

Serina: Center-Based Services

As described in the appendix to Chapter 3, Serina Johnson is 4-year-old girl eligible for ECSE services under the category of general developmental delay. Serina attends a neighborhood preschool program 3 days per week, in which she receives ECSE services including occupational and speech-language therapy. Information related to Serina's present level of performance was gathered through a comprehensive assessment conducted by her parents (Marcia and Don), ECSE teacher (Gwen), classroom assistant (Tashana), occupational therapist (Denise), and speech-language pathologist (Debra). Assessment observations are based on daily interactions with Serina and guided by AEPS (Bricker, 2002). The following information is a summary of Serina's interests and abilities related to her participation in daily activities.

Assessment Summary

Most days begin with Serina taking a bath followed by selecting the clothes she will wear for the day. She can pull her pajama bottoms off after her mother gives her some initial assistance by pushing them down. She raises

her arms up, and her mother pulls the pajama top over her head. In the bathtub, she will point to the toy bag hanging on the shower rack. She likes to reach in and get her containers for filling and pouring. Presently, she uses small hand-sized containers with one hand to scoop water and pour it over her body and hair. After a few minutes of play, she rubs soap over her body parts as her mother names them. Then, she rinses off by scooping and pouring water on herself again.

After her mother assists her with drying off, she joins her mother at the dresser and pulls out a matching shirt and short set. Serina will identify her favorite color as pink (e.g., /I/ /wī/ /pin/ for *I like pink*). She is able to match red, yellow, and green colored shirt and short combinations. She consistently follows the routine directions that go with taking a bath and getting dressed. Serina is starting to follow new directions that include location concepts (e.g., in, on, behind, up, down). For example, when her mother or father point to an object on her shirt, she finds it and points or imitates the name of the object, or when asked to hang her pajamas on the hook behind the door, she complies with the request. When asked, Serina is able to inform others of an object's/person's location

Serina can be difficult to understand when she answers questions or makes comments. Specifically, Serina consistently substitutes the initial consonant sounds in words that are more difficult to produce (e.g., /ch/ or /j/) with initial consonant sounds that are easier to produce (e.g., /p/ and /d/). For example, she will say /tā/ for *cat*, /dō/ for *go*, /poo/ for *food*, and /dā/ for *grape*. Specifically, Serina substitutes /t/ for /k/, /w/, or /l/; /d/ for /g/ or /j/; /p/ for /f/; /b/ for /v/; and /f/ for /th/. Serina can also be difficult to understand because she consistently deletes (i.e., does not produce) the final consonants /p/, /b/, /t/, /d/, /k/, or /g/. In other words, she deletes the final consonant sounds in words ending with these particular sounds, two-syllable words with these sounds ending a syllable, and words ending with two consonants. For example, she will say /tuh/ for *tub* (deleting the final consonant sound), /bah-um/ for *bottom* (deleting the consonant sound in a word with two syllables, or /wan/ for *want* (deleting final consonant sound for a word with two consonants at the end).

After getting dressed, Serina walks independently to the kitchen. She likes to stand on a stool next to her mother and help prepare breakfast. Her mother offers her choices of foods (e.g., different kinds of cereal, fruit, breads, toaster waffle, or pancake). Serina points to food items she desires to make a selection. She sometimes imitates the name of the food offered but, again, has difficulty being understood by adults when the words end in particular consonants or when she makes substitutions for consonants at the beginning of words. For example, Serina will say /poo/ for *fruit*, /mil/ for *milk*, /tōs/ for *toast*, /dā/ /deh wy/ for *grape jelly*, and /pah/ /tah/ for *Pop-Tart*.

Serina also assists with getting her breakfast by shaking the box of cereal into a bowl, stirring batter, or putting waffles/Pop-Tarts in the toaster. Serina is starting to use a plastic knife to cut soft fruits such as bananas, kiwi, and watermelon but requires adult assistance to peel fruit. Serina usually eats the same food for a few days before switching to a new one but eats a variety of foods across the week. She is able to grasp a spoon or fork but needs help from an adult to scoop/spear. She is then able to bring the food to her mouth and remove the food from the utensil with her lips with little spilling. She is also able to drink from a cup without assistance. She is starting to use a large serving spoon to scoop food from a larger bowl to her bowl or plate when she wants more of a particular food. Serina usually moves toward or points to the food if she wants more and will only request food verbally if prompted by an adult (e.g., "What do you want, Serina?").

Once breakfast is finished, Serina throws a small ball or dog toy for her dog, Marley. She is starting to help take care of Marley by assisting with feeding, watering, and taking him for walks. She puts the dog's bowl in the sink and lifts the faucet lever to fill the dish with water. She pushes the button on the electric can opener to start opening the dog food can, and she gets the leash from the closet when it is time to walk the dog. Often, she brings the leash to her father when he gets home from work to indicate that she is ready to take the dog for a walk. If it's raining outside, she will also bring her jacket and wait for her father to assist her with putting it on and zipping it. Her mother and father report that she is most talkative around Marley. She imitates a few two and three word phrases including /Nī/ /Mawy/ for *Nice Marley*, /Dŭ/ /dō-ie/ for *Good doggie*, /Weh/ /dō/ for *Let's go*, /tum/ /on/ /Mawy/ for *Come on, Marley*, /Dō/ /deh/ /ŷ/ *Go get it*, and /Mawy/ /pool/ for *Marley's food*.

At school, Serina frequently selects activities in the art and dramatic play areas. She is starting to draw and paint simple shapes (e.g., circles, horizontal and vertical lines that intersect). She can grasp different writing instruments (e.g., crayons, markers, pencils, paint brushes) by grasping with her whole hand (i.e., four fingers wrapped around the instrument). She also makes the letters of her name with hand over hand assistance when asked to put her name on an art project.

She is observant at school and follows the routine directions. She is beginning to sing along to music and can complete movements associated with songs during circle time activities (e.g., act out animal movements, shake hands with friends when prompted). When given a choice, she will choose to shake a tambourine during music time. In the dramatic play area, she wears a puppet on her hand and, along with one or two other children, will move the puppets across a puppet stage and make them dance and talk with the other puppets through gestures and animal sounds. Serina will also exchange her puppet with other children and follow along in the games that

they make up with the puppets. Serina often selects the big dog puppet but will trade for the smaller puppy puppet. At home, her mother also reports that Serina shares her toys with her brother.

When changing from inside to outside activities, Serina joins the teacher and other children counting the laminated footprints on the floor. She is starting to count from 1 to 10 in correct sequence with the group. Outside, Serina watches the other children run, jump, and play with a ball. She often requests an adult to put her on the swing (e.g., *Me /pin/?* for *Me swing?* or */Wan/ /uh/* for *Want up*). She will sit on a tricycle and squeeze the horn. She will also gesture to other children that she wants to sit in the taxi tricycle and have them pedal.

Both at home and at school, Serina demonstrates that she understands concepts related to size, shape, and color when reading books. She responds to questions such as "Where is the circle?" "Where is the blue ball?" and "Where is the big chair?" by pointing or retrieving an object. After pointing or retrieving the object, she will sometimes imitate the target concept word but has difficulty being understood because she will often not produce the final consonant. She can tell others the names of people in family photograph albums or framed pictures of family members in the house. Sometimes, she is also able to recall some information about the person or event (e.g., */My/ /pah-y/* for *My party*, */My/ /hă/* for *My hat*, */Nana/ /tă/* for *Nana's cat*, and */Mawy/ /beh/* for *Marley's bed*). At school, she also has learned the names of a few children. When children's pictures are individually held up by the teacher to dismiss the children from circle to an activity, she listens to the other children call out the child's name.