

Activity Sheet

Name of Activity: Using Assessment Data in the COS Process—Jack’s Narrative

Child’s Name: Jack B. Nimble
Date(s) of Assessment: 7-8-17
Parent/Legal Guardian: Sue and James Nimble
Date of Birth: 9-14-15
Age: 1 year, 9 months, 24 days
Referred By: James Jolly, MD, Happy Child Pediatrics
Referral Source Concerns: Dr. Jolly referred Jack after administering the <i>Ages and Stages</i> developmental questionnaire, as well as the <i>M-CHAT</i> autism screening. Results suggested further assessment of his developmental skills and socialization/behavior patterns.

Assessment Results

Domain	Age Equivalent	% Delay	Standard Score	SD Below Mean
Cognitive <i>Early Learning Accomplishment Profile-Revised (ELAP-R)</i>	14 months	>30%	NA	NA
Receptive Language <i>Preschool Language Scale, 4th Ed. (PLS-4)</i>	<12 months	>30%	<70	>-2
Expressive Language <i>PLS-4</i>	<12 months	>30%	<70	>-2
Total Language <i>PLS-4</i>	<12 months	>30%	<70	>-2

Cognition

Cognitive skills are how a child is learning and thinking, including problem solving. Some cognitive skills involve language (verbal) and others use mostly the hands and eyes (nonverbal). Jack's cognitive skills are below age expectations according to his *ELAP-R* results. This is felt to be partially due to his self-directed behavior and inattention to testing instructions, as well as his general difficulty with using and understanding language. He has scattered nonverbal problem solving skills that are age appropriate; however, he displays significant difficulty with completing activities that require language. Jack's mother has observed him watching the same movie over and over again. He does very well with matching and naming letters on an electronic game and has attempted to name some shapes when doing a favorite puzzle with his mother. He typically prefers to work alone on tasks. Jack does not always respond to his name. He does not pause when he is told "no-no." His mother has also observed that he does not repeat a performance that others have laughed at in delight. He will give a toy to an adult upon request and looks in the appropriate place when asked, "Where is the ball?" Jack will get a step stool to get what he wants, indicating good nonverbal problem solving. Jack would benefit from encouragement to combine a variety of objects in play. He is ready to engage in purposeful and simple pretend play, such as pushing a car along a pretend road and making car noises.

Communication

Communication skills are how a child understands what is said (receptive language) and how a child uses sounds, words and gestures to communicate with others (expressive language). Based on the results from the *PLS-4*, Jack is demonstrating delays in both receptive and expressive language. He responds to his name less than half of the time. He is making brief eye contact, but his parents have been working on this. His mother reports he responds to "tone of voice." She has observed that Jack understands and follows his father's request to "come here" when he uses a certain tone and gestures. Jack played well with blocks and puzzles during the assessment, but had difficulty playing with other toys appropriately. He did not throw a ball back and forth, and was not able to identify the correct toy from a small group, as would be expected of a child his age. He was also not able to point out common objects in pictures when they were named and struggled to identify basic body parts. Jack is using few words to communicate. He says letter sounds and names and matches letters in a game on his tablet. He vocalizes and leads his parents to things that he wants. Jack's mother reports hearing him say "Mama" when she comes home; however, he does not typically get her attention using the word. Jack is ready to begin to increase his understanding of language in a variety of contexts so that he can follow directions and learn from activities and other people in his environment. A child of Jack's age is able to produce a variety of speech sounds and is beginning to imitate words. Note: Voice quality, fluency, and articulation skills were not assessed due to limited verbalizations.