



Promoting Healthy Child Development with

Ontario's Enhanced 18-Month Well-Baby Visit

18-MONTH WELL-BABY VISIT



**Funded by the
Government of Ontario**

Expert Panel on the 18-Month Well-Baby Visit

- ✿ Proposal: Getting it Right at 18 Months: ...Making it Right at 18 years and Beyond
- ✿ Mandate: development of a report to provide the basis for a provincial strategy to support standardized developmental assessment at 18 months of age for each child in Ontario
- ✿ Panel submitted its report and recommendations in Fall 2005 titled Getting it Right at 18 Months: ... Making it Right for a Lifetime
- ✿ Recommendations were reviewed by Ministry of Children and Youth Services (MCYS) in partnership with Ministry of Health and Long-Term Care (MOHLTC) and Ministry of Health Promotion (MHP)
- ✿ The province responded to recommendations put forward by the Panel and created an Implementation Advisory Committee and Working Group

Copies of the report can be downloaded from the following websites:

- ✿ <http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/beststartreports.aspx>
- ✿ <http://www.children.gov.on.ca/htdocs/French/topics/earlychildhood/beststartreports.aspx>

Enhanced
18-Month
Well-Baby Visit

Measurement
and
Evaluation

Use of
Standardized
Tools

Enhanced
18-Month Well-Baby
Provincial Strategy

Children, Parents, Health Care and
Early Childhood Professionals

Web Portal

Education and
Implementation Support

Early Child
Development
and Parenting
Resource System

Experience-Based Brain Development

Nature

Nurture

Genes

Epigenetics

Stimulation
and Nutrition

Gene Function

Neurobiological
Pathways

Physical Health

Mental Health

Learning

National Scientific Council on the Developing Child (2010). Early Experiences Can Alter Gene Expression and Affect Long-Term Development: Working Paper No. 10. Retrieved from www.developingchild.harvard.edu September 28, 2010.

Gene Transcription: Maternal Behavior in the Rat (Meaney M, Szyf M et al, 2004-08)



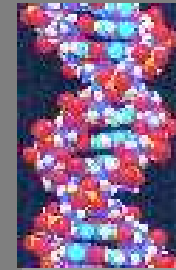
Low parental
licking and
grooming

Pregnancy

Relegation to
subordinate roles

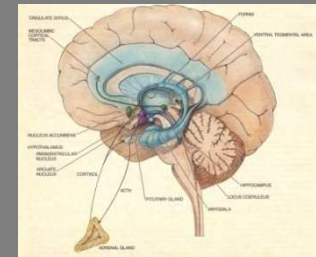
DNA methylation
at GR promoter

Behavioral
inhibition



↓Epigenetic
expression of
GR

Upregulation
of HPA axis
reactivity

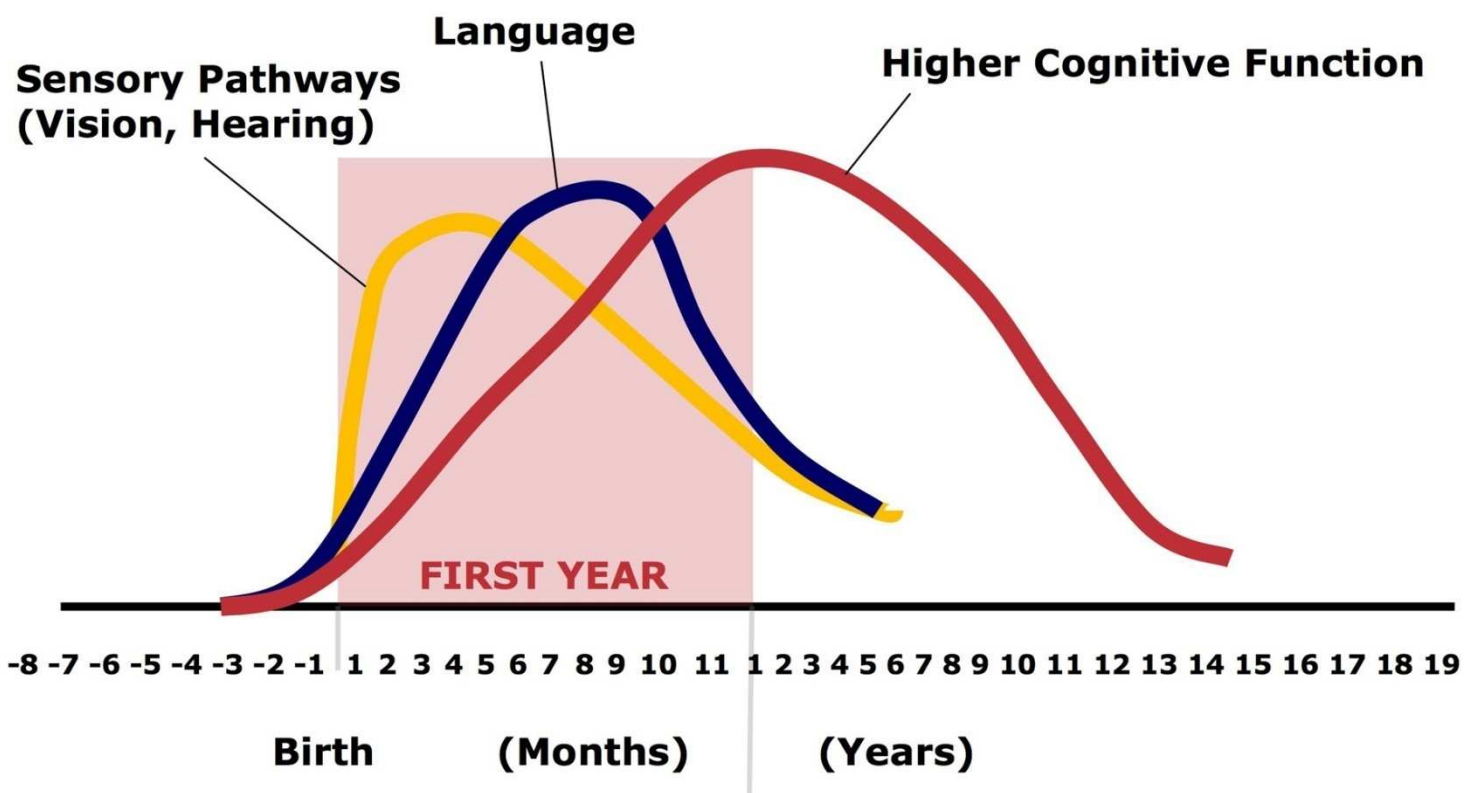




Center on the Developing Child
HARVARD UNIVERSITY

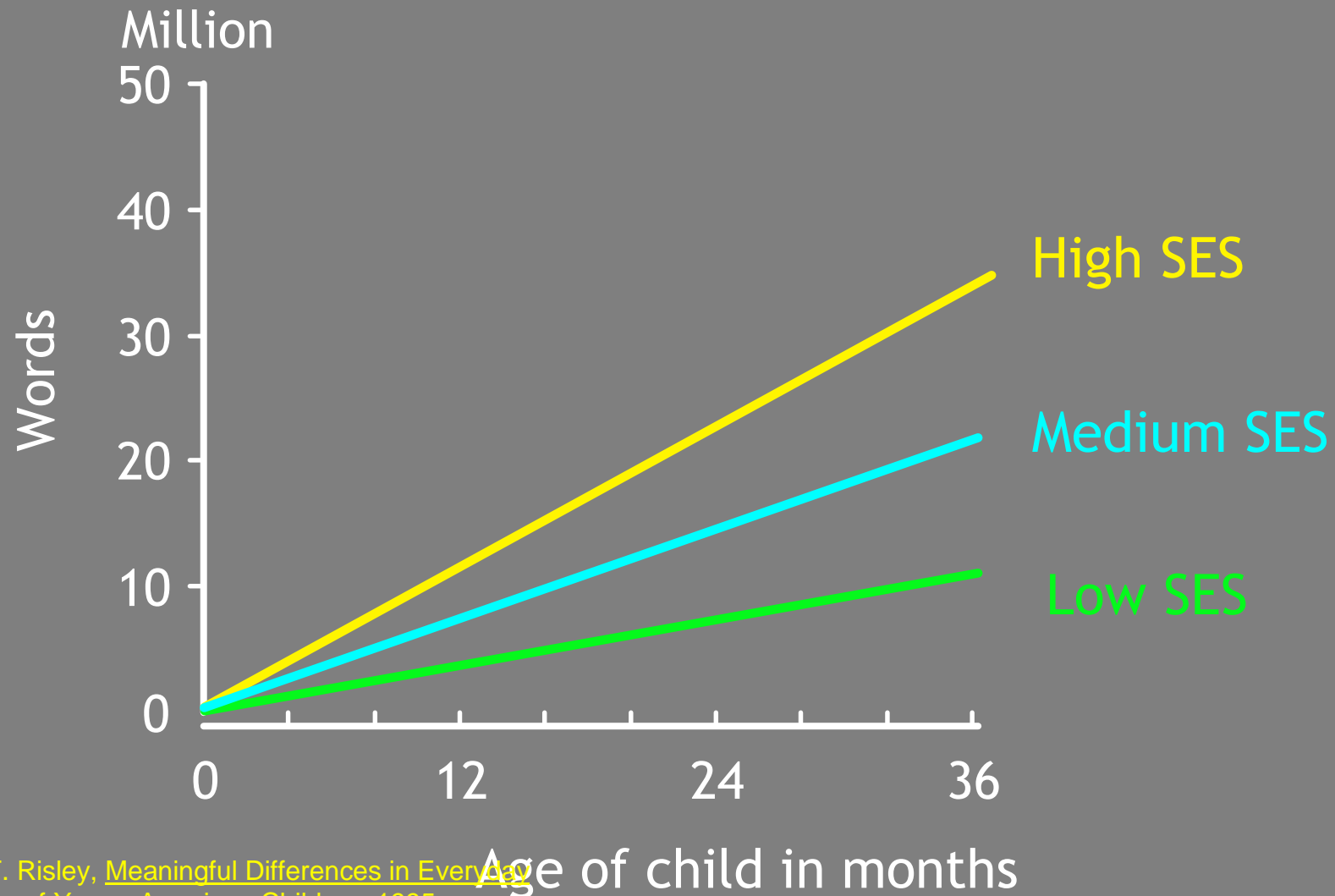
Human Brain Development

Neural Connections for Different Functions Develop Sequentially



Graphic courtesy of Center on the Developing Child at Harvard University. Originally published in Nelson, C.A. (1999) Change and continuity in neurobehavioral development: lessons from the study of neurobiology and neural plasticity. *Infant Behavior and Development*, Volume 22(4) 415-429. Cited in *InBrief: The Science of Early Childhood Development*, presentation summary from the National Symposium on Early Childhood Science and Policy, Cambridge, MA, June 2009.

