

DIAGNOSTIC INVENTORY FOR SCREENING CHILDREN
(DISC)
SUMMARY OF RESULTS

NAME: Billy

ADDRESS:

POSTAL CODE: PHONE:

DATE OF DISC: 2003/04/14

YR/MTH/DAY

DATE OF BIRTH: 2001/03/02

YR/MTH/DAY

PREVIOUS DISC DATES:
1. _____
2. _____
3. _____

AGE IN MONTHS: 25 months

Report written by: _____
Parent/Child Program Worker Program Supervisor

Report written: _____

REASON FOR DISC SCREENING:

For entry into the _____ program, April 2003

PERSON PRESENT DURING SESSION:

Mom was present for the duration of the screening.

BEHAVIOURAL OBSERVATIONS DURING SESSIONS:

Billy was restless during the screening and would not sit for the activities. Mom commented three or four times on his restlessness. He needed encouragement to complete the tasks and occasionally refused to do so.

The screening lasted 40 minutes.

SUMMARY OF DISC DEVELOPMENTAL PROFILE			
	RAW SCORE	INTERPRETATION	AGE EQUIVALENT
FINE MOTOR	14	(D) Probable Delay	21-22 months
GROSS MOTOR	16	(A) AVERAGE	24-25
RECEPTIVE LANGUAGE	15	(D) Probable Delay	22-23
EXPRESSIVE LANGUAGE	17	(A) AVERAGE	25-26
AUDITORY ATTENTION & MEMORY	12	(D) Probable Delay	16-17
VISUAL ATTENTION & MEMORY	15	(D) Probable Delay	21-22
SELF HELP	17	(A) AVERAGE	26-27
SOCIAL SKILLS	22	(A) AVERAGE	36-37

SUMMARY OF PERFORMANCE ON EACH DISC SCALE

FINE MOTOR: The ability to co-ordinate the small muscles of the hands in voluntary, controlled and guided movements. This includes the ability to grasp, pick up, release, imitate and copy patterns.

Billy demonstrates a limited ability to co-ordinate the small muscles of the hand. For example, he can build a two cube tower and imitated a stroke while drawing. Billy is also able to use thumb-finger opposition while turning the pages of a book and imitates control while folding a piece of paper.

Billy had difficulty with tasks requiring more advanced hand – eye coordination. For example, he could not build a five cube tower. He also could not copy given patterns, i.e., scribble versus a stroke.

GROSS MOTOR: The ability to use the large muscles of the body in a co-ordinated fashion. This includes being able to maintain balance, both while standing and in motion, and to execute motor patterns accurately and rhythmically.

Billy is able maintain body control when manoeuvring steps. He is able to walk up stairs independently and goes down on his back side, as he was taught by Mom. He can also jump up and down.

Billy can continue to develop his balance control by walking on his tip toes and standing on one foot.

RECEPTIVE LANGUAGE: The ability to understand and respond appropriately to verbal commands, instructions, explanations, questions and sounds.

Billy is beginning to understand the use of common objects. For example, he identified various articles of clothing. He was able to recognize body parts on another, and responded appropriately to instructions when asked to make the doll jump, etc.

Billy does not understand the concept of one, and was unable to identify objects according to adjectives, i.e., soft.

EXPRESSIVE LANGUAGE: The ability to produce appropriate verbal responses, explanations, commands, descriptions and questions.

Billy has no difficulty using words to make his wants known. He has a large repertoire of words and can use three-word sentences. Billy is also developing his concept of self, and refers to himself using pronouns.

AUDITORY ATTENTION & MEMORY – Auditory and Visual: **Attention** involves the ability to attend to or focus on the relevant components of a task for a defined amount of time; **Memory** is the ability to retain and revive impressions or recall or recognize previous experiences.

Billy is beginning to focus on tasks for a given amount of time and can listen to the tick of a watch. He also placed a ball in a cup and imitated animal sounds, demonstrating memory and conceptualization.

Billy had difficulty paying attention to tasks requiring short term memory. For example, he could not repeat two word sentences and did not respond appropriately to requests, i.e., put the ball under the chair. Billy also refused to repeat single words and name objects. The screener returned to these tasks three times during the session, but Billy would not co-operate.

VISUAL ATTENTION & MEMORY - Auditory and Visual: **Attention** involves the ability to attend to or focus on the relevant components of a task for a defined amount of time; **Memory** is the ability to retain and revive impressions or recall or recognize previous experiences.

Billy is able to attend to a visual task to complete it. For example, he placed 10 pegs in the peg board, he discriminated between two objects and played with a puzzle longer than required.

Billy could discriminate two of the four given shapes, but could not match objects.

SELF HELP: The ability to help or aid oneself in caring for personal needs.

Billy has little difficulty with skills related to feeding, dressing, and helping Mom. He uses a fork and a spoon effectively, displaying oral motor control and hand –eye co-ordination. He can undress himself independently and get dressed with help, showing control over tasks. He also assists Mom when putting things away, imitating household routines.

SOCIAL SKILLS: The ability to interact with others and engage in socially appropriate behaviours.

Billy displays excellent social skills. According to Mom, he is content to play independently, yet plays well with other children. He complies with adult request most of the time, but does not understand when he has broken the rules.

OVERALL SUMMARY OF RESULTS

According to the DISC screening tool, Billy has a probable delay in four developmental areas:

- Fine Motor
- Receptive Language
- Auditory Attention and Memory
- Visual Attention and Memory

Billy scored average in four developmental areas:

- Expressive Language
- Gross Motor
- Self Help
- Social Skills

Areas of concentration during his participation in the _____ Program should focus on those mentioned above under probable delay.

PROGRAMMING STRATEGIES:

Fine Motor

- Colour with your child. Encourage him to scribble, draw lines, shapes, houses, people.
- Have your child play with blocks, Lego, play dough
- Provide your child with simple inset puzzles
- Have your child play with water. Allow him to pour from one container to another.
- Give your child small snacks like cheerios.

Receptive Language

- Teach your child the concept of one
- Constantly label your activities, i.e., getting dressed, have your child repeat back
- Increase your child's vocabulary. When he says "ball," say "big ball." Have the child repeat it.
- Read books with your child. Talk about what you see in the pictures.
- Sing songs with your child, i.e., "Head and Shoulders"

Auditory Attention and Memory

- Have your child repeat environmental sounds, i.e., vacuum, cars
- Play with toy animals. Have your child repeat their sounds.
- Provide your child with lots of verbal cues i.e., "Now we're going to do this."
- Have your child follow simple one to two step directions, i.e., "Bring me your coat and boots."
- Sing songs with your child, i.e., "Old MacDonald," "The Itsy Bitsy Spider."

Visual Attention and Memory

- Have your child watch you hide an object. Wait a bit and have your child find it.
- Talk to your child from the next room.
- Hide an item under one of two blankets and have your child find the item.
- Play hide and seek with your child.
- Have your child match items, i.e., pairs of socks, blocks of the same colour.