

ASQ 3 and ASQ SE-2 Report

Name: Kaylee Stinger

School: N/A

DOB: 06-02-2021 **Date of Assessment:** 06-17- 2022 **Chronological Age:** 1 year 0 months

15 days

Date of Report: 06-20-2022 **Examiner:** Seetha Lakshmanan

Referral Question: Kaylee's mother agreed to allow the examiner to gather information using the questionnaire about the child's development as a part of the examiner's school psychology course requirements.

Test Administered: The process encompassed the use of the Ages and Stages Questionnaire (ASQ3) and the Ages and Stages Social Emotional Questionnaire (ASQ-SE2) issued to the parent. The ASQ3 form is intended to assess and screen the development performance of children in specific areas such as problem-solving, fine motor skills, communication, personal-social development, and gross motor skills. The ASQ-SE2 form intends to address children's external and internal behaviors. The ASQ 3 age range is 11 months 0 days through 12 months 30 days. The ASQ-SE 2 is 19 months 0 days through 14 months 30 days. ASQ 3 and ASQ-SE 2 forms were essential in learning more about Kaylee since her mother could not note her behavior. These tools provide a foundation for understanding Kaylee's developmental trends ranging from fine motor to communication.

Behavioral Observations: After meeting with the mother, it was reported that the child loved to play and laugh. The mother explained that the baby often is happy and looks for the mother when

a stranger comes to the house. Also, the baby likes to be held and picked up and usually calms down after being upset within half an hour duration. The baby is still in the early development stages; therefore, it does not talk. However, the baby made sounds like ma-ma and da-da. However, the baby sometimes stiffens and arches her body when being picked up. Also, the baby sometimes reports diarrhea and constipation. It is essential to develop a reliable platform for improving diet and maintaining positive mother relationships with the child at this stage.

Results:

ASQ 3

Depending on the cut-off indicated by the ASQ 3 the area of assessment lies either on schedule, providing further learning and monitoring activities, or assessment by a professional.

Area of Assessment	Assessment Total
Communication	60
Gross Motor	55
Fine Motor	55
Problem Solving	50
Personal/Social	45

Communication: The mother says that the baby makes two similar sounds, ma-ma and da-da, and is engaged in playing games. Also, the mother says that the baby says three words ma-ma, da-da, and baba. These trends show that the baby has a positive growth strength and direction according to the underlying requirements and standards. This trend shows that the baby is on schedule with the underlying developmental requirements. Her mother's report indicated that she

could perform one nursery game, such as clapping hands when instructed to do or on her own.

Kaylee can also follow simple commands such as 'come here' without her mother incorporating gestures. She can also follow directions when asked about specific objects and knows one object, for example, a ball. In addition, she can request something by pointing it.

Gross Motor: Kaylee is also on schedule in this specific area. She can take a few steps without tripping once both of her hands are held and is also capable of taking steps alone. Also, the report indicates that Kaylee can take a few steps when balanced with a single hand. Sometimes, she stands in the middle of the floor and takes a few steps forward. She bends down to pick toys on the floor with the support of furniture, and also walks beside furniture and holds onto furniture to support herself. These trends show that the baby is well developed. It follows, therefore, that the mother should allocate walking support mechanisms to assist the baby. Also, the mother should train the baby on self-support to enhance her growth and strength, and continue playing with her to develop her gross motor skills. Games such as gently throwing items at her help and taking walks with her help improve her skills. By this time, she will be capable of running or jogging, depending on her parents' commands.

Fine Motor: The baby in this stage is aligned with the expected results based on her strength. The mother says that the baby attempts to make steps unsupported when held by the two hands. This trend shows that the baby is progressing in promoting independent walking. Secondly, the mother reports that the baby takes several steps forward when held by one hand. However, the baby sometimes stands by herself in the middle of the floor and takes steps forward. The mother

should baby-proof the room to reduce harm if the baby trips when trying to walk. Secondly, the mother should improve the walk training interventions to enhance Kaylee's mobility.

Her mother indicated that she picks a string attached to a toy using her thumb and one finger.

She is also capable of picking crumbs with her finger or thumb tips. She does it while resting her hand on a table. She also rests a small down without dropping and takes her hands off when it is on the ground. Kaylee can also assist in activities such as turning the pages of a book when her mother lifts one of the pages to grasp. Sometimes she throws a small ball forward without falling it off. Her mother can help improve her throwing skills by helping her throw several small balls.

Problem Solving: This is the second-lowest category of Kaylee but she is still on the schedule part, according to the required developmental results at this stage. When holding two small toys, the baby attempts to clap them together. Also, the mother reports that the baby drops two small toys into a box. Similarly, the baby hides small toys using a cloth or the immediate material. However, the baby is yet to scribble using a pen, pencil, or crayon. The mother should engage the baby in holding the pencil to strengthen her scribbling capacity. Also, the mother should engage the baby in following simple instructions like hiding and dropping toys onto a selected destination.

