



# PARENT FEEDBACK

Child's name: Matthew Smith

Practitioner's name: Erin Byrnes

Re-Assessment Date: 16 September  
2024

Background: Matthew is a playful and fun boy that lives at home with his parents, Mitch and Jane. Matthew's mother has sessions with a speech pathologist, and he sees a psychologist for behaviour support. His parents have engaged Kindred Kids for Group and Individual sessions. Below are the results of his latest therapy cycle.

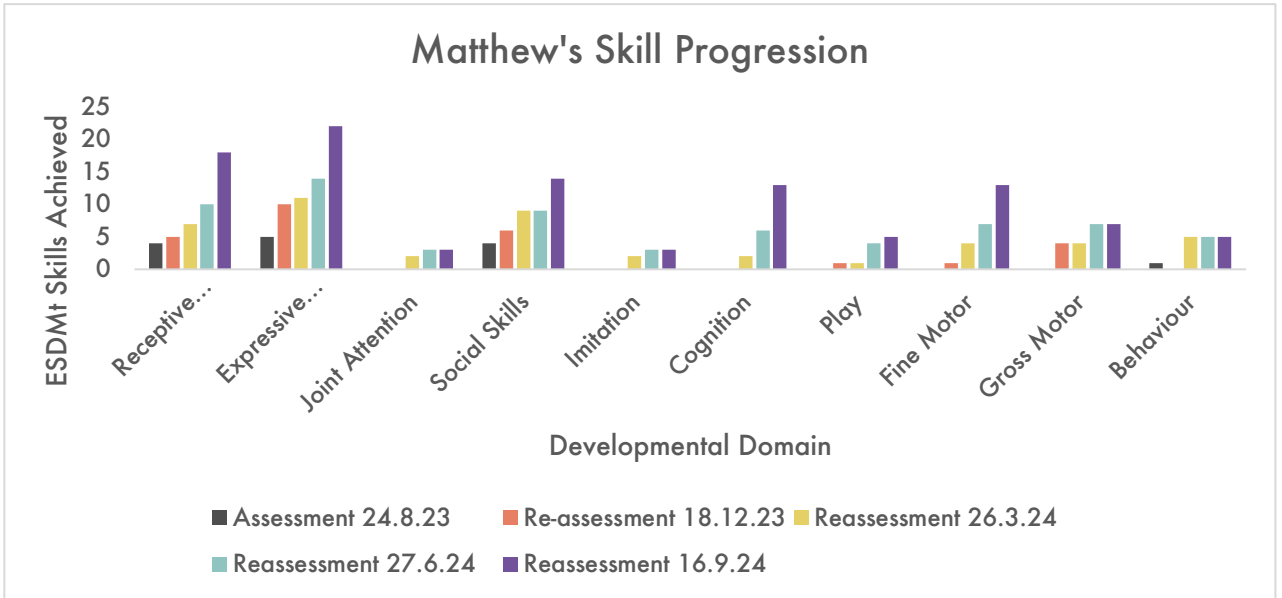
## Re-Assessment Method

### **Early Start Denver Model Curriculum Checklist (ESDM CC)**

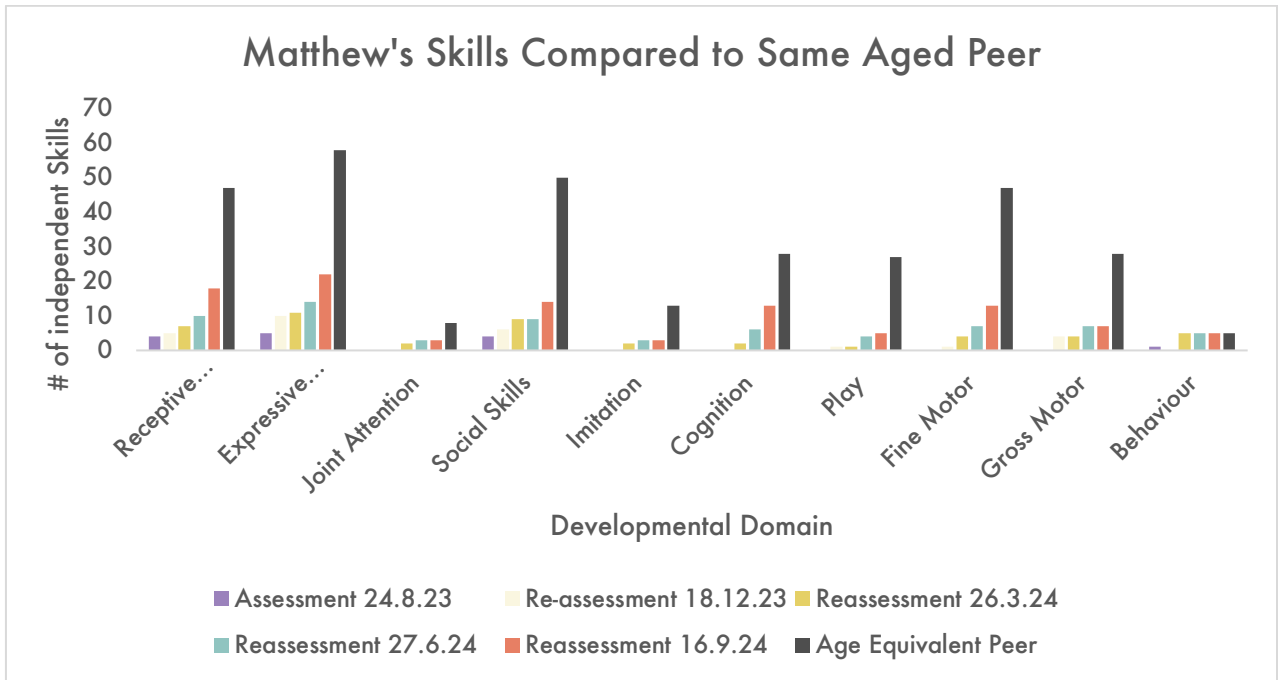
The ESDM CC is a brief assessment of all developmental domains including communication, imitation, joint attention, social skills, cognitive, play, fine and gross motor, personal independence and behaviour. The ESDM CC is divided into 4 levels that correspond to different age groups, and the levels are as follows, Level 1: 12-18 months, Level 2: 18-24 months, Level 3: 24-36 months, and Level 4: 36-48 months. The ESDM CC will be used to track Matthew's progress every 3 months compared to a same-aged peer. This therapy Cycle has been the most effective for Matthew to date in terms of skill acquisition.



## Quantitative Progress



Matthew skills were re-assessed on 16 June 2024. His results show his skills primarily in level 2, an improvement from beginning of intervention, however the results continue to indicate a delay. Matthew's strengths now lie within receptive communication, expressive communication, joint attention and cognition. His challenges have shifted to imitation, play, and gross motor.



## Qualitative Progress

### 1 Group Sessions

Matthew has attended 2 group sessions per week throughout the majority of therapy cycle. Matthew has improving in social skills throughout the cycle, coming into group activities and playing alongside peers more when as compared to previous cycles. This higher engagement with peers has had a positive effect on the progression of Matthew's skills within group, 2 of which he mastered this cycle – parallel play and peer imitation. This means Matthew remains regulated and engaged in activities alongside his peers, an essential developmental and social skill that are at the core of ESDM.

