



Abby

Six month old Abby lives with her mother, Jill. Her father is currently incarcerated because of crimes related to his opioid addiction. This has created tremendous financial challenges for Jill. Jill's family lives far away and are not really involved in Abby's life.

Keeping Abby healthy has been a major focus for her family, based on her multiple and significant allergies. Among other things, she is allergic to milk. Finding things that Abby likes to eat and helping her achieve physical growth milestones has been a challenge. Abby loves to listen and move to music.



Alan

Alan is 6 months old and spends a lot of time lying on his back gazing at mobiles and toy bars. Alan is beginning to sit in a high chair and eating cereal. When he is sitting in the high chair he is often sitting slouched and leaning to the left. Alan smiles when adults sing to him and often responds by cooing. He engages with books for long periods of time. When Alan is placed on his tummy he is able to hold his head at a 90 degree angle for brief periods of time. When encouraging Alan to push up lifting his chest off of the ground he quickly demonstrates

frustration and lowers himself into prone position with his arms and legs extended. He is able to roll from prone to supine but not able to do the reverse. When placed in a sitting position he bends at the hips and falls forward into a prone position almost immediately. Alan lives with his parents and grandparents and is currently an only child. The family has 4 dogs in the home and live in a single family home. Many nights Alan will sleep in bed with his grandparents. During the day Alan is typically being held or worn in a Mobi wrap by an adult.

Possible Uses:

- Assess Alan's skill level using Ages and Stages and/or HighScope Indicators.
- Identify home and classroom experiences that might be used to support Alan's gross motor development within daily routines. Include examples of descriptive language you would use to encourage specific actions related to Alan's participation.

Razae



Razae is 12 months old and has been placed in foster care since he was four months old. He was prenatally exposed to drugs and was placed in foster care because of domestic violence in the home. Emma and Andrew are the young couple who are providing foster care for the first time.

Razae is a very sweet, rambunctious boy who enjoys music and movement. He's also a great sleeper. Razae has learned how to walk, makes a variety of sounds, and is imitating others' language consistently. Based on developmental delays in several domains, Razae qualified for and is receiving home-based early intervention services. He was slow to attach to his foster parents but is now bonding through play and enjoying skin to skin contact and other attachment-based activities. These are areas that were goals in Razae's Individualized Family Service Plan (IFSP). He is thriving in this placement. Razae still visits his maternal grandmother and there is talk of placing him with her in the future.

Piper

Piper is Daniel and Emily's first child. Emily became pregnant when she was a senior in high school. With help from both sets of grandparents, Daniel and Emily completed high school and have full time jobs. They both admit that they don't know much about early childhood, but are quickly learning how to support all aspects of Piper's development. They had never heard of Down syndrome before their doctor shared Piper's diagnosis with them.

Piper attends a neighborhood childcare program each day, where she receives her early intervention services. Her speech-language pathologist is working with her teacher and family to support early speech and language development.

Piper recently got glasses to correct her significant astigmatism, and everyone has commented on how much this development has supported her interest in puzzles, puppets, and motor games, like rolling a ball.



Shawntell

Sixteen month old Shawntell's family knew she had Down syndrome before she was born. Her parents, older brother Ty, and both sets of grandparents are eager to understand how they can support her to achieve her full potential. Delays have been identified in all domains of development. She attends a neighborhood childcare program each day, where she receives her early intervention services. Her speech-language pathologist is working with her teacher and family to support early speech and language development.

Shawntell recently got glasses to correct her significant astigmatism, and everyone has commented on how much this development has supported her interest in puzzles, puppets, and motor games, like rolling a ball.



Kendrick

Kendrick is 18 months of age and recently joined an child care program. He frequently plays with big balls and big trucks. He will ride on toys and push items such as shopping carts. He will often fill the shopping carts with big blocks and other big toys and push them around. You can frequently find Kendrick at the sensory table. This is his first experience in child care—he has always stayed at home with his mother. He has three older siblings who are 4, 6, and 9. During drop-off and pick-up, Kendrick's teacher noticed that his siblings are frequently

assisting him or completing tasks for him instead of letting him try to do it himself. Kendrick's teachers have noticed that he has difficulty trying to use a spoon to eat food. Because using a spoon is difficult for him, he will usually transition to eating using a raking grasp. He also has trouble making marks with crayons or markers. He can turn the pages of a foam book, but has difficulty turning the pages of a board book.

Possible Uses:

- If you were Kendrick's teacher, would you have concerns about his development? What concerns? On what would you base those concerns?
- What steps would you take to document whether Kendrick has developmental delays?
- What might your conversation with Kendrick's family be like?
- What are ways that you would coordinate with Kendrick's family to build his fine motor development in daily routines?
- If Kendrick's delays warrant a referral so he can be considered for early intervention services, what would that process be?

