

Biological Data

Student Name: Kenton Michael Purvis

D.O.B: 2/7/11

Age: 4 years, 9 months, 20 days

Grade: Preschool

Parents: Kenny and Kristy Purvis

Reason For Referral

For purposes of Special Education 215 in Dr. Koch's class.

Background information

Kenton Purvis is four years, 9 months, and 20 days old. His mother, Kristy, reports he has received speech therapy for 1 ½ years. She also shared that Kenton was diagnosed with childhood apraxia of speech. Kristy reported that Kenton was adopted when he was 1 year and 4 months old. Kenton was a pre-mature baby, which he weighed 2 lbs. and 7 oz. when he was born. Strengths for Kenton's assessment presented how independent he is and his determination to finish his work. Areas of concern for the child was Kenton's speech and there were signs of Kenton having ADHD because of lack of ability to pay attention and shows signs of hyperactivity.

General Behavior

Through the social development section of the assessment reports how Kenton is able to interact with children by playing different games and using building blocks to make something with the children. Through the assessment, Kenton built a robot out of the blocks with the other children. Kenton does show sympathy for other children, especially when there are little babies in the room and he recognizes when they are crying. The section reports how Kenton knows when he is doing something wrong and apologizes for his actions. If Kenton needs help, he lets the adults know, but Kenton shows independence by doing things himself 90% of the time. Kenton is able to recognize the adults that are around him. Areas of concern for the child in the social development section of the assessment is how Kenton has trouble taking turns with other children and does not like to share with the other children. Kenton has a hard time listening to the other children and wants to do things his way rather than contributing other ideas. The

assessment reports how Kenton has to be told two or three times to stop misbehaving, which reports how Kenton has trouble following directions.

In the self-help section of the assessment, Kenton showed how he was able to eat independently by feeding himself with either a spoon or a fork. Kenton is able to pour a drink for himself and pick the drink up with both hands to his mouth. Mother reports how Kenton is able to dress himself and undress himself independently, but needs assistance in picking out his outfits. Mother also reports how Kenton is able to bathe independently, but may need some assistance on how much soap to use or how long to be in the bath. Kenton shows independency through being able to go to the toilet by himself and knowing to wash and dry his hands after he uses the bathroom, which reports how Kenton is toilet-trained. The assessment reports how Kenton is able to open the door by lifting the knob and pulling the door open. There were little areas of concern in this section based upon what was displayed.

In the gross-motor section, Kenton was able to show how he is capable of running, walking, and jumping without assistance. He was stairs in his house and he was able to show how he is able to walk up and down them independently. Kenton did not fall while running and he was able to jump over different objects. Kenton displayed how he was able to throw a ball while standing by throwing a ball with his older brother. He was able to catch with both hands and he also could throw with one or two hands. Kenton shared how he played soccer in Fall of 2015 and then proceeded to show he was able to kick the soccer ball with both feet. Kenton displayed how he was able to hop on one foot and with both feet without assistance. Mother reports how Kenton does play on the playground and how he is able to climb up the ladder to go down the slide if he wants to. Mother reports how Kenton rides a bicycle without training wheels. There were little areas of concern in this section based upon what was displayed, Kenton was unable to do cartwheels but he is able to flip over.

In the fine motor section of the assessment, Kenton was able to pick up different objects such as blocks or a cup with both hands or one hand. He is capable of picking up small objects as well such as a penny with his thumb and finger. Kenton displayed how he can build with blocks by placing them in a tower of five or more blocks. He is able to go back and forth with both of his hands by displaying how he is able to transfer one block from one hand to the opposite. Kenton displayed how he can make a robot out of blocks, which shows he understands that blocks can make different objects. Kenton displayed how he is capable of putting a small puzzle together and was able to pick up the pieces and put them into the right spots. By copying an image of different lines such as horizontal and vertical, Kenton was able to display that he can do with this when writing with a pencil. He is capable of drawing a picture of a person with at least a head, arms, legs, and a body. Areas of concern were how he was unable to color in the lines of a picture and how he is unable to cut with scissors straight across the paper or following a pattern.

In the language section of the assessment, Kenton displayed how he has a broad vocabulary by using more than twenty words. He is able to retell different short stories if asked about them. He is able to identify different shapes and colors when asked about different objects. He understands when someone says to put something under, in, and beside something. Kenton was able to show he understands the different body parts by recognizing and pointing to them. Kenton was able to display how old he is with his fingers and by saying the number out loud. Kenton can also display his manners by saying, "Thank you", and "Please", when he needed something or if someone helped him. Areas of concern in this section was how Kenton has trouble with different letters and the words are in his head, but he is unable to pronounce them

clearly. The mother reported how this reflects on his diagnosis of childhood apraxia. Kenton struggled with knowing present, past, and future tense as well. This also may display how Kenton has trouble with understanding yesterday, tomorrow, and today as well. Kenton has trouble speaking grammar correctly and putting sentences together.

Through the letters and numbers section of the assessment, Kenton displayed how he was able to write his name, different numbers, and the letters of the alphabet. He could say the letters of the alphabet and also recognize different letters if they are written down. He was able to count out different objects and was able to give how many objects were asked from him. He is able to count up to ten and thirty when asked to do so. He was able to show how he understands when something is heavier than another object by picking up a toy truck and a baby doll and comparing the two. He was able to write numbers as well and displayed how he was able to write up to ten. Areas of concern would be how some adults would not be able to understand when Kenton does say the letters and the numbers because of his speech and this could be a problem when doing an assessment in the future. Also, he did not display if he was able to do simple math problems with addition and subtraction.

