

Parents' Evaluation of Developmental Status-Revised® (PEDS-R®)



Where to next?

2025 MCH Conference

Acknowledgement of Country



We acknowledge the
Traditional Owners of the
land on which we work, and
pay our respects to Elders
past and present



Outline

1. Importance of developmental monitoring
2. Screening tools
3. PEDS
4. PEDS-R

why?

what?

Importance of Developmental Monitoring



A word about terminology...

Developmental screening

WHO: trained practitioners

WHAT: Look for developmental milestones

WHEN: Set ages

WHY: early detection of developmental difficulties to enable early intervention

- To determine if developmental evaluation is recommended

HOW: With formal, validated screening tool

Developmental monitoring

WHO: practitioners together with caregivers

WHAT: Look for developmental milestones

WHEN: From birth to 5 years ie continuous

WHY: early detection of developmental difficulties **plus**

- celebrate child's development
- talk about child's progress
- learn what to expect next
- provide early support

HOW: observing, talking and using formal tools as part of this

Developmental evaluation/assessment

WHO: paediatrician, child psychologist, or other trained provider

WHAT: Identify and diagnose developmental delays and conditions

WHEN: Whenever there is a concern

WHY: To find out

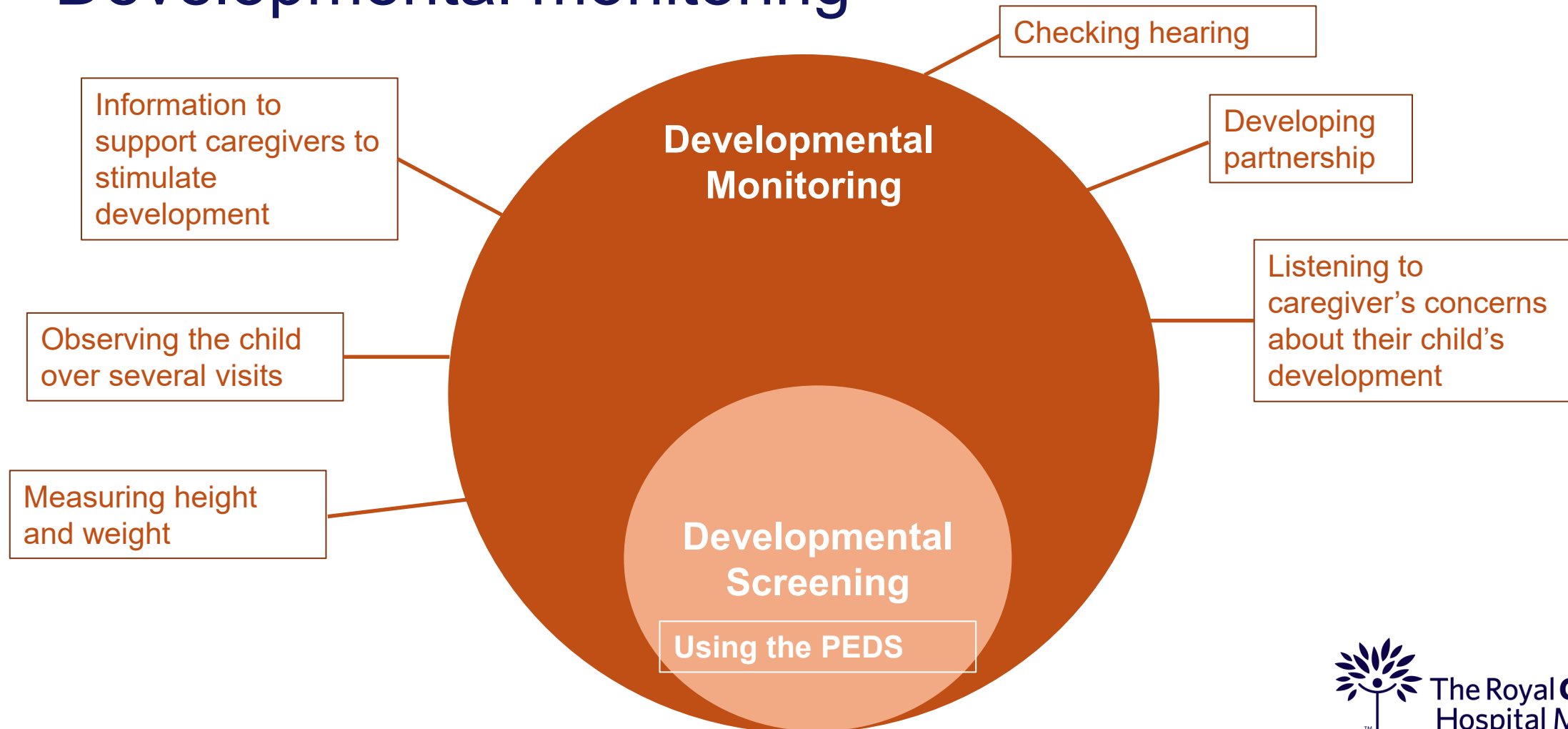
- if child needs specific treatment
- if child needs specialised intervention
- Connect family with other supports
- Additional information about prognosis / course

