**Child Developmental Assessment**

**Introduction**
- **W**ash hands, **I**ntroduce self, ask **P**atients name & what they like to be called, **E**xplain examination and get consent from parents
- Ask parents if they have any developmental concerns
- **O**bserve child for 30 seconds
- **T**ips
  - The below categories can be done in any order e.g. if the child is comfortable on the parents lap, it may be better to leave gross motor until last and do the other 3 categories with them on their parents lap first
  - You should ask the parents questions to fill in any gaps or anything you cannot get them to demonstrate e.g. if they are not rolling, ask if the parents have seen them roll
  - You should know the ages for a few milestones in each category – suggested examples in red below

**Gross motor**
- Ask parent if it is OK if you put the child on a play-mat on the floor
- Lie on back – see if can **r**oll
- Lift shoulders to sitting position – look for **h**ead control (3 months)
- See if they can sit **a**ided/unaided (6 months)
  - Look at curvature of spine and sitting reflexes
- Pull to stand – see how much support is needed (9 months)
- Get them to **w**alk if able (15 months) or run (2 years)
- Lastly, place prone (see if lifts head, chest or crawls (10 months))

**Fine motor & vision**
- Get child to take a toy and observe
  - **T**ransfers (6 months)
  - Type of **g**rip (palmar grasp 6 months; pincor grip 9-10 months)
- Offer bricks
  - 3-cube tower (18 months)
  - Builds bridge (3 years)
- Give paper and pen if old enough
  - Scribbles (18 months)
  - Circular scribbles and lines (2 years)
  - Copies circle (3 years)
  - Copies cross (4 years)
- **V**ision – wave toy
  - **F**ixes and follows (3 months)

**Hearing & language**
- Click fingers or use rattles (see if they turn to sounds)
  - Startles to noise (newborn)
  - Turns to sounds (7 months)
  - Turns to name (12 months)
- Talk to child and ask parents what the child can say or noises they can make
  - **B**abble (6 months)
  - Single non-specific **w**ord (9 months)
  - **M**ummy and daddy (12 months)
  - 2 **w**ord **s**entences (2 years)
  - Knows name and colours (3 years)
- **C**ommands
  - E.g. put the brick in the cup (2 years)

**Social**
- Observe interaction with people/environment
  - **S**mile (6 weeks)
  - **L**aughs (3 months)
  - **S**tranger anxiety (9 months)
  - Plays **p**eek-a-boo (9 months)
Normal development

<table>
<thead>
<tr>
<th></th>
<th>Gross motor</th>
<th>Fine motor &amp; vision</th>
<th>Hearing &amp; language</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neonate</td>
<td>Moves all limbs</td>
<td>Looks, startles</td>
<td>Startles to noise</td>
<td>Cries Smiles (6 weeks)</td>
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<tr>
<td>3 months</td>
<td>Head control</td>
<td>Reach for objects Fixes and follows</td>
<td>Cries, laughs, vocalises (4 months)</td>
<td>Laughs</td>
</tr>
<tr>
<td>6 months</td>
<td>Sits</td>
<td>Co-ordination Transfers</td>
<td>Localises sound Babbles</td>
<td>Alert and interested Starts solids</td>
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<tr>
<td>9 months</td>
<td>Crawls</td>
<td>Pincor grip</td>
<td>Inappropriate sounds</td>
<td>Stranger anxiety</td>
</tr>
<tr>
<td>12 months</td>
<td>Stands Walks at 15m</td>
<td>Babbles Understands simple commands Says mamma/dadda</td>
<td>Socially responsive Wave bye</td>
<td></td>
</tr>
<tr>
<td>2 years</td>
<td>Runs Stairs</td>
<td>Circular scribbles and lines</td>
<td>2 word phrases</td>
<td>Uses fork and spoon</td>
</tr>
<tr>
<td>3-4 years</td>
<td>Stand on one foot</td>
<td>Builds bridge with bricks</td>
<td>3 word sentences Knows colours</td>
<td>Interactive play</td>
</tr>
<tr>
<td>5 years</td>
<td>Skips/hops</td>
<td>Full drawing</td>
<td>Fluent speech</td>
<td>Dresses self</td>
</tr>
</tbody>
</table>

To complete

- Thank child and parents
- “I would complete my examination by looking at their growth charts and measuring weight, height and head circumference”
- “I would like to take a full history”
- Summarise
  - If age unknown: estimate developmental age
  - If age known: comment if the development is appropriate for age, globally delayed or asymmetrically delayed

Common stations

- Normal child – you may get asked their developmental age or they may lie about the child’s age
- Global developmental delay
  - Prenatal causes: chromosome disorders e.g. Down’s syndrome, cerebral dysgenesis, hypothyroidism, alcohol/drugs in pregnancy, rubella/CMV/toxo
  - Perinatal causes: intraventricular haemorrhage, hypoxic brain injury, hypoglycaemia
  - Postnatal causes: meningitis/encephalitis, anoxic events, head injury, hypoglycaemia
- Asymmetrically delayed
  - Motor (manifest in 1st year): cerebral palsy, congenital myopathy, spinal cord lesions, visual impairment, balance problems
  - Language (manifest in 2nd year): hearing loss, anatomical deficits (e.g. cleft palate), normal variant/familial, environmental deprivation
  - Social (manifest in 3rd year): autism, hyperactivity, ADHD

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