Red Flags in Child Development.

(That may necessitate an referral for early intervening services)

• Denise Bouyer, Director
• New Jersey Inclusive Child Care Project
Learning Objectives

• Increase your understanding of “red flags” and how to respond to them.
• Review developmental benchmarks and red flag indicators
• Identify development screening tools.
• Prepare you to communicate with families.
Teleconference Resources

- PowerPoint
- NECTAC Screening Tools
- Brigance Assessment
- Developmental Continuum – CSEFEL
RED FLAGS: Cause for Action, Not Alarm

• Developmental milestones.
• Each child develops in his/her own particular manner.
• Signs can be related to physical development or motor skills, vision and hearing, emotional reactions, behavioral and other issues.
RED FLAGS

• What are developmental progress indicators?
• What are “red flags” that should alert parents & professionals that there may be a developmental delay or disability?
Determining Developmental Delays

Birth to 3 years old
   Early Intervention - IDEA
   Part C

3 years old to 5 years old
   NJDOE
   Preschool services for children with Disabilities

Undiagnosed
   Pre-school could be first time a child is diagnosed with a developmental delay.
Evaluation and Assessment

An evaluation is the process used to determine whether a child is eligible for early intervention or special education and related services. The process includes a review of any relevant data, and the individual administration of any tests, assessments and observations of the child.

Every district has a “child study team,” which includes a social worker, psychologist, & learning disabilities teacher consultant. For preschoolers, the CST must include a speech-language specialist.
Goal of Early Assessment

- Discovers what the child needs to learn and may not be linked to functional behavior or what children need to learn.
- Helps teachers design an education plan to meet students' needs.
- Linking instructions to better meet students' learning objectives
  - Curriculum should be designed around activities
  - Arrange activities so that children of varying abilities can participate in the activity
Assessment Tools

- Ages and Stages
- Child Development Inventories
- Denver II
- Parent’s Evaluation Developmental Status
- Brigance Inventory (Brigance IED-II Criterion-Referenced Assessments)
QUESTIONS
Developmental Benchmarks 1-7 Months

- Respond to sounds
- Smile
- Follow objects with eyes
- Reach & grasp toys
- Support head by 3 months
Red Flags @ 7 months

• Seems very stiff or very floppy like a rag doll.
• Does not roll over in either direction
• Cannot sit with help or hold head up when the body is put in a sitting position.
• Does not bear weight on the legs.
Developmental Benchmarks
8 months - 1 year

• Crawl
• Stand when supported
• Search for hidden objects
• Say single words ("mama," "papa") & makes interesting noises
• Learn to wave or shake head
• Sits on floor without support
Red Flags @ 1 year

- Does not crawl or drags one side while crawling.
- Says no single words.
- No or little eye contact
- Sensory issues
- Does not learn to use gestures, such as waving or head shaking.
Developmental Benchmarks 1-2 years

• 1\textsuperscript{st} word by 15 months
• Walk a few steps w/out holding on
• Speak at least 6 words, points to what s/he wants, by 18 months
• Develop heel-toe walking after several months of walking
• Use 2 words sentences by age 2
Red Flags @ 18-24 months

• Does not walk by 18 months or walks exclusively on the toes.
• Does not speak at least 15 words
• Does not seem to know the function of common household objects like telephones and eating utensils.
• Does not imitate actions or words or follow simple instructions.
• Cannot push a wheeled toy.
Development Benchmarks: 24-36 months (2-3 years)

- Understand simple instructions
- Get involved in simple pretend/make-believe play (Copy a circle by age 3
- Communicate in short phrases
- Asks questions
- Manipulate small objects
Red Flags @ 3 years

• Falls frequently or has difficulty using stairs.
• Difficulty manipulating small objects, or.
• Is unable to communicate in short phrases or understand simple instructions.
• No interested in “pretend” play
• Separation anxieties.
QUESTIONS
Developmental Benchmarks: 3-4 years

- Jump in place
- Ride a trike
- Stack 4 blocks
- Engage in fantasy play
- Use sentences of more than 3 words
- Have some self-control
- Understandable speech
Red Flags @ 4 years

- Does not respond to people outside the family.
- Unable to communicate appropriately.
- Shows no interest in interactive games or fantasy play.
- Resists dressing, sleeping, or using the toilet.
- No self-control when angry or upset.
Benchmarks for Preschool

- Pretend play sequences
- Good sentences structure
- Sequencing of ideas
- Interest in stories
- Categorization
- Playground use
- Uses variety of art and drawing tools
- Increased independence and self-help
Developmental Benchmarks: 4-5 years

- Able to separate from parents
- Able to concentrate on an activity for more than 5 minutes
- Express a wide range of emotions
- Build a tower of 6-8 blocks
- Brush teeth
- Wash and dry hands
Red Flags @ 5 years

- Is extremely fearful, timid or aggressive.
- Cannot separate from her or his parents without major protest.
- Is unable to concentrate on any single activity for more than five minutes.
- Cannot differentiate between fantasy and reality.
QUESTIONS
Red Flags @ any age

• Slipping backwards in any area is of major concern.
• Loss of language skills and/or social skills at any age is a significant red flag.
• Children who are no longer able to communicate or interact socially at levels they once could.
Behavior Problems

“A rule of thumb for social and behavior problems is that a child’s social and emotional development correlates with language development.”

Aggressive behaviors

- May demonstrate developmental sequence as a younger typical child
- May have reduced language during play
- More isolated play
- Less associative and cooperative play
- Lack of problem solving skills during play
- Lack of curiosity in play
- Lack of social rules through peer confrontation
If there is a concern...

- Child aged 0-3 years, contact early intervention (County Special Child Health Services Case Management Unit)

- For a child aged 3 years and older, contact the local school district.
Working effectively and building partnerships with parents

• Begin discussion by expressing concern for the child.
• Let parents know that your goal is to help the child and you want to work together.
• Ask parent have s/he noticed similar situations
• Offer to work together to develop a behavior support plan for home and classroom.
References
