



# BINAN CITY DEVELOPMENTAL CENTER

## FREE DEVELOPMENTAL AND BEHAVIORAL ASSESSMENT REPORT

Name of Patient:  
Age

Date: \_\_\_\_\_  
Birthdate: \_\_\_\_\_

### Developmental Diagnosis:

**Autism Spectrum Disorder, require VERY SUBSTANTIAL support on social interaction and restricted, repetitive behaviors.**  
**With language (non-verbal) and intellectual impairment, probably severe to profound.**

### Current Concerns:

Red was diagnosed with autism spectrum disorder and was last evaluated by another developmental pediatrician in November 2022. During his early years, he received occupational therapy and then later attended SPED Binan Elementary School. He has made progress in several areas: he can now say words like "Mama" and "wiwi" (pee) and no longer exhibits tendencies to pinch or squeeze others. Academically, Red can write the word "Red" on a blank sheet of paper and has shown improvement in tracing and coloring. Despite these advancements, he still needs assistance with toileting, dressing, and eating.

### Present Developmental Profile

Domain	Functional Age
Fine Motor	4-5 years old
Language	1-1.5 years old
Personal/Social	5-6 years old
Cognitive	4.5-5 years old

### Clinical Observations

**Behavior:** Red has difficulty with self-regulation and required moderate assistance to physically prompt him to sit and comply. He gets easily distracted and exhibits noticeable self-stimulatory behaviors.

**Language/Communication:** He was non-verbal, primarily using unusual and repetitive vocalizations to express himself and attract attention. He uses a few gestures to indicate his wants

**Social Skills:** Red shows fair eye contact, limited interaction, and inconsistent responses to being called or to social bids from others, with notable atypical and repetitive behaviors. He has severe deficits in both verbal and nonverbal social communication skills, causing significant impairments in his functioning.

**Cognitive:** Red's cognitive skills could not be screened using the Kaufmann Brief Intelligence Test (KBIT-2) because the test requires a level of verbal communication and comprehension that he does not possess.

**Adaptive:** Red faces significant challenges that prevent him from achieving the level of independence and social responsibility typically expected for his age.

**Conceptual:** His understanding of written language, numbers, quantities, time, and money is extremely limited. He would rely heavily on caregivers for support in problem-solving throughout life.

**Social:** Red has an extremely limited understanding of symbolic communication, such as speech or gestures, though he may understand some simple instructions or gestures. He also exhibits sensory impairments that prevent full participation in social activities.

**Practical:** Red requires support for all aspects of daily living, including meals, dressing, bathing, and toileting. He needs constant supervision.

As he grows older, Red can participate in tasks at home, in recreation, and at work *but will require ongoing support and assistance*. Long-term teaching and support will be necessary, and maladaptive behaviors, such as self-injury, may be evident.

### Recommendations:

- Medication:** Begin taking Risperidone, 1 mg per tablet; 1 tablet twice daily for 6 months. Report progress to BCDC every two weeks initially, then monthly after that. Do not stop the medication within the 6-month period without consultation with the prescribing doctor.
- Schedule **ABA therapy sessions** at least twice a week to address behavior and life skills, and provide a parent/caregiver training program. Contact **TEAMWORKS ABA THERAPY, INC.** at Unit 210 RJ Titus Building 2, Halang Road, San Francisco, (0995)7615601 or [teamworkslaguna@gmail.com](mailto:teamworkslaguna@gmail.com) for home-based services and parent training.
- School Placement:** Continue **SPED program** with a focus on transitioning to life skills education. This program should help Red learn self-care, develop practical skills for daily living, and adapt to adult life.
- Home Management:** Focus on developing essential life skills to enhance his independence and participation in household activities. This includes:
  - Establishing consistent routines for daily activities like waking up, meals, and bedtime to provide structure and security.
  - Teaching self-care skills such as dressing, grooming, and bathing, starting with simple tasks and gradually increasing complexity.
  - Introducing basic household chores like tidying his room, sorting laundry, setting the table, or assisting with simple cooking tasks to foster a sense of responsibility.
  - Educating Red on home safety, including avoiding hot surfaces, safely using appliances, and understanding emergency procedures.
  - Encouraging the use of simple communication methods, such as verbal expressions, gestures, or visual aids, to communicate his needs and preferences.
  - Using visual schedules or charts to help Red understand and anticipate daily activities and routines.

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This report is not valid for medico-legal purposes.

