Director
Rose-Mary Boustany, MD

Executive Assistant
Hala Maacaron, MBA

Pediatric Neurologists
Rose-Mary Boustany, MD
Simone Khalifeh, MD
Mona Hnaini, MD

Program Coordinator
Sarah Saad, MA, BCBA

ABA Senior Therapists
Hala El Khoury, MA, BCBA
Joyce Nader, MA, RBT
Nayla Sbeih, BA
Noura Al Sahili, BA, RBT

Physical Therapists
Norma Bou Khalil, BS
Racha Kahil, BS

Speech/Feeding Therapists
Ramia Nasrallah, MS
Catherine Haddad, MA
Kristel Menassa Tabet, MS

Psychomotor Therapists
Clarisse El-Ramy, MS
Sabine Hayek, MS

Occupational Therapists
Lara Abbas, BS
Khaled Mneimne, BS
Oumaima Chami, MA

Nurse
Laudy Massaad, BS

Clinical Assistants
Frida Araman
Salam Zbib

ASSESSMENT REPORT

(ADOS-2, Psychomotor & Occupational Therapy Assessments)

Patient Name: Adib Mohammad-Khalil Saleh
Patient Number: 03001419
Date of Birth: October 9, 2019
Date of Assessment: November 2022

GENERAL INFORMATION

Adib is a 3-year, 1-month-old boy, who lives in Beirut with his parents. Main language spoken at home is English. He is also exposed to Arabic.

Parents report an uneventful pregnancy. Adib was born by natural delivery and no complications were reported.

The family's first concerns started when Adib was 1 year old. He found difficulty to communicate with others.

Adib has been receiving Speech therapy since he was 2-year old, twice per week.

Adib has been enrolled in "Innocent Minds" nursery since he was 1-year, 6-month-old.

REASON FOR ASSESSMENT

Adib was referred to us by Dr. Obeid. The purpose of this assessment is to evaluate Adib's developmental skill areas, as well as his overall behavior, in order to develop interventions that will meet his individual needs.

ASSESSMENT METHODS

1) Parent Interview;
2) Behavioral observations in the clinic setting;
3) Administration of the *Autism Diagnostic Observation Schedule (ADOS -2);*
4) Psychomotor Therapy Assessment; and
5) Occupational Therapy Assessment.

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NOTE: Adib underwent an initial Occupational Therapy (OT) assessment on November 9, 2022, at the age of 3 years and 1 month. Following the assessment, he started receiving OT follow-up sessions from December 2022 onward.

A psychomotor assessment was conducted on March 23, 2023, when Adib was 3 years and 5 months old.

On April 3, 2024, when Adib was almost 3 years and 6 months old, he underwent the ADOS test.

AUTISM DIAGNOSTIC OBSERVATION SCHEDULE (ADOS -2) April 3, 2023:

The Autism Diagnostic Observation Schedule (ADOS) is a semi-structured assessment of communication, social interaction, and play (or imaginative use of materials) for individuals suspected of having autism or other pervasive developmental disorders.

Structured activities and materials, as well as less structured interactions, provide standardized contexts in which social, communicative and other behaviors relevant to pervasive developmental disorders are observed.

Adib was administered Module 1 which is designed for children aged 31 months and older, who have speech abilities ranging from no speech at all up to/and including the use of simple phrases.

OBSERVATION:

Free play:

> ***Purpose:*** *The primary purpose of this activity is to create a relaxed atmosphere with no demands or intrusions, during which the child can adjust to the room and to the examiner. A secondary purpose is to assess the child's independent use of toys, the presence of repetitive behaviors, and the child's engagement with the parent/caregiver and the examiner during free play in a new environment.*

Adib entered the room and began playing with the ball, deftly manipulating it with his hands. Next, he picked up a baby doll and sang "Old McDonald" while incorporating the doll into his play, laying it on the floor and placing it in a toy truck. He then proceeded to open and close the truck and move on to a pop-up toy at a nearby table, all while keeping the baby doll close by.

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When the examiner attempted to intervene, Adib initially resisted, removing their hand and shouting "surprise," but later imitated the sound of a car horn that the examiner made. He continued to keep the baby doll with him at all times. Upon seeing a Jack-in-the-Box, Adib eagerly reached for it and attempted to play with it independently. He also sang "Humpty Dumpty" and manipulated a textured block. However, when the examiner threw a ball to him, Adib did not react.

