



FACT SHEET

Supporting children with Developmental Delays

Common indicators can include:

Not responding to own name, and/or limited response to social cues by 12 months of age.

Difficulty with physical movements and/or poor coordination.

Inexplicable and long emotional outbursts.

Strong sensory seeking or avoiding behaviours – preoccupied by certain textures or movement, overwhelmed by too much noise, eats limited range of food or textures.

No or limited language development by 2 years or may have unusual or repetitive communication.

Lack of facial expressions and limited eye contact.

Difficulty with age-appropriate daily routines or tasks.

Developmental delay is when a child is not reaching milestones or developing skills appropriate to their age.

Each child develops at their own pace.

The child may find certain physical, emotional, social, communication or thinking skills much harder than children the same age as them.

Sometimes a child may have delays in more than one area of development. This is called Global Developmental Delay (GDD).

Signs of a Developmental Delay:

- Developmental delays can show in the way children move, communicate, think, learn, or behave toward others.
- Over a period of several months, if a child is showing signs of slower development of motor, social and/or language skills than their peers, they may have a developmental delay.
- Developmental delays can be short term, but may be the first sign of a longer-term issue.

Information brought to you by **OTCS FISH team**

REYLL Reference R071. This document is for use by registered REYLL participants only.



Early intervention can help



DIAGNOSIS

If there are concerns a child has a developmental delay, families/carers are advised to talk to a GP, Child Health Nurse or Pediatrician and seek assessment. The process usually involves the carer being asked questions about the child and observing the child as they play and interact.



SUPPORT STRATEGIES

Support strategies for children with developmental delays will vary depending on their needs but may include:

- Encouragement and support to complete certain tasks.
- Instructions, communication and routine adapted to smaller, simpler steps and supported with visual aids.
- Providing more time to complete tasks and practice skills.
- Identifying and working with the child's strengths.
- Adjusting the environment and resources to suit physical and sensory needs.