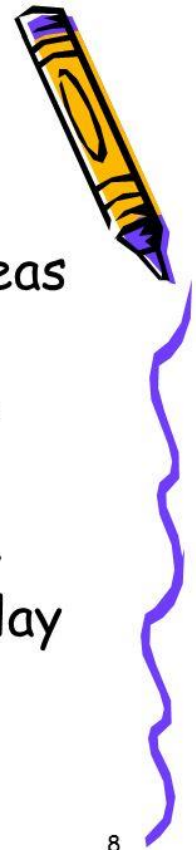
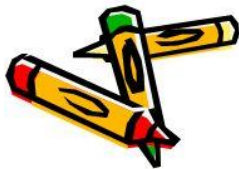




*Strategies for Global
Developmental Delay.*

Global developmental delay

- 'Delayed global development' describes delay in all (or most) areas of development.
- When a child does not reach their developmental milestones in all or most areas at the expected times.
- It is an ongoing minor or major delay in the process of development.



III

How does Developmental Delay affect the child?

Language

Abilities in verbal comprehension and expression and speech production



Gross Motor

Physical development in sitting, standing, walking, running, jumping, etc.



Child may exhibit developmental delay in one or several areas.

Due to individual differences in the cause, degree of impairment and growth environment, children with developmental delay may show variations in their performance.

Intellectual Ability or Cognition

Ability to learn, think and solve problems



Social Skills and Adaptability

Essential skills in communication, social interaction, self-care in daily living



Fine Motor

Abilities such as eye-hand coordination, use of tools and handwriting

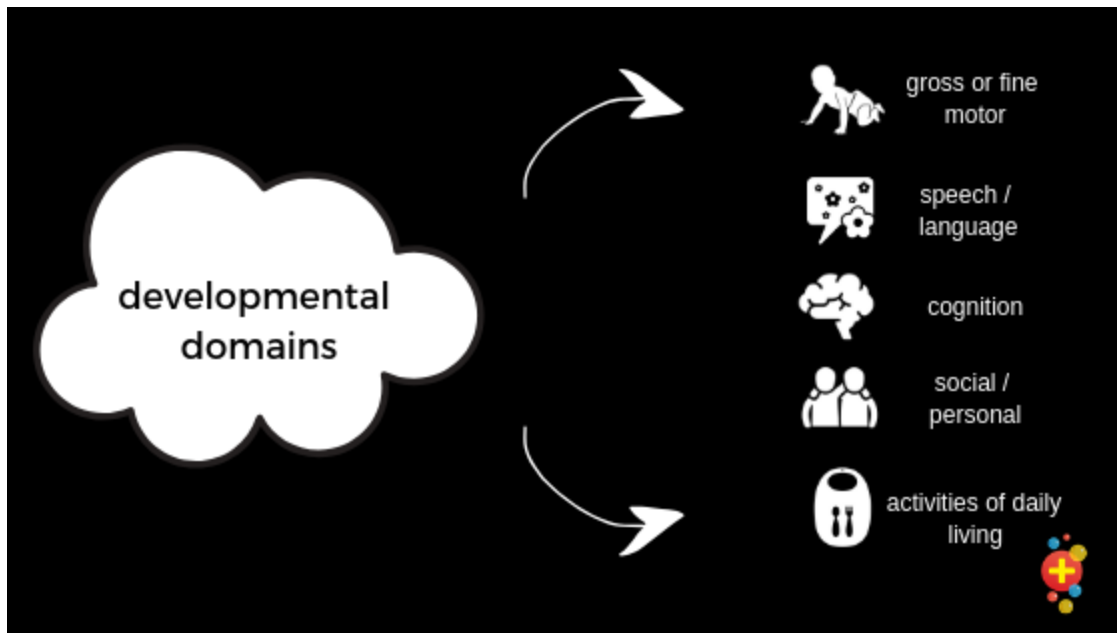


Types of developmental delay

Important to differentiate between

- **Global developmental delay** = significant delays in at least two of – or all developmental areas
- **Specific developmental delay** = in a single area of development e.g. gross motor delay





Normal Toddler Developmental Milestone

Physical and skills milestones

Your toddler may be able to stand up without help from you or other support between 12 and 15 months. Once they can stand, they soon start to explore more.

Many toddlers start walking on their own between 12 and 15 months but it is normal for others to start walking at 15 to 18 months.

With practice, they may even start climbing stairs or on furniture and start running. Many toddlers are very busy and active and curious about the world they live in.

12-15 months

Between 12 and 15 months, toddlers learn a lot about their world by shaking and banging things and putting them together in piles or towers then knocking them apart.

They may be able to point to the people and things they know when you ask them.

Your toddler may start to drink from a cup.

15-18 months

By 18 months, most toddlers have a lot more control over their hand and arm movements and may try to help you dress them.

