6. Case Study Four: Ellie (18 months)

Note- time missing off this screen- Ensure that DVD tracking number is set at zero when starting the Brigance Screen (timer does not start at ‘Overview’).

Overview

• Identifies concerns relating to speech

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 (refer to Brigance 18 month Tip sheet)

Getting Started

• With prepared data sheet, the Infant and Toddler Screen and the 18 month 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:

• 1B Fine-Motor
• 2B Receptive Language - General
• 3B Receptive Language – Body Parts
• 4B Receptive Language – Picture Naming
• 5B Receptive Language – Environmental Sounds
• 6B Expressive Language Skills - General
• 7B Expressive Language – Object Naming
• 8B Expressive Language Skills- Phrases
• 9B Gross-Motor
• 10B Self Help
• 11B Social-Emotional

The 18 month Brigance Screen: teachable and discussion points

Start at skill 5 for each domain

2.30 1B Fine-Motor

• Suggestion - just fold the tissue, don’t twist.
• Skill 7 ‘Deliberately pours or dumps’ refer to tip sheet – the word dump is not a common word
2.50 1B Fine-Motor- skill 7 Demonstrates pours or dumps

- Note the MCH nurse asks Ellie to perform this initially without demonstrating.
- When Ellie is unable to complete this skill the nurse then demonstrates. Could have demonstrated first.
- Suggestion - try the triangle pencils in the Brigance toolkit to help promote a more mature pencil grasp.
- Remember that children at this age are not expected to know the shapes by name, just be able to copy. Thus a circle is not referred to as a circle but as a shape.

3.45 1B Fine-Motor- skill 8 Builds five block tower

- Nurse initiates with first 3 blocks - try and encourage child to start again.
- Note how well Ellie places block 4, 5 & 6 on the tower and attempts the 7th.
- Note - by adding the 6th block Ellie has achieved skill 10.

5.45 2B Receptive Language- General- skill 4

- Skill 4 Waves 'bye-bye' – can ask mum this question as credit is given if Ellie waves or is reported to wave most of the time.

6.35 2B Receptive Language- General- skill 5

- Ellie gives mum the paper when asked to give the cup to mum. Refer to scoring criteria- ‘Give credit if the child gives any toy or is reported to do so most of the time.’
- Not necessary to repeat requests

8.25 2B Receptive Language- General- skill 8

- Note that Ellie has already demonstrated this

8.55 3B Receptive Language- Body parts

- Note - as Ellie was successful on 2B, items 6, 7, and 8
- Feet and toes are not the same

9.50 3B Receptive Language- Body parts

- Note that Ellie has no idea about hair
- Mum reports yes to ears
- Therefore Ellie scores 2 correctly here - nose and ears
- Observe- Ellie loses interest here - ensure to only attempt a maximum of 3 times and then move on.

11.35 4B Receptive Language – Picture Naming

- Ellie able to show where the cat is and where the dog is
- Ellie says 'car' for 'key'

11.55 4B Receptive Language – Picture Naming

- Note that Ellie is able to identify the car and apple
- Unsure about the aeroplane, therefore does not score on this one.
12.35 5B Receptive Language – Environmental Sounds

- Note Ellie able to clearly ‘meow’ for cat
- Mum reports that Ellie can correctly make the sounds for cow, elephant and dog.
- Ellie therefore scores 3 correctly (cat, cow, and dog).

14.15 6B Expressive Language- General

- Observe Ellie’s response to the squeaky toy ‘the rabbit’
- Skill 4 ‘Pretend Talks’ is observed well here - as Ellie is telling her mum and the nurse about her feelings about that rabbit
- Skill 5- is not assessed separately here as observed throughout this assessment

15.25 7B Expressive Language- Object Naming

- Note the rabbit does seem to distract Ellie
- At this time unable to name any of these objects

8B Expressive Language- Phrases

- Not completed separately
- Assessed throughout the Brigance screen, by observation and mum reporting
- Ellie did not score in this domain

17.45 9B Gross-Motor

- A moment – ‘the bunny is defeated’ Ellie is being ignored, gets louder and removes the bunny

18.45 9B Gross-Motor

- Ellie picks the spoon up off the floor and clearly says ‘spoon’
- This is scored in 7B

18.55 9B Gross-Motor

Ellie clearly shows her understanding and gross motor skills by jumping with both feet when discussed by mum and the nurse.

19.15 10B Self-Help

- Note Ellie is allowed to explore and play while Mum and the nurse discuss this domain
- Note although Ellie sits down and shows an understanding of ‘taking off her shoes’ clearly not interested at this time.

21.30 11B Social-Emotional

- Note that Ellie is allowed to explore and play during this last domain
- The nurse and Mum explore these skills through conversation
- This domain is mostly scored through parent reporting
- Note how Ellie interacts with the nurse and the 2 camera men in the room
- Skill 5 – Showing pride and pleasure is demonstrated through this assessment
- Skill 6 – Explores and returns is demonstrated through this assessment

Observations and Next Steps

- Note that Ellie was able to complete the extended Brigance Screen
- Speech concerns were allayed
- MCH nurse will review at 2 years