Matthew's weaknesses in the group sessions were in peer greetings and actions within group songs. Matthew still requires prompting from the practitioners to facilitate the progression of these skills and will continue to be worked on in the upcoming cycle. The practitioners have been facilitating saying hello by utilising visuals and physical guidance to say hello to peers and have been utilising



Matthew's PODD book to "say" words and complete actions within songs after bringing the group to Matthew.

## 2 Individual Sessions

Matthew attended 5 individual sessions per week. Matthew has seen great improvement within this therapy cycle having mastered most skill targets by mid-cycle. Matthew continued his improvement mastering most skills again by the end of the therapy cycle. He has seen gains in 6 developmental domains and is showing emerging skills within the others. Matthew's engagement with others has increased throughout his individual sessions and has begun to emerge in his group sessions. Overall, Matthew is learning quickly by using previously mastered skills. Matthew's practitioners focus on using his PODD book when he does not use vocal words and continue to expand his words and length of utterances by adding to the PODD book where needed. Matthew responds well to 1-step instructions within session particularly within routine instructions.

Matthew would benefit from more focus on joint attention and imitation to enhance other skills.

## Recommendations

It is recommended that Matthew's sessions continue at the current treatment level. Please feel free to discuss any of the information above further with me.

Sincerely,

Erin Byrnes

Lead ESDM Practitioner

Kindred Kids