

Video 4: Joshua

Joshua is 3 years old and healthy. There have been some concerns about Joshua's speech and language development, but since entering nursery his mother feels he is showing some catch-up in this area. His social communication skills have not been delayed.

Chapter 1

Non-verbal and **social** development

Block construction

- ❖ Initially time is given for the child to do spontaneous construction. The child builds in two dimensions – vertical and horizontal. The child is encouraged to build a tower; blocks are presented on either side and in the midline to see the handedness and grasp with either hand. A model is made out of sight of the child (behind one hand or a paper as a screen) and child is encouraged to copy a 4 brick train, a 3 brick bridge and a 6 brick step. Encouragement but not direct guidance is given.
- ❖ **Social:** the child shows joint attention and social referencing with eye contact, social smile and facial expressions. Throughout the examination the child requires little direct support from his mother; however, her calm presence provides reassurance.

Counting

- ❖ The blocks are placed well apart and the child is encouraged to count. The child shows one-to-one correspondence in counting. Next, the child is asked to place "just 2" or just 3" bricks in a box. The child shows 'counting' but not the concept of numbers as amount
- ❖ **Social:** children often try to check with the examiner if they have given the right number – the eye contact and any 'give away' expression is avoided to prevent giving the child a clue.

Drawing skills

- ❖ Pre-drawn shapes are presented with the pencil placed in the midline. The child is asked to copy "this one" pointing to a shape rather than naming the shape. This is followed by asking the child to draw 'mummy'. The child is asked what he has drawn and is again encouraged to draw 'mummy'.
- ❖ Here the difficulty may be in the child not being able to inhibit what he wants to draw. The pencil grasp shifts from being very immature at the top end of the pencil to bit more mature at the lower end. Children often show a spread of skills during the assessment.

Cutting paper with scissors

- ❖ The child is shown the use of scissors and is given paper and scissors. The child manages to make a cut on the paper but not cut a strip of paper.
- ❖ **Attention:** overflow mouth and tongue movements are often seen in children concentrating on tasks.

Colour matching

- ❖ Colour matching template and colour papers are given; the child may be asked to name the colour. The child is able to match more colours than he can name.

- ❖ **Social:** eye contact, head nodding and facial expressions

Bead threading

- ❖ This task taps fine motor co-ordination and sequencing skills. For older children, they may be asked to copy a pattern previously done on another string. The child shows good fine motor coordination and attention to task.

Form-board

- ❖ A 3-hole form-board is presented with initially shapes aligned with the holes. Once this is successfully completed the form-board is reversed. The child shows the ability to scan the form board before placing the shapes in

Chapter 2

Social, communication and play

Using common objects to elicit language comprehension

- ❖ The child explores the materials and makes comments, using 3-4 words phrases e.g. "I go show daddy". He still a tendency to follow own ideas. He asks questions and makes comments and responds to examiner's clarifications.
- ❖ The child shows concept of "in", "under" and understands: "where is—". He does not follow "on" but moments later uses 'on my head'.
- ❖ Integrated use of gestures, facial expression, eye contact and spoken language.

Using a book to elicit object names, understanding of object function and categories

- ❖ The child demonstrates understanding of object names and function through words and gestures.
- ❖ He responds to questions such as "what do we use – for?", "when do we use --?", though he needs help in getting his answers right. He may well understand the use of objects in real life but struggles to express it.

Use of a picture story book to elicit language understanding, narrative and conversation

- ❖ The child uses words, phrases with descriptive gestures and body language.
- ❖ He answers questions in conversation.
- ❖ Frequent shifts in topic within a conversation are common at this stage – parents provide useful support to maintain conversations.

Using objects to elicit understanding of size/colour

- ❖ The child does not yet show an understanding of the concept 'big' – examiner checks with the mother and explains the discrepancy.

Enquiry

- ❖ The examiner asks the mother about typical conversations and language use, seeking examples of communication in real life settings.

Use of miniature toys to elicit language and play

- ❖ Play contexts can be used to explore understanding and expressive skills as well as attention ability to negotiate and compliance with adult's directions.

- ❖ Observations are made regarding the child's level of symbolic play. He relates toys together in a pretend manner, but his play sequences remain brief and he needs prompting to shift and expand his play sequence.

Chapter 3

Gross Motor skills

Walking, throwing, catching and kicking a ball

Walks well, stands with good balance, Throws the ball underhand, catches a large ball and kicks a large ball. He can not yet stand on one foot, but he can walk on his tip-toes, and jump and hop with both feet