



RESOURCES, DEVELOPMENTAL CHECKLISTS, REFERRAL INFORMATION

❖ *The materials in this packet include simple, easy to use checklists to assist in identifying child development red flags and referral resources to share with parents.*

These materials can be kept together as a quick reference for directors and teachers.

All are posted on the Coalition website, www.earlylearningcoalitionsarasota.org.

Materials included:

- ♦ *Warm Line Flyer*
- ♦ *Speech and Language Red Flags Checklist*
- ♦ *Large Motor Skills Red Flags Checklist*
- ♦ *Fine Motor Skills Red Flags Checklist*
- ♦ *Social Emotional Screening Tool*
- ♦ *Behavior Worksheet*
- ♦ *Developmental Therapy Referral Resources for Parents*
- ♦ *Mental Health and Psychological Referral Resources for Parents*

These materials were put together by the **Florida Center for Child and Family Development** as a supplementary resource to the **Warm Line** to assist directors and teachers who have concerns about a child in their care.

The Warm Line is administered by the Florida Center through a contract with the **Early Learning Coalition** and is a service for **providers**, offering advice, assistance and on-site consultation to child care personnel to support children in the classroom who have developmental delays, special needs or challenging behavior.

No child should ever be asked to leave a center or family child care home without the provider first contacting the Warm Line for assistance. Every situation is not right for every child, but providers have an obligation to give parents suggestions on resources available in the community before asking that a child leave.

When directors or teachers have concerns, if they are questioning whether a child may be having problems, the director should call the Warm Line. As the first and most important resource directors and teachers also have a responsibility to **carefully observe and assess a child** so that when they call the Warm Line they will be able to give detailed information about the behavior that is of concern. The materials in the packet include simple, easy to use checklists to assess if a child is on track or if there may be potential issues.

When they have enough information about a child, the Florida Center inclusion specialists can often make suggestions for activities and strategies to try right away, even before they come out to do an assessment. Sometimes making simple changes in the classroom environment or routine, or adding specific activities for the child can make a big difference, and further targeted intervention may not be needed.

The more training and knowledge directors and teachers have the more effective they become in meeting the needs of all the children in their care.

*The Florida Center for Child and Family Development
Community Outreach Services
2009*

***SPEECH & LANGUAGE
RED FLAGS***

DEVELOPMENTAL RED FLAGS

MENTAL HEALTH RED FLAGS

BEHAVIOR WORKSHEET

SPEECH and LANGUAGE RED FLAGS

** Bold indicates on Early Steps or FDLRS list of concerns
Compiled by FCCFD Community Outreach Department Sarasota, Florida*

By 3 Months

- Does not watch moving objects***
- No startle to sound***
- Lack of responsiveness
- Cry is no different if tired, hungry or in pain

By 6 Months

- Does not turn head in direction of sound***
- Cannot focus: becomes over stimulated easily
- Lack of awareness of people and objects

By 12 Months

- No babbling or babbling with few or no consonants
- Easily upset by sounds that don't upset others
- Lack of consistent pattern of babbling like bababa, mamama***
- Does not try to repeat sounds
- Does not understand language for object like cup unless it is visible
- Does not try to get adult to help him obtain a desired object

By 18 Months

- Does not point to objects, people***
- Does not hold own cup***
- Not able to feed self with spoon***
- Does not say at least 15 words***
- Gives up easily if adult doesn't immediately give what he/she wants
- Understands fewer than 50 words

By 24 Months

- Does not follow simple directions***
- Does not use pretend play***
- Primarily uses gestures to communicate
- Speech is unintelligible
- Says the name of an object over and over rather than requesting
- Regression in Language: stops talking or begins echoing phrases, often inappropriately

By 36 Months

- Words limited to single syllables with no final consonants; Not understood by others***
- No interest in others***
- Drooling; Chokes on food; Refuses to eat certain textured foods (crunchy, smooth, etc)
- Asks no questions
- Frequent tantrums when not understood
- Echoing or Parroting speech without communicative intent
- Unable to comprehend language unless spoken simply and slowly and includes gestures
- Not telling name when asked***
- Not using several words together (Daddy catch fish)***
- Not pointing to major body parts when named***
- Not naming objects in picture***