Your toddler may attempt skills such as using a pencil or spoon, or drinking from a cup. They will also gain more control of the movements needed for those skills that will enable them to start picking up very small objects, such as small stones or parts of toys. It is very important to watch what your toddler picks up in case they try to swallow it.

Emotional milestones

At 12 months, your toddler will have well developed emotional attachments to people and start to show them affection. Usually at about 14 months, they will start to feel separation anxiety when they are fearful of being separated from you.

Some toddlers start to throw [temper tantrums](#).

12-15 months

Your toddler will start to understand how others feel — for example, by looking sad if someone near them appears sad or is crying.

15-18 months

Your toddler may begin to become very self-aware and show signs of embarrassment if people are watching them.

Thinking and communication milestones

You've probably noticed for several months that your baby seems to 'babble'. Now you'll start to hear real words among the grunts, nods and pointing. There may be 1 or 2 words at about 12 months, increasing to 6 or more words by 18 months.

By 18 months, your toddler will know the purpose of some things, such as phones and brushes.

12-15 months

Between 12 and 15 months, your toddler will also begin to:

- hug you
- point to body parts or favourite things when you name them
- follow simple instructions — if you ask them to give you something and hold out your hand, they will most likely do it

15-18 months

Between 15 and 18 months, toddlers are able to recognise their own names. By 18 months, they can understand and follow simple instructions such as fetching something from another room without needing to be prompted by gestures.

By 18 months, your toddler may recognise themselves in the mirror.

Read about [helping your toddler talk](#) and [speech development in children](#).

Helping your toddler's development

To help your toddler develop in this period and reach the milestones in the normal range, you can:

- show lots of warmth and love with hugs and kisses
- play with them, using objects such as blocks, plastic containers and pegs, or parts of the body, such as in peek-a-boo
- play with them in a pretend way, such as pretending to drink a cup of tea, or playing with dolls

- talk to them — name things that you're using and are in contact with such as furniture, colours and people's names
- read, sing nursery rhymes and sing songs
- encourage skills such as using a spoon and drinking from a cup (and understand that it will be messy for a while)
- encourage them to walk and explore, but stay close so they feel safe
- encourage play with other children, but be conscious that 'sharing' is not a concept they will understand yet (although 'mine' certainly is)

Strategies to support a child with a Global Developmental Delay

Physical Development

- Plan physical activities for times when the student has the most energy.
- Provide simple, fun obstacle courses that the student is capable of completing.
- Provide daily opportunities and activities for children to use handheld tools and objects.
- Use songs with finger plays to develop fine motor skills.
- Use materials such as a non-slip mat under drawing paper, thick crayons, and thick handled paint brushes that are easy to grasp.
- Incorporate singing and dancing into many activities.
- Place objects in student's hand to hold and feel.
- Let students practice swinging and hitting.
- When eating, let student make a mess to practice the motions of feeding and cleaning up.
- Give students blocks, clay, paper, pencils, crayons, safety scissors, play dough, and manipulatives to use.
- Plan daily physical activities, and take students outside to run, climb and jump around.
- Have students practice buttoning and unbuttoning, zipping clothes, and opening and closing a door.
- Use activities that involve cutting, pasting, drawing and writing.
- Model and use activities with drawing and writing tools.
- Use child-size tables and chairs in the classroom.
- Have a schedule for active and quiet times.
- Model and talk about healthy eating habits with students.
- Provide nutritious snacks and meals.
- Make parents aware of health concerns that could affect a child's development (changes in growth, hearing, vision).
- Provide parents with information about health, medical, and dental resources.
- Use visual discrimination games such as "I spy".
- Take "listening walks."

Cognitive Development

- Use the student's preferences and interests to build lessons (get input from parents).
- Allow student time to complete tasks and practice skills at own pace.
- Acknowledge level of achievement by being specific.
- Be specific when giving praise and feedback.

- Break down tasks into smaller steps.
- Demonstrate steps, and then have student repeat the steps, one at a time.
- Be as concrete as possible.
- Demonstrate what you mean rather than giving directions verbally.
- Show a picture when presenting new information verbally.
- Provide hands-on materials and experiences.
- Share information about how things work.
- Pair student with a buddy who can assist with keeping the student on track.
- Be consistent with classroom routines.
- Set a routine so student knows what to expect.
- Provide a visual schedule of activities that can be understood by the student (using photos, icons).
- Use a visual timer so student knows when an activity will be over and they can transition to the next task.
- Use age appropriate materials.
- Use short and simple sentences to ensure understanding.
- Repeat instructions or directions frequently.
- Ask student if further clarification is necessary.
- Keep distractions and transitions to a minimum.
- Teach specific skills whenever necessary.
- Provide an encouraging and supportive learning environment.
- Do not overwhelm a student with multiple or complex instructions.
- Speak more slowly and leave pauses for student to process your words.
- Speak directly to the student.
- Speak in clear short sentences.
- Ask one question at a time and provide adequate time for student to reply.