Gabrielle



At 20 months, Gabrielle’s family made the decision that her mother would need to return to work full time. The family simply could not make ends meet on the single salary of her father. Grandmere, Gabrielle’s paternal grandmother, agreed to care for her two days a week; the other days Gabrielle would attend a nearby early childhood program.

For the Mirepoix family, it is essential that Gabrielle learn two languages: her parents speak French and English, but both sets of grandparents speak only French. Mr. and Mrs. Mirepoix have communicated this priority to Gabrielle’s child care program. While program staff say they are not skilled in implementing a program for a young dual language learner, they are eager to try to be a resource. But they have very important questions: What does a quality program look like for a toddler who is a dual language learner? Where might the program get resources to support translation of key words, environmental labelling, and verbal interactions? What would be the best way to teach the other children about a second language and to help them to both learn words in Gabrielle’s language and share words in theirs (English)?

Dusty



This energetic 2-year-old lives with his grandparents, Mac and Mabel. Mac is a retired mechanic and Mabel is a homemaker; they are both in their 60s. While they were both looking forward to hunting, fishing, gardening, and canning at this phase of their life, they are instead raising a very busy and unpredictable toddler. By their own admission, neither of them is “much of a reader.” Television is their primary source of information.

Dusty is up at the crack of dawn every day and wants to do whatever his “pawpaw” does, especially if that activity is noisy. Mabel describes Dusty as headstrong and stubborn, “just like his mother.” When Dusty has tantrums or is destructive, Mac says he’s just “ornery.” They’re both tired and frustrated, but also acknowledge how much they want Dusty to get a good start in life.

Kingston, Part 1



Kingston is a 22-month old boy who lives with his mom, dad, and older sister. His older sister is deaf due to a hereditary condition and has cochlear implants. She is able to access sound and has developed verbal communication. Kingston's parents had him tested before he was born and he does not have the same condition. As a result, his parents have been relatively unconcerned with his development throughout his infancy. He is a very happy toddler and was a pleasant infant. He enjoys playing with other children and easily enters into play situations, even with older children. When his sister is having play dates, Kingston is usually found with them, wearing a tutu and holding a Barbie.

Kingston loves trucks, trains, and buses. He likes to take all of his vehicles and line them up and push them to drive. He often makes the "brrrr" sound while playing and he likes to watch the wheels turn. He finds books with vehicles and asks adults to read by grabbing the adult's hand and pulling him or her down to the floor with him. He points to each vehicle and whines until the reader says the name of the vehicle.

Two months ago, Kingston's mother and father started to notice that he didn't say many words compared to other children his age. In fact, Kingston was saying less words than his older sister was saying at this age and she was deaf! Kingston is still very communicative but he doesn't say very much. He uses gestures, vocalizations (uh, uh, uh, etc.), and relies on his older sister to communicate for him. This has been working given his easy-going nature. However, the past few weeks at the childcare Kingston attends each day, there have been reports of him getting aggressively physical with other children.

Kingston's mother talked to his childcare teacher about Kingston's speech. The teacher agreed that Kingston had a limited vocabulary and was not able to communicate effectively. She also noted that Kingston would learn a word but then not use it again. It was decided that the concerns were consistent enough to merit further assessment.

Consider:

- What would you say to Kingston's family and teacher about the referral process for early intervention services? What would you ask them to do? What would you do to help support that process? How might you follow up with both the family and the teacher?
- How can you support the family in developing and implementing routines and activities to address Kingston's delays while waiting for evaluation?

Kingston, Part 2

At Kingston's evaluation meeting, the early intervention team confirmed Kingston's parents' and teacher's concern and identified an expressive communication delay. Kingston's cognitive abilities and receptive communication were actually above average. This mismatch in capabilities may contribute to his frustration with expressing himself. Kingston's IFSP specifies speech therapy services to support his expressive language development in both home and childcare environments.

Consider:

- What might be age-appropriate expectations for a child Kingston's age? How would that inform you work with Kingston and his family?
- What are ways that you could engage and collaborate with Kingston's family and childcare teacher in thinking about next steps?
- Based on what you know about what Kingston is interested in, how might you structure your interactions with him in home and childcare settings to take advantage of his interests?



Pablito

At 24 months, Pablito's family made the decision that his mother would need to return to work full time. The family simply could not make ends meet on the single salary of his father. Pablito's paternal grandmother agreed to care for him two days a week; the other days Pablito would attend a nearby child care program.