By 48 Months

- Frequently says "huh?" Or needs directions repeated often
- Incomplete sentences like: Mom, doggie run***; Limited vocabulary
- Substitutes me/I him/he her/she
- Little language heard during pretend play
- Doesn't understand size (big/little), time (now/later) and ideas like hot/cold on/off***

By 60 Months

- Can't explain how objects are used: "What does an airplane do?"
- Unable to retell stories
- Only family members understand him or her

LARGE MOTOR SKILLS RED FLAGS

Compiled by FCCFD Community Outreach Department Sarasota, Florida

By 6 months

- Unable to roll over***
- Difficulty lifting head***
- Very stiff or very floppy*
- Cannot sit with help or hold head up*
- Does not bear weight on legs*

By 9 months

- Cannot stand when supported*
- Unable to sit by self***
- Does not crawl or drags one side while crawling*

By 15 months

- Does not stand independently***
- Does not step toward another person***

By 18 months

- Is not walking***
- Cannot maintain balance or refuses to squat to pick up a toy***
- Walks exclusively on toes*

By 24 months

- Unable to walk without help***
- Continues to walk on toes***
- Cannot push a wheeled toy*

By 36 months

- Poor balance, falls frequently***
- Has difficulty walking up stairs*

By 48 months

- Cannot throw a ball overhand, jump in place, ride a tricycle*
- Not walking up stairs using alternating feet without holding on*

By 60 months

- Not hopping on one foot*
- Not jumping forward*
- Not climbing a ladder*
- Not able to throw and catch a ball with accuracy*

FINE MOTOR SKILLS RED FLAGS

Compiled by FCCFD Community Outreach Department Sarasota, Florida

By 3 Months

- Grasp reflex weak

By 8 Months

- Hands still fisted (after 6 Months)
- Hands do not open in anticipation of contact
- Does not attempt to secure small objects
- Does not play with toys in midline
- Uses two hands to explore toys

By 12 Months

- Does not release object from grasp
- Difficulty holding object such as cup* (fingers and hand seem weak)***
- Does not point to people or objects
- Not banging objects together
- No clapping
- Not able to hold their bottle by themselves keeping it up without lying down

By 18 Months

- Not able to feed self with spoon****
- Still using fisted grasp to hold crayon

By 24 Months

- Difficulty holding large sized crayon****
- Does not imitate drawing of vertical and horizontal lines

By 36 Months

- Not able to snip with scissors

By 48 Months

- Difficulty holding scissors
- Difficulty holding crayon or pencil
- Not able to copy cross using one vertical stroke and one horizontal stroke

By 60 Months

- Not able to stack small blocks
- Not able to snip with scissors
- Not able to copy simple shapes

Other red flags

- uses only one hand to complete tasks
- does not move or open one hand or arm
- displays uncoordinated or jerky movements when doing activities
- crayon/pencil strokes are either too heavy or too light to see

SOCIAL EMOTIONAL SCREENING TOOL

Created by FCCFD Community Outreach Department, Sarasota, Florida

Child's Name: _____ Date of Birth: _____

Please Check off Any Areas of Concern

INFANTS

- Resists being held
- Is difficult to comfort or console; prolonged crying
- Has sleeping or eating difficulties
- Failure to gain weight
- Rarely seeks eye contact with parent
- Unresponsive to parents efforts to engage child
- Rarely coos, babbles or vocalizes

TODDLER/PRESCHOOLERS

Acting Out Behaviors:

- Impulsive or aggressive behaviors
- Extreme or frequent tantrums
- Destruction of property
- Cruelty to animals or other children
- Refuses to comply with age appropriate rules
- No fear of strangers

Withdrawn Behaviors:

- Lack of interest or curiosity about people or playthings
- Fails to explore his or her environment
- Anxious, sad or withdrawn
- Excessive fears
- Cries very little
- Appears to have little energy
- Treats people as objects
- Short attention span—wanders from toy to toy
- Inability to separate from parents
- Does not see self as separate person –uses “I”
- Tries to hurt self

Defensive Behaviors:

