inbox or Spam folder.)

Email Address

Confirm address

Yes, please send

No, thanks

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

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Enter your email on this page to get a copy of your questionnaire and your child's results sent to your email for your records.



If you want to share your results with childcare provider, health care provider or family, you can forward from your own email, or you can download/save from your own email.

The system does not keep your email on the database.

The email (to yourself) option is a good choice to make sure your child's results are available to you.

The system does not store completed pdfs, so we aren't able to send copies of your completed results after you leave the online session.

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Email My Oregon Screening Project Results

To receive your ASQ/ASQ:SE-2 results by e-mail, please enter your address below.
(Note: Your email address will only be used to respond to your requests. Search for messages from " OSP Results " in your Inbox or Spam folder.)

Email Address

Confirm address

Yes, please send

No, thanks

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

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This is the final page of the online session.

From these links you can view and download your child's results letter, and a copy of the questionnaire with your answers.

Also download the Play activities and Learning Activities for your child's age that match the ASQ and ASQ:SE that you completed.


Use these activities to practice skills and help with early learning.


Behavior guides help parents learn more about what to expect their child can do and understand at this age.

The NEXT STEPS guide suggests what to do after screening and gives links to reliable parent-information sites.



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Your Questionnaire and Results

[Download Your Completed ASQ](#)

[Download Your ASQ Results Letter](#)

- View and print your completed ASQ
- Compare to your ASQ Results Letter
- Save a copy for your child's progress records
- Share with your provider at well child checkups

[Download Your Completed ASQ:SE-2](#)

[Download Your ASQ:SE-2 Results Letter](#)

- View and print your completed ASQ:SE-2
- Compare to your ASQ:SE-2 Results Letter
- Save a copy for your child's progress records
- Share with your provider at well child checkups

Activities For You and Your Child

Your Play Activities

Ideas to help practice skills

[20-24 Month Activities](#)

[24-30 Month Activities](#)

Your Learning Activities

Ideas to use in daily routines

[20-24 Month Activities](#)

[24-30 Month Activities](#)

Your Behavior Guides and Activities

What to expect at this age

[24 Month Activities](#)



Next Steps Guide
Take these steps to follow up



Parent Resources
Explore parenting tips and free services

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

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This a snapshot of the paper version of the ASQ - what your completed questionnaire pdf will look like.



Ages & Stages Questionnaires®

24 Month Questionnaire

23 months 0 days through 25 months 15 days

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

Date ASQ completed: **December 20, 2018**

Child's information

Oregon Screening Project 2018

Child's first name: **ZZZ**

Middle initial:

Child's last name:

Child's gender:

☐

Male

☐

Female

Child's date of birth: **December 20, 2016**

Person filling out questionnaire

First name:

Middle initial:

Last name:

Relationship to child:

☐

Parent

☐

Guardian

☐

Teacher

☐

Child care provider

Street address:

☐

Grandparent or other relative

☐

Foster parent

☐

Other:

City:

State/Province:

ZIP/Postal code:

97504

Country:

Home telephone number:

Other telephone number:

E-mail address:

Names of people assisting in questionnaire completion:

Program Information

Your ASQ Questionnaire results

Thank you for taking the time to screen your child.
The ASQ lets you know if your child's development is taking place on schedule.

Results for your child ZZZ born on December 20, 2016 Your child's development appears to be on schedule at this time.	
On schedule	Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social
Monitor	None
Not on schedule	None
Overall Section	You did not mark any concerns in this section

What's Next?

- Share your ASQ results with your child's health care provider. He or she will want to see that your child's development is currently on track.
- Share your ASQ results with your childcare provider. Your information helps your caregiver see a full picture of picture of your child's development.
- Use these **Activities for Play** ([20-24 Month Activities](#), [24-30 Month Activities](#)) and **Learning** ([20-24 Month Activities](#), [24-30 Month Activities](#)) to support your child's development.
- Check back in the next 4 to 6 months to complete another ASQ. Check back sooner if you have concerns.
- See [Next Steps](#) for more follow-up ideas.

