

INTERIM CASE STUDY

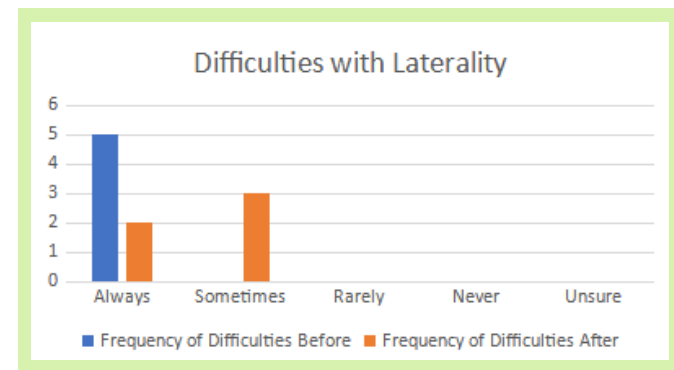
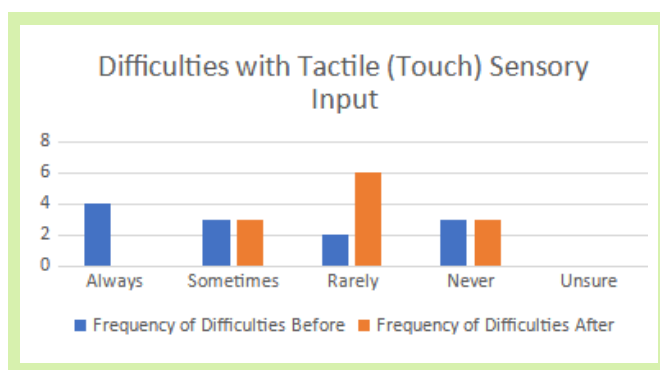
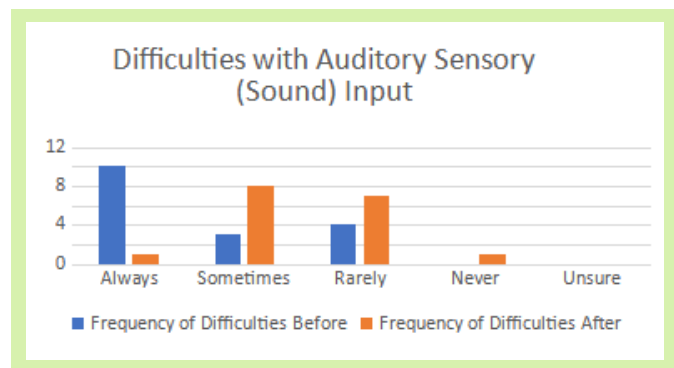
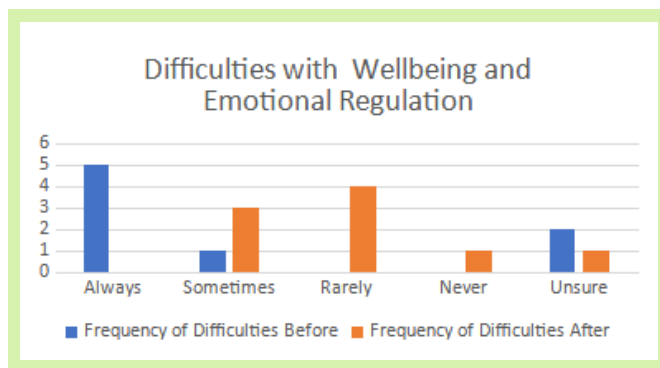


This case study has been based on interim results as part of Tailored Developmental Therapies Early Intervention Program. Client RC4 is currently still undertaking Therapies.

