

Video 2: Ruby

Ruby is a healthy 11 months old infant and her development is progressing well.

Chapter 1

Non-verbal and **social** development

Reach, grasp, and manipulation: 1" blocks

- ❖ Initially one cube is presented on the flat of the hand to observe reach and grasp; another cube is presented; imitation of clicking is encouraged; release on the outstretched hand and in the box is encouraged; the child is encouraged to place one cube on top of another.
- ❖ The child shows intermediate grasp and clicking in imitation and relating cubes together; releases in the box and on the hand; she briefly attempt to place a cube on another. She does some mouthing of cubes. When one cubes drops the child looks to follow showing the concept of permanence-of-objects.
- ❖ **Social: eye contact and smile to the examiner; social referencing or checking back with the mother.**

Blocks and container – non-verbal problem solving

- ❖ The child shakes the box in imitation; bangs the box on the surface and gives the box back to the examiner.
- ❖ **Social: she makes overtures of giving objects to the examiner with eye contact and social smile.**

Use of a bell and other toys to elicit reach, gasp, manipulation and permanence-of objects

- ❖ A bell is presented to observe the child's reach, grasp and manipulation of the bell. Imitation of the shaking of the bell is encouraged.
- ❖ Infant here reaches with one hand to grasp and explores with index finger of another hand.
- ❖ As the bell is replaced by another item, the child looks for the bell and indicates by pointing – showing the concept of permanence of object. The child shakes the bell with social smiles and eye contact with the mother.
- ❖ **Social: frequent gaze switching between the object and the examiner; requesting with pointing and eye contact. She shows social referencing – checking back with the mother when shaking the bell.**

Use of toys to elicit functional use of objects

- ❖ The child is encouraged to use the car functionally; she continues to explore it – not using the car as a car.
- ❖ **Social: various social overtures of smiling, eye contact and giving.**

Eliciting the concept of permanence of object

- ❖ The child initially gets distracted but on the 2nd attempt lifts the cloth to find the bell.
- ❖ **Social: pleasure on finding the bell is shared with others through eye contact and smiling**

Eliciting the concept of means-end relationship

- ❖ Toys attached with a string are placed out of reach, with string in reach. The child picks the string in a pincer grasp and pulls the string to get the toy; able to hold a dangling toy with a string.
- ❖ **Social: frequent social referencing.**

Using common toys to elicit functional use of objects

- ❖ Common object toys – cup, plate, spoon and a hair brush are presented. Initially the child relates by banging; functional use is demonstrated and the child briefly relates the spoon in the cup.
- ❖ **Social: Frequent eye contact, smiles and 'checking back' with the examiner and the mother.**

Drawing skills

- ❖ The use of pencil on paper is demonstrated and the pencil is placed in the midline to check the handedness.
- ❖ The child has an immature prone grasp of pencil and does not yet make a mark on the paper.

Reach, grasp, and manipulation: 1" blocks

Sometimes, an item is re-presented to check the expected skill.

- ❖ On this occasion the child clicks the cubes spontaneously, releases a cube in the box and 'casts' cubes on the floor.

Functional use of objects

- ❖ The toy car is re-presented. The child explores the toy car, bangs and casts it down. The child shows some persistence in looking for the car under the table (Permanence-of-object).

Use of book to check functional use

- ❖ The child as yet treats the book as an object, banging and patting the book and does not turn pages to use the book.

Brief enquiry to the mother related to hearing, vision and motor skills is made.

Chapter 2

Social, communication and play

Use of toys to elicit language, communication and social skills

- ❖ Taking toys out of a bag creates a sense of anticipation and helps the child to focus her attention.
- ❖ The child looks up in anticipation and responds with eye contact a smile. She reaches and vocalises to request the toy.
- ❖ She looks up in response to her name, and responds to the examiner's request to 'give' combined with an open hand gesture.
- ❖ The child imitates drinking from a cup
- ❖ **Play:** much of the child's play is exploratory – shaking and banging, but relating objects such as a brush and cup to self is just emerging.

Brief parental enquiry

- ❖ Asking mother regarding gestures and words: mother gives clear description of words and sounds.
- ❖ Most parents love talking about child's achievements, and are typically able to report accurately.

Playing with common toys to observe anticipation and non-verbal communication

- ❖ The child shows anticipation – looking between teddy and the examiner. She uses excited hand gestures to get the teddy.
- ❖ **Social: checks back with the mother.**

Using a book to elicit speech, language and communication

- ❖ The child attempts to turn pages. She listens to adults talking. She uses a hair brush on self
- ❖ She enjoys animal sounds and pictures playfully.
- ❖ **Social: Establishes joint attention.**

Creating playful situation to elicit social interaction and communication

- ❖ **Social: The child shows anticipation and eager participation.**
- ❖ She mouths and bangs the ball.
- ❖ She reaches and vocalises to request more and shows social referencing with the mother

Enquiry from the mother

- ❖ The mother reports contextual understanding.

Social: Eliciting imitative social activity – clapping

- ❖ The child watches intently and imitates after a brief period.

Social communication: Eliciting joint attention

- ❖ The child follows a point to a toy.