

Shake, Rattle and Roll

Tips for Assessing the 0-3 Year old.



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Shake, Rattle and Roll

Format

One hour can only give a short framework of knowledge.

The focus today be on children who present for assessment without major tertiary disability such as CP, Syndromes, Chromosomal deletions or significant perinatal complications.

I have specifically chosen the 2-3 year old to focus on within this short time frame.

Knowledge and understanding of the 0-3 year old developmental sequence is extremely important for all paediatric OTs.

This presentation is framed from my clinical experiences and is my personal approach.

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Why Shake Rattle and Roll?

It gives us, the OT, a lens to frame our assessment

- **Shake** - implies purposeful cognitive action which underpins all tasks. It is imperative that we focus on this when looking at 0-3 year old's.
- **Rattle** - implies eye hand and upper limb purposeful function. This is a core element of OT
- **Roll** - implies movement, which is the most vital aspect of the 0 - 3 year old and understanding of typical and atypical development.



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The Complexity of Development

Some important over arching concepts

- Developmental milestones – continuum versus critical stages. Red Flags
- The Whole Child approach – its all connected..
- Understanding patterns of movement in relation to development. The two movement masters – flexion and extension.
- Temperament and personality.



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Observation and Assessment of Developmental milestones



- Standardized Tools such as PEDI, The Peabody Assessment, The Bayley's Scale etc. are all useful for and in tertiary providers, disability organizations and for funding and research.
- Criterion and skills based assessments such as The Kidscreen, The HELP are useful for the cohort we are covering.

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The Whole Child



- You can't separate the parts of the child.
- Look at the big picture of movement, language and cognition then layer your focus on the OT aspect.
- Be aware of expecting "perfection"
- A snapshot in time concept.

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The Movement Masters

- Flexion – physiological flexion
- Extension – the need to move against gravity
- Rotation through the axis – spiraling.
- The absolute power of variety.
- *Asymmetry markers*
- *Persistent reflexes and associated movements*



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Temperament and Personality



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Information

- We as therapists probably don't get enough clinical information for working with children at this age.

Parents though, can get flooded with information to sift through.

Information from their families, other parents, Internet, health and medical professionals all get tied up with parental concerns and anxiety.

Or, in some cases, the exact opposite can occur, and parents are not concerned about developmental impacts for their child when others may be.



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What to do and What Not to Do

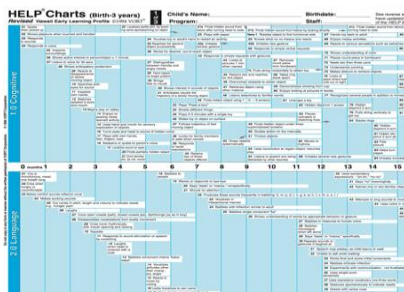


Try to find a balanced nuanced approach with this age group. Its tricky as standardized tools are not always good with more subtle developmental markers.

Didactic frameworks are not always the best.

When the child does not have an overt delay, understanding developmental progression can be useful for the parent

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Developmental job descriptions

- 0-6 months - "I see, I feel, I unfold"
- 6-9 months - "Who and where am I?"
- 9-12 months - "What can I do and Where can I go?"
- 12- 18 months - "The build and conquer phase"
- 18 months - 2 yrs. - "The two sides of Me"
- 2yrs – 3 yrs. - "Its really all about Me"
- 3yrs – 4 yrs. - "The world of friends and playmates"

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A closer look at the 2- 3 year old



Little Miss and Mister Independent
.....sometimes

Did you know that I should be sleeping about 11 – 14 hours every day?

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Motor Skills



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2 to 3 Motor Skills

A time for me to master my environment

- I have more refined balance and control when climbing, swinging, jumping and sliding.
- I ride a trike using my feet and before 3, the pedals
- I can jump on the spot, off things and over something on the ground.
- I can balance on one leg for a few seconds.
- I can kick a ball and will attempt to catch one.
- I love rough and tumble and dancing to my favorite song.
- I am not fearful of any movement experiences and I want to have a go at new things
- I try to balance on things and walk along ledges without holding your hand.



