

DIAGNOSTIC INVENTORY FOR SCREENING CHILDREN
(DISC)
SUMMARY OF RESULTS

Name: Natasha

Address: Rural, New Brunswick

Date: October 19, 2003

Date of DISC : September 5, 2003
September 12, 2003

Date of Birth: January 21, 2002

Age in Months: 19

Background Information: Natasha is the 19 month-old daughter of Shauna and David. Two months prior to the screening Shauna left David and moved in with her parents in rural New Brunswick. Shauna reported ongoing domestic abuse, some of which was witnessed by Natasha, as the reason for the separation. The Public Health Nurse, referred Natasha to the Early Intervention Program. The referral was to monitor and promote the overall development and well being of Natasha and to provide support and resources to Shauna. Shauna has had few concerns about Natasha's development, but has expressed concern about Natasha witnessing violence in the home and what impact this could have on her daughter.

Reason for DISC Screening: To assist Shauna in determining Natasha's strengths and areas of her development that may need additional attention.

Person(s) Present During Session: Shauna (mother), Virginia (grandmother), Jo-Anne Packham(Early Intervention)

Behavioural Observations during session:

Natasha was quite uncooperative at times and easily distracted. I allowed Natasha to break from the session twice in the first screening and once in the second for about 3-5 minutes to play with her own toys then return to the screening. This seemed to help in keeping her focused on the screening.

SUMMARY OF DISC DEVELOPMENTAL PROFILE

	Raw Score	Percentile Value	Interpretation	Age Equivalent
Fine Motor	11	2%	Probable Delay	15 months
Gross Motor	17	73%	Average	27-28 months.
Receptive Language	12	13%	Possible Delay	16-17 months.
Expressive Language	16	69%	Average	23-24 months
Auditory Attention & Memory	12	10%	Possible Delay	16-17 months.
Visual Attention & Memory	15	43%	Average	21-22 months.
Self Help	13	0%	Probable Delay	17-18 months.
Social Skills	16	41%	Average	22-23 months.

Summary of Performance on Each DISC Scale

Fine Motor: The ability to coordinate the small muscles of the hands in voluntarily, controlled and guided movements. This includes the ability to grasp, pick up, release, imitate and copy patterns.

Natasha demonstrates improved grasp and motor control in her arm and hand. She can adjust her grasp appropriately to the weight of the object being held. Natasha demonstrated appropriate eye-hand coordination and controlled grasp and release by manipulating the pegs while inserting three into the pegboard. Natasha is able to imitate crayon strokes and apply pressure to the crayon while maintaining control of her grasp.

Natasha is beginning to demonstrate early eye-hand coordination skills needed for stacking cube towers. She demonstrated this by attempting to stack one cube on another although she was unable to. Stacking at least two cubes is a skill typically expected of a child her age. She is not yet able to control her grasp and release of the blocks and the eye-hand coordination needed to align them. Natasha is not yet able to produce more refined markings on paper i.e. scribble vs. stroke. This will continue to be a challenge until she has better control of pressure on the marking tool as well as improvement in her grasp.

Some activities, which will continue to stimulate her development in this area, are:

- Cheerios- picking up, putting into containers, stringing with ribbon
- Blocks- stacking, putting into and taking out of containers
- Shape sorters- in and out
- Lunch activities and snacks- manipulating utensils, cups, etc, use of pincer grasp
- Knob/inset puzzles- using eye/hand coordination, placing in, pulling out

- Painting and marking- grasp of instrument and control of fingers
- Peg boards- putting in, pulling out, eye hand coordination
- Water/Sand activities- pouring from one container to another
- Finger plays i.e. ‘this little piggy’, ‘itsy bitsy spider’

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.

Natasha demonstrates well-developed body control in her ability to jump off the floor with both feet off the floor at once. This indicates that she can move different parts of her body independently, not contingent on utilizing other parts of the body as stabilizers for another. Natasha has shown a strong sense of balance in her ability to both climb and descend several stairs independently. The ability to shift her weight back and forth between mid-line and one side as she takes a step is evident by her mastery of this skill. Furthermore, Natasha displays a more refined sense of balance in her ability to walk on her tiptoes, a skill that requires more advanced back/front and side/side equilibrium reactions.

