

## Profile of a child with developmental disorders

- Child (initials): Age: 10, Gender: M  
Diagnosis: Moderate mental retardation. Disorder in the development of speech and language, unspecified.
- **Psychomotor development:** Well developed coarse and fine motor skills.
- **Orientation about own personality, space and time:** Recognizes the parts of the human body and identifies them correctly. Does not understand directions up-down, left-right, etc.
- **Self-help skills:** Developed, communicates needs and wishes verbally. He has control over his pelvic reservoirs. Washes hands and face, but needs reminding. He eats independently. Puts on and off his shoes and clothes alone.
- **Characteristics of play:** Can play independently or in a group.
- **Communication and speech:** He is sociable and easily makes contact. Often, and recently more often, tries to dominate the therapist. The phrasal speech is in a process of formation. He tries to connect a few words in a sentence, recreates events from school, at home or in the group. With help he can determine the action he is performing at the moment in a structured sentence. His vocabulary is enriched with a variety of everyday topics.
- **Emotional development:** Sometimes he is aggressive.
- **Cognitive development:** Properly recognizes certain forms, but the color gnosis is not developed.
- **Social/interpersonal skills:** It can be observed that the activities he carries out are organized. Punctual, obedient, calm and organized in the group. He maintains friendships and has specific preferences towards his peers in the group. Caring towards the younger.
- **Adaptation to new activities:** Difficult to adapt to change.
- **School skills:** The child goes to a regular school and is in the second year. He can write by himself without the help of dotted lines. He can count shapes and represent their number numerically. Finds difficult to motivate himself to write and study. Assembles puzzles, enjoys working with the hands /paints with fingers/. He knows the letters of the alphabet and can give examples of words beginning with a specific letter. Counts mechanically up to 10 in a forward manner, but cannot count backwards. Devotes more attention and interest to applied activities: application, drawing, etc. Searches for materials for work himself. Uses more colors while he paints, but does not recognize them. He has rich imagination. He cannot deal with arithmetic operations – summation-subtraction, multiplication-division. He cannot deal with the

quantitative characteristics of the objects. Among the geometrical figures points out to a circle only.

- **Special interests:** Enjoys working with the hands /paints with fingers/

### Profile of a child with developmental disorders

- Child (initials): , Age: 5 years 4 months, Gender: F  
Diagnosis: Generalized developmental disorder. Infantile autism. Moderate mental retardation.
- **Psychomotor development:** Unstable gait, but walks independently. Can perform 2-3 jumps with a bended forward body. The fine motor skills are underdeveloped. Likes to hold a pencil or crayon, but has no skills for scratching even inside the sheet.
- **Orientation about own personality, space and time:** Lacking orientation for time and space and her own self.
- **Self-help skills:** Does not control the pelvic reservoirs and cannot groom herself. She dresses with the help of an adult. She eats separated from the other children with adult help.
- **Characteristics of play:** She enjoys playing alone – focused and absorbed with some toy. She does not allow other children to play with her. Does not obey the action rules and relationships in a game situation. Likes playing with cubes and a child computer, and looking through books with pictures. She has increased sensitivity to sound and touch.
- **Communication and speech:** Underdeveloped expressive speech. Pronounces 2-3 words. Does not feel the need to communicate with other people. Communicates seldom with gestures, movements and vocalizations. The gestures she is using are unclear and incomprehensible. Understands simple instructions only related to the everyday life and the daily activities.
- **Emotional development:** Does not recognize emotions. Experiences feelings of anger when she has to perform a certain activity assigned by the specialists who work with her.
- **Cognitive development:** She does not recognize the shapes and colors and the body parts. Sorts by color selectively. Can find correspondence in fitting boards, but cannot assemble puzzles.
- **Social/interpersonal skills:** She plays alone and does not look for a partner in the games. Not interested in interpersonal relationships. Does not comply with the rules in the kindergarden. Does not feel the need for communicating with people.
- **Adaptation to new activities:** Difficult to get used to new situations and difficult to learn new tasks. Does not communicate with strangers.

