



FIRST YEARS OF LIFE

BABY DEVELOPMENT TOOL KIT



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About

Within the first year of your baby's life they grow and develop at an astounding pace to go from a helpless newborn to an active toddlerⁱ. There are a number of milestones that each baby will reach through their development. Further in this tool kit you can also find out how you can help your baby's development through play. Play is essential to development as it offers an ideal opportunity for you, as parents, to interact with your baby to promote engagement and interaction with the world around them. This allows your baby to develop new competencies that lead to enhanced confidence and resilienceⁱⁱ.

A child's development is often monitored by comparing their development to associated developmental milestones. There are five key areas regarding development these include a child's:

1. Fine Motor Skills,
2. Gross Motor Skills,
3. Language and Speech Skills,
4. Social and Emotional Skills,
5. Cognitive Skillsⁱⁱⁱ.

These key areas are broken down into milestones which are expected activities that most children will perform at a certain age, such as crawling, walking and talking. Developmental milestones provide information about the 'normal' range in which a child accomplishes a milestone^{iv}. However, an atypical developing child demonstrates that they are:

- no longer progressing through the milestones;
- not achieving milestones within a recommended time frame;
- losing skills that they once had demonstrated over several months.

Therefore, milestones help identify a child's progression. It is important to note that each child develops at their own rate, so it is perfectly normal for variations in each stage. Watch for progress, not deadlines.

Within this tool kit there is a collection of activities within each area of development. These activities have been selected to support parents, families and caregivers to continue to encourage typical growth and development or to implement to support an atypical developing child.

If you or a family member and are concerned about a child development discuss these concerns with a health professional, such as a GP or Paediatrician, who can then assist in taking the correct steps forwards to support your child's development.

Fine Motor Skills

Description

Fine motor skills are the child's ability to coordinate and control small muscles, specifically in their hands and fingers; to pick up small objects, hold a spoon, turn pages in a book or use a crayon to draw^v.

Milestones

Table 1:^{i, v}

Age (Months)	Developmental Activities
0 – 3	<ul style="list-style-type: none"> * Strong grip * Open and closes hands
3 – 6	<ul style="list-style-type: none"> * Grips objects in hands * Brings hands to mouth * Grabs at objects – and gets them! * Is learning to transfer objects from one hand to another * Bangs two objects together
6 – 9	<ul style="list-style-type: none"> * Uses hands to 'rake' small objects (such as sultanas) * Grasp string, pulls it and obtains toy * Is using thumb and finger to grasp small objects (such as sultanas) * Crumples paper with palms * Begins to clap hands * Pokes with index finger
9 – 12	<ul style="list-style-type: none"> * Uses the pincer grasp * Removes both socks * Stacks and sorts toys * Puts objects in container * Releases objects voluntarily * Opens books * Turns the pages while you read * Scribbles spontaneously * Uses both hands freely * Helps while getting dressed (pushing hands into sleeve)

Baby: 0-1 Year

Activities

All activities included require adult supervision at all times. Make sure to inspect toys prior to use.

Grasping Ring

0 – 12 Months

Purpose:



Figure 1: Bungee Grasp Ring

This activity helps to promote fine motor skills regarding hand/eye coordination of grasping an object and bringing it to their mouths. This is also beneficial for sensory/cognitive development as it explores touch sensations associated with different materials.

Directions:

Choose an appropriate material, such as fabric, silk, ribbon, beads or bells and knot the chosen style appropriately around the wooden teether.



Figure 2: Grasping Ring Ideas

Variations:

This can then be modified to create a bungee style toy by tying one end of an elastic cord to the wooden teether and the other to an object, such as a ceiling hook, pram, play gym etc. that hangs over the baby's body that they so can reach, grasp and pull^{vi}.

Paper Play!

3 – 12 Months

Purpose:

This activity encourages the use of fine motor skills in grasping the hand to crumple the paper. This activity also extends to sensory/cognitive development in exploring different paper forms and items on the paper, to learning how to put it into the basket.

Directions:

Using newspaper or tissue paper (easier crumpling), place it either in front of the baby or on the baby and play a little bit of peekaboo with it. With older babies, show the baby how to crumple the paper.

