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| **Child’s Name**: Jack B. Nimble | |
| **Date(s) of Assessment**: 7/14/10 | |
| **Parent/Legal Guardian:** Sue and James Nimble | |
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| **Date of Birth**: 9/15/08 | |
| **Age**: 1 year, 9 months, 29 days | |
| **Referred By**: James Jolly, MD, Happy Child Pediatrics | |
| **Referral Source Concerns**: Dr. Jolly referred Jack after his *Ages and Stages* developmental questionnaire, as well as his *M-CHAT* autism screening suggested further assessment of his developmental skills and socialization/behavior patterns. |

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| **Domain** | **Age Equivalent (approximate)** | % Delay | **Standard Score** | **SD Below Mean** |
| **Cognitive** | 14 months | >30% | NA | NA |
| **Receptive Language** | <12 months | >30% | <70 | >-2 |
| **Expressive Language** | <12 months | >30% | <70 | >-2 |
| **Total Language** | <12 months | >30% | <70 | >-2 |

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| 7/14/10 | **Cognitive skills** were assessed by . Information was obtained through caregiver report, evaluator observation and the *.*  Cognitive skills or “problem-solving” abilities are how a child is learning and thinking. Some cognitive skills involve language (verbal) and others use mostly the hands and eyes (non-verbal). Jack’s cognitive skills are behind according to his *ELAP-R* results and this is felt to be partially due to his self-directed behavior and inattention to testing instructions and language in general. He has a scatter of nonverbal problem solving skills that are age appropriate; however displays significant difficulty with completing activities that require language. His mother has observed Jack to watch the same DVD over and over. He does very well with matching and naming letters on an electronic game and has attempted to name some shapes during puzzle construction with his mother. He enjoys non-verbal problem solving and prefers to work alone on a task. Jack does not always respond to his name. He does not pause when he is told “no-no.” His mother has also observed Jack does not repeat a performance that others have laughed at in delight. He will give a toy to an adult on request and also looks in the appropriate place when asked “Where is the ball?” Jack will get a step stool to get what he wants, indicating good non-verbal problem-solving. Continue to encourage Jack to combine a variety of objects in play. He is ready to be encouraged to engage in purposeful and simple pretend play (such as pushing a car along a pretend road and making car noises). | |
| 7/14/10 | | | **Language and communication skills** were assessed by . Information was obtained through caregiver report, evaluator observation and the *.*  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). Jack is demonstrating disordered receptive and expressive language skills. He responds to his name less than half of the time. He is making brief eye contact and his parents have been working on this. His mother reports he responds to “tone of voice.” She has observed Jack understands and follows his father’s request to “*come here”* when he uses a certain tone and also gestures. Jacke played well with blocks and puzzles but has difficulty playing with toys appropriately. He does not throw a ball back and forth. Jack is not yet able to identify the correct toy from a small group as would be expected of a child his age. He is not able to point out common objects in pictures when they are named. He is not yet identifying basic body parts. Jack is ready to begin to increase his understanding of language in a variety of contexts so he can follow directions and learn from activities and other people in his environment.  Jack is using few words to communicate. He says letter sounds and names and is able to match letters in a game on his electronic toy. He vocalizes and leads his parents to something he wants. When Jack’s mother comes in the home, she has heard Jack say “Mama,” however he does not typically get her attention using the word. A child of Jack’s age is able to produce a variety of speech sounds and is beginning to imitate words. Jack is ready to increase his expressive language skills so that he is able to express his wants and needs.  Voice quality, fluency, and articulation skills were not assessed due to limited verbalizations. |