8. Case Study Six: Hugo (3.5 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 the starting points for each domain

Getting Started
• With prepared data sheet, the Preschool Screen II and the 3Y 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
• 7A Number concepts
• 1A Personal data response
• 2A Colour recognition
• 3A Picture vocabulary
• 4A Knows use of objects
• 5A Visual motor skills
• 10A Repeats sentences
• 11A Prepositions and irregular plural nouns
• 9A Identifies body parts
• 6A Gross motor skills

The 3.5 year Brigance Screen: teachable and discussion points

5.40 4A Knows use of objects
• Number 1 is the book and Hugo answers ‘read’ which is correct.
• Note can refer to a book not just a picture of one.
• Number 2 is the scissors and Hugo answers ‘cut’ which is correct.
• Number 3 is the refrigerator and Hugo answers ‘making pictures’ which is incorrect.
• “What do you think this is?” is not the right question to ask here.
• Need to ask “Why do we have refrigerators?” or “How can we use a refrigerator?”
• Hugo goes on to identify this as a freezer and answers correctly when asked to explain the use.
### 6.20 5A Visual Motor Skills

- Note the MCH nurse has provided Hugo with a photocopied page to use here.
- 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.

### 8.10 10A Repeats Sentences

- Feel free to cover and show just one picture at a time
- **Need to ask the questions as written in the screen** (these are provided in bold with each skill description).
- Hugo could say 1A therefore 1B was not attempted.
- Hugo could do 2A therefore 2B was not attempted.
- Note MCH Nurse allows Hugo another attempt
- Hugo could do 3A therefore 3B was not attempted.

### 9.20 11A Prepositions and Irregular Plural Nouns

- Feel free to cover and show just one picture at a time
- Need to ask questions as written in screen (in bold).
- Hugo answers 1A ‘What is the boy doing?’ but is not asked ‘What is the girl doing?’ Therefore this score would be 2.5 out of a possible 5.
- Hugo could answer 1A therefore 1B was not attempted.
- Hugo answered 2A ‘feets’. This is not a credit and 2B should have been attempted.

### 11.10 6A Gross Motor Skills

- This assessment can be completed more quickly and with greater validity if you **demonstrate** the skills as you give the directions.
- Skill 1 and 2 require a steady stance for 5 seconds.
- Skill 3 – note use of fine rope as prop.
- Heel and toes do not have to touch but be in alignment and close.
- Unfortunately the timing pad gets a little in the way on this one. Hugo could achieve this skill.
- Note that the criteria for scoring on Skill 3 states ‘give credit if the child walks four steps without waving his/her arms excessively and without stumbling’.

### Observations and Next Steps

- Scored 91 by MCH Nurse
- This score equates to giving full points on 11A
- If 11A scored as discussed in this guide would only score 2.5 rather than 10.
- This score would still be above the cut-off score of <71.
- The Social and Emotional Scales are found at the back of the screens and are not used routinely within the Victorian MCH practice.