

BRACKEN BASIC CONCEPT SCALE EXPRESSIVE REPORT

Child:	Date of Birth:	
Isha	July 17th, 2017	
Gender:	Chronological Age:	Test Date:
Female	4 years, 11 months	June 23, 2022

Reason for Referral:

For Emporia State University's PY714, Early Childhood Evaluation, this assessment was completed and carried out as part of the course objectives. ~~Basically~~, this standardized assessment was given so that the person responsible for evaluating the assessment could have some experience in administering and scoring the Bracken Basic Concept Scale Expressive.

Background:

Isha lives with her mother and father in Houston, TX, and is the only child. The assessment lasted roughly 45 minutes, with a 5-minute break taken following the completion of the first six individual tests in the battery. The evaluation was carried out at Isha's home, namely in the family study room. During the whole of the assessment, Isha's grandmother was present in the room and would only leave the room to bring her snacks and water in case she got hungry.

Test Administered:

The Bracken Basic Concept Scale-Expressive (BBCS-E) is a norm referenced assessment administered to Isha to assess her school readiness and understanding of developmental concepts. Children between the ages of three and six years and 11 months are screened using the Bracken Basic Concept Scale: Expressive standardized assessment. It evaluates a person's awareness of colors, shapes, sizes/comparisons, textures/materials, letters/sounds, numbers/counting, quantities, directions/positions, self- and social awareness, and time/sequences. The Bracken Basic Concept Scale Expressive, often known as the BBCS:E, is a verbal response exam that measures a child's ability to communicate basic ideas. In order to evaluate a child's potential academically, the BBCS-E can assist establish their level of cognitive and linguistic development. The child is expected to vocally react during the BBCS-3:E assessment. This evaluation uses a book of stimulus photographs and a methodology that requires participants to complete sentences by filling in blanks with appropriate words to test their comprehension of 10 different linked idea areas. The first five areas (colors, letters/sounds, numbers/counting, sizes/comparisons, and shapes) are averaged together to create an indicator of overall school readiness (SRC), and the next five areas (direction/position, self-/social awareness, texture/material, quantity, and time/sequence) are reported separately. The instructor

will then have a better sense of what level the student is currently operating at and what kinds of interventions need to be implemented as a result.

Behavioral Observations:

Isha was talkative and cordial with the evaluator, and she gave off the impression that she was ready to take part in any and all of the activities that were offered to her. Isha did not always react immediately to instructions; but, she was willing to put in far more effort when she was encouraged to do so. Isha's responses would sometimes be as simple as, "I don't know," as the challenges got increasingly challenging. In general, the findings are regarded as an accurate and genuine picture of the functioning that is taking place at the moment. ~~Isha's responses would sometimes be as simple as, "I don't know," as the challenges got increasingly challenging.~~

Isha's Subtest Score Summary:

<u>Concept Area (Subtest)</u>	<u>Scaled Score</u>	<u>Percentile Rank</u>	<u>Descriptive Classification</u>
School Readiness Composite (SRC; 1-5)	7	16th	Delayed
Direction/Position (6)	6	9th	Delayed
Self-/Social Awareness (7)	10	50th	Average
Texture/Material (8)	9	37th	Average
Quantity (9)	7	16th	Delayed
Time/Sequence (10)	9	37th	Average

Average
Kylea Shoemaker
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You need to give the score ranges for the descriptive categories

Isha's Composite Scores:

Area	Composite Score	Percentile Rank	Developmental Descriptor
			Developmental Descriptor

Expressive Total Composite 87
(subtests 1-10)

19th

Average

Expressive School 87
Readiness Composite
(subtests 1-5)

19th

Average

SRC and Total Composite Score Overview:

Isha earned a scaled score of 87 on the School Readiness Composite (SRC), which resulted in a percentile rank of 19 and within the Average range in comparison to same aged peers. Isha was

able to correctly identify the colors red, yellow, red, green, blue, pink, white, and purple. She

was unable to correctly identify the colors: brown, orange, and black. Regarding

sound identification, Isha correctly identified 6/10 presented letters, but did not

respond to prompts to present letter sounds. Isha exhibited understanding of the concept

of 'one' and 'three'. She correctly identified the numbers 0-4, and 6. Isha had more difficulties

with identifying numbers beyond '6,' or double-digit numbers. She showed mastery of the concepts

big, long, small, and short. She had more difficulty understanding the concepts thin, deep, and shallow.

Regarding identification of shapes, Isha showed knowledge of square, star, heart, and circle. She

had more difficulty with identifying rectangle, diamond, cone, cube, and pyramid.

It may wish to reinforce knowledge of colors and other concepts by labeling

the environment representing that concept (e.g., "See the brown dog?" or "Look at the pretty orange

flowers!"). Knowledge of shapes can be reinforced by having Isha find items in the grocery store

(e.g., the package of cheese looks like a 'rectangle').

Concept Areas and Subtest Results:

Direction/Position:

Isha's scaled score of 6 fell at a percentile rank of 9, which falls within the delayed range. Isha's scaled score of 6 and 9th percentile places her within the Delayed range. This means Isha has difficulty identifying and differentiating locations of items in space and/or in relation to other objects such as front/back and near/far. She has difficulty with orientation as demonstrated in her response to "apart" and "together". Isha can identify positions if they are related to the exterior of an item (on/off, in/out) but does not conceive more abstract notions (curved/straight).

