



FMRC Health Group
Occupational Therapy Developmental Evaluation
Vendor #PW8583
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Name: Sabrina Gatewood	Date of Birth: 8/24/2022	
Parent/Guardian: Chyan Wilson	Chronological Age: 33 Months	
UCI# 7653033	Service Coordinator: Marilu Casillas	
Sex: Female	Primary Language: English	
Examiner: Fushia Crooms, MOT, OTR/L	Date of Report:	Date of Encounter:
	6/26/2025	6/13/2025

Reason for referral and background information

A developmental evaluation was recommended by the Regional Center to determine Sabrina's current level of performance and to guide service frequency recommendations for early intervention.

Caregiver Concerns

Sabrina's mother, Ms. Chyan, expressed broad concerns regarding her daughter's overall development. She noted that Sabrina becomes easily upset when the iPad is removed, indicating difficulty with transitions and emotional regulation. Ms. Chyan also reported challenges with Sabrina's ability to attend to fine motor tasks and maintain focus during structured activities. Of primary concern is Sabrina's speech and language development, which Ms. Chyan described as significantly delayed compared to same-age peers.



Observation

Sabrina participated in an in-clinic evaluation with her mother present. She presented with a cheerful affect and demonstrated typical muscle tone and range of motion. However, her participation was significantly impacted by high distractibility, limited attention span, and a strong preference for self-directed activity. She required frequent redirection and maximal verbal, visual, and tactile cues to engage in structured tasks. Sabrina became frustrated when the iPad was removed and showed limited interest in toys or presented materials. Her engagement was minimal without preferred stimuli. During fine motor activities, Sabrina required hand-over-hand assistance to initiate and complete tasks involving grasping, manipulation, or visual-motor coordination. These challenges, combined with difficulty sustaining attention, made standardized testing difficult and required multiple modifications to maintain participation.

Assessment Tools

Bayley Scales of Infant and Toddler Development - Fourth Edition (BSID-4), parent report and clinical observation were used as assessment tools for this report.

Bayley Scales of Infant and Toddler Development - Fourth Edition (BSID-4)

The Bayley Scales of Infant and Toddler Development - Fourth Edition (BSID-4) is a norm-referenced assessment used to evaluate early developmental skills in children from birth to 42 months. It provides standardized scores in the following developmental domains:

1. Cognitive Scale: Assesses problem-solving skills, memory, attention, and concept formation.
2. Language Scale:
 - ⌘ Receptive Language: Evaluates the child's understanding of words, gestures, and simple instructions.
 - ⌘ Expressive Language: Measures verbal communication, including babbling, single words, and early sentence formation.
3. Motor Scale:
 - ⌘ Fine Motor: Examines grasping, manipulation of objects, hand-eye coordination, and early writing skills.
 - ⌘ Gross Motor: Evaluates posture, crawling, standing, balance, and walking patterns.
4. Social-Emotional Scale: Measures the child's ability to interact with others, regulate emotions, and respond to social cues.
5. Adaptive Behavior Scale: Assesses daily functional tasks, including self-care skills such as feeding, dressing, and toileting.



Bayley Scales of Infant and Toddler Development - Fourth Edition (BSID-4)

Bayley™-4 Cognitive, Language, and Motor Scales Score Report
06/13/2025, Page 3



SCORE SUMMARY

Subtest Scaled Score Summary

Scale Subtest	Raw score	Scaled score	Age equivalent	Growth scale value
Cognitive				
Cognitive (CG)	36	1	5:10	480
Language				
Receptive Communication (RC)	22	1	5:10	481
Expressive Communication (EC)	12	1	5:00	481
Motor				
Fine Motor (FM)	28	1	6:00	485
Gross Motor (GM)	89	5	21:00	520

Standard Score Summary

Scale Score	Sum of scaled scores	Standard score	Percentile rank	90% Confidence interval	Descriptive classification
Cognitive, Language, and Motor					
Cognitive (COG)	1	55	0.1	48-62	Extremely low
Language (LANG)	2	45	<0.1	37-53	Extremely low
Motor (MOT)	6	61	0.5	54-68	Extremely low



SCORE SUMMARY

Subtest/Subdomain Scaled Score Summary

Scale Subtest/subdomain	Raw score	Scaled score	Age equivalent	Growth scale value
Social-Emotional				
Social-Emotional (SE)	59	1		
Adaptive Behavior				
Receptive (REC)	9	1	4:15	476
Expressive (EXP)	4	1	4:15	472
Personal (PER)	21	5	18:15	502
Interpersonal Relationships (IPR)	10	1	2:15	470
Play and Leisure (PLA)	3	2	2:15	466

Standard Score Summary

Scale Score	Sum of scaled scores	Standard score	Percentile rank	90% Confidence interval	Descriptive classification
Social-Emotional					
Social-Emotional (SOEM)	1	55	0.1	47-63	Extremely low
Adaptive Behavior					
Communication (COM)	2	45	<0.1	41-49	Extremely low
Daily Living Skills (DLS)	5	75	5	69-81	Very low
Socialization (SOC)	3	50	<0.1	45-55	Extremely low
Adaptive Behavior (ADBE)	10	49	<0.1	46-52	Extremely low

Cognitive (CG)

Cognitive tasks assess how your child thinks, reacts, and learns about the world.

