

<b>Child's Name</b>	Samar Hasan
<b>Date of Birth</b>	9 August 2020
<b>Report Completed</b>	8 February 2024

## STANDARDISED DEVELOPMENTAL ASSESSMENT

Developmental assessments were conducted to determine Samar's baseline skills at the commencement of the Little Learners intervention program.

### Mullen Scales of Early Learning (MSEL)

The Mullen Scales of Early Learning is a developmental assessment where the child participates in a range of developmental activities. It assesses a child's skills in four areas: Visual Reception, Fine Motor, Receptive Language, and Expressive Language. Scores on the MSEL can be categorised as falling with the ranges: *Low, Below Average, Average, Above Average, or High*. A percentile rank is a number between 1 and 99, with 50 being the average score for a child that age. For example, a score of 14 would mean that the child has performed better than 14% of other children the same age.

It is important to note that a child's scores on this assessment does not provide a perfect indication of their skills. Scores can be influenced by the motivation, health, attention span, mood, and behaviour of the child on the day of the assessment.

### Assessment Observations

Samar appeared to be settling in well to her first few weeks of Little Learners and displayed a developing rapport with her therapists. The MSEL was administered in a room adjacent to Samar's usual learning environment, which is a quiet and familiar space for Samar. Samar was accompanied by a member of staff who knows her well. Samar transitioned into the assessment space easily. Samar enjoyed singing and looking at her reflection in the mirror during the session, and playing with a range of different toys. Samar enjoyed some back and forth social interactions with the examiner such as watching the examiner blow bubbles. She appeared comfortable and calm for the duration of the assessment.

Samar presented as quite an independent young girl, and showed a strong desire for autonomy. However, she had some difficulty engaging with the examiner and assessment items, often preferring

to engage in self-directed activity. In addition, Samar displayed some difficulty directing and maintaining attention on activities as well as regulating her impulses during the session. She was often observed attempting to access items prematurely, or attempt to mouth or throw different objects. Samar also frequently attempted to avoid the examiner and assessment materials. She was observed to move to another location, and climbed underneath the table on several occasions. It should be noted that due to the significant behavioural barriers it is possible that Samar’s true range of skills were not captured.

Some modifications were made to the administration of assessment items to support Samar’s engagement. These included repeating instructions or demonstration when appropriate, using a task completion reinforcement system, and delivering items in short bursts with frequent breaks.

Assessment Results

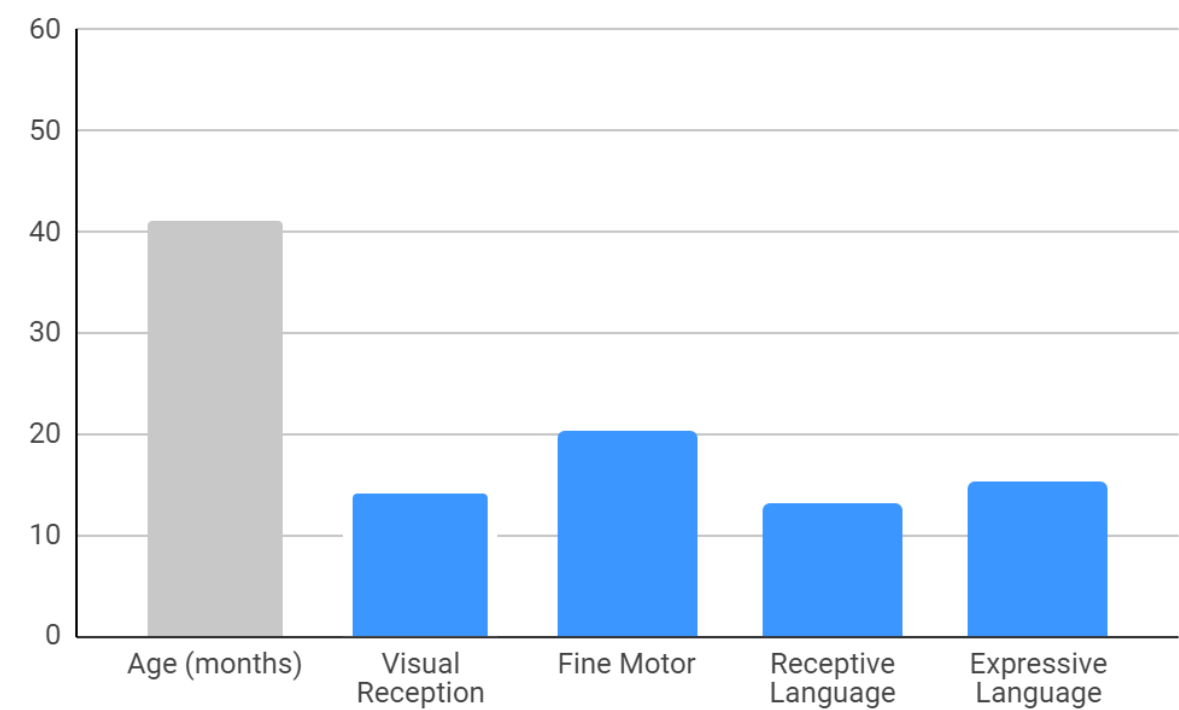
The following table summarises Samar’s performance on the Mullen Scales of Early Learning at intake:

Graph 1: MSEL age equivalent in months in relation to chronological age at intake.

Assessment Date	Age (months)	Visual Reception	Fine Motor	Receptive Language	Expressive Language
9 Jan 2024	41 months	<1 Very Low	<1 Very Low	<1 Very Low	<1 Very Low

Samar’s results on the MSEL can also be displayed graphically to allow for visual interpretation of her results.

Graph 1: MSEL age equivalent in months in relation to chronological age at intake.



Samar displays developmental delays across all learning domains.

**Visual Reception Subscale.** The Visual Reception subscale measured Samar's ability to process visual-spatial information to learn about the world around her.

Samar displayed the following strengths and skills in the visual-spatial domain in this assessment:

- Samar was able to focus her visual attention on objects near and far away.
- Samar looked for different hidden objects, indicating that she has an emerging understanding that things and people still exist when they cannot be seen or heard (i.e., object permanence).
- Paying attention and looking at pictures in a book for a brief period of time.
- Samar showed some emerging 3D matching skills. She paired together two identical keys when asked.

Samar is still developing the following visual-spatial skills according to what was observed during the assessment:

- Samar was not able to match the remaining 3D objects together when asked.
- Samar had difficulty maintaining her visual attention for a more extended period (i.e., over 10 seconds).
- Samar had difficulty distinguishing different shapes and placing them in the correct placeholder when attempting to complete a form board puzzle.
- Samar was not yet able to sort two different types of objects.
- Samar had difficulty noticing size differences between objects, and was not able to sort nesting cups together.

**Fine Motor Subscale.** The Fine Motor subscale assessed Samar's movement and coordination of small body parts, particularly in the hands and fingers.

Samar displayed the following *strengths and skills* in the fine-motor skills domain:

- Samar can use both of her hands together (e.g., to pass items between hands, and hold items with both hands).
- Samar was able to turn pages in a book (multiple at a time).
- Samar was able to make some scribbles/marks on paper using a crayon.

Samar had *difficulty* with the following fine motor skills during the MSEL:

- Copying or imitating drawings of lines or shapes.
- Inserting items into a horizontal slot.
- Stacking blocks on top of each other and copying different block formations.

**Receptive Language Subscale.** Receptive Language subscale tests a child's understanding of spoken language, including attention to speech and knowledge of words.

Samar displayed the following skills and strengths in receptive language during the assessment:

- Samar was observed to pay attention to sounds and words in her environment, and turned to look towards things she could hear several times.
- Samar is beginning to recognise and respond to some familiar words and instructions (e.g., “nappy”, “sit down”).
- Samar was observed to recognise her name and respond by turning to find the person in the room when her name was called.
- Samar showed recognition of inhibitory words like “no” or “stop”.
- Samar showed an emerging understanding of instructions using gestures (e.g., “give me” paired with an upward facing palm).
- Samar was able to recognise and find the doll when asked to “play with baby”.

Samar is still developing the following receptive skills according to what was observed during the assessment:

- Samar is not yet able to respond to verbal instructions without the support of a visual or gestural cue (e.g., “give me block” without an outstretched hand).
- Samar is not yet identifying things by pointing or looking at them when asked (e.g., “find the door”, “touch your head”).

**Expressive Language Subscale.** The Expressive Language subscale measures Samar’s ability to use spoken language to communicate and express ideas.

Samar displayed the following skills and strengths in expressive language during the assessment:

- Samar engaged in frequent vocalisations including babbling, jabbering and singing. She varied her tone of voice and appeared to enjoy playing with different sounds.
- Samar combined some vocalisations with gestures to communicate (e.g., reaching towards an item of interest and vocalising to indicate that she would like the item).
- Samar produced some words during the session, including the phrase “angels”, “of course”, “again”.

Samar had difficulty with the following expressive skills during the assessment:

- Samar was not able to provide the labels for different objects or pictures she was shown.
- Samar was not observed to pair gestures with words.
- Samar was not observed to use language and speech for functional communicative purposes (i.e., to ask for things that she wants and needs).