- **School skills:** Does not cover the norms for the specific age.
- **Special interests:** She likes to be in front of the TV and to watch commercials or listen to music. Likes to hold books, but is not interested in the contents. Likes to play with a tablet or computer, but most often listens to music.

### **Profile of a child with developmental disorders**

- Child (initials): Age: 11, Gender: M  
Diagnosis: Generalized developmental disorder. Partial retention of expressive speech.
- **Psychomotor development:** No dysfunctions of coarse or fine motor skills.
- **Orientation about own personality, space and time:** Recognizes and names all parts of the human body. He makes a distinction between male and female gender. Knows the time, orients in the directions up-down, but finds difficult to understand the left and right directions (confuses them). Does not recognize the seasons. He knows the calendar – month, week, days.
- **Self-help skills:** Developed skills for eating, grooming, putting on clothes and shoes and taking them off. Maintains good personal hygiene.
- **Characteristics of play**
- **Communication and speech:** Communicates well with the children from the group and with adults, but often is observed fast speech. Sometimes the speech is difficult to comprehend by the others. At moments he becomes agitated and the speech becomes full of unnecessary words and phrases with no connection to the context. Sometimes is observed echolalia. The vocabulary is enriched with everyday topics.
- **Emotional development:** Easily becomes over-agitated and reacts impulsively.
- **Cognitive development:** During reading and calculating the boy needs support from an adult in order to perform the assigned tasks. He has well developed constructive praxis. He knows the basic colors and three additional. In a group of identical objects he can identify the different one. Recognizes /mechanically/ the geometrical shapes: circle, square and triangle. He can assemble puzzles very well.
- **Social/interpersonal skills:** The child is wayward. He tries to impose his opinion about the performed activities. Communicates in full by taking part in the games. He can maintain friendships with peers. Takes care of the younger, expresses emotional attachment to them. Actively participates in the celebrations and other organized events at the Day Center. Punctual in the regime and complies with rules, organized and responsible in his actions.

- **Adaptation to new activities:** Difficult
- **School skills:** Difficult to organize himself and start working, needs more time to get motivated. Knows and names successively the letters of the alphabet, he can read. Writes under dictation letters and short sentences. Adds and subtracts up to 20 with transition over ten with the help of an abacus. Counts forward and backward up to 100. Makes paper applications carefully, colors and cuts in a straight line. Writes the letters under dictation. Draws vertical and horizontal lines and circles. Performs well in music classes. In the gym class is disciplined and performs the exercises with great precision.
- **Special interests/Favorite activities:** Likes to play with fitting shapes, musical and artistic.

### Profile of a child with developmental disorders

- Child (initials): , Age: 8, Gender: F  
Diagnosis: Generalized disorder of development. Infantile autism.
- **Psychomotor development:** Well developed coarse and fine motor skills.
- **Orientation about own personality, space and time:** Recognizes herself in a mirror and points out to her body parts and those of the others. Lacks orientation in the directions up-down, left-right. Does not know if it is day or night. She has good spatial orientation in a familiar environment, but in an unfamiliar environment looks around and feels insecure. Enjoys looking at herself in the mirror.
- **Self-help skills:** Self-sufficient in feeding, grooming, putting on clothes, preparation to go to bed. Can button up and zip. She has developed control over her pelvic reservoirs.
- **Characteristics of play:** does not like playing with the children from the group/participates only in common games/ prefers to stay alone and separate from the others. Understands the rules that are being set.
- **Communication and speech:** Repeats words, phrases, but not always understands what she has just repeated. She cannot coordinate the gender and number of the words when she makes a phrase. She does not make a distinction between genders (boy or girl). Strongly expressed rote memory, difficult to make the connection symbol-word. Connects the received message with the specific situation. At times uses words or phrases without relation to the context. Finds difficult to communicate with children from the group, likes to stay aside and to play by herself.
- **Emotional development:** Irritable, finds it hard to control her own emotions.
- **Cognitive development:** She has undeveloped quantitative understanding of the objects – big-small, short-long, etc. She does not recognize the geometrical shapes. Paints inside a contour,

can fill a contour with grid lines. She knows the colors and can find similarities with a pre-demonstrated color. She can arrange elements in embedding games and can arrange a puzzle of 12-15 parts. She can name objects and actions.