Personal -Social: This is the lowest category of Kaylee but she is still on schedule from a developmental dimension at this stage. The rationale for this observation is that the baby offers when requested for a toy by extending the hand. Also, the baby lets go of her toy once the mother asks for it and places it on her arm. Similarly, the mother observed that the baby has a positive social connection with other people. On the other hand, the baby sometimes plays with a doll and

hugs it. The primary role of this test is to measure the personal social skills and capabilities defining the baby. The questionnaire offers a foundation for examining the baby's personal social skills and developmental attributes. The mother should engage more with the baby to introduce her to role-playing. Also, the mother should engage the baby in other toys that would encourage playing and interactions.

ASQ-SE 2

Kaylee's mother was asked to rate each behavioral question with often/always, sometimes, or rarely/never or check if this is a concern. The 12-month questionnaire gathers information about the baby's behavior through various categories that signify the developmental capabilities and alignment with the set standards. The questions were then awarded 0, 5, or 10 depending on the question. The area score is then determined if it is on schedule, the behavior of concern, or requires further assessment with a professional. The slower the score, the closer the behavior development of appropriate behavior. Kaylee scored a total of 10; the cut-off is a total of 50. The ASQ-SE 2 was divided into three parts and is set to demonstrate the compliance, social communication, self-regulation, adaptive functioning, autonomy effect, and affect and interaction behaviors of Kaylee.

Area of Assessment	Number of Questions Score
Part A	5
Part B	0
Part C	5

Self-Regulation: This assessment aims to determine the level of regulation that the baby exhibits after a given incident. The assessment offers insights into the potential capacity of the baby to regain her calmness after an incident. Kaylee often smiles with familiar people and is always relaxed in the case above. Also, according to the mother, Kaylee often calms himself down by suckling after crying. She rarely cries or throws tantrums for prolonged durations. Kaylee, in this context, has a high level of self-regulation that enables her to control her anger, tantrums, and stressful situations. The mother should look for additional resources from the local library to learn more about self-regulation in toddlers, depending on their developmental stage. Likewise, the mother should ensure that the baby has company when she gets agitated.

Compliance: The role of this assessment is to determine whether the baby follows instructions depending on her age and developmental stage. According to the mother, Kaylee follows simple instructions like directions, responds to sounds especially when her name is called out, and uses gestures. Her mother also indicates that Kaylee copies sound that the mother tries to make by repeating them. The mother should involve Kaylee in indoor and outdoor activities to improve her compliance. The mother should also engage Kaylee in learning new ideas and objects.

Social Communication: The primary role of this concept is to determine the social communication capabilities of the baby. Social communication is essential because it assesses the capacity of the baby to interact with the immediate surroundings. In the case above, the mother reports that Kaylee smiles at the familiar faces and likes to play near family and friends. Similarly, Kaylee likes playing games like peekaboo. This trend shows that the baby has positive

social communication skills. The mother should introduce the baby to storytelling by reading books. Also, the mother should increase the time that the baby takes to play with the others.

Adaptive Functioning: In adaptive functioning, the primary focus is to determine whether the baby is able to relate to the other environments and activities like eating together. In this case, the baby rarely takes over 30 minutes to feed. Also, Kaylee enjoys having mealtimes together with friends and family members. The mother should introduce the baby to simple table manners. Also, the mother should introduce the baby to specific eating schedules to improve her meals.

Interaction with Others: Interaction with others is an essential metric that assesses the capacity of the baby to engage with the immediate surroundings. Kaylee rarely tries to hurt other children, adults, or animals. Also, Kaylee loves to play and laugh, according to the mother. It follows that the baby is aligned with the underlying developmental standards according to her age. The mother should arrange more play dates with other children to boost social interactions. Also, the mother should engage the baby in an outdoor activity that involves multiple people.

Autonomy Affect: The primary focus of this assessment is to determine the capacity of the baby to control her feelings and interactions with her surroundings. In the case above, Kaylee feels calm and relaxed. On the same note, when a stranger approaches, Kaylee looks for the mother.

These strengths show that the baby has a positive autonomy effect. The mother should, however, introduce the baby to new environments where she will interact with more people. Also, the mother should engage the baby in social settings where she will learn more about people.

Affect: The primary focus of this assessment is to determine the baby's potential to express their feelings. Kaylee, in this context, expresses her feelings through smiling, crying, and general body

behavior. The baby expresses her feelings by making sounds when she wants something. The mother should engage the baby in learning new emotions and actions to respond to the arising issues. Also, the mother should encourage the baby to use facial expressions when communicating her feelings.