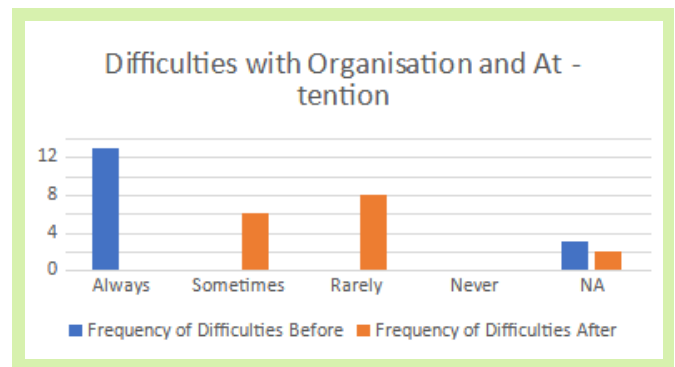
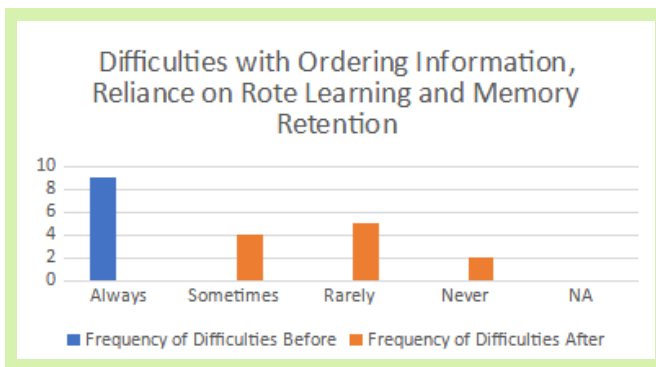
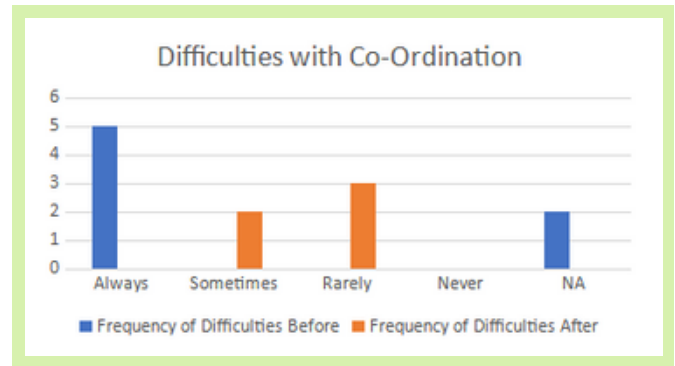
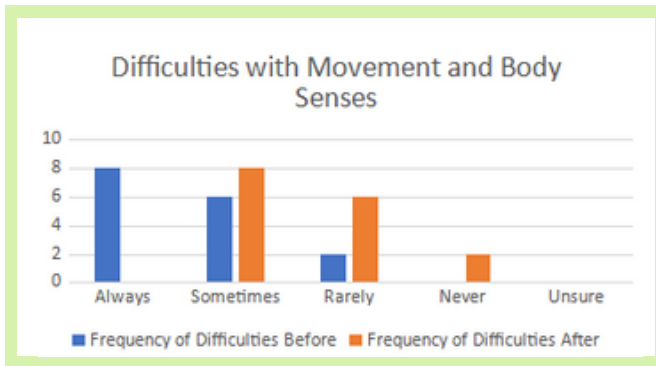
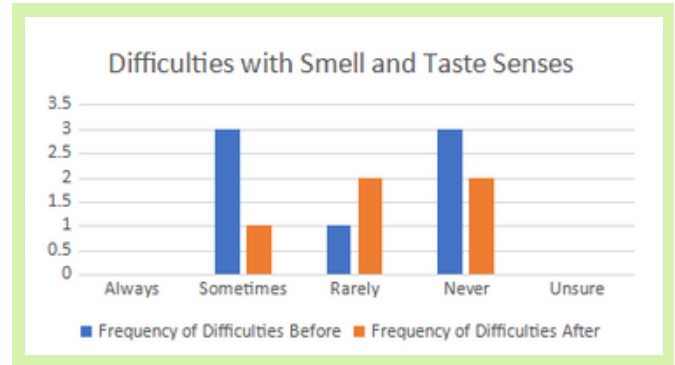
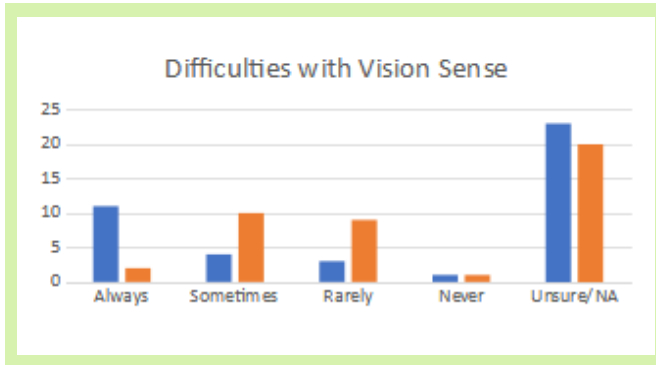
Client Profile: RC4 was born by induction of labour at 35 weeks. She was diagnosed with dextrocardia and hypoplastic right lung at birth. She was intubated at birth and had difficulties with suckling and failure to thrive. RC4 has always been a small child and has some continuing difficulty with weight gain. RC4 was breastfed. The Gordon McKay, Child Development Unit, diagnosed RC4 with Global Delay in 2019. Previous Diagnosis of XP 22.31 gene deletion. RC4 began crawling at 9 months in a crab style fashion and started walking at 10 months.