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2-3 yrs... Fine Motor

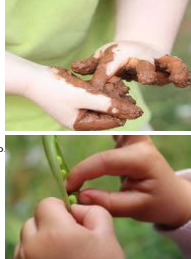


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2 to 3 Fine Motor

A time for developing precision and dexterity

- I know which is my preferred bossy hand. I will have one I prefer to use on most occasions
- I am pretty good at starting to string beads and build a tower of blocks with care. I am accurate with tiny objects and pegboards
- I will begin drawing and scribbling and may make circles.
- I want to turn the pages of my story book by myself.
- I can feed myself without your help and can use a spoon to scoop
- I can work out how to get shape puzzles in the right place.
- I really like messy play and playgroup painting, sticky stuff and playdoh



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2- 3 yrs.. Social Emotional (Sensory)



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2 to 3

Little Miss and Mister Independent...sometimes

- Wow! Look at me try to do it all my way. I can flip from wanting to do it myself to wanting you to do it for me in an instant
- I may start to impose my control and I can tantrum. My favorite word can be "no" even when I mean "yes".
- I like making choices and have some activities where I am the boss
- I am trying to master some self-help skills such as dressing, eating, self care, brushing my teeth etc.
- I often like to push the boundaries. Its my prerogative. Please give me some
- I play alongside other kids, but I am not always able to share.
- I need your help to calm my big messy feelings and make my world safe again.



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2- 3yrs

Cognition and Language



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2 to 3

Cognition and language

- I name everything in sight and know lots of words including some action words. (more than 50 words and up to 200).
- I speak in short two - three word sentences but I may not always be understood, especially by new people.
- I understand a lot of what my parents say to me without extra overt gestures.
- I can follow a simple 2 step command like "pick up the ball and give to me."
- I know pronouns like me, you and I can use "I" but I can get you and me, mixed up.
- I understand "Blank Levels" 1 and some 2 questions.



2 – 3 yrs.. Play



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2 to 3

Play and Learning

I learn best by doing it myself

- My imitation play has become more complex and I may start playing tea parties, shops and pretend adult roles.
- I can copy some nursery rhyme actions such as twinkle twinkle and wheels on the bus. I love finding all parts of my body.
- If you have the window cleaner - I want it. I love helping do some chores.
- I will play with some building toys for longer periods like blocks, Duplo, puzzles and pegboards.
- I have worked out which grandma will let me have treats.
- I will annoy you with my requests and also surprise you at times with what I have just mastered.
- I have a very short span of attention except in the bath.
- I can group, sort and categorize objects. Key cognitive step.



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2 to 3

Toys

This is the age of more fine motor control and its important that the range of toys include:

- Imitative / imagination toys like toy kitchen, workbenches or cubbies
- Construction and learning toys such as pegboards, puzzles, sorting colors or sizes
- Open ended toys such as cars, dollies, blocks and containers.
- Some tool toys like hammers, drills, beaters
- Toys that have small pieces that fit together

Top tips:

- Rotate toys so they are "new again" after being out of sight for a while.
- Have a craft junk box for drawing, gluing, sticky dots, and collect household junk for simple make it up arts, paintbrushes and playdoh.
- Don't forget that helping you cook or prepare food is a wonderful learning tool



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2 to 3 Red Flags

- If I can't yet jump.
- If I am not showing you that I can copy and imitate actions and sing some nursery rhymes.
- If I fall over a lot or walk around with my arms up high.
- If I am scared of swings, slides and new parks.
- If I am not yet showing you a "bosy" hand.
- If my play is restricted to only a few types of activities or if I only play the same way with different objects.
- If I am not able to color in, finger paint, draw or engage in messy craft.
- If I am still not constructing towers with blocks and showing refined accurate placement, sorting and orientation.
- If I still throw or mouth objects after 2 years.
- If my play does not involve some elaboration in complexity of sequences.



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How to Structure the Assessment of a 2- 3 year-old

- Consider splitting into several shorter sessions.
- Call parent to phone discuss concerns and best "window of opportunity" times.
- Always ask them to bring a couple of favorite toys and snacks.
- Start with discussion about the dyad of attention.
- Ebb and flow during the session.
- Use active ignoring of the child and no eye contact task play as a strategy
- Note taking during task or use of videoing. Can ask the parent.