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how so, what made it difficult or what did she do that showed it was difficult?

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Pointing out objects in books is helpful to

Parents can verbally identify direction and position concepts through everyday tasks such as,

"We are standing in line "behind" her," or "in front of" her." These concepts can also be taught through play by asking Isha, "Which doll is in the 'middle'".

Self-/Social Awareness:

Isha's scaled score of 10 places her at a percentile rank of 50 in the Average range in recognizing emotions and persons. She is able to recognize familial relationships, age relationships and emotional expressions. She is still developing the vocabulary to express what she understands (right/not right vs right/wrong). Her comprehension skills are adequate, and she needs a wider vocabulary with which to express them. Parents could read stories to her and give her examples of different words to use than those that are written. If she learns a new term, her parents may locate a picture of it in a book to help reinforce the word. If it's an adjective, think of items that may be characterized using the term, such a small cat. It is fun learning new words, and she can practice a couple of new words every day.

Texture/Material:

Isha's scaled score of 9 places her at the 37th percentile in her capacity to name characteristics of things in her physical surroundings. This score suggests Isha is able to identify elementary differences such as "light" and "dark", and "rough" and "smooth". She has difficulty recognizing the comparison of opposites such as "dull" vs "sharp". To assist her in recognizing differences, the parents could work on physically handing her items and then describing the items such as a wood panel and a piece of cardboard. They can show her the difference between by turning off a light (darkness) and turning on a light (lightness). Then the difference between a black and white crayon.

Quantity:

Isha's scaled score of 7 placed her in the 16th percentile for her understanding of quantity, which places her in the Delayed range. She was able to comprehend quantities (something/nothing, empty/full). She was not able to relate parts to a whole (piece/piece vs piece/whole). To remediate this, her parents could help her make something with Legos, then remove part of it. They could then put it back to show her something was "added " to it. This facilitates the notion of "add" and "subtract", and "part" and "whole".

Time/Sequence:

Isha's scaled score of 9 places her in the 37th percentile for her understanding of seriation, time progression, and temporal absolutes. She understands the concepts of speed (fast/slow) but has difficulty with numerical order (second/third) and insteads repeats the number (second/second). Her parents can assist her by naming numbers and asking "what comes next? She had difficulty

Kylea Shoemaker
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books with different texture can be used as well, like the see and feel kind

ing concepts of
nd basic, tangible
to a whole (piece/pie



with space concepts (entering/leaving), so her parents could simply leave the room, then come back. They would tell her they were leaving, then they would tell her they were entering. After that, they could tell her to leave, then to enter.

Summary Recommendations:

Isha's ability to identify basic concepts is developmentally delayed. Behavioral observations demonstrate that Isha is a friendly and cooperative child who is enthusiastic about doing what she is told to do but sometimes has trouble with instructions and attempting her work when it comes to more challenging questions. Isha's primary strength is in social awareness, which is typical of girls of that age. Her composite score is in the average range developmentally which indicates readiness for school. However, she needs to work on vocabulary development and abstract recognition. These are skills that develop over time, and school will assist her in that development. The assistance by parents is important in her development. By helping her playfully and in a happy manner, her developmental skills will grow faster. Isha's performance ranged from somewhat delayed to average on tasks measuring her knowledge of colors, letters, shapes, numbers, and sizes. Behavioral observations demonstrate that Isha is a friendly and cooperative child who is enthusiastic about doing what she is told to do but sometimes has trouble with instructions and attempting her work when it comes to more challenging questions. Overall, Isha appeared to have a better grasp of color identification, versus letter and number identifications. Isha's total composite score (TC) of 87 (percentile 19) also placed her within the Average range for her understanding of basic concepts. Isha exhibited a relative strength in self/social awareness, texture/materials, and time/sequence (all within the average range), while performance was a bit weaker (delayed range) on tasks measuring quantity and direction/position.

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Daily calendar conversations or a daily journal can give a good understanding of this as well. Observations about doing what her work when it comes to more challenging questions. Isha's primary strength is in social awareness, which is typical of girls of that age. Her composite score is in the average range developmentally which

Developmental Assessment of Young Children-Second Edition (DAYC-2) Report:

Student:

Isha

Date of Birth:

July 17th, 2017

Gender:

Female

Chronological Age:

4 years, 11 months, and 23 days

Test Date:

July 10, 2022

Ethnicity:

Asian

Reason for Referral:

This assessment was completed and carried out as a part of the course goals for PY 714, offered by Emporia State University. Essentially, the purpose of this standardized test was to provide the individual who was responsible for reviewing the assessment with some expertise in the administration and scoring of The Developmental Assessment of Young Children, Second Edition (DAYC-2).

Setting and Behavioral Observations:

The Developmental Assessment of Young Children evaluation is a way that allows the information necessary for the assessment to be collected through observation, interview, or direct assessment. The assessment was conducted in Isha's home in Houston. For the social-emotional domain, and adaptive behavior domain, I sat down with Isha's mother and interviewed her to gain the information necessary for assessing and scoring them. The cognitive domain, physical development domain, and communication domain of the DAYC-2 were completed through observation of Isha in her natural setting at home. Isha's mother was in the room throughout the assessment. Isha was enthusiastic about answering the questions in the assessment to show off the knowledge she did have, and she enjoyed showing off her toys and story books as we used them as materials during the assessment. I used the materials and toys that are in Isha's environment to ensure that the test is more natural. Isha moved around a lot during the assessment and often clung to her mom in the room while I was assessing her.

