

Examples of RT Functional Outcomes on the Evaluation Section #1:

Social Emotional

Functional Outcome #1

14 month old child who is likely experiencing autism and demonstrating delays/younger than expected skills in this area:

Tyler was interested in evaluator items but not activities this day. He was observed this day to be most interested in engaging with the evaluators on activities that included toys or food in which he was interested. At this time, he is mostly interested in self-directed activities and less interested in people. He was interested in a ball and self-directed movement-he is a new walker. He did engage in rolling a ball, one time-but was largely uninterested in play that involved demonstration by an adult. Instantly, he disengages from activities and moves off quickly, or expresses upset at provider-directed play.

Tyler is not using words or approximations at this time for needs. He does cry when dissatisfied, and he uses sounds to get adult attention, and that meets some of his needs. Parent and dad both report that he does not have to wait long to get needs met and by observation, they do meet many of his needs prior to his needing to make noise or needing to request. He does lift his arms in anticipation of being lifted. He looks to the evaluator's face for approximately three seconds in activities in which he is interested, but does not appear to take the temperature of the interaction, and throughout the hour he referenced this evaluator 2-3 times with gaze.

At this time he is focused on and seeming to truly prefer large motor movement: he pushes to move or avoid, reacts to a new person with a pause and caution and he is reported to enjoy tickle, peek-a-boo, running (walking quickly) and then looking over his shoulder after he runs a few feet. He does not respond to waving bye-bye, but his mom shared that they do not engage in bye-bye as they tend to kiss goodbye. He does not come to his name when told by mom, but does to dad. Mom shared that she has been very worried about Tyler and that he is likely ignoring her because she is calling him often to get his attention without a reason. Dad indicated that he usually has a reason and Tyler does come to him. He sometimes stops when told 'no' by Parent or dad, and if it is very stern that tends to be more effective. He will pause, look, assess the situation and then move away if parents are insistent.

He was observed to express a variety of emotions expected for his age: crying, frustration, respond with a smile when a favorite show came on, smile in response to a tickle/wrestle interlude, and squeal in excitement.

Tyler is noted to have a generally distracted presentation and his expression of emotions is briefer than anticipated for his age. He does show a response to snuggles by calming briefly, and seeks out a parent when upset or when hurt.

He was able to look for a hidden object behind a barrier. He detours around obstacles and is persistent in gross motor activities and was observed to climb on the couch, and lower himself off which requires persistence and coordination. He does not use toys to relieve tension and distress and he is not using a transitional object. Instead, he relies mainly on family members

for this, at this time. Tyler is able to hold a bottle and feed himself with his hands. Tyler is chewing on furniture and toys, and it is difficult to tell if this is a teething behavior-he has only 6 teeth and may be cutting more. He does still use oral exploration on many items, initially, although he was noted to have use this less when he was distracted with play with the item. He is not handing a toy back and forth as expected, or imitating actions.

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

Torey was initially curious about evaluators. He readily left this classroom with evaluators and his mother and seemed excited to play with the novel toys brought. Torey happily joined evaluators at a table when asked. He visually checked in with Parent as she sat down at the table.

Torey 's play skills were appropriate during the evaluation, and it was reported that this is typical for him. Torey enjoys exploring toys and developing new ways to play with them. He demonstrated beginning pretend play by talking on a phone and caring for a baby. Torey pretended to feed a bottle to a baby, carried it around, and brought it to his mother to show her. The majority of Torey 's play is self-directed. He was willing to imitate evaluators and engage in adult directed tasks for a short amount of time before returning to his own play. Torey is motivated to explore and play independently in his environment. He will explore environments with curiosity and search for hidden objects and persistently attempts to get objects that are out of reach. Torey is demonstrating early pro social skills and behaviors, such as helping put toys away, taking pleasure in doing simple favors for others, or engaging in turn taking games. However, these tasks need consistent facilitation and support from an adult in order to be successful.

