

Using Parents' Evaluation of Developmental Status (PEDS) and PEDS: Developmental Milestones (PEDS:DM): A Case Example



Stephen Richards*, age 29 months, received health care from Paragon Pediatrics, a practice implementing the American Academy of Pediatrics' 2006 policy on developmental screening and surveillance. The practice added a 30 month visit devoted to detecting and addressing developmental and behavioral issues. Clinicians used both PEDS and the PEDS:DM. Mrs Richards filled out a PEDS Response Form while she was in the waiting room. She expressed some concerns about Stephen's behavior and understanding of language.

*For this case example, no personally identifying information is included. Pseudonyms are used along with stock photography.



PEDS RESPONSE FORM

Paragon
Provider

Child's Name Stephen Richards Parent's Name Mr. and Mrs. Richards

Child's Birthday 3/21/12 Child's Age 29 months Today's Date 8/23/2014

Please list any concerns about your child's learning, development, and behavior.

*Mostly his behavior. He doesn't smind me or seem to listen to me at all.
Tantrums all the time.*

Do you have any concerns about how your child talks and makes speech sounds?

Circle one: No Yes A little COMMENTS:

Do you have any concerns about how your child understands what you say?

Circle one: No Yes A little COMMENTS:

Do you have any concerns about how your child uses his or her hands and fingers to do things?

Circle one: No Yes A little COMMENTS:

Do you have any concerns about how your child uses his or her arms and legs?

Circle one: No Yes A little COMMENTS:

Do you have any concerns about how your child behaves?

Circle one: No Yes A little COMMENTS:

This may just be the terrible twos, but it is really terrible.

Do you have any concerns about how your child gets along with others?

Circle one: No Yes A little COMMENTS:

Do you have any concerns about how your child is learning to do things for himself/herself?

Circle one: No Yes A little COMMENTS:

He tries to be too independent.

Do you have any concerns about how your child is learning preschool or school skills?

Circle one: No Yes A little COMMENTS:

I think he's too young for that sort of stuff.

Please list any other concerns.

Nothing other than behavior and listening.

Actual Size is 8.5 x 11

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The PEDS Score Form shows how Mrs. Richards' concerns were categorized (receptive language and behavior). These concerns indicated the need to follow Path B on PEDS and to screen further due to a potentially elevated risk for developmental problems. In response the PEDS:DM was administered to determine the best course of action.

Child's Name: Stephen Richards d.o.b.: 3/21/12 Provider: Paragon

PEDS:DM Recording Form

Find appropriate column for the child's age. Place a checkmark in the appropriate box to show each concern on the PEDS Response form. See Brief Scoring Guide for details on categorizing concerns. Shaded boxes are predictive concerns. Unshaded boxes are non-predictive concerns.

Child's age:	0-3 mos.	4-5 mos.	6-11 mos.	12-14 mos.	15-17 mos.	18-23 mos.	2 yrs.	3 yrs.	4-4.5 yrs.	4.6-5-11 yrs.	6-7 yrs.	7-8 yrs.
Global/Cognitive												
Expressive Language and Articulation												
Receptive Language							✓					
Fine-Motor												
Gross Motor												
Behavior												
Social-emotional												
Self-Help												
School												
Other												

Count the number of checks in the small shaded boxes and place the total in the large shaded box below.

0 0 0 0 0 0 1 1 1 1 1 1 1

If the number shown in the large shaded box is 2 or more, follow Path A on PEDS Interpretation Form. If the number shown is exactly 1, follow Path B. If the number shown is 0, count the number of small unshaded boxes and place the total in the large unshaded box below.

1 0 0 1 1 1 1 1 1 1 1 1 1

If the number shown in the large unshaded box is 1 or more, follow Path C. If the number 0 is shown, consider Path D if relevant. Otherwise, follow Path E.

PEDS Combined Interpretation Form

Two or more predictive concerns? **Path A:** Yes? No? Refer for audiological and speech-language testing through early intervention or public schools. Use professional judgment to decide if referrals are also needed for social work, occupational/physical therapy, mental health services or use the PEDS:DM to hone referrals.

One predictive concern? **Path B:** Yes? No? Screen for health/sensory problems, consider administration of the PEDS:DM. If screen is passed, counsel in areas of concern and watch vigilantly. If PEDS:DM is failed, refer for testing in area(s) of difficulty.

Health concerns only? **Path C:** Non-predictive concerns? Administer PEDS:DM. If PEDS:DM is failed, refer for testing in area(s) of difficulty.

