7. Case Study Five: Chelsea (2 years)

Overview
• Identifies that PEDS scored Path B.

Preparation Steps
• Step 1 Select the correct Brigance Tip sheet
• Step 2 Select the correct Screen, Correct Data Sheet
• Step 3 Complete section A of data sheet
• Step 4 Determine corrected age
• Step 5 Identify correct cut off score and write this on top right hand side of data sheet
• Step 6 Mark starting points for each domain

Getting Started
• With prepared data sheet, the Early Preschool Screen II and the 2y Brigance Tip sheet, commence the Brigance screen.
• Mark the data sheet appropriately (/= not demonstrated or O= mastery of skill)
• Domains can be completed in any order
• The items within each skill area need to be completed in the order they present.

In this scenario the skills are completed in the following order:
• 8A Builds a tower with blocks
• 6A Visual Motor Skills
• 1A Identifies Body Parts
• 2A Gross Motor Skills
• 3A Picture Vocabulary
• 4A Identifies People in Picture by Naming
• 7A Verbal Fluency
• 5A Knows Use of Objects

The 2 year Brigance Screen: teachable and discussion points
Start at skill 1 for each domain

<table>
<thead>
<tr>
<th>Start</th>
<th>1.20</th>
<th>8A Builds Tower with Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MCH nurse reiterated concerns raised through PEDS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Talks about score out of 100, and expected score at this age.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Note Start point = skill 1 for all these domains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Note that can start with any domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Blocks were already on the table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chelsea in fact had already stacked 6 blocks prior to filming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Note Chelsea’s refusal to do this again for the camera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Therefore this can be scored with 10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Task</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>2.20</td>
<td>6A Visual Motor Skills</td>
<td>• Observe and discuss mum’s use of language eg when she says “not not”</td>
</tr>
</tbody>
</table>
| 4.00 | 1A Identifies Body Parts | • Chelsea is unable to identify legs when asked repeatedly  
• Once completed these skills and Chelsea gets up, the MCH nurse asks again about legs and Chelsea clearly identifies one of her legs. |
| 4.25 | 2A Gross-Motor Skills | • Skill 1 lots of attempts to get interested  
• Skill 2 lots of attempts - at 5.15 Chelsea jumps but is not noticed  
• Skill 3 – Chelsea does immediately |
| 6.05 | 3A Picture Vocabulary | • MCH nurse asks ‘what’s that one?’  
• Refer to Screen - What is this? What do you call this?  
• Note that speech is very unclear- no clear words here.  
• Unable to score this domain |
| 7.05 | 3A Picture Vocabulary | • Mum and Chelsea explore the pictures on the floor mat  
• Speech sounds - ‘ba’ ‘dad’ ‘choo choo’ |
| 7.30 | 4A Identifies People in Picture by Naming | • Chelsea identifies “daddy’s” and “mummy’s”  
• For girl – Chelsea says “mummy’s”  
• For boy - Chelsea says “daddy’s” |
| 7.50 | | • MCH Nurse asks which one is mummy, where is mummy  
• Both these questions are asked incorrectly- refer to wording in Screen |
| 8.10 | | • MCH nurse asks Mum “who is a boy Chelsea knows?”  
• Mum responds ‘Tate’  
• Then Chelsea is asked “Where is Tate?”  
• Chelsea then points to boy  
• Note although this is a useful exercise for screening understanding it does not equate to a pass for boy (brother, son) |
| 8.35 | | • When referring to the scoring in this domain, the MCH nurse discusses that “I will give all of these” meaning that Chelsea mastered all the skills. In fact Chelsea only mastered two skills (Mummy and Daddy). |
### 10.05 7A Verbal Fluency
- Note that a valid sampling of speech can occur throughout the screening.
- MCH nurse attempts to initiate conversation with questions asking Chelsea what she did today.
  (exploration of speech)

### 10.35 Expressive Language discussion
- Great questioning by MCH nurse to Mum “what is Chelsea saying to you now?”

### 11.50 5A Know use of objects
- “see if you can talk to me about the use of things”
- Refer to Screen-
  **Criteria**: give credit for correct verbal responses as well as other responses that convey comprehension of use of the object such as pantomiming driving when asked what a car is for or sleeping when asked what a bed is for.
- Tip - have room set up with a chair, a car and perhaps a doll’s bed and observe child at play. Note this observation could occur in the waiting room and when completing the PEDS.
- Chelsea relates the car with Dad. Mum explains that Dad and Chelsea drive the car out each morning. Score this

### 13.00 “Chelsea knows what to use a chair for as she sat on one when she walked in”

### 13.10 Discussion with Mum about talking to Chelsea
- Good opportunity to explore this further and provide tips on promoting Chelsea’s language development.

### 13.30 MCH nurse provides a clear picture that she cannot understand what Chelsea is saying.

### 13.50 Discussion of score
- Discussed score in relation to cut off
- Identifies the domains where Chelsea did not score well
- Discusses referral

---

**Observations and Next Steps**

- Discusses referral to speech and audiology
- If Chelsea scored below the cut-off of 47 then a full paediatric developmental assessment would have to be completed