- Manipulates others
- Lies, cheats or steals
- Inappropriate sexual behavior

Somatic Behaviors:

- Frequent stomach aches, headaches
- Unusual need for cleanliness
- Night terrors or difficulty sleeping
- Self-stimulation: flaps hands, hits self
- Appears to have little energy
- Bedwetting/thumb sucking , regression of behaviors

SOCIAL EMOTIONAL SCREENING TOOL

Created by FCCFD Community Outreach Department, Sarasota, Florida

FAMILY RISKS

Has there been a recent:

- Move
- Death
- Divorce
- New Sibling
- New Step parent
- New member of household

Is anyone in the family having difficulty with:

- Alcohol
- Drugs
- Depression
- Mental Illness
- Was the child exposed to drugs or alcohol during pregnancy

Is the child at risk of:

- Homelessness
- Domestic Violence
- Expulsion from Day Care
- Separation from the primary caregiver
- Foster Care or Protective Supervision.

I am most concerned about the following behaviors:

I am wondering if it is ok that the child is:

Other concerns: _____

BEHAVIOR WORKSHEET

(Created by Hillsborough County Inclusion Specialists)

For: _____ **Date:** _____

Completed by: _____

Problem Behavior(s): please describe a recent incident:

- | | |
|--|---|
| <input type="checkbox"/> running away/wandering | <input type="checkbox"/> destroying property |
| <input type="checkbox"/> talking back/arguing | <input type="checkbox"/> using inappropriate language |
| <input type="checkbox"/> not following directions | <input type="checkbox"/> tantrums or crying, inconsolably |
| <input type="checkbox"/> self-injury (<i>i.e. head banging, biting self, etc.</i>) | |

What are possible setting events (causes)?

- | | |
|--|---|
| <input type="checkbox"/> sleepy | <input type="checkbox"/> medication side effects |
| <input type="checkbox"/> noise level | <input type="checkbox"/> temperature of environment |
| <input type="checkbox"/> conflicts with peers | <input type="checkbox"/> conflicts with adults |
| <input type="checkbox"/> bored | <input type="checkbox"/> lighting |
| <input type="checkbox"/> close physical space | <input type="checkbox"/> wanting same toy/activity |
| <input type="checkbox"/> hungry | <input type="checkbox"/> unexpected change in activity/ toy
or caregiver |
| <input type="checkbox"/> ill | <input type="checkbox"/> uncomfortable clothes |
| <input type="checkbox"/> change in routine | |
| <input type="checkbox"/> other (please describe) _____ | |

Where does the behavior usually occur?

- | | |
|---|--|
| <input type="checkbox"/> learning centers | <input type="checkbox"/> circle/story time |
| <input type="checkbox"/> during transitions | <input type="checkbox"/> small group/table activities |
| <input type="checkbox"/> outdoors | <input type="checkbox"/> snack/lunch |
| <input type="checkbox"/> clean up times | <input type="checkbox"/> nap |
| <input type="checkbox"/> arrival/departure | <input type="checkbox"/> other (please describe) _____ |

What happens right before the behavior?

- given instruction
- playing alone
- told “no,” “don’t,” or “stop”
- not a preferred activity
- other (please describe) _____
- playing with others
- changed or ended activity
- difficult task/activity
- adult attention given to others

What happens immediately after the behavior?

- verbally reminded/reprimanded
- redirected
- removed from area
- given an object/activity/food
- request withdrawn or delayed
- other (please describe) _____
- ignored
- put in time out
- physical restraint
- punished
- given assistance

Based on the information above, what seems to be the reason for the behavior?

To get something:

- activity attention
- object food
- person place
- help other: _____

To get out of or avoid:

- activity attention
- object food
- person place
- place transition
- demand/request
- other _____

What would you like to see the child do instead of this behavior? _____

What skills could you teach the child to help increase the desired behavior?