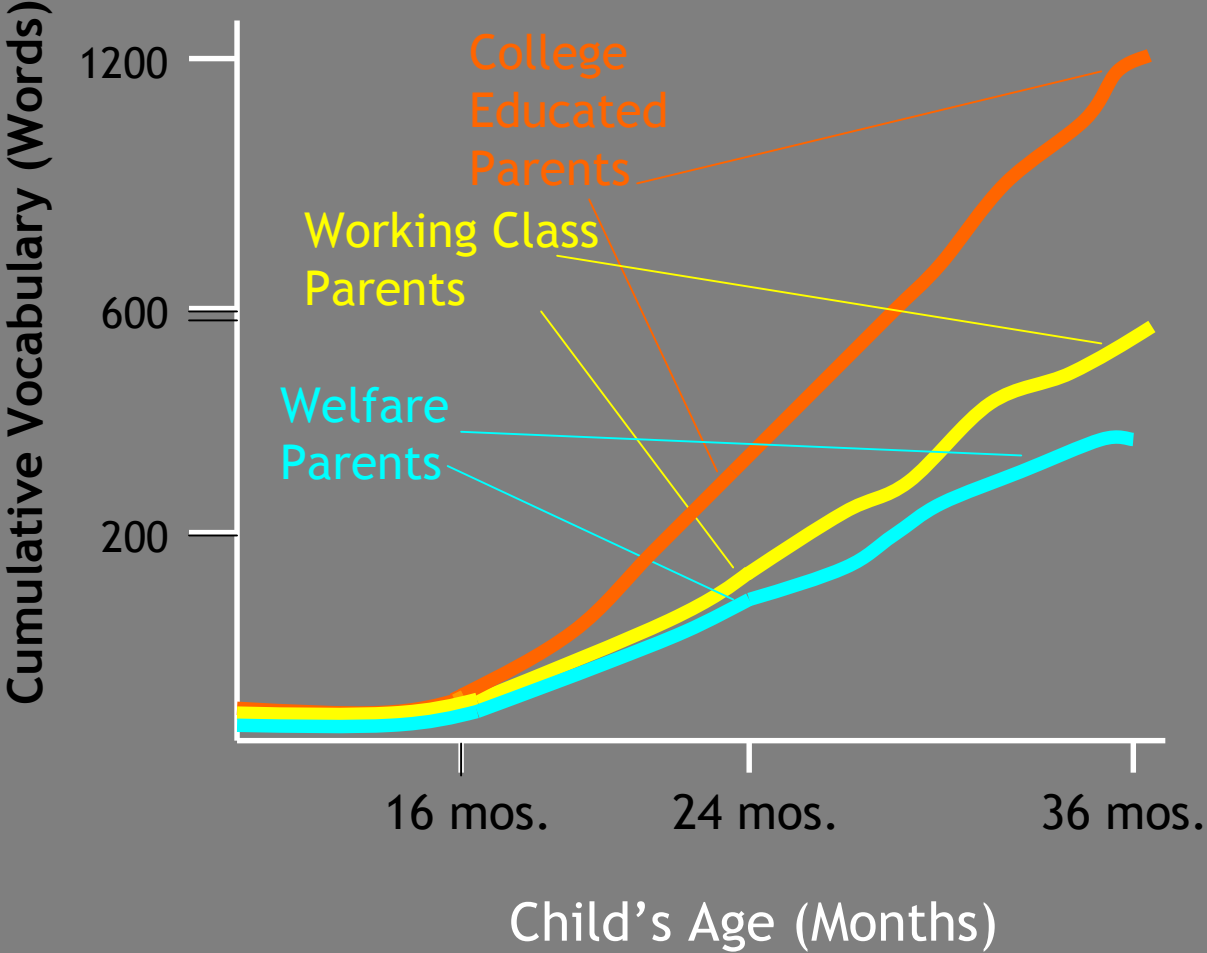
Estimated Cumulative Difference in Language Exposure by 3 Years of Age



B. Hart & T. Risley, Meaningful Differences in Everyday Experiences of Young American Children, 1995

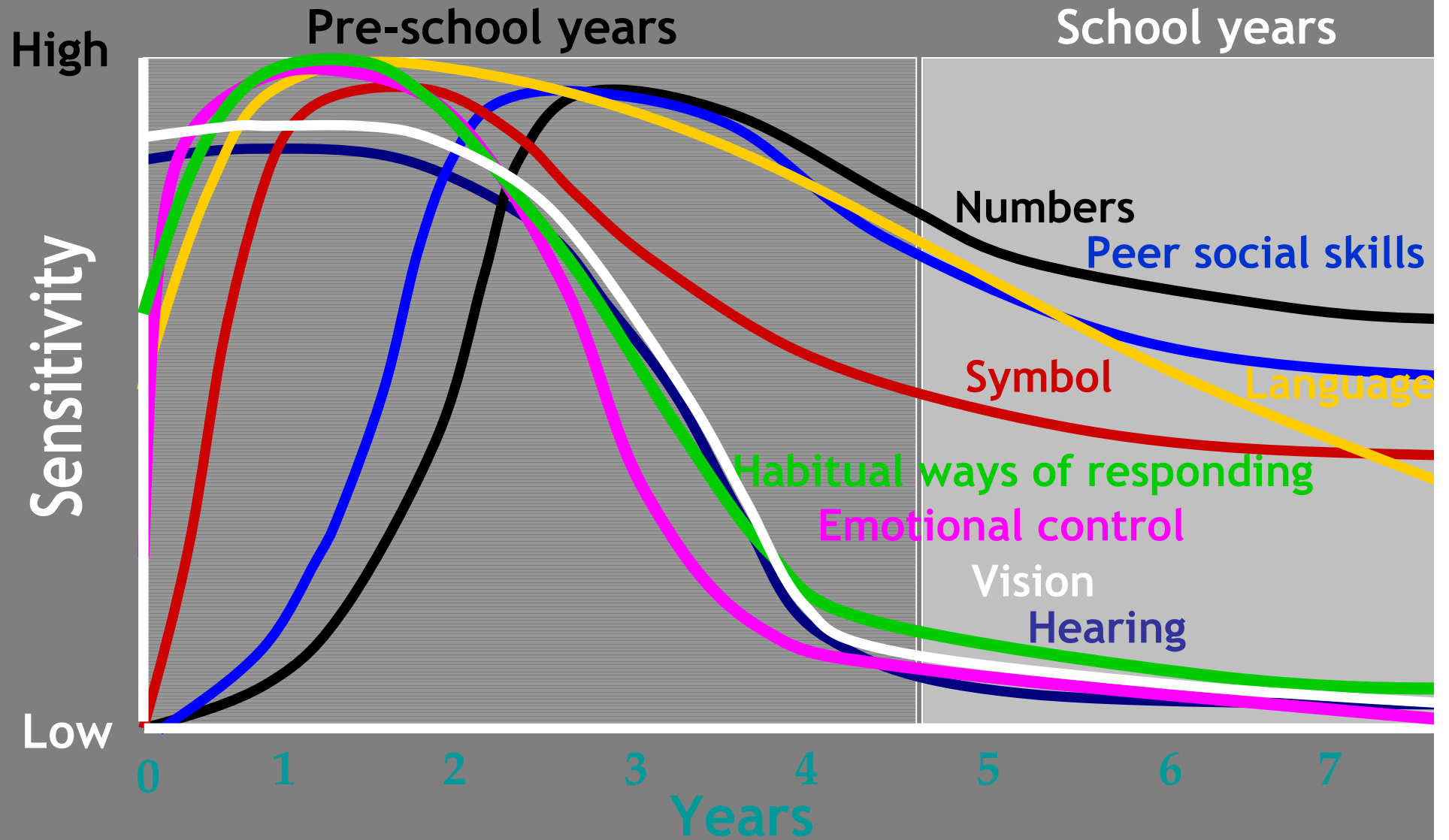
Source: Hart & Risley (1995)

Disparities in Early Vocabulary Growth



Source: Hart & Risley (1995) Slide by The National Scientific Council on the Developing Child

Sensitive Periods in Early Brain Development



Graph developed by Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000.)