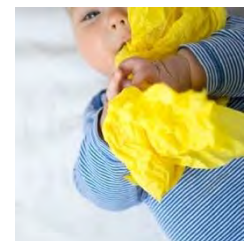


Figure 3: Paper Play

Variations:

There are multiple ways to interact with this activity, such as basic crumpling of different paper forms, to placing interesting images, such as patterns, animals or faces onto the paper. Encourage your baby to place the crumpled paper into a basket/bucket.

Baby: 0-1 Year

Pull and Tug!

9 – 12 Months

Purpose:

This activity encourages the use of the fine motor pincer grip of the thumb and index finger to pull and slide the material through the holes. This will encourage more refined fine motor skills enabling the lacing of beads on to a string.



Figure 4: Pipe Cleaner Strainer

Directions:

Using pipe cleaners, ribbon and/or similar product, feed it through the holes of a strainer. Another variation can be anything within a hole can be pierced into, such as a plastic lid or a box. Remember to tie a knot at each end so it cannot be pulled through fully. As the baby is gets older, the knots can be left loose so they can thread it themselves.

Where is it?

9 – 12 months onwards



Figure 5: Animals in Putty

Purpose:

This activity will encourage fine motor skills using the pincer grasp and hand/eye coordination, whilst encouraging problem solving skills.

Directions:

Using edible materials such as Play Doh, putty, slime or kinetic sand, bury your babies favourite small, but safe items, such as toy cars, animal figures etc. If you don't want messy play feel free to hide their toys under a blanket instead. Encourage your child to find all the items.

This activity requires high level of adult supervision.

This is a great activity to do outside on a mat or in a bucket to allow your baby to experience different senses such as the birds whistling, wind blowing etc.



Figure 6: Cars in Kinetic Sand

Gross Motor Skills

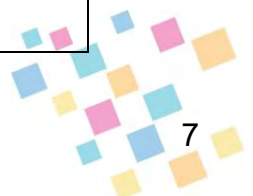
Description

Gross motor skills are the child's ability to coordinate and control large muscles of the body, and skills like sitting, reaching, crawling, walking^v.

Milestones

Table 2:ⁱ,^v

Age (Month/s)	Developmental Activities
0 – 3	<ul style="list-style-type: none"> * Moves head from side to side when on stomach * Holds head and neck up briefly while on stomach
3 – 6	<ul style="list-style-type: none"> * Reaches and grabs at objects * When held upright will bear some weight on legs * Pushes up on arms when lying on tummy * Brings feet to mouth or grabs feet while playing on back * Begins to roll over in one or the other direction from back to stomach * Holds head steady, unsupported * Pushes down on legs when feet are on a hard surface
6 – 9	<ul style="list-style-type: none"> * Rolls over both ways * Sits well unsupported * Uses arms to move forward on belly * Moves around – is starting to crawl, 'army crawl' or 'scoot' * Moves from back to sitting without assistance * Sits without hand support for roughly 10 minutes * May try to climb/crawl up stairs * Pulls up to stand
9 – 12	<ul style="list-style-type: none"> * Lowers to sitting from standing (holding onto furniture) * Stands, holding onto furniture etc. * Walks with both hands held * Standing alone, holding on to furniture * Cruises, using furniture * May take a few steps without holding on * Gets into a standing position without help



Activities

All activities included require adult supervision at all times. Make sure to inspect toys prior to use for choking hazards and age appropriateness.

Tummy Time!

0 – 6 Months

Purpose:

Tummy time can help your baby develop strong neck and shoulder muscles which are the start of all motor skills. It enables the baby to build strength needed for sitting up, rolling over, crawling and walking.

Directions:

To start tummy time, spread out a blanket or play mat in a clear area and place your baby on their stomach, whilst awake and supervised for 3-5 minutes. Try doing this 2-3 times a day. If your baby doesn't like tummy time you can start by laying with your baby on your stomach whilst on the lounge so they can adjust to the position. As your baby becomes



Place safe objects and toys close to your baby. Move them from side to side in front of her face. This encourages her to move, lift and turn her head.



Get down on the floor next to your baby. Turn pages in picture books or magazines. This develops baby's eye strength and keeps her interested.



Put a non-breakable mirror next to your baby so she can see her reflection. Try tummy time in different places, like outdoors on a blanket.

Figure 7: Tummy Time Activities

more accustomed you can extend the time to 10-15 minutes.

