

# [The neurological assessment of the infant (ages birth to 12 months)](https://assignbuster.com/the-neurological-assessment-of-the-infant-ages-birth-to-12-months/)

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The Neurological Assessment of the Infant – Ages Births to 12 months Total Number of Words: 597 Neurological Exam of an Infant   
Nutritional deficiency during the mother’s pregnancy period and the child’s infancy stage are some of the main reasons why a child could not reach their maximum motor, cognitive, and socio-emotional development (Prado & Dewey, 2014). Furthermore, “ fetal exposure to stress” can also contribute to the development of impairment on the infant’s central nervous system, cognitive, and emotional development (Sandman et al., 2011: 1).   
Spittle et al. (2014) mentioned that pre-term babies who were born less than 30 weeks of gestation are at risks of having long-term neurodevelopmental impairment as compared to term-born babies (i. e. motor, cognitive, and socio-emotional or behavioral impairment). Because of the presence of developmental disorders, pre-term babies are at risks of experiencing more serious problems with regards to their motor, cognitive, and behavioral functioning as they grow older (Tronick & Lester, 2013).   
The best way to check the whether or not an infant is at risk of having developmental disability or disorder is to conduct neurological assessment/examination (Hadders-Algra et al., 2010). Aside from testing the potential link between an infant’s neurological, motor, and behavioral functioning, Noble and Boyd (2012) mentioned that it is possible to conduct both neuromotor and neurobehavioral examinations not only to detect potential dysfunction on the infant’s central nervous system. Often times, neurobehavioral examination is necessary to learn more about the infants’ behavioral strengths and weaknesses (Brown & Spittle, 2015).   
In practice, there are quite a lot of neurological tools which can be used in the actual examination. For instance, Tronick and Leste (2013) mentioned that NICU Network Neurobehavioral Scale (NNNS) can be use in detecting signs of neurobehavioral impairment among infants. In another study, Gabriel, Formiga and Linhares (2013) mentioned that the Neurobehavioral Assessment of Preterm Infant (NAPI) can be use to examine pre-term infants’ body movements, alertness, and cry among many others. Through early assessment, healthcare professionals can advice the child’s parents about the most appropriate intervention to consider (Brown & Spittle, 2015).   
Infant Milestones for the First 12 Months of Life   
Months   
Gross Motor   
Fine Motor   
Socio-Emotion   
Language   
1st   
Can turn head or chin up   
Fist of hands   
Cry when distressed   
Make some “ throaty” sound   
2nd   
Chest up while in prone position   
Ability to unfist hands; can move hands together   
Smiles back to people   
Can make “ vowel” sounds   
3rd   
Can roll from side-to-side   
Observes hand movements   
Make some facial expression when tasting sour foods or hearing loud noise   
Can do vocalization   
4th   
Can sit provided that there is a trunk support; can roll to front or back   
Ability to grasp on clothes; play the rattle with hands   
Smiles often when hearing sound   
Laughing; stop crying once the infant hears familiar voice   
5th   
Can sit while arms support the trunk   
Putting objects from hand-to-mouth   
Recognizes family members   
Respond when name is called   
6th   
Can handle weight using 1 hand   
Reach objects using a hand   
Cries when seeing strangers   
Listen to “ no” command   
7th   
Can sit w/out support   
Grasping   
Non-verbal cues when asking for help   
Increase in the use of syllables   
8th   
Crawl; from sitting to kneel position   
Bang an object   
Show signs of being happy and sad   
Respond to “ come here”; says “ papa”   
9th   
Stand on hands/feet; learns to walk   
Bang 2 objects   
Use sound to get attention   
Says “ mama”; imitate sound   
10th   
Walks by holding on objects   
Pokes   
Sense of fear; recognizes name calling   
“ peek-a-boo”; wave hands   
11th   
Stand for a second   
Throw objects   
Give objects to people   
Dance with music   
12th   
Stands on his own   
Scribble; holds pen   
Points on an object   
Gesture like pointing finger   
Source: Gerber, Wilks & Erdie-Lalena, 2010   
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