If you have concerns about your child's development, you can always call [Early Intervention Provider](#) or your health care provider.

Early Intervention programs offer cost-free evaluation of a child's development and high-quality education services for children who qualify.

Please feel welcome to contact us with any questions you might have. We look forward to hearing from you any time.

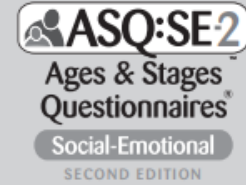
This is a snapshot of the a **child's ASQ Results letter** – the results are based on the responses you entered during the online session.

This a snapshot of the paper version of the **ASQ:SE** (Social Emotional) - what your completed questionnaire pdf will look like



24 Month Questionnaire

21 months 0 days through 26 months 30 days



Date ASQ:SE-2 completed: December 20, 2018

Oregon Screening Project 2018

Child's information

Child's first name: ZZZ Child's middle initial: _____ Child's last name: _____

Child's date of birth: December 20, 2016

Child's gender: ☐ Male ☐ Female

Person filling out questionnaire

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

Street address: _____

City: _____ State/province: _____ ZIP/postal code: 97504

Country: _____ Home telephone number: _____ Other telephone number: _____

E-mail address: _____

Relationship to child: ☐ Parent ☐ Guardian ☐ Teacher ☐ Other: asqse.Other
☐ Grandparent/other relative ☐ Foster parent ☐ Child care provider

People assisting in questionnaire completion: _____

Program information

(For program use only.)



Your ASQ:SE Questionnaire results

Thank you for taking the time to screen your child.
The ASQSE lets you know if your child's social emotional development is on schedule.

Results for your child ZZZ born on December 20, 2016.	
ASQSE	Social-emotional development is on schedule at this time.
Overall Section	You did not mark any concerns in this section

What's Next?

- Share these results with your child's health care provider. He or she will want to be up to date on your child's development and any concerns you may have.
- Use these **milestones** ([24 Month Behavior Guide](#)) and **activities** ([24 Month Activities](#)) to support your child's development in play and daily routines.
- Check back in the next 6 to 12 months to complete another ASQSE. Check back sooner if you have concerns.
- See [Next Steps](#) for more follow-up ideas.

If you have concerns about your child's development or behaviors, you can always call your county [Early Intervention Provider](#).

Early Intervention programs offer cost-free evaluation of a child's development and high-quality education services for children who qualify.

Please feel welcome to contact us with any questions you might have. We look forward to hearing from you any time.

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University of Oregon
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[Click here to share your comments](#)

This is a snapshot of a child's ASQ:SE Results letter –results are based on the responses you entered during the online session.

This is a snapshot of the **Next Steps** guide – what to do after completing a screening. It has important links from reliable, parent-friendly sources.

You can also see/download this guide on a public page.

See **Next Steps link** on this slide or copy/paste this link into your browser:

https://osp.uoregon.edu/pdf/NextSteps_generic_en.pdf



Next Steps

Next Steps: Follow Up after Screening

Provide Opportunities for Learning

The ages of birth through 5 years are critical times in your young child's brain development and a great time to support early learning.

- ☐ Look through ASQ items to see what young children can do at this age.
- ☐ Have fun with play and learning activities. Build skills in play and daily routine together with your child.

Share Results

These professionals can help review results and determine next steps together with you.

- ☐ Share completed questionnaires, results and any concerns, with your child's health care provider.
- ☐ Share completed questionnaires, results and follow up ideas with your childcare provider.

Monitor Your Child's Development

- ☐ Check your child's development every 4 to 6 months. Continue to practice skills and check progress. See the [Child Development Checklist](#).

Great Parent Information! Learning Links and Resources

[Zero to Three Behavior and Development](#)

Parent-friendly, nonprofit site with reliable information.

[Family Tools](#)

Help with challenging behaviors, early language development and videos.

[National Parent Helpline](#) 1-855-427-2736

Free hotline, phone contact for emotional or practical support from a trained professional.

