

# 30-Month Case Study



## JOHN, 30 MONTHS OLD

John, 30 months old, lives with his mother, Juanita, and father, Manuel, three older siblings, his grandmother, and an aunt. John loves to be with his older siblings, who help take care of him. John enjoys singing songs with his mother and grandmother and reading books about animals. Manuel loves his son and wrestles and plays with John when he is home, although he works long hours. Four months ago Juanita took a job outside of the home. Juanita's mother took care of John and his older siblings during the day, but 2 months ago, Juanita's mother became ill, and Juanita scrambled to find child care. John was placed in a local child care setting and has had an extremely difficult time adjusting to this new setting. Both the child care provider and Juanita have expressed concerns about his behavior.

Lois is a family advocate who provides home visits to the family for a Part C early intervention provider. After hearing Juanita's concerns about John's behavior, Lois met Juanita at John's child care and brought the 30 month ASQ:SE to complete. Lois reviewed Juanita's answers and scored the questionnaire using the ASQ:SE Information Summary. John's score was 80 points, over the cutoff of 57. After reviewing the questionnaire (see the completed questionnaire in Figure D2), Lois encouraged Juanita and the child care provider to discuss the referral considerations outlined on the ASQ:SE Information Summary.

## Setting/Time Factors

John's behavior appeared to be problematic mostly at school, although Juanita had seen some behavioral changes at home, especially during mealtimes. Juanita also stated that since John started going to child care, at home he almost never wants to be put down or for Juanita or another family member to be out of his sight. Juanita said she felt like she has a lot of added responsibilities and cannot always attend to John.

Please read each question carefully and  
 1. Check the box  that best describes your child's behavior and  
 2. Check the circle  if this behavior is a concern

	MOST OF THE TIME	SOMETIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN
1. Does your child look at you when you talk to him?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
2. Does your child like to be hugged or cuddled?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
3. Does your child cling to you more than you expect?	<input checked="" type="radio"/> x 10	<input type="radio"/> v	<input type="radio"/> z	<input type="radio"/> m
4. Does your child greet or say hello to familiar adults?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
5. Does your child seem happy?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
6. Does your child like to hear stories and sing songs?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
7. Does your child seem too friendly with strangers?	<input type="radio"/> x	<input type="radio"/> v	<input checked="" type="radio"/> z	<input type="radio"/> m
8. Does your child seem more active than other children her age?	<input type="radio"/> x	<input type="radio"/> v	<input checked="" type="radio"/> z	<input type="radio"/> m
9. Can your child settle himself down after periods of exciting activity?	<input type="radio"/> z	<input checked="" type="radio"/> v 5	<input type="radio"/> x	<input type="radio"/> m
10. Does your child cry, scream, or have tantrums for long periods of time?	<input checked="" type="radio"/> x 10	<input type="radio"/> v	<input type="radio"/> z	<input type="radio"/> m
11. Does your child do things over and over and can't seem to stop? Examples are rocking, hand flapping, spinning, or _____. (You may write in something else.)	<input type="radio"/> x	<input type="radio"/> v	<input checked="" type="radio"/> z	<input type="radio"/> m

TOTAL POINTS ON PAGE 25

	MOST OF THE TIME	SOMETIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN
12. Can your child stay with activities she enjoys for at least 3 minutes (not including watching television)?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
13. Does your child do what you ask him to do?	<input type="radio"/> z	<input checked="" type="radio"/> v 5	<input type="radio"/> x	<input type="radio"/> m
14. Is your child interested in things around her, such as people, toys, and foods?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
15. When upset, can your child calm down within 15 minutes?	<input type="radio"/> z	<input checked="" type="radio"/> v 5	<input type="radio"/> x	<input type="radio"/> m
16. Does your child have eating problems such as stuffing foods, vomiting, eating nonfood items, or <u>when angry he vomits</u> ? (You may write in another problem.)	<input checked="" type="radio"/> x 10	<input type="radio"/> v	<input type="radio"/> z	<input checked="" type="radio"/> 5
17. Do you and your child enjoy mealtimes together?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
18. When you point at something, does your child look in the direction you are pointing?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
19. Does your child sleep at least 8 hours in a 24-hour period?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m
20. Does your child let you know how he is feeling with either words or gestures? For example, does he let you know when he is hungry, hurt, or tired?	<input checked="" type="radio"/> z	<input type="radio"/> v	<input type="radio"/> x	<input type="radio"/> m

TOTAL POINTS ON PAGE 25

Figure D2. 30 month ASQ:SE for John. John's mother completed this ASQ:SE.

