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Ages & Stages Questionnaire (ASQ) Paper

Infant & Toddler Curriculum ECE 1500

For this ASQ screening, I observed a 12-month-old infant named Benno. Benno is currently being raised in a two-parent household with his biological mother and father. He has two older sisters—Lyla, who is 4 years old, and Nadra, who is 3. His father, Adam, works full-time Monday through Friday from approximately 9 a.m. to 5 p.m., while his mother, Estee, is a stay-at-home wife and mom. As a result, Benno spends most of his time at home with his mother. His sisters attend a day camp called "Camp Smiley" during the week from 9 a.m. to 3 p.m., with Nadra returning home earlier around 1 p.m. for her nap.

When I began completing the screening, it was morning—around 8:45 a.m. to 9 a.m. and Benno had already been up since 6 a.m., had eaten breakfast, and was in a cheerful, smiley mood. We completed a few sections of the screening before his nap, and resumed afterward during snack time, which was around 11:30 a.m. At that time, Benno's state was happy, full, and well-rested, making him ready to continue and finish the screening successfully.

As I worked through the remaining questions of the ASQ screening, I gained insight into Benno's development across the five core domains: Communication, Gross Motor, Fine Motor, Problem Solving, and Personal-Social. All of Benno's scores were above the cutoff, indicating that his development is on track for his age. His strongest areas were Communication (55/60) and Fine Motor (45/60), showing particularly advanced progress in expressive and receptive language as well as emerging hand coordination skills.

In the Communication domain, Benno performed exceptionally well. He follows simple commands such as "come here" or "give it to me," and responds to verbal prompts like "where is the ball?" by looking directly at the object, demonstrating strong receptive language. He also sometimes uses gestures such as pointing—for example, during snack or lunch time, if he wants

something specific, he will point toward it to communicate his needs. Additionally, Benno produces early word-like sounds such as “da-da” or “ba-ba,” reflecting his growing ability to express himself verbally.

In the Fine Motor domain, Benno also demonstrated great progress. He was able to throw a ball using a forward arm motion and attempted to help turn the pages of a book—both clear indicators of developing coordination. After one or two tries, Benno still didn’t pick up a piece of string using just his first finger and thumb (a pincer grasp), but he was able to grasp it using his whole hand with all five fingers. This shows that his fine motor control is developing steadily and that he's on the path toward refining more precise hand movements.

In the Problem Solving domain, Benno scored 35 out of 60. He was able to find a toy hidden under a Sit and Spin toy, indicating that he understands object permanence. He attempted to imitate scribbling when given a marker. While some tasks, like dropping two small toys one after the other into a container like a bowl or box, were a bit challenging, Benno did imitate me by picking up one toy ice cube and dropping it in the bowl, and then picking up the other one and doing the same thing. This showed persistence and the beginning stages of sequential task understanding.

In the Personal-Social domain, Benno scored 35 out of 60. He actively participated in dressing routines—for instance, he pushed his arm through a sleeve once his arm was started in the hole. He also demonstrated social engagement when I held out my hand and asked for his toy; he let go of it and placed it in my hand. These examples show that he is beginning to understand cooperative routines and early turn-taking.

In the Gross Motor domain, Benno scored 40 out of 60. He bent down to pick up a toy while holding onto furniture and returned to a standing position with control. He also took several supported steps while holding both hands. However, he is not yet walking independently or with only one hand held, which is common at this age and expected to emerge with continued practice and support.

To support Benno's continued development in the areas of Problem Solving and Personal-Social—his two lowest scoring domains—it's important to offer gentle, age-appropriate opportunities for exploration and early independence. In the Problem Solving domain, Benno did not attempt to retrieve a Cheerio from a clear bottle, but instead engaged by squeezing it and banging it on the floor, showing curiosity through sensory exploration. To encourage more purposeful problem-solving, offer activities that promote simple trial-and-error thinking, such as stacking blocks, dropping toys into a container, nesting cups, shape sorters, and cause-and-effect toys like pop-ups or musical toys. Games like hiding a toy under a cup or cloth and encouraging him to find it can also support his understanding of object permanence. Using simple, supportive language during these tasks—such as “Let's find it!” or “Try this one!”—can guide him without taking over.

In the Personal-Social domain, while Benno was able to push his arm through a sleeve and let go of a toy when asked, he did not yet attempt to lift his foot for socks or pants, roll a ball back, or hug a stuffed toy. To support progress in this area, continue offering chances for self-help during dressing by saying things like “Can you help me with your foot?” even if he doesn't yet respond. Repeating the routine and giving him time to process it may eventually lead to action. Encourage social behaviors through play-based routines like handing toys back and forth, playing peekaboo, and modeling pretend play with stuffed animals or dolls. Offering praise

and encouragement for small social interactions—such as when he lets go of a toy or closely watches what others do—can reinforce early social learning and build his confidence.

The ASQ-3 was a clear, structured, and practical tool for observing and assessing Benno's development. I appreciated how it encouraged hands-on interaction and offered age-specific expectations that helped me identify both strengths and areas that may need continued support. It was easy to use and provided meaningful insights into Benno's developmental progress in real time. I would absolutely use it again in the future when working with infants and toddlers, as it serves as a valuable resource for both educators and caregivers. I also want to add that I truly enjoyed doing this assignment, especially because I got to do it with my favorite baby, Benno!