- **Social/interpersonal skills:** She does not like playing with the children in the group (participates only in common games), prefers to stay aside and by herself and to communicate with adults. She can comply with rules. If she wants to obtain something, she holds the therapist by hand and points out to it. She demonstrates stereotyped behaviors and, seldom, resistance.

### **Profile of a child with developmental disorders**

- Child (initials): Age: 11, Gender: M  
Diagnosis: Generalized disorder of development. Symptoms from the autistic spectrum.
- **Psychomotor development:** The child is mobile, with problems with the fine motor skills. Often performs stereotyped movements with hands and body. Recently started to paint and to follow somewhat more precisely the contours of the picture.
- **Orientation about own personality, space and time:** Points out to some body parts in front of a mirror. Lacking orientation for space and time.
- **Self-help skills:** Unable for self-service.
- **Characteristics of play:** He does not play with other children and does not play with toys. Enjoys playing alone by going down on the slide. Enjoys playing with strings and different parts of his clothes.
- **Communication and speech:** Missing eye contact and facial expression. Underdeveloped speech, pronounces only separate words, echolalic speech (repeats words and phrases). Undeveloped speech on the expressive level. Development of the impressive speech – comprehends, but is still behind the calendar age.
- **Emotional development:** Unable to recognize emotions. Finds difficult to understand the facial expression or the body language. Expresses pleasure on contact with his mother.
- **Cognitive development:** The intellectual development does not correspond to the age. Attention deficit. Tracks moving objects. Well developed constructive praxis. Color gnosis is undeveloped and does not recognize shapes. Finds it easy to deal with spatial-constructive tasks.
- **Social/interpersonal skills:** Impossibility to initiate or maintain conversation. Does not communicate with peers. Adherence to specific, nonfunctional customs or rituals. Feels fear

towards the bigger boys. Indifferent to contact with strangers. Lacks ability to establish friendship.

- **Adaptation to new activities:** Rigid towards novelties and difficult adaptation to changes.
- **School skills:** Lacking. The boy goes to a regular school, but is not integrated well. He does not fit in the class.
- **Special interests:** He enjoys very much to play on the computer – mostly to listen to music and play games.

### Profile of a child with developmental disorders

- Child (initials): , Age: 12, Gender: M  
Diagnosis: Moderate mental retardation, syndrome of the fragile X chromosome.
- **Psychomotor development:** The child is mobile, but is significantly behind in his development.
- **Orientation about own personality, space and time:** He has no spatial orientation.
- **Self-help skills:** Eats alone, but finds it difficult to dress, undress and put on shoes.
- **Characteristics of play:**
- **Communication and speech:** The speech is underdeveloped – the expressive side of the speech consists of 10-15 words, related to the everyday life and activities of the child and his closest people.
- **Emotional development:** Does not recognize emotions.
- **Cognitive development:** The intellectual development does not correspond to his age. Attention deficit.
- **Social/interpersonal skills:**
- **Adaptation to new activities:** Does not adapt easily.
- **School skills:** Unable to write down and to recognize letters and numbers.
- **Special interests:**

### Profile of a child with developmental disorders

- Child (initials): Age: 8, Gender: M  
Diagnosis: Cerebral palsy – quadri-pyramidal syndrome with right-sided central hemiparesis. Moderate mental retardation. Symptomatic epilepsy.
- **Psychomotor development:** The child moves around in the space himself, limping. Very often he stumbles, falls down and gets up. Impaired coordination and limited range of motion. He can endure longer if he stays more in a standing position. Unable to walk on his toes, he climbs up and down stairs by holding the rails. He can jump on one place with both legs if held by an adult. Fine motor skills: holds the writing device with the left hand (with improper grip), scribbles chaotically on a sheet of paper and does not try to keep a contour.
- **Orientation about own personality, space and time:** Recognizes his own image in a mirror, and knows the parts of his body. Completely disoriented in the directions up-down, left-right, etc. He has undeveloped time orientation. He does not know the time and the seasons. Very seldom tells the difference of the day and night.
- **Self-help skills:** Developed. Eats alone, without help from the others. Takes off the trousers alone, takes off shoes – still cannot take off the shirt. Developed control over the pelvic reservoirs.
- **Characteristics of play:** Enjoys playing by himself or in a group.
- **Communication and speech:** Regarding the communicative development he makes attempts to pronounce correctly words after the therapist. Better developed passive vocabulary than active. Observed enriching the active vocabulary /using more words/ during communication with the others. Speech negativity is diminished, makes attempts to pronounce more complex words.
- **Emotional development:** In emotional respect more and more adequately reacts to separation. Needs help for dealing with affects. Easily over-stimulated and falls into euphoria, hard to calm down.
- **Cognitive development:** Difficult to concentrate on a given activity, easily distracted. Finds difficult to make a logical connection between two objects (hen-egg, paddle-brush). Memory is rote, performance – low. Thinking is concrete-image based.