Response to name:

> ***Purpose:*** *This activity assesses the child's response to his or her name when it is deliberately called in order to get his or her attention.*

Adib did not respond to his name when called by the examiner. He responded to his mother after the second attempt at calling him (calling out his name was accompanied by corrective feedback "uh oh" when he would not respond).

Response to Joint Attention:

> ***Purpose:*** *This activity assesses the child's response to your gaze coordinated with facial orientation, vocalization and pointing, in order to draw his or her attention to a distant object.*

Adib only looked at the rabbit after being physically prompted, he did not show interest in exploring it.

Bubble Play:

> ***Purpose:*** *This activity elicits eye contact and vocalization from the child in coordination with his or her pointing or reaching in order to direct the examiner or the parent/caregiver's attention to a distant object. It also assesses behaviors such as requesting or sharing enjoyment.*

Adib's response to the bubbles was positive, as evidenced by the partial smile he displayed. He appeared to enjoy popping the bubbles, but did not request additional attempts. Adib was also observed inhaling and watching the bubbles intently. At one point, he looked up at the examiner and inhaled as if to ask for more bubbles.

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Anticipation of a Routine With Objects:

> ***Purpose:*** *This activity assesses the child's anticipation and initiation of the repetition of an action routine with objects.*

Adib visually tracked the balloon. He demonstrated excitement by flapping his hands and inhaling while watching the balloon, indicating his desire for more. When Adib was handed the balloon, he approached his mother, seeking her assistance in asking the examiner to blow the balloon. While waiting for the balloon to fly, Adib hugged the examiner and made eye contact.

Responsive Social Smile:

> ***Purpose:*** *This activity assesses the child's smiling response to a purely social overture from an adult.*

Adib showed a partial social smiles in response to being tickled by the examiner and in reaction to a repeated action.

Anticipation of a Social Routine:

> ***Purpose:*** *This activity assesses the child's anticipation of, request for, and participation in a social routine.*

During the game of peek-a-boo, Adib displayed a slight smile. However, he did not seem interested in continuing the interaction and did not make eye contact with the examiner. Similarly, when tickled, he smiled but did not maintain direct eye contact.

Functional and Symbolic Imitation:

> ***Purpose:*** *This activity assesses the child's imitation of simple actions with real objects and with non-meaningful placeholders for the same objects.*

Adib showed a moderate ability to imitate actions. He was able to successfully copy the action of jumping with the frog toy after several attempts. However, he resisted giving the toy back and showed signs of frustration. Adib did not demonstrate the ability to imitate actions with the car or engage in symbolic imitation with the blocks.

On a positive note, Adib displayed symbolic imitation skills when prompted to imitate the action of flying a plane.

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During the task, Adib fidgeted and had difficulty transitioning between activities.

Birthday Party:

> ***Purpose:*** *This activity creates an opportunity for the child to engage in symbolic and functional play.*

During the birthday party, Adib initially did not sit but instead engaged with the playdough provided. He focused primarily on manipulating the playdough and did not actively participate or respond to the birthday song.

Snack:

> ***Purpose:*** *This activity gives the child an opportunity to make requests in a familiar context.*

Adib demonstrated communicative reaching for the crackers, indicating his interest in the snack. However, he displayed signs of distress. Adib sought assistance by taking his mother's hand to open the box of crackers.

While eating, Adib engaged in self-stimulatory behavior by dancing in his place. This behavior may suggest his enjoyment of the snack.

SOCIAL EFFECT

Language and communication:

Adib demonstrates limited use of single words, relying more on nonverbal communication such as gestures and reaching. He always directs his vocalizations to the others in a few pragmatic and social contexts. Adib occasionally echoes. No pointing was noted.

Reciprocal social interaction:

Adib's reciprocal social interaction is limited, as observed in his inconsistent use of socially modulated eye contact. He tends to engage in independent play and shows minimal response to the examiner's attempts to interact. His limited response to joint attention and name calling suggests a lack of interest in shared attention. While he exhibits partial smiles in response to some actions, he does not effectively use a variety of facial expressions to communicate his

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affective state. Adib does not demonstrate the ability to share enjoyment through combined smiling, verbalization, and appropriate gaze, or by showing toys or objects during interactions. Instead, he relies on gestures or other methods to convey social intent.

In the domain of Social Affect, Adib received a score of 17.

