### Red Flags Early Identification Guide

<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><strong>Social emotional</strong></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 (e.g. cuddle dolls, build blocks)</td>
<td>No interest in pretend play or interacting with other children</td>
<td>Difficulty noticing and understanding feelings in themselves and others (e.g. happy, sad)</td>
<td>Unwilling or unable to play cooperatively</td>
<td>Play is different than their friends</td>
</tr>
<tr>
<td><strong>Communication</strong></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 putting words together (e.g. 'push car')</td>
<td>Speech difficult to understand</td>
</tr>
<tr>
<td><strong>Cognition, fine motor and self care</strong></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>Unable to pick up small items using index finger and thumb</td>
<td>Does not feed self finger foods or hold own bottle/cup</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 to feed self using a spoon and/or help with dressing</td>
<td>Not toilet trained by day</td>
</tr>
<tr>
<td><strong>Gross motor</strong></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>No form of independent mobility (e.g. crawling, commando crawling, bottom shuffle)</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 up and down stairs independently</td>
<td>Not able to walk, run, climb, jump and use stairs confidently</td>
</tr>
<tr>
<td></td>
<td>Not holding head with control in supported sitting</td>
<td>Not sitting independently</td>
<td>Not moving (e.g. creeping, crawling)</td>
<td>Not taking weight on legs when held in standing</td>
<td>Not attempting to walk without support</td>
<td>Not able to walk up and down stairs holding on</td>
<td>Not able to run or jump</td>
<td>Not able to run, climb, jump and use stairs confidently</td>
<td>Not able to catch, throw or kick a ball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not pulling to stand independently and holding on for support</td>
<td></td>
<td>Not able to walk independently</td>
<td>Not able to walk, run and jump independently</td>
<td>Not able to catch, throw or kick a ball</td>
<td>Not able to walk, run, climb, jump and use stairs confidently</td>
<td>Not able to hop five times on one leg and stand on one leg for five seconds</td>
</tr>
</tbody>
</table>

*Updated July 2016*
Red Flags Early Identification Guide for children aged birth to five years

Second edition

What is the Red Flags Early Identification Guide?

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 guide will:

• Assist with early identification of developmental concerns in a child's 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 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 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 about a plan of action and where to obtain a more detailed developmental screen.

Tip for using the guide:

The guide should not replace standardised assessment.

• The guide should not be used as a standardised screening tool and should be taken into consultation on the child's development and achievement. It is important that the functional impact of one or more red flags is discussed with the parent or guardian about the child's 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 considered.

• A negative statement of 'does not...' and 'not able to...' has been used to highlight a delay/lack of skill acquisition. The red flags have been linked to the absence or delay of skills 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 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!

The Red Flags Early Identification Guide helps children aged birth to five years identify potential developmental concerns and early intervention in particular when a parent may not be concerned about their child's development.

The guide should not replace standardised assessment.

Children's 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

© Developed by the Child Development Program in conjunction with Brisbane North Primary Health Network

Updated: July 2016