Life Course Problems Related to Early Life

2nd
Decade

- School Failure
- Teen Pregnancy
- Criminality

3rd/4th
Decade

- Obesity
- Elevated Blood Pressure
- Depression

5th/6th
Decade

- Coronary Heart Disease
- Diabetes

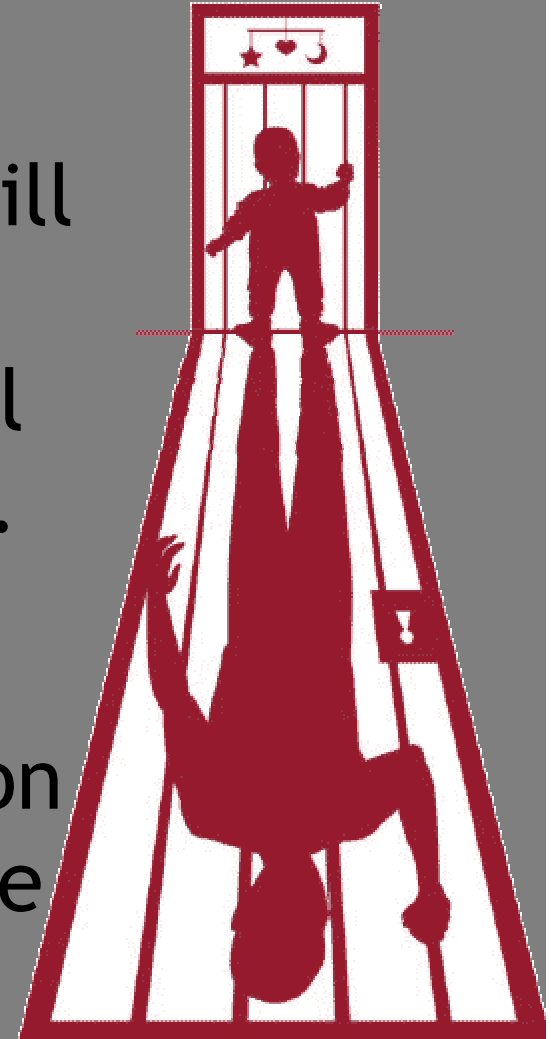
Old Age

- Premature Aging
- Memory Loss

Cradle to Prison Pipeline

The burden of mental health problems and early criminality will be driven by the level of vulnerability in social-emotional development in the early years.

Thus, our strategy should focus on reducing vulnerability early in life



Vulnerability to School Readiness

Question:

What percentage of Ontario senior kindergarten students , those *without identified special needs*, have vulnerabilities with regard to school readiness to learn?



Vulnerability to School Readiness

Question:

What percentage of Ontario senior kindergarten students , those *without identified special needs*, have vulnerabilities with regard to school readiness to learn?

Answer:

Using the Early Development Instrument (EDI) findings, almost 30% of Ontario non-special needs students score below the 10th percentile on at least one readiness to learn domain (i.e. physical health and well-being, social competence, emotional maturity, language and cognitive development, or communication skills and general knowledge). 14% are low on at least two readiness to learn domains.

Source: The Offord Centre for Child Studies, McMaster University, Early Development Instrument: School Readiness to Learn Ontario SK Cycle 2 Results based on the Early Development Instrument Data Collection for Senior Kindergarten Students in Ontario, 2010



What Does the EDI Measure?

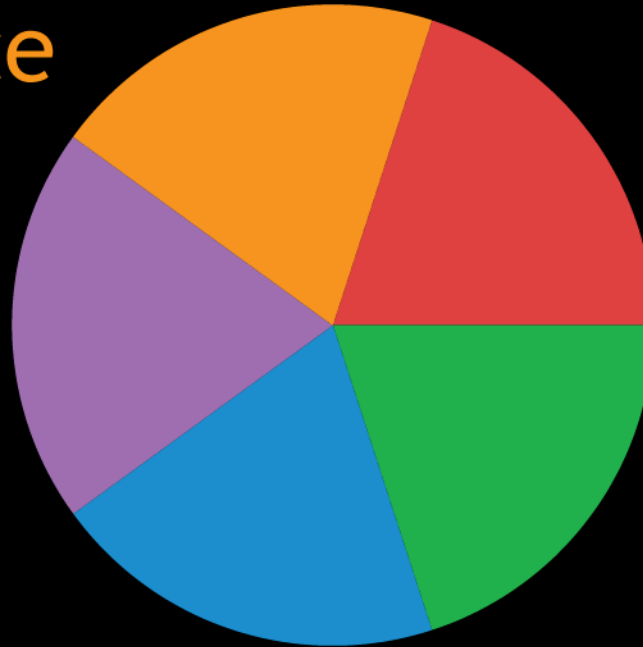
Social
Competence

Emotional
Maturity

Language
& Cognitive

Communication Skills

Physical Health
& Well-Being

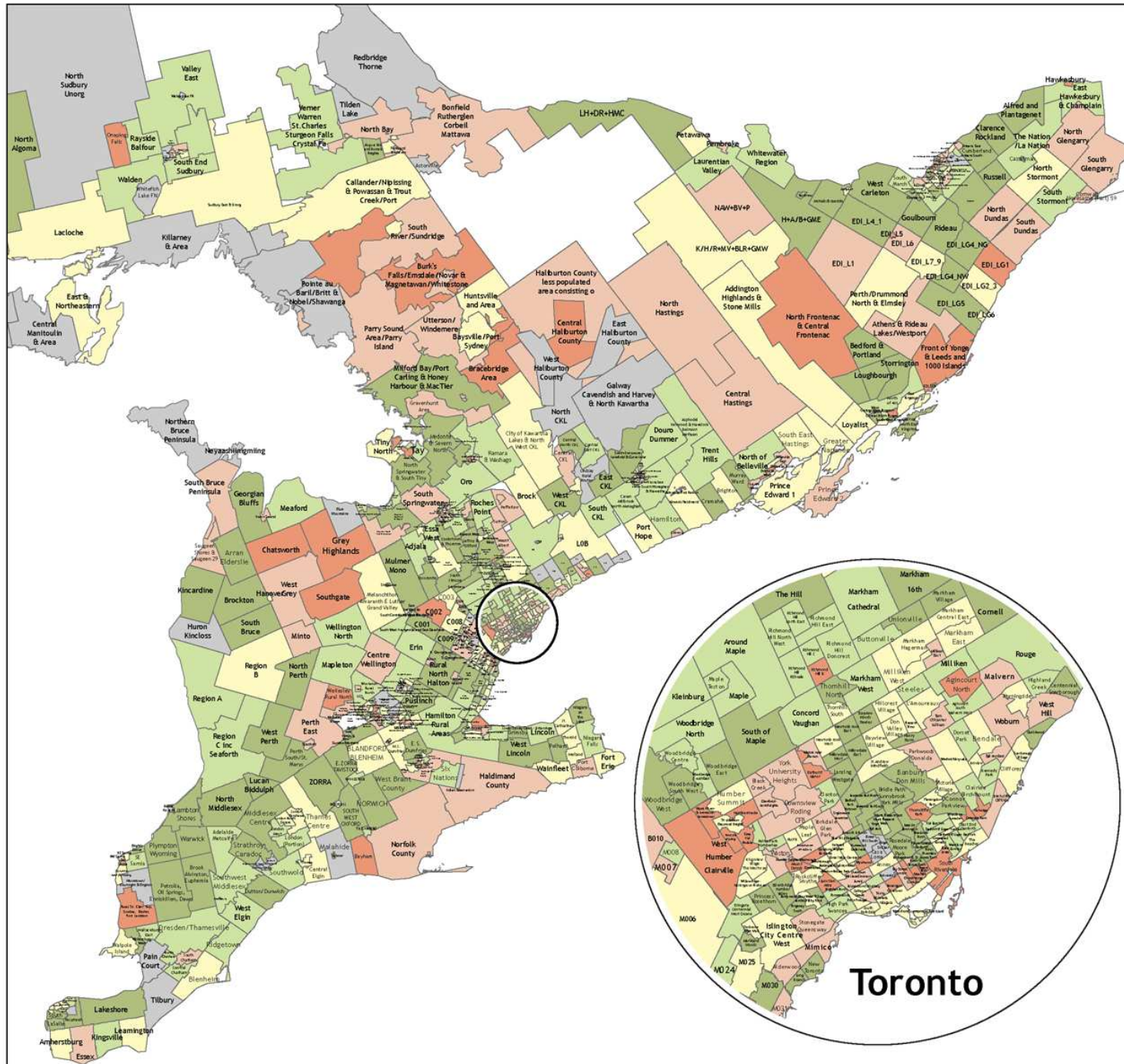
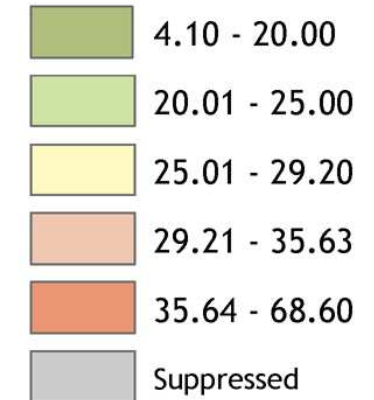