Variations:

Beach Ball Bounce: 3 – 12 Months

- Place your baby on an exercise ball on their tummy, holding their hands or waist roll them around the ball and bounce them so they can experience a range of different sensations. As your baby gets older, you can have them sitting on the ball as this encourages large muscle groups to work together.



Figure 8: Tummy Time on an Exercise Ball

Baby: 0-1 Year

Let's Go Riding!

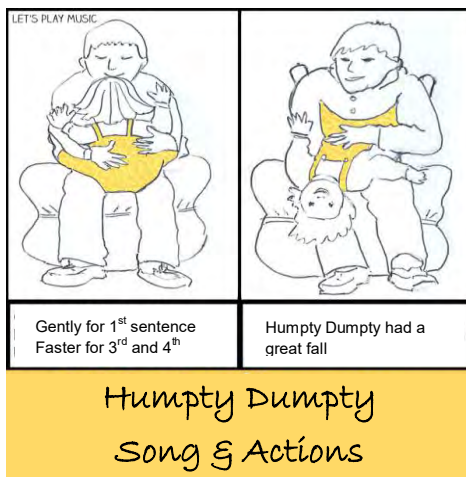
6 – 12 Months

Purpose:

This activity incorporates gross motor skills as it requires the baby to use their large muscles, such as their stomach, to keep them stable as they wobble on the bouncing knees. Language/speech development is also incorporated through the use of nursery rhymes.

Directions:

This is a knee bobbing activity to accompany the nursery rhyme “*This is the way the Lady Rides*”^{vii}. For younger baby's hold their sides, however as they get older, move to holding their hands.



Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall.

All the king's horses and all the king's men

Couldn't put Humpty together again.

Figure 9: Humpty Dumpty: Actions

Standing Up!

9 – 12 Months



Figure 10: Standing Play

Purpose:

This activity being placed on top of a table, encourages the baby to pull to stand, and stand with balance whilst performing an activity. There are a variety of activities that can be performed whilst standing, to promote fine motor, language and cognitive skills. Performing this task with an older sibling can also help promote social skills.

Directions:

On a small table about 60cm high, place an activity that interests the baby, such as a treasure basket, puzzle, book or sensory bag. All of these activities will engage your baby's interest in standing to play whilst strengthening the muscles in the legs.



Language and Speech Skills

Description

Language and speech skills are the child's ability to produce and understand sounds that form words, sentences and stories^v. This enables the baby to communicate their wants and needs.

Milestones

Table 3: ^{i v}

Age (Month/s)	Developmental Activities
0 – 3	<ul style="list-style-type: none"> * Crying for needs * Coos * Turns head towards sounds
3 – 6	<ul style="list-style-type: none"> * Startled by loud noises * Cries when hungry or uncomfortable * Laughs out loud * Babbles with expression * Copies sounds heard
6 – 9	<ul style="list-style-type: none"> * Vocalises pleasure and displeasure * Babbles become more complex sounds ("ah", "eh", "oh") * Takes turns with parents while making sounds * Responds to familiar words * Looks when you say their name * Waves bye-bye * Lifts up arms to communicate "up" * If using baby sign, they may begin to start to sign words
9 – 12	<ul style="list-style-type: none"> * Uses words for parent or caregiver discriminately * Pitch and intonation vary * Uses fingers to point at things * Follows simple spoken commands (e.g. "give mummy the blanket") * Spontaneously indicates and says familiar greetings and farewells * Briefly stops activity when told "no" * Tries to attempt to say words you say * Says an average 2 – 3 words (often "mum" and "dad") and exclamations!

Activities

All activities included require adult supervision at all times. Make sure to inspect toys prior to use for choking hazards and age appropriateness.

Baby Sign

4 – 12 Months onwards











Purpose

The use of baby sign can help promote language and speech for pre-verbal children. The use of the basic gestures can help bridge the gap of communication as it allows you to let your child know what is occurring around them, such as a nappy change. It also lets your child comprehend what is occurring, whilst allowing your child to let you know what it is that they want, or what they are thinking long before their language skills develop^{viii}. This is why nursery rhymes often have hand movements, such as *Twinkle Twinkle Little Star*. Please access the associated resource, for further information, if interested.