Test Administered:



I evaluated Isha's development across 5 different areas using the DAYC-2. The Developmental Assessment of Young Children – Second Edition is an individually administered, norm-referenced assessment instrument that is intended to spot developmental delays in children from birth to five years, and eleven months in the five areas of cognition, communication, social-emotional development, physical development, and adaptive behavior. The Developmental Assessment of Young Children is an assessment created to gauge how adequately children from birth through age 5 to age 11 are developing in each of the five categories specified by federal law. Under the Communication Domain, subdomain scores are given for receptive and expressive language, and within the Physical Development Domain, subdomain scores are given for gross and fine motor. Independent tests of the different domains can produce a standard score with a mean of 100 and a standard deviation of 15. Each of the five domains corresponds to a subject that must be assessed and addressed for early childhood. The DAYC-2 is used for four purposes: to identify developmental delays in children; to assess a child's strengths and weaknesses; to track a child's growth, and to gauge a child's developmental potential for research reasons. For each of the five subtests, standard scores, percentile scores, and age equivalents may be obtained. A general development score is calculated after the administration of all five subtests. Those who administer the DAYC-2 have the option of using all domains to calculate the General Development Index (GDI) or just the ones relevant to the area or areas of concern. The General Development Index is the benchmark score for the sum of all five areas (GDI). The index is the result of adding the standard scores for each of the five domains. The test's most valid score, the General Development Index, indicates the child's all-around level of development. Scores in the average to high range (>90) indicate that the target level of development has been met or surpassed. Low scores (less than 90) indicate that developmental standards for age have not been achieved.

Results:

General Development Index:

Isha's overall performance on the DAYC-2 is measured by the General Development Index (GDI), a composite of the domain and subdomain scores. Isha's standard score of 105 on the GDI, places her at the 63rd percentile and falls within the average range when compared to others in her age group.

Cognitive Domain:

The cognitive domain evaluates conceptual abilities such as attention, memory, purposive planning, decision making, and discrimination. Isha's standard score of 113, places her in the 81st percentile and falls in the above-average range when compared to others in her age group. Isha was able to retell the story from the picture book I showed her with reasonable accuracy. Also when I was reading her a short story from one of the books she had at home, she was easily

able to predict what may happen next in the story. Isha was also able to draw stick figures of people with their eyes, nose, and mouth, and her drawings of the people included six recognizable parts. She can also consistently provide her month and day of birth, and names the days of the week in order. She did not know the name of the street she lives on and could not name the town she lives in. They moved recently from Connecticut, and have only been living in the area for 5 months, which could be part of the reason why she is not able to state her town and street name. Isha is comfortable with counting and working with numbers 1-10, but when it gets to numbers 12-30, she is not able to count or state the preceding and following numbers. The following steps in this domain would be to look for opportunities throughout the day to practice counting with her above the number 10, so that she may build on the abilities that she has already acquired. When Isha is getting ready, for example, parents should count the number of pairs of shoes that are in her closet, or have her count the number of flowers they have in the garden, etc. Lastly, Isha's mother stated that Isha is a homebody and prefers to do activities at home most of the time. Isha's cognitive development can be enhanced even further if she is taken out of her comfort zone and exposed on a regular basis to novel environments as opposed to keeping to her usual routine at home. Take Isha out on adventures to places like zoos, parks, children's museums, farms, nature centers, and other interesting locales. This will pique her inquisitiveness and equip her with practical experiences.

Communication Domain:

The communication domain assesses abilities linked to the verbal and nonverbal exchange of ideas, thoughts, information, and emotions with others. Receptive language and Expressive language are the two subdomains that make up the communication domain. Isha's standard score on the communication domain was 117, placing her at the 87th percentile and falling in the above-average range when compared to others in her age group. Isha's standard score on the receptive language subdomain was 113, placing her at the 81st percentile and falling in the above-average range for receptive language ability. Isha's standard score of 116 on the expressive language subdomain places her at the 86th percentile and falls in the above-average range of ability as compared to others in her age group. Isha was able to answer a couple of comprehension questions about the short story I read her. Isha knows the four seasons of the year and when I asked her about each season, she seemed to understand the concept of how each season differs from each other, and what we do according to the season. Isha was also easily able to identify whether a phrase I stated is a complete sentence or not a complete sentence. Isha was good at stating the similarities and differences between object pairs such as "knife and spoon", "dessert and lunch", and "juice and water". Isha was not able to identify "left" and "right" on her own body, but is emerging is learning this, and also had difficulty identifying the three units of currency I presented to her (dollar bills, penny, and quarter). The high standard scores Isha received in the communication domain indicate that she has developed her language skills above what is typical for her age, but there are next steps parents should take to enhance and further develop her receptive and expressive language skills. How a child comprehends language refers to receptive language, and expressive language refers to the way in which a child utilizes words to communicate his or her thoughts and feelings. The following steps for parents are to simply maintain and enhance Isha's skills by continuing to read a variety of books with Isha, and encouraging her to tell longer stories by asking "what happened next?". It is also advisable for parents to continue to expand Isha's vocabulary since studies have shown a correlation between a

child's vocabulary size at the age of five and subsequent accomplishments, such as reading abilities and academic ability. It is vital to evaluate her word knowledge and encourage her word learning by talking about the meanings and sounds of the words her parents are reading or discussing with her.