Summary and Next Steps

Overall, this analysis found that Kaylee is on schedule with the requirements of the developmental stage according to her age. She seems active and engaging while aware of her immediate and external environments. The mother claims that the baby is happy and loves to play. She can express her feelings like when hungry, angry, and happy. The mother should learn more about how the baby should respond to the arising trends in development. The mother should also increase the time the baby spends outdoors and with other people since it improves her social skills. Similarly, engaging the baby in storytelling and verbal interactions will enhance her social skills.

Vineland-3 Report on Kaylee Stinger

Name of Child: Kaylee Stinger

Date of Testing: 06/14/2022

Date of Birth: 06/02/2021

Chronological Age: 1 year and 0 months

Test Administration:

Kaylee completed the Vineland-3 Adaptive Behavior Scales. The Vineland-3 is a standardized assessment that assesses adaptive behavior, often known as the activities that people engage in on a regular basis in order to function well in their life. The primary focus of ability tests is on how well an individual performs in an academic setting, but the Vineland-3 is concerned with how well an individual actively performs in everyday life. This is in contrast to the primary focus of ability tests, which is on how well an individual performs in an academic setting. Since it is a norm-based assessment tool, the adaptive functioning of the individual in question is compared to that of others the same age. The Vineland III is a test that examines adaptive behavior in areas such as communication, motor skills, daily living skills, and socialization. The mean value for Vineland-3 is 100, while the standard deviation is 15. Communication is broken down into three different subdomains: receptive, expressive, and written. Listening, paying attention, and comprehending are all components of the Receptive subdomain. The topic of discussion in the Expressive subdomain is the manner in which a person gathers and disseminates knowledge via the use of words and phrases. The written subdomain includes reading and writing in addition to the comprehension of how words are formed from letters. There are three subdomains that fall under the category of daily living skills: personal, domestic, and community.

There are many subdomains that go under the umbrella term "socialization," including interpersonal relationships, play, and coping skills. The study of people's interactions with one another is known as interpersonal relationships. The ways in which individuals relax and have fun are discussed in the Play and Leisure Time subdomain. Accountability and sensitivity are also components of the Coping Skills subdomain. The subcategories of motor skills include both gross and fine motor skills. Movement and coordination of the arms and legs are included in the gross category. The use of one's hand and fingers is required for the Fine category.

The scores are first displayed using the domain standard score, and then also indicated according to the subdomains. Children and people as young as one year old and as old as ninety years old are given tests covering the 11 subdomains and 4 domains: communication, daily living skills, socialization, and motor skills. The Vineland 3 subtests are evaluated based on the following criteria:

Standard scores (mean of 100, standard deviation of 15), percentile rankings, and adaptable level are included in the domains and adaptive behavior composite. Subdomain: V-scale score (M = 15, SD = 3), adaptive levels, age equivalents. The age equivalent is written in the format of 3:6. (3 years, 6 months). Adaptive levels include high, moderately high, adequate, moderately low, and low.

The interview/testing took place at Starbucks in one visit. Kaylee does attend daycare, 5 days a week during the school year, and then 2 days a week in the summertime. Otherwise she is at home with mom and dad.

Kaylee earned the following scores:

Communication Composite: Domain Standard Score 117, 87th percentile, Moderately High Range

Subdomain	v-Scale Score	Adaptive Level	Age Equivalent
Receptive	19	Moderately High	1:5
Expressive	17	Adequate	0:11

Daily Living Skills Composite: Domain Standard Score 107, 68th percentile, Adequate Range

Subdomain	v-Scale Score	Adaptive Level	Age Equivalent

Personal	16	Adequate	0:10
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Socialization Composite: Domain Standard Score 105, 63rd percentile, Adequate Range

Subdomain	v-Scale Score	Adaptive Level	Age Equivalent
Interpersonal Relationships	17	Adequate	1:3
Play and Leisure Time	14	Adequate	0:8

Motor Skills Composite: Domain Standard Score 108, 70th percentile, Adequate Range

Subdomain	v-Scale Score	Adaptive Level	Age Equivalent
Gross Motor	16	Adequate	1:3
Fine Motor	18	Moderately High	1:0

Vineland-3 Adaptive Behavior Composite: Standard Score 113, 81st percentile, Adequate Range

Overall, Kaylee falls within the Adequate range. This indicates that Kaylee's skills are similar to other children her age who have completed the Vineland-II.

Within the four domains: Kaylee falls within the adequate range for her Daily Living skills domain scores. This indicates that Kaylee's personal, domestic and community skills are about average when compared with other children her age who have completed the Vineland 3.

Her scores in the Socialization domains are in the adequate range. This indicates that Kaylee's interpersonal relationships, play and leisure time are similar to other children her age who have taken the Vineland 3- as are her expressive and written communication skills. And her communi-

cation skills are in the Moderately High range which indicate they are slightly higher as compared to other children her age who have completed the Vineland 3. Her receptive skills are also moderately high, but her expressive skills are just adequate.

