

Delays of Children Aged 2 to 5 Years Old

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Abstract

The study is descriptive research that focuses on the delays in Adaptive Behavior of children aged between two (2) and five (5) years old. The areas of adaptability had been divided into five (4) areas, namely, cognitive, social communication, daily living skills, speech, emotions, and leisure (SEL). The participants were 45 Filipino children aged between two (2) and five (5) years old; they were enrolled in Special Education (SpED), Playschool, and therapy. Based on the results, the majority of the participants manifested cognitive delays that vary with their age. Common was difficulty remembering what happened the day before in school, differentiating between left and right, and reciting months and days in order. In terms of his social communication, participants struggle in saying it needs to pee or poop, naming familiar things, expressing tantrums verbally rather than physically, and exhibiting independence by doing things on their own. Meanwhile, in daily living skills, participants had difficulties, in the beginning, eating alone, putting on and removing clothes without assistance, using the toilet independently, pouring water or milk from a pitcher or faucet independently, and doing household chores. On the other hand, participants manifested emotions, leisure, and speech delays through continually relying on a parent or teacher for security and support, showing feelings socially, crying when routines such as sleep and eating schedules are changed, acting in conflicting manners holding back their angry outbursts most of the time, and controlling impulses better as they do not push others at once.

Keywords: Cognitive Skills, Social Communication, Daily Living Skills, Speech, Emotions, and Leisure (SEL), Delays, Adaptive Behavior

INTRODUCTION

Child development has been described as a dynamic pattern of maturation from interrelated systems of cognitive, physical, and social-emotional skills (Allen, 2015), which can be supplemented by the immediate environment (Brock, Havy & Waxman, 2015). In fact, it has been reported that a child's learning begins at home and is continuously practiced in social environments like schools and playgrounds. In relation to this, developmental milestones have been defined as skills that must be attained in a predictable sequence over time (Veldhuizen, 2016). Overall, the proper development of a child can be tracked by a number of developmental milestones one achieves as he grows.

Delay is a term commonly used to describe a situation where the child does not reach the developmental milestone at the expected age. These delays may be caused by biological reasons or environmental factors affecting the child's interactions with others (Buenavista-Pacifico et al., 2018). In addition, developmental delay is a condition that happens to two (2) percent to three (3) percent of all children (Gupta, Gutpa, & Ahmed 2016). Moreover, 15% of children under age five and up to 15% of the total population experience delays in cognitive, language, psychological adaptive, and self-care functioning (Anlar, Bayoglu, & Tayfur, 2018). Children with special needs may have a disability or a combination of disabilities that make their daily activities, such as learning to be more challenging compared to typical children (Jamaica Association for the Deaf, 2015). These developmental disabilities are clusters of conditions resulting from impairments that affect the child's behavioral functioning and physical learning (Global Research on Developmental Collaboration, 2018). Children who suffer from these may encounter a greater risk of having poor health conditions, well-being, and lower educational attainment. Furthermore, developmental disorders are also defined as the deficiency of functions in infancy related to the central nervous system maturation (WHO, 2016). Maturation of the central nervous system is necessary for a child's development because it is the part of the brain responsible for controlling voluntary and involuntary movements. Voluntary movements include speaking and walking, while involuntary movements include blinking and breathing (Christopher & Dana Reeve Foundation, 2019).

On the other hand, developmental delays typically occur when a child fails to reach specific developmental milestones (Choo, Agarwal, How, & Yeleswarapu, 2019). Such interferences can easily be noticed during early childhood as high social expectations from rapid changes were previously set. Likewise, developmental delays can posit drastic effects on the daily executive functions of working memory, cognitive flexibility, and inhibitory control, which in turn is responsible for a child's paying attention, organizing thoughts, planning tasks, and understanding different points of view. This study was employed to provide a current evaluation of developmental delays in four areas: cognitive, social communication, daily living, speech, emotions, and leisure (SEL) among children aged 2 to 5 years old in the perspective of parents, Special Education (SpEd) Teachers, Early childhood educators, validated by a performance assessment among participants.

METHODOLOGY

Research Design

This study utilized the descriptive-developmental method of research. This employed both qualitative and quantitative methods of gathering and analyzing data (Teope, 2014). Calderon and Gonzales (2014) described the descriptive method as the method which focuses on prevailing conditions or how a person, group, or thing behaves or functions at present. This method would help to know the child's performance in social and natural settings like school, play areas, and more. Moreover, this method used a qualitative approach for the in-depth analysis of the developmental delays of the participants, specifically in Focus Group Discussion (FGD).

