# 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.

You 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)
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| **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
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| 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)
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| 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
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