<table>
<thead>
<tr>
<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>
<th>Red flags at any age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social emotional</td>
<td>Does not smile or interact with people</td>
<td>Not sharing enjoyment with others using eye contact or facial expression</td>
<td>Does not notice someone new</td>
<td>Lacks interest in playing and interacting with others</td>
<td>When playing with toys tends to bang, drop or throw them rather than use them for their purpose</td>
<td>No interest in pretend play or interacting with other children</td>
<td>Difficulty noticing and understanding feelings in themselves and others</td>
<td>Unwilling or unable to play cooperatively</td>
<td>Play is different than their friends</td>
</tr>
<tr>
<td>Communication</td>
<td>Not starting to babble (e.g. aahh; oohh)</td>
<td>Not using gestures (e.g. pointing, showing, waving)</td>
<td>Not using two part babble (e.g. bubu, dada)</td>
<td>No babbled phrases that sound like talking</td>
<td>No clear words</td>
<td>Not able to understand short requests (e.g. ‘Where is the ball?’)</td>
<td>Not learning new words</td>
<td>Not using simple sentences (e.g. ‘Big car go’)</td>
<td>Speech difficult to understand</td>
</tr>
<tr>
<td>Cognition, fine motor and self care</td>
<td>Not reaching for and holding (grasping) toys</td>
<td>Does not hold objects</td>
<td>Does not ‘give’ objects on request</td>
<td>Cannot move toy from one hand to another</td>
<td>Does not feed self finger foods or hold own bottle/cup</td>
<td>Unable to pick up small items using index finger and thumb</td>
<td>Does not scribble with a crayon</td>
<td>Does not attempt to feed self using a spoon and/or help with dressing</td>
<td>Does not attempt everyday self care skills (such as feeding or dressing)</td>
</tr>
<tr>
<td>Gross motor</td>
<td>Not holding head and shoulders up with good control when lying on tummy</td>
<td>Not rolling</td>
<td>Not sitting independently/without support</td>
<td>Not moving (e.g. creeping, crawling)</td>
<td>Not taking weight on legs when held in standing</td>
<td>Not standing independently</td>
<td>Not able to walk independently</td>
<td>Not able to walk up and down stairs independently</td>
<td>Not able to walk, run, climb, jump and use stairs confidently</td>
</tr>
</tbody>
</table>

Updated July 2016
What is the Red Flags Early Identification Guide?

The Red Flags Early Identification Guide (for children aged birth to five years) is a health resource for professionals (including general practitioners, child health nurses, allied health professionals, and early childhood educators) working with children, development, and the families of early identification concerns.

The 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).
• Facilitate conversation with parents/carers about their child’s development and the benefits of early identification and early intervention, particularly 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.
• Not replace standardised screening tools.

Tips for using the guide:
• Use the guide in conjunction with parents/carers of children who are not showing their expected level of development.
• Use the guide in conjunction with other evidence-based screening tools.
• Use the guide to assist with clinical decision making.
• Use the guide to facilitate conversation about a plan of action.
• Use the guide to facilitate conversation about the benefits of early intervention.

Stimulate your child’s development with PLAY!

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

Look and listen: adjust 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, 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/teddies/figureines; creatively use boxes or containers as the play objects (e.g., a car).
• Explore: use a variety of things for your child to explore and play with e.g., bubbles, pots and pans, play doh, boxes, blocks. Your cupboards are full of exciting things!