Torey demonstrated his preferences during the evaluation by persistently attempting to get to the toys that he wanted to play with and by throwing the ones he did not want to play with. He made attempts to push evaluators out of the way when unhappy with what was asked of him. It was shared that Torey becomes upset easily and often without warning. He struggles to tolerate not getting what he wants immediately. Torey demonstrated frustration when limits were imposed during the evaluation; it was shared that this is typical for him throughout the day. His mother shared concerns about the severity and frequency of his tantrums, noting that he becomes aggressive when upset.

Torey 's mother also shared concerns about his sleeping behaviors. He rarely sleeps through the night, often waking several times. It is not unusual for Torey to walk during the night and be awake for extended periods of time. He often requests to watch television when awake during the night. It was speculated that Torey 's frustration and irritability may be impacted by his sleeping patterns.

28 month old child who is demonstrating a mix of at-age and younger than expected skills in this area, and experiences global delays in other areas due to exposure and neglect:

This evaluator notes that Mary makes bids for attention, maintains engagement for a short time as requested, or on her own for 3 to 4 minutes or more, and requires more than expected support for non-preferred activities and about average for preferred activities. She was observed both in-evaluation, and out-of-eval activities when providers were gathering parent report. Mary is able to transition to new activities but requires some coaxing and support and with some frequency has a short fuss and kicks the floor and cries. While this is expected, her irritability is somewhat more than expected for her age. She needs some support to start

engagement in activities that are more challenging, as expected for her age, and is responsive to her mother encouraging her involvement and Parent helps her maintain engagement when losing interest. Rather than lose interest, she appears to dysregulate, and with only a short chide or redirect will engage. After approximately a half hour of transitions she entirely disengaged with providers and then reengaged at 40 minutes for some of the remaining activities. While this is usual, and Parent offered nice encouragement and limits, Mary struggled with fussing on and off for the remainder of our visit. Mary does have some opinions about which toys she would like to play with and was persistent in requesting toys or moving around barriers to seek toys, demonstrating initiative.

Mary is now imitating some words that help her to communicate needs and preferences. She gets her needs met in the eval as expected, with words and some gestures. She also was observed to imitate several words easily and with affect and interest. She attempts to meet her own needs and responds to her mother's query and clarification with a look at mother. She exhibits the following consistently and robustly: she smiles responsively, looks at mother's face, makes sounds responsively, shows an interest in facial expressions and is reported to be engaged with different family members with unique relationships. She does understand turn-taking and as long as the peer, or sibling is turn-taking she will follow suit-as expected for her age, and when the play becomes grabby she will mirror that and is still learning to take turns, as expected. This is a nice sign that she appears to be progressing as expected for her age in her understanding of relationships. When she looks to her mother's face, she gazes for approximately for two or three seconds, and returns to the activities in which she is interested, and appears to take the temperature of the interaction, although briefly and moves to fussing. Throughout the tele-visit, she appropriately referenced Parent or the providers many times with gaze. Mary imitates some movements (high-five, her turn with a crayon, multiple words). She was observed to seek social engagement through emotional expressions (smiling, moving to Parent for a hug when a little exhausted by evaluator demands).

She is noted to smile easily, demonstrating generally positive affect and apparent mood seem congruent at start of eval. She is reported to be a generally easy-going child. When this provider dropped off items for the eval, Mary was at the door with a hearty smile and engaging affect. She appears to enjoy social interactions; she also was responsive to Parent's requests in this context as expected. Mary also demonstrates a quick willingness to engage in play this day during the eval. It is reported that when she gets angry or frustrated she occasionally fusses but duration is only a few minutes, intensity is variable and largely in response to fatigue and frequency is reported an average of three times per day for small quick tantrums and larger tantrums at a frequency of one per week. As well, Parent notes that her protests and tantrums are expected-but concerning is that she struggles to regain her focus.

She easily seeks sitting in her mother's lap when the eval turns to picture pointing prompts, but this appeared to be to seek regulation and again requires this support from Parent. Mary demonstrates a range of emotions that include happiness, affection, short complaint, frustration, interest and surprise. She also demonstrates curiosity and interest. Mary is able to access her mother for comforting as needed by approaching her, and vocalizing. She repeatedly accesses a few strategies for self-soothing (including avoiding or seeking behaviors, moving around the room on her own, and switching play activities, complaining and disengaging with tantrum). She uses vocalizations to get assistance and appears to most easily recover from distress by being involved in social interactions, or leaving the action.