Pan-Canadian EDI
BC, SK, MB, ON, PEI
& Montreal

Southern
Ontario

Vulnerable on One
or More Scales

Percent Vulnerable

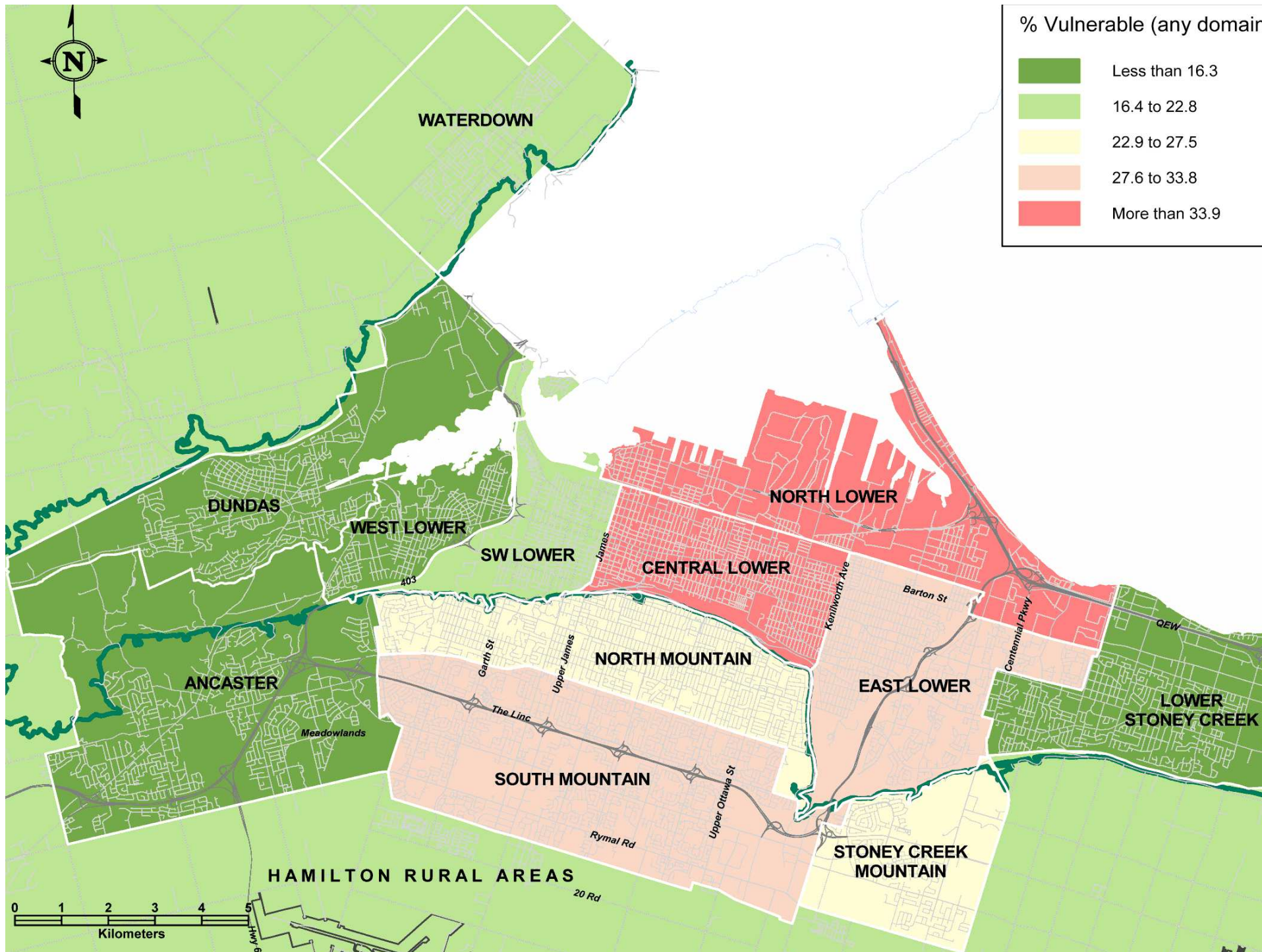


Notes: Colour classification is based on the neighbourhood quintile distribution for the Pan-Canadian data set.

Source: EDI 2004/05 - 2006/07

ER - HELP - Nov 2009

% Vulnerable (any domain)



Did You Know?

Question:

What percentage of Ontario children aged 0-23 months made more than 50% of their primary care visits to a GP/FP or Paediatrician?



Did You Know?

Question:

What percentage of Ontario children aged 0-23 months made more than half of their primary care visits to a Family Doctor or Paediatrician?

Answer:

Visited their Family Doctor.....69%

Visited their Paediatrician.....27%


Source: Jaakkimainen L, Upshur R, Klein-Geltink J, Leong A, Maaten S, Schultz S, Wang L., Institute for Clinical Evaluative Sciences (ICES), Primary care in Ontario, November 2006, electronic version of the report posted June 3, 2009, accessed September 15, 2010, www.ices.on.ca



Promoting Healthy Development



Section Objectives

-  Identify strategies that promote healthy child development and school readiness



The Influence of Environment

The influence of the early environment is long lasting...

...a child's experience during the 'early years' affects their health, learning, and behaviour for their lifetime.



Factors that Influence Early Child Development

Biological/Genetic Endowment

Temperament

Parenting Skills

Physical Environment



Significant Stressors

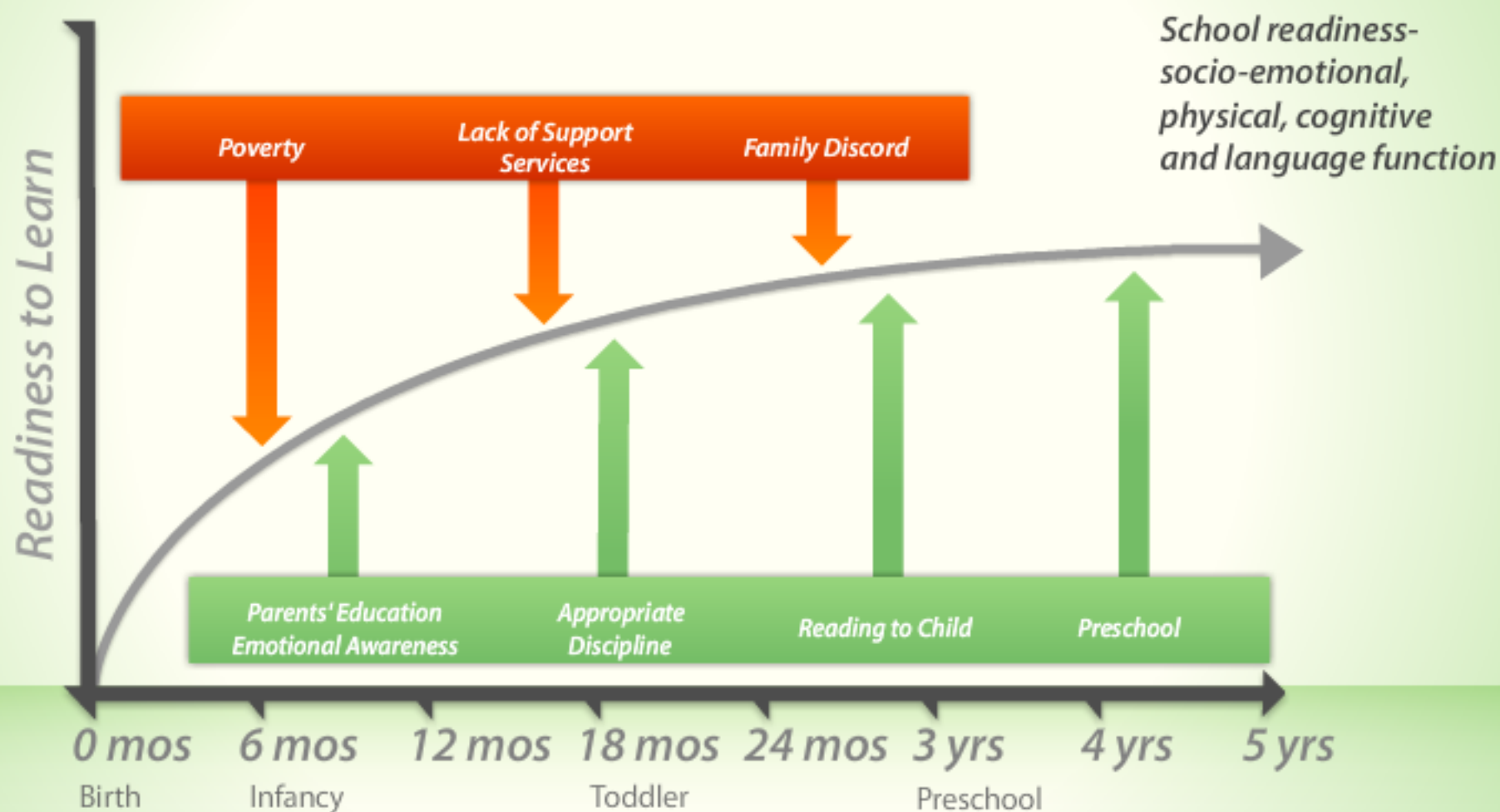
Social Supports

Abuse or Neglect

Family Relationships

Attachment

Development and School Readiness Trajectory



Adapted from Halfon N. McLearn K. Families with children under 3. What we know and implications for Results and Policy. In Halfon, McLearn and Shuster eds, *Child Rearing in America, Challenges Facing Parents and Young Children*, New York, Cambridge University Press 2002

Role of Primary Healthcare Providers



Enhanced 18- Month Well-Baby Visit

A consistent, focused, developmental review and evaluation completed by a primary healthcare provider in collaboration with parents.

