

## Cheryl – Part II

You have completed your first home visit to Ms. Robertson's home. You spoke with Ms. Robertson and engaged Cheryl in some activities, such as looking at books and coloring in a coloring book. You have gathered the following information:

- Cheryl stays close to her aunt as much as possible and follows her around the house.
- Cheryl uses immature language, using only simple, short sentences. Her pronunciation is difficult for you to understand. The aunt can seldom understand her, although she stated that she is starting to catch on to Cheryl's speech patterns.
- Cheryl is physically awkward. She walks pigeon-toed, with a halting gait. Her hand-eye coordination is poor, and she's "*always bumping into things*".
- Cheryl has night terrors, with screaming and crying, though it seems that she never fully wakes up from these dreams. It is very difficult to calm Cheryl during these episodes. Ms. Robertson holds her and rocks her until she settles down.
- Cheryl had difficulty staying on task when you and she colored in the coloring book. She was easily distracted, and you noticed that her coloring marks were haphazard, jagged lines, and that very little of her coloring was within the lines.
- Ms. Robertson explains that Cheryl tries to play with children her own age, but doesn't know how to play cooperatively, and doesn't indulge in *any "pretend play"* like other children her age. Most of the children in the neighborhood avoid her.
- Cheryl has severe temper tantrums about five to 10 times a day. These tantrums include hitting, screaming, biting and throwing toys against the walls. Ms. Robertson states, "*It's good she's such a little thing, I can hold her still, if need be.*"
- These tantrums occur when Cheryl is frustrated, or when she cannot get her own way. She experiences frustration continually. Other children and most adults cannot understand her most of the time, and she is often snubbed by neighbor children who think she is "*a baby*". Furthermore, she becomes angry when other children expect her to share her toys and take turns in games.
- Ms. Robertson states that when checking on the children before she goes to bed at night, she often finds Cheryl in her sister's bed. She doesn't separate them, figuring that Cheryl needs her sister for security.

## Discussion Exercise

1. What is your initial assessment of Cheryl’s physical, social, emotional, cognitive development?
2. How do you think abuse and neglect affected her development?
3. One the basis of your assessment, what kinds of services would you put in place for Cheryl? Use the “Therapeutic Interventions for Preschool Children” as a resource for this discussion.
4. How would you help Cheryl and her aunt develop a positive attachment relationship? Use the handout, “Promoting Attachment” as a resource for this discussion.