Using the 7-Point Scale – Kim at 17 Months

Instructions:
- Read each summary of the three outcome areas.
- Using the highlighters at your table, highlight skills that are age expected for children at 17 months (green), those that are immediate foundational (yellow) and those that are foundational (pink).
- As a team, select a rating for Kim in each outcome area (use your resources).

Positive Social/Emotional Skills, including social relationships (e.g., relating with adults; relating with other children; following rules related to groups or interacting with others)*:*

Summary of Child's Functioning:
Kim likes to play on the living room floor with her sister, Jana. They play together several times a day. Jana initiates most play, showing Kim books and toys and attempting to engage Kim in play. Kim seems to enjoy the interactions with her sister as shown by smiling and laughing in response to things her sister does. Kim attempts to initiate play by batting at objects in the area of her sister, but she is unable to tell her sister what she wants to play with, manipulate the objects in ways that allow much back and forth play, or move very far around the room. Kim also enjoys watching Jana and neighborhood children play. She moves her arms and legs more when they are nearby playing, as if she wants to play with them Kim appears to enjoy being with most adults. She expresses the range of emotions and calms when held by familiar adults. Several times a day, however, she cries and fusses because her parents and sister do not understand what she wants or needs. Her NG tube affects her sleeping at night, which leaves Kim fussy during the day and difficult to interact with. When she is calm and focused, Kim sometimes attempts to imitate sounds that her mother and Jana make. These actions demonstrate Kim's understanding of turn-taking effectively and will help her build age-expected skills with communicative turn-taking with other people next. The motor movements in other cooperative turn-taking games like pat-a-cake and peek-a-boo still make these activities difficult for Kim. Skills on the AEPS were demonstrated in the 6-9 month level and are consistent with this description.

Outcome Rating and Descriptor Statement:

Acquiring and Using Knowledge and Skills, including early language/communication (e.g., thinking, reasoning, remembering and problem solving; understanding symbols, understanding the physical and social worlds)

Summary of Child's Functioning:
One of Kim's strengths is her understanding of other's words (AEPS was 12-14 month level). She shows recognition of a number of toys and objects by looking at them when they are named and responds with appropriate emotion when she hears her mother tell her what she wants her to do. Kim also sometimes makes choices about which books and toys she prefers, showing her differentiation between content and characteristics of different toys and books. However, Kim does not yet initiate this activity; she chooses between books or toys when offered by others. She smiles and laughs more when being shown toys that make sounds and play tunes. She shows her preferences by moving more in response to or looking at the toy longer as well. Kim likes to listen to books and smiles when adults, especially her

grandparents, play games with her like peek-a-boo. She does not yet try to pull away the barrier in peek a boo herself or problem solve how to get objects that are behind barriers or out of reach. Kim's play has recently become more interactive. On the cognitive items on the AEPS, scores were in the 7-8 month range with scattering to 14 months. She reaches for and bats toys, touches pictures and makes sounds, watches what is happening, and makes sounds in response to what happened around her. Mrs. Doe describes the sound as a "guttural sound in the back of her throat." She does not yet babble or make consonant sounds which will help build into use of single words as symbols for objects or actions. On the AEPS, her expressive communication skills fell within a 5-6 month level.

Outcome Rating and Descriptor Statement:

Use of Appropriate Behaviors to Meet their Needs (including taking care of basic needs, e.g. showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, e.g., follows rules, assists with hand washing, avoids inedible objects (if over 24 months); getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects, etc.))

Summary of Child's Functioning:
Kim plays by reaching for and batting toys, patting pictures and banging toys. She holds objects when placed in her hand (toys, spoon). Kim has very early skills with regard to using appropriate behaviors to meet her needs (AEPS shows less than 6 months for adaptive behavior and 4-6 months for motor skills). Kim knows what she wants, but several times a day Kim cries and fusses when she is not understood and cannot convey those wishes using words or actions. When placed near her, Kim is beginning to reach for and bat at toys, and sometimes is successful at hitting things or banging them into other objects. She has not yet begun to use toys as tools to get other toys or interact with toys in sequences of exploratory actions like other children the same age. She holds objects placed in her hand (toys, spoon), but is still working on picking them up herself. Kim eats mostly baby food, taking between 5-10 spoonfuls of food that is fed to her per meal, seated in an adapted high chair. She is able to move food around in her mouth with her tongue, has good lip closure, and is starting to make munching motions. Kim eats small meals every 3-4 hours. She is tube fed twice a day is on a feeding tube at night. Gagging reduces as Kim adjusts to new foods. Kim is not yet able to assist in dressing or bathing due to her motor challenges. Her limited movement also challenges her ability to explore and play. She is able to move short distances forward (twisting her body to inch along) and is motivated to attempt to get her toys, with occasional success at touching a toy, but not yet picking it up.

Outcome Rating and Descriptor Statement: