

Documentation and Control of Development

With disease patterns which, as is the case with mental and multiple handicaps, are so diversified in terms of development and symptomatology, a comprehensive documentation on the findings made (examples of neurological symptoms see fig. 264, Tab. 24, 36) is as important as a detailed control of the development of the condition. Suitable for this are the clinical and technical data listed in the section «Diagnostic Requirements», also the development and intelligence tests enumerated there, provided they were conducted with a good knowledge of the subject-matter and interpreted within the limitations of their indicativeness; and the determination of the various development age groups ac-

cording to HELLBRÜGGE; naturally also a verbal report of observations.

Documentation on findings and checks of development have been rendered most comprehensively in the foregoing pages (fig. 263). The vertical half-logarithmic principle symbolizes developmental progress which slows down with increasing age. The criteria selected are taken from steps of development observed in actual practice; they take into account practical capacities and to a great extent avoid abstract areas. Since the formulations are kept intelligible, parents and medical assistants can complete the development analyses and check the course of a disease. This way the observations made in the natural en-

Tab. 36: Speech-Development and progress control.

Age	Examination criteria	3 months	6 months	9 months	1 year	1½ years	2 years
10 years	Further development of memory span						
	Detailed interpretation of events (of the written / read)						
	Development of the word and script						
9 years	Interprets symbols and their meaning						
	Completion of abstract thought						
	Recognition of illogicalities						
8 years	Grammatical development in both word and script						
	Concentration span: 30 minutes uninterrupted						
	Memory span: repeats four numbers (1–10)						
7 years	Vocabulary and sentence construction with full grammatical structure						
	Development of concentration span						
	Development of memory span						
	Speech comprehension expanded						
6 years	Logical interpretation of a story						
	Stabilisation of sentence construction						
	Visual and acoustic interpretation of the seen and heard						
5 years	Stabilisation of articulation						
	Simple sentence construction (beginning)						
	Names forms – colours reliably						
	Visual interpretation of a picture sequence						
	Comprehension of time						
	Reliable form – colour identification						
4 years	Vocabulary of 190–200 words						
	Sentence construction of 5–6 words						
	Logical formation of statements, use of adjectives						
	Faulty articulation						
	Names three to four colours						
	Names 3–4 forms						
	Memory: Nursery-rhymes and stories						
	Comprehends 3–4 commands						
	Identifies colours						
	Identifies forms						
3½ years	Verbal formulation of plans						
	Comprehends constructive toys						
3 years	Understands 2–3 part commands						
	Articulation faulty						
2½ years	Asks questions «where» and «who»						
	Uses 2–3 word phrases («ball gone», «door shut»)						
2 years	Reacts logically to situation (fetches pegs when M. hangs washing out)						
1½ years	20 words with meaning						
	Completes sentence (pat a . . .)						
	Imitates simple words						
	Understands simple commands						
	Imitates of noises, sounds and games (peek a boo)						
1 year	Says mommy and daddy with meaning						
	Simple word comprehension (come, no)						
	Imitation of movements						
	Reaction to own name						
9 months	Combination: Sounds and gestures indicating wishes						
	Babbles sounds, incorporating high and low intonation						
6 months	Localisation of voices and noises						
3 months	Babble noises						
	Awareness of voices and facial expressions						
	Crying and cooing						

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vironment are governing and there are no shortcomings that are usually found in test situations. The doctor will be left with the job of checking whether the entries are correct. The development criteria are selected in such a manner that, at the time of the age scale, 90 % of normally developed children will have a command of this function. Thus the absence of such function indicates a pathological condition, which represents, for thera-

pists and parents alike, a request for a specific therapeutic action.

The time of the test has been marked by a horizontal line, all criteria below this line are checked. It does not matter when a child learned the function but whether and how perfectly he knows the functions necessary for the test age. Later findings in the analyses of development should be entered in other colours so as to get a survey of the development periods.