STEREOTYPED BEHAVIOR AND RESTRICTED INTERESTS:

Adib's vocalizations had an unusual intonation. Additionally, he exhibited sensory-seeking behaviors with items such as balloons, playdough, and textured blocks. While he rarely displayed unusual hand or finger mannerisms, he did show some repetitive interests and difficulties with transitions.

In the domain of Restricted and Repetitive Behavior, Adib received a score of 7.

CONCLUSION

Based on the information obtained on the ADOS-2, Adib achieved an overall total score of 24 corresponding to *" Autism-spectrum*" in the ADOS -2 classification.
Adib's Comparison score is 10 corresponding to *"high level of autism spectrum-related symptoms"* in the ADOS -2 classification.

As with any assessment tool, no final diagnosis or treatment decisions should be made solely on the basis of the ADOS-2, without confirming information from independent sources.

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PSYCHOMOTOR THERAPY ASSESSMENT

1. Social behavior

Adib is an active boy who interacts with the examiner for a limited period of time when stimulated. During the examination, he presented with behavioral disturbances affecting the flow of the assessment.

He shows limited tolerance to frustrations. He expresses positive affect by running and flapping hands. When angry or frustrated, he may cry and shout.

His response to name is inconsistent. Eye contact is present when requesting an object of interest. He understands simple commands but does not respond to "no".

Adib shows fair imitation skills; he imitates actions with objects. He understands and reacts positively to peek-a-boo and tickling. He shares enjoyment with his parents, shows affection and likes to hug them.

However, Adib does not point at desired items; he still takes his parents by their hand towards the desired item. He does not engage in give-and-take activities with the examiner. He is not aware of social routines. For instance, he cannot wave "bye".

2. Object Manipulation and Play Skills

As for the object manipulation, Adib shows limited interest in toys. Stereotypies and repetitive manipulations are observed.

Object permanence and cause-effect play are acquired.

In reaction to auditory stimulation, Adib turns to sounds and likes music. Yet, he presents with short attention span and signs of distractibility. Maintaining attention is mainly affected by his level of motivation and interest in the given task.

3. Body Schema and Muscle tone regulation:

Regarding ***body use*****,** Adib is often agitated. He likes to climb on furniture. He accepts to be touched but shows minimal awareness of body and physical boundaries.

As for the ***body awareness***, he recognizes the basic body parts.

In front of a mirror; he recognizes his image and smiles at it.

He presents with fairly developed imitation skills. He can imitate simple gestures. He can complete the human body puzzle with minimal assistance.

As for ***muscle tone regulation***, Adib shows normal muscle tone and is able to adapt his body postures to different obstacles.

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4. Motor skills

4.a. Dynamic balance:

Adib presents with fair dynamic balance. He walks well and rarely falls. He walks up/down stairs, alternating his feet, with one hand help. He runs well stopping and starting with ease. As for the jumping skills, Adib is not able to jump yet.

4.b. Eye-hand Coordination and visual-motor skills

His eye-hand coordination and visual-motor skills are delayed.

Adib presents with functional visual pursuit; he can track a moving target for a short period of time. He can also build a tower of 4 blocks.

Catching and throwing skills are poor; he still cannot catch a thrown ball with hands and chest.

4.c. Manual Dexterity and Praxis

Adib presents with difficulties affecting manual dexterity. Basic grasping/releasing skills are properly developed and functional.

He shows a right hand preference. Pincer grasp is acquired but needs further improvement. *During the assessment, Adib did not accept completing manual activities (Assembling/disassembling Lego blocks, placing pegs on a pegboard…)*

5. Space and time awareness

Regarding ***space awareness***, during the assessment, appropriate space occupation was noted. He explored the room space adequately. He is aware of the space around him but may easily bump into obstacles.

He is capable of completing simple shape puzzles and 3 piece-puzzle. Sorting concept is acquired as well.

As for ***time awareness***, he is not aware of the beginning/end of the session. He shows difficulties in accepting transitions. He easily jumps from one activity to another. He does not respond to inhibitory signs nor stops an activity upon adults' signal.

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OCCUPATIONAL THERAPY ASSESSMENT

Adib is an active boy who came in accompanied by his parents. He found difficulty in following instructions and showed a lack of interest in discovering various toys. He did not respond to "no" and he is only occasionally engaged in social routines such as giving "high-fives".