In the possible problems section, areas of concern would be how the mother reported of his birth weight when he was born and could show signs of health problems. Also, concerns include on how he is hard to understand when he talks and he shows signs of stuttering as well. Other areas of concern include how he is unable to follow directions and has to be told more than two or three times to do a task. He shows signs of hyperactivity by how he was unable to sit still during the assessment and he would get side tracked. This includes how he was unable to mind well because he would keep doing what he wanted to do rather than pay attention to the tasks that were asked. Kenton showed signs of aggressiveness with other children and would get frustrated easily when he was unable to complete a task right.

Test Results

Subdomains	Scaled Score	Percentile Rank	Age Level	
Social Development	22	30%	2 years, 1 month	
Self Help	36	25%	4 years, 6 months	
Gross Motor	29	25%	5 years, 9 months	
Fine Motor	26	25%	4 years, 3 months	
Expressive Language	39	30%	2 years, 9 months	
Language Comprehension	44	30%	3 years, 2 months	
Letters	13	25%	6 years	
Numbers	13	25%	6 years	
Possible Problems	10		15 months	

Discussion

Kenton's performance of the assessment shows where he is under his age level in some of the sections. In the social development, his age level displays that he stands within the age level of two years old and one month. In the self-help section, Kenton was about at his age level, where he stands within the age level of four years old and 6 months. Within the gross motor section, Kenton is above his age level at five years old and 9 months, which displays how he is hitting his developmental milestones for his age by being able to walk, hop, run, and jump without assistance or falling. For the fine motor skills, Kenton is almost at his age where he stands within the age level of four years and three months old. His expressive language is below at the age level of two years and nine months old. His language comprehension is below his age at the level of three years old and two months. Within the letters and numbers, Kenton overall performed at an age level of six years old because he understands the letters of the alphabet and he was display how he recognizes numbers. Areas of concern for Kenton was how he is unable to express his thoughts clearly and pronounce words correctly. He knows what he wants to say, but the words do not come out clearly, which could misrepresent where Kenton stands within his age level. Other areas of concern include how Kenton is hyperactive and has trouble listening when told to do certain tasks and has to be told two or three times before he does them. This can effect his social development when playing other children and being able to stay on tasks by listening to other adults around him.

Summary

Through Kenton's performance, he was able to perform different tasks when told to do so two or three times. His strengths target gross motor skills, self-help skills, recognizing letters and numbers, and fine motor skills. Kenton is independent for his age and likes to do things by himself 90% of the time and will tell an adult if he needs help. He understands how to count to a certain number when asked to do so and he can recognize the letters of the alphabet. He was able to say his name and write it down on paper as well correctly. His gross motor skills displayed how he is above his age level because he is able to perform tasks such as running, walking, and hopping without assistance. Areas of concern for Kenton was his social development, expressive language, and language comprehension. Kenton struggles with following directions and has a hard time waiting turns when working with other children. He struggles with listening to other children's ideas and likes to do what he wants to do. Kenton has trouble with expressing his thoughts and pronouncing words correctly. He understands what he wants to say and gets

frustrated when someone does not understand him. This effects his language comprehension because he is unable to make complete sentences and use correct grammar. The possible problems that was included in the assessment is how Kenton is unable to listen and follow directions, gets aggressive easily when frustrated or tends to not like to share with other children, and displays lack of language development for his age level.

Recommendation

Based on the evaluation and findings and the professional opinion of the evaluator, additional testing is requested before identification of student can be made. The following are some recommendations:

1. Allow Kenton to participate in speech about 3-5 times a week. Kenton could also learn sign language or have an augmentative/alternative communication system to help him perform different sounds and letters. This can also help him communicate and express his language in a better way which will help with social development. Kenton needs to focus more on the letters "T" and "S". Allow the parents to understand what the child is working on in speech because the parents will be able to work with the child at home as well. This can provide a supportive environment that helps them feel successful with communication.
2. For a child who may display signs of hyperactivity, parents can create an environment at home that can provide goals that the child can work on. Parents can set a good example for good organization, therefore the child has a set routine and schedule to go by. Creating a quiet place for the child that can allow them to relax and calm their nerves to work on homework or different tasks so that they are not distracted. Using clocks and timers to allow the child a certain amount of time to do a task, which provides more structure for the child to follow directions and to get the task done. Setting a schedule for the child when they eat, sleep, and take a bath can help the child as well because it provides them what needs to be done at a certain time and they be more organized. These certain tasks for parents to provide at home can help a child in school and teachers can provide the same routine for the child as well. The child can become better at listening to instructions, following a schedule, and becoming more organized with their school work.

Intervention

Based upon initial test results, below are some possible interventions for Kenton:

1. For a child who displays hyperactivity, families could do parent-child interaction therapy. Parents can learn how to use positive reinforcement with their child by providing them certain tasks to do and giving them prizes when the tasks are done. Parents can choose different goals that may be challenging for the child to finish, such as sharing, and they

can give him a sticker for every time he does and by the end of the day, he can receive a prize. Reward charts are good for the child and they can also be used in the schools as well.

2. Behavioral Therapy is another intervention when working with a child that may display signs of hyperactivity. It allows the parent to work with the type of behaviors that the child displays. The parents learn how to make rules for the child and learn different ways of how to use positive reinforcement by rewarding the child when he completes the task. This can help the child stay on tasks and also follow directions from other adults. Different systems could be a point system or a token system for the child to work with them on doing tasks that they may struggle with.
3. Social skills training is another intervention for the child who may show signs of aggressiveness and impulsiveness. Adults can put children into groups and work with each other on greeting each other, sharing with each other, and listening to each other. This can help with students who may lack paying attention to others and have a hard time listening to others. Students who show signs of hyperactivity can benefit from this because they can be too active and physical within their play and need more instructions on how to work with other children by working in small groups at a time and learning how to socialize with one another.

