<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>
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<tbody>
<tr>
<td>Social emotional</td>
<td></td>
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<td>Strong parental concerns</td>
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<td>Significant loss of skills</td>
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<td>Lack of response to sound or visual stimuli</td>
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<td>Poor interaction with adults or other children</td>
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<td>Lack of, or limited eye contact</td>
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<td>Differences between right and left sides of body in strength, movement or tone</td>
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<td>Marked low tone (floppy) or high tone (stiff and tense) and significantly impacting on development and functional motor skills</td>
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<td>Communication</td>
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<td>Cognition, fine motor and self care</td>
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<td>Gross motor</td>
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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 parent resource to help identify developmental concerns. The guide can be 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 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.
- Facilitate conversation with parents/carers around their child's development and the benefits of early identification and early intervention in particular when a parent may not be concerned about their child's development.
- Facilitate conversation with parents/carers about typical development and parental understanding/expectations of development.
- Provide guidance and support for families and professionals to decide whether to refer for further assessment.
- Be taken into consideration on the child's developing function and participation, should developmental and/or academic concerns be raised.
- Be used in discussions with parents/guardians about a child's strengths, goals, and areas for concern or improvement.
- Be used in discussions with parents and other professionals to discuss the development of a child and to determine appropriate next steps.

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.
- 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. These 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 of the Red Flags Early Identification Guide 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 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 / teddies / figurines; creatively use boxes or containers as the 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 dough, boxes, blocks.

Your cupboards are full of exciting things!

Children's Health Queensland Hospital and Health Service

Red Flags Early Identification Guide

for children aged birth to five years

Second edition

Child Development Program Clinical Access Service call 1300 731 805 or email CDPAccessService@health.qld.gov.au

Child Health Service call 1300 366 039

Call 13HEALTH (13 432584) 24 hours, 7 days to speak to a Child Health Nurse

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