Respondents of the Study

The participants for pre-survey and focus group discussion (FGD) were Special Education Teachers, Early Childhood Workers, and parents of children with or without delays. On the other hand, the participants for pilot testing and actual test administration were children with special needs, whether diagnosed or just manifesting delays that were enrolled in any Special Education (SpEd), Playschool, and therapy centers. The participants of the study were composed of fourteen (14) parents, twenty-seven (27) Special Education (SpEd) Teachers, fifty-four (54) Early childhood educators, and sixty-eight (68) learners, with a total of 163 participants.

Table 1: Profile of Participants

Profile of Pre-Survey Participants				
Category:	Designation:	Frequency:	Total:	Percentage:
Parents	Parent	5	6	15.39%
	Guardian	1		
Special Education (SpEd) Teachers		13	13	33.33%
Early Childhood Educators	Regular Teachers	13	20	51.28%
	Behavior Therapists	5		
	Day Care Worker	2		
Total:			39	100%
Profile of Focus Group Discussion (FGD) Participants				
Category:	Designation:	Frequency:	Total:	Percentage:
Parents	Parent	6	8	14%
	Guardian	2		
Special Education (SpEd) Teachers		14	14	25%
Early Childhood Educators	Regular Teachers	20	34	61%
	Behavior Therapists	13		
	Day Care Worker	1		
Total:			56	100%
Participants				
N=23		N=45		
Category:		Designation:		
2-5 years old		Learners selected from public and private Special Education Schools, Playschools, and Therapy Centers within the province of Cavite.		
-diagnosed manifesting delays				

Table 1 shows the number of participants of the Pre-Survey Form Administration. It was conducted with a total of 39 participants from various institutions. Specifically, there were 6 or 15.39% Parents, or 33.33% Special Education (SpEd) Teachers, and 20 or 51.28% Early Childhood Educators. On the other hand, the Focus Group Discussion (FGD) was conducted with a total of 56 participants from various institutions. Specifically, the first group of Parents corresponds to the parents and guardians with six (6) and two (2) participants, respectively, with a total of eight (8) or 14%. On the other hand, the group of Special Education (SpEd) Teachers is composed of fourteen (14) or 25% of the participants. Lastly, the Early Childhood Educators group consists of regular teachers, behavior therapists, and daycare workers, with twenty (20), thirteen (13), and one (1) members each, with a total of 34 or 61% of the participants. Furthermore, the Adaptive Behavior Assessment tool was pilot tested on 23 learners. Part III, Social Preparation Phase, was the preparation of letters for the different Special Education Schools, Playschools, and

Therapy Centers. Part IV, the Coordination Phase, was the scheduling of appointments and the preparation of materials. Part V, the Facilitation Phase or Initial Construct Validation phase, was the conducting of the study. It began with the administration of the preliminary form to 45 participants.

Data Gathering Procedure

Figure 1: Data Gathering Procedure

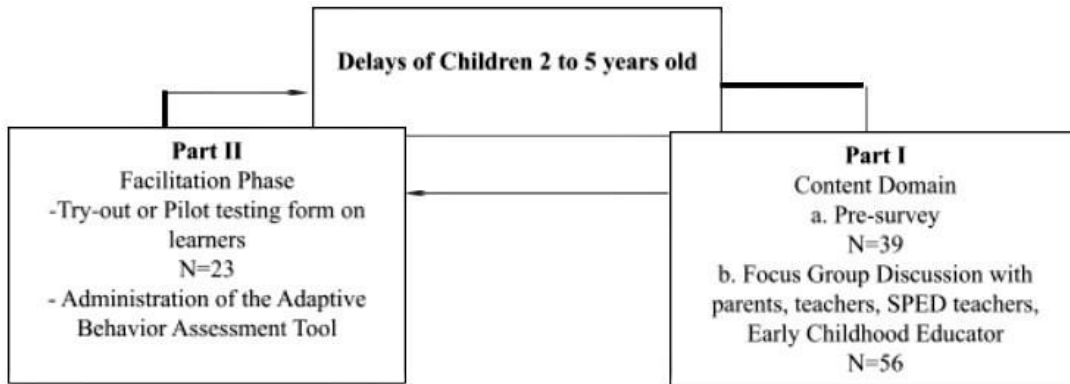


Figure 1 presents the entire procedural plan of assessing developmental delays of children aged 2 to 5 years old.

