

PARENTING CARD

EVERY CHILD IS DIFFERENT



WHAT IS DEVELOPMENTAL DELAY?

Development delay is when young children are slower to develop **physical, emotional, social, communication and thinking skills** than expected. **Developmental delay** can show in the way children **move, communicate, think and learn, or behave with others.**

Developmental delay might be **short term** or **long term**. Long-term developmental delays are also called **developmental disabilities**. Examples include **learning disabilities, cerebral palsy** and **intellectual disability**.

WHEN TO BE CONCERNED ABOUT CHILD DEVELOPMENT AT

2 YEARS

You know your child best. So, it's a good idea to see your doctor or health nurse if you have any concerns. You might notice the following...

Seeing, hearing and communication

Your child:

- has trouble seeing or hearing things
- isn't putting 2 or more words together – for example, 'Red car' or 'Me go too'
- can't follow simple instructions – for example, 'Get your shoes, please'.



Behaviour and play

Your child:

- doesn't copy actions or words – for example, when singing 'Heads, shoulders, knees and toes'
- doesn't pretend during play – for example, doesn't pretend to feed a doll
- isn't showing feelings
- doesn't come to you for affection or comfort.



Movement and motor skills

Your child:

- can't walk up and down stairs, even if holding on to you or a rail
- can't run
- finds it hard to handle small objects – for example, a pencil or crayon
- isn't scribbling or trying to draw.



WHEN TO BE CONCERNED ABOUT CHILD DEVELOPMENT AT

3-4 YEARS

You know your child best. So, it's a good idea to see your doctor or health nurse if you have any concerns. You might notice the following...

Seeing, hearing and communication

Your child:

- doesn't look you in the eye
- has trouble seeing or hearing things
- isn't using 3-word sentences
- doesn't understand 2-part instructions – for example, 'Put the doll down, and pick up the ball'
- is often hard to understand when talking to you, family or friends.



Behaviour and play

Your child:

- finds it difficult to separate from their primary caregiver
- sometimes has big tantrums
- doesn't show empathy
- isn't interested in other children
- doesn't pretend during play – for example, doesn't pretend to go shopping or ride on the public bus.



Movement and motor skills

Your child:

- is clumsy – for example, trips over a lot when walking or running
- finds it hard to handle small objects – for example, a pencil or crayon
- isn't drawing simple shapes.
- has difficulty dressing themselves



GAMES TO PLAY FOR CHILDREN WITH DISABILITIES, AUTISM AND OTHER NEEDS

LANGUAGE DEVELOPMENT

ROLL A STORY

YOU WILL NEED

- 2 or more people
- a number dice or playing cards

INSTRUCTIONS

1. Choose someone to start the story. When your child is learning how to do roll-a-story, it helps if you or another adult starts.
2. Start with a simple sentence like 'Once there was a ...' and ask your child to choose the character – for example, a grandmother, a monkey or a mouse.
3. Take turns to add to the story.
4. Include an event that requires your child to choose a number. For example, 'The monkey loved to eat bananas. How many bananas did the monkey eat today?'
5. Ask your child to roll the dice or pick a playing card to find the answer.
6. The story can be very short and simple, or it can be more complex, depending on your child's abilities and attention.
7. Try adding a finishing sentence at the end – for example, 'And that was the end of that!'



COGNITIVE DEVELOPMENT

BALL RUN

YOU WILL NEED

- recycled cardboard and other materials, like empty cereal boxes, cardboard tubes, rulers or smooth planks of wood
- tape, string, wire, brackets and screws to secure the ball run
- balls – for example, marbles or ping pong balls

INSTRUCTIONS

Ball runs can be as simple as one ramp, or they can have many connecting pieces.

Here are tips and ideas:

1. Connect lengths of cardboard together to make a ramp for a ball to run along.
2. Use L-shaped cardboard edges or tubes that will keep the ball running in a particular direction.
3. Balance pieces off a stool or use cushions to support a ramp.
4. Make a vertical ball run by sticking the cardboard to a wall using masking tape.
5. Your child might need your help with this activity, depending on their age and ability – and their ambition!



PHYSICAL DEVELOPMENT

CHALK RACETRACK

YOU WILL NEED

- chalk sticks – chunky chalk is best
- a large, paved area like a footpath, a safe closed street, a public square or basketball court.
- You can also use a stick and a beach or dirt field for this activity.

INSTRUCTIONS

1. Use the chalk or stick to draw a large, looped racetrack on the ground. Make sure you include some turns and wiggles. Draw one line first, then add the parallel line to make the track.
2. Encourage your child to run, skip, scoot, skate or wheel around, keeping within the lines of the track. You might need to show your child what to do or do it with your child.
3. Try using a stopwatch to time how fast your child can run around the track or challenge your child to jump or hop around the track to make it harder.



SOCIAL EMOTIONAL DEVELOPMENT

SHARED DRAWING

YOU WILL NEED

- 2 or more people – pairs or groups can be adults with children, or children with other children
- plain paper, around A4 size
- crayons, pencils or markers in a range of colours.

INSTRUCTIONS

1. Start with a piece of paper and a crayon or marker each. It works best if each person uses a different colour.
2. Draw a shape or a few random lines on your paper.
3. Swap your paper with the other person and continue drawing from their marks. You could draw squiggles and patterns, or you could start turning shapes into recognisable pictures. For example, a straight line might become the top of a boat, and a circle might become a face, the sun or a car wheel.
4. Swap back and forth as many times as you like.
5. Try not to worry too much about the final picture – focus on enjoying the process.

