



Bright Futures Previsit Questionnaire

2 Year Visit

For us to provide you and your child with the best possible health care, we would like to know how things are going. Please answer all of the questions. Thank you.

What would you like to talk about today?

Do you have any concerns, questions, or problems that you would like to discuss today?

We are interested in answering your questions. Please check off the boxes for the topics you would like to discuss the most today.

Your Talking Child	<input type="checkbox"/> How your child talks <input type="checkbox"/> Reading together
How Your Child Behaves	<input type="checkbox"/> Praising your child <input type="checkbox"/> Helping your child express feelings <input type="checkbox"/> Knowing how to give your child limited choices <input type="checkbox"/> Playing with others <input type="checkbox"/> Helping your child follow directions <input type="checkbox"/> Your child's weight
Toilet Training	<input type="checkbox"/> Signs your child is ready to potty train <input type="checkbox"/> Helping your child potty train
Your Child and TV	<input type="checkbox"/> How much TV is too much TV <input type="checkbox"/> Learning activities other than TV <input type="checkbox"/> How to be physically active as a family
Safety	<input type="checkbox"/> Car safety seats <input type="checkbox"/> Bike helmets <input type="checkbox"/> Being safe outside <input type="checkbox"/> Gun safety

Questions About Your Child

Have any of your child's relatives developed new medical problems since your last visit? If yes, please describe: Yes No Unsure

Hearing	Do you have concerns about how your child hears?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Do you have concerns about how your child speaks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Vision	Do you have concerns about how your child sees?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Does your child hold objects close when trying to focus?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Do your child's eyes appear unusual or seem to cross, drift, or be lazy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Do your child's eyelids droop or does one eyelid tend to close?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Lead	Have your child's eyes ever been injured?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Does your child have a sibling or playmate who has or had lead poisoning?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Does your child live in or regularly visit a house or child care facility built before 1978 that is being or has recently been (within the past 6 months) renovated or remodeled?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Tuberculosis	Does your child live in or regularly visit a house or child care facility built before 1950?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Was your child born in a country at high risk for tuberculosis (countries other than the United States, Canada, Australia, New Zealand, or Western Europe)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Has your child traveled (had contact with resident populations) for longer than 1 week to a country at high risk for tuberculosis?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Has a family member or contact had tuberculosis or a positive tuberculin skin test?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Dyslipidemia	Is your child infected with HIV?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Does your child have parents or grandparents who have had a stroke or heart problem before age 55?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Anemia	Does your child have a parent with elevated blood cholesterol (240 mg/dL or higher) or who is taking cholesterol medication?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
	Do you ever struggle to put food on the table?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
Oral Health	Does your child's diet include iron-rich foods such as meat, eggs, iron-fortified cereals, or beans?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Unsure
	Does your child have a dentist?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Unsure
	Does your child's primary water source contain fluoride?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Unsure

Does your child have any special health care needs? No Yes, describe:

Have there been any major changes in your family lately? Move Job change Separation Divorce Death in the family Any other changes?

Does your child live with anyone who uses tobacco or spend time in any place where people smoke? No Yes



Your Growing and Developing Child

Do you have specific concerns about your child’s development, learning, or behavior? No Yes, describe:

Check off each of the tasks that your child is able to do.

- | | | |
|--|--|--|
| <input type="checkbox"/> Stacks 5 or 6 small blocks | <input type="checkbox"/> Throws a ball overhand | <input type="checkbox"/> When talking, puts 2 words together, like “my book” |
| <input type="checkbox"/> Kicks a ball | <input type="checkbox"/> Names 1 picture such as a cat, dog, or ball | <input type="checkbox"/> Turns book pages 1 at a time |
| <input type="checkbox"/> Walks up and down stairs 1 step at a time alone while holding wall or railing | <input type="checkbox"/> Jumps up | <input type="checkbox"/> Plays pretend |
| <input type="checkbox"/> Can point to at least 2 pictures that you name when reading a book | <input type="checkbox"/> Copies things that you do | <input type="checkbox"/> Plays alongside other children |
| | <input type="checkbox"/> Follows 2-step command | |



American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate. Original document included as part of *Bright Futures Tool and Resource Kit*. Copyright © 2010 American Academy of Pediatrics. All Rights Reserved. The American Academy of Pediatrics does not review or endorse any modifications made to this document and in no event shall the AAP be liable for any such changes.