Directions

You can create the signs on your own, or follow the Australian Sign Language (AUSLAN) or American Sign Language (ASL) signs. We also recommend looking at getting the associated cards to practice with your child.

For example:

Word	Mum	Dad	Please	Nappy	Play
AUSLAN ^{ix}					
ASL ^x					

Baby: 0-1 Year

Narration

0 – 12 Months onwards

Purpose:

Narration is beneficial for your baby to develop their language and speech skills. As they absorb all the sounds and information around them they begin to develop and associate names to objects.

Directions:

Just as you walk around the house, park or zoo etc., narrate what you are doing, for example “mum is turning on the light” or “Liam is playing with a ball”. By using a name for everything discussed it encourages the connection between names and objects.



Figure 11: Discussing trees outside.

I love you because...

3 – 12 Months onwards

Purpose:

Helps encourage positive relationships and develops the baby's experience of connectedness with others. This is also a great way to start praising your baby's development when talking with them. When they become toddlers, they can then begin to repeat this back to you.

Directions:

During down time and cuddles with your baby, start talking about the reasons that you love them, such as “I love you because... you're funny, you smile” etc.

Little Help

9 – 12 Months onwards

Purpose:

This activity is to encourage language and cognitive development in regard to understanding and comprehending speech.

Directions:

Similar to the narration activity, start asking your baby direct tasks, such as “Liam, please put away your teddy in the basket” or “Liam, please bring me your car”. This allows you to practice their comprehension of the words being spoken and applied to them, even with limited speech. Through using direct familiar words there is no room for the baby to question what is being asked.

Social-emotional Skills

Description

Social-emotional skills are the baby's ability to understand emotions and social behaviour. In particular they acquire the skills to play socially, take turns, form relationships and communicate with other peers^v.

Milestones

Table 4:^{i, v}

Age (Month/s)	Developmental Activities
0 – 3	<ul style="list-style-type: none"> * Tracks movement with eyes * Smiles responsively * Looks at familiar faces
3 – 6	<ul style="list-style-type: none"> * Recognises familiar faces and objects * Stops crying when comforted * Comforts self by sucking on thumb or hand * Imitates you (smiling, frowning) * Enjoys play and may cry when play stops * Smiles spontaneously, especially at people * Reaches for mum and dad and cries if they are out of sight * Enjoys engaging with people * Imitates you (sticking tongue out)
6 – 9	<ul style="list-style-type: none"> * Recognises familiar faces – family, friends, caregivers * Smiles or pats own image in the mirror * Interacts differently with caregivers and strangers * May be clingy with familiar adults * Plays interactive games like 'peekaboo' * Responds to other people's expressions of emotions * Initiates social contact
9 - 12	<ul style="list-style-type: none"> * Is at the height of stranger anxiety * Has a favourite toy * Repeats activity that elicits positive response from others (cry and mum reacts)

Activities

All activities included require adult supervision at all times. Make sure to inspect toys prior to use for choking hazards and age appropriateness.

Facetime

0 – 12 Months

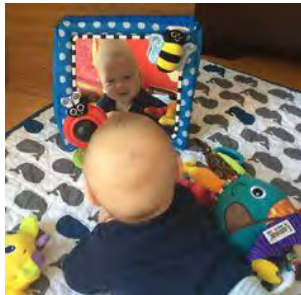


Figure 12: Mirror Play

Purpose:

Encourages your baby to interact with you, family members, familiar faces and non-familiar faces. It allows them to start to memorise faces creating a social network. This process of back-and-forth interactions starts to introduce the basics of a conversation for appropriate social skills. As the baby gets older, by adding emotional faces this can assist with your baby's understanding of different emotions and how to express their own emotions.

Directions:

When engaging with your baby, slowly place your face close to theirs and talk to them about what is going on in the world, colours of the sky and even make faces with them. A variation can include baby mirror play when you place your baby in front of a large mirror or a small makeup mirror. Your baby will then be able to play with their face and begin recognising themselves. This often will start to occur after 3 months.

As your baby gets older, add emotional faces during one on one face time such as happy, laughing, sad, angry and state how you are feeling for each one. This can also be done in reverse, with recognising your child's emotions and asking, "Are you happy?" or "Are you sad?" whilst pull the associated faces.