### **Profile of a child with developmental disorders**

- Child (initials): , Age: 8, Gender: M  
Diagnosis: Cerebral palsy. Left-sided hemiparesis , mild. Moderate mental retardation
- **Psychomotor development:** Impaired balance, presence of contractions and limited motion range in the ankle joint and the wrist, increased muscle tone. Deficits in fine motor skills.

- **Orientation about own personality, space and time:** Recognizes himself in the mirror. Points out at the parts of his own body and of the others. Oriented relatively well in the directions up-down, forward-backward. Does not understand left-right. He can place an object in front of, or behind himself, above or under himself, or on a table. No understanding of time orientation. Cannot explain the difference between day and night, the seasons. Good orientation in familiar environment.
- **Self-help skills:** Demonstrates independence. He can eat alone and is able to make selection of the kind and amount of food. Knows when and why to wash the hands and face, but often needs reminding about this. Uses the impaired hand in the activities he is engaged with. He can dress and undress by himself, put on and off his shoes, although sometimes needs help. He is not able to tie strings, to button and zip clothes. He has developed control over the pelvic reservoirs.
- **Characteristics of play:** Enjoys games with arrangement of shapes.
- **Communication and speech:** Makes attempts to correctly pronounce words after the therapist. The better developed is the passive vocabulary. The speech negativity is reduced, makes attempts to pronounce also more complex words. Counts from 1 to 10 without difficulty. Addresses by name the people he is working with. In communication uses his own mimicking and gestures as an easier way for communication.
- **Emotional development:** Strongly attached to his mother. Incapable of dealing with his own affect states, lack of self-control. Recognizes the emotions of the others, the facial expressions and most of the gestures. At certain times controls his anger. He is easily disturbed: starts crying, stomping his leg, leaving the room.
- **Cognitive development:** Low concentration of attention – quickly switches from one activity to another, after which finds it hard to focus. Thinking is concrete-image based. Among object characteristics he recognizes short-long, small-big, one-many, few-many, short-tall. He does not recognize the shapes of the objects, does not point out at them correctly, the colors, too. Manages well the easier puzzles and fitting games. At naming objects and actions meets big difficulties and constantly needs assistance and support.
- **Social/interpersonal skills:** Easily establishes contact. Positive and of friendly attitude mostly towards the children from the group, with whom participates in the games. Often hugs and kisses them. He has preferences towards some of the children, because he finds it easy to communicate with them. Does not isolate himself, enjoys playing. He can be by himself. His behavior in the group is adequate. Understands what is right and what is wrong. Seldom breaks the established rules.
- **Adaptation to new activities:** Adapts relatively easy to novelties and changes. Displays curiosity.

- **School skills:** The child is motivated and very persistent when he is assigned a task to fulfill. Displays curiosity and makes effort. He cannot read – does not recognize the letters and numbers. At this stage he tries to write down the elements of the letters and numbers: connects dots in squares and follows a dotted line. He shows diligence to comply with the contours, but easily loses concentration, hurries to finish the task/his attention is distracted by what other children in the group are doing. If he meets difficulty, gives up right away.