HOW: Detailed history & exam, +/- formal assessment tools, observation, often in combination

Developmental monitoring



Developmental monitoring



Why developmental monitoring??

Early detection

→ Earlier advice/support/intervention

While the brain is developing most rapidly

→ Can make a significant difference to long term outcomes

A bit about Screening Tool Criteria

To be acceptable to the public, screening tests should be:

Simple, quick and easy to interpret

Accurate

Repeatable

Sensitive

- % **with** the condition who are correctly identified by +ve result

Specific

- % **without** the condition who are correctly identified by –ve result

PEDS



Parents' Evaluation of Developmental Status (PEDS)

PEDS – developmental screening tool used for children 0-8y

Listening to parents

- If we ask parents they can tell us about their child
- What they have to say is valuable

Created by Frances Page Glascoe

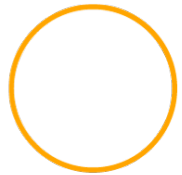
PEDS-Revised® (PEDS-R®)



PEDS-Revised® (PEDS-R®)

1. Two additional questions that probe **Global/cognitive** and **Health** domains
2. Improved identification of **Mental health, social-Emotional, Behavioural concerns (MEB)**
3. New PEDS-R paths that assign
 - Mental health, social-Emotional, Behavioural (MEB) risk
 - Developmental Delay (DD) risk
 - Combined (MEB DD) risk

Types of concerns



Predictive of Developmental Delay/Disorder (DD)

