**Describe developmental tests used to assess children (7424i) (10 pts)**

Apgar Score, Denver II, VB Mapp, etc (at least three described)

**Apgar Test**

The Apgar score is a test that is given to newborns shortly after they are born to test their health. It checks their heart rate, muscle tone, and other signs to see if they need emergency medical attention. Apgar stands for appearance, pulse, grimace, activity, and respiration. Appearance is looking at the child’s skin color, pulse is checking their heart rate, grimace is checking “reflex irritability”, activity is checking muscle tone, respiration is checking their breathing. It is scored on a scale from 0 – 2, 2 being the highest score they are given. This test is given usually twice, 1 minute after the child is born and the 5 minutes after they are born.

Babies who score a 7 out of 10 are in good health condition. Babies who score under this does not mean that they aren’t healthy, it just means that they may need some immediate medical attention, such as suctioning their airway to help them breathe. If a baby scores a low score on the second test, they may perform it again at a later time and monitor them more closely.

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| **Apgar Sign** | **2** | **1** | **0** |
| **Appearance**  **(skin color)** | Normal color all over (hands and feet are pink) | Normal color (but hands and feet are bluish) | Bluish-grey or pale all over |
| **Pulse**  **(Heart Rate)** | Normal (above 100 beats per minute) | Below 100 beats per minute | Absent (no pulse) |
| **Grimace**  **(“reflex irritability”)** | Pulls away, sneezes, coughs, or cries with stimulation | Facial movement only (grimace) | Absent (no response to stimulation) |
| **Activity**  **(muscle tone)\_** | Active, spontaneous movement | Arms and legs flexed with little movement | No movement, “floppy tone” |
| **Respiration**  **(breathing effort)** | Normal rate and effort, good cry | Slow or irregular breathing, weak cry | Absent (no breathing) |

**Denver II**

This test is used for children from ages 0-6 years old to test their developmental progression. This test screens for different and possible problems with the child. Assesses for different problems with age appropriate tasks to determine if they do have a problem. With the results, they compare their scores to different children of the same age to see if they are lacking anything or excelling in a category. This test includes 125 tasks or items. It includes, personal/social, fine motor/adaptive, language, gross motor. In the personal/social category it looks at if they get along with other people and caring for personal needs. In the fine motor/adaptive category it looks at eye hand coordination, manipulation of small objects, and problem solving. In the language category it looks at hearing, understanding, and using language. And finally in the gross motor category it looks at sitting, walking, jumping, and overall large muscle movement. This test is designed to be done in a clinic setting where the clinician can observe their behavior and can be given in a standardized manner. This test is used to alert the clinician of any possible problems or potential developmental difficulties. Here is a chart that gives directions on how to give this test <https://www.montessoritrainingusa.com/sites/montessoritrainingusa.com/files/Denver%20II%20Test%20Form.pdf> .

**VB MAPP**

VB MAPP is used to test children and adults with Autism and other developmental disabilities. The VB-MAPP helps parents and clinicians develop a program specified to that child and their needs. This test consists of 5 components which are the milestone assessment, the barrier assessment, the transition assessment, the task analysis, and the placement and IEP goals. The milestone assessment provides a sample of the child’s verbal and related skills, which includes answering questions, labeling, independent play, social play, group/classroom skills, requesting, visual perception, and motor imitation. The barrier assessment analyzes 24 common learning and language acquisition barriers that are often dealt with in children with autism or different developmental problems. The transition assessment has 18 different assessments to help identify if a child is making meaningful progress in development. This is used to see if the child has reached to have a less restrictive educational environment. This is going to be used in the child’s IEP so they can make informed decisions and to meet the priorities for the child. The task and skills assessment is broken down into 800 learning and language skills to help reach the specific target that they need for the child in school. The placement and IEP goals are used to provide a specific direction and placement recommendations based on the information given from the other four categories. This test is done 4 times a year and take between 4-10 hours depending on the child and how involved they are. This test points the team in a direction for the child in developing and implementing a program that is appropriate for the child.

# References

*Denver II*. (2011 , October 17 ). Retrieved from http://stephanl.faculty.mjc.edu/overview.pdf

*The VB-MAPP: An Overview*. (2018). Retrieved from Positive Behavioral Connections : https://www.connectingbehavior.com/vb-mapp-overview/

*What Is the Apgar Score?* (2018 , February ). Retrieved from Kids Health : https://kidshealth.org/en/parents/apgar.html