

Red Flags in Developmental Growth

0-60 months
By Erin Kniphfer



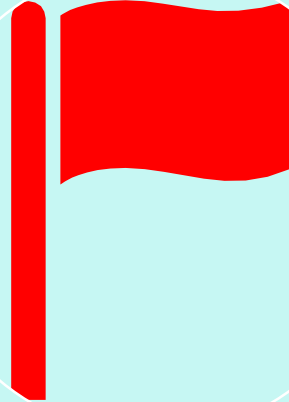
a guide to let you know if a child might have a learning difficulty.

could help you determine social issues that a child might be struggling with.

could help you determine if someone is having behavioral issues.

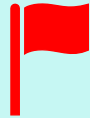
a child is showing abnormal signs that might be potential problem areas in certain areas of development.

has the potential of showing you the child might be mistreated or abused in the environment they are in.



Types of Red Flags in Children from 0-24 months

Learning – Red Flags



Speech & Language

- Stumbling or getting stuck on words or sounds (stuttering), frustrated when verbally communicating

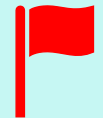
Hearing

- Does not respond when called, speaks loudly, draining ears; a lot of colds and ear infections

Fine & Gross Motor

- Infants who are unable to hold or grasp an adult finger or a toy, picking up small items with thumb and pointer finger, baby is unable to hold head in the middle to turn and look left and right, unable to walk with heels down four months after starting to walk.

Behavioral – Red Flags



Inappropriate Social Behaviors

- Anxious, fearful/extreme shyness, agitated, screams, cries excessively, swears

Self-Injurious Behaviors

- Bites self, slaps self, grabs at self

Aggression

- Hits, kicks, bites, scratches others, pulls hair, hurting those less able/bullies others

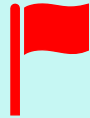
Self-Stimulatory Behaviour

- Deficits in expected functional behaviours (e.g., eating, toileting, dressing, poor play skills), Difficulty managing transitions/routine changes



Types of Red Flags in Children from 25-36 months

Learning – Red Flags



Speech & Language

- Persistent drooling or very unclear speech
- Inability to communicate in short phrases

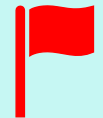
Balance

- Frequent falling and difficulty with stairs

Fine & Gross Motor

- Inability to build a tower of more than 4 blocks
- Difficulty manipulating small objects
- Inability to copy a circle by 3 years old
- Difficulty manipulating small objects

Behavioral – Red Flags



Inappropriate Social Behaviors

- Little interest in other children

Self-Injurious Behaviors

- Bites self, slaps self, grabs at self

Aggression

- Hits, kicks, bites, scratches others, pulls hair, hurting those less able/bullies others

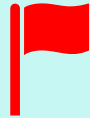
Self-Stimulatory Behaviour

- No involvement in pretend play
- Failure to understand simple instructions



Types of Red Flags in Children from 37-60 months

Learning – Red Flags



Speech & Language

- Can't give first and last name

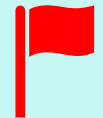
Hearing

- Does not respond when called, speaks loudly, draining ears; a lot of colds and ear infections

Fine & Gross Motor

- Doesn't draw pictures

Behavioral – Red Flags



Inappropriate Social Behaviors

- Anxious, fearful/extreme shyness, agitated, screams, cries excessively, swears

Self-Injurious Behaviors

- Bites self, slaps self, grabs at self

Aggression

- Hits, kicks, bites, scratches others, pulls hair, hurting those less able/bullies others

Self-Stimulatory Behaviour

- Deficits in expected functional behaviours (e.g., eating, toileting, dressing, poor play skills), Difficulty managing transitions/routine changes





Social & Emotional

0-8 months-
Parent/guardian and child do not engage in smiling and vocalization with each other

8-16 month-
Child does not move away from parent to explore, while using parent as a secure base

16-24 months-
Child alternates between being hostile and overly affectionate with parent





Social & Emotional

25-36 months-

- Extreme difficulty separating from primary caregiver

37-48 month-

- Doesn't respond to people outside the family
- Lashes out without any self-control when angry or upset
- Ignores other children

49-60 months-

- Shows extreme behavior such as unusually fearful, aggressive, shy or sad.
- Unusually withdrawn and not active.



What are Special Needs?

All children develop at different rates and in different ways, but some children are born with special needs. These special needs affect how a child grows and develops. Some children have developmental delays or difficulties right after birth and others develop delays a little later. It is important to provide early support so that a child can grow to his or her fullest potential.



Don't Wait to Get a Child Help!

The best time to help a child is before they enter elementary school. If you think your child, or a child in your program, has a special needs ask for help right away. Don't wait until the child starts school. Getting help early can make a big difference in the child's development and readiness for Kindergarten. It may also prevent more serious problems later on.



A person is a person no
matter how small!

Dr. Seuss



Some Steps for Help!



Where to go for help:



Talk to your child care provider or preschool teacher



Call your local school district



Call the Special Educational program at Goodwin Community Center



- **PTAN** is a grant-funded statewide technical assistance and support network that promotes quality, developmentally appropriate and culturally competent early childhood education and special education programs.
- The Pyramid Model is a positive behavioral intervention and support (PBIS) framework that uses systems-thinking and implementation science to promote evidence-based practices. We created *The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children* to help early educators build skills for supporting nurturing and responsive caregiving, create learning environments, provide targeted social-emotional skills, and support children with challenging behavior. Finally, we provide local, national, and global early childhood programs with comprehensive training, proven methods, and free resources.
- <http://www.pyramidmodel.org/resource/pyramid-model-overview/>



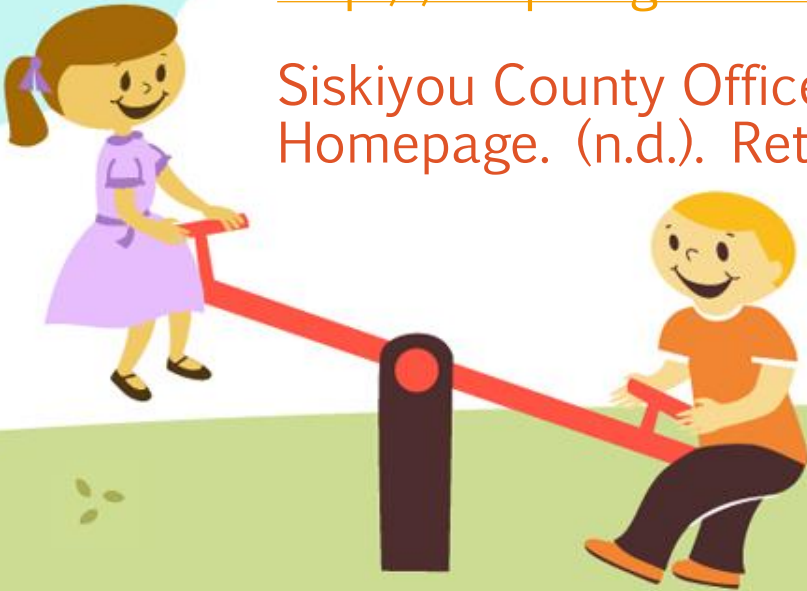
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