

PEDS:Developmental Milestones

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Case Example: Vernon, age 7 months

Vernon's mother, Ms. Chavez, completed the PEDS:DM while in the waiting room, just before seeing a public health nurse for his 6 month check-up.

PEDS:Developmental Milestones--Example of items across domains

Items at the 5 - 7 month level. Each question taps a different developmental domain: fine motor, receptive language, expressive language, gross motor, self-help, and social-emotional.

Please tell us what your child can do. If you aren't sure, try it! Use the pictures if they help. If you need more help, ask us!

When you try these with your child, please say, "**good trying**" or "**way to go,**" even if it's not perfect. Please use the markers we gave you to fill the boxes  (not pens or pencils). Your child should

When your baby is holding a toy in each hand, does he or she look from one hand to the other?

No
A Little
Yes

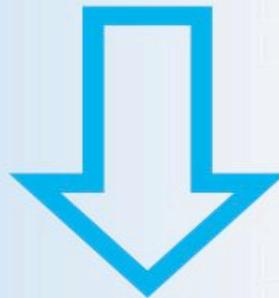
When you say things like, "**Come here**", does your baby hold out his or her arms?

No
Sometimes
Yes

Does your baby "talk" or make speech sounds when he or she holds a toy or sees a pet?

No
Sometimes
Yes

Keep Going!



If your baby is lying on her back can she pass a toy from one hand to the other?

No
Sometimes
Yes

If you try to give more food than your baby wants, does he keep his lips closed or turn away?

No
A little
Yes

When you play gentle tickling games with your baby, does he or she enjoy this?

No/Haven't tried
Sometimes
Most of the time

The orange marks show Ms. Chavez's answers to the questions about Vernon's skills. When the PEDS:DM Scoring Template (not shown) was placed over the answers, all were correct, suggesting adequate development in each area.



PEDS:Developmental Milestones
Developmental Promotion component

After parents answer questions about skills, they are encouraged to read a story to their child. Each story describes age-appropriate parenting practices and age-appropriate child development. Shown here is the story for children 5 - 7 months of age and it focuses on a father talking to his child, naming the things she sees, repeating the sounds she makes, and adding meaning to her sounds.

Please have fun reading this to your child:

The Baby Who Stared at Everything

Once upon a time there was a daddy who saw that his baby liked to look at everything. She looked and she looked and she looked and she looked. Her daddy held her and told her the names of everything she saw. He told her the names of trees and dogs and books and bottles, and he even told her that her mother's name was Mama.

One day the baby said, "Ma ma ma ma ma ma ma ma." Her daddy smiled at his baby.

"That's right. That's your Mama," he said. The baby smiled back at her daddy. Then she said "Da da da da da da da da."

Her daddy smiled and said, "That's right, I'm your daddy. And your 'Da da da da' daddy just loves you."



PEDS:Developmental Milestones

Developmental promotion: Vernon Case Example (continued)

During Vernon's check-up, Ms. Chavez commented that she and Vernon had enjoyed the story and the PEDS:DM questions. She also said, "So I guess I should be talking with him lots, even though he can't understand me?". The public health nurse agreed emphatically and gave Ms. Chavez an information handout on how to promote Vernon's development. The PEDS:DM professional manual includes parent education handouts on a range of topics, information about websites offering parenting information in various languages, and a detailed chart of developmental milestones.: The parenting guides and website links are available in English and Spanish and can be downloaded from the PEDS website (www.pedstest.com) and thus customized as desired. The nurse selected the handout on building speech-language skills and used a highlighter to note some of the parenting activities most appropriate for Vernon's age. Shown below is a clip from the handout.

Building Speech And Language Skills

ACTIVITIES

Here are some things you can do to help build your child's speech and language skills:

1. **TALK, TALK, TALK.** Describe what your child is doing as he does it ("You're smiling."). Talk about how she might be feeling ("You're happy because you have your favorite toy"). Name people ("Look! There's your sister.") and everyday objects ("bottles, juice, bed, diaper"). Mention features of objects ("That ball is red and it's big. It is a big red ball.") Talk about sounds around you and imitate them (cat's meowing, dogs barking, bacon sizzling). Sing songs and say nursery rhymes.
2. **LISTEN, LISTEN, LISTEN.** Conversations have two sides. Follow your child's lead and talk about things he or she brings up. Give him a chance to label things ("Oh, you're thirsty. You want a drink. What do you want?"). A young child will need an example ("There's the orange juice. Mmm... orange juice tastes good."). An older toddler may need a choice ("Do you want juice or milk?") A young child may say only part of a sentence such as "want truck". You can expand on this and answer ("OK, you want the big truck." or "Here is the big yellow truck. It carries dirt! Varoom.").
3. **READ, READ, READ.** Start reading early even though your child may be too young to understand what you are saying. This helps children learn that reading is fun. Early on let your children explore the books as they want to (using cloth books or action books like "Pat the Bunny"). Encourage your child to name the pictures ("What's that?". "What do you think will happen next?". "Look! The bunny ate the carrots.")

TIPS:

1. Look at your child while he or she is talking.
2. Listen patiently. Respond to the message rather than the way your child says it.
3. Set a good example. Speak slowly and don't rush.
4. Spend time every day with your child, talking in an unhurried, relaxed way.

Case example, continued. Ms. Chavez agreed to talk with and read to Vernon and to return at 9 months so his progress could be monitored. At his 9 month check up, he continued to perform well and even showed a strength in expressive language. Note: on the PEDS:DM items for older or younger children can also be administered in order to view strengths and weaknesses in development.

PEDS:Developmental Milestones: Recording Form

Below is the PEDS:DM Recording Form showing the Growth Chart section documenting Vernon's performance over time, including (optionally) probing above age level and strengths in expressive language. The Recording Form also has space for provider comments (Specific Decisions Section), in this case showing how Vernon's nurse responded to his mother.

PEDS:DM Developmental Growth Chart								Specific I
Directions: Shade box if passed, — if failed								
	Using hands and fingers	Listening	Talking	Reading/Prereading	Math/Prereading	Using arms and legs	Getting along with others	
AGE								
7-0 - 7-11 yrs.								0 - 2 mos. Healthy development, happy mother
6-1 - 6-11 yrs.								3 - 4 mos. Developing normally, gave no suggestions about sleeping skills
5-6 - 6-0 yrs.								5 - 7 mos. Mo raised Q's about talking to Vernon. Gave handout on promoting speech-language
4-11 - 5-5 yrs.								8 - 10 mos. Speech-language and other skills WNL. Praised mom for reading/talking. Gave more info
4-6 - 4-10 yrs.								11 - 13 mos.
4-1 - 4-5 yrs.								
3-8 - 4-0 yrs.								
3-3 - 3-7 yrs.								
2-10 - 3-2 yrs.								14 - 16 mos.
2-5 - 2-9 yrs.								
2-2 - 2-4 yrs.								17 - 19 mos.
23 - 25 mos.								
20 - 22 mos.								20 - 22 mos.
17 - 19 mos.								
14 - 16 mos.								
11 - 13 mos.								23 - 25 mos.
8 - 10 mos.	●	●	●				●	●
5 - 7 mos.	●	●	●				●	●
3 - 4 mos.	●	●	●				●	●
0 - 2 mos.	●	●	●				●	●