### **Profile of a child with developmental disorders**

- Child (initials): , Age: 9, Gender: M  
Diagnosis: Generalized developmental disorder. Underdeveloped expressive speech.
- **Psychomotor development:** He moves freely in the space. The gait is stable and slightly bended forward. The movements of the body are not synchronous.  
Fine motor skills – lacking correct grip.
- **Orientation about own personality, space and time:** He can recognize himself in the mirror and knows the parts of the body. He has good orientation in the directions up-down, left-right. He can tell day from night, does not recognize the seasons, the days of the week, the months.
- **Self-help skills:** Eats alone by using cutlery /fork, spoon/. Maintains perfect personal hygiene. Able to dress-undress, put on and off shoes. Uses the lavatory according to its purpose.
- **Characteristics of play:** Prefers to be by himself and to play alone. Recently started to feel at ease and joins common games, but only with particular children.
- **Communication and speech:** Understands the messages addressed to him, as well as instructions with frequent usage in everyday life. Communicates verbally, uses learned words and phrases out of the context. At times vocalizes inarticulately, showing mimics with his face.
- **Emotional development:** Does not recognize emotions.
- **Cognitive development:** He has developed quantitative understanding of objects small-big, one-many. He makes no difference between tall and short. Among the geometrical shapes recognizes circle, square and triangle, also cross and star. He recognizes basic and additional colors. Assembles puzzles based on the principle trial-and-error.
- **Social/interpersonal skills:** He initiates contact by himself using a few learned phrases. He is not able to maintain friendships. His whole behavior is subject to stereotypes and memorized phrases imitating an adult.
- **Adaptation to new activities:** Easily adapted to changes and novelties.

- **School skills:** The boy goes to the regular school “Vasil Levski” in Gotze Delchev and is in the second year. He knows the graphical representation of the numbers. He can count in a forward manner. Writes numbers and letters, but some of the letters are forgotten. He can produce a word after being presented with the first letter. Finds big difficulty at reading words/one, two or three syllable/.  
He cannot deal with calculations, does not understand the meaning of the tasks. He knows the numbers up to 9. When he is drawing he is using pencils but not paint so that he does not get dirty.
- **Special interests:** He is extremely interested in the character of Mickey Mouse. When he has the choice to select what to do during the lessons with the psychologist, he chooses familiar and easy tasks to perform.

### **Profile of a child with developmental disorders**

- Child (initials): , Age: 11, Gender: F  
Diagnosis: Generalized developmental disorder. Infantile autism.
- **Psychomotor development:** The child is mobile. Relatively well developed fine motor skills.
- **Orientation about own personality, space and time:** Recognizes herself in the mirror, but does not recognize the parts of the human body.  
She has no spatial orientation in the directions left-right, up-down. She cannot tell if it is day or night. Well oriented in a familiar environment.
- **Self-help skills:** She can use for eating fork and spoon /if the adult insists/. She does not brush her teeth or wash the face and hands by herself. She has developed control over her pelvic reservoirs. She can dress and undress, put on and off shoes, button and unbutton, zip and unzip. Demonstrates selectiveness towards food.
- **Characteristics of play:** She does not play with her peers. Enjoys individual activities.
- **Communication and speech:** During the working process she has learned and is maintaining good eye contact. She does not seek nor makes contacts with the children from the group. She seeks the adult for satisfying her wishes. She communicates mainly with mimics and gestures as well as angry vocalizations when she disagrees or does not want to perform the assignment. She turns around when called by name. Recognizes the faces of the therapists and the people she often meets. Calm during the activity – orienting herself by the face of the therapist and the gestures during presenting the instruction.
- **Emotional development:** The girl is calm when a succession of activities she is engaged with is followed. If the stereotype is disturbed or if things do not happen as she wants, she becomes irritated, angry and vocalizing.