[Learn Signs Act Early](#)

Milestones and steps to help with any concerns.

[211info.org](#)

Call 2 – 1 – 1

All Oregon and local family resources

Concerned About Your Child's Development or Behavior?


If you have concerns now or in the future, contact your health care provider or local [Early Intervention](#)

Snapshot of one set of Play Activities ideas for the 20-24month age range.

They are available to download on the last page of your session.

You can also find them on the public page in the OSP site to download/view any time.

See link at bottom of the chart or Go To
<https://osp.uoregon.edu/home/playActivities>

Activities for Toddlers 20-24 Months Old				
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.	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."	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.	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.	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.
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.	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.	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.	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.	Use plastic farm animals or stuffed animals to tell the Old McDonald story. Use sound effects!
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 newsprint contact with mouth. Wash hands after this activity.	"Dress up" clothes offer extra practice for putting on and taking off shirts, pants, shoes, and socks. Toddlers can fasten big zippers and buttons.	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.	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.	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.
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.	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.	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.	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.	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 <i>rough</i> , <i>smooth</i> , <i>hard</i> , and <i>soft</i> .


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<https://osp.uoregon.edu/home/playActivities>

Snapshot of one set of Play Activities ideas for the 24-30 month age range.

You can also find them on the public page in the OSP site to download/view any time

Go To
<https://osp.uoregon.edu/home/playActivities>

Activities for Children 24 -30 Months Old				
				
Add actions to your child's favorite nursery rhymes. Easy action rhymes include "Here We Go 'Round the Mulberry Bush," "Jack Be Nimble," "This Is the Way We Wash Our Clothes," "Ring Around the Rosy," and "London Bridge."	Play Target Toss with a large bucket or box and bean bags or balls. Help your child count how many she gets in the target. A ball of yarn or rolled-up socks also work well for an indoor target game.	Wrap tape around one end of a piece of yarn to make it stiff like a needle and put a large knot at the other end. Have your child string large elbow macaroni, buttons, spoons, or beads. Make an edible necklace out of Cheerios.	Children at this age love outings. One special outing can be going to the library. The librarian can help you find appropriate books. Make a special time for reading (like bedtime stories).	Play a jumping game when you take a walk by jumping over the cracks in the sidewalk. You may have to hold your child and help him jump over at first.
Take time to draw with your child when she wants to get out paper and crayons. Draw large shapes and let your child color them in. Take turns.	During sandbox play, try wetting some of the sand. Show your child how to pack the container with the wet sand and turn it over to make sand structures or cakes.	Add an old catalog or two to your child's library. It's a good "picture" book for naming common objects.	Give your child soap, a washcloth, and a dishpan of water. Let your child wash a "dirty" doll, toy dishes, or doll clothes. It's good practice for hand washing and drying.	Make "sound" containers using plastic Easter eggs or pantyhose eggs. Fill eggs with noisy objects like sand, beans, or rice and tape the eggs shut. Have two eggs for each sound. Help your child match sounds and put them back in an egg carton together.
Show your child how to make snakes or balls or how to roll out pancakes with a small rolling pin using playdough. Use large cookie cutters to make new playdough shapes.	Children at this age love to pretend and really enjoy it when you can pretend with them. Pretend you are different animals, like a dog or cat. Make animal sounds and actions. Let your child be the pet owner who pets and feeds you.	Your child will begin to be able to make choices. Help him choose what to wear each day by giving a choice between two pairs of socks, two shirts, and so forth. Give choices at other times like snack or mealtime (two kinds of drink, cracker, etc.).	Enhance listening skills by playing compact discs or cassettes with both slow and fast music. Songs with speed changes are great. Show your child how to move fast or slow with the music. (You might find children's cassettes at your local library.)	Children can find endless uses for boxes. A box big enough for your child to fit in can become a car. An appliance box with holes cut for windows and a door can become your child's playhouse. Decorating the boxes with crayons, markers, or paints can be a fun activity to do together.
Play "Follow the Leader." Walk on tiptoes, walk backward, and walk slow or fast with big steps and little steps.	Try a new twist to fingerpainting. Use whipping cream on a washable surface (cookie sheet, Formica table). Help your child spread it around and draw pictures with your fingers. Add food coloring to give it some color.	Action is an important part of a child's life. Play a game with a ball where you give directions and your child does the actions, such as "Roll the ball." Kick, throw, push, bounce, and catch are other good actions. Take turns giving the directions.	Make an obstacle course using chairs, pillows, or large cartons. Tell your child to crawl over, under, through, behind, in front of, or between the objects. Be careful arranging so that the pieces won't tip and hurt your child.	Collect little and big things (balls, blocks, plates). Show and describe (big/little) the objects. Ask your child to give you a big ball, then all of the big balls. Do the same for little. Another big/little game is making yourself big by stretching your arms up high and making yourself little by squatting down.