Some activities, which will continue to stimulate her development in this area, are:

- Play mats and cushions- encourages exploration of tumbling, jumping, etc.
- Songs/music/dance- rhythmic movement, jumping, etc
- Beach/ outdoor play- piling up leaves, building sand castles, splashing in water
- Ride on Toys- encourages use of large muscle groups in legs and arms

Receptive Language: The ability to understand and respond appropriately to verbal commands, instructions, explanations, questions and sounds.

Natasha shows an ability to understand verbal commands and questions. She recognizes name of family members, pets, toys, etc, and responds appropriately to direction or questioning. She stops when told “no”, at times getting very frustrated as a result. She demonstrates an understanding of communication turn-taking patterns and intonation patterns by participating in dialogue and responding behaviourally to simple questions i.e. “do you want the ball?” or “would you like some juice?” Natasha is beginning to understand and identify common objects around her by identifying two required articles of clothing. She had difficulty identifying common objects/animals. This was a challenge for her as she was unable to recognize and identify more than one of the proposed puzzle pieces. Natasha is beginning to demonstrate recognition of body parts, but is unable to identify three or more required parts on a doll.

Some activities which will continue to stimulate her development in this area are:

- Labeling everything i.e.: “there’s a brown horse, watch him run fast”
- Repetition and adjustive labeling i.e. “More juice Mommy?”
- Peer interaction - small play groups, Sunday school, community events
- Reading and looking at books- talking about pictures, asking questions

- Taking advantage of naturally occurring learning opportunities i.e. “Bring me the ball, and book”.
- Puppets and flannel boards- interactive stories, recall and retelling of events

Expressive Language: The ability to produce appropriate verbal responses, explanations, commands, descriptions and questions

Natasha demonstrates an increased memory capacity and effective recall by usage of her growing vocabulary. Natasha has been observed to use several words (up 6-10) within home visits, and her Mother reports that she hears new words every few days. She is beginning to combine two words together in communication demonstrating an emerging understanding of telegraphic speech norms. Natasha refers to her belongings as “mine” demonstrating a concept of self and a beginning usage of pronouns in speech and understanding of more abstract concepts in speech.

Some activities, which will continue to stimulate her development in this area, are:

- Action songs- finger plays, benefit from rhyming and repetition
- Play telephones and tape recorders- allowing her to hear her own voice
- Interactive not passive T.V. when watched with Parent i.e. Dora the Explorer
- Verbal Cloze Activities (filling in the blanks) (as she gets older)
- Communication Temptation activities- correcting of silly mistakes in name or from a familiar story or encouraging a child to speak for a reward i.e. saying “car” for the Car in your hand.

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

Natasha displayed an ability to attend to subtle stimuli by listening to the tick of a clock for several seconds. She demonstrated an ability to follow related direction by placing a ball into a cup when asked. This skill indicates attention and ability for memory and conceptualization upon instruction. Some skills that were of challenge to Natasha were imitating sounds associated with objects and animals i.e. “Uh oh” for dolls tipping over or “moo” for a cow and repeating of single familiar words i.e. “dog”, “cat”. This indicates that Natasha is not yet able to consistently retrieve names, labels and associated sounds from objects from her short and long- term memory. Natasha’s inability to repeat simple words is indicative that she cannot yet integrate a series of subtle stimuli represented by the sounds of the letters (basic phonetics).

Some activities, which will continue to stimulate her development in this area, are:

- Repeat environmental sounds i.e. humming of a vacuum
- Animal sound and songs- requires use of short and long term memory
- Following simple directions with lots of verbal cues
- Musical instruments- exposure to different stimuli

- See and Say toys- encourages attending
- Reading books together and looking at pictures

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

Natasha shows an ability to attend to a complete task by placing ten pegs into the pegboard in just under 2 minutes. This also demonstrates an ability to inhibit her self, thus reducing distractions. Natasha can discriminate between two hidden objects i.e. hiding two objects under cups as she watches, asking her to find one of them 5 seconds later. This indicates an increased ability to focus on task while coping with distractions. Natasha also demonstrated effective trial and error learning and ongoing problem solving skills by attending to a puzzle for one minute. She would have spent more time with the puzzle, but was distracted when a favorite TV show came on and she wanted to watch it.