Variations:

Using touch when you play with your baby during face time. This could include rhymes like '*This Little Piggy*' whilst you tickle your baby's feet as you sing along^{xi}. This can encourage your baby to express different emotions such as happiness, laughter, joy etc. There can be many variations so don't limit your imagination.



Figure 13: Playing '*This Little Piggy*'

Original	Daily Activities
<p>This little piggy went to market, This little piggy stayed home, This little piggy had roast beef, This little piggy had none. This little piggy went ... Wee, wee, wee, all the way home!</p>	<p>This little piggy had a bath, This little piggy went to bed, This little piggy woke up, This little piggy ate bread. And this little piggy went... Play, play, play, all the way home!</p>

Baby: 0-1 Year

Face Book

3 – 12 Months onwards

Purpose:

The Face Book is a collection of faces that are familiar to the baby. This will encourage social-emotional skills in recognising familiar faces and then associating names to faces. It can also create the opportunity to add facial expressions, so the baby can learn different emotions, such as happy, sad, angry etc.



Figure 15: Felt Photo Book



Figure 14: Cardboard Photo Book

Directions:

Using cardboard squares attach portrait photos of family members and even pets with their names or 'name loves you'. Sensory objects can also be attached such as ribbon, buttons or feathers to keep the baby interested in the book. Once the pages are complete, punch holes in the cardboard and attach hinge rings to create your own Face Book.

Variations:

A sensory variation can include using felt materials with just pictures or pre-made books to insert photos. Another DIY change could be attaching Ziplock bags to the pages to insert/change photos as time goes on, from initial familiar faces and their names to familiar faces with different emotions and open the discussion such as "Who is sad?" or "What is mum feeling?".

Messy Play

9 – 12 Months

Purpose:

Messy play can be a form to explore emotions. For example you can ask your baby to "slap mud around happily", or "slosh water angrily"^{xi}. This activity can also encourage the ability to play independently and to assist with a baby who relies on their parent's presence for comfort^{xii}.

Directions:

We understand it can get very messy so we recommend using a large tarp, old towel or placemats underneath the baby. Messy play can include using sand, water, mud, paints, mealtime and/or other gooey substances, that your baby can just sit around and play with such as splashing or moulding.

Sensory and Cognitive Skills

Description

Sensory and cognitive skills refer to your baby's ability to think, understand, communicate, comprehend, remember, imagine and work out what might happen next^v. During the first year of life a baby's brain develops rapidly and often will use sensory objects to explore the important information in the world around them^{xiii}

Milestones

Table 5: ^{i v}

Age (Month/s)	Developmental Activities
0 – 3	<ul style="list-style-type: none"> * Stares at hands and fingers * Begins to play with fingers * Cries
3 – 6	<ul style="list-style-type: none"> * Coos for needs * Curious and interested in the environment * Blows raspberries
6 – 9	<ul style="list-style-type: none"> * Responding to familiar words * Begins to associate names and people
9 – 12	<ul style="list-style-type: none"> * Learning object permanence – that something exists even if they cannot see it. Learns that just because Mum and Dad are gone, doesn't mean they are gone. They will come back. * Discriminates between parents and others; trial and error problem solving * Learning to understand cause and effect (cry and mum comes) * Learns that just because Mum and Dad are gone, doesn't mean they are gone. They will come back.

Activities

All activities included require adult supervision at all times. Make sure to inspect toys prior to use for choking hazards and age appropriateness.

Sensory Play

0 – 12 Months onwards

Purpose:

From birth to early childhood, children use their five senses to explore and try to make sense of the world around them^{xiv, xv}. The benefits of Sensory Play are crucial to brain development as it:

- Helps to build nerve connections in the brain of thinking and processing;
- Encourages cognitive development as it develops their knowledge, enhancing memory and problem-solving, exploration and creativity;
- Encourages the development of motor skills as they move and participate in play;
- Supports language development in enhancing future descriptive words;
- Can involve mindful and relaxing activities which are beneficial for children^{xvi}.

Basic Sensory Play

0 – 3 Months

Directions:

Basic sensory play includes touch senses so using blankets, tissues, tissue paper or feathers trail your baby's body, hands and feet whilst also allowing them to grasp and use their mouth to explore the different textures provided. Visual senses can be explored using high contrast objects such as black and white pattern pictures, and books can encourage sensory processing from a young age.

