

**FRANZISKA RACKER CENTERS  
EIP SUPPLEMENTAL SPEECH/LANGUAGE THERAPY EVALUATION REPORT  
OCTOBER 25, 2004**

**HICKEY, MAGGIE**

**DOB: 08/14/03**

**CA: 1 YEAR, 2 MONTHS**

**TEAM MEMBERS: NANCY EMERSON, SPEECH-LANGUAGE PATHOLOGIST**

**REASON FOR REFERRAL:**

Maggie was referred to the Franziska Racker Centers for an evaluation by Jared Jones of the Tompkins County Early Intervention Program, due to parental concerns about Maggie's communication development. Maggie's doctors recently diagnosed Angelman's syndrome. Maggie's parents have learned from other parents that they consider early speech-language therapy concentrating on overall communication skills to be very beneficial. Maggie's parents are interested in exploring strategies including sign language and picture communication systems. One of their initial goals is for "Maggie to have agency over making requests." For example, they would like her to be able to express when she wants to nurse.

**FAMILY BACKGROUND:**

Maggie is the only child of Erin Sheldon and Robert Hickey. Erin is 30; she works as a Union Representative for 1199. Robert is 35 and a Ph.D. student at Cornell University in the Industrial and Labor Relations School. The family live in a very spacious and comfortable home that is well equipped to meet their needs and the needs of a young child. Robert reports that he is originally from St. Louis, Missouri and has extended family in that area. They have been living intermittently in St. Louis and now intend to stay in New York and make progress with Robert's Ph.D. and Erin's work. They recently arranged for Maggie to go to a babysitter's home during the day.

Erin understandably describes the last few months as a "roller coaster ride emotionally" as doctors have determined a genetic diagnosis to explain Maggie's strengths and developmental delays. She and Robert would like support for themselves as they adjust and cope with providing for Maggie's health and developmental needs.

**INTERVENTION HISTORY:**

Maggie was seen for a Core Evaluation on September 21, 2004. She had a supplemental occupational therapy evaluation on October 20, 2004. She has begun receiving SEIT and physical therapy. Her first occupational therapy session will be later this afternoon. Erin commented that it was nice to read the Core evaluation report and reflect on the progress Maggie has made since then.

**INITIAL OBSERVATION AND EVALUATION PROCESS AND CONDITIONS:**

Today's evaluation was scheduled with a 1 ½ hour lead time because the family accepted the opportunity to take an opening in the schedule created by a cancellation. Erin brought Maggie home from daycare and Robert came home as well. Jared Jones, R.N., Tompkins County Early Intervention Service Coordinator, also observed the session. The Rossetti Infant-Toddler Language Scale was used to determine present levels of communication skill development. At the end of the child-centered portion of the session Maggie nursed and then went down for a nap. Robert and Erin

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provided detailed information about Maggie's behavior and scoring results were reviewed. The parents felt that the assessment results was accurate based on their reports and direct observations of Maggie's play. The parents said Maggie was a bit tired and working to keep herself awake. She showed good interest by exploring all the toys offered and held a tight grip on them.

**DEVELOPMENTAL DOMAINS:**

**Communication Development:**

The Rossetti Infant – Toddler Language Scale was used to assess communication and interaction development. This scale examines interaction, pragmatic, gesture, play, language comprehension and language production skills through parent report, observation and direct elicitation. It covers birth to 36 months of age at 3-month intervals.

**Language Comprehension:** Maggie responds with smiles to her parents' voices. It has become clearer in the last few weeks that she is quieting to familiar voices and showing awareness of speakers by moving. Maggie stops her movement briefly to listen to new toys. She responded to the bell and the rattle. Maggie also listens to voices and stops crying when her parents call out or speak to her. She does not seem to respond to music. Maggie will also stop babbling when another person vocalizes. Maggie watches and touches her mother's mouth when she nurses. Maggie plays interactively by "giving 5" to Erin.

**Language Expression:** Maggie shows awareness when adults smile, talk and play with her. She is beginning to turn to her mother's voice when she is in the living room and Erin calls out from the kitchen. She makes brief eye contact. Maggie vocalizes with coos and vowel sounds. She sings to her toys. She clearly whines when she wants attention but rarely cries. She also makes grunt and snort noises. She vocalizes and babbles more when playing with toys in her mouth. Once Maggie starts babbling she sometimes starts singing. Maggie also vocalizes to play a game with her father when he taps his fingers on her mouth to make different sounds. Erin and Robert can distinguish the tones of her cry for different reasons. Maggie has a specific cry for when she is bored and wants attention. She has a separate distinct cry for when she is uncomfortable because of being hungry or having a wet diaper. Maggie laughs with glee when her father tosses and catches her.

These observations show skills scattered up to the 6 month level.

**Oral- Motor/Feeding:** Please see the supplemental occupational therapy evaluation report for more details about Maggie's feeding skills.

Today Robert explained that aspirations can be associated with Angelman's syndrome and that a swallow study may be scheduled in the future. Maggie is not tolerating being fed with a spoon or cup. She will accept food from adults' fingers. She tries to put food in her mouth but is having difficulty timing putting the food to her mouth with opening her lips. Maggie seems to have a sensitive place in her mouth. When the center spot on her hard palate just behind her upper teeth is touched it seems to elicit a gag response. Maggie mouthed her toy toothbrush today and did not gag when she held it in most places in her mouth, but she did show a typical gag when it went deep into her mouth. Maggie will nurse for long periods of time and Erin is unsure if this is because she is still hungry or just wants to continue the activity of nursing. Maggie will put her hand near her cheek to prevent her mother from breaking the seal.

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**Physical Development:**

**Hearing:** Maggie passed the newborn hearing screening on 8/14/03 at Cayuga Medical Center. Maggie has had audiological testing at Dr. Strominger's office this Fall. The parents were told that the results warranted a recommendation for further testing. They are in the process of scheduling the testing as soon as possible. Maggie does respond to her parents' voices and stopped to listen today to a bell.

**SUMMARY AND IMPRESSIONS:**

Maggie is a beautiful baby with bright red hair and a sweet disposition. Her parents are providing a loving environment with remarkable thoughtfulness and sensitivity to her needs. They are keeping up with many medical appointments, medical and developmental evaluations and now a schedule of intervention services. They are communicating with other families of children with Angelman's syndrome and are interested in getting help with strategies to facilitate communication development. Specifically they would like Maggie to feel agency over expressing her needs such as asking to nurse. Maggie has just started being cared for in a new babysitter's home. Results of recent audiological testing warranted further testing which will be scheduled as soon as possible. Based on parental report and direct observation, Maggie is showing scattered communication skills up to the 6-month level. She responds to sounds and voices, explores and holds on to toys, vocalizes for pleasure and discomfort, smiles and laughs. She nurses and eats from adult's fingers. Her parents would like her to start working on the skills to eat from a spoon and drink from a cup. She has some sensitivity that seems to elicit a gag and may have some reflux.

**ELIGIBILITY STATEMENT:**

Based on prior qualification and communication development that is 33% delayed, Maggie qualifies for intervention services through the Early Intervention Program.

**RECOMMENDATIONS:**

Intervention services to address the parent's concerns about Maggie's communication development and feeding skills are recommended.

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*10.29.04*  
DATE