- **Cognitive development:** Her active attention lasts longer on the action or the task she is performing. The child performs without resistance the assigned tasks during the therapeutic session. The understanding of the instructions with everyday usage is improved. Manages well and is well oriented in the parts of the puzzles she is assembling. She can sort objects by color, shape, size. She uses many of the cards from the PECS system appropriately. Does not recognize the basic geometrical shapes – circle, square, triangle. The quantitative understanding about small-big, short-long, etc. is disturbed. She does not recognize colors.
- **Social/interpersonal skills:** The child does not like to communicate with peers, when in a group – stays aside. She likes hugging by the staff, and when she wants something she reaches out with hands and looks into the eyes. Often makes sounds. She prefers to hold cubes in her hands (resists if someone tries to take them away).
- **Adaptation to new activities:** When performing new and unfamiliar for her activity, she seeks help and support from the therapist. It seems that she gets used quickly, but if not interested – becomes nervous.
- **School skills:** The girl is a pupil in the first year and goes to school regularly. She writes her homework eagerly and diligently. She can write the letters and numbers learned up to now – the numbers from 1 to 15, all vocal handwritten letters/small and capital/. She writes the consonants „M, Б and P“, but does not recognize them. She does not recognize the basic geometric shapes – circle, square, triangle. The quantitative understanding for big-small, short-long, etc. are disturbed. She does not recognize colors.
- **Special interests /Favorite activities:** In the group she paints, arranges, threads balls on a string, cuts with scissors (not along a contour). After she paints a picture, she takes the scissors and cuts it into small pieces. Eagerly assembles puzzles and builds cube towers. Jumping on a trampoline is a big pleasure for her, but not when given as an assignment.

#### **Profile of a child with developmental disorders**

- Child (initials): Age: 2 years 7 months, Gender: F  
Diagnosis: Cerebral palsy - double hemiplegia – more pronounced in the left.
- **Psychomotor development:** The child cannot walk. The child is behind the norm in her neuro-psychological development.
- **Orientation about own personality, space and time:** She has orientation about her own personality, recognizes and names the people from her close environment.
- **Self-help skills:** She has undeveloped self-service skills.

- **Characteristics of play:** She likes to play with toys and seeks contact with other children.
- **Communication and speech:** She has developed speech corresponding to her age.
- **Emotional development:** Calm and responsive.
- **Cognitive development:** Still undeveloped color gnosia – recognizes only the blue color. Shapes are not learned either.
- **Social/interpersonal skills:** She is friendly and communicates freely even with strangers. She seeks the support of her parents and has the disposition to communicate with her parents mostly.
- **Adaptation to new activities:** She needs time to adapt to novel activities and people.
- **Special interests:** Enjoys playing computer games.

#### **Profile of a child with developmental disorders**

- Child (initials): , Age: 8, Gender: F  
Diagnosis: Mild mental retardation.
- **Psychomotor development:** The child moves independently. Manifested muscle hypotonia. Deficits in regard to fine motor skills. Discoordination syndrome is observed – she has visual-spatial difficulties.
- **Orientation about own personality, space and time:** Oriented about her own personality and the environment. Developed orientation left-right. She can comply with rules and limitations. Knows the body parts.
- **Self-help skills:** She has self-service skills.
- **Characteristics of play:** Enjoys playing with dolls. She is interested in toys, but quickly loses interest in them. Prefers musical toys.
- **Communication and speech:** She has limited vocabulary. She cannot compose correctly the sentences. Understands and complies with simple instructions.
- **Emotional development:** Calm, capable of controlling her emotions, emotionally adequate. She recognizes emotions – angry, disgusted, guilty. When frustrated she reacts with insisting and negativity, but she can be quickly soothed and calmed down.

- **Cognitive development:** Thinking is concrete-image based. Unstable active attention. Good rote memory, with good learning skills. The color gnosis is developed, but among shapes recognizes only the star. She can arrange correctly in forward order sequences of numbers, but is unable to name them correctly. Finds it difficult to assemble puzzles.
- **Social/interpersonal skills:** She has friends – girls - with whom she enjoys playing.
- **Adaptation to new activities:** Manifested minimal deviations in her social adaptation.
- **School skills:** She goes to a regular school, but cannot learn the material included in the school program. She knows most of the letters and tries to write them down under dictation, but has not learned to pronounce syllables. She cannot write correctly her own name. She finds it difficult to comprehend and synthesize mathematical concepts – associating a number with an integer.
- **Special interests:** Enjoys playing with dolls. Enjoys playing on a computer – to paint, to play, to listen to music.

