

Beyond IDA-2 – Other Considerations in Clinical Observation

Gross Motor

General strength/muscle tone of all parts of body
Posture, alignment of joints
Balance, static and dynamic
Flexibility (muscles)
Range of motion (joints)
Like to move or tearful
Frequency/amount
Amount of support/assistance needed
Quality of movement
Equipment/devices
Planes of movement
Rotation vs linear movement patterns
“Mini milestones” (e.g. transitional positions between motor milestones)
Endurance
Graded movement
Awareness of safety – stairs/playground/equipment

Relationship to Objects

Repetitive play
Imagination
Lining up toys
Interactions (parallel play vs interactive play)
Vocalization “talking to toys”
Functional play vs not playing appropriately
Hyper focused
Too much movement from toys to toys or place to place
Meaningful play – inviting others to join (such as during kitchen pretend play)

Self-help/Sensory

Sleep schedule (Fall asleep on own? Time needed to fall asleep?)
Toileting (recognizing wet/soiled)
Favorite activities in day
Bath time
Transitions – quality of
Car rides
Reaction to sensory play/experience (okay with messy, sticky, haircuts?)
Favorite foods/big no-thank-you's
How do they feed themselves
What they like or dislike (textures child may dislike)
Do they take clothes off?
Vision/hearing sensitivities

Speech/Language

Did they babble as a baby?
Do they use any gestures (in addition to pointing)?
Do they use any signs?
How often are they gaining words?
What languages are spoken in the home?
Do they attend to books?
Do parents/caregivers talk to/narrate for the child often?
How much can parents/caregivers understand of their speech?
How much can others understand?
How are they using their words? (requesting, labeling, etc.)
Have they had their hearing screened since birth?
Do they make eye contact consistently?
Do they need additional cues to follow directions?

Fine Motor

Crossing midline for reaching
Utensil grasp
Isolation of index finger for poking/pointing
Has child had opportunity/exposure (parent report)
Pencil pressure
Bimanual skills (e.g. stabilizing toys with one hand while acting on with other)
Distal control
Visual motor – maintaining visual attention to grasp/release/play?
In-hand manipulation

Coping/Social Emotional

Upset behaviors – How long? What helps decrease? What calms them?
Brief observation between family, baby and providers while other provider does their part of eval
Sensory that calm them
Participation in family songs or games
Behavior in varied environments
Does child get upset?
Hyper focus
How does the child play with other children his age?
Does child seem tuned to behaviors/emotions of others?