- Infants are given tasks that measure their interest in new things, their attention to familiar and unfamiliar objects, and how they play with different types of toys
- Toddlers are given tasks that examine how they explore new toys and experiences, how they solve problems, how they learn, and their ability to complete puzzles.

Sabrina received a scaled score of 1 in the cognitive domain, corresponding to an age equivalent of 5 months. This places her in the extremely low range, reflecting an estimated 85% delay relative to her chronological age of 34 months. During the assessment, Sabrina demonstrated minimal engagement with toys or presented materials, often requiring direct facilitation to participate. She was able to place simple shapes (circle, square) into a shape sorter with significant visual and physical prompting and briefly engaged with cause-and-effect toys (e.g., pressing buttons). However, she did not imitate modeled actions or attempt to retrieve hidden items. Tasks involving visual memory, sustained attention, or symbolic understanding, such as



picture matching were not completed. These findings suggest that while some early cognitive skills are emerging, significant global delays are evident in attention regulation, problem-solving, and goal-directed behavior.

Receptive Communication (RC)

Receptive Communication tasks assess how well your child recognizes sounds and how much he/she understands spoken words and directions.

- Infants are presented with tasks that measure their recognition of sounds, objects, and people in the environment. Many tasks involve social interactions.
- Toddlers are asked to identify pictures and objects, follow simple directions, and perform social routines, such as wave bye-bye or play peek-a-boo.

Sabrina received a scaled score of 1 in the receptive communication domain, with an age equivalent of 5 months. This places her in the extremely low range, indicating an 85% delay. She demonstrated occasional orientation to her name and responded to simple one-step directives (e.g., “give me the ball”) only when paired with gestural or visual cues. She did not consistently engage in familiar routines such as waving or clapping, nor did she attend to structured verbal tasks. Sabrina displayed a strong preference for the iPad and was unable to shift attention when prompted. Her limited ability to identify named objects, respond to verbal prompts, or follow instructions without cues reflects delays in auditory processing, receptive vocabulary, and symbolic comprehension.

Expressive Communication (EC)

Expressive Communication tasks assess how well your child communicates using sounds, gestures, or words.

- Infants are observed throughout the assessment for various forms of nonverbal expression, such as smiling, jabbering expressively, using gestures, and laughing (social interaction).
- Toddlers are given opportunities to use words by naming objects or pictures, putting words together, and answering questions.

Sabrina received a scaled score of 1, with an age equivalent of 5 months. This places her in the extremely low range, reflecting an 85% delay. While Sabrina produced varied vocalizations and used vocal tone to express affect, no word approximations or functional verbal output were observed. She occasionally used gestures such as reaching or pointing to gain attention, and she offered intermittent social smiles. However, she did not attempt to label objects, initiate conversation, or use purposeful sounds to request or comment. These findings indicate emerging social intent and prelinguistic skills, though expressive language remains profoundly delayed and limited to nonverbal communication.



Fine Motor (FM)

Fine Motor tasks assess how well your child can use their hands and fingers to make things happen.

- Muscle control is assessed in infants, such as visual tracking with their eyes, bringing a hand to their mouth, transferring objects from hand to hand, and reaching for and grasping an object.
- Toddlers are given the opportunity to demonstrate their ability to perform fine motor tasks, such as stacking blocks, drawing simple shapes, and placing small objects (e.g., coins) in a slot.

Sabrina received a scaled score of 1, with an age equivalent of 6 months. This places her in the extremely low range, reflecting a 82% delay. She demonstrated the ability to turn pages in a book and self-feed using utensils, but used immature grasp patterns and lacked a functional pincer grasp. She did not attempt to scribble, stack blocks, nor poke objects, and showed no evidence of object transfer between hands. Her bilateral coordination was limited, with difficulty crossing midline and executing tasks that require hand dominance or precision. These findings are consistent with global fine motor delays in strength, planning, and execution of purposeful hand use.

Gross Motor (GM)

Gross Motor tasks assess how well your child can move their body.

- Infants are assessed for head control and their performance on activities, such as rolling over, sitting upright, and crawling motions.
- Toddlers are given tasks that measure their ability to make stepping movements, support their own weight, stand, and walk without assistance.

Sabrina received a scaled score of 5, with an age equivalent of 21 months. This places her in the borderline range, reflecting a 36% delay. She demonstrated foundational gross motor skills including independent ambulation, backward walking, stair climbing without support, and coordinated running. She also showed the ability to squat and kick a ball. However, she was unable to perform higher-level tasks such as tiptoe walking, single-leg balance, forward jumping, or hopping. These findings reflect relative strength in gross motor milestones compared to other developmental areas, with persistent delays in balance, postural control, and dynamic coordination.



