The Red Flags Early Identification Guide is a health resource for professionals (including general practitioners, child health nurses, allied health professionals and early childhood educators) working with families, to help identify developmental concerns early, so families can receive support from the right professionals at the right time.

The Red Flags Early Identification Guide will:

- Assist with early identification of developmental concerns in a child’s developmental domains (social/emotional, communication, fine motor/cognition/self-care, and gross motor) that are impacting on their day-to-day functioning.
- Assist with clinical decision making when used in conjunction with other evidence-based screening tools, such as the Parents Evaluation of Developmental Status (PEDS) and/or Ages and Stages Questionnaire (ASQ).
- The guide is not a standardised screening tool and should not replace standardisation assessments.
- Facilitate conversation with parents/carers around their child’s development and the benefits of early identification in particular when a parent may not be concerned about their child’s development.
- Facilitate conversation about a plan of action and where to obtain a more detailed developmental screen and/or assessment.

Tips for using the guide:

- Children’s Health Queensland recommends this resource be used in discussions with parents/carers about typical development and parental understanding/expectations of development. This process facilitates identification of parental concerns/questions about a child’s growth, development and activities of daily living.
- A single red flag is not always an indication for concern or referral, rather the functional impact of one or more red flags on the child’s everyday functioning and participation, should be taken into consideration.
- The negative statements of ‘does not...’ and ‘not able to...’ have been used to highlight a delay/lack of acquisition of skills. The red flags have been linked to the absence or delay of skill(s) which lie at the boundary of the typical developmental range. Therefore the guide should not be used as a ‘milestones’ screener, as the red flags are not developmental milestones.
- This second edition includes revised red flags and directions for appropriate use.

Stimulate your child’s development with PLAY!

Partner: be your child’s partner in play. Follow their lead and wait for them to take their turn.

Look and listen: adjust the play to your child’s level and follow their instructions.

Add: introduce new ideas to guide, support and expand on the play your child is leading.

You and your child together: get down on their level and enjoy being together.

Ways to PLAY?

- Use your senses: touch, listen and look at objects (e.g. sand, leaves and toys)
- Move about: help your child move, push and pull objects
- Out and about: go to libraries, talk about books; visit parks – climb, throw and kick balls, ride a bike
- Talk and problem solve, e.g. with puzzles
- Use imagination: play out simple ideas and gradually introduce different scenarios or roles; play with dolls/eddies/figurines; creatively use boxes or containers as play objects (e.g. as a car)
- Explore: use a variety of things for your child to explore and play with e.g. bubbles, pots and pans, play doh. Your cupboards are full of exciting things!

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<th>Area</th>
<th>6 months</th>
<th>9 months</th>
<th>12 months</th>
<th>18 months</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
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Red flags at any age:

- Strong parental concerns
- Significant loss of skills
- Lack of response to sound or visual stimuli
- Poor interaction with adults or other children
- Lack of, or limited eye contact
- Differences between right and left sides of body in strength, movement or tone
- Marked low tone (floppiness) or high tone (stiff and tense) and significantly impacting on development and functional motor skills

For support, call 1300 366 039 24 hours, 7 days to speak to a Child Health Nurse.