#### **Profile of a child with developmental disorders**

- Child (initials):, Age: 3 years 10 months, Gender: M  
Diagnosis: Spastic cerebral palsy.
- **Psychomotor development:** Bilateral palsy, cannot walk and sit alone, with the support of his mother makes several steps on his toes. Increased muscle tone tetraplegy.
- **Orientation about own personality, space and time:** The child recognizes his own image in the mirror, but can recognize only the legs and hands of his own body. Disoriented in time and space. Recognizes close relatives (mother, grandmother, father).
- **Self-help skills:** Lacking self-service skills. Regarding eating: can hold a cup or spoon but only briefly and drops them down without using them as intended.
- **Characteristics of play:** Due to the presence of visual difficulties, the child orients himself to sounding signals. Enjoys playing with a constructor and musical toys. He cannot reach for a toy from the middle line. When handed a toy he takes it with an open mouth.
- **Communication and speech:** Impressive speech, the child perceives and understands words and concepts from frequently repeated daily activities, objects and people from the nearest surroundings.  
Expressive speech – the child uses a set of 10 words. At pronouncing a word replaces and omits sounds. He has formed skills for onomatopoeia. He still has no formed skills for verbal imitation.

- **Emotional development:** Easily irritable.
- **Cognitive development:** Attention – consciously-controlled for a very short time. Memory – concrete, low concentration. Concentration and attention do not correspond to the age of the child.  
In general the child is behind in his cognitive development. Does not imitate gestures and actions, cannot follow moving objects, not interested in toys and participation in different games. He does not recognize his own name and the name of the closest relatives.
- **Social/interpersonal skills:** Strongly attached to his mother, the lessons are held in her presence. Lack of desire for contact and play with other children.
- **Adaptation to new activities:** Not interested in new activities and difficult to adapt to novel activities.
- **Special interests /Favorite activities:** prefers toys that are making noise.

### Profile of a child with developmental disorders

- Child (initials): ., Age: 7, Gender: M  
Diagnosis: Generalized developmental disorder. Hyperkinetic variant with attention deficiency with significantly impaired level of functioning.
- **Psychomotor development:** The child moves in the space independently. The gait is instable, slightly bended forward shoulders and head. Wobbling, stepping on toes as if being sprung. Climbing up and down stairs. When he runs he drags his legs on the ground. Jumps on the spot with two legs, movements are not sharp, lacking tone, with impaired coordination. Impaired fine motor skills (difficult to thread balls or little figures on a string).
- **Orientation about own personality, space and time:** Recognizes himself in the mirror and points out to body parts. It cannot be assessed if he is oriented in the directions because he does not follow simple instructions. He has good spatial orientation in familiar environment. In unfamiliar place needs constant guidance and support. Lacks temporal orientation.
- **Self-help skills:** Eats with a spoon. He cannot eat from a flat plate – spills out. He can drink from a cup alone, makes a choice about the kind and amount of food. He has no interest in looking how his hands are being washed – he just lends them over the sink and waits for someone to wash them instead of him. He has developed skills for undressing-dressing, putting on and off shoes, but waits for help. Lacks control over his pelvic reservoirs.
- **Characteristics of play:** Seeks contact with the children from the group, with the adults – but quickly changes his mind, jumps from one play into another, seldom finishes the game himself.

