

<b>DIAGNOSTIC INVENTORY FOR SCREENING CHILDREN (DISC) SUMMARY OF RESULTS</b>
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**NAME:**            *JIMMY SMITH*

**ADDRESS:** \_\_\_\_\_

**POSTAL CODE:** \_\_\_\_\_ **PHONE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**DATE OF DISC PRESCHOOL SCREEN (DPS):** *OCTOBER 01, 2002*

**SCORE:**            5

**DATE OF DISC:**    2002    10    02  
                          YR/    MTH/    DAY

**DATE OF BIRTH:** 1999    08    24  
                          YR/    MTH/    DAY

<b>PREVIOUS DISC DATES:</b>
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1. _____
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2. _____
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3. _____
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**AGE IN MONTHS:**            37 MTHS

**REASON FOR DISC SCREENING:**

Jimmy was referred by his family doctor who was concerned with his poor speech articulation and poor social skills. Jimmy is the youngest of three children in a single parent family. His two sisters are five and seven years old. His mother and father divorced two years ago and his mother has sole custody. Jimmy visits with his father most weekends but the relationship is not good between his mother and father.

Jimmy was born three weeks premature. His mother was hospitalized at 34 weeks due to placenta praevia. He was born via caesarian section. His Apgar score was 6, 6, 8 because of some initial respiratory distress. As an infant, Jimmy had seizures whenever his temperature spiked. Because of repeated ear infections, he had tubes put in his ears at the age of 30 months. The tubes have had to be replaced once since the initial surgery.

Jimmy's expressive language skills appear to be under-developed. He has difficulty pronouncing many sounds and becomes frustrated when others cannot understand what he wants. His mother wants him to enter pre-kindergarten next fall but is concerned about his poor speech and behaviour problems.

**Behavioural Observations during sessions:**

Jimmy seemed to enjoy the activities of the screening session. He became frustrated when asked to repeat some of his words or sentences. He really enjoyed the gross motor activities. He was quiet at the beginning of the screening but began to talk more as he became more comfortable with the examiner.

Jimmy's mother felt that his performance was representative of his typical abilities and, in response to being questioned, indicated that she felt that Jimmy *was not developing normally in comparison with his peers.*

**PRESENT DURING THE SCREENING:**

Jimmy's mother was present during the screening session

**SUMMARY OF DISC DEVELOPMENTAL PROFILE**

	RAW SCORE	% ILE VALUE	INTERPRETATION	AGE EQUIVALENT
FINE MOTOR	18	0	D	28-29 MTHS
GROSS MOTOR	24	98	A	47-48 MTHS
RECEPTIVE LANGUAGE	21	20	P	36-37 MTHS
EXPRESSIVE LANGUAGE	16	0	D	23-24 MTHS
AUDITORY ATTENTION & MEMORY	18	0	D	27-28 MTHS
VISUAL ATTENTION & MEMORY	21	17	P	34-35 MTHS
SELF HELP	19	8	D	31-32 MTHS
SOCIAL SKILLS	17	0	D	24-25 MTHS

***SUMMARY OF PERFORMANCE ON EACH DISC SCALE***

**FINE MOTOR:** *The ability to coordinate the small muscles of the hands in voluntary, controlled and guided movements. This includes the ability to grasp, pick up, release, imitate and copy patterns.*

Jimmy has developed basic eye-hand coordination and controlled grasp and release using one hand. He is able to grasp and release smaller objects, and can distinguish a scribble from a stroke as well as a vertical from horizontal line. Jimmy is able to use thumb-finger opposition in turning paper pages in a book. He is able to fold his hands with his fingers interlaced and perform separate finger movements.

Jimmy is challenged by tasks that require a combination of wrist control and hand

pressure control. He also struggles with higher-level motor planning skills that require a more controlled grasp and release and eye-hand coordination such as stringing beads.

**GROSS MOTOR:** *The ability to use the large muscles of the body in a coordinated fashion. This includes being able to maintain balance, both while standing and in motion, and to execute motor patterns accurately and rhythmically.*

This is an area of strength for Jimmy. His gross motor skills are well above the expected level for his age. He can stand on one foot and shift his weight to one leg while balancing himself. He can hop with one foot and walk heel-to-toe along a line keeping his balance. He has well-developed weight distribution and has a good range of movement while jumping over a rope with two feet together. He can balance on his tiptoe for several seconds.

Gross motor activities should be used to encourage development of skills in other developmental areas.

**RECEPTIVE LANGUAGE:** *The ability to understand and respond appropriately to verbal commands, instructions, explanations, questions and sounds.*

Jimmy shows an awareness of his own body parts and understands adjectives as they describe the location of an object's position in space: "in front, in, under, behind", etc. He has mastered the concept of "two" and has developed some basic abstract problem-solving and reasoning skills involved in explaining routines i.e. "What do you do when?"

