

SQ-ASSESSMENT REPORT

Name:

Gender: Girl

Address: Jalna

Referred by: Priyanka Mam

Language spoken at home: Hindi

Reason for Assessment: Poor language and learning issues

Test Date: 2/3/2021

Birth Date: / /

Age: year month

Concern: Does not sit in one place
Self-harming behavior
Temper tantrums, stubborn behavior
Sensory- avoids sharper voice
Speech delay & Echolalic speech
Poor attention

Clinical Background:

Full term, Normal delivery, birth cry present, birth weight 3.6kg

No other complications

Motor & Speech Development

- Neck holding- Age Appropriate
- Crawling- at 6 month
- Walking - before 1 year
- Speech- Single word at 1.5 yrs
Sentence at 4 years

Academic History:

Play group in kids care

Tests administered: 1) Vineland Adaptive Behavior Scales - third Edition

This evaluation scale assesses different behaviors that children show at home, school, work and other settings at different ages. This test constitutes a set of questions for parents to test behaviors.

Observations:

Follow simple commands

Need repetitive instruction

Does not sit at one place

Screen time - 2 to 3 hours/day

Eye contact-present but flitting

Self-harming behavior

Vocabulary-Good

Fine motor: Weak

Identify Color & shape

Alphabet recognition

Right handedness

Results of Vineland Adaptive Behavior Scales - III Edition

This evaluation scale assesses different behaviors that children show at home, school, work and other settings at different ages. This test constitutes a set of questions for parents to test behaviors. The answers are obtained from parents depending on their observation of their child.

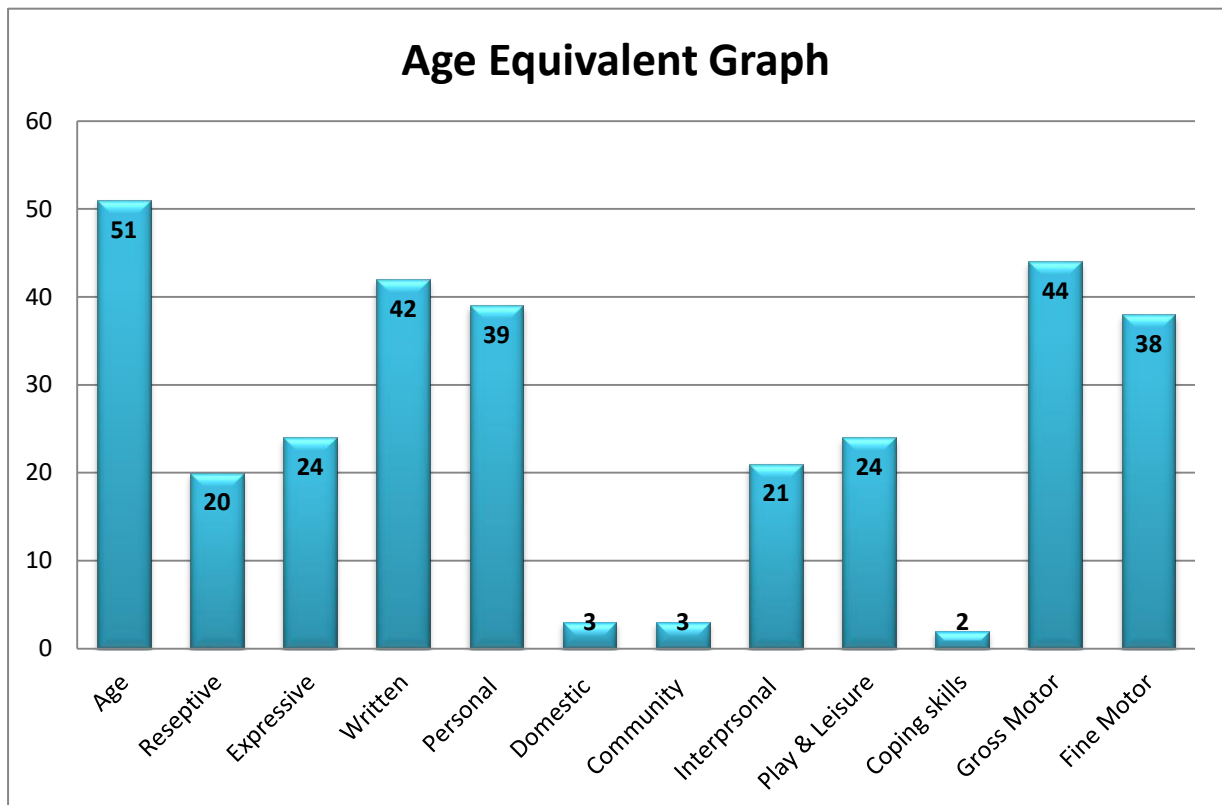
Domain	Sub domain
Receptive	Responding, Identifying things, understanding implied messages, attending to informational material, Understanding words, following basic instructions, attending to entertaining material, following complex interaction, understanding nonverbal communication , understanding questions
Expressive	Beginning sound, gestures & Speech expressing ideas & experiences, using pronouns, vocabulary, asking questions, using simple & complex grammatical forms, Giving direction, stating age, birthday & address
Written	Identifying sing & letters, understanding how writing works, copying, beginning reading & writing, working with written information, personal writing, reading level, forms & business letters, advanced writing
Personal	Beginning to eat, cooperating in dressing & washing, beginning to drink, using spoon & fork, removing clothing, toilet training, cleaning hand & face, putting on clothes & shoes, hygiene, fastening fasteners, bathing, using the bathroom, using knives when cutting, preparing for weather, health care
Domestic	Beginning home safety, cleaning up after self, putting clothes etc. where they belong , food preparation basics, advanced home safety, basics household chores, clean up after meals, more complex food preparation, advanced household chores
Community	Basic money skills & use, basic & advanced safety outside the home, telling time, understanding basic rights & responsibilities, calendar basics, telephone use, using technology, being on time, shopping skills, achieving goals, traveling, earning & managing money
Interpersonal Relationships	Beginning social behavior, responding to familiar people, expressing & recognizing emotions , identify self & others, imitating others, interpersonal appropriateness & flexibility , friendships , demonstrating caring , conversational skills , talking others perspective
Play & leisure time	Beginning to play, playing with others & sharing , making believe pretend & play , responding to social cues, playing games and following rules in games, doing things with peers, planning activities
Coping Skills	Handling transitions , beginning emotional control , good manner , asking for & accepting help , adapting behavior to the situation , respecting others , controlling anger , obeying time limits , managing social risks , making decision
Gross	Sitting , pre-walking mobility , standing , walking , ball-activities , climbing , running , using stairs, jumping & hopping, catching a ball , riding a tricycle or a bicycle
Fine	Beginning to handle objects , manipulating things , opening door , beginning crayons pens use , hand coordination , drawing & coloring , using scissors , tying , precise movements