ACCOMPANIED BY/INFORMANT	PREFERRED LANGUAGE	DATE/TIME
DRUG ALLERGIES	CURRENT MEDICATIONS	
WEIGHT (%) <small>See growth chart.</small>	HEIGHT (%)	HEAD CIRC (%)
		BMI (%)

Name
ID NUMBER
TEMPERATURE
BIRTH DATE
AGE
M F

History

<input type="checkbox"/> Previsit Questionnaire reviewed	<input type="checkbox"/> Child has special health care needs
<input type="checkbox"/> Child has a dental home	

Concerns and questions None Addressed (see other side)

Follow-up on previous concerns None Addressed (see other side)

Interval history None Addressed (see other side)

Medication Record reviewed and updated

Social/Family History

See Initial History Questionnaire. No interval change

Family situation

Parents working outside home: Mother Father

Child care: Yes No Type _____

Changes since last visit _____

Review of Systems

See Initial History Questionnaire and Problem List.

No interval change

Changes since last visit _____

Nutrition _____

Elimination: NL _____

Toilet training: Yes In process _____

Sleep: NL _____

Behavior/Temperament: NL _____

Physical activity

Play time (60 min/d) Yes No

Screen time (<2 h/d) Yes No

Development

Autism-specific screen NL Tool _____

Developmental Surveillance (if not reviewed in Previsit Questionnaire)

<input type="checkbox"/> SOCIAL-EMOTIONAL	<input type="checkbox"/> COMMUNICATIVE	<input type="checkbox"/> PHYSICAL DEVELOPMENT
<ul style="list-style-type: none"> Copies things that you do Plays pretend Plays alongside other children 	<ul style="list-style-type: none"> When talking, puts 2 words together (eg, "my book") COGNITIVE Names 1 picture (eg, cat, dog, ball) Follows 2-step commands 	<ul style="list-style-type: none"> Stacks small blocks (5-6) Kicks a ball Walks up and down stairs 1 step at a time alone while holding wall or railing Throws a ball overhand Jumps up Turns book pages 1 at a time

Physical Examination

= NL

Bright Futures Priority

- EYES (red reflex, cover/uncover test)
- TEETH (caries, white spots, staining)
- NEUROLOGIC (coordination, language, socialization)

Additional Systems

- GENERAL APPEARANCE
- HEAD/FONTANELLE
- EARS/APPEARS TO HEAR
- NOSE
- MOUTH AND THROAT
- NECK
- LUNGS
- HEART
- Femoral pulses
- ABDOMEN
- GENITALIA
- Male/Testes down
- Female
- EXTREMITIES/HIPS
- BACK
- SKIN

Abnormal findings and comments

Assessment

Well child

Anticipatory Guidance

Discussed and/or handout given

<input type="checkbox"/> ASSESSMENT OF LANGUAGE DEVELOPMENT	<input type="checkbox"/> TOILET TRAINING	<input type="checkbox"/> SAFETY
<ul style="list-style-type: none"> Model appropriate language Daily reading Following 1-2-step commands Listen and respond to child 	<ul style="list-style-type: none"> When child is ready Plan for frequent toilet breaks Personal hygiene TV VIEWING Limit TV viewing to no more than 1-2 hours/day TV alternatives: reading, games, singing Encourage physical activity 	<ul style="list-style-type: none"> Car safety seat Bike helmet Supervise outside Guns
<input type="checkbox"/> TEMPERAMENT AND BEHAVIOR		
<ul style="list-style-type: none"> Praise, respect Help express feelings Self-expression Playing with other children 		

Plan

Immunizations (See Vaccine Administration Record.)

