

Examples of RT Functional Outcomes on the Evaluation

Section #2: Communication

17 month old child who experienced pre-natal exposure, intimate partner violence and significantly delayed in these areas:

Martin primarily communicates with his family through gestures, whines, and grunts. He does not currently have any true words that he uses consistently. It was shared that he will sometimes say 'nonononono' when he is angry and has said 'papa' before. He was observed to make limited vocalizations during the evaluation. His family shared that Martin typically makes the most noise at night when he is by himself in bed. He can then be overheard using a variety of vocalizations and tones. He is most often quiet during the day, unless he is screaming or shrieking. His family has not been able to identify a clear and consistent pattern to his squealing or screaming.

Martin struggled to follow directions without a visual prompt during the evaluation. He looked to evaluators faces and listened as directions were given, however he did not follow them. He did not consistently follow familiar commands such as 'come back' or 'give to me' without a visual prompt. It was shared that Martin often does not respond to directions until his siblings begin to. He looks to what they are doing as a cue for what is expected of him. He was not able to point to named pictures in a book or evaluation cards. However, it was shared that he will locate named familiar objects and will respond to some routine-based words such as 'bath time' or 'time to leave'.

24 month old child who experienced severe neglect and experiences delays in this area:

Torey is an expressive and engaging 24 month old boy who is currently getting his wants and needs met with use of single words and gestures. Torey was imitative of words and simple phrases during today's evaluation and was observed to use his communication functionally to answer questions, and request items he wanted as well as to protest when he was unhappy. Torey demonstrated beautiful eye contact, and joint attention during focused activities. Torey was able to sit at the table and attend to testing activities with minimal adult facilitation today. Torey was observed to babble and pretend talk and used single words to label items he was interested in. Torey answered yes/no questions with use of verbal words, as well as nodding or shaking his head. Torey is accurately pointing to indicate things that he wanted adults to attend to.

During today's evaluation Torey was presented with a picture book of common objects and animals. He engaged with the book briefly, turned the pages. Torey named a picture of a dog and pointed to 8/26 pictures before losing interest. When pictures were named, Torey imitated almost all the names of items in the pictures when paired with the visual picture. Torey was able to point to facial body parts when prompted (e.g. where is your nose?). Torey was able to follow simple directions and commands and did so beautifully during today's evaluation. Torey's mother reported that he is inconsistent with his ability to follow one step directions if they are not within a familiar routine.

26 month old, who demonstrates delays in this area:

Sarah primarily communicates with her family through a combination of vocalizations and body language. She is not yet using any single words or approximations. It was shared that Sarah typically makes a variety of vocalizations, including grunts, coos, squeals, and vowels sounds. She is not yet consistently using consonant vowel combinations. Her mother shared that she is able to tell what Sarah needs based on the tone and urgency in her vocalizations.

Sarah was interested in her mother's voice during the evaluations. She was observed to pause her vocalizations or fussing when her mother talked to her. She responds to her name when called by her parents. During the evaluation, she did not respond to her name when called by evaluators. It was shared that Sarah responds to familiar voices but is not yet responding to specific words. Her mother shared that Sarah seems to respond to familiar routines, such as leaving the house or eating. It is speculated that she responds to the actions of these routines, as opposed to the words 'time to go' or 'time to eat'.

31 month old child who experienced global delays and significantly delayed in these areas:

Amanda was very focused on her play and attentive to toys presented during today's evaluation.

Amanda was observed to use some exclamations such as "whoa!" and was able to make choices by saying "no" and nodding her head "yes." Amanda's foster mother shared that Amanda typically clings to her foster mother when she needs something and they have been working on her pointing, using her words or trying to get what she need for herself. Amanda was reportedly very quiet when she arrived in her current foster home and is beginning to attempt to use her voice more consistently after a consistent week in the home. Amanda was observed to point a couple times to things she wanted during today's evaluation. Amanda appears to babble or use nonspecific vocalizations such as "ah ba!" consistently. Amanda said "puppy" to a toy dog that was part of the evaluation kit. Amanda's foster mother shared that Amanda has started saying a few animal names since being in their home as they have dogs, cats and chickens. Amanda was observed to yell to protests when her brother attempted to take a toy from her. Amanda listened to directions and commands given to her by her foster mother during today's evaluation. She often answered "no" to directions she did not want to follow. Amanda was presented with simple black and white pictures of common objects and animals. She was not interested in naming or pointing to pictures when asked. Amanda demonstrated very limited eye contact during today's evaluation however her foster mother shared that once she gets comfortable she makes appropriate eye contact. Amanda appears to be demonstrating a severe delay in her communication skills at this time.

34 month old, who is likely experiencing Autism and demonstrates delays in this area:

Fenster is exposed to English from his family and has some exposure to Spanish during the day from his nanny. Fenster is considered an English language learner.

Fenster showed some emerging communication skills to continue to build on his communication development. Children show their comprehension skills by following directions and answering questions, along with their ability to follow along with routines and expectations. Fenster can follow a few simple commands, such as 'come, sit down, & no pick.' When his family members say his name, he will often look to who said his name and sometimes come to them. Fenster will give items to an adult when they hold a hand out if the items are not his. Fenster is less likely to follow directions to 'give' in regard to his toys, bottle, or cup. This is an example of how Fenster can appear to listen selectively at times. His family reported that he can throw away his diaper in the garbage but does not throw other

items in the trash. Fenster shows an understanding of some daily routines, such as going to the table when it is time for dinner or going to the bath when it is time for hygiene needs. Fenster appears to have some social awareness but limited social interest. He can wave bye-bye. His mom shared that Fenster prefers to avoid other children or groups of people, such as when he encounters other children at the park or neighbors. When he sees other people at the park, he will take an adult by the hand and lead them back to the car.

Fenster showed little interest in the evaluator's toys or books. He was presented a picture manual of common household objects, animals, and people but did not engage with books or in any activity direct. When an adult went to him with a familiar children's book, he looked at the pictures for 1 minute. He laughed in response to an adult making sound effects for animals and he was given credit for understanding 'duck' and 'bear' when he reacted to the adult. His parents shared that Fenster knows his eyes, nose, ears, and belly and was given credit for understanding landmarks for 4 body parts. Given a high level of support, Fenster made eye contact with adults for 1-2 seconds before looking away.

Fenster primarily communicates using nonverbal skills, such as gestures and body language. His parents shared that they have tried several ways to encourage Fenster to be more expressive, such as directing him to 'use your words', trying to get him to copy facial expressions, and repeating first sounds of words. Fenster is able to make his wants and needs known by taking adults by the hand to get help from them. They are generally able to interpret his needs given this strategy. He was observed bringing an adult to the fridge and giving them a bottle to request milk. His parents shared that Fenster can answer yes/no questions using gestures (nodding/shaking) and words (no, da for yes). They described him as a 'light speaker' when he attempts to say words. His current vocabulary includes 'mom, dada, cookie.' He can also say 'car & vroom'. They shared that he has been showing signs of frustration when he isn't able to communicate and that he makes a specific vocalization (whooping sound) when he is becoming frustrated, which also happens during transitions. He was observed banging his head while frustrated 3 different instances during the evaluation, both when requesting a drink and transitioning to say goodbye.