The use of standardized assessment tools:
Nipissing District Developmental Screen (NDDS) TM
Rourke Baby Record (RBR)

Promotion & Risk Reduction

Education and anticipatory guidance
Identification of developmental concerns
Promotion of development
Risk reduction and prevention by identification of risk factors
Early assessment and intervention

Monitoring & Follow Up

Collaborate with community providers
Follow up: progress, results, intervention, outcomes

OHIP Schedule of Benefits

Fee Changes



New OHIP Fee Code

Enhanced 18-month well baby assessment fee of \$62.20
(GP/FP – A002; Pediatrics – A268)

Use of the Enhanced Fee

The new fee can be used when rendering a well baby assessment on a child between the ages of 17-24 months

Requirements of Fee Code

1. A review with the caregiver of a brief standardized tool (completed by the caregiver)
 - *Example:* Nipissing District Developmental Screen

and
 2. An 18 month age appropriate developmental screen- *Example:* Rourke Baby Record
-
-

The Tools



**Nipissing District
Developmental Screen™**

Child's Name _____

Birth Date _____ Today's Date _____

The Nipissing, Nipissing District Developmental Screen, and NDCS are trademarks of NDCS Intellectual Property Association, used under license. All rights reserved.

The Nipissing District Developmental Screen™ is a checklist designed to help monitor your child's development.

✓ ✓

Yes No By **Eighteen Months** of age, does your child...

- 1. Identify pictures in a book (e.g. "Show me the baby")?
- 2. Use familiar gestures (e.g. waving, pushing away)?
- 3. Follow directions when given without gestures (e.g. "Throw me the ball", "Bring me your shoes")?
- 4. Use common expressions (e.g. "all gone" or "oh-oh")?
- 5. Point to at least three different body parts when asked (e.g. "Where is your nose?")?
- 6. Say five or more words? (Words do not have to be clear.)
- 7. Hold a cup to drink?*
- 8. Pick up and eat finger food?
- 9. Help with dressing by putting out arms and legs?*
- 10. Crawl or walk up stairs/steps?
- 11. Walk alone?
- 12. Squat to pick up a toy without falling?
- 13. Push and pull toys or other objects while walking? (Picture A)
- 14. Stack three or more blocks?
- 15. Show affection towards people, pets or toys?
- 16. Point to show you something?
- 17. Look at you when you are talking or playing together?



* Item may not be common to all cultures

18 MONTHS

Always talk to your health care or child care professional if you have any questions about your child's development or well being. See reverse side for instructions, limitation of liability, and product license.

Nipissing District Development Screen™

A parent-completed questionnaire for all children

- vision
- hearing
- speech
- language
- communication
- gross/fine motor
- cognition
- social/emotional well-being
- self-help skills

Any 'no' responses would be a red flag.

NDDS™ Activities

The other side of the NDDS™ screen provides:

1. Suggestions to help parents in their interactions with all children

2. These suggestions may be particularly helpful to help a parent to feel enabled to help their child if delay is a possibility



ACTIVITIES FOR YOUR CHILD...

- Emotional
- Fine Muscle
- Large Muscle
- Learning/Thinking
- Self-Help
- Social
- Speech/Language

**Nipissing District
Developmental Screen™**

The Nipissing, Nipissing District Developmental Screen, and NDDS are trademarks of NDDS Intellectual Property Association, used under license. All rights reserved.

The following activities will help you play your part in your child's development.

- A** Help me to notice familiar sounds, such as birds chirping, car or truck motors, airplanes, dogs barking, sirens, or splashing water. Imitate the noise you hear and see if I will imitate you. Encourage me by smiling and clapping.
 - B/C** I am learning new words every day. Play games to help me learn the names of things. Put pictures of familiar things such as toy animals, people or objects in a bag and say "One, two, three, what do we see?" and pull a picture from the bag.
 - A** Pretend to talk to me on the phone or encourage me to call someone.
 - A** Don't be afraid to let me see what I can do with my body. I need to practise climbing, swinging, jumping, running, going up and down stairs, and going down slides. Stay close to me so I don't get hurt.
 - A** Play some of my favorite music. Encourage me to move to the music by swaying my arms, moving slowly, marching to the music, hopping, clapping my hands, tapping my legs, etc. Let's have fun doing actions while listening to the music.
 - A** Let me play with balls of different sizes. Take some of the air out of a beach ball. Watch me kick, throw, and try to catch it.
 - A** I like toys that I can pull apart and put back together: large "LEGO", containers with lids, or plastic links. Talk to me about what I am doing using words like "push" and "pull".
 - A** I'm not too little to play with large crayons. Let's scribble and talk about our art work.
 - A** I like simple puzzles with two to four pieces and shape-sorters with simple shapes. Encourage me to match the pieces by taking turns with me.
 - A** I want to do things just like you. Let me have toys so I can pretend to dress up, have tea parties, and play mommy or daddy.
 - A** I feel safe and secure when I know what is expected of me. You can help me with this by following routines and setting limits. Praise my good behaviour.
 - A** I like new toys so find the local toy lending library or play groups in our community.
- I enjoy exploring the world but I need to know that you are close by. I may cry when you leave me with others, so give me a hug and tell me you will be back.**

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Preparing Parents for the Enhanced Visit

ACTIVITIES FOR YOUR BABY...

Applesong District
Developmental Screen

The following activities will help you play your part in your child's development.

The following activities will help you play your part in your child's development.

-  Look at picture books with me often throughout the day. Name one thing you see on a page and ask me where it is. Give me time to find it.
-  Teach me about my body parts when I am having a bath or getting dressed. Point to different body parts, name them, and ask me to find the ones you name. Let's play "Head and Shoulders, Knees and Toes".
-  Give me the name of objects and imitate my gestures. Don't ignore my attempts at communicating; instead try to understand my message.
-  Encourage me to walk alone. Let me push and pull chairs, a large box, laundry basket or large toys. Fill them with a few large blocks or toys to keep them steady. This will make me strong and help my balance.

...me to walk together so that the morning of your
...to eat with you to include you in meal times. Encourage me to feed
...with practice I'll get better. I will be messy at first but
...my questions about your child's

...I want to eat with you to include you in meal times. Encourage me to feed
...with practice I'll get better. I will be messy at first but
...my questions about your child's

Rourke Baby Record

Enhanced inquiry after Nipissing Developmental Screen (NDDS) [®]

List NDDS items not yet attained: _____

Social/Emotional

- Child's behaviour is usually manageable
- Interested in other children
- Usually easy to soothe
- Comes for comfort when distressed

Communication Skills

- Points to several different body parts
- Tries to get your attention to show you something
- Turns/responds when name is called
- Points to what he/she wants
- Looks for toy when asked or pointed in direction
- Imitates speech sounds and gestures
- Says 20 or more words (words do not have to be clear)
- Produces 4 consonants, e.g. B D G H N W

Motor Skills

- Walks alone
- Feeds self with spoon with little spilling

Adaptive Skills

- Removes hat/socks without help
- No parent/caregiver concerns

The image shows a detailed Rourke Baby Record form, labeled 'GUIDE IV (Ontario)'. The form is a comprehensive developmental screening tool, organized into several sections: 'Parental concerns', 'Physical characteristics', 'Communication', 'Social/Emotional', 'Motor Skills', and 'Adaptive Skills'. Each section contains a list of specific developmental items, with corresponding checkboxes for 'Yes', 'No', or 'Not Sure'. There are also checkboxes for 'Not Done Yet' and 'Not Done'. The form is designed to be filled out by a healthcare provider and includes a section for 'Parental concerns' at the top left and 'Physical characteristics' at the top right. The bottom of the form contains a section for 'Parental concerns' and 'Physical characteristics'.

18 Month old Boy – Block Play



The Nipissing District Developmental Screen™ is a checklist designed to help monitor your child's development.

- | ✓
Yes | ✓
No | |
|----------------------------------|----------------------------------|---|
| <input type="radio"/> | <input checked="" type="radio"/> | 1. Identify pictures in a book (e.g. "Show me the baby")? |
| <input type="radio"/> | <input checked="" type="radio"/> | 2. Use familiar gestures (e.g. waving, pushing away)? |
| <input type="radio"/> | <input checked="" type="radio"/> | 3. Follow directions when given without gestures (e.g. "Throw me the ball", "Bring me your shoes")? |
| <input type="radio"/> | <input checked="" type="radio"/> | 4. Use common expressions (e.g. "all gone" or "oh-oh")? |
| <input type="radio"/> | <input checked="" type="radio"/> | 5. Point to at least three different body parts when asked (e.g. "Where is your nose")? |
| <input type="radio"/> | <input checked="" type="radio"/> | 6. Say five or more words? (Words do not have to be clear.) |
| <input checked="" type="radio"/> | <input type="radio"/> | 7. Hold a cup to drink?* |
| <input checked="" type="radio"/> | <input type="radio"/> | 8. Pick up and eat finger food? |
| <input checked="" type="radio"/> | <input type="radio"/> | 9. Help with dressing by putting out arms and legs?* |
| <input checked="" type="radio"/> | <input type="radio"/> | 10. Crawl or walk up stairs/steps? |
| <input checked="" type="radio"/> | <input type="radio"/> | 11. Walk alone? |
| <input checked="" type="radio"/> | <input type="radio"/> | 12. Squat to pick up a toy without falling? |
| <input checked="" type="radio"/> | <input type="radio"/> | 13. Push and pull toys or other objects while walking? (Picture A) |
| <input checked="" type="radio"/> | <input type="radio"/> | 14. Stack three or more blocks? |
| <input type="radio"/> | <input checked="" type="radio"/> | 15. Show affection towards people, pets or toys? |
| <input type="radio"/> | <input checked="" type="radio"/> | 16. Point to show you something? |
| <input type="radio"/> | <input checked="" type="radio"/> | 17. Look at you when you are talking or playing together? |



* Items may not be common to all cultures

18 MONTHS

Always talk to your health care or child care professional if you have any questions about your child's development or well being. See reverse side for instructions, limitation of liability, and product license

The following activities will help you play your part in your child's development.