	MOST OF THE TIME	SOMETIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN
21. Does your child follow routine directions? For example, does she come to the table or help clean up her toys when asked?	q z	q v	q x	m
22. Does your child check to make sure you are near when exploring new places, such as a park or a friend's home?	q z	q v	q x	m
23. Can your child move from one activity to the next with little difficulty, such as from playtime to mealtime? <i>at home he does, but not at child care</i>	q z	q v 5	q x	m
24. Does your child stay away from dangerous things, such as fire and moving cars?	q z	q v	q x	m
25. Does your child destroy or damage things on purpose?	q x	q v 5	q z	m
26. Does your child hurt himself on purpose?	q x	q v	q z	m
27. Does your child play alongside other children?	q z	q v 5	q x	m
28. Does your child try to hurt other children, adults, or animals (for example, by kicking or biting)?	q x	q v	q z	m

	MOST OF THE TIME	SOMETIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN
29. Has anyone expressed concerns about your child's behaviors? If you checked "sometimes" or "most of the time," please explain: <i>can't seem to adjust to childcare</i> <i>can't separate from me and family members</i>	q x 10	q v	q z	m 5
30. Do you have concerns about your child's eating and sleeping behaviors or about her toilet training? If so, please explain: <i>I worry about him choking on food sometimes</i>				
31. Is there anything that worries you about your child? If so, please explain: <i>One thing that worries me is his difficulty adjusting to child care.</i>				
32. What things do you enjoy most about your child? <i>He's silly and laughs a lot.</i>				



## Developmental Factors

John was born 3 months premature and was carried by family members during most of his first year. He didn't begin walking until he was 2 years old. John recently became eligible for Part C early intervention services due to delays in his gross and fine motor skills, although he was found to have typical cognitive and adaptive skills. His communication skills were low but not low enough to make him eligible for speech-language services. The early intervention evaluator believed that John's delay in communication might be due to speaking both English and Spanish at home.

## Health Factors

John had a checkup with his primary health care provider at 24 months and was found to be healthy, although Juanita has not discussed her concerns about mealtimes with the doctor. Juanita noted on the ASQ:SE that when John gets angry or upset while eating, he vomits. This behavior has been happening more frequently both at home and at school in the last 2 months.

## Family/Cultural Factors

John is of Mexican descent. His mother and father are bilingual, and his grandmother only speaks Spanish. The child care provider speaks English and has had difficulty understanding John, who speaks a mixture of English and Spanish.

Juanita's return to work, combined with her mother's illness, has caused a lot of stress for the family. John's problems at child care have increased Juanita's stress. Juanita worries about John while she is at work and is feeling overwhelmed. Both Lois and Juanita are guessing that the recent change in setting has been difficult for John and most likely is the cause of his problem behaviors.

## Follow-Up

Lois discussed the results of the ASQ:SE with Juanita and Manuel, and together they decided that rather than refer John for a mental health evaluation at this point, they will try to help John become more comfortable in his child care setting and wait a short period of time to see if their interventions are effective. The child care is small, in a home, with 6 children. The child care provider is eager to help John become more comfortable there. Juanita, Manuel, and Lois decided to try the following prior to referral:

- Lois will go to John's child care setting again and observe him. At this point, Lois did not want to rule out the appropriateness of this setting for John. Lois hoped that by observing the setting and the caregiver's interactions with John, she may be able to provide some suggestions to help John feel more comfortable and settled. Lois is going to com-

plete the Family Day Care Rating Scale (Harms & Cryer, 1989; see Appendix E) to look at different aspects of the child care environment that may be affecting John's behavior.

- Lois plans on talking to the child care provider about some of the behaviors John exhibits in child care such as not following directions and having a hard time with transitions between activities. These behaviors may be a result of John's communication difficulties. Some ideas Lois has considered include having an older child interpret directions for John, using picture cues to help John anticipate transitions, and making sure John is given a warning prior to transitions. Lois would like to share her ideas and learn what ideas the child care provider may have.
- One thing that was apparent through discussions with Juanita was that the drop-off time was extremely rushed and always hard for John. Lois talked with her about how important it is to ease into a new routine. Manuel will feed John and help him get dressed before leaving for work. Juanita decided she will leave the house 10–15 minutes earlier so that she can spend some time with John in his child care setting, getting him settled into an activity, before she goes to work.
- Juanita, Manuel, and Lois talked about John's favorite books and activities and about making a tape of John's favorite songs to share with John's child care provider. John's child care provider agreed to call Juanita and Manuel once a week to talk about how John is doing. Juanita suggested that their oldest daughter Rosa might enjoy coming to the child care setting after school a couple of days a week. Juanita thinks John would enjoy having his sister there.
- Juanita and Manuel are going to make an appointment to talk to John's primary health care provider about his throwing up when upset and her concerns about his choking on food. Lois encouraged Juanita and Manuel to ask the health care provider for a referral to a feeding specialist who may be able to provide more guidance in that area.

Lois, Juanita and Manuel, and John's child care provider are going to monitor John's behavior over the next month to see if their ideas make a difference. If John's behavior continues to be a problem or intensifies, they will meet to consider other strategies or a possible referral to a specialist.