Table 2: Functional Delays for Participants Ages Two to Five Years Old

Age	Delays			
	Cognitive skills	Social Communication	Daily Living	Speech/Emotional/Leisure/ Speech
2	<ul style="list-style-type: none"> - Tell the name of their teacher - Identify hard and soft objects 	<ul style="list-style-type: none"> - Say if a diaper is soiled - Say it needs to pee or Poop - Express ideas using two or more words - Imitate parents instruction - Say more than 50 words - Use the word “mine” often - Name familiar objects - Follow directions using in, on, under 	<ul style="list-style-type: none"> - Takes off socks - Begin eating alone - Play with toys without putting it in the mouth - Choose clothes that they want to wear - Move a few feet away from parents to play with others 	<ul style="list-style-type: none"> - Continually rely on a parent or teacher for security and support - Fear small insects and animals like ants, spiders, cockroaches, and chickens - Discover that they can do things such as packing away their toys and picking up objects without help - Do things they are told not to do, just to test what happens - Show assertiveness by saying “no” to an adult’s or a teacher’s instructions

				- Imitate the actions of adults or teachers when playing make-believe like cooking, feeding a doll, etc.
3	<ul style="list-style-type: none"> - Remember what happened the day before in school, like writing letters in the notebook - Match objects to their corresponding shapes - Grasp concepts of how things can grow and change - Retell parts of the story read to them 	<ul style="list-style-type: none"> - Ask a question using what, why, where, when, and how - Speak two languages or dialects - Differentiate between hot or cold - Name familiar things to see every day - Use pronouns like I, you, mine, and we in sentences 	<ul style="list-style-type: none"> - Put on and remove clothes without assistance - Show that they want to help around the house like dusting the furniture 	<ul style="list-style-type: none"> - Demonstrate a sense of humor and act silly in an attempt to make other people laugh - Show feelings in socially acceptable ways like saying "please" and "thank you." - Cry when routines such as sleep and eating schedules are changed - Start expressing their personal preferences by saying, "See my toys!" - Start interactive play such as reading books or playing with toys with peers

Age	Delays			
	Cognitive skills	Social Communication	Daily Living	Speech/Emotional/Leisure/ Speech
4	<ul style="list-style-type: none"> - Differentiate between Left and Right - Copy 3 or more capital numbers - Copy five or more figures and numbers - Draw five or more basic shapes - Point out the differences between pictures, such as 	<ul style="list-style-type: none"> - Differentiate between fantasy and reality - Exhibit wanting to be like friends by imitating their preferences and action - Show interest in being with friends and classmates 	<ul style="list-style-type: none"> - Go and use the toilet independently - Sleep through the night without wetting the bed - Hold a spoon and fork - Mash own food - drink from a cup on his own 	<ul style="list-style-type: none"> - Become aware of what objects are their's and which are not - Act in conflicting manners such as being bossy or insisting on what they want and then being helpful - Hold back their angry outbursts most of the time - Establish friendships by having their own circle of friends - Share their toys with other children

	crossing out pictures that are different	- Start making use of reasoning when asking questions - Express tantrums verbally rather than physically - Start a conversation with familiar people	- Set and remove place on the table	- Play gender-based games such as playing “Mom” and “Dad.” - Play gender-based games such as playing “Mom” and “Dad.”
5	- Recite months of the year in order - Recognize familiar word signs - Name days of the week in order - Recite own street and town - Find out how things work - Draw a person with 2-6 recognizable parts - Read and write first and last name - Complete pictures following a given code	- Play with other children during recess time - Offer help to teacher and classmates - Exhibit awareness of gender by choosing toys and clothes that are gender appropriate - Exhibit independence by doing things on his own - Exhibit fascination with their own body - Talks about events in the past, present, and future - Tell others about his favorite activity	- Point out which clothes are his/hers - Pour water or milk from a pitcher or faucet independently - Do household chores such as sweeping, putting away clothes, or clearing up toys - Match their socks	- Begin using mean words to express frustration, such as “I hate you!” - Call other people names when they are angry or upset, like “witch.” - Look for approval when they do something well, and comfort when they are upset or sad - Show interest in sexuality as they ask questions about where babies come from - Control impulses better as they do not push others at once

