

Development III NCC Pediatrics Continuity Clinic Curriculum:

Faculty Guide

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:

- Review "Evidence-Informed Milestones for Developmental Surveillance Tools" (*Pediatrics*, 2022)
- Visit CDC Developmental Milestones Webinar (Leadership Project, Columbia U.)

Conference Agenda

- KIDS GAME
 - **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:

- Parent Resources:
 - Zero to Three: website, with links to 9 age-based parent handouts
 - o CDC Milestones 2 Months
 - CDC Milestones 4 Months
 - o CDC Milestones 6 Months
 - o CDC Milestones 9 Months
 - o CDC Milestones 12 Months
 - o CDC Milestones 15 Months
 - o CDC Milestones 18 Months
 - CDC Milestones 24 Months 0
 - CDC Milestones 30 Months 0
 - CDC Milestones 3 Years Ο
 - CDC Milestones 4 Years 0
 - CDC Milestones 5 Years Ο

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 <u>all</u> 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 <u>correctly</u> 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: <u>http://www.speech-therapy-information-and-resources.com/downloads/speech-sound-development-chart.pdf</u>
- 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
- <u>http://www.kidsdevelopment.co.uk/</u> "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-solvingBlue: fine motorYellow: speech and languageGreen: gross motorWhite: growthFine motor

Red: social-emotional **Orange**: self-help

K.I.D.S. Game in Progress



Reaches, Grasps, Transfers Mouth objects

Doubles birth weight

Attends and tracks visually



Orulses around furniture

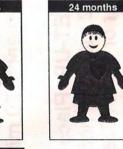
Finger feeds



Towers 3-4 cubes

Associates feeling with verbal symbols

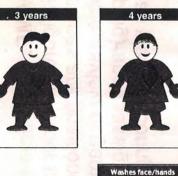
Functional play Matches objexty

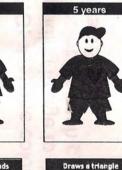


Quadruples Birth Weight

0.000

Socialization of emotion







Sense of Humor

Numbers concepts to 3 Draw a person: 6–10 parts





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

<u>Plan A:</u> If you know the action items in the answer

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

<u>Plan B:</u> 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

<u>Plan A:</u> 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

<u>Plan A:</u> 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.