Jimmy has difficulty with information presented verbally without any visual cues. He is challenged by tasks requiring the ability to identify common elements of objects and to group items by functions. He has not, as yet, mastered the recognition of the eight basic colours, functions of objects (write with, eat with).

**EXPRESSIVE LANGUAGE:** *The ability to produce appropriate verbal responses, explanations, commands, descriptions and questions.*

Jimmy is able to use words to make his wants known. He actually has a good variety of individual words in his vocabulary and can use basic three-word sentences. However, his articulation is a real problem. He is understood by most adults who have a relationship with him but they really need to listen and he often needs to repeat himself. However, his mother reports that his friends won't take the time to listen to him and he only gets angry if his friends say "What did you say?" He then acts out to get their attention.

Jimmy has not yet developed the concept of self using words like "I", "me", "mine". He has difficulty using a noun and verb to describe what children in an action picture are doing. He also has difficulty with the concept of plurals.

**AUDITORY ATTENTION & MEMORY- Auditory and Visual:** *Attention involves the ability to attend to or focus on the relevant components of a task for a defined amount of time; Memory is the ability to retain and revive impressions or recall or recognize previous experiences.*

Jimmy is able to repeat short sentences and phrases that he hears. He can pay attention long enough to process simple directions involving a single command i.e. "Put the ball under the chair".

Jimmy is challenged by discriminating between words that sound the same. He cannot repeat number sequences involving three different numbers. He also struggles with following instructions that involve completing two activities in the proper sequence. He usually just remembers the first activity in the set.

Jimmy appears to perform better when presented with visual than auditory cues. The best method of instruction would be to combine the two modes of instruction.

**VISUAL ATTENTION & MEMORY: Auditory and Visual:** *Attention* involves the ability to attend to or focus on the relevant components of a task for a defined amount of time; *Memory* is the ability to retain and revive impressions or recall or recognize previous experiences.

Jimmy uses visual information best if combined with auditory information in order to problem-solve and derive meaning from instructions. He has developing some short-term memory skills using visual information. He is now problem-solving beyond just using trial and error, therefore starting to use short-term memory. He is able to match the primary colours. Visually he is able to discriminate objects and different shapes and is able to differentiate pictures when they are given a verbal label. He can also distinguish same and different when presented with pictures of objects.

Jimmy is not yet able to hold a letter or number in his short-term memory long enough to discriminate from several letters or numbers. He lacks the ability to hold the image of these types of symbols in his head long enough to identify them by discriminate among other symbols. He cannot identify what is missing from a group of objects after one object is removed. He is also unable to place a set of three objects back into the original order sequence. He struggles with more advanced pattern recognition and recall.

**SELF HELP:** *The ability to help or aid oneself in caring for personal needs.*

Jimmy has mastered many skills related to feeding and is beginning to acquire some independent dressing skills such as pouring from a pitcher or putting on socks. He can differentiate the front from the back of his clothing showing basic memory and spatial skills. He can role-play and shows some understanding of household routines.

Self-help skills that require more highly developed fine motor skills are difficult for

Jimmy. His performance is inconsistent with skills requiring more advanced fine motor control in conjunction with higher-level eye-hand coordination. He also finds the process of sequencing and integrating both fine and gross motor skills related to dressing difficult.

**SOCIAL SKILLS:** *The ability to interact with others and engage in socially appropriate behaviours.*

Jimmy is developing the ability to respond to the needs and emotions of others. He is more than willing to share with an adult who will take the time to listen to him and acknowledge his needs. He is able to ask for help, when needed and shows an awareness of his gender.

Jimmy is unable to show an understanding of how his behaviour affects others and does not consistently apologize for his negative actions. He needs to have assistance in acquiring social skills that will allow him to function in social interactions with other children. He needs to develop strategies to develop relationships with other family members as well as with peers in social settings.

### ***OVERALL SUMMARY OF RESULTS***

Jimmy's main area of strength is in the area of gross motor skills. Jimmy has difficulty processing verbal information without visual cues and visual information without auditory cues. Although his receptive language skills are slightly more developed than his expressive language skills, his poor articulation made the screening process more difficult. Many of his words could not be understood, so it was difficult to determine whether the criteria was met for some of the items. His poor expressive language skills affect his social skills. He becomes very frustrated when others don't understand him, especially his friends. His mother reports that other children won't take the time to try to

understand what he is saying so they ignore him. This makes him angry and he acts out.

Jimmy has difficulty with fine motor control, which has a negative impact on his self-help skills. He has real difficulty processing information that he hears and, thus, his auditory memory skills are poorly developed.

#### **STRENGTHS:**

Jimmy shows a significant strength in that area of Gross Motor skills. His abilities exceed his age level in this developmental area.

#### **CHALLENGES:**

Jimmy shows **Probably Delays** in the areas of: Fine Motor, Expressive Language, Auditory Attention and Memory, Self Help and Social Skills. He shows **Possible Delays** in the areas of Receptive Language and Visual Attention and Memory skills.

