

Video 5: Alfie

Alfie is a 4 year old healthy boy whose development is progressing well.

Chapter 1

Social, communication and play

Using pictures of common objects to elicit language and conversational skill

- ❖ The child uses sentences of 4+ words e.g. "I don't have a garden"; a range of descriptive terms and names colours.
- ❖ **Social: There is a Shared sense of enjoyment**

Playing with toys to elicit communication, making a choice, linguistic concepts, and conversational skills

- ❖ Points and says "this one" to make a choice
- ❖ Uses eye contact and gestures with words to communicate
- ❖ Examiner uses the child's interest in superheroes to check spatial concepts of *on, under, behind, next to, big/small, heavier, faster etc.*
- ❖ Gives information e.g. "horses are fast", "our house is really big"
- ❖ **Social: good use of non-verbal communication – integrated use of verbal and non-verbal communication, including appropriate eye contact.**

Conversational inquiry to seek descriptions of experience, relating information to self and asking questions

- ❖ Talks about events but not so good at responding to open ended questions
- ❖ Asks why questions e.g. "why is it not standing?"
- ❖ Not yet able to ask questions about other person's experience even if presented with prompts /cliffhangers.

Chapter 2

Non-verbal and **social** development

1 inch Block construction and counting

- ❖ The child builds a tower of 12 cubes with good attention to task. When asked, he counts the cubes but does not maintain 1-1 correspondence and counts to 10. This is most likely due to impulsivity and needs rechecking.
- ❖ The concept of number amount is checked by asking to place 'just two' and 'just three' cubes, which he successfully achieves.
- ❖ **Attention:** mostly able to listen to instructions during activities, with only occasional requirement for prompts to listen.
- ❖ **Social: Eye-contact, facial expressions and social smiling are used appropriately.**

Constructing and copying a model with 1" blocks

- ❖ Block construction models are made using paper as a screen. The child cannot help trying to look behind the paper due to impulsivity. He shows good checking back with the model, correcting himself and successfully copies a bridge, passing a pencil under it and a 4 brick train. He needs prompting and guiding for a 6 brick step mode, only achieving it partially.

- ❖ **Attention:** some impulsivity and a tendency to follow own interests
- ❖ **Social:** nodding, facial expressions, shared pleasure and a sense of achievement. He makes some comments about tasks being difficult.

Drawing skills

- ❖ Pre-drawn shapes are presented. He initially expresses a lack of interest “I don’t like purple”, but some becomes engaged in the task.
- ❖ He copies a circle and a cross but does not manage a triangle.
- ❖ He holds the pencil with a mature grip in his left hand while stabilising the paper with his right hand.
- ❖ He is beginning to write his name and says it out loud.

Cutting with scissors

- ❖ He manages to use the scissors to cut the paper.
- ❖ Language: asks question: “why are you ripping it?”

Using bead-threading to observe fine motor movements and non-verbal cognition

- ❖ The child threads beads efficiently with good attention; he fails to follow the patterns as his own wishes tend to dominate.
- ❖ **Social:** assertions that things are “too easy” are common in children of this age when faced with demanding tasks.

Using form-boards to elicit non-verbal cognition

- ❖ The child completes a 6-hole form board with scanning of the board before selecting the shapes.
- ❖ **Attention:** children of this age are often impulsive and need verbal and physical prompts to wait until the material is laid out.

Chapter 3

Gross motor Skills

Eliciting motor coordination with ball catching and throwing, standing on 1 foot and hopping

- ❖ The child has good motor coordination and balance and adjusts his body posture before catching or throwing.