Social-Emotional Domain:

The social-emotional Domain (SE) on the DAY-C is used to evaluate a child's social awareness, the quality of their social interactions, and their level of social competence. Children are able to participate in meaningful social relationships with their parents, caregivers, classmates, and other people in their surroundings when they have developed their socio-emotional abilities. Isha's standard score of 108, places her at the 70th percentile and falls in the average range when compared to others in her age group. Isha has reached the expected developmental levels of social competence for her age. Isha is great at receiving light-hearted teasing from other people, and when she becomes angry, she uses words that aren't confrontational rather than acting out her frustration in a physical way. She has issues with being able to accept valid criticism without throwing tantrums. Isha likes playing games both by herself and with other children. According to her mother, Isha often takes the initiative when it comes to group activities and is able to explain the rules of a game to other people. Isha's inability to focus on a single task independently for twenty to thirty minutes at a time is the only other primary area in which she struggles. She has a tendency to become sidetracked and distracted and is not used to doing any chores by herself. The next step for the parents to undertake in this area would be to demonstrate to Isha, step by step, how each new chore ought to be completed. Making Isha pick up and put away her toys is a chore that her parents can ask her to do on a daily basis. Toys come and go during the day, therefore this is a variable that changes throughout the day. However, before she is permitted to go on to the next activity during room time or while Isha is playing in a particular location, make sure she is required to clean up the space. Next, collaborate with her to finish the chore. Give her the freedom to do the task on her own after she has grasped and learned it so that she may gain even more self-assurance. A final step in this area would be to be for the parents to help Isha learn to handle valid criticisms by gradually exposing Isha to more scenarios in which they dole out constructive criticism along with advice and positive praise. When correcting Isha, a parent should always make sure to provide at least one nice statement about her with the corrective feedback. This will help Isha develop the ability to respond appropriately to fair criticisms as a result of this, as well as the knowledge that a particular criticism does not represent an indictment of their whole character.

Physical Development Domain (Gross Motor Skills and Fine Motor Skills):

The physical development domain evaluates a child's gross and fine motor abilities as well as their motor development. The use of the body's big and tiny muscles to carry out essential movements is a component of motor abilities. Isha's standard score of 88 on the physical domain, places her at the 21st percentile and falls in the below-average range for physical development. Isha's performance on the gross motor subdomain places her at the 50th percentile with a standard score of 100 and falls in the Average range when compared to others in her age group. Her performance in fine motor skills, however, differs greatly from

her gross motor skills. Isha's performance on the fine motor subdomain places her at the 6th percentile with a standard score of 77 and falls in the Poor range when compared to others in her age group. Her gross motor skills appear to be her strong suit. Isha can hop forward on one foot without losing balance for four or more hops. She can also jump over objects up to 6 inches high and lands with both feet together. Isha can drop a ball and kick it forward before it hits the floor. She finds it difficult to catch a small ball in her hands only. Isha can grasp a pencil between her two fingers and thumb and can cut with scissors, but does not cut a 6-inch straight line with scissors within 1/4 inches of the line. She also has trouble gluing neatly and also does not place five paper clips on paper. Playing ball activities with Isha that include catching, kicking, or throwing a ball towards a target would be the next step in the direction of developing gross motor abilities. Isha can also benefit from playing with carts, big toy vehicles, a baby doll pram or other carriages to help further build upper-body strength and coordination in the area of gross motor skills. Using play-dough, scissors, and tiny beads on a thread, parents may work on crafts to help Isha develop her fine motor skills. In addition, parents may assist Isha in developing her fine motor abilities by sketching with her using chalk, markers, crayons, and colored pencils. Doodling is perfectly acceptable for improving fine motor skills, and drawings don't have to be flawless.

Adaptive Behavior Domain:

The adaptive behavior domain evaluates a child's self-help abilities and capacity for autonomous functioning in relation to his or her surroundings. Toilet use, feeding oneself, clothing oneself, and personal responsibility are all examples of self-help abilities. Isha's adaptive behavior score of 50 falls at the 37th percentile in the average range of performance. Isha's average standard scores for the Adaptive Behavior Domain demonstrate that she has reached the adaptive behavior developmental levels that are expected for her age. Isha dresses herself completely and wears her underwear and outfits on correctly. She, however, is not used to choosing her own attire in accordance with the weather and occasion, and her mother helps her choose what clothing to wear on a daily basis. She sometimes simply needs a parent to hold the serving dish as she serves and feeds herself at the dinner table. Isha also views using the toilet as a private behavior and uses the toilet room on her own. . Additionally, she always buckles her seatbelt by herself and crosses the street carefully at crosswalks. Isha's mother mentions that Isha is good at helping her mother out in the kitchen by putting away her dirty dishes in the sink after mealtime. Mom mentions though that Isha is not used to making her own bed since making the bed is not a part of their family's personal value system. As Isha learns to dress independently, the next steps for parents in this area would be to help her consider the weather when making clothing choices for the day. So the next step for Isha's parents in this area would be to assist her in taking into consideration the weather while selecting clothing for the day as she advances in her ability to dress independently. Parents might ~~thus~~ have Isha practice dressing the dolls or Barbie dolls she plays with at home in order to teach her to dress suitably according to weather/occasion. Her parent can come up with situations for Isha, such as informing them that one of her dolls or Barbie dolls has been invited to a special occasion, but the weather outside is chilly or sunny. Isha can then dress up the doll and bring her to the parent to check out. Inform Isha that the doll will be able to attend to the occasion as long as it is dressed suitably; but, if the doll is not

dressed suitably, let Isha know that the doll will have to stay at home. Isha will learn how to dress appropriately if she practices dressing her doll accordingly. The other next step in this area would be for parents to help Isha develop the habit and skill of making her own bed by their own example. Isha can learn and develop the skill of making her own bed every morning by observing the adults in the household make their own beds since children often pick up on adults' behaviors.