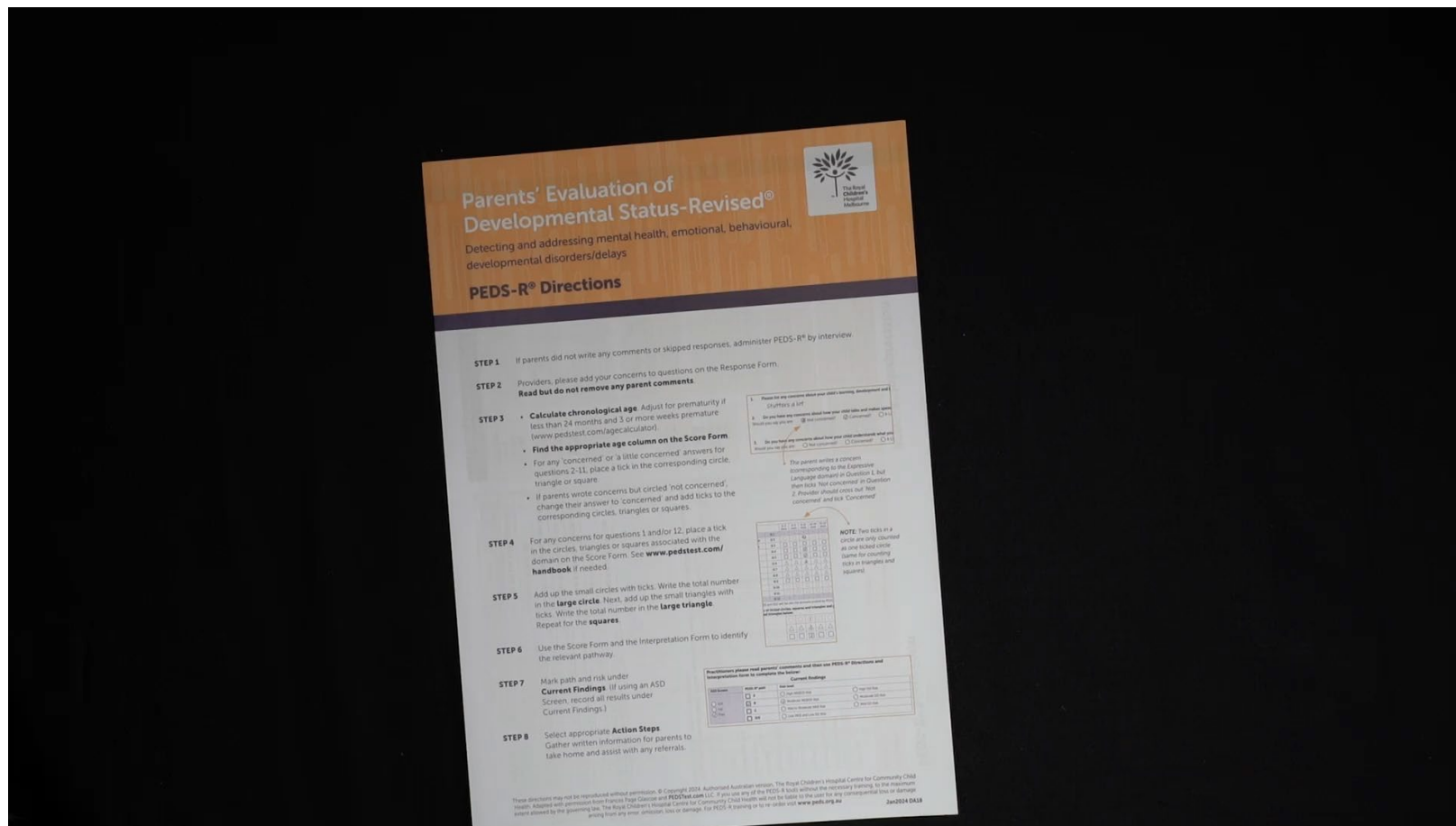


Non-Predictive of Developmental Delay/Disorder (DD)



Mental Health, Social/Emotional, Behavioural (MEB)

Let's take a quick look...



Like the PEDS, the PEDS-R:

✓ Elicits parents' concerns

✓ Elicits professionals' concerns

✓ Saves time

AND

✓ Screens for Developmental AND **M**ental/**S**ocial-**E**motional/**B**ehavioural (MEB) risks