## **MSEL Summary**

Taken together, these findings suggest that Samar would benefit from an intervention program with a comprehensive focus, working on all developmental areas to improve her overall developmental functioning. There were also some clear behavioural and emotional barriers that impacted Samar’s ability to engage in assessment tasks and learning activities outlined in the assessment observations

section above. Therefore, intervention that focuses on the teaching of developmental milestones but also behavioural foundation skills will be imperative for Samar.

**Vineland Adaptive Behaviour Scales– Survey Interview Form (VABS)**

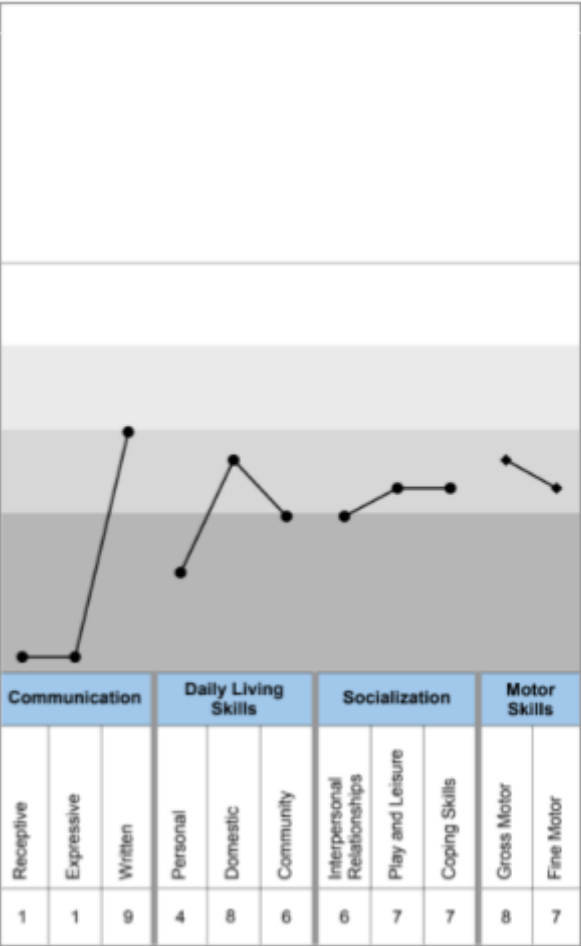
The Vineland Adaptive Behaviour Scale is a parent interview designed to measure a child’s adaptive behaviour in everyday life. It examines four domains: *Communication, Daily Living Skills, Socialisation, and Motor Skills*. Scores are described as percentile ranks and can be described as falling in the ranges *Low, Moderately Low* or *Adequate*. A percentile rank is a number between 1 and 99, with 50 being the average score for a child that age. For example, a score of 14 would mean that the child has performed better than 14% of other children the same age.

Samar’s mother Asiya answered the questions for the Vineland interview. Samar’s scores on the Vineland are below:

**Table 2: Vineland Adaptive Behaviour Scales percentile ranking at intake.**

Assessment Date	Communication	Daily Living	Socialisation	Motor Skills
18 Jan 2024	<1st <i>Low</i>	<1st <i>Low</i>	<1st <i>Low</i>	1st <i>Low</i>

**Graph 2: Subdomain v-Scale Score Profile at intake.**



According to the results of the Vineland interview, Samar currently displays significant delays across all domains of adaptive functioning, with scores that place her in the low range relative to same-aged peers. This suggests that she currently requires significant help or support to communicate, manage personal self-care needs, and engage and participate socially and in the community. Her delays are likely to have a significant, ongoing impact on her wellbeing and participation if her current support needs are not adequately met.

A more comprehensive understanding of Samar’s profile of adaptive skills can be gained by examining her skills in more specific areas within broad domains (subdomains). Samar’s skills across different subdomains included in the Vineland are displayed in Graph 2. In this graph, scores which fall in the white band are *adequate*.

As scores fall further down into the grey areas, this is indicative of more delayed developmental skills.

**Communication.** This domain looks at communication skills in everyday life, including how Samar: *listens and understands others (Receptive), communicates with others (Expressive), and uses pictures or written language to understand and communicate (Written).*

Communication skills were identified as an area that is particularly challenging for Samar, particularly in her receptive and expressive skills in daily life. Receptively, Samar understands some different words that are familiar within her daily routine including words for food items (e.g., “apple”, “water”, “milk”). She is also beginning to follow some familiar, one step instructions such as “sit down”, “give it to me”, “spit it out”. Samar is also beginning to respond to some simple gestures, and the tone of some spoken words, but is not yet recognising facial expressions of others.