- taking turns/sharing
- asking for a break
- asking for help
- other (please describe)

How can you change the environment (setting) to help increase desired behavior? _____

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REFERRAL RESOURCES

DEVELOPMENTAL THERAPY REFERRAL RESOURCES for PARENTS

Hearing Evaluations

(Children in child care receive free hearing and vision screenings)

All Children's Specialty Care of Sarasota

5881 Rand Blvd, Sarasota
Off of Clark Road
(941) 927-8805

School Board of Sarasota County

Audiological Services
4650 Beneva Road, Sarasota
(941) 361-6544

Speech, Occupational and Physical Therapy

The Florida Center for Child & Family Development

Main office: 4620 17th Street, Sarasota, FL 34235
Venice North Port
(941) 371-8820 x 1721 (Intake Department) fax (941) 378-0611
(Speech, Occupational Therapy, Physical Therapy)

All Children's Specialty Care of Sarasota

5881 Rand Blvd, Sarasota
Off of Clark Road
(941) 927-8805

Easter Seals of SW Florida

350 Braden Avenue, Sarasota 34243
Tel: (941) 355-7637
(Speech, Occupational Therapy)

Children's Therapy Works

63 Sarasota Center Blvd #101 Sarasota, FL
(941) 379-3725
(Speech, Occupational Therapy, Physical Therapy)

The Kidspot

4405 DeSoto Rd., Sarasota, FL 34235
(941) 351-6632
(Speech, Occupational Therapy, Physical Therapy)

Suncoast Therapy

411 Commercial Court, Suite F Venice, FL
(941) 468-6701 Fax (941) 485-0519
(Speech Therapy in Sarasota, Charlotte, and DeSoto counties; Occupational Therapy)

Sertoma Speech Clinic of Venice

Office at South County Family YMCA
701 Center Road, Venice, FL
(941) 468-6701 - Intake through Dawn W. of Suncoast Therapy
(941) 375-9100 - Clinic Director

MENTAL HEALTH and PSYCHOLOGICAL REFERRAL RESOURCES for PARENTS

MENTAL HEALTH SERVICES

The Florida Center for Child and Family Development

Intake Department: 941-371-8820 ext. 1025

4620 17th Street 800 Gulf Coast Blvd.
Sarasota, Florida Venice, Florida North Port

Jewish Family Services

Sarasota: 941-366-2224

Venice: 941-492-4717

Bayside Center

941-917-7760

Catholic Charities

941-379-9111

Coastal Behavioral Health Center

941-953-0000

Mark Olivere, MA, LMHC

941-539-2296

Manatee Glens

Emergency 25 hour access center:

941-782-4617

Families with multiple needs including mental health with children under 8:

Sarasota's Partnership for Children's Mental Health

941-861-1412

PEDIATRIC PSYCHOLOGISTS / NEUROPSYCHOLOGISTS

Comprehensive Medpsych Systems

Dr. Nancy Parsons
1250 S. Tamiami Trail, Sarasota
363-0878

PsychforKids

5245 Office Park Blvd., Suite 105, Bradenton, FL 34203

The Florida Center for Child and Family Development

941-751-7545

OTHER REFERRALS

Rape/Sexual Abuse: 941-755-4782

Abuse: 1-800-96-Abuse

Child Protective Services: 941-316-6000

***The Florida Center for Child and Family Development
Warmline***

941-371-8820 ext. 1901

Resource for child care providers to meet the needs of children in care who need developmental or behavioral screening or support

FREE EARLY INTERVENTION PROGRAMS

School Board of Sarasota County: FDLRS (Florida Diagnostic and Learning Resources System)

1960 Landings Blvd, Sarasota

941-927-9000 ext. 32247

Free screening for children 3-5 years of age. Free Early Childhood Special Education Program for children meeting educational criteria

Gulf Central Early Steps

4630 17th Street, Sarasota

941-487-5400

Free screening for children 0-3 years of age. Free therapeutic services provided in the child's natural environment for children meeting developmental criteria.

The Florida Center for Child and Family Development

Sarasota 941-371-8820 ext. 1019

Venice and North Port 941-371-8820 ext. 1723

Inclusive Early Childhood Educational Programs

Small class size; teachers trained to support optimal development in children who are developing normally or who have developmental and/or social emotional delays.

Therapeutic resources available including: speech, occupational and physical, and mental health

Selby Preschool at Children's Haven

4405 Desoto Road, Sarasota

355-8808

Small Class size

Therapeutic resources available including: speech, occupation and physical