RC4 currently sees therapists, including Speech and OT. RC4 has been undertaking Tailored Developmental Therapies Program for approximately 11 months.

Results: The results below illustrate the frequency in which RC4 experienced difficulties across her sensory profile both before beginning Tailored Developmental Therapies' program and to 11 months into the program. These results are based on parental surveys and professional observations, and testing.



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Discussion

The growth and improvements across RC4 sensory and developmental profiles have been significant and have occurred in under 11 months of strictly adhering to TDevTherapies' Listening and Movement Programs. The below discussion outlines her growth across all areas of her development.

	BEFORE THERAPIES	INTERIM
Visual Processing Development	<p>Low eye contact unable to look straight ahead</p> <p>significant struggles with hand-eye coordination, including ball skills</p> <p>Use her peripheral vision to look at things</p> <p>Did not like the dark</p> <p>Can bump into things or drop objects when trying to put them down</p> <p>Unable to crawl through a tunnel (would go to the left of the tunnel)</p>	<p>No longer bumps into objects or walls doesn't walk along walls</p> <p>Looks more directly at people and objects and maintains better eye contact when communicating</p> <p>Sits and looks at books and follow pictures and words with her eyes</p> <p>Tracks moving objects</p> <p>improved hand-eye coordination</p> <p>Recognises different shapes and colours and beginning to name them correctly</p>
Language Development	<p>Minimal early phonological awareness</p> <p>not using many words</p> <p>Most words are unintelligible</p>	<p>Able to communicate her wants and needs using language</p> <p>Significant improvement in behaviour and reduction of meltdowns</p> <p>Working towards engaging and sustaining reciprocal conversation skills</p> <p>Speaks with an unclear</p>

