



MID-LEVEL DEVELOPMENTAL ASSESSMENT

Child's Name/ID Number:	Mara L 00000012410
Parent/Guardian Name(s):	Barbara and Jonathan L
Evaluator:	MDR and BW
Date of Birth:	5/2/13
Age at Testing:	18 months
Gender:	female
Handedness:	Undetermined
Home Language(s):	English
Dates of Evaluation:	05/17/13
Report Date:	05/31/13

REASON FOR MLDA REFERRAL:

Mara was referred for a Mid-level Developmental Assessment by her pediatrician Dr. Brown at Connecticut Children's Medical Center. At the last visit parents expressed concerns about the way Mara behaves and about her speech. She is very aggressive with her cousins who are around her age. She has gone up to children and hit, kick or hit them with objects for no reason. Her parents describe her screaming, hitting and kicking parents and throwing herself on the floor when they need to take something away from her or tell her 'no'.

BACKGROUND INFORMATION AND DEVELOPMENTAL HISTORY:

Mara is 18-months old and the only child in this family. Both Mother and Father were schooled in Hartford and completed high school. Mara was a planned pregnancy; Mother was 19 and Father was 21. Mrs. L received regular prenatal care and Mara was born full-term and healthy with no complications at 8 lbs 11 oz. There were no concerns in the first few weeks at home and Mara does not have any medical issues. Parents recall that she reached developmental milestones within normal limits and Mother is in the process of toilet training her now. Mara's doctor is not concerned about her nutrition, but she is a picky eater; refusing most meat. She also prefers her bottle to breakfast. Parents report having difficulty settling Mara for bed and she often doesn't go to sleep until 10 p.m. She wakes up several times in the middle of the night, wants to be soothed and gets into bed with her parents. She takes a nap, but sleeps for a very short time.

The family lives in an apartment close to Ms. L's mother. Neither parent is employed at the present time, and they describe their financial status as "OK". Mrs. L has worked in the past and is looking for a job. Mr. L receives SSI for a condition they describe as having "slurred and slow speech." They wonder if Mara will also have problems with her speech.

Parents describe Mara as often refusing to comply with their directives, as often angry, has tantrums when they take items away or tell her "no". They describe her as "aggressive" toward children and adults and has used objects to hit other children, initiates aggression without provocation and takes other children's toys.

INSTRUMENTS: (checkboxes)

- ☒ Review of Records (**Pediatrician report**)
- ☒ Developmental Interview
- ☒ Provence Profile of the Infant and Toddler Developmental Assessment (IDA)
- ☐ Developmental Assessment of Young Children (DAYC)
- ☒ Parenting Stress Index (PSI)
- ☒ Other: Semi-structured play observation

PARENTING STRESS INDEX (PSI) FINDINGS

Mrs. L completed a Parent Stress Index (PSI) questionnaire as part of the evaluation. Mr. L declined to complete the PSI. Mrs. L's scores suggest that she experiences only average (35th percentile) levels of stress in her role as a parent. However, she reports clinically significant levels of stress in her relationship with Mara (approaching the 99th percentile) and in her perception of Mara as a difficult child (over the 99th percentile). Her overall stress level is also measured to be over the 99th percentile.

TESTING OBSERVATIONS:

Mara was brought to the assessment by her parents. She is a well groomed, healthy looking child with a brilliant smile. She was appropriately hesitant when first approached by the examiner, but was soon engaged with the toy offered and interacted willingly with the examiner. She did not react to her parents leaving the room, and appeared not to notice their absence until about 40 minutes later when she visually scanned the room, looked apprehensive and began to whimper. Upon reunion, she went to her Mother promptly and seemed easily reassured. During the session, Mara engaged with toys offered to her, but showed little tendency to imitate play schemes, to comply with requests, or to accept substitution of materials. She was very much on her own agenda. When protesting the examiner's intrusion on her play, she frequently chanted "Daddy Daddy Daddy." She vocalized often in patterns resembling richly inflected, but not richly varied jargon.

The testing was done via the following modalities:

X___ completion of items by the child

X___ observation of the child

X___ interview with the parent

X___ Overall, the results appear to be a valid estimate of the child/family functioning.

___ The results do not appear to be a valid estimate of the child/family functioning.

SCHOOL OBSERVATIONS

To date Mara has had no school experiences. Peer interactions have been limited to informal play with cousins. Mara does not play appropriately on these occasions, according to her parents and is described as aggressive “for no reason”.

EVALUATION RESULTS:

Physical Development: Physical Development refers to a child’s abilities to use the body’s large and small muscle groups to perform basic movements including fine and gross motor tasks.

Strengths:

In Gross Motor Mara moves about independently, with the lingering wide gait of a toddler. She climbs stairs two feet to the tread, holding onto the handrail, and may, in her haste, drop to all fours and climbs up the remaining steps. She succeeds in descending stairs, two feet to each tread. She walks a few steps backwards and runs with a toddle. She throws a ball overhand with reasonable thrust, and catches one slowly thrown toward her from a short distance.

In Fine Motor, while she refused to build with the blocks, she handles them with a radial finger grasp and a clean release. She can gather several small blocks into one hand at a time, and enjoys dumping the blocks from one container into another, and at one point nested one cup over the other to produce a shaker. She picks up a small pellet with a neat pincer grasp. She holds a pencil with an adult-like tripod grasp and scribbles at random (with great pleasure!), with strokes including circular, vertical and horizontal directions.