Record of Domain/Subdomain Scores

Domain	Raw Score	Age Equivalent	Percentile Rank	Standard Score	SEM	Descriptive Term
Cognitive	76	66 months	81	113	3	Above Average
Communication	76	> 71 months	87	117	3	Above Average
Subdomain: Receptive Language	35	> 71 months	81	113	5	Above Average
Subdomain: Expressive Language	41	> 71 months	86	116	4	Above Average

Social-Emotional	58	71 months	70	108	3	Average
Physical Development	73	51 months	21	88	3	Below Average
Subdomain: Gross Motor	49	56 months	50	100	3	Average
Subdomain: Fine Motor	24	44 months	6	77	4	Poor
Adaptive Behavior	50	51 months	37	95	3	Average

Composite Score

Composite	Percentile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
General Development Index	63	521	105	2	Average

Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	<70	70-79	80-89	90-110	111-120	121-130	>130

Summary and Next Step Recommendations:

Isha's all-around development, as assessed by the General Development Index (GDI) standard score of 105, ranks her at the 63rd percentile, which is in the typical range of development when compared to others in her age group. Isha's scores on the social-emotional and adaptive behavior domains place her in the average range of development when compared to other children in her age group. Isha demonstrated more advanced developmental skills in the cognitive domain (Above Average) and the communication domain (Above Average). The only domain in which Isha appears to be below her peers is the physical developmental domain (Below Average), but this can be improved upon and strengthened by following the suggested next steps in this area. Isha is at the age where she is curious about how things function, and the way she learns best is via play. When children play, they are constantly developing their critical thinking skills, problem-solving abilities, creative potential, and capacity for experimentation. Because Isha learns most effectively when she is interested in what she is doing, it is a good idea to allow her to take the lead in the play activities. Isha's parents will be able to capitalize on the things that Isha enjoys doing in order to facilitate the development of new skills in Isha via play. And while their child is playing any sort of game, parents can ask Isha to explain what is going on. This is a fantastic method to demonstrate interest while also motivating Isha to work on improving her language abilities. For instance, if the parent and Isha are acting as if they are veterinarians, you may pose the question, "What's wrong with this cat?" What are some ways that we can make it less painful?' Isha's communication development and listening skills can be supported by activities such as singing, playing word games, reading books, asking questions, and having conversations with

Isha. Isha's exposure to the sounds of speech and the structure of language will increase as a result of this. Affection and warmth from the adults in Isha's life- even on Isha's difficult days is crucial to Isha's social-emotional development and wellbeing. This will help Isha and adults form stable relationships, serve as examples of kind conduct, and are associated with children's capacity to get along well with their classmates. Isha's parents' warmth and love will support her social and emotional development.

Developmental Indicators for the Assessment of Learning - Fourth Edition (DIAL-4) Report

Student: Isha
Date of Testing: 7/30/2022
Date of Birth: 07/17/2017
Chronological Age: 5 years, 0 months, 13 days
Gender: Female
Ethnicity: Asian

Reason for Referral: This assessment was completed and executed in accordance with the requirements for meeting the course goals for PY 714, provided by Emporia State University. The objective of this assessment was to provide the student administering the assessment with some experience and knowledge regarding the administration and scoring of the Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4).

Behavioral Observations: Isha was delighted to participate in the assessment and was ready to partake in the activities and do what is asked of her. Isha was enthusiastic throughout the assessment but could not sit still and preferred to stand for the parts of the assessment she could perform standing rather than sitting. Her mother was around her for the Concepts portion of the assessment but left the room during the motor and language portion of the assessment. Whenever her mother was around her during the assessment, Isha would go near her and show affection while doing the assessment but was easily able to separate from her whenever her mother left the room. Isha was adaptable in this sense, and did not mind if her mother was present or not, but would show her mother affection whenever she was in the room with her. During the first part of the assessment, Isha was very attentive and only moved around and wiggled a bit, but once we got further into the assessment during the middle of the second portion of the testing, she started to get more restless and would move around quite a bit, and sometimes needed more encouragement to stay on task and do what is expected of her. But overall throughout the assessment, Isha was quite interested in doing the assessment and did not need an extreme amount of pushing to do what is asked of her. Isha did however sometimes need the instructions to be repeated at certain moments in the second and third sections of the assessment, but she did not take too long to grasp the directions of the instructions throughout the assessment. Isha's mother did mention that Isha struggles with ADHD symptoms, so that is why it was helpful that the assessment only took a period of 1 hour and 15 minutes total because Isha would have become extremely restless and been unable to concentrate on the activities of the assessment if it extended much longer.