PEDS-R[®] as a screening tool

Accurate

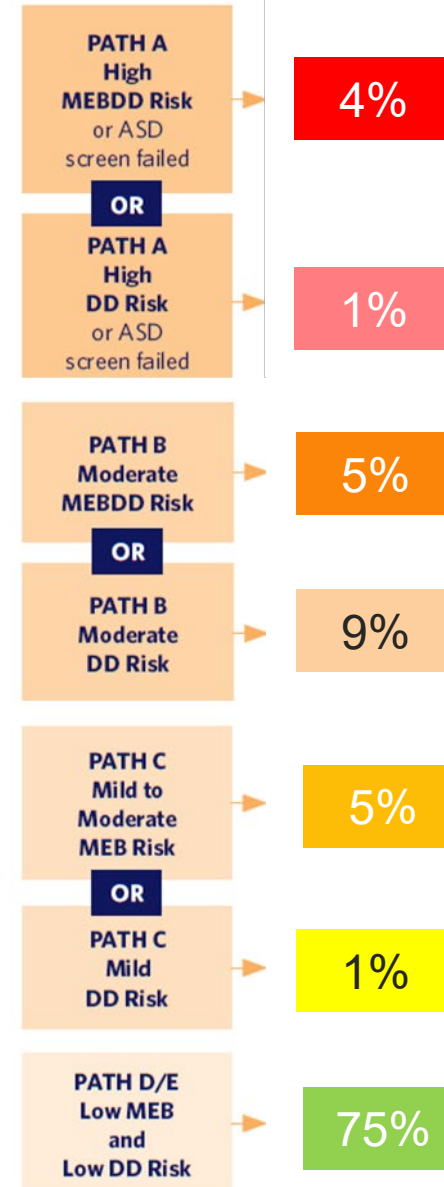
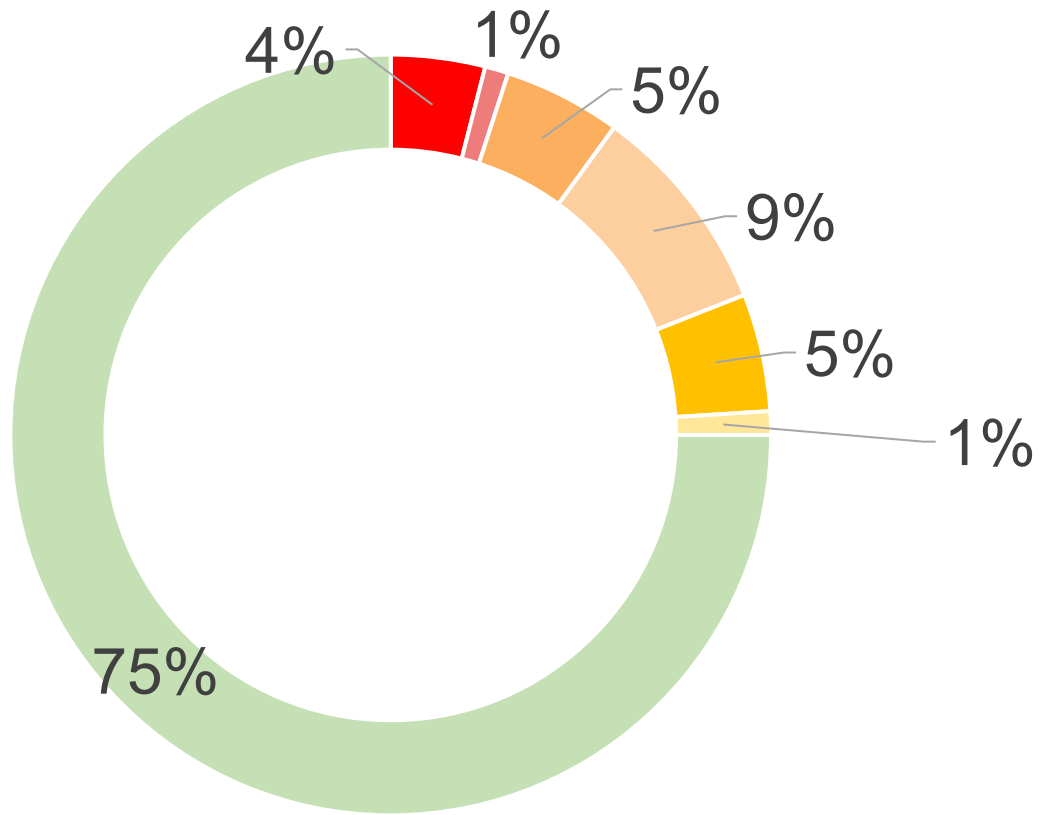
- Sensitivity: 93%
- Specificity: 92%

Repeatable Test-Retest

- 93% for re-administration within 1 week
- 88% for re-administration between 1 and 4 weeks

Simple, quick and easy to interpret

Statistics



PEDS-R®



Remains easy to use



Partnerships with parents



Opportunity to provide advice and support

PEDS-Revised® (PEDS-R®)

Contact us at
peds.ccch@rch.org.au

The Centre for Community Child Health
The Royal Children's Hospital Melbourne
50 Flemington Road
Parkville 3052 VIC

www.peds.org.au

www.ccch.org.au

The Centre for Community Child Health is a department of The Royal Children's Hospital and a research group of the Murdoch Children's Research Institute.



The Royal **Children's**
Hospital Melbourne