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

Fenster is a sweet little boy whose parents reported that his performance today is typical for his behavior on a daily basis. He enjoys playing with cars and trucks, which parents indicate he enjoys consistently and focuses on for extended periods of time. He is affectionate with his mother and enjoys hugs when he initiates them. During the evaluation, Fenster hugged his mother around the neck, while standing behind her, multiple times. While parents read a book to him, Fenster stood at a distance and watched intently while smiling. These observations indicate that Fenster has developed a safe, secure relationship with his parents. Fenster has an 8 month old brother whom he shows an interest in. He will occasionally try to comfort his brother by placing his face near his brother's face. Parent shared that laying down in this way, cheek to cheek, is often how she gives Fenster and his brother comfort.

Throughout today's evaluation, Fenster was not interested in engaging in adult-directed play or tasks. When new material was introduced, Fenster would demonstrate fleeting initial interest and mild curiosity, however, he consistently would not respond to demonstration or verbal instructions on what to do with the material. Although occasionally interested in the material, Fenster's level of social interactions was inconsistent and atypical for his age. He consistently did not respond to or initiate play to share the experience with the adults in the room, often focusing on his own agenda with the material. It was reported that he can commonly be found playing by himself with his cars. Fenster had plenty of eye contact with the adult's present during the evaluation; however, they were often briefly sustained. He was also observed to mostly look around evaluators, as opposed to direct eye gaze. He occasionally would respond to his name or respond with a smile, but is not yet smiling or vocalizing for attention or repeating laughed-at performances. Per this evaluator's observation and parent report, Fenster is not yet following the gaze of another person, nor is he watching faces for emotional cues. Fenster will use his parents as tools in order to get their support with getting something out of reach, or to get help with an object (i.e., grabbing Parent's hand and putting it on item that needs to be opened, or grabbing an adults arm and pulling them to the kitchen to open a drawer).

Fenster's play skills are limited at this time, despite lots of encouragement and a varied and exceptional play environment. It is clear that child's play is an important priority and promoted in this home. As previously mentioned, Fenster enjoys cars and trucks. His preferred play activity with the cars and trucks is to line them up on various surfaces. He enjoys visually inspecting them. He also enjoys pushing them across the hard floors in his home. He was observed pushing multiple objects across the floors. Fenster is not yet engaging in forms of pretend play, nor is he consistently imitating the actions of adults or peers. The majority of Fenster's play is self-directed. According to parents, Fenster will sit with or near them while reading a story; however, he is not yet pointing to named pictures in the book.

Fenster is motivated to explore and play independently in his environment. He will explore environments with curiosity and searches for hidden objects and persistently attempts to get objects that are out of reach. However, Fenster is not yet demonstrating early pro social skills and behaviors, such as helping put toys away, taking pleasure in doing simple favors for others, or engaging in turn taking games. Fenster was observed to independently regulate when he was excited or upset by putting one hand down the front of his pants, holding a bottle (with or

without milk in it) in his mouth while turning in circles. He was also observed to withdraw from evaluation activities by standing with his hand down the front of his pants while holding a bottle in his mouth and staring in to the room. Fenster stood in this position for 2-3 minutes before engaging in activities.

Per parent report, Fenster becomes upset during transitions between environments. Specifically, he does not like to come home. The family enjoys being active and playing together, frequently going to a nearby park, for bike rides or to a friend's home to play. Fenster demonstrates strong tantrum behaviors when these activities end and the family begins to return home. He also experiences tantrums when his parents intervene in his activities (i.e., to change directions while biking). He needs to be carried home from activities such as the park or biking as he will not go independently. It is not unusual for Fenster to have a tantrum all the way home.

Although Fenster is demonstrating foundational skills in regards to his motivation and self-confidence, his disinterest to participate in adult-directed tasks or engage with adult and/or peers often inhibits his ability to learn new skills.