- **Communication and speech:** The child still communicates with mimics, gestures, vocalizations mainly. He has several words in his vocabulary using them as substitute for all the rest. Manifested very strong negativity. Seeks contact with the children from the group, with the adults – but quickly changes his mind, jumps from **one play into another**, seldom finishes the game himself Needs constant control by an adult and setting boundaries during the lesson. He can repeat after the therapist separate sounds, syllables, but still cannot repeat entire words – sometimes produces only the first syllable of the word /"маса – та, топка – та"/.
- **Emotional development:** The child is attached to the members of his family and to the children from the group. He cannot deal with strong affect. He does not recognize and cannot control his emotions. Understands the rules, often breaks them on purpose. The aim is improvement in the emotional-will sphere, motivation through the immediate stimuli, increase of self control through exercises for fine motor skill development.
- **Cognitive development: Attention:** Easily distracted. Easy to shift attention and very difficult to concentrate. He wants to assemble puzzles, but easily gives up due to the low levels of attention and concentration/needs constant guidance and support/. Low parameters of the attention: concentration, stability, switching and distribution. Manifested dysfunction of the memory processes retention and reproduction. Reduced range of retention. The thinking is concrete-image based. Low performance. The child finds it difficult to deal with tasks, requiring visual-motor coordination and bigger concentration of attention. He cannot count, calculate, read, etc.
- **Social/interpersonal skills:** Very easy establishes contact with people, who he meets for the first time. His behavior is inappropriate, rushes towards the person, hugs them, even kisses their hands. He does not have established adequate social relations, cannot maintain friendships. He does not isolate himself, prefers to be in the presence of the children from the group. Displays resistance about something by turning his back, shutting his ears, closing eyes with his hands, sometimes crying.
- **Adaptation to new activities:** Difficult to adapt to changes.
- **School skills:** He cannot count, compute, read, etc. Does not maintain eye control, does not hold properly school materials: pencil, brush, scissors, etc. In general is observed reduced interest to these activities. He cannot paint and follow contours – makes a few dashes and gives up.

### **Profile of a child with developmental disorders**

- Child (initials): , Age: 5, Gender: M  
Diagnosis: Severe mental retardation. Syndrome of congenital abnormalities affecting mainly the face area. Accompanying disorders: Disorder of porphyrin and bilirubin metabolism, other porphyrias.

- **Psychomotor development:** The child is not mobile. The coarse and fine motor skills are impaired. The movements are limited, he cannot walk. Reduced muscle tone and problems with coordination.
- **Orientation about own personality, space and time:** Lacking orientation for time, space and his own personality.
- **Self-help skills:** He has no formed self-service skills. Lacks control over his pelvic reservoirs.
- **Characteristics of play:** Does not play with other children, does not show interest in toys. Manifested stereotyped and monotonous actions with toys, often with fiercely destructive manifestation.
- **Communication and speech:** Underdeveloped speech, pronounces only single words. Difficulties in perception and inappropriate understanding of the heard speech. Lacking adequate reactions to praise and punishment.
- **Emotional development:** Irritable, with frequent change of mood. Manifestation of aggression and self-aggression.
- **Cognitive development:** Attention deficit. Observed quickly occurring fatigue. Difficulties in all aspects of memory activity. Color gnosis is not developed, does not recognize shapes. Does not understand and follow instructions.
- **Social/interpersonal skills:** Very chaotic, impossibility for developing lasting relationships with children and adults.
- **Adaptation to new activities:** Difficult to adapt. The interest to items and objects from the environment is short-term.
- **Special interests:** Able to concentrate on a certain activity for 5-10 min., with the help of music and a book with sounds.

### Profile of a child with developmental disorders

- Child (initials): , Age: 2 years 8 months, Gender: M  
Diagnosis: Cerebral palsy, mild right-sided hemiparesis, microcephaly.
- **Psychomotor development:** The child is mobile. The muscle tone is reduced and there is spasticity in the right limbs.
- **Orientation about own personality, space and time:** Oriented in his own personality, space and time. The left-right orientation is not formed yet.

- **Self-help skills:** He is unable for self-service. Tries to eat by himself. He can drink from a cup alone.
- **Characteristics of play:** He can play individual games and in a group. Enjoys playing with cars, constructors.
- **Communication and speech:** The speech corresponds to the calendar age. The child makes sentences and it is possible to conduct a brief conversation with him.
- **Emotional development:** Strongly attached to his mother, it is hard to take him away from her, obstinate. He can recognize the emotions happy and sad.
- **Cognitive development:** The attention is sustainable. Color gnosis is undeveloped and he does not recognize forms. He can assemble puzzles on fitting boards.
- **Social/interpersonal skills:** He has friends that he enjoys playing with.
- **Adaptation to new activities:** Difficult to adapt to novel people and activities.
- **School skills:** Until now not enrolled in a kindergarden but starts going from 15 September 2015.
- **Special interests:** Enjoys playing with cars, constructors and other toys, typical for his gender and age.