#### **REFERRAL RECOMMENDATIONS:**

A referral should be made to have Jimmy's vision and hearing assessed to rule out a hearing/vision loss as the basis of his difficulties with language and attention/memory. He should then be referred for speech therapy to work on articulation. An OT assessment should be completed if Jimmy continues to encounter difficulties with his fine motor coordination. Jimmy would benefit from attending an integrated day care or play program. He could be enrolled in a day care program with resource assistance to work on his behaviour problems and developmental lags.

Jimmy's mother would benefit from attending a parenting group that could help her learn how to handle the frustration that Jimmy encounters related to his speech problems and how to handle Jimmy's temper tantrums. His siblings could be included in this group. His mother could be encouraged to use the toy lending library and sign out toys that are specifically designed to encourage language and memory development.

All of the resulting information should be shared with the family doctor in case further medical intervention is warranted.

### **PROGRAMMING STRATEGIES:**

Instructions need to be presented to Jimmy using both auditory and visual cues. He needs to be given individual, clear directions, repeated several times, to ensure that he has both heard and understand the instructions. He should be asked to repeat the instructions to verify that he understands. Jimmy would benefit from being shown what to do so that he can repeat the process.

Gross motor activities should be used to encourage development of other skills and also as reward to trying as hard as he can. Gross motor activities could be planned, as games, that would assist Jimmy is practicing his speech and his auditory memory, while he is engaged in gross motor activities such as throwing or kicking a ball around. This would take the focus off of the tasks that are difficult for him.

Once Jimmy develops his fine motor skills, his self-help skills will naturally improve. As well, once his speech and articulation improves, he should encounter less difficulty interacting with his peers and controlling his temper that is related to his high frustration level. He already possesses the gross motor skills that he needs to complete many self-help tasks so independence should be encouraged. Jimmy's visual memory skills are stronger than his auditory memory skills. Presenting information using BOTH visual and

auditory cues should increase Jimmy's opportunity for learning.

### **Specific Programming Strategies:**

- Interactive games to practice language skills while working on fine motor activities starting with two hands and then working towards one-handed games. Work from larger to smaller items, i.e. crayons, pegs, puzzle pieces, etc.
- Use strawberry huller to develop better fine motor coordination and then move to a tweezers to pick up larger and then smaller items—marshmallows, cheerios, raisins
- Use lacing cards to develop eye-hand coordinator and use of two hands simultaneously
- Use napkins or dish clothes to practice folding in half
- Use egg beater or whisk to beat soap in water to make bubbles
- Use auditory and visual cues to stimulate expressive language i.e. teach colours by going through books on sports and asking him to point out and then label colours
- Use books to teach concepts such as same and different and visual matching
- Teach concepts of self (mine/yours) by touching articles of clothing or parts of body
- Always allow Jimmy ample time to respond to questions (general rule is to always allow 15-30 seconds to respond to verbal directions)
- Repeat properly words that Jimmy has difficulty articulating and ask him to repeat, while doing gross motor activities to keep him from focusing too much on his poor articulation skills; make all expressive language programming fun by integrating them with gross motor skills
- Have Jimmy repeat words after you, starting with individual words, then moving to phrases, sentences and sequences of numbers; for fun, start with words that rhyme and then move to other words
- Use the ball or bean bag to practice following a sequence of auditory instructions i.e. “throw the ball to me, close the door and then run back to me”

- Use circle songs to teach following directions “Hocky pocky”, “Simon Says”, “Head and Shoulders”
- Set up a clapping game---clap four times and in different intervals—have child repeat
- Circle game: each child can yell out 3 numbers and others have to repeat
- Use puzzles to work on visual memory skills starting with familiar object, then pictures, then numbers, then symbols; start with matching, then same/different, then hiding game
- Tape pictures of numbers, letters, objects on floor and set up obstacle course—step on tree first, then the number 4, then the letter F---play “Twister” using numbers and symbols
- Use “Board Maker” computer program where the child is presented with several pictures and they have to put them in the correct order to make a story
- Use same objects to hide them and ask Jimmy to find the missing object and then name the missing object
- For self-help skills, encourage all levels of independence; beginning assisting Jimmy and then slowly wean support for completing tasks; i.e. put show on part way and let him finish; set up a dress-up center so that he can practice putting on and taking off larger items of clothing and then working towards more age
- appropriate sizes of clothing; use dressing board
- Work with Jimmy’s peers to help them understand why he acts out and explain how they can help by being patient and repeating what they think he is saying and he can then say “yes” or “no”
- Work with Jimmy to help him understand that acting out will not help the situation; he needs to try to use his words and use words that he can clearly say

<b>DATE:</b> _____
<b>EXAMINER NAME:</b> _____
<b>SIGNATURE:</b> _____
<b>AGENCY:</b> _____
<b>ADDRESS:</b> _____ _____
<b>POSTAL CODE:</b> _____ <b>PHONE #:</b> _____
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