Parental difficulties communicating? **Path D:** Give PEDS:DM directly to children. Offer developmental promotion and vigilantly monitor. Consider referrals to at-risk services.

No concerns? **Path E:** Praise, encourage, offer anticipatory guidance. Refer for testing in areas of difficulty and consider referrals for social and other at-risk services. Provide health/sensory screens. Elicit concerns at next check point and use PEDS:DM at 9, 12, 18, 24 or 30 months and annually thereafter.

Path B is associated with a moderate (but not high) risk level: Additional screening is wise in order to rule out delays

doesn't listen

Tantrums

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Actual Size is 8.5 x 14

PEDS: DM forms are laminated and parents mark them with a dry erase marker. Opposite the questions are stories and illustrations to encourage reading aloud. A scoring template is placed over the answers to reveal correct and incorrect responses. Results are marked on the PEDS:DM Growth Chart—see next page—where there is also space for noting specific decisions. On the other side of the PEDS: DM Growth Chart is the PEDS Score and Combined Interpretation Form. Thus a 1 page form remains in the child's chart to track surveillance and screening activities from 0 to 7–11 years.



Here are the PEDS:DM items at the 29 month level and Ms. Richard's responses. These were all correct answers and showed that Stephen had age appropriate fine motor, receptive language, expressive language, gross motor, self-help and social-emotional skills.

Can your child scribble with a crayon or marker without going off the page much?

No ☐
A little ☐
Yes ☒

Fine Motor

How many of these body parts can your child point to if you say, "Where is your head?... "Where are your legs?"... "arms?"... "fingers?"... "teeth?"... "thumbs?"... "toes?"

None ☐
1 - 2 ☐
3 or more ☒

Receptive language

When your child talks, how many words does he or she usually use at a time?

None ☐
1 ☐
2 or more ☒

Expressive language

All Milestones Met

Can your child walk backwards two steps?

No ☐
Yes, shuffles or stops ☐
Yes ☒

Gross Motor

Can your child take off loose clothes such as pull-down pants or a coat?

No ☐
Sometimes ☐
Most of the time ☒

Self-help

Does your child pretend to do grown-up things like washing dishes, taking care of a baby, sweeping, scrubbing, or cooking?

No ☐
Sometimes ☐
Yes ☒

Social/Emotional

Child's Name: Stephen Beckford dob: 3/21/12 Provider: Pedson

PEDS:DM Developmental Growth Chart

Directions: Shade box if passed, — if failed

AGE	Using hands and fingers	Listening	Talking	Mech/Premath	Reading/Prereading	Using arms and legs	Self-Help	Getting along with others
7-0 - 7-11 yrs.								
6-1 - 6-11yrs.								
5-6 - 6-0 yrs.								
4-11 - 5-5 yrs.								
4-6 - 4-10 yrs.								
3-8 - 4-3 yrs.								
3-3 - 3-7 yrs.								
2-10 - 3-2 yrs.								
2-5 - 2-9 yrs.								
2-2 - 2-4 yrs.								
23 - 25 mos.								
20 - 22 mos.								
17 - 19 mos.								
14 - 16 mos.								
11 - 13 mos.								
8 - 10 mos.								
5 - 7 mos.								
3 - 4 mos.								
0 - 2 mos.								

Specific Decisions

0 - 2 mos. <u>counseled re colic</u>	2-5 - 2-9 yrs. <u>hearing/vision OK - development OK</u> <u>Gave mom handbook on discipline. Mom to call back in 2 mos to update progress.</u>
3 - 4 mos. <u>Korpy baby Korpy mom gave info on promoting sleep</u>	2-10 - 3-2 yrs.
5 - 7 mos. <u>no concerns - gave info babyproofing house</u>	3-3 - 3-7 yrs.
8 - 10 mos.	3-8 - 4-0 yrs. Clearly, Russell's parents just need advice on disciplinel Parenting handouts are located within the PEDS:DM
11 - 13 mos. <u>concerns about delayed walking - gave info on wide age range</u>	4-1 - 4-5 yrs.
14 - 16 mos. <u>mother concerned re poor response to "no"</u> Discussed limits of memory child-proofing house	4-6 - 4-10 yrs.
17 - 19 mos. <u>no concerns re attention span</u> <u>Gave info on limits of attention span in young children Passed MCHAT</u>	4-11 - 5-5 yrs.
20 - 22 mos.	5-6 - 6-0 yrs.
23 - 25 mos.	6-1 - 6-11 yrs.
2-2 - 2-4 yrs.	7-0 - 7-11 yrs.

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