

Hong Kong Reference Framework for Preventive Care for Children in Primary Care Settings

Module on Development

Developmental Surveillance (Ch. 1)

Always perform developmental surveillance:

1. Elicit and attend to parental concerns.
2. Obtain a relevant developmental history.
3. Make accurate and informative observations of children.
4. Identify risk and protective factors.
5. Maintain an accurate record of the process and findings.

Normal Development (Ch. 2)

- There is considerable variation in the achievement of milestones among children.
- Encourage caretakers to talk and play more with the children for normal development.

Assessment of children with developmental problems (Ch. 3)

Ask about the child's acquisition of developmental milestones. Developmental problems present with delay in one or more developmental domain. Developmental milestones extracted from the leaflet of Family Health Service at <http://s.fhs.gov.hk/yej3>

Major domain	Developmental milestones for babies from 0 to 12 months old			
	0-1 month	1-3 months	4-7 months	8-12 months
Gross and fine motor	<input checked="" type="checkbox"/> Move with jerky arm thrusting and leg kicking <input checked="" type="checkbox"/> Keep hands fisted most of the time but can grasp whatever is placed in hand	<input checked="" type="checkbox"/> Lift head and chest when lying on tummy and support body with both forearms <input checked="" type="checkbox"/> Keep hands open most of the time and grasp rattle placed in palm	<input checked="" type="checkbox"/> Roll over <input checked="" type="checkbox"/> Sit with support <input checked="" type="checkbox"/> Reach out and grasp objects <input checked="" type="checkbox"/> Transfer object from one hand to the other	<input checked="" type="checkbox"/> Sit without support <input checked="" type="checkbox"/> Creep on tummy/ crawl on limbs/ shuffle on bottom <input checked="" type="checkbox"/> Stand with support <input checked="" type="checkbox"/> Demonstrate pincer grasp
	Refer if: <ul style="list-style-type: none"> ▶ Persistent low muscle tone or floppiness. ▶ Asymmetry of movements or other features suggestive of cerebral palsy. 			
Speech and language		<input checked="" type="checkbox"/> Start cooing	<input checked="" type="checkbox"/> Start babbling	<input checked="" type="checkbox"/> Vocalize long babbles
Social, activities of daily living	<input checked="" type="checkbox"/> Show social smile	<input checked="" type="checkbox"/> Laugh out when played with	<input checked="" type="checkbox"/> Develop stranger anxiety	<input checked="" type="checkbox"/> Feed by using fingers to hold food
Hearing	<input checked="" type="checkbox"/> Pay attention to human voices	<input checked="" type="checkbox"/> Turn head to the direction of sound	<input checked="" type="checkbox"/> Localize the source of soft noise	
	Hearing problems (Ch. 4.2) <ul style="list-style-type: none"> ● Screen for hearing loss in all newborn infants. ● Refer for hearing impairment at any age. 			
Vision	<input checked="" type="checkbox"/> Follow human face/ large object briefly	<input checked="" type="checkbox"/> Turn head/ eyes to follow moving objects	<input checked="" type="checkbox"/> Recognize familiar persons at a distance	
	Vision problems (Ch. 4.3) <ul style="list-style-type: none"> ● Screening should be performed at the earliest age. ● Any child unable to be tested after two attempts / abnormality is detected should be referred for evaluation. 			

(Please turn over to continue)



(continued)

Major domain	Developmental milestones for children from 1 to 6 years old			
	1-2 years	2-3 years	3-4 years	4-6 years
Gross and fine motor	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Walk alone well by 2 years <input checked="" type="checkbox"/> Walk up and down stairs with support <input checked="" type="checkbox"/> Build tower of 4 or more blocks 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Run fast <input checked="" type="checkbox"/> Walk up and down stairs without any help <input checked="" type="checkbox"/> Pedal tricycle <input checked="" type="checkbox"/> Turn page of book one at a time 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Stand on one foot momentarily <input checked="" type="checkbox"/> Draw circle and square <input checked="" type="checkbox"/> Draw a person with a few body parts 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hop forward on one foot for 2-3 metres <input checked="" type="checkbox"/> Write numerals and alphabets <input checked="" type="checkbox"/> Do simple art work
Speech and language	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Say single words <input checked="" type="checkbox"/> Point to body parts 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Speak in phrases <input checked="" type="checkbox"/> Answer simple questions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Express in simple sentences <input checked="" type="checkbox"/> Follow adult's daily instruction 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Speak clearly and fluently <input checked="" type="checkbox"/> Retell a few events
	Language Impairment (Ch. 4.4) Refer if the following red flags are detected:			
	<ul style="list-style-type: none"> <input type="checkbox"/> Not putting words together by 2 years old 	<ul style="list-style-type: none"> <input type="checkbox"/> Not speaking with 2-3 words phrases by 3 years old 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not speak in sentences, has unclear speech and difficulty in being understood by 4 years old 	<ul style="list-style-type: none"> <input type="checkbox"/> Cannot retell simple stories in an organized way by 5 years old
Social, activities of daily living	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Drink from cup <input checked="" type="checkbox"/> Take off shoes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep dry by day <input checked="" type="checkbox"/> Feed self more skillfully 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify own sex <input checked="" type="checkbox"/> Put on shoes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wash face and brush teeth
	Social Developmental Problems (Ch. 4.5) <ul style="list-style-type: none"> ● Autism Spectrum Disorder is characterized by impairments in two major domains: <ol style="list-style-type: none"> 1) deficits in social communication and social interaction and 2) restricted repetitive patterns of behavior, interests, and activities. 			
Performance and cognition	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sort objects by shapes and sizes <input checked="" type="checkbox"/> Enjoy pretend play 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Match objects with pictures <input checked="" type="checkbox"/> Identify a few colours 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Say numbers up to 10 <input checked="" type="checkbox"/> Like to ask 'Why', 'Who' 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do simple one-digit addition and subtraction within 10

Developmental Delay (Ch. 4.1)

- Global developmental delay: levels behind children of the same age across two or more developmental domains.
- Prompt assessment and referral is needed.

Specific Learning Difficulties (Ch. 4.6)

- Involves academic difficulties, like reading, writing or mathematics.
- Usually not discovered until children start school.
- Should avoid "wait and see", early referral and intervention is necessary.