Laboratory/Screening results: Lead _____

Referral to _____

Follow-up/Next visit _____

See other side

Print Name	Signature
PROVIDER 1	
PROVIDER 2	



**This American Academy of Pediatrics Visit Documentation Form is consistent with
Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, 3rd Edition.**

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate. Copyright © 2010 American Academy of Pediatrics. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission from the publisher.



Bright Futures Parent Handout 2 Year Visit

Here are some suggestions from Bright Futures experts that may be of value to your family.

ASSESSMENT OF LANGUAGE DEVELOPMENT

Your Talking Child

- Talk about and describe pictures in books and the things you see and hear together.
- Parent-child play, where the child leads, is the best way to help toddlers learn to talk.
- Read to your child every day.
- Your child may love hearing the same story over and over.
- Ask your child to point to things as you read.
- Stop a story to let your child make an animal sound or finish a part of the story.
- Use correct language; be a good model for your child.
- Talk slowly and remember that it may take a while for your child to respond.

TELEVISION VIEWING

Your Child and TV

- It is better for toddlers to play than watch TV.
- Limit TV to 1–2 hours or less each day.
- Watch TV together and discuss what you see and think.
- Be careful about the programs and advertising your young child sees.
- Do other activities with your child such as reading, playing games, and singing.
- Be active together as a family. Make sure your child is active at home, at child care, and with sitters.

SAFETY

Safety

- Be sure your child's car safety seat is correctly installed in the back seat of all vehicles.
- All children 2 years or older, or those younger than 2 years who have outgrown the rear-facing weight or height limit for their car safety seat, should use a forward-facing car safety seat with a harness for as long as possible, up to the highest weight or height allowed by their car safety seat's manufacturer.

SAFETY

- Everyone should wear a seat belt in the car. Do not start the vehicle until everyone is buckled up.
- Never leave your child alone in your home or yard, especially near cars, without a mature adult in charge.
- When backing out of the garage or driving in the driveway, have another adult hold your child a safe distance away so he is not run over.
- Keep your child away from moving machines, lawn mowers, streets, moving garage doors, and driveways.
- Have your child wear a good-fitting helmet on bikes and trikes.
- Never have a gun in the home. If you must have a gun, store it unloaded and locked with the ammunition locked separately from the gun.

TOILET TRAINING

Toilet Training

- Signs of being ready for toilet training
 - Dry for 2 hours
 - Knows if she is wet or dry
 - Can pull pants down and up
 - Wants to learn
 - Can tell you if she is going to have a bowel movement
- Plan for toilet breaks often. Children use the toilet as many as 10 times each day.
- Help your child wash her hands after toileting and diaper changes and before meals.
- Clean potty chairs after every use.
- Teach your child to cough or sneeze into her shoulder. Use a tissue to wipe her nose.
- Take the child to choose underwear when she feels ready to do so.

TEMPERAMENT AND BEHAVIOR

How Your Child Behaves

- Praise your child for behaving well.
- It is normal for your child to protest being away from you or meeting new people.
- Listen to your child and treat him with respect. Expect others to do as well.
- Play with your child each day, joining in things the child likes to do.
- Hug and hold your child often.
- Give your child choices between 2 good things in snacks, books, or toys.
- Help your child express his feelings and name them.
- Help your child play with other children, but do not expect sharing.
- Never make fun of the child's fears or allow others to scare your child.
- Watch how your child responds to new people or situations.

What to Expect at Your Child's 2½ Year Visit

We will talk about

- Your talking child
- Getting ready for preschool
- Family activities
- Home and car safety
- Getting along with other children

Poison Help: 1-800-222-1222

Child safety seat inspection:
1-866-SEATCHECK; seatcheck.org



American Academy of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate. Original document included as part of Bright Futures Tool and Resource Kit. Copyright © 2010 American Academy of Pediatrics, Updated 8/11. All Rights Reserved. The American Academy of Pediatrics does not review or endorse any modifications made to this document and in no event shall the AAP be liable for any such changes.