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<https://osp.uoregon.edu/home/playActivities>

Snapshot of the Learning Activities
20-24 month ages that match the ASQ
for a child.

These are only available from the link
at end of your online session.

Communication

Activities to Help Your Toddler Grow and Learn

Your toddler is learning language very quickly and will imitate words he hears, good or bad. He is using different types of words and putting them together in short phrases. Most of his words are understandable. He may be starting to sing simple songs. He may also be testing the power of words by using the strong words "no" and "mine."



Sock Puppet

Put your hand in a clean sock and make it talk: "Hi, my name is José. I am visiting you. What is your name?" Your child might say something or want to touch the puppet. Keep the conversation going. Let the puppet give your toddler a kiss!

Construction Time

Collect materials to make a pretend airport, street, or neighborhood. Masking tape can be the runway or the road. Oatmeal containers can be tunnels. Cereal boxes can be buildings. Cardboard can make a ramp for cars to go *up* and *down*. Toy cars can go *through* the tunnel, *under* the bridge, or *beside* a building. Use these new words while your child builds and plays.

Fun with Books

Find large picture books and/or magazines to look at with your child. Point to pictures and talk about what you see. Ask her, "Where's the doggie?" and have her point to a picture. Let your child "read" to someone else, such as Grandpa. If your child is beginning to learn about using the toilet, this is a good time to put a small basket of picture books in the bathroom to "read."

Field Trips

Your toddler will enjoy going to new places, even to a new store. This is a great time to learn new words. Talk to him about what you are seeing: "Look, that fruit is called a *mango*. Look at that big refrigerator. Put your hand on the door—it's very *cold*."

Sing Together

Your child will love learning simple songs such as "Twinkle, Twinkle, Little Star." Teach your child simple songs you remember from childhood. Enjoy singing together. Later, ask your child to sing for someone else in the family.

Car Talk

Teach your child words about the car as you get in or out during the day. Talk about what you're doing: "Let's *open* the car door and get inside. I'm going to *buckle* your car seat. Daddy's going to *close* and *lock* the door. See the *lights* go out? Do you hear the *motor*? Let's go!" Soon your little rider will know all about the car.

Notes:

Communication

Activities to Help Your Toddler Grow and Learn

Your toddler enjoys being with you and is learning new words very quickly. She is using her language more often to let you know her wants, needs, and ideas. She can carry on a simple conversation and may talk to herself or pretend to have a conversation with a stuffed animal. She can follow simple directions and loves to read books. She likes to hear the same book read over and over!



I Spy

You can play this in the car, on the bus, or on a walk. Say, "I spy with my little eye a green truck." Your child tries to find what you spied. Then it is his turn to spy something. Remember to spy things your child can see. You can also say, "I hear with my little ear..." Listen for sounds such as a motorcycle, a car horn, a bird singing, a dog barking, or a radio.

Picture Album

Make a little album with pictures of your child and the people and pets he knows. Have your child talk about the pictures and name the people and pets. Ask your child, "Who's that? What are they doing?" Look at this book over and over. Help your child learn to say her first and last name.

