

Developmental Delay

DEFINITION

A child with a disability for children aged three through five years of age may include a child (1) who is experiencing developmental delays as defined by WV Board Policy 2419; the Regulations for the Education of Exceptional Students and has a 25% delay in two or more of the following areas: cognition, physical development including gross and/or fine motor skills, communications, social/emotional/affective development; and or self-help skills or (2) meets the criteria in the program regulations for one of the categorical areas specified in Policy 2419; and who, by reason thereof, needs special education and related services. 34 CRF 300.8(b)(6)

KEY ELIGIBILITY REQUIREMENTS

To qualify for special education services under the category of Developmental Delay, a child must have a 25% delay in two domains (physical, cognitive, communication, social/emotional, or adaptive).

PREVALENCE

According to the Centers for Disease Control, the prevalence of developmental disabilities was 15% in studies conducted in 1997-2008.

POSSIBLE SIGNS AND CHARACTERISTICS

The child is not meeting developmental milestones in:

- Adaptive or self-help skills, such as eating/drinking and dresses and undresses self
- Personal-social skills, such as playing with other children or expressing emotions. Copies adults and friends
- Communication, such as talking with others, understanding others, or speaking clearly. Can name familiar things
- Physical skills, such as running, walking. Walks up and down stairs, one foot on each step
- Cognitive skills, such as knowing colors, shapes, numbers, and letters. Knowing about things used everyday in the home (money, food, drinks) can work toys with buttons and move parts

TEACHING TIPS/INSTRUCTIONAL STRATEGIES

- Read aloud often. Children love to hear familiar stories repeatedly.

- Extend and/or expand the child's attempts at communication. For example: if the child says "car!" your response might be: "Yes! That's a red car. The red car is shiny. It is going fast." Or for an older child that may have articulation disorder, proper modeling of the correct pronunciation.
- Encourage independence by allowing them to complete tasks themselves.
- Provide frequent activity changes/breaks for sensory needs and physical movement.
- Use multiple modalities when teaching.
- Be patient.
- Communicate with the family about their child.

RESOURCES

- <http://wvde.state.wv.us/osp/>
- Centers for Disease Control
- www.cdc.gov/ncbddd/actearly/milestones/index.html
- www.cdc.gov/ncbddd/developmentaldisabilities/index.html
- <http://www.cdc.gov/NCBDDD/actearly/ccp/index.html>
- National Dissemination Center for Children with Disabilities
<http://www.parentcenterhub.org/resources>
- Council for Exceptional Children
www.cec.sped.org
- National Association for the Education of Young Children
<http://naeyc.org>