

# Beyond MILESTONES..

## ❧ MODEL ANSWERS ❧

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# ***MARKERS OF DEVELOPMENT***

***36MTHS***

## MARKERS OF DEVELOPMENT – 36 MONTHS (\*Indicates important skill)

### LANGUAGE

- \*Talks well in sentences
- \*Has complex sentences of more than 2 verbs
- \*Uses descriptive words: colours, big, little, etc
- \*Can say what some common objects are for, eg knife to cut
- \*Enjoys looking at picture books and talks about pictures

### PLAY / SOCIALISATION

- \*Plays with other children co-operatively
- \*Understands turn-taking and sharing
- Will pack up toys when requested by adult
- \*Can give first and family name on request
- \*Can give own gender in response to question
- Can dress or undress self, but helped with buttons etc

### COGNITION / PROBLEM-SOLVING

- \*Spontaneously builds block tower of at least 8 blocks
- \*Copies Examiner's 3-block bridge
- Enjoys formboard puzzles: can place 4 – 6 shapes
- \*Recognizes relative size: bigger, biggest
- Can count up to 4 objects with one-to-one correspondence

### GROSS MOTOR SKILLS

- \*Can run well and fast
- \*Walks upstairs with alternating feet
- May walk downstairs alternating feet at times, but this not consolidated; reverts to 2 feet per step
- \*Jumps off a step with both feet together
- \*Can kneel and rise without support
- \*Pedals a tricycle, but not yet adept at steering it

### FINE MOTOR SKILLS

- \*Copies a circle
- First attempt at human figure drawing: circle and two lines
- May copy Examiner's cross: intersecting horizontal and vertical lines; may not be accurate but recognisable
- \*Can remove and replace screw cap of small bottle
- Handles scissors and makes a short cut in paper

## **INDICATIONS OF DELAY** (\*Indicates important delay)

### **LANGUAGE DEVELOPMENT – 36 MONTHS**

- \*Vocabulary of less than 20 words used consistently
- \*Absence of sentence structure
- \*Phrases of no more than 2 – 3 words
- \*Not naming more than one or two pictures or miniature representations of common objects
- \*Not using meaningful gestures to convey needs or meaning
- Limited response to adult's talk or conversation
- Not able to indicate big and little when asked

### **SOCIALISATION / PLAY DEVELOPMENT – 36 MONTHS**

- No co-operative play with other children
- \*Solitary or consistently "parallel" play
- \*Absence of symbolic play: not using representations of common objects in play
- \*Restricted self-care skills: not eating independently using two utensils; not attempting to dress or undress self
- \*Not able to indicate more than one or two parts of the body on a small doll
- \*Not able to give at least first name

***PRE-ASSESSMENT***

***OBSERVATIONAL EXPERTISE – 36MTHS***

## VIDEO OBSERVATION AND DEVELOPMENTAL FORMULATION

### LANGUAGE

#### Video Observations:

- Uses complex sentences: sentences containing more than one verb and using “joining” words such as “and”, “but”
- Many descriptive words: colours, emotions (sad), big, little, high
- Well developed concept of big, little and uses high
- Well developed concept of gender: his own, that of others and small dolls (“that’s a girl; that’s a lady”)
- Names items in pictures and gives narrative about picture
- Spontaneously makes up narrative using small toys
- Answers “why” question with “because”
- Uses several pronouns, but occasional confusion: “my” for “I”

#### Level of Development:

- 36 months

#### Supportive Evidence:

- Complex sentences of up to 10 words
- Many descriptive words
- Spontaneously uses big and little
- Well-developed sense of gender

### PLAY / SOCIALISATION

#### Video Observations:

- Well-developed imaginative play: sets up a scenario
- Interacts well with adults, though wary of “test” situation
- Resists imposed tasks

#### Level of Development:

- 36 months

#### Supportive Evidence:

- The imaginative play is quite sophisticated for this age: it is seen more after about 3 ½ years old
- He shows nice interaction and reciprocity in activities with his mother

## COGNITION / PROBLEM SOLVING

### Video Observations:

- Spontaneously piles up blocks into a tower of 8+ blocks
- Copies a 3-block bridge: understands without demonstration the salient feature (ie the gap) and works out the solution by himself
- Early mathematical reasoning: counts 3 objects with one-to-one correspondence, but not higher
- Resists drawing tasks

### Level of Development:

- 36 months

### Supportive Evidence:

- Spontaneous piling of 8+ blocks in a tower is typical of a 3 year old, he no longer needs to have this demonstrated to him
- Copying the model of the 3-block bridge without having seen how it is made is a “marker” skill of the 3 year old child
- Counting three objects with one-to-one correspondence, but not able to go higher reliably (a child of 4 can count objects reliably to 4 – 5)

## GROSS MOTOR SKILLS

### Video Observations:

- Walks upstairs easily with alternating feet, without support
- Walks downstairs alternating feet, though occasionally uses 2 feet/step
- Can kneel upright without support and “walks” on knees
- Pedals a tricycle, though has some difficulty with steering accurately

### Level of Development:

- 36 months

### Supportive Evidence:

- Walks upstairs with alternating feet
- Beginning to walk down stairs with alternating feet
- Just managing to pedal and propel tricycle, still has trouble steering

## FINE MOTOR SKILLS

### Video Observations:

- Aligns blocks in tower precisely
- Note accurate “screwing” action to sharpen a pencil in sharpener
- Can remove and replace screw cap of small bottle
- Refused drawing tasks

### Level of Development:

- 36 months

### Supportive Evidence:

- Precise alignment of block tower
- Undoing and doing up a small screw cap
- As he refused any drawing tasks, pencil skills could not be assessed

### RELATIVE STRENGTH(S)

#### Language Skills:

- Complex sentences
- Many descriptive words
- Well-established concepts of size and gender

#### Play and Social Skills:

- Imaginative and symbolic play with “narrative” content

### RELATIVE WEAKNESS(ES)

#### Pencil and Paper Skills:

- Refused all drawing tasks – this may be because he recognizes this as a weakness

### STRATEGIES TO ENGAGE

- The Examiner did not insist on tasks that the child refused, but moved with the child’s interests
- Examiner allowed child to initiate conversation, and used that to judge language skills
- When child became restless or focused on own play, Examiner tempted child back into the situation by offering a small bag of toys, allowing the child to explore the contents
- The Examiner also tempted the child back to looking at a book by offering a book with many pictures of vehicles, which the child was particularly interested in

### LIMITATIONS TO ASSESSMENT

- The child tended at times to become focused on his own interests – particularly trucks, and ignoring other tasks
- The child firmly refused to carry out drawing tasks. This may be due to unease in the “testing” situation, but the Examiner should consider the possibility that such refusal may indicate a genuine area of weakness (children are often aware of areas of weakness) – this limited the assessment of the child’s ability to copy shapes, attempt a human figure drawing etc, which would be skills emerging at this age, and which contribute to assessment of overall development