Test Administered: I conducted a screening for early childhood development using the Developmental Indicators for the Assessment of Learning – Fourth Edition (DIAL-4), which is a standardized screening assessment that is carried out individually and is offered to young children. The test was administered at the child's home in Houston, TX. A child's performance on a standardized assessment is compared to that of a standard group of other children the same age. The DIAL-4 is intended for use with children whose ages range from two years and six months to five years and eleven months. The DIAL-4 is a quick developmental screener that evaluates all 5 domains of development in children (motor, concepts, language, self-help, and social-emotional) in order to pinpoint and discover small children who may someday require interventions or assessments further evaluations. In addition, this assessment makes use of a parent questionnaire in which specific domains such as self-help and social-emotional development are covered; the questionnaire was filled out by Isha's mother. Isha is now on summer vacation and not in school, therefore even though there is an optional teacher questionnaire that may be completed, there is no information obtainable for this area because I did not have access to Isha's teacher to be able to fill out this piece. Isha's mother filled out the parent questionnaire, which provided information for the social-emotional and self-help domains of the study. The findings of the domain data are included in the following table, broken down by standard score, percentile rank, and the screening decision made at the 7 percent level.

The various types of scores that can be awarded, as well as the ranges that are deemed below average, average, and above average, are detailed below. Standard scores are based on an average of 100 with a deviation of 15, therefore the average/standard range is 85–115. A standard score of less than 85 is considered below average, whereas a score of more than 115 is considered above average. For the percentile rank, the average range is 25–75 percentiles, the below average range is 1–24 percentiles, and the above average range is 76 percentiles and higher. The percentile rank displays a child's performance in relation to other kids his or her age. The 7 percent threshold was used for the screening decision. The threshold for determining if a child's performance suggests a possible developmental delay is shown at this level. About 7% of the DIAL-4 normative sample is categorized as having a possible delay at this level. As a result, the score is under the mean by more than 1.5 SDs. The 7 percent level was chosen in advance prior to conducting the evaluation.

Isha's Results on the DIAL-4:

Domain	Standard Scores	Percentile Rank	Screening Decision (7% Level)
Motor	102	54th %	OK
Concepts	110	75th %	OK
Language	120	91st %	OK
Self-Help	120	91st %	OK
Social Emotional Development	102	56th%	OK
DIAL-4 Total Score	115	84th %	OK
Behavioral Observations			OK

Isha obtained a screening decision of "OK" in each of the five early childhood development domains, as shown in the table above. Results of "OK" indicate that the individual is doing about as well as most of their peers of the same age. Isha scored in the "OK" range for Motor (standard score 102), Concepts (standard score 110), Language (standard score 120), Social-Emotional Development (standard score 102), Isha scored in the "OK" range for Motor (standard score 102), Concepts (standard score 110), Language (standard score 120), and Social-Emotional Development (standard score 102). According to the percentile rankings above, Isha's total DIAL-4 Total performance was in the 84th percentile (scaled score 115). This indicates that 84% of her peers of the same age score at or under this level. Her overall assessment decision was in the OK range, and as of right now, her performance data does not point to the necessity for any additional assessments and interventions in the future. More details on Isha's performance in each performance area are provided below.

Motor Performance: The Motor area evaluates the child's activities of tossing, standing, moving by jumping on one foot, skipping, constructing blocks, thumb and finger synchronization, cutting, copying, and how the child writes their name. Isha scored in the 54th percentile for her age group with a standard score of 102, and she obtained a screening decision of "OK", which indicates that her performance was in the average range in this area. Isha did not have a problem with the item that required her to throw the bean bag at the target five feet away. On each of the three trials that Isha threw the beanbag at the target on the wall, it successfully hit the flower card without missing it. Isha did a great job at performing the tasks of wiggling her thumbs, twiddling her thumbs, and touching the tip of her thumb to each fingertip in order, first with one hand at a time and then simultaneously with both hands. Isha had difficulty with the task of cutting out the dinosaur on the dinosaur card and she cut too much outside of the dinosaur's border into the surrounding white area while cutting out the dinosaur figure. Isha also encountered difficulty with copying/drawing some of the 7 shapes presented on the Copying Dial and one of the two letters presented on the

Copying Dial. For example, when Isha was copying/ drawing the circle shown on the Copying Dial, she made the circle too elongated, making it look more like an oval, and her circle had edges that were not smooth. In addition, when she was copying the square shown on the Copying Dial, the sides of her square had unequal lengths and disconnected lines. She was not able to copy the infinity sign shown on the Copying Dial, and was not able to attempt drawing the infinity sign. Also, instead of copying the upper case "E" shown on the Copying Dial, Isha drew the letter as a lowercase "e".

Motor area Next Steps: The next steps in this area are for parents to help Isha learn to cut more accurately when cutting out figures/items and help her learn how to correctly copy down geometric shapes. Isha's parents can also have her make a collage out of magazines as a fun art activity. This way Isha will have to cut out shapes or images from old magazines around the house and will get more practice with cutting. A paper plate cutting craft is another great way to have Isha practice her cutting skills. Before teaching Isha how to correctly copy down geometric forms, her parents should first go through and tell her how the shapes are made. This will assist Isha to learn how to properly copy down geometric shapes. Isha must first comprehend the construction of a shape before she can sketch it or replicate it in any way. For instance, a parent can show Isha how to draw a circle by guiding her to make a circular movement in the air with her hand. This will assist Isha to comprehend how to draw a circle. The next step for the parent is to position her hand so that it is at the 2:00 position and then move her hand in the opposite direction to the way in which the hands of a clock move around. Isha should take turns drawing large and little circles in the air so that she may try replicating the parent's circle. The parent should do this so that Isha can practice imitating the parent's circle. The following step for the parent is to instruct Isha to draw a circle with her finger. Instruct her to begin at the 2:00 position and go around in the opposite direction to the way in which the hands of a clock move around. Then have Isha observe one of the parents as they draw a circle on a piece of paper. It would be helpful for the parent to guide her through the process of drawing their circle, first by having her trace it with her finger and then with a colored pencil. Have Isha use colored pencils to trace circles.