- Help me to notice familiar sounds, such as birds chirping, car or truck motors, airplanes, dogs barking, sirens, or splashing water. Imitate the noise you hear and see if I will imitate you. Encourage me by smiling and clapping.
- I am learning new words every day. Play games to help me learn the names of things. Put pictures of familiar things such as toy animals, people or objects in a bag and say "One, two, three, what do we see?" and pull a picture from the bag.
- Pretend to talk to me on the phone or encourage me to call someone.
- Don't be afraid to let me see what I can do with my body. I need to practise climbing, swinging, jumping, running, going up and down stairs, and going down slides. Stay close to me so I don't get hurt.
- Play some of my favorite music. Encourage me to move to the music by swaying my arms, moving slowly, marching to the music, hopping, clapping my hands, tapping my legs, etc. Let's have fun doing actions while listening to the music.
- Let me play with balls of different sizes. Take some of the air out of a beach ball. Watch me kick, throw, and try to catch it.
- I like toys that I can pull apart and put back together: large "LEGO", containers with lids, or plastic links. Talk to me about what I am doing using words like "push" and "pull".
- I'm not too little to play with large crayons. Let's scribble and talk about our art work.
- I like simple puzzles with two to four pieces and shape-sorters with simple shapes. Encourage me to match the pieces by taking turns with me.
- I want to do things just like you. Let me have toys so I can pretend to dress up, have tea parties, and play mommy or daddy.
- I feel safe and secure when I know what is expected of me. You can help me with this by following routines and setting limits. Praise my good behaviour.
- I like new toys so find the local toy lending library or play groups in our community.
- I enjoy exploring the world but I need to know that you are close by. I may cry when you leave me with others, so give me a hug and tell me you will be back.

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DEVELOPMENT**

(Inquiry and observation of milestones)

Tasks are set after the time of normal milestone acquisition.

Absence of any item suggests consideration for further assessment of development.

NB-Correct for age if < 37 weeks gestation

✓ if attained

X if not attained

Enhanced inquiry after Nipissing Developmental Screen (NDDS) **

List NDDS items not yet attained: _____

Social/Emotional

Child's behaviour is usually manageable

Interested in other children

Usually easy to soothe

Comes for comfort when distressed

Communication Skills

Points to several different body parts

Tries to get your attention to show you something

Turns/responds when name is called

Points to what he/she wants

Looks for toy when asked or pointed in direction

Imitates speech sounds and gestures

Says 20 or more words (words do not have to be clear)

Produces 4 consonants, e.g. B D G H N W

Motor Skills

Walks alone

Feeds self with spoon with little spilling

Adaptive Skills

Removes hat/socks without help

No parent/caregiver concerns



Early identification of a developmental concern is the first step toward ensuring early intervention.

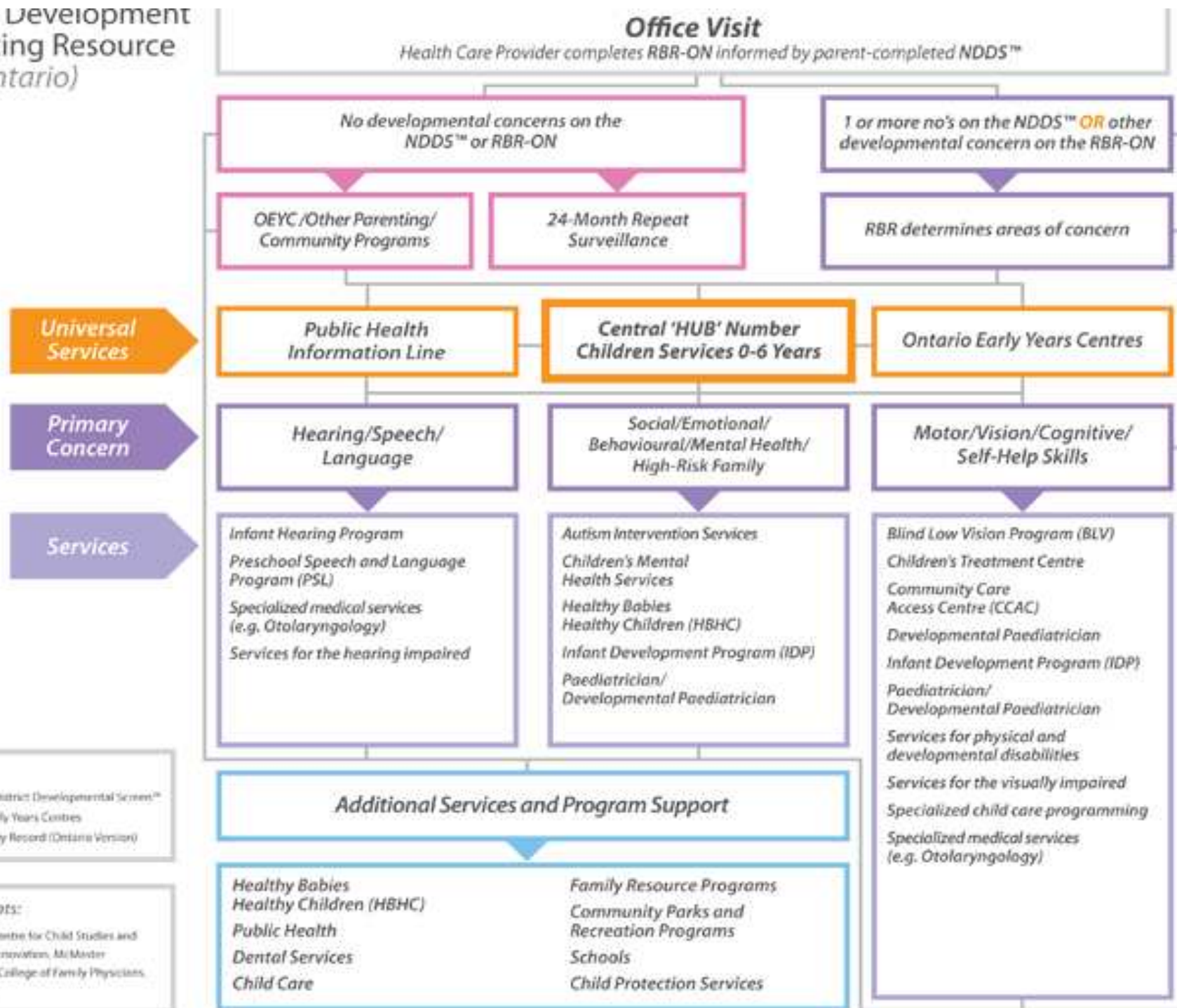




***A 'wait and see' approach can be unwise,
as well as costly.***



Early Child Development and Parenting Resource System (Ontario)



Abbreviations

| | |
|--------|--|
| NDDS™ | Nipissing District Developmental Screen™ |
| OEYC | Ontario Early Years Centres |
| RBR-ON | Rourke Baby Record (Ontario Version) |

Acknowledgements:

2010 revisors: Olford Centre for Child Studies and Division of e-Learning Innovation, McMaster University; and Ontario College of Family Physicians. Version 2.0 - May 2010.

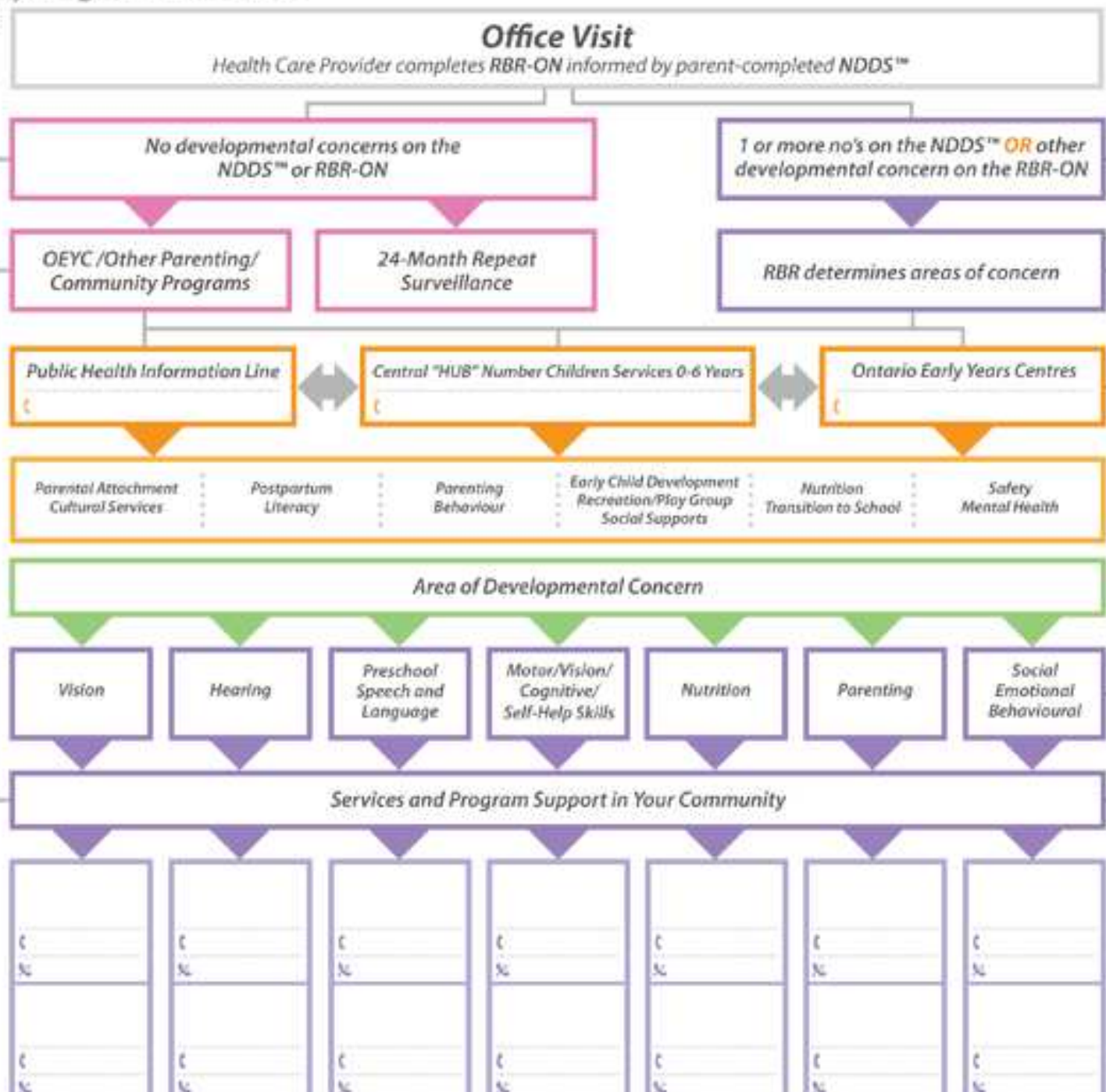
Name of your community, region or district