Social-Emotional

The Social-Emotional Scale asks caregivers to assess how their child interacts with others, expresses emotions, and responds to sensory input such as sounds, touch, and visual stimuli. This scale helps identify age-appropriate social-emotional milestones related to attachment, self-regulation, and engagement in early relationships.

Sabrina received a scaled score of 1 and a standard score of 55 on the Social-Emotional domain, placing her in the extremely low range and reflecting approximately a **67% delay** relative to her chronological age of 33 months. According to caregiver report, Sabrina shows some interest in familiar people and can express basic emotions, such as joy or frustration. She participates in brief, simple emotional exchanges and occasionally responds to social cues such as facial expressions or vocal tone.

However, she requires frequent prompting to engage in reciprocal social interactions and demonstrates limited initiation of shared activities or affective exchanges. When dysregulated or overstimulated, Sabrina may have difficulty calming herself and often struggles to maintain attention during emotionally charged or unpredictable environments. These observations suggest emerging abilities in social attachment and emotional expression, but significant delays in self-regulation, sustained engagement, and consistent social responsiveness. Continued support and structured social opportunities are recommended to strengthen her social-emotional development.

Adaptive Behavior

The Adaptive Behavior Scale asks caregivers to assess their child's ability to adapt to various demands of normal daily living and become more independent.

Sabrina's adaptive functioning was assessed through caregiver report using the Bayley-4 Adaptive Behavior Scales. Her Adaptive Behavior Composite (ADBE) score was 49, which places her performance in the extremely low range and reflects a 67% delay compared to her chronological age.

Receptive Communication:

Sabrina earned a scaled score of 1, with an age equivalent of 4 months, reflecting an 88% delay. She has significant difficulty understanding spoken language and following instructions unless paired with visual or gestural cues. Responses to verbal prompts are inconsistent, and symbolic language is not yet understood.

Expressive Communication:

She received a scaled score of 1, with an age equivalent of 4 months, indicating an 88% delay.



Sabrina communicates primarily through gestures and vocalizations. Functional use of words or short phrases is absent. She occasionally vocalizes to express wants or mood, but expressive intent is limited.

Personal (Self-Care):

In this domain, Sabrina received a scaled score of 5, with an age equivalent of 18 months, reflecting a 45% delay. She demonstrates foundational self-care abilities such as feeding herself with utensils, brushing her teeth with reminders, and participating in dressing. However, she needs support for more complex tasks like toileting and managing fasteners.

Interpersonal Relationships:

Sabrina earned a scaled score of 1, with an age equivalent of 7 months (based on standardized tables), reflecting a 79% delay. She recognizes familiar individuals and can express affection but does not consistently initiate or sustain social interactions. Imitation and joint attention are minimal and require adult scaffolding.

Play and Leisure:

In this domain, Sabrina received a scaled score of 2, with an age equivalent of approximately 9 months, indicating a 73% delay. While she enjoys familiar toys and routines, her play is primarily solitary and lacks symbolic or cooperative elements. She requires prompting to engage in shared or imaginative play, though she shows increased participation with adult support.

Recommendations:

- Physical Therapy
- Speech Therapy
- Infant Stim
- Occupational Therapy 2x/week

Summary:

Sabrina is a cheerful child who demonstrates emerging foundational skills across developmental domains. Based on direct assessment using the Bayley-4, she exhibited relative strength in gross motor development, with an estimated 36% delay. More significant delays were observed in cognitive development (85% delay), receptive communication (85%), expressive communication (85%), and fine motor coordination (82%). Parent-reported data further highlighted substantial delays in social-emotional development (67% delay) and overall adaptive functioning (67% delay), particularly in communication, interpersonal relationships, and play and leisure skills. Despite these developmental challenges, Sabrina displays emerging social intent, engages in familiar routines, and responds positively to adult guidance. She benefits from structured support



and would benefit from consistent, multidisciplinary early intervention services to promote developmental progress across domains.

OT Goals:

1. Within six months, Sabrina will stack 5 one-inch blocks independently in 4 out of 5 opportunities with no more than 2 prompts, to improve visual-motor coordination and hand stability.
2. Within six months, Sabrina will string 2–3 large beads onto a string in 4 out of 5 opportunities with no more than moderate assistance, demonstrating bilateral hand use and midline crossing.
3. Within six months, Sabrina will use a pincer grasp (thumb and index finger) to pick up and release small objects in 4 out of 5 opportunities with no more than 2 prompts.
4. Within six months, Sabrina will spontaneously scribble on paper using a crayon or marker in 4 out of 5 opportunities with no more than moderate prompts, to promote pre-writing and fine motor development.

The final determination and the need for services will be made by the Regional Center Eligibility Team after review and analysis of this report.

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