Communication Development

- Use large clear pictures to reinforce what you are saying.
- Speak slowly and deliberately.
- Paraphrase back what the student has said.
- Clarify types of communication methods the student may use.
- Identify and establish functional communication systems for students who are non-verbal.
- Reinforce communication attempts (e.g. their gestures, partial verbalizations) when the student is non-verbal or emerging verbal.
- Label areas in the room with words and pictures.
- Use sequencing cards to teach order of events.
- Provide puppets/pictures as props when using finger plays and songs.
- Develop a procedure for the student to ask for help.
- Speak directly to the student.
- Be a good speech model.
- Have easy and good interactive communication in classroom.
- Consult a speech language pathologist concerning your class.
- Be aware that students may require another form of communication.
- Encourage participation in classroom activities and discussions.
- Model acceptance and understanding in classroom.
- Provide assistance and positive reinforcement as the student shows the ability to do something with increased independence.
- Use gestures that support understanding.
- Model correct speech patterns and avoid correcting speech difficulties.
- Be patient when student is speaking, since rushing may result in frustration.
- Focus on interactive communication.
- Use active listening.

- Incorporates the student's interests into speech.
- Use storybook sharing in which a story is read to student and responses are elicited (praise is given for appropriate comments about the content).

Social and Emotional Development

- Use strategies to assist student in separating from parent.
- Set a routine in saying goodbye (such as finding a book to read).
- Value and acknowledge student's efforts.
- Provide opportunities for students to play in proximity to one another.
- Provide opportunities for students to interact directly with each other.
- Work to expand the child's repertoire of socially mediated reinforcers (e.g. tickling, peek-a-boo, chase, etc.).
- Explore feelings through use of play.
- Teach students to express their feelings in age-appropriate ways.
- Provide play activities that don't require sharing such as art projects, making music (students have own instrument), and sand or water play.
- Ask students to imagine how their behavior might affect others.
- Have students make a "friend book" with students from the class.
- Comment on and describe what student is doing (be specific).
- When dealing with conflict, explain what happened in as few words as possible and use a calm, not-angry voice.
- Point out consequences of the student's behavior.
- Brainstorm better choice(s) with students.
- Use language to describe feelings and experiences.
- Put student's feelings into words.
- Read books about feelings.
- Explain your reasons for limits and rules in language that students can understand.
- Model the benefits involved in cooperating.
- Use natural consequences when possible to reinforce cause and effect involved in a rule, request, or limit.
- Teach students words for important people and things

Adaptive Behaviour

- Explicitly teach life skills related to daily living and self-care.
- Break down each skill into steps.
- Use visual schedules with pictures / icons to demonstrate each step.
- Plan experiences that are relevant to the child's world.
- Find ways to apply skills to other settings (field trips).
- Minimize distractions and the possibility for over-stimulation.
- Teach and model personal hygiene habits such as washing hands, covering mouth and nose when sneezing or coughing, and dental care.
- Find ways to practice personal care and self-help skills (using centers in the classroom).
- Provide opportunities for students to practice asking for help, feeding themselves, dressing, washing hands, toileting, and locating personal items.
- Provide materials that support self care such as child-size sink, toilet, coat rack, and toothbrushes.
- Teach and model rules and practices for bus safety, playground safety, staying with the group, and safety in the classroom.
- Teach students to provide personal identification information when asked.
- Teach and model procedures for dealing with potentially dangerous situations, including fire, severe weather, and strangers.
- Encouragement to persist and attempt tasks.

- Provide extra time to complete the tasks.
- Provide positive reinforcement.

Learning strategies

- Routines
- Manipulatives
- Expression
- Discussion

Resource ideas

Links to buy resources:

https://www.fatbraintoys.com/special_needs/developmental_delay.cfm

<https://www.lakeshorelearning.com/resources/special-needs/developmental-delays>

Some examples:

- Mini Squigz 30 piece set
- Rainbow Music Desk Bells
- Djeco Nesting Block Tower with Animals
- Simple Dimpl
- Personalised Name Puzzle
- Fifteen puzzle
- SpinAgain
- Squigz 2.0-36 piece
- GePeg Stacking Tower
- Dimpl
- Simple Dimpl
- Pop Blocs Farm Animals
- Whirly Squigz
- Sensory Rollers
- Poke a Dot! 10 little monkeys
- Spoolz
- Pencil Nose
- SpinAgain
- Whirly Squigz
- Dimpl
- Spell your name alphabet railroad
- Suction Kupz
- Pop Blocs Farm Animals
- Walking Wheels
- Whirly Wheel
- Swing a Ring Small
- Spoolz
- Teeter Popper
- Stepper

- Peek n Peep Eggs
- NogginRings
- Art and Craft
- Red light, Green Light
- Kidzoozie Hop and Squeek Unicorn Pogo Jumper
- Color me Cape – Princess
- Magnetic Alphatab
- Tangle Relax Therapy
- Koosh Ball – 3 inch
- Balance Boat Endangered Animals