1. Multisensory processing:

Sensory processing also called Sensory Integration, refers to the way that the brain interprets, controls and responds to information taken in from the senses. People receive and perceive Sensory Input through sights, sounds, touch, tastes, smells, proprioception (body position and muscle control), and vestibular system (movement and balance).

In terms of auditory processing, Adib's response to his name is inconsistent. He likes music and responds to sounds; he does not get bothered by loud sounds.

As for his vestibular and proprioceptive processing, he enjoys playground equipment and explores the room with adequate movement, but he showed no interest in the sensory room. He is cautious and attentive to potential obstacles while moving around. He smiles and runs when happy and cries when frustrated. In a table-top setting, he has a short attention span.

No signs of tactile defensiveness were reported or observed; he does not mind to get his hands messy and accepts playing with different textures.

2. Postural control and gross motor skills:

Postural control refers to the ability to maintain an upright trunk position. This is an important skill needed for developing fine motor skills. Without good postural control, a child may have difficulty maintaining an upright sitting posture and may fatigue easily when sitting at a desk in school.

Gross motor skills are the abilities required to use the large muscles of the body in a coordinated and controlled way for walking, running, sitting, crawling, jumping and other activities.

Adib's gross motor skills need to be improved. He walked at the age of one year and can perform the basic movements of crawling, jumping and running. However, he cannot jump on both legs simultaneously and cannot stand on one leg for more than few seconds. He can walk up and down stairs without help, alternating his feet, but he still lacks balance and coordination while running. While sitting at a tabletop, he leans forward on the table.

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3. Fine motor and bimanual skills:

There are well over 25 muscles in a person's forearm and hand.
Fine motor skills are the coordination of small muscle movements in the hands. Fine motor skills are important for the development of self-help skills, handwriting, cutting, drawing, and eating.
Bilateral coordination is the ability to use both sides of the body at the same time in a controlled and organized manner. This can mean using both sides to do the same thing, as in pushing a rolling pin, using alternating movements such as when walking, or using different movements on each side, such as when cutting with scissors while holding and controlling the paper with the other hand.

Adib's fine motor skills need improvement. He has gross grasps and most of his fine grips are present and functional. His hand dominance is on the right side. He grasps small objects with his thumb and middle finger in a tip-to-tip grip instead of using his thumb and index finger. He can assemble connecting blocks and can open doors by the doorknob, but he cannot screw/unscrew a jar lid or thread large-sized beads.
In terms of prewriting skills, he grasps the pencil with a palmar pronate grip and scribbles.

4. Visual-motor skills:

This is the ability to control hand movement guided by vision. A child who is challenged in this area has difficulty coordinating body movements in response to what he/she is seeing.

Adib presents with inconsistent eye contact and intermittent visual pursuit. His eye-hand coordination is poor. He can remove pegs from the pegboard. He is capable of sorting and matching colors and shapes. He is able to build towers of up to 4 blocks. But, he cannot copy a train of 3-block.
During the examination, he was not able to engage in give-and-take activities with the examiner. He cannot throw the ball forward properly and still cannot catch it back.

5. Activities of daily living:

Self-help skills include dressing, grooming, and feeding.
Children are ready to engage in self-help activities when they have had exposure to the task, have the necessary fine and gross motor skills, are able to sequence the steps in the task and have a sensory tolerance toward the appearance, sounds, feel and postures involved in the task.

In terms of autonomy, he has fair skills according to his age.
He takes his shoes and socks off on his own. He assists while putting clothes on and off.

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He has good sleeping and eating patterns. He can eat pick-up food independently. He has started using eating utensils, such as spoon and fork. He can drink from a cup or using a straw.
He likes water and bath time. He is in process of toilet training. He accepts to brush his teeth with guidance. He does not know how to wash his hands alone.
As for leisure, he likes to play with animal puzzle. He used to be highly exposed to electronics.

Occupational therapy progress covering December 2022 to May 2023:
After seven sessions, Adib has shown significant progress in his overall behavior and interaction with others. He has become more engaged and communicative, demonstrating better eye contact and following instructions more consistently. Additionally, his fine motor skills have improved, and he has shown better hand-eye coordination.
It's important to note that while Adib has made significant progress in his first seven Occupational Therapy sessions, it's essential that he continues to attend follow-up sessions to aim for all of his goals in his treatment plan. With continued therapy, Adib can continue to build on the progress he has made so far and further develop his skills and abilities.