Concerns:

Although mother reports that Mara climbs into the parental bed several times each night, we were unable to entice her to climb into an adult sized chair.

Overall, this child’s Physical development is Competent in both Gross and Fine Motor and falls in the 18-24 months age range,

Communication: Communication refers to the exchange of ideas, information, and feelings, including both receptive and expressive language, and verbal and nonverbal modes of communication.

Strengths:

Mara vocalizes frequently, with rich inflection but limited variety of sounds, mostly open vowel sounds. She is often heard to repeat “Mommy, Mommy Mommy” (not calling to anyone, or acknowledging anyone’s presence) and when imposed upon, she is likely to chant “Daddy, Daddy Daddy”. She uses her voice to respond with pleasure during play, to request assistance and to protest intrusions. She named one picture (doggy) and Mother reports she also says “Auntie”, “Uncle”, and “Grandma”. She looked at or pointed to dolly, ball and spoon upon request, and responded to the request to “get that ball” and “give it to Mommy.”

Weaknesses:

Mara was unable to identify pictures of familiar objects beyond the doggie, or identify familiar objects when described by their function. She was unable to follow simple directions involving locations (in, on, under). She could not identify body parts. Although she was amused by our invitation, she could not be vocally engaged in simple sound games such as ‘Peek A Boo’.

Overall, this child’s Communication skills are Of Concern and fall in the 10-18 months age range, with a 25% delay in this developmental domain. Qualitatively, her language patterns are somewhat immature.

Adaptive –Self Help Skills: Adaptive –Self Help skills refer to a child’s ability to function independently in his or her environment, for example by toileting, feeding, dressing, and taking personal responsibility.

Strengths:

According to her parents report, Mara is able to handle her cup well and feed herself with a spoon.

Weaknesses:

There are no weaknesses in this area.

Overall this child’s Adaptive –Self Help skills are “Competent” in the 18-24 months age range

Social and Emotional Functioning: Social and Emotional Functioning refers to a child’s social awareness, social relationships, social competence, and expression of feelings

Strengths:

Mara is well related and manifests a smile and a range of emotions including pleasure, and apprehension. While she is very much on her own agenda, and resists being intruded upon, there is nothing hostile about this resistance, but rather a firm self-determination. .She brings toys to share with adults and shows pleasure in her accomplishments, looking to adults in anticipation of their shared pleasure.

Weaknesses:

The presenting problem in Mara’s referral was her temper tantrums and aggression toward other

children “for no reason”. She is reported to be unable to play peacefully with her cousins, assaulting them, often with the toys, and being unable to share.

Overall, this child’s social and emotional functioning is Competent in the 18-24 months age range. Qualitatively her play schema is somewhat immature for her age,

Cognitive Abilities: Cognitive development entails progressive changes in children’s knowledge, understanding, reasoning, and judgment, including abilities such as attention, memory, planning, and decision making.

Strengths:

Mara played with toys in an appropriate, albeit, simplistic manner. She finds toys hidden under a cover, imitates scribbling, activates wheeled toys and particularly enjoys transferring objects from one container to another.

Weaknesses:

Mara does not benefit from the modeling of different ways to use materials. She insists on repeating her own play schemes, not in a stereotypical or ritualistic manner, but in unvaried patterns such as the “fill and dump” preoccupation typically seen in younger toddlers.

Overall, this child’s Cognitive skills are Competent in the 18-24 months age range.

MID-LEVEL DEVELOPMENTAL ASSESSMENT SUMMARY

Mara is a delightful little girl demonstrating the pleasure toward self-determination that is so typical of the emerging two year old. Both her language patterns and her play schema are somewhat immature for her age, however, and her difficulty in engaging in reciprocal exchanges with adults deprives her of the learning opportunities that could improve these skills. .

Although her drive toward autonomy represents an important developmental milestone in the development of a sense of self, it still requires parental management and the definition of boundaries. Another concern is this family’s challenges with establishing healthy sleep routines with Mara. Mara and her parents might benefit from assistance from a toddler developmental play group or home visiting program where parents can be encouraged to establish daily routines that include attention to routine periods of parent/child play, meals and sleep patterns, and learn to engage Mara in mutually pleasurable parent-child games where reciprocal play can lay the foundations for turn taking and sharing and Mara can be taught more socially acceptable ways of interacting with her peers. Parents will benefit from help in learning to set limits, as well as learning calming, reassuring strategies to deal with temper tantrums.

Recommendations and Plan: Specify all recommendations and plans for intervention, further consultation and follow-up noting the agency if known.

Early Intervention Program	
Preschool or daycare	Parental guidance programs such as home visitation, and/or parent-child play groups.
Mental Health Services <ul style="list-style-type: none">• Child• Family	
Family Support Services	Mrs. L wants to find employment and would like to learn job readiness skills and job seeking assistance.
Medical/Dental	Continued well-child pediatric care.
Other	Reassessment, if needed, in six months.

Developmental Evaluator
Early Childhood Evaluation Team
Village for Families and Children
1680 Albany Avenue
Hartford, CT 06105

Date

Clinician/ Social Worker
Early Childhood Evaluation Team
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Date