

Video 1: Isla

Isla, a 5 months old infant, is making good developmental progress. Infants 'state' e.g. hunger, tiredness, sleepiness and their temperament often affects their performance. Isla's mother helps in settling her from time to time; getting the mother's cooperation is vital to the developmental examination of infants.

Chapter 1

Non-verbal and **social** development

Reach, grasp, and manipulation: 1" blocks

- ❖ A single cube is presented, on a flat surface or the flat of the hand, to observe the infant's reach and grasp.
- ❖ Observations are made of the child's manipulation of the cube/s and the eye-hand coordination. Imitation of 'clicking' 2 cubes is encouraged; - infant is encouraged to release the cube, put the cube in a large box and take the cube out of a large box.
- ❖ The infant here has a palmer grasp; holds one cube in each hand; does not yet release the cube; watches cube held in hand and relates the box by banging on the floor
- ❖ **Social: the infant watches the examiner and gives eye contact.**

Throughout the examination little language is used as the infant is not yet able to shift attention between objects and people

Use of a bell to elicit reach, grasp, manipulation and social skills

- ❖ A bell is presented to observe the child's reach, grasp and manipulation skills. Imitation of shaking the bell is encouraged
- ❖ The infant reaches with one hand to grasp and relates the bell by shaking and banging and mouths the bell– not yet using it as a bell; she does not do index finger exploration of the bell and does not give the bell on request.
- ❖ **Social: frequent gaze switching between the object and the examiner.**

Use of common toys/objects to elicit functional use of objects and object permanence

- ❖ A car is swapped for the bell (managing the infant's reluctance to part with the bell). Functional use is encouraged by pushing the car
- ❖ Object permanence is checked first by pushing the car behind the infant and then covering the car with a cloth. A similar check of object permanence is made by using a rattle.
- ❖ **Attention:** the infant follows a toy moving to the side but loses interest when the toy disappears out of sight and becomes interested in the cloth rather than looking for the toy.

Use of a toy connected with a string to elicit pincer grasp and the means-end concept

- ❖ A toy attached with a string presented with the string placed in reach of the infant. Infant here shows interest in the toy but does not try to get the toy by pulling at the string. Some raking attempts to grasp the string are made – however, the infant does not show the understanding of 'means-end concept' by using the string to get the toy. The toy is given to the infant to avoid frustration and to further observe object manipulation.

Use of a suitable toy to elicit cause-and-effect concept

- ❖ Infant is shown how to move the toy by pressing on the top. The infant explores the toy by touching and looking and relates with banging but does not use the pressing action to move the toy.

Use of a small pellet to elicit pincer grasp

- ❖ A small paper pellet is presented on the flat of the hand or on the flat surface. The infant shows interest but is unable to grasp the pellet and loses interest.

Use of common objects/toys to elicit functional use of toys

- ❖ Common object toys (a cup and a spoon) are presented. The infant does not use them functionally but explores them in a sensory way by mouthing and relates by banging.

Chapter 2

Social, communication and play

Engagement in a 'chat' to elicit listening and social interaction

- ❖ The infant listens but is easily distracted and overwhelmed by direct interaction with a stranger. She is calmed by close contact with the mother. The examiner makes inquiry from mother.

Interactive play to elicit social anticipation and response

- ❖ The infant expresses surprise at appearance of face but is easily overwhelmed by intense interaction with unfamiliar person.

Observations of playful interaction with mother

- ❖ In view of the infant's distress, the mother is invited to demonstrate familiar play routines.
- ❖ The infant quiets, gives eye contact to the mother and plays interactively with the mother when there is no interference from the unfamiliar adult.
- ❖ The examiner asks the mother regarding different types of vocalisation. Mothers are reliable reporters of infant's communication.

Chapter 3

Gross Motor: Neuro-motor examination

The neuro-motor examination shown here is often described as a 180° examination. The following components of this examination are observed / elicited:

- ❖ Supine: posture, movements
- ❖ Grasp reflex
- ❖ Pull to sit
- ❖ Head control
- ❖ Supported sitting
- ❖ Supported standing

- ❖ Downward parachute reflex
- ❖ Ventral suspension
- ❖ Prone posture

The infant here is clearly upset and this affects the findings elicited. As mentioned above, the state of the infant affects what can or cannot be reliably elicited.