Sensory Packages

3 – 12 Months onwards

Directions:

Using a large Ziplock bag, fill the bag with a collection of sensory items, such as pom-poms, buttons, googly eyes, rice, letters etc^{xvii}. Then add hair gel (amount will vary depending on bag size) and food dye for colour. Ziplock shut, then using tape, seal all four edges completely, ensuring minimal possible leakage.

Variations:

This can involve many different objects and themes which can be modified and changed. Further different forms such as smell, and sound are a great way to allow your baby to explore their senses.



Figure 16: Button Sensory Bag



Figure 17: Smelling Bottles

Treasure Basket

3 – 12 Months onwards



Figure 18: Ball Treasure Basket

Directions

Have a collection of different textured balls that your baby can play with. Only place 2-3 balls at a time to the basket, so they do not get overwhelmed. This will also promote continual interest in the activity by adding different textured balls.

Variations

There are many variations. For example:

- Coloured Treasure Baskets
 - Creating a blue treasure basket, e.g. including blue feathers, ball, pipe cleaner etc.
- Season Treasure Baskets
 - Creating a Christmas treasure basket, e.g. including tinsel, tissue paper, balls, ribbon.
- Soft and Hard Treasure Baskets
 - For example, a treasure basket incorporating soft fabrics with hard plastic cars, sticks, teethers, etc.



Figure 19: Christmas Treasure Basket

Recommended Resources

It is highly recommended to access some of these resources provided as it will promote the parent's understanding of their child's development along with further ideas on activities that children can do around the home.

Child Development and Milestones

Websites

- Raisingchildren.net.au. Newborn Section: <https://raisingchildren.net.au/newborns> and Baby Section: <https://raisingchildren.net.au/babies>
- Community Child Care Co-operative Ltd (NSW): <https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf>
- Australian children's education & care quality authority (ACECQA) and StartingBlocks.gov.au: <https://www.startingblocks.gov.au>

Books

- Hargis, Aubrey. (2018). *Baby's First Year Milestones*.
- Murkoff, Heidi & Mazel, Sharon. (2015). *What to Expect the First Year 3rd Ed.*
- Mayo Clinic. (2012). *Mayo Clinic's Guide to Your Baby's First Year*.
- Petty, Karen. (2016). *Developmental Milestones of Young Children*.

Baby Sign Language Information

Websites

- Australian Baby Hands (AUSLAN): <https://www.australianbabyhands.com>
- Baby Sign Language (ASL): <https://www.babysignlanguage.com/?v=6cc98ba2045f>

Articles

- Francik, Anna. (2005). *Using sign language as a communication tool in infant/toddler group care settings*. https://kb.osu.edu/bitstream/handle/1811/500/1/Honors_Senior_Thesis.pdf
- Thompson, R.H., Cotnoir-Bichelman, N.M., McKerchar, P. M., Tate, T.L & Dancho, K. A. (2007). *Enhancing early communication through infant sign training*. DOI: [10.1901/jaba.2007.23-06](https://doi.org/10.1901/jaba.2007.23-06)
- Goodwyn, S.W., Acredolo, L.P. & Brown, C.A. (2000). *Impact of Symbolic Gesturing on Early Language Development*. DOI: 10.1023/A:1006653828895 https://www.researchgate.net/publication/226583485_Impact_of_Symbolic_Gesturing_on_Early_Language_Development

Activity Sources

YouTube Videos

- Kids OT Help: <https://www.youtube.com/channel/UCt-iRg8d5l1Ww9-aH62xicg>
 - A great source for an Occupational Therapist point of view on activities.
- Hapa Family: <https://www.youtube.com/channel/UCDs6BiaaXKiPy28wNpyUpoQ>
- Taylor Raine: https://www.youtube.com/channel/UCOX5l4xZH_YWmbCML1k56oA \\
 - These two sources are a great source for Montessori DIY activity ideas, and they delve into how to create a variety of activities.