Kaylee's motor skills fall in the Adequate range, but her fine motor skills are higher than her gross motor skills. Her gross motor skills fall within the adequate range, making her similar to the levels of her peers. But her fine motor skills on the other hand fall in the moderately high range, making her fine motor skills slightly higher than those of her peers. Overall, her strongest area is her communication skills and her weakest area is socialization skills.

Communication Composite:

Kaylee's Composite consists of scores from the Receptive, and Expressive subdomains. Kaylee's Receptive score falls within the Moderately High range when compared to other children her age and indicates she is working above the levels of her peers in this area. The Receptive subdomain measures how well Kaylee listens, understands, and pays attention. Her Communication standard score is 117. This corresponds to a percentile rank of 87. She can identify at least three objects pictured in a magazine and on a computer screen when asked, and is good at pointing it out. She can follow instructions with one action, but not two actions or multi-step actions like bring me the book and wash your hands.

Kaylee's expressive score falls within the Adequate range when compared to other children her age and indicates she is working at a similar level to those of her peers in this area. The Expressive domain includes what the individual says, and how they use words and sentences to gather and provide information. She often repeats or tries to repeat common words immediately upon hearing them, and she sometimes says the word "no" actually meaning the word "no", but not all the time.

Daily Living Skills Composite:

Kaylee's Daily Living Skills composite consists of scores from her Personal subdomain. Kaylee's Personal Skills falls within the adequate range when compared to other children her age and is similar to the level of her peers. Her standard score for Daily Living Skills is 107, which corresponds to a percentile rank of 68. The Personal Skills area measures how Kaylee eats, dresses and practices personal hygiene. Kaylee feeds herself with a spoon, but sometimes spills. She also cooperates when her mother washes her face. She is still not able to remove her socks by herself though.

Socialization Composite:

Kaylee's composite scores in the Socialization domain consist of scores in the Interpersonal Relationships, and the Play and Leisure Time subdomains. Her Socialization standard score is 105. This corresponds to a percentile rank of 63. The Socialization domain represents how she is in social situations. Kaylee's Interpersonal Relationship skills are in the Adequate range when compared to her peers. Interpersonal Relationship skills are how Kaylee interacts with others. Kaylee is able to maintain eye contact that is culturally appropriate during social interactions, but that seems to be her only real strength when it comes to interpersonal relationships. Kaylee's Play and Leisure Time scores are in the Adequate range when compared to her peers. This area measures how Kaylee plays and uses leisure time. Kaylee likes to be among other children on the playground and when she is doing things, but does not always directly do the activities with them, like playing games and pairing up with them.

Motor Skills Composite:

Kaylee's composite scores in the Motor Skills domain consist of scores in the areas of Gross and Fine Motor skills. Her Motor skills standard score is 108. This corresponds to a percentile rank of 78. Her composite score in the Motor Skills Domain was in the adequate range. In the Gross Motor subdomain, Kaylee scored in the Adequate range in comparison to her peers. This subdomain assesses how Kaylee uses her arms and legs for movement and coordination. In the Fine Motor subdomain, Kaylee scored in the moderately high range. This subdomain requires that Kaylee use her hands and fingers to manipulate objects. Kaylee can stand unsupported and reaches for objects without falling such as her toys, and items in her room. Kaylee can throw a ball, and likes to practice tossing balls with her mother. She also has no trouble crawling upstairs in her home and oftentimes goes upstairs by herself. Kaylee also presses buttons accurately on her mother's cell phone, on her mother's laptop, and her play devices. Kaylee could still use some improvement in her gross motor skills, but her small petite size may be a stumbling block in this area. The next step might be learning how to climb up an adult sized chair and sit down.

Conclusion

Right now, Kaylee's Adaptive Behavior abilities are adequate as compared to her peers. Daycare provides Kaylee with the opportunity to see and learn from the experiences of other infants, children, and young adults, which will further her learning and benefit her. Kaylee's day-

care will continue to provide an atmosphere that is both safe and caring, as well as a wide range of stimulating activities that are specifically tailored to meet her developmental requirements. The interactions that Kaylee has with the other children throughout her time at daycare will continue to provide her with important chances to hone the social skills that she is just beginning to acquire. Kaylee's capabilities will continue to advance thanks to the experiences and relationships she acquires at home as well as at the daycare where she now attends. The goal that her mother has for her daughter is for her to learn how to follow more specific directions and how to put clothing in the washing machine. Her mother also has the intention of introducing her daughter to more of her relatives so that she might have the opportunity to cultivate more intimate bonds. In terms of her growth as a whole, Kaylee is moving in the correct direction.