



NCC Pediatrics Continuity Clinic Curriculum: Development III

Overall Goal:

Understand the proper use of developmental surveillance in the pediatric office, to include developmental screening, school readiness, & use of community resources.

Overall Objectives:

- Devo I: Typical Development
- Devo II: Atypical Development
- **Devo III: “K.I.D.S. Game”**
- Devo IV: Psycho-educational Testing (*former Spring Module*)
- Devo V: Developmental Interventions & Services

Pre-Meeting Preparation:

Complete [Miami Children’s Board Review Devo Quiz](#) (37 questions)

- *Play as Powerpoint SLIDE SHOW to experience interactive Q&A.*
- *Use “Developmental Questions Strategy” (page 4) as a guide.*

Conference Agenda

- **KIDS GAME:** *revised in 2011 by CDR Gorman*

- **Rules:** See pages 2 & 3. *Work as a continuity group.*
- **Prizes:** **Record your team’s score on the white-board. Each member of the winning team will receive a \$5 gift-card to William III.**

Extra-Credit:

- AAP Resources:
 - [AAP Policy Statement on Developmental Screening & Surveillance](#)
 - [AAP Section on Developmental & Behavioral Peds](#) (homepage)
- Parent Resources:
 - [Zero to Three](#): website, with links to 9 age-based parent handouts
 - [Promoting Child Development \(Chapter from Bright Futures Guidelines\)](#) (*Overview of Devo, Behavior, and Adolescent modules*)

Knowledge in Developmental Stages

K.I.D.S.

GAME RULES

OBJECT: The object of the game is to create developmentally appropriate K.I.D.S. by assigning the 142 game pieces to the correct age K.I.D.S. figure cards within the allotted time.

TIME: Each player or team of players competes against time. Maximum time allotment is 20 minutes.

GAME SET-UP: Place the 8 small K.I.D.S. figure cards in chronologic order (6 mo, 12 mo, etc.) horizontally across the playing surface or table opposite the player or tea, (See diagram 'K.I.D.S. Game in Progress' on reverse). Thoroughly mix the deck of 142 game pieces (color coded developmental task cards). Pile the game pieces face up on the table.

THE GAME: Begin time allotment. Assign each game piece to one of the K.I.D.S. figures in order to "build 8 developmental snapshots.: Note: If game pieces are positioned beneath the K.I.D.S. figures so that all pieces are visible, review of game piece assignment (how the K.I.D.S. are developing) and reassignment of pieces to different age K.I.D.S. during the game, as well as scoring at the end of the game, are easier.

SCORING: Use the large K.I.D.S. figure cards corresponding in age to the small K.I.D.S. figure cards to score the game. Score 1 point for each correctly assigned game piece. Maximum score possible is 142. Correct assignment is based on the following references. If there is a wide normal developmental range for acquisition of the milestone, the correct answer is the age at which 50-90% of normally developing children acquire the milestone.

- Harriet Lane Handbook, 19th Ed.
- Speech Sound Development: <http://www.speech-therapy-information-and-resources.com/downloads/speech-sound-development-chart.pdf>
- Johnson and Blasco, Infant Growth & Development, Pediatrics in Review 18(7)224, Jul 1997
- Colson and Dworkin, Toddler Development, Pediatrics in Review 18(8)255, Aug 1997
- <http://www.kidsdevelopment.co.uk/> "Intellectual Development in Children (3-12 yrs)", "Handedness in Children", and "Erikson's Theory of Psychosocial Development."

COLOR-CODE: Each color represents development as follows:

Purple: problem-solving

Blue: fine motor

Red: social-emotional

Yellow: speech and language

Green: gross motor

Orange: self-help

White: growth

K.I.D.S. Game in Progress

| 6 months | 12 months | 18 months | 24 months | 3 years | 4 years | 5 years | 6 years |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |
| Reaches, Grasps, Transfers Mouth objects | Cruises around furniture | Towers 3-4 cubes | Quadruples Birth Weight | | Washes face/hands | Draws a triangle | Sense of Humor |
| Doubles birth weight | Finger feeds | Associates feeling with verbal symbols | Socialization of emotion | | | Numbers concepts to 3 | Draw a person: 6-10 parts |
| Attends and tracks visually | | Functional play Matches objecty | | | | | |



Developmental Test Strategy:
Questions regarding upper range of normal

Use as guide for linked Devo Test; from Miami Children's Board Review

Age / be able/ 4 actions question-answers combo

Plan A: If you know the action items in the answer

- Age actions, match age of action with age in question

Plan B: If you *do not* know the action items in the answer

- *Disregard* age in question, GROUP actions according to AREA of DEVELOPMENT, select the *earliest milestone*.

Age equivalent/ be able/ 4 actions question-answers combo

Plan A: If you know the action items in the answer

- Age actions, match age of action with age in question

Plan B: If you *do not* know the action items in the answer

- *Disregard* age in question, GROUP actions according to AREA of DEVELOPMENT, select the *earliest milestone*.

Age/ except/ 4 actions question-answers combo

Plan A: If you know the action items in the answer

- Age actions, select the action the patient *cannot* do at the age stated in the question.

Plan B: If you *do not* know the action items in the answer

- *Disregard* age in question, GROUP actions according to AREA of DEVELOPMENT, select the *latest* milestone.

4 actions/ at least be/ age (x) question-answers combo

Plan A: If you know the action items in the answer

- Age actions in question, select the *highest* number, and then match it with age (number) in the answer.

Plan B: If you *do not* know the action items in the answer

- Age actions in question, select the *latest* milestone, age the selected milestones, match it with the number in the answer.