Websites

- How we Montessori: <https://www.howwemontessori.com/how-we-montessori/activities/>
- Hands on as we Grow: <https://handsonaswegrow.com/48-sensory-bags-roundup/>
- Petite Early Learning Journey: <https://www.petitjourney.com.au/benefits-sensory-play/>
- Let's Play Music: <https://www.letsplaykidsmusic.com>
- Play Group NSW. *The Perfect Books for Babies and Toddlers*: <https://www.playgroupnsw.org.au/ParentResources/ParentingYoungChildren/baby-toddler-books>
- American Occupational Therapy Association. Tummy Time. <https://www.aota.org/About-Occupational-Therapy/Patients-Clients/ChildrenAndYouth/Tummy-Time.aspx>
-

Books

- Ajzenman, Heather. (2020). Occupational Therapy: Activities for Kids.
- Featherstone, Sally & Featherstone, Phill. (2013). *50 Fantastic Things to Do with Babies*.
- Wittmer, Donna. (2006). The Encyclopedia of Infant and Toddler Activities: For Children Birth to 3.
- Sher, Barbara. (2013). The Whole Spectrum of Social, Motor and Sensory Games.
- Rebolo, Lane. (2018). Baby Sign Language Made Easy.
- Maytom, Kristie. (2011). Hooray for Baby Sign Language!

Services to assist child development

General Practitioner (GP)

GPs are doctors who know how to treat many different health problems across all age groups. A GP is the **first person to go to** when anyone in your family has a health problem, as they can help work out what is going on^{xviii}.

GP's can also give immunisations and medication for illness, check on your child's health, monitor growth and development, treat minor injuries and send you to a specialist if required.

Paediatrician

A Paediatrician is a medical doctor with a specialisation in the conditions and illnesses that affect the health, growth and development of babies, children and teenagers. With this understanding they are able to provide families with information about different conditions and illnesses that can affect children's health, welfare, behaviour and learning^{xix}.

Your GP might refer your child to a Paediatrician for further assessment and treatment of:

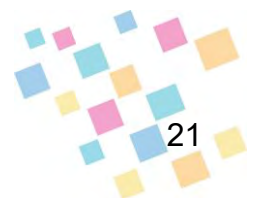
- Asthma and allergies
- Poor growth
- Behaviour problems
- Developmental delays
- Sleep problems
- Faecal incontinence or constipation
- Brain conditions – for example, epilepsy
- Problems with muscles or bones – for example, developmental dysplasia of the hip
- Disabilities – for example, Down Syndrome and cerebral palsy

Occupational Therapy

An Occupational Therapist (O.T.) focus on promoting health and wellbeing by enabling individuals and/or communities to participate in the everyday occupations of life^{xx}. For a child, these occupations include playing, learning and socialising. Occupational Therapists consider many areas of your child's development including thinking, emotions, behaviour, sensory processing, social interactions, play, gross motor skills and fine motor skills^{xxi}. In this case, an Occupational Therapist will work with the child and their family to help them succeed in these activities and throughout the day^{xxii}.

Why your child might see an Occupational Therapist^{xxi}:

- Trouble doing everyday things because of physical, psychological, social or emotional problems, developmental delay or intellectual disability.



Paediatric Physiotherapy

A physiotherapist focuses on the structure of the human body and its movement^{xxiii}. In particular, a Paediatric Physiotherapist specialises in working with children from birth to adolescence^{xxiv}.

Why your child might see a Physiotherapist^{xxiv}:

- Problems with balance, posture, coordination and gross motor skills;
- Joint, muscle or nervous system problems that are causing weakness, pain or movement difficulties;
- Weight and physical activity advice.

Speech Pathology/Therapist

A Speech Pathologists focus on individuals with communication disorders, such as difficulties speaking, listening, understanding language, literacy skills, social skills, stuttering and using voice. Speech Pathologists also help people who have difficulties swallowing food and drink^{xxv}.

Why your child might see a Speech Pathologist^{xxvi}:

- Problems being understood by other people;
- Problems understanding what people say;
- Frustration because they cannot say what they want to say or cannot be understood by others;
- A husky voice that's hard to hear;
- Stuttering;
- Difficulties swallowing food and drink;
- Talking very little or not at all;
- Having trouble with comprehension i.e. not following simple directions.

Audiology

Audiologists focus on hearing loss, deafness and related conditions such as balance disorders. An Audiologist can help manage hearing loss using hearing technology and rehabilitation^{xxvii}.

Why your child might see an Audiologist:

- Deafness or hearing impairment,
- Speech disorder,
- Communication problems,
- Learning difficulties.

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