Early Childhood & Parenting Resources Template

This is a customizable chart of the resources in your community, region or district. Please fill in the highlighted fields.

Abbreviations

NDDS™ Nipissing District Developmental Screen™
OEYC Ontario Early Years Centres
RBR-ON Four-Year Baby Record (Ontario Version)



Acknowledgements:

2010 revisions: Offord Centre for Child Studies and Division of e-Learning Innovation, McMaster University; and Ontario College of Family Physicians, Version 2.0 - May 2010.

Overview of Web Portal

www.18monthvisit.ca

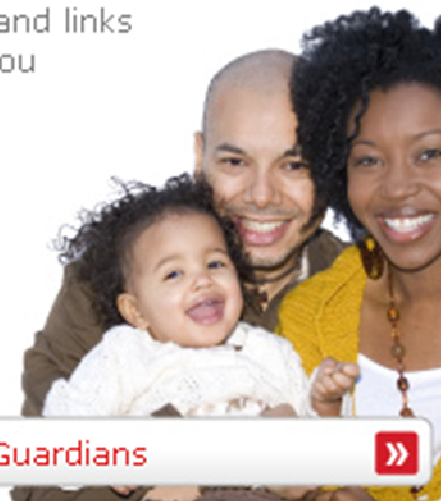
Ontario's Enhanced 18-Month Well-Baby Visit

to learn more about the 18-month well-baby visit click a link below.

New

Parents & Guardians

Information and links
to prepare you
for the visit.



Parents & Guardians



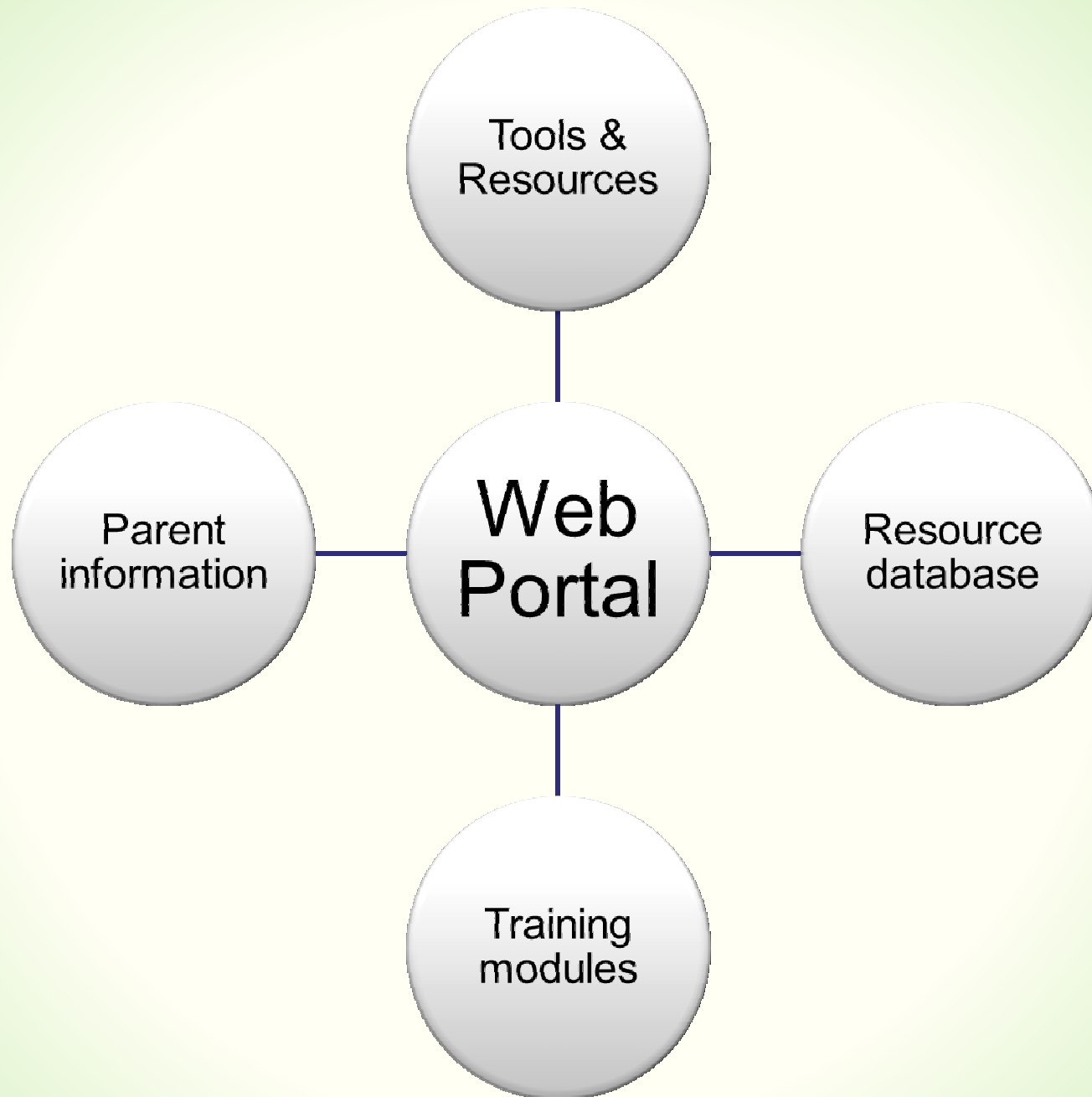
Health Care Professionals

Tools and resources
to support your practice.



Health Care Professionals





Ontario's Enhanced 18-Month Well-Baby Visit

to learn more about the 18-month well-baby visit click a link below.



Parents & Guardians

Information and links to prepare you for the visit.



Parents & Guardians



Health Care Professionals

Tools and resources to support your practice.



Health Care Professionals



Funded by the Government of Ontario

Brought to you by the Ontario College of Family Physicians, McMaster University, the Offord Centre for Child Studies, the Ontario Ministries of Children and Youth Services, Health and Long-Term Care, Health Promotion, and leaders in the field of child development.



The machealth.ca portal is a service of the Division of e-Learning Innovation of the Michael G. DeGroot School of Medicine at McMaster University, Hamilton, Ontario, Canada.

site links

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- » FORUMS

programs

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- » BENIGN UTERINE CONDITIONS
- » PALLIATIVE CARE

partners

- » OCFP
- » OFFORD CENTRE
- » DIVISION OF PALLIATIVE CARE

about machealth

- » ABOUT US
- » PEOPLE
- » MACHEALTH BLOG



Ontario's Enhanced 18-Month Well-Baby Visit

Information, resources, e-learning modules, events, discussion forums, and online groups related to the enhanced 18-month well-baby visit in Ontario.

 [Get this RSS feed](#)



This web portal is the result of a collaborative effort between several organizations including the Ontario College of Family Physicians, McMaster University, the Offord Centre for Child Studies, the Ontario Ministries of Children and Youth Services, Health and Long-Term Care, Health Promotion, and leaders in the field of child development. The portal was developed to provide primary care providers a central access point to accredited online learning programs as well as recommended tools like the Rourke Baby Record and the Nipissing District Developmental Screen™, and other key resources.

Funded by the Government of Ontario.

program menu

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 [Key Resources](#)

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 [All Resources](#)

program modules

 **Ontario's Enhanced 18-Month Well-Baby Visit**

 **Description**  [Goals](#)  [Audience](#)  [Development Team](#)  [Credits](#)

Learn about the various components of the enhanced 18-month well-baby visit, including the use of standardized assessment tools. Review some of the neuroscience that underpins the importance of this developmental evaluation.