	BEFORE THERAPIES	INTERIM
		<p>articulation of some individual sounds</p> <p>Developed a sense of humour and enjoyment in engaging with others</p> <p>Engages in listening to books and rhymes</p> <p>Greater recognition of rhyme.</p> <p>Started singing songs that she had heard on the radio or television</p>
Gross Motor Development	<p>Could not coordinate crawling on her hands and knees</p> <p>Her hands and feet all turned inwards when she crawled, and she moved one side of her body more than the other opposed to moving each arm and leg in turn</p> <p>Tripped over her own feet all the time.</p> <p>Jumped on the trampoline with straight legs and needed to hold her mother's hands to balance</p>	<p>Becoming more coordinated with her jumping skills and will bend her knees and lift both feet off the ground</p> <p>Showed difficulty in coordinating her body, especially in movements that require bilateral integration</p> <p>Now able to crawl in a typical fashion more coordinated and balanced when she is walking and running</p> <p>Uses both hands when engaging in more significant gross motor movements such as throwing and catching balls, as well as a task requiring bilateral integration (such as scissors)</p>

	BEFORE THERAPIES	INTERIM
		can with increasing consistency catch the ball with two hands and throws a ball with both hands with some accuracy and coordination.
Fine Motor Development	<p>Was unable to pick up a small object from the ground using her thumb and forefinger.</p> <p>Used all fingers to try and pick up the item</p> <p>Showed no bilateral awareness/coordination of her hands has low muscle tone and poor fine motor coordination</p> <p>Predominately uses a left-handed loose Cylindrical Grasp to sometimes a digital grasp. Such a grip is reflective of a pencil grip of a 1- 3-year-old</p> <p>Was unable to pick up the scissors</p> <p>Showed no left or right dominance</p>	<p>Able to negotiate play spaces, including climbing and swinging confidently. now able to ride a tricycle using pedals</p> <p>Ball skills have also shown significant improvement</p> <p>Engaged in greater movement ranges, including dancing</p> <p>Now been observed showing greater interest and skill in drawing and painting, her pencil grip is evolving, and she has improved control</p> <p>Now uses a pincer grip to pick small objects up. sometimes struggles with manipulating buttons on clothing and tying shoelaces but can open containers and feed herself now</p> <p>Uses her left hand when completing tasks that require picking objects up, drawing and painting</p> <p>Attempting to hold the scissors in two hands and is starting to coordinate a cutting action</p>

	BEFORE THERAPIES	INTERIM
Social-Emotional Development	<p>Little awareness of others around her</p> <p>Did not demonstrate having Theory of Mind or the ability to recognise different emotions in herself or others</p> <p>Often gets frustrated and angry with others when she is asked to do something, told no or is overwhelmed by sensory input</p> <p>Unable to self-regulate her emotions and behavioural responses</p> <p>She went to her mother for cuddles to be able to regulate her emotions</p> <p>RC4's mother reported that she is unable to calm herself down when angry or upset</p> <p>Takes little notice of other children when playing in the same environment as her</p>	<p>Beginning to recognise other's feelings and is demonstrating empathy to others more often</p> <p>Working towards understanding the needs of others or reasons behind the behaviour/reactions of others</p> <p>Poor ability to follow the rules and routines and can, at times, result in meltdowns However, she has experienced significant growth in her social and emotional development over the past 11 months</p> <p>Self-regulation skills have significantly improved, the occurrence of meltdowns has reduced and when one does occur, it is much easier to redirect and calm RC4 down</p> <p>RC4 now demonstrates her ability to build strong relationships with other people in her life</p> <p>Within the preschool environment that RC4 is watching other children play and will now engage in parallel play with the same toys or resources.</p> <p>RC4 has begun to engage in early imaginative play</p> <p>RC4 is developing an understanding of sharing and turn-taking</p>

	BEFORE THERAPIES	INTERIM
Self-Help Skills	RC4 wears pull-ups and showed no awareness or interest in needing to use the toilet	Can now recognise and initiate using the toilet almost independently and rarely wears pull-ups Introspection has dramatically improved She is now able to recognise and verbalise that she is hungry/thirsty/hot/cold/tired She can now, with little support, dress herself, including putting shoes and socks on RC4 is now able to engage in self-help skills such as brushing her hair and teeth, packing her preschool bag, finding her hat, open and use her drink bottle and open food containers

- End of Case Study -