For the Ruiz family, it is essential that Pablito learn two languages: his parents speak Spanish and English, but both sets of grandparents speak only Spanish. Mr. and Mrs. Ruiz have communicated this priority to Pablito's child care program. While program staff say they are not skilled in implementing a program for a young dual language learner, they are eager to try to be a resource. But they have very important questions: What does a quality program look like for a toddler who is a dual language

learner? Where might the program get resources to support translation of key words, environmental labelling, and verbal interactions? What would be the best way to teach the other children about a second language and to help them to both learn words in Pablito's language and share words in theirs (English)?

Qasim

Qasim is one member a growing immigrant community, having arrived only recently with his mother, father, and older sister, Daba, from Syria. Qasim is two years old.

At home Qasim's family speaks Arabic, but both parents are taking English classes and are committed to become skilled in the language of their new home. Through an interpreter, Qasim's parents report that he has an extensive vocabulary and seems to be adding new words and using longer sentences, in Arabic, each day.



The journey to their new home was a perilous one. His family has shared that Qasim sometimes has bad dreams about their journey that wake him up and require stroking, rocking, and soothing words to get him back to sleep. His family calls him a "little professor" based on the fact that he is extremely curious, quite perceptive, and very interested in how things work.

To support his English development and help him begin to feel at home, his family is sending him to a nearby early childhood program each day. His teacher reports that he often seems withdrawn and quiet, but is also watching the other children to see and follow what they're doing.



Sofia

Two-year old Sofia's mother and father are university faculty members. While both parents are from Mexico, they are completely bilingual and speak both English and Spanish at home. Sofia is very quiet but watches everything that is going on. She loves playing with baby dolls and stuffed animals.

Sofia is a first child so her parents are learning quickly about early development. After referring to multiple websites, including that for the American Speech-Language-Hearing Association, they became concerned about Sofia's receptive and expressive development in both languages.

Sofia was recently identified as having delays that are significant enough to qualify her for early intervention services, which will soon begin at home. Milder delays were also noted in both cognitive and fine motor areas. Developing Sofia's language skills in both English and Spanish is a very high priority for her parents. At the same time, they want to do everything possible to support her progress.

Everly

Everly is 2½ years old and full of life. She joined her family when she was six months old through a private adoption. Everly is completely enchanted with princesses and watches Disney movies like Frozen as often as she is allowed.

For the first two years, Everly's mother and father were her only companions, with little exposure to other children. Recent assessments revealed significant delays in receptive and expressive language and social-emotional development. Everly's mother recalls one of the "testers" describing Everly's behavior as "autistic-like."



Everly is currently receiving early intervention services at home and participates once a week in a play group at a local park. Staff at the park program describe Everly as challenging due to a lack of ability to follow directions or respond to requests. They report that Everly seems eager to interact with the other children but does so in ways that are often rough and frightening to them.

Both Everly's mother and therapist report that changes in routines can also evoke strong responses. One reason may be that two months ago, Everly's parents were in a serious car accident. Everly's mother was hospitalized with a concussion. She still has some difficulty with memory loss and decision-making and becomes agitated when others "talk down" to her or imply that she is not a capable decision maker.

Drake

Two and one-half-year-old Drake's life has changed dramatically in the last six months. He was diagnosed with a profound bilateral sensorineural hearing loss and had surgery to install cochlear implants.



Armed with new insights and new motivation, Drake's mother and father are eager to support him to be fully bilingual in American Sign Language (ASL) and English. They're eager to work with the educators at Drake's preschool program and specialists, like Drake's deaf educator, to support both languages in home and school settings.

His family, his teachers, and his specialists have lots of questions. How can they help support this young dual language learner in home, program, and community contexts? What are the most effective ways to talk with Drake's peers about sign language and to help them to be willing and enthusiastic communication partners? What do evidence-based practices say about the most effective ways to support Drake's development in all domains?

Trey

Trey is 30 months old. He is an only child. He lives with his mother who has some intellectual challenges. She takes very good care of Trey but she doesn't know much about how to support the development of a toddler. By report, Trey has never used crayons, held or read books, or spent time with other children. Trey's mom recently found a job so Trey is now in a family child care program each day. Based on concerns from Trey's grandparents, he was recently evaluated and has an IFSP to support his language, fine motor, and social-emotional development. Trey's therapy services are being delivered at the child care.



Trey's teacher says he plays with cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy.



Tyler

Tyler is 30 months old and full of life. Balls, cars, and anything that makes noise are favorite play things for this little one.

For the first two years, Tyler's mother and father were the only companions, with little exposure to other children. Recent assessments revealed significant delays in receptive and expressive language and social-emotional development. Tyler's mother recalls one of the "testers" describing Tyler's behavior as "autistic-like."

Tyler is currently receiving early intervention services at home and participates once a week in a play group at a local park. Staff at the park program describe Tyler as challenging due to a lack of ability to follow directions or respond to requests. They report that Tyler seems eager to interact with the other children but does so in ways that are often rough and frightening to them.