☐ Need to work on it

☐ Adequate /Age appropriate

Table & Graph

Sub domain & Domain	Raw Score	V-scale Score	Std score	Adaptive Level	Age
Receptive	44	9			1.8
Expressive	48	7			2.0
Written	10	13			3.6
Communication			71	Moderately Low	
Personal	62	12			3.3
Domestic	3	10			<3.0
Community	2	7			<3.0
Daily Living Skills			72	Moderately Low	
Interpersonal	36	9			1.9
Play and leisure time	27	10			2.0
Coping Skills	16	10			<2.0
Socialization			72	Moderately Low	
Gross	78	14			3.8
Fine	38	12			3.2
Motor Skills			87	Adequate	



Observations on VABS

- **Communication:**

Able to understand meaning of 'what & who'

Able to understand 'in, on, under'

Unable to understand 'why'

Can't copy her first name

- **Daily Living Skills:**

Able to clean teeth

Wipes or blows nose using tissue

Unable to button or unbutton (Coat)

Do not understand the function of money

- **Socialization:**

Able to understand relationship of family member

Shares toys or possessions without being asked

Can't play simple cards or board game

Can't say 'Please' or 'Thank you' verbally or nonverbally

- **Motor Skills:**

Catches ball of any size from a distance of 6 feet

Use eraser without tearing the paper

Unable to hop forward even 1 foot without holding

Can't draw square freehand while looking at sample

Recommendations:

Parental Counseling regarding

Handling the difficult behaviors of the child

Need of ongoing therapy

Inclusive education options

Intensive training to improve speech & communication

Picture talk and picture expression activities

Listening comprehension exercises

To improve structure of language with proper use of verb & pronouns

Training for social communication with peers

Social Skills intervention to improve

Participatory & interactive

Group behaviors and peer play

Rule governance

Group attention and cooperation

Emotional and social reciprocity

Cognitive skills intervention to improve

Attention and interest

Speed of working

Visual skills

Occupational Therapy

Fine motor skills

Hand eye coordination

Writing skills

Auditory and visual integration

Attention building

Impression: Moderately Low level of Adaptive Behavior

Parents can approach the institution for any clarification & assistance. It was great working with Vani **SPees Early Intervention Center**.

Mr.Kanhaiya S.Solanke

Child Psychologist & Counsellor
Remedial Educator