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RECOMMENDATIONS

Speech Therapy Recommendations:

Based on the results of this comprehensive assessment, it is recommended that Adib receive **2 sessions per week** of Speech therapy by a trained and qualified Speech therapist.

Psychomotor Therapy Recommendations:

Based on the results of this comprehensive assessment, it is recommended that Adib receive **1 session per week** of Psychomotor Therapy by a trained and qualified Psychomotor Therapist.

Occupational Therapy Recommendations:

Based on the results of this comprehensive assessment, it is recommended that Adib receive **1 session per week** of Occupational Therapy by a trained and qualified Occupational Therapist.

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PARENTAL GUIDANCE

1. Communication:

Here are some general tips to help you develop Communication's pre-requisites

I. Teaching Joint Attention Skills

Joint attention is achieved when a child looks at an object of interest and then to the parent to see if he is sharing the experience. Joint attention is of critical importance to developing communication skills.

Begin by positioning yourself so you are face-to-face with your child at his eye level. Bring an object of interest into your child's line of vision. Try to avoid toys such as electronic devices that the child is used to play with alone.

Your child's immediate reaction will be to try and grab the toy. If he needs your help to activate it then you have to play an active role. Try activating a wind-up toy, let it play out on a table and then hold it up next to your eyes, shake it, smile, say your child's name or phrases such as "Oh, look!" with excitement. If he looks at the toy and then at you, reinforce him by activating the toy again, and praise him verbally by saying: "nice looking!"

II. Teaching Pointing Skills

When your child takes you by the hand and pulls you over to the refrigerator to ask for some juice, open the refrigerator, take his hand and shape it into a clear point with his index finger and actually touch the juice container with his finger. Help your child in this manner, with hand-over-hand assistance, to point at all items he is requesting. You will want to slowly increase the distance between your child's finger and the object over time so he learns to point from a few feet away from the object.

III. Teaching Imitation Skills

If your child has difficulty imitating, this hierarchy will help you understand where your child's skills fall on the continuum of imitation skills that precede speech development.

1. Gross motor imitation without an object such as: jumping, running, walking, hopping, skipping, etc.

2. Gross motor imitation with an object (i.e., rolling a car or bouncing a ball).

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3. Fine motor imitation (i.e., small muscle movements) such as: clapping hands, touching your nose, stomping your feet, etc. Songs such as "Wheels on the Bus" are great for teaching imitation skills in a natural context and is often motivating and reinforcing to the child. You may initially need to provide physical assistance to help your child perform these fine motor movements. It is also important to provide lots of practice!

4. Oral motor imitation (i.e., small muscles of the face and mouth) such as: blowing a kiss, open/close your mouth, sticking out your tongue, raspberries, puffing up your cheeks with air, flapping your lips like a horse. Try these in front of a mirror so your child can see.

5. Even if oral motor imitation is difficult for your child go ahead and try this. Encourage him to imitate sounds such as: clicking your tongue, coughing and sneezing. An exaggerated sneeze is lots of fun. Remember to be playful!

6. Imitation of animal noises while you play with animal toys or read a favorite book about animals.

7. Imitation of speech sounds and simple words can be worked on at the same time as you teach these other imitation skills. You don't have to wait for your child to correctly imitate all oral motor movements, fine motor movements, etc.

However, it is important to continue to work on all types of imitation skills because they teach different skills such as movement concepts, body parts and oral motor awareness.

These are a few tips that will help you develop and enrich your child's speech and language

Good modelling

A child learns new sounds and words by listening to those around him. Say words clearly and slowly and use plenty of intonation. If your child attempts a word and it is not pronounced correctly, praise him for trying. Do not try and get your child to repeat the word or correct it.

Repeat the word back yourself to show you have understood and to give your child a good version of the word.

Use gestures or signs when modeling language. Remember to use a word along with the sign, so the two are paired together. Say the target word over and over; repetition will help children learn the words.

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Symbolic sounds

Symbolic sounds are usually short one syllable sounds and words that are easy for the child to produce e.g. "*moo*" for a cow, or "*beep beep*" for a car. These are fun sounds that you can incorporate when playing games or looking at books. They encourage vocalization, imitation, and early vocabulary building.