Concepts Performance: The Concepts area measures the examinee's color discernment, rapid object naming, rote counting, meaningful counting, the recognition and grouping of shapes, and their capacity to identify specific body parts. Isha scored in the 75th percentile for her age group with a standard score of 110, and she obtained a screening decision of "OK", which indicates that her performance was in the average range in this area. Isha successfully pointed to and identified all of the various specified body parts and named and recognized all of the colors by pointing to the corresponding blocks. She also paid close attention when I demonstrated the sorting of shapes and was successfully able to do the same thing and group the shapes into 6 groups based on color and size. It is also worth mentioning that Isha had no trouble with choosing the correct image among the trio of images that best illustrates a particular concept such as "sad", "biggest", and "shortest". In the Concepts area, number identification and meaningful counting were the only two items in which Isha made mistakes with performing the task. In number identification, Isha was able to point to all the named numbers except for the number "11" which she was not able to identify on the white stand with the written numbers. In meaningful counting, she was able to select the number of blocks on the table requested for the numbers "1", "3", and "7", but was not able to attempt the task when the requested number was "11".

Concepts area Next Steps: Isha simply needs more practice and familiarity to be able to visually recognize double-digit numbers such as 11, 12, 13, as well as more familiarity and practice counting numbers of objects that are above the number 10. Suggested activities in this area would be for Isha to develop the necessary abilities to read numerals with two digits by participating in fun activities that allow her to play with numbers. Games are an excellent method to provide Isha fun chances to play with numbers while also helping her develop the crucial ability to read two-digit numbers. For at least 5-10 minutes a day, parents can have Isha play digital games on the computer that involve reading and identifying 2-digit numbers of 11-20. In addition, parents can have Isha play digital games on the computer that involve earning points for dragging the exact number of objects that correspond with a specific double-digit number, such as the number "12". So for example, if the digital game is asking Isha to drag "12" chickens or hats, she can practice dragging that number of objects in the activity on the computer.

Language Performance: The Language area measures the examinee's awareness of personal information, spoken articulation, the naming of particular things/ items and the acts that they do, comprehension of letters and sounds, phonemic awareness via rhyming, and oral problem-solving. Isha scored in the 91st percentile for her age group with a standard score of 120, and she received a screening decision of "OK", which indicates that her performance was in the average range in this area. For the item of personal information, Isha readily gave me the correct information of her first and last name, age, sex, and birthday. In letters and sounds, Isha did a wonderful job singing and reciting the alphabet, naming all of the 8 letters on the alphabet soup card, and producing the sounds of all of the 8 letters shown on the alphabet soup card (such as the "s" sound, "t" sound, and "p" sound). However, Isha started to encounter some difficulties with the I Spy items that required her to locate an object/item from the I Spy picture and say the word for that item which must begin with a specific sound. For example, when Isha was supposed to find and say a word of an item/object from the I Spy picture which begins with the sound of "fl", she could not think of any words from the picture which start with this sound such as "flower" and simply stated, "I don't know". She also was not able to say a word an item from the I Spy picture which began with the sound of "br", and stated, " I don't know". Lastly, Isha encountered a bit of difficulty in the I Spy problem-solving section on one of the questions in which she was asked "what should you do when you have to go into a room that is dark". She was not able to think of a solution to this problem and simply stated " I do not know what I should do when I have to go into a room that is dark".

Language area Next Steps: The next steps in this area are for parents to read with Isha on a daily basis, discuss what's occurring in the visuals, and get her to describe what's taking place in the story. Isha's parents may take her to the library with them and check out books together. They can also bring Isha to the library for story time and have her sit in on it. Isha's parents should continue to expose her to a variety of I Spy games activities by printing out I Spy printable handouts at home and having her work on those themed activities to spot different items and practice naming the various objects shown in the pictures. Isha's parents can also help her develop her vocabulary by responding to her questions or comments with whole sentences that incorporate novel concepts or words. If Isha were to comment, "The van broke," her parents may answer by stating, "The van is broken. It needs a new trunk and mirror." Lastly, playing games with sounds and words, such as tapping out the syllables of phrases, identifying an object that starts with a specific sound or letter, and playing games with words that are opposites of one another (For example, "A pizza is hot but a popsicle is — "), are all fun ways to spend time.

Self-help Performance: The self-help area examined Isha's development in terms of personal care skills including dressing, eating, and grooming. The self-help part of the assessment required that Isha's mother fill out a parent questionnaire to indicate the frequency with which Isha exhibits each of the abilities/ proficiencies mentioned. Isha scored in the 91st percentile for her age group with a standard score of 120, and she received a screening decision of "OK", which indicates that her performance was in the average range in this area. As reported by her mother, Isha's strengths are that she frequently combs her hair without being asked; she frequently picks up after herself without being asked, and she frequently brushes her teeth without help. Isha rarely pours dry cereal and milk into a bowl without spilling, and she sometimes puts her clothes on backward, and these are two tasks she could show improvement in.