Some activities, which will continue to stimulate her development in these area's are:

- Talk to her from the next room
- Hiding games- toy under a cup or blankets, ensuring she saw you hide it
- Mirror play- objects/people in mirror or reflection in water when outdoors
- Sand play- bury things in the sandbox then find them
- Family albums- find familiar faces, pets

Self Help: The ability to help or aid oneself in caring for personal needs.

Natasha shows an increased independence with feeding as demonstrated by attempting to feed herself with a spoon as opposed to using fingers alone. Shauna, reports that Natasha tries but is unable to effectively use the spoon, spilling much and often holding it upside down. She is attempting to integrate movements of different parts of the body with increased awareness of her control, allowing her to remove unfastened clothing on her own. Natasha is beginning to engage in role play situations more, imitating household routines and demonstrating an awareness of these routines i.e. helping to put groceries away, or trying to sweep the floor. Natasha is not yet able to drink from a cup unassisted without spilling, thereby indicating that she has not yet developed more advanced oral motor control and good control over head positioning, lip closure and swallow technique. Shauna, admits that Natasha is not given much opportunity to work on this skill as she is usually only given a sippy cup when drinking to avoid possible spilling. Natasha is beginning to try to dress herself, putting on pants with Shauna's help. Shauna says that she has always dressed Natasha, as it is quicker and less trouble for her to do this for her.

Some activities, which will continue to stimulate her development in this area, are:

- Ensure lots of time when eating- messes are o.k.
- Sand/ Water activities- allow for independence with pouring holding, etc

- Dress up/Role Play- dolls, stuffed animals, feed them, diaper them, comfort them
- Allow lots of time for dressing/ undressing
- Offer choices for clothing and allow her to try dressing on their own
- Play utensils and Tea Sets- manipulates forks and knives, pouring

Social Skills: The ability to interact with others and engage in socially appropriate behaviours.

Natasha has displayed an awareness of self within a social setting by demonstrating being evasive in trying to get around the household rule of not going near the basement stairs i.e. waits until Shauna is not watching before going to the area. She is beginning to share more with adults and peers; offering part of a snack to a cousin or handing a toy to her grandmother. Natasha demonstrated an awareness of her own limitation by coming to an adult when she wanted something from the fridge or needed help opening a bottle.

Some activities which will continue to stimulate her development in this area are:

- Peer Interaction- small play groups, Sunday School, Parenting Groups, Play dates
- Turn taking games- catch with beach ball, taking turns blowing bubbles
- Paraphrase their words and feelings
- Stories that talk about feelings and emotions
- Help adults with tasks- clean up toys, put away groceries
- Role Play Activities

SUMMARY AND RECOMENDATIONS

The areas of Self Help and Fine Motor skills will be most closely monitored and addressed with the family in coming months. Shauna will be encouraged to facilitate and promote Natasha's involvement in activities that can strengthen and build on emerging skills in these areas. In addressing Self Help specifically, Shauna will be urged to allow Natasha ample opportunity to develop skills needed to care of herself, thereby indirectly promoting growth in self-awareness and self-esteem. Other areas of focus will be Receptive Language and Auditory Attention and Memory (Natasha's scores in these areas indicate a possible delay). Activities will be provided within home visits to help stimulate Natasha's healthy growth and development in these areas. Strategies and ideas will be shared and discussed with Shauna. Further Screening may be warranted.

Shauna has benefited from the results of the DISC screening. She was unaware that she may have been assuming too much control over Natasha's day to day routine, in turn stifling growth in the area of Self Help for her Daughter. Other areas that need attention have also been brought to light, for this first time single mom and Shauna expresses a willingness to work with this Interventionist to offer Natasha the best possible start in life.

Sincerely,

Jo-Anne Packham
Interventionist
Early Intervention Program
New Brunswick