Motivating sound games

For instance play the game – ready… steady…. GO!! Blow up a balloon, hold it, then say "ready….steady….GO", and let the balloon go. Do this a few times and then pause after you say "ready…steady…." and see if your child steps in and says "GO".

Communication temptations

Often by tempting your child with something motivating you can elicit some speech or a vocalization. For instance, holding onto the biscuit tin, but not opening it until he vocalizes a request or only blowing bubbles when you get a vocalization from the child. In the early stages the child does not have to use the correct words or sentences, but just vocalize or make an approximation of the word. We want the child to learn that he can use his voice as a tool to initiate and request.

Listening, attention and observation

Listening is not the same as hearing. A child can have perfect hearing, but be a very poor listener. There are lots of ways to enhance your children's listening and attention skills, not least by turning off the television and spending some quality time with them. Try to find activities that share your attention that you can both enjoy and focus on together. Also, don't forget to praise good listening and good looking.

Remember your language level

With young children just uses key words, and if you use a small sentence emphasize the important words. Talk slowly and point to what you are talking about.

Adding language

Narrate what you are doing throughout the day as you get your child dressed, fix him a meal or give him a bath. State the names of objects, colors and activities in his environment to teach him new words. Ask him simple questions --- such as, "do you want some juice?" --- even if he answers you in gestures rather than words.

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Comment on what the child sees, commentate on what your child is doing, or expand on what they have said e.g. The child puts a marble under a hat
Adult: "you're putting it under the hat"
Child:"*car*"
Adult: "*fast car" or "red car*"

Look at books
Books are great for having a shared focus and for learning new words. Look at the books together, name the pictures, ask questions, and talk about the story.

Music
Music is also a great way to involve your child and can be used in many ways to enhance speech and language. Songs also focus on intonation and stress and have a beat to them which helps with aspects of speech development. Music can be used to enhance language and some songs can be sung involving actions and thus creating the link between words and actions.

2. Daily Routine

It would be important to give him the opportunity during:

- **Dressing up :**
  - Take off clothes
  - Help in dressing up
  - Wear and remove pajamas
  - Take off shoes
  - Put shoes on
  - Zip and unzip, button…

- **Washing & Bathing:**
  - To wash hands (open/close the tap)
  - To use the soap
  - To brush teeth
  - To comb hair

- **Lunch:**
  - To sit on the table with adults
  - Use the fork, the spoon
  - Fill in a glass

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- **At home :**
  - To help sorting things out

❖ Divide tasks into smaller steps to make teaching easier
❖ You can choose to start with small attainable skills.
❖ Daily routines will eventually make things easier.
❖ Emphasis on success and encouragement.

3. Gross Motor

- Go up and down the stairs
- Play outside activities (jumping on the trampoline, swinging, walking on a line)
- Encourage swimming and all water games
- Execute some activities such drawing or painting or playing with toys that are placed on vertical surfaces such as boards, walls, etc.
- March to music and clap hands at the same time
- Do the cross crawls
- Perform tasks using both hands and feet at the same time such as dribbling a ball with both hands and kicking a ball.
- Use a therapy ball to perform the wheel barrowing exercise
- Play Basketball and bowling games.
- Throw beanbags towards a target such as a hoop or an object. With time, increase the distance between your child and the target
- Throw/catch a ball
- Execute simple relays with an object (pass and receive objects with both hands from one side to the other.)

4. Fine Motor and Handwriting

- Pick small pieces of candy (M&Ms, smarties, etc.) out of an egg carton
- Use clear plastic pop bottles for water bottle fun. (Use plastic flowers, glitter, metal confetti to make it more interesting).
- Do finger play.
- Have your child put together small beads, Legos, etc.
- Knead dough or clay and build an object.
- Play pegboard games.

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- Play with any toy that requires moving or placing little pieces.
- String popcorn, buttons, or beads to make necklaces.
- Place stickers on the non-dominant hand/arm. This way the child has to use the dominant hand to remove the sticker.
- Play with different types of dough (putty, playdough, bread dough, modeling foam, clay or therapy putty). Break off pieces of putty and roll between thumb and finger to make small balls.
- Have the child crumple up or tear bits of soft paper and then throw them in a container.
- Place clothespins or chip clips along the top of a container, edge of clothing, then take off; string a line between two chairs and have fun hanging pictures. You can also use tweezers and chopsticks to pick up different sized objects.
- Play with Fun Construction Toys: Mega blocks, Bristle blocks, Legos, pop-beads, linking chains, Cootie game.
- Use multisensory materials to keep drawing and pre-writing interesting, such as drawing in shaving cream, whipped cream, pudding, hair gel, finger paint, sand, etc.
- Use coloring books to color within the lines of the picture.