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Top Tips

- Observe, Observe, Observe.
- Watch and look for patterns of movement. Mirror movements, minute facial grimaces, associated movements.
- Start on floor, short table time, watch feeding (ask parent questions) end in gym to observe movement.
- Ignore- entice- ignore: play the dance and remove pressure at times but continue to observe.
- You need to go in and out of focus between the child and the parent. Allow this and use child's own engrossment in tasks to ask parent questions.



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Top tips

- Video shaky bits or home " mastery" of tasks.
- Get parent to observe and report back on tasks that are unclear.
- Consider what you have on following a session- allow time for you to note take. This is especially important if you are still developing strong competence in this age group.
- Consider the size of the room to look at circle of security implications especially useful in new environments and big spaces.
- If the parent needs to talk with you consider recommending another person attend to take the child for lunch or a walk to enable clear focus or set another time.
- Always, Always listen to what the parents fear. Be honest.
- One step at a time to complete the jigsaw of this child.

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Real Red Flags



- Not using a wide variety of grasps or movement sequences.
- Any obvious motor asymmetry.
- Not constructing or adding to. This is with all play tasks.
- No subtle awareness of gestures by way of facial observations.
- Over fixation of either objects OR people. It should be a interplay.
- Repetitive play movements especially discarding objects or dropping objects. Doing the same thing to different toys.
- Mouthing after 2 years unless it's a food or food play object.
- Lack of persistence with highly sought after toy. Giving up too quick.

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Real Red Flags

- Preoperational stage of cognition – watch for object play and understanding how things connect. Object permanence fully developed and cause and effect well on the way in play.
- Beware the lack of pronouns.
- Interactive request - if its missing beware. Child should seek adults shared focus to show them or demand.
- Balance between novel and repetition skewed to far one way.
- Attentional profiling – you should see beautiful moments of utter absorption in play non reliant on the adult.
- Sensory aversions wider than just a little, e.g. on sight of something perceived to be....prickly.

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Assessment is really at its core, to help define and refine the next steps. Focus the aim, in partnership with the parents. It is OT!



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Parents Reporting and Approaches

- The parent knows their child best but .. Development can be skewed.
- Parents reporting of very specific tasks – a pattern of reliability.
- Parental fears – unspoken and spoken. How they impact the reporting.
- I verbally talk through the child to the parent. "wow look you can..." "oh you don't really like that game"
- What happens when it goes pear shaped?
Tantrums and noncompliance.
- Leave time for parent questions.
- Asking the million-dollar "magic" question.

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Develop your own capacity as a therapist



Are we finished yet?
Questions?



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Some added extras from me to you.



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Reporting on Findings

- Verbal discussion of your clinical thoughts. Ask them to summarize what they will tell husband/ grandparent etc.
- Collate your observations and you can cross reference against developmental milestones. You don't need to give an age equivalent
- Clear written reporting. Don't over focus on what they can't do but you need to report accurately to help focus your observations. E.g. under visual, strength, attention etc.
- What is missing that will help them develop. Focus on on the next steps. Do not try too much at once. Break it up to achievable chunks.
- Reporting is so much more than words.
- Who do you need to collaborate with? Childcare, physio ?

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Treatment approaches and Goals



- Culturally relevant
- In synchronicity with parent capacity, time, understanding
- Early addressing of concerns is the best strategy in *most* cases
- Will be impacted on the system you are employed under. Private, public, agency based.

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Treatment approaches and goals

- Pinpoint only a few goals and HANDWRITE out on a "fridge sticky" for all carers to see. I write them as if it's the child talking to them.
- Use the HELP handouts and Play and learning handouts. BE *Clear*
- Focus on specific targeted skills such as, "I will place a circle shape into a puzzle" and not huge areas such as constructive play. This is good for children with overt delays as well. Make it *Do able*
- Make a regular time for treatment and build in the support the parent needs.

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Typical play 2 years

- <https://youtu.be/p1R2vha7Ytc>

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Typical Development Fine Motor Play video 2 years

- <https://youtu.be/wspOYLHGgpl>

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