When You Were Little

Tell your child stories about when he was little: "When you were first born..." or "When you were a little baby..." Your child will love to hear these stories again and again.

Dinner Report

At the end of a busy day, let everyone talk about his or her day. Ask your child to tell the family what she did during the day. Let her take her time. You might remind her if she forgets some events. Soon she will learn to tell what happened in the right order. Say, "Thanks for telling us about your day!"

Washing a Baby

Let your child wash a baby doll in a plastic tub, or bring a baby doll into his bath. Name the doll's body parts as he washes the baby: "You're washing the baby's hands." Let your child know what a good job he is doing taking care of the baby.

What's that Sound?

Turn off the television and other electronics, and listen with your child to sounds around your home. Listen to the refrigerator motor, wind chimes, a clock ticking, or people talking. Ask your child to tell you what she hears. Try this at night. Listen for the night sounds of crickets, frogs, or cars beeping. Whisper to each other about what you hear.

Notes:

Snapshot of the Learning Activities 24 - 30 month ages that match the ASQ for a child.

These are only available from the link at end of your online session.

Snapshot of the social emotional behavior guides – available at end of the online session

AND

by viewing/downloading from the public page:

<https://osp.uoregon.edu/home/playActivities>

Social-Emotional Development at 24 Months



- Your toddler likes to imitate you, other adults, and her friends.
- Your toddler wants to do everything by himself, even though he can't!
- Some of your toddler's favorite words are *mine*, *no*, and *me do it*.
- Your toddler has many emotions, and her emotions can be very "big." She can get angry and have temper tantrums.
- Your toddler likes to imitate you doing household tasks. He can put some of his toys away with help from you.
- Your toddler loves to try new things and explore new places. But she wants to know you are nearby to keep her safe.
- Your toddler is very interested in other children. He is still learning how to play with them.
- Your toddler will play nearby other children but not really with them. She does not understand how to share her things yet.
- Your toddler has a hard time waiting and wants things right now.
- Your toddler loves attention from familiar adults and children but may act shy around strangers.
- Your toddler shows affection by returning a hug or kiss. He tries to comfort familiar people who are in distress.
- Your toddler knows her name and knows what she likes and dislikes. She may be very attached to certain things, such as a special book, toy, or blanket.
- Your toddler enjoys simple pretend play. He may like pretending to cook or talk on the telephone.
- Your toddler is learning about the routines in your home but often does not remember rules.

<https://osp.uoregon.edu/home/playActivities>

Parent Resources

This is the Parent Resources page – public page. The articles in these links help parents with common questions about early development and behavior.

They are non profit sites written for parent use.

The link is located below the baby photo on the home page:
<https://osp.uoregon.edu/home/parentResources>

The screenshot shows the Oregon Screening Project website. At the top, there is a logo with a stylized 'O' in blue, orange, and green, followed by the text 'OREGON SCREENING PROJECT' and 'Check your child's development Ages 1 month to 6 years'. To the right are buttons for 'English' and 'Spanish'. Below this is a navigation bar with links: 'Home', 'Questions?', 'ASQ', 'ASQ:SE', 'About Us', and 'Contacts'. The main heading is 'Resources for Parents/Caregivers' in orange, with a green arrow button labeled 'Let's Get Started!'. The page lists various resources in two columns. The left column includes: 'Explore: Learning Resources' (Reliable information from non-profit, research-based sources — for parents), 'Backpack Connection' (Learning and behavior handouts for parents/teachers), 'Family Tools' (Tips on challenging behavior and more), 'Developmental Timeline' (Developmental timeline for age birth to 5 yrs), 'Learn Signs/Milestones' (Free materials and tools), 'Vroom' (Free play and learning activities), 'Zero to Three' (Reliable links and tips ages birth to 3 yrs), 'Zero to Three's Let's Play' (A free parenting App), and 'Positive Parenting Tips' (Learn about milestones and behaviors to expect at each stage of development for ages birth through teens). The right column includes: 'Explore: Support Services' (Services supporting children and parents), '211 Info' (Oregon family info, health, food, housing), 'Oregon Early Intervention Providers' (Screening, evaluation, services), 'What is Early Intervention?' (About early intervention services, Oregon), and 'National Parent Helpline' (Parents and caregivers can speak to a trained advisor and get support and parenting help. Call 1-855-427-2736). At the bottom of the resource list are five blue buttons: 'Preview', 'Play Activities', 'ASQ Materials', 'Next Steps', and 'ASQ Information Site'. A footer box contains contact information: 'For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu'. Below this is a small line of text: 'The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.'