Expressively, Samar makes vocalisations and babbling sounds and enjoys singing. She can say around eight different words including such as “sorry”, “thank you”, “m’shalla”, “chips”, “mama”). She is also starting to imitate different words and sounds she hears. While she sometimes uses these words in context, she does not yet fluently use words or vocal speech for functional communication. Samar uses some gestures to express her wants and needs in daily life (e.g., hand leading, hand blocking).

**Daily Living Skills.** This domain looks at the practical skills that are needed for everyday living including Samar’s: *self-care skills (Personal subdomain), as well her participation and safety at home (Domestic subdomain), and in the community (Community subdomain).*

Samar is able to hand feed herself finger foods, and is learning how to use a spoon and fork, and drink from an open cup. In terms of dressing and undressing, Samar is able to remove jackets or clothing that opens at the front independently and is learning to pull up her pants. She requires co-assistive support to complete all other aspects of daily dressing and undressing routines. In terms of toileting, Samar currently wears nappies, and has begun to use the toilet/potty for urination on occasion when initiated by an adult. Samar is cooperative with washing routines, but requires help with handwashing and maintaining her personal hygiene.

Samar is described by Asiya as having very limited safety awareness, and requires significant support to keep herself safe at home and in the community. Samar has difficulty understanding the different hazards such as hot or sharp items at home that may harm her. In the community, Samar has difficulty staying in a safe distance from caregivers, and runs or wanders away from adults consistently. Asiya noted that Samar is unable to accompany her to the supermarket without another adult as Samar tends to elope when her hand is not being constantly held. Samar is beginning to display safe behaviours when riding in the car. Samar also has difficulty tolerating eating out at restaurants, and may attempt to access different things she sees.

**Socialisation.** This domain was used to understand how Samar *interacts and relates to others (Interpersonal Relationships), how she plays (Play and Leisure), and her coping and emotional regulation skills (Coping Skills).*

Samar enjoys being around Asiya, and will seek her out for closeness and interaction. She enjoys back and forth play, and will initiate Asiya giving her tickles before bed. Asiya also reports that Samar is beginning to show interest in her reflection in a mirror, but she notes that she is not sure whether Samar is distinguishing that it is her in the reflection, or whether she perceives it as a new friend.

Samar is beginning to show some interest in peers, but Asiya reports that she appears to be quite cautious around children the same age. She tolerates sharing space with other children, and is beginning to copy childrens play on occasion. Asiya does not yet engage in play or back and forth interaction with other children.

Samar has some difficulty adapting and coping with transitions and unexpected changes in daily life. Transitions between activities can be challenging for her, as can separating from Asiya, and changes in broader routines. Samar does not tend to seek comfort when upset, and will typically roll on the floor and make vocalisations to self-regulate. She may take around 20-25 minutes to calm down following a period of escalation or upset.

**Motor Skills.** This domain looks at Samar's physical skills in daily life, including how she performs activities that use the whole body like walking, running, climbing or jumping (Gross Motor), as well as those that use the hands and fingers like using a pencil or pen, pressing buttons or unwrapping things.

In terms of gross motor skills, Samar can walk and run unassisted. She can climb up and down medium sized structures (e.g., an adult sized chair), but requires support to safely climb on and off higher structures (e.g., playground structures). Samar is able to jump up and down, but is still learning to jump forwards and hop on one foot. Samar can climb up and down stairs using alternating feet, but is still developing the skills to climb stairs at a normal pace. In terms of ball skills, Samar can throw a small ball with one hand, but is still learning to kick and catch.

Samar is able to open doors using a handle, and is learning to rotate her wrist to open or twist things. Samar has difficulty opening small packages or wrapped objects, stacking blocks on top of each other, and turning pages of a book one by one. Samar also has not yet developed the motor skills to make marks or scribbles on paper with a crayon or texta.

## Summary and Recommendations

---

Taken together, Samar's developmental assessment results demonstrate that she shows delayed development in all domains. She will require an intensive and structured intervention program in the coming 12 months, with a focus on explicit teaching and the breaking down of skills into smaller, achievable parts in order to learn.

Please feel free to contact us if you have any questions about this report.



**Report prepared by**

Amelia Williams

EIBI Assessment Coordinator



**Supervising Psychologist: Karen McKinnon**

National Clinical Director/ Psychologist

(03) 9329 9488

karen.mckinnon@autismpartnership.com.au

CC: Paris Azic, Behaviour Consultant