

SIGNIFICANT DEVELOPMENTAL DELAY

A child may be identified as having a significant developmental delay when delays in development significantly challenge the child in **two or more** of the five major life areas.

Here are common red flags that may indicate a need for a general development screening for Children between the ages of 4 and 5.

Children should demonstrate multiple red flags in 2 or more areas of development before a screening is recommended.

Major Life Areas	What it is:	Red Flag
Cognitive	Cognitive activities include the ability to acquire, use and retrieve information, developmental skills such as discrimination, classification, sequencing and problem solving. This area focuses on larger developmental skills or concepts, <u>NOT</u> <u>ONLY</u> discrete rote pre-academic skills such as color, shape, number and letter identification.	Difficulty with the following: • Following along with classroom activities • Answering questions about a story • Explaining what to do in various situations • Sort items into categories, including color group and size • Understanding of concepts (first, middle, last, or longer/shorter) • Recognize name in print • Identifying colors and shapes

Communication (Expressive and/or Receptive Language)	Language is the ability to understand and use language to clearly communicate ideas, wants and needs. Cultural and/or social beliefs and practices of the family must be considered. Communication is not considered delayed if the	Difficulty with the following: • Following directions • Understanding concepts, ie left and right, size comparisons • Pointing to pictures of named objects • Understanding nonverbal gestures • Selecting pictures to represent verbally presented information • Retelling familiar stories. • Asking and answering what, when, and where questions • Defining familiar objects • Using 3-5 word sentences
Adaptive	Adaptive activities include general self-care and independence tasks. This includes eating, dressing, toileting and other hygiene-related tasks.	Difficulty with the following: • Completing toileting independently • Taking care of personal belongings • Putting on shoes and tying them with help • Dressing independently • Washing hands and face independently

Social or Emotional	Emotional activities include the ability to express emotions and feelings appropriately, the development of a positive self and interaction skills. Interaction skills include how the child interacts with other children, other adults, and their environment.	Difficulty with the following: • Transitioning from one activity to the next • Working independently for 15-20 minutes • Appropriately responding to disappointment. • Cleaning up toys • Following rules when playing games • Stating/expressing their feelings • Accepting criticism without becoming upset • Greeting others and responding to greetings
Physical (Gross Motor and/or Fine Motor)	Gross motor skills include the ability to move around and successfully interact with their environment with appropriate coordination, balance, and strength. Fine motor includes manipulating and controlling objects such as toys and drawing utensils. Fine motor may include some prewriting skills as well as early fine muscle tasks	Difficulty with the following Gross Motor • Kicking a ball • Catching and throwing a playground ball • Playing on playground equipment (swinging and climbing) • Skipping and Galloping Fine Motor • Drawing a recognizable person • Copying X, cross and square • Cutting objects within ½ inch of the line • Coloring within the lines • Printing letters without a model

