# PSFO Tip Sheet



# The Red Flags

**Early Intervention Referral guide for Children 0-5 years**

This resource has been designed as a tool to help determine whether a child may have developmental delays, and require referrals to be made.

**Step 1:** Find the child’s age across the top of the table below.

**Step 2:** Read through the list and identify if the child is demonstrating any of the red flags at their age level.

**Step 3:** If the child is between age levels (eg: 2 yrs 5mths) check the lower age for red flags (eg: 2 yrs)

**How to determine if development is delayed**

One or more red flags (in any area) is a sign of delayed development.

**Where to go for further support**

**Parents:**

If you have concerns about your child’s development, please contact your Family Doctor or a Paediatrician

If your GP/paediatrician does not agree with your concerns, seek a second opinion.

You may also wish to consult with a Maternal and Child Health Nurse. **Wyndham MCH team: 1300 370 567**

The following link will provide you with information for the Wyndham MCHN service, including an interactive video about children development 0-4 years: [Wyndham City MCH Service](https://www.wyndham.vic.gov.au/services/childrens-services/maternal-child-health/maternal-child-health-services)

**Educators:**

If you have identified any red flags, please refer to:

IPC Health (<https://www.ipchealth.com.au/>) or

Early Childhood Approach (Brotherhood of St. Laurence) - <https://ndis.bsl.org.au/early-childhood/about-us/>

More information can also be found in the Preschool Field Officer Service Support Guide which you can find on our webpage – link below.

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Description automatically generatedYou can also refer to the Preschool Field Officer Service and forms can be found on our webpage

Check out our [Website Page](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.wyndham.vic.gov.au%2Fservices%2Fchildrens-services%2Fother-childrens-services%2Fpreschool-field-officer-psfo-service&data=05%7C01%7CMichelle.Shaw%40wyndham.vic.gov.au%7Ca133d048342045d9a2cf08daee145453%7Cccedce2eab9f4e51bb3d3c6e2171f03e%7C0%7C0%7C638084071929867130%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=iARbFo07xBlzP5lnEPp5kbLBu8jedRpqC8RrTHUEJO4%3D&reserved=0) or use this QR:

**References** - Queensland Health – The “Red Flag” Early Intervention Referral Guide

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| **Red Flag Referral Guidelines** | | | | | | | | | |
|  | **6 months** | **9 months** | **12 months** | **18 months** | **2 years** | **3 years** | **4 years** | **5 years** | **Red Flags at any stage** |
| Social / Emotional | * Does not smile or squeal in response to people | * Not sharing enjoyment with others using eye contact or facial expression | * Does not notice   someone new   * Does not play early turn taking games (e.g. peekaboo, rolling a ball) | * Lacks interest in playing and interacting with others | * When playing with toys tends to bang, drop, or throw them rather than use them for their purpose (e.g cuddle doll, build blocks) | * No interest in pretend play or other children * Difficulties in noticing and understanding feelings in themselves and others (e.g. happy, sad) | * Unwilling / unable to play co-operatively | * Play is different than their friends | * Not achieving indicated developmental milestones * Strong parent concerns * Significant loss of skills * Lack of response to sound or visual stimuli * Poor interaction with adults or other children * Difference between right and left sides of body in strength, movement or tone * Loose and floppy movements (low tone) or stiff and tense (high tone) |
| **Communication** | **LACK OF OR LIMITED EYE CONTACT** | | | | | | | |
| * Not starting to babble (e.g adah; oogoo) | * No gestures (e.g. pointing, showing, waving) * Not using 2 part babble (e.g. gaga, arma) | * No babbled phrases that sound like talking * No response to familiar words | * No clear words * Cannot understand short requests eg. ‘Where is the ball?’ | * Does not have at least 50 words * Not putting words together eg. ‘push car’ * Most of what is said is not easily understood | * Speech difficult   to understand   * Not using simple sentences e.g. big car go | * Speech difficult to understand * Unable to follow directions with 2 steps | * Difficulty telling a parent what is wrong * Cannot answer questions in a simple conversation |
| Fine Motor and Cognition | * Not reaching for and holding (grasping) toys * Hands frequently clenched | * Unable to hold and/or release toys * Cannot move toy from one hand to another | * Majority of nutrition still liquid/puree * Cannot chew solid food * Unable to pick up small items using index finger and thumb | * Not holding or scribbling with a crayon * Does not attempt to tower blocks | * No interest in self-care skills eg. feeding, dressing | * Difficulty helping with self-care skills (e.g. feeding, dressing) * Difficulty manipulating small objects e.g. threading beads | * Not toilet trained by day * Unable to draw lines and circles | * Concerns from teacher about school readiness * Not independent with eating and dressing * Cannot draw simple pictures (e.g. stick person) |
| Gross Motor | * Not rolling * Not holding   head and shoulders up when on tummy | * Not sitting without support * Not moving eg. creeping or crawling motion * Does not take weight well on legs when held by an adult | * Not crawling or bottom shuffling * Not pulling to stand * Not standing holding on to furniture | * Not attempting to walk without support * Not standing alone | * Unable to run * Unable to use stairs holding on * Unable to throw a ball | * Not running well * Cannot walk up and down stairs * Cannot kick or throw a ball * Cannot jump with 2 feet together | * Cannot pedal a tricycle * Cannot catch, throw or kick a ball * Cannot balance well standing on one leg | * Awkward when walking, running, climbing and using stairs * Ball skills are very different to their peers * Unable to hop 5 times on each foot |