[Launch Module](#) 

members network

 [18 Month Network](#)

Enhanced 18-Month Well-Baby Visit Resources

new focus on development to improve outcomes

There are a number of resources to help you implement the enhanced 18-month visit in your practice. This web page contains a selected short-list of some of the key tools, service information, patient education, and reference resources associated with the visit. Our comprehensive resource database has additional documents and links as well. A directory of early child development and parenting system resources with contact numbers by region is also under development.

tools



Rourke Baby Record - August 2009 Ontario English Version

The Rourke Baby Record (RBR) is an evidence-based health supervision guide for primary healthcare practitioners of children in the first five years of life. This is the August 2009 Ontario version of the RBR, and Guide IV of the RBR contains the column dedicated to the 18-month visit.

get it

For more information: www.rourkebabyrecord.ca



Rourke Baby Record - August 2009 Ontario French Version

The Rourke Baby Record (RBR) is an evidence-based health supervision guide for primary healthcare practitioners of children in the first five years of life. This is the August 2009 Ontario version of the RBR, and Guide IV of the RBR contains the column dedicated to the 18-month visit.

get it

For more information: www.rourkebabyrecord.ca



Nipissing District Developmental Screen™ - English

The Nipissing District Developmental Screen™ (NDDS) was compiled by a multi-disciplinary team, and is an easy-to-use tool that explores a child's skills in the following areas: vision, hearing, speech, language, communication, gross motor, fine motor, cognitive, social/emotional and self-help. Age appropriate activities which are designed to promote overall development accompany the Screens.

get it

For more information: www.ndds.ca



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Featured Program Downloads

Rourke Baby Record - Ontario Version (August 2009)

Download PDF (English)

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18-Month Nipissing District Developmental Screen™

Download PDF (English)

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Enhanced 18-Month Well-Baby Visit Resources

new focus on development to improve outcomes

There are a number of resources to help you implement the enhanced 18-month visit in your practice. The comprehensive 18-month visit resource database contains some of the key tools, service information, patient education, and reference resources associated with the visit.



Download the [instruction sheet](#) to learn how to use this database.

Browse Resources

Resource Type: All ▼

Topics:

- Allergies
- Blindness and Low Vision
- Canadian Paediatric Society Handout
- Child Care
- Dental Health
- Development
- Education and Advice
- Growth
- Hearing
- Immunization
- Nutrition
- Other
- Parental Concerns
- Physical Examination
- Physical Fitness and Activity
- Problems and Plans
- Schooling
- Speech and Language
- Toileting and Bed Wetting

Found **120** resources

1 2 3 [Next >](#) [Last >>](#)

| Resource | Link |
|---|--------------------|
| Alternative treatments for attention deficit hyperactivity disorder, Canadian Paediatric Society, Caring for Kids | go |
| Are home trampolines safe? Canadian Paediatric Society, Caring for Kids (Handout) | go |
| Bedwetting, Growing and Learning - Canadian Paediatric Society, Caring for Kids | go |



Keyword Search

Main Menu

- [» browse resources](#)
- [» how to use the database](#)
- [» download instruction sheet](#)

Featured Program Downloads

Rourke Baby Record - Ontario Version (August 2009)

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Early Child Development and Parenting Resource System - Ontario

[Download PDF](#)

Early Childhood & Parenting Resources Template

On Track



The image shows a website interface for 'On Track'. At the top, there is a large, stylized 'On Track' logo in red and yellow. Below the logo is a navigation menu with ten items. The eighth item, 'Screening Tools', is highlighted in red. To the right of the menu is a red 'Enter' button. Below the menu is a colorful toy train. At the bottom, there is a subtitle in blue text: 'Supporting Healthy Child Development and Early Identification in the Early Years' and 'A Reference Guide for Professionals in Ontario'. The background features a collage of images showing diverse children and adults interacting.

1 On Track Guide
2 Developmental Health
3 Children's Development
4 School Readiness Through Play
5 Safety and Well-being
6 Supporting Parents and Professionals
7 Local Information
8 **Screening Tools**
9 References
10 Contact Us

Enter

On Track
Supporting Healthy Child Development and Early Identification in the Early Years
A Reference Guide for Professionals in Ontario



OnTrack - Section 3: Children's Development Français

- 1. The On Track Guide
- 2. Developmental Health
- 3. Children's Development**
 - The Whole Child (0-6 Years)
 - Infants (0-14 Months)
 - Toddlers (13-30 Months)
 - Preschoolers (2½-6 Years)
- 4. School Readiness Through Play
- 5. Safety and Well-being

Toddlers (13 - 30 Months)

- [Toddler Development by Age and Domain](#)
- [By 15 Months of Age](#)
- [By 18 Months of Age](#)
- [By 24 Months of Age](#)
- [Atypical Development](#)

Toddler Development by Age and Domain

Note: all domains are interrelated, for example "recognize and calm down to familiar gentle voice" in the cognitive domain is also part of social, language and hearing development.

Note: All skills are listed by the age when most children should have accomplished them unless otherwise indicated. When observing a child between two ages refer to the younger age group (e.g., expect a 21 month-old child to accomplish the skills listed for 18 months of age).

By 15 Months of Age
 Expect the child to:

| Social | Emotional |
|---|---|
| <ul style="list-style-type: none"> • Respond to own name when called • Repeat an action that made you laugh | <ul style="list-style-type: none"> • Look at you to see how you react (e.g., after falling, when a stranger enters the |



Ontario's Enhanced 18-Month Well-Baby Visit

Information, resources, e-learning modules, events, discussion forums, and online groups related to the enhanced 18-month well-baby visit in Ontario.

Remove from favourites Get this RSS feed



your child's enhanced 18-month well-baby visit

new focus on development to improve outcomes



Eighteen months is a milestone in a child's development and a visit to a family physician or other health care provider at this time is important.

Well-baby visits are a chance for you to see how your child's development is coming along, and talk with your health care provider about any questions or concerns you might have. You can also get some tips and suggested activities and resources to help encourage your child's development. Should your child need a little help along the way, the health care provider will be able to make the right referrals. Take this time to educate yourself on the resources currently available to you to help make this visit a meaningful one!

The new enhanced 18-month well-baby visit and this portal funded by the Government of Ontario.

what can i expect at this visit?

Like other well-baby visits, you and your health care provider will discuss your child's development. You will complete a checklist, such as the Nipissing District Developmental Screen™, which provides a snapshot of your child's development and a starting point for your discussion. Alongside the checklist is information on typical child development, as well as activities to enhance development. If you'd like to look at the checklist in advance, click [here](#). It is a helpful parent tool that is free online to Ontario residents.



ONTARIO COLLEGE OF FAMILY PHYSICIANS



program menu



Home

18-Month Nipissing District Developmental Screen™ Video Examples



NDDST™ Items



NDDST™ Activities

Nipissing District Developmental Screen™

Child's Name _____

Birth Date _____ Today's Date _____

The Nipissing, Nipissing District Developmental Screen, and NDDST are trademarks of NDDST Intellectual Property Association, used under license. All rights reserved.

The Nipissing District Developmental Screen™ is a checklist

NDDST™ Item 1



0:02 / 0:14

Does your child...

Identify pictures in a book (e.g. "Show me the baby")?

(Picture A)



[Browse by Subject](#) [Quick Search](#) [Advanced Search](#)

Where in Ontario?

remember this location

e.g. Chatham or 55 John St, Toronto

Enter your address or postal code to see how far the services are from you.

Browse topics

[Abuse including sexual assault](#)

[Child and family services](#)

[Child care](#)

Alternatives to parental care including child care centres, nursery schools, private home child care agencies, cooperatives, babysitting, nannies and workplace child care.

[Child protective services](#)

Investigation and intervention to ensure the safety and well-being of children who are vulnerable to abuse, neglect or exploitation.

[Parent and child programs](#)

Social, recreational and educational get-togethers for parents or caregivers and the children they are caring for. May be structured or informal.

[Consumer protection and complaints](#)

[Emergency and crisis services](#)

[Employment, education and training](#)

[Financial assistance](#)

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[Settlement and newcomer services](#)

[Youth](#)

The Benefits of 211 for Ontario

A History of Ontario 211

Media Room

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What is 211?

211 is a three-digit phone number, 2-1-1, and website (www.211ontario.ca) to provide information on community, social, health and government services in Ontario. We are here to help Ontario residents find support to be resilient and resourceful, no matter what life situation is challenging them. 211 is here to help you find the right service in your community that meets your needs. You can call or search our website 24 hours a day, every day of the year - even on holidays. Calls are free, anonymous and confidential. 211's phone service is available in over 150 languages. 211's website is bilingual and helps you find services that can serve you in both French and English.

Ontario's community and social services provide a wide range of programs and services to help individuals and families regain control during difficult times. They are then able to live better lives and become confidently engaged within their community. Each service has its own criteria when applying depending on a variety of considerations such as income, age, location, accessibility, language and other situations. 211 is here to help you find the right service.

What is 211ontario.ca?

A bilingual directory of more than 56,000 agencies and services together on one searchable web site.

Where 211 service is now available

211 is now available in the following regions: Perth, Huron, Kingston, Lennox, Addington, Frontenac, Ottawa, Niagara, Toronto, Windsor-Essex, Halton, Peel, Thunder Bay, Sault Ste. Marie, Simcoe, Bruce, Grey, Muskoka, Haliburton, Kawartha Lakes, Peterborough, Northumberland, Algoma, Rainy River, Hamilton, Oxford and Durham Region.



Supporting Provincial Implementation of the 18-month Well-Baby Visit

- ✿ Education and information strategies for primary care
- ✿ Health care provider central web portal
- ✿ Public education portal
- ✿ Interactive NDDS™ guide for parents
- ✿ New Enhanced 18-Month Well-Baby Assessment Fee

Future directions...

- ✿ Pictorial Version of NDDS™
- ✿ Incorporating the NDDS™ and RBR into the electronic medical record

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Rourke Baby Record



Funded by the Government of Ontario

www.18monthvisit.ca

The machealth.ca portal courtesy
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