**Case Study: Sam**

 **18 Month ASQ-3**

**Family Members: Mom –** *Suzanne* (age 18), **Dad** - *Michael* (age 18), *Grandma* (age 40), *Uncle Toby* (age 16) and *Uncle Dewey* (age 13).

**Health:** Sam has had all of his immunizations through a local pediatric clinic. He has had several stitches in his head, due to a fall, after he bumped into a door and fell, when he first began walking. He has fallen several other times in the last six months, after bumping into furniture, but he hasn’t been seriously hurt. He has a healthy appetite and sleeps about 7 hrs. a night, and has a 90 minute nap during the afternoon. His weight and height are appropriate for his age.

**Developmental History:** His mom had no concerns about his development during his last two ASQ’s (6 and 12 months). His 12 month ASQ results had scores in the monitoring zone for both Gross and Fine Motor. Suzanne was provided with developmental activities to use with Sam, to support his motor skills, but declined rescreening. She demonstrated to the ASQ provider that she understood the activities she agreed to practice with Sam daily. She recently agreed to another ASQ screening, because she’s concerned about Sam’s communication skills.

**Family Life:** Sam gets a lot of attention from his uncles, Toby and Dewey. They like making him laugh and they have fun teasing him, especially when he’s a little clumsy. Grandma works second shift, so she prepares dinner for her children and Sam before she leaves for work. Suzanne works part-time in the bakery of the local grocery store, during the early shift, 6:00 -11:00 a.m., Wed. - Sun. She is currently studying for her GED exam. Toby and Dewey help when they get home from their after-school activities. Sometimes their “help” gets Sam over-stimulated and he falls down, while playing with his uncles. Sam’s dad, Michael, moved to another town, after he graduated high school, but he comes to Lost City to visit Sam Saturdays each month. He stays with a buddy during these visits and has a new girlfriend, who does not come to Lost City.

Suzanne is feeling disconnected from her high school friends and makes plans to see them when Michael comes to town to visit Sam. On these occasions, she doesn’t get much sleep because she works weekends at the bakery. Her best friend left for college in the Fall and she’s always posting great pics of campus life on social media. While she loves Sam, she is lonely and feels she’s losing out on everything she sees her peers post on social media. She resents that Michael has a new girlfriend and she feels ‘tied down’ with Sam. She has concerns about Sam’s speech, but she thinks he’s developing well in other areas and has no other concerns about his learning, behavior or development.

**For Supervisors**

**Scoring Key and Discussion Questions**

1. **Communication – 30** developing typically (monitoring zone 13 – 29)
2. **Gross Motor – 45**, monitoring zone 38 – 46
3. **Fine Motor – 35,**  monitoring zone 35 – 44
4. **Problem-Solving – 30,**  monitoring zone 26 – 36
5. **Personal-Social – 55** developing typically

In how many areas did Sam score in the monitoring zone? **3**

**After Scoring Small Group Discussion**

**Supervisors:** Ask your team members to form small groups of 2 -4 people to discuss the following questions. Give them 10 minutes to talk about their follow-up recommendations and then ask each small group to provide one answer, until all groups have taken a turn. Ask if any group had other recommendations not mentioned yet. Affirm appropriate recommendations and make sure the groups indicate the reason for the recommendation. If an inappropriate recommendation is offered, ask the group who offered the recommendation how they determined this was appropriate. Ask the other team members what they think of the recommendation before you provide your feedback.

1. What follow-up action do you recommend for Suzanne, regarding the ASQ results? Please take into consideration the present ASQ scores, relevant information from the case study, and Suzanne’s concerns.

1. Did anyone have a recommendation that is not on this sheet? What is it? How did you determine this was an appropriate follow-up action?

**Appropriate follow-up actions:**

* Refer Sam for developmental evaluation to Birth to Three (3 areas in monitoring zone, 12 month ASQ scores in gross and fine motor also in monitoring zone, mom has concerns about speech)
* *If mom declines referral, provide activities and rescreen in one month. Demonstrate activities for mom, support her as she tries them with Sam (make sure provider sees mom demonstrate the activity and reinforce her efforts)*
* Refer for vision screening (Sam falling, after bumping into things. Sam has not mastered stacking blocks – vision issue could affect fine motor development)
* Share ASQ results with primary care provider