Self-help area Next Steps: Parents can help Isha perform the self-help skill of being able to pour milk into a bowl without spilling by removing the lid of the milk carton and replacing that lid with a ketchup bottle lid instead. This will provide Isha with more control over the amount of milk that comes out when she is pouring milk into a bowl from the milk carton. Parents can pour milk into a small pitcher that is easy for Isha to lift and control and Isha can get this pitcher of milk from the fridge whenever she wants to pour milk into a bowl and will find it easier to pour it without making a mess and spilling. By pointing out the front and back of each outfit/ item of clothing Isha put on and encouraging her to look for the label or other marking on the back before putting them on, parents can help train Isha to be able to put her clothes on the right way at all times. To make things even easier, parents may also

lay out the items of clothing/ outfits. For example, for items of clothing that go on the top half, parents can lay them on a desk with the bottom closest to Isha. They can encourage Isha to put her arms in first so she can see what she is doing and then pop it over her head. And for items of clothing that go on the bottom half, parents can lay these on the ground face up with the top closest to Isha, and then have Isha sit down. Isha can then grab the band encircling the waist, and push her legs into the item of clothing. Then, they can teach Isha to lay out clothes this way too on a daily basis.

Social-Emotional Development Performance: The social-emotional development area examined Isha's progress in terms of how she interacts and relates with other children and people, and her people skills such as sharing, self-regulation, and compassion. In addition, the social-emotional development area examined how she feels about herself. Isha scored in the 56th percentile for her age group with a standard score of 102, and she received a screening decision of "OK", which indicates that her performance was in the average range in this area. The social-emotional development evaluated how frequently Isha displays each feeling and each behavior with the options of "almost/always", "sometimes," or "rarely/never". The information/ observations were obtained via the parent questionnaire that was filled out by her mother. As reported by her mother, Isha's strengths are that she shows concern for someone who is crying always/almost always; she stays calm when things do not go as planned always/ almost always, and she smiles or laughs when something is funny always/almost always. Isha is restless and cannot sit still always/ almost always, and interrupts (talks when others are speaking) always/ almost always.

Social-Emotional Development area Next Steps: When Isha is working on activities at home, her parents can have her sit on a wobble cushion, which will give her tactile and vestibular input and help her stay still in her seat. In addition, Isha's hands will be kept occupied and she will be able to sit still and stay interested if her parents offer her a fidget toy to hold at home. Ignoring Isha may be the best course of action if she keeps interrupting despite a warning. Her parents ought to demonstrate that interrupting is ineffective and something she should refrain from doing whenever she is around other people. If she keeps interrupting, her parents should have her sit in a time-out room. Whenever Isha waits her turn and does not interject/ interrupt, her parents should give her lots of positive affirmation and praise.

Summary and Next Steps: In summary, Isha's overall DIAL-4 score was in the 84th percentile for her age group. An overall screening decision of "OK" was made overall based on the total score. She is showing age-appropriate development in each of the following areas: motor, concepts, language, self-help, and social-emotional, according to this. As was already indicated, Isha may participate in a variety of activities at home to help her advance to the following stages of development. Continue to hone Isha's scissor abilities and her ability to accurately and cleanly cut out figures. In order to get Isha to use scissors more often, her parents can assign her additional projects and crafts to do at home. They should also let her experiment and practice scissors skills with materials other than just paper, including play-doh, pliable clay, or white foam sheets. Additionally, continue to have Isha practice copying geometric shapes. Parents should first discuss how shapes are formed with Isha before teaching her how to accurately write down geometric forms. After that, they should walk her through the process of sketching the specific shape by having her trace it with her finger first and then with a colored pencil. In the Concepts area, Isha needs to work on her ability to recognize double digit numerals "11-20," as was mentioned earlier. She can do this by playing games that give her opportunities to have fun playing with numbers while also assisting her in developing the essential skill of being able to read numbers with two digits. In the language area, parents should continue to read with Isha every day, talk about the pictures, ask her to explain the action, and take her to the library often to check out books. They must also keep in mind to introduce her to more I Spy exercises so she may practice identifying the different items in the pictures. Isha needs to be exposed to letters and their sounds more often via books and I Spy games, in general. Parents should put into practice practical and convenient methods to assist Isha to pour milk into a bowl for herself in the self-help section (for example by replacing the milk carton lid with a ketchup bottle lid or having her use a small pitcher to give her more control when pouring the milk into a bowl.). By pointing out the front and back of each outfit or piece of clothing Isha put on and encouraging her to search for the label or other marking on the back before putting them on, parents should take the time to properly teach her to be able to put her clothes on the right way at all times. When Isha is doing tasks at home in the area of social-emotional development, her

parents may have her sit on a wiggle cushion and give her a fidget toy to hold in order to help her stay still and keep her from being too restless. Last but not least, parents should help Isha develop the capacity to resist interrupting others by having her sit in a time-out room if she does, and by showing her plenty of appreciation and praise whenever she does not. Isha's results/scores from the DIAL-4 suggest that she is developing at a rate and manner that is consistent with her age, thus she does not need any additional assessments at this time.