OREGON SCREENING PROJECT
Check your child's development
Ages 1 month to 6 years

English Spanish

Home Questions? ASQ ASQ:SE About Us Contacts

Resources for Parents/Caregivers

Let's Get Started!

Explore: Learning Resources
Reliable information from non-profit, research-based sources — for parents

Backpack Connection
Learning and behavior handouts for parents/teachers
Scroll down the page, click on Backpack Connections

Family Tools
Tips on challenging behavior and more
Scroll down the page, click on Family Articles

Developmental Timeline
Developmental timeline for age birth to 5 yrs

Learn Signs/Milestones
Free materials and tools

Vroom
Free play and learning activities

Zero to Three
Reliable links and tips ages birth to 3 yrs

Zero to Three's Let's Play
A free parenting App

Positive Parenting Tips
Learn about milestones and behaviors to expect at each stage of development for ages birth through teens.

Explore: Support Services
Services supporting children and parents

211 Info
Oregon family info, health, food, housing

Oregon Early Intervention Providers
Screening, evaluation, services

What is Early Intervention?
About early intervention services, Oregon

National Parent Helpline
Parents and caregivers can speak to a trained advisor and get support and parenting help.
Call 1-855-427-2736

Preview Play Activities ASQ Materials Next Steps ASQ Information Site

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: kmurphy@osp.uoregon.edu

The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.

Contacts

Find your Early Intervention provider

This is the CONTACTS page – public page. The link is located on the blue nav bar at top of the website.

This page gives you the **early intervention services provider in Oregon by county**.

If you have concerns about your child's development, call the number/visit the website for the provider in your county.

Find out more about early intervention (free) services available to parents of child who may be at risk for developmental delay.



OREGON SCREENING PROJECT
Check your child's development
Ages 1 month to 6 years

English

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Oregon Providers by County

Let's Get Started!

Each county in Oregon has a designated agency that parents can call if they have concerns about their child's development. To schedule a developmental check up, call the provider listed below for your county.

Do you have concerns?

County	Phone	Website
Baker	800.927.5847	InterMountain Education Service District
Benton	541.753.1202 ext 101 877.589.9751	Early Intervention / Early Childhood Special Education
Clackamas	503.675.4041	Early Childhood Education Services
Clatsop	503.325.2862	Early Intervention / Early Childhood Special Education
Columbia	503.366.4141	Early Intervention / Early Childhood Special Education About Services
Coos	541.269.4524	Early Intervention / Early Childhood Special Education
Crook	541.312.1947 (birth to 2) 541.312.1948 (3 to 5)	Early Intervention / Early Childhood Special Education About Services
Curry	541.269.4524	Early Intervention / Early Childhood Special Education
Deschutes	541.312.1947 (birth to 2) 541.312.1948 (3 to 5)	Early Intervention / Early Childhood Special Education About Services
Douglas	541.440.4794	Douglas Education Service District Early Intervention / Early Childhood Special Education
Gillam	541-238-6988	North central services district



Ready to try it online?

Go to the Home page

Click [Let's Get Started](#)

Tips

After you enter your child's birthdate...

The next page gives you the option to download a questionnaire.

Click that link to preview the questions for your child's age.

You might need to try activities with your child to know answers to some questions.

If so, you can complete the paper version at home,
then return to this site and enter your answers in the online session.

Enjoy! You are taking important steps to check your child's early development.

Steps to start the online session, and

Tips to help with trying activities
together with your child for best
answers.