

## 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?