

## Video 3: Louisa

Louisa is a 20 month old healthy child, from a bilingual (English and Greek) home. She is progressing as expected in all areas of her development.

### Chapter 1

#### Non-verbal and **social** development

##### *Getting cooperation from a reluctant child with the mother's help*

- ❖ Initially reluctant child is presented with non-verbal items, which are changed to find the one that interests the child. Items initially rejected may be re-presented. It helps to present one item at a time and avoid clutter.
- ❖ **Social:** initial shyness and staying close to the mother is common at this age.

##### *Means-end understanding*

- ❖ A toy attached with a string presented with string in reach; the child displays grasp of the string and the concept of 'means-end understanding' by pulling the string to get the toy. Intermediate pincer grasp is seen.
- ❖ **Social:** 'social referencing': as the toy falls off the table the child looks at the examiner. Includes her mother by giving the toy to her.

##### *Permanence of object*

- ❖ As the mother hides the toy under the chair the child looks for it.

##### *Reach, grasp, and manipulation: 1" blocks*

- ❖ One inch blocks are presented to check reach, grasp and manipulation. The child shows a mature grasp and, with encouragement, puts a block on top of another. Occasional mouthing of objects may be present at this age.
- ❖ **Social:** 'social referencing': the child looks at the examiner while putting the blocks in her mouth to check for a reaction. Frequent eye contact is established with the examiner.

##### *Blocks and container – non-verbal problem solving*

- ❖ Blocks are 'swapped' for a box with 2 blocks. The child takes blocks out, puts them in and attempts to put a lid on, almost successfully. Bimanual coordination and cognitive skills of completing the box with lid on are present.
- ❖ Another box is added to add the dimension of colour to the task. The child does not yet have colour matching skills.
- ❖ **Social:** imitation of shaking the box with a social smile. Gives the box back to the examiner and combines eye contact with vocalisation.
- ❖ **Attention:** the child demonstrates sustained attention to her own choice of activity.

##### *Drawing skills*

- ❖ Paper with pre-drawn figures is presented and a pencil is placed in the midline. Handedness, grasp of pencil and drawing (copying) skills are observed – the child holds a pencil in an immature cylindrical grasp and does some to-and-fro scribbles.
- ❖ **Social:** hands the pencil back to the examiner after scribbling, with eye contact.

##### *Using form-board to elicit non-verbal cognition*

- ❖ A three-hole form-board is presented, initially with shapes aligned with the holes. Once this is successfully completed the form-board is reversed. Observation is made whether or not the child scans the form-board before putting the shapes in, which is not evident here. The child unsuccessfully tries to fit shapes in the wrong holes and eventually succeeds after a few hit-and-trial attempts.
- ❖ **Attention:** it is necessary to refocus attention through the presentation of a new activity, combined with helpful interventions from the mother, such as placing the child on the chair.

#### *Using bead threading to observe fine motor coordination*

- ❖ The child is shown how to thread beads. The child removes a bead off the thread but does not thread and plays putting beads in and out of the box.

#### *Cutting paper with scissors*

- ❖ The child is shown how to use scissors; she resists and partially attempts (imitates) but does not succeed in cutting the paper.
- ❖ **Social:** resistance is expressed through eye contact, withholding toys and vocalisation.

#### *Colour matching*

- ❖ Colour matching template is presented and initially the child is shown what is expected. 4-6 colours are given and each colour is given twice to avoid chance matching. The child is unable to match colours. The child is unable to match colours but is content to participate in the activity.
- ❖ **Social communication:** the child requests more cards by reaching, making eye contact and saying "more"

#### *Block construction*

- ❖ The child is shown a block construction with a playful activity of getting a train under the bridge. The child is unable to complete the bridge.
- ❖ **Social:** the child is unable to complete the bridge but imitates the symbolic playful activity with frequent to-and-fro eye contact, social smiles and vocalisation. She attempts to involve her mother in the activity.

## **Chapter 2**

### **Gross motor Skills**

#### *Walking, throwing and catching a large ball*

- ❖ The child walks independently with good balance. She bends down to pick up a ball and throws the ball underhand. She gives to the mother and points to the examiner to request the mother to do the same.

## **Chapter 3**

### **Social, communication and play**

#### *Use of common objects and toys to elicit play, language and social skills*

- ❖ Examiner uses facial expressions and tone of voice to engage the child.

- ❖ Functional play with phone, showing social reciprocity. The child gives toys to share with mother and examiner.
- ❖ Uses verbal labels – words and representative sounds e.g. “choo choo”
- ❖ Examiner pauses to elicit asking. The child responds to expressions of surprise.

*Use of teddy and objects to elicit language and play sequences*

- ❖ The child uses verbal labels and follows the direction to ‘give teddy a kiss’
- ❖ **Play:** the child uses toy objects on self/others. Shows early pretend play – using cup/spoon to give teddy/doll drink/food.
- ❖ **Attention:** the child mainly follows her own agenda with limited attention/following of directions. Some wandering away but it is possible to refocus attention through producing novel items.

*Speech, language and communication – use of doll/teddy*

- ❖ **Play:** imitates activities with toys. Sometimes treats the doll as a person, and at other times as an object to be banged and thrown.
- ❖ **Social:** the child looks for a reaction to teasing/mildly provocative behaviours

*Speech, language and communication - Use of picture book to elicit language and social interaction*

- ❖ The child points, names and looks up to communicate. Uses gesture ‘all gone’, waving for “bye”. Clear rejection using words and gestures
- ❖ **Attention:** at this stage is captured more by activity than listening.

*Speech, language and communication - enquiry*

Brief inquiry from the mother and getting the mother’s help to elicit comprehension. Shows understanding of ‘shoes, eyes, nose’ by pointing

**Social:** playfulness with the mother and the examiner