5. Sensory Skills

- Play in rice, sand, different textures.
- Be sure to include lots of bilateral activities so he/she is actively using both hands together.
- A tray full of – chocolate pudding, whipped cream, jello – makes a great place to “paint”.
- Find hidden objects in containers of rice, beans, sand.
- Take a shoebox sized tupperware and fill it with all kinds of raw beans and macaroni noodles, etc. Use it just like a sandbox with shovels and pails, etc.

6. Cognitive Skills

Your daily activities help cognitive development both consciously and unconsciously. Whether children use logic to sort, classify, or create patterns, or creativity and language to acquire new knowledge, these are few tips to help you diversify your activities by breaking down this aspect of development. Here is a list of its components which includes clear and simple examples.

- **Sorting:** the ability to divide and group objects according to precise criteria. Color, size, and shape are common criteria.

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- **Classification:** the ability to create groups or families with sub-categories. For example, classifying toys could mean dividing them into two groups, indoor toys and outdoor toys. Food can be classified according to the four food groups.

- **Creating series:** the ability to create logical series. For example, objects can be placed in ascending or descending order, stories can be recreated, etc.

- **Creativity:** the capacity to imagine. Inventing stories and finding solutions are great examples.

- **Acquisition of new knowledge:** learning to count, recognizing colors, etc.

Here are activity suggestions and the material required to develop this sphere:

ACTIVITIES FAVOURING COGNITIVE DEVELOPMENT

- Rhymes
- Telling stories and asking questions afterwards
- Initiate interaction by imitating your child's sounds/words
- Play explorer. Reproduce familiar sounds such as animals.
- Invent stories with children
- Memory game
- Find rhyming words
-

MATERIAL FAVOURING COGNITIVE DEVELOPMENT

- Poster, photo album
- Surprise box
- Calendar
- Puzzles
- Chalk, pencils and crayons of all kinds
- Clock
- Picture book
- Musical instruments
- Construction or building games, Dominoes
- Board games
- Manipulation games (Mr. Potato Head, lacing, etc.)
- Sound games

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- Plastic, felt, or cardboard letters
- Books
- Typewriter or computer keyboard
- Puppets
- Material to create patterns
- Objects which fit into each other
- Craft material
- Recycled material (toilet paper roll, Kleenex boxes, etc.)
- Objects which can be used to pour and transfer from one container to another
- Modeling dough
- Paint, paintbrushes
- Pictures, magazines and catalogues
- Telephone (real or pretend).

7. Space Discovery:

Visual exploration and manipulation along with movement are to encourage this spatial exploration. Having everyday tasks done in a specific place: sleeping in the bedroom, eating at the dinner table… is a big factor in acquiring the knowledge of space and getting adapted to it. You can ask him to go look for things in a specific orientation.

8. Time Discovery:

It is very important to:

- Organize everyday tasks chronologically.
- During play time, let him pick 3 to 4 toys. Then, give him one toy at a time. Explain to him that once he's done playing with one toy, he wouldn't be able to play with it again. Hide the toy after he finishes playing before handing him the next one.
- Help him realize how time passes by through emphasizing the beginning and the ending of activities and by repeating verbally the time notions (in the beginning, at the end, later on.)
- Tell him stories.
- Encourage the manipulation of musical instruments.

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PROGRAM EVALUATION

Adib's skills will be re-evaluated bi-annually to assess his acquired skills and progress. Upon re-assessments and at any time during treatment, the aforementioned program and recommendations are subject to change or modification based on the patient's needs, in the professional judgment of specialists in AUBMC Special Kids Clinic or if data indicates this need.

It has been a pleasure working with Adib and his family. Should you have any questions concerning the information in this report, please don't hesitate to contact us on the numbers provided below.



Rose-Mary BOUSTANY, MD
Director, AUBMC Special Kids Clinic



Khaled MNEIMNE
Occupational Therapist



Krystel MENASSA
Speech and Language Therapist



Sabine HAYEK
Psychomotor Therapist

Phone: +961-1-759611 Ext 7450; Fax: +961-1-750699; Email: neurogen@aub.edu.lb