Based on the results, participants aged two (2) years old manifested delays in telling the name of their teacher and identifying hard and soft objects. Children age three (3) years old had delays in remembering what happened the day before in school, like writing letters in the notebook, matching objects to their corresponding shapes, grasping concepts of how things can grow and change, and retelling parts of the story read to them. For ages four (4) years old, they exhibited delays in differentiating between left and right, copying three (3) or more capital numbers, copying five (5) or more figures and numbers, drawing five (5) or more basic shapes, and pointing out the differences between pictures such as crossing out pictures that is different. Lastly, children aged five (5) years old had delays in reciting the months of the year in order, recognizing familiar word signs, naming days of the week in order, reciting their own street and town, finding out how things

work, drawing a person with two to six recognizable parts, reading and writing their first and last name, and completing pictures following a given code.

It was revealed that participants aged two (2) years old had delays in saying if their diaper is soiled, saying if they need to pee or poop, expressing ideas using two (2) or more words, imitating parents' instruction, saying more than 50 words, using the word "mine" often, naming familiar objects, and following directions using "in," "on," and "under." Children age three (3) years old manifested delays in asking questions using "what," "why," "where," "when," and "how," speaking two (2) languages or dialects, differentiating between hot or cold, naming familiar things they see every day and using pronouns in sentences. Children aged four (4) years old had delays in differentiating fantasy from reality, exhibiting that they want to be like friends by imitating their preferences and actions, showing interest in being with friends and classmates, starting to make use of reasoning when asking questions, expressing tantrums verbally rather than physically, and starting conversations with familiar people. Children aged five (5) years old had delays in playing with other children during recess time, offering help to teacher and classmates, exhibiting awareness of gender by choosing toys and clothes that are gender appropriate, exhibiting independence by doing things on their own, exhibiting fascination of their own body, talking about events in the past, present, and future, and telling others about their favorite activity.

Two (2) years old participants had delays in taking off their socks, beginning to eat alone, playing with toys without putting them in their mouth, choosing clothes that they wanted to wear, and moving a few feet away from parents to play with others. Children age three (3) years old had delays in putting on and removing clothes without assistance and showing that they want to help around the house, like dusting the furniture. For children aged four (4) years old, there were delays in going and using the toilet independently, sleeping through the night without wetting the bed, holding a spoon and fork, mashing their own food, drinking from a cup on their own, and setting and removing their place on the table. Children aged five (5) years old had delays in pointing out which clothes were his or hers, pouring water or milk from a pitcher or faucet independently, doing household chores such as sweeping, putting away clothes, clearing up toys, and matching their socks.

Participants aged two (2) years old manifested delays through continually relying on a parent or teacher for security and support, fearing small insects and animals, discovering that they can do things such as packing away their toys and picking up objects without help, doing things they are told not to do, just to test what happens, showing assertiveness to an adult's or a teacher's instructions, and imitating the actions of adults or teachers when playing make-believe like cooking, feeding a doll, etc. For children aged three (3) years old, they had delays in demonstrating a sense of humor and acting silly in an attempt to make other people laugh, showing feelings in socially acceptable ways, crying when routines such as sleep and eating schedules are changed, starting to express their personal preferences, starting interactive play, and becoming aware of what objects are theirs and which are not. For children aged four (4) years old, they exhibited delays by acting in conflicting manners and then being helpful, holding back their angry outbursts most of the time, establishing friendships by having their own circle of friends, sharing their toys with other children, and playing gender-based games. For five (5)-year old children, they had

delays, in the beginning, to use mean words to express frustration, calling other people names when they are angry or upset, looking for approval when they do something well, and comfort when they are upset or sad, showing interest in sexuality as they ask questions about where babies come from, and controlling impulses better as they do not push others at once.

CONCLUSION

Based on the findings of the study, children aged two (2) to five (5) have developmental delays in five (5) areas: cognitive, socio-emotional, motor, language, and daily living skills. The majority of the participants demonstrated cognitive delays that correlated with their age. Common difficulties included remembering what happened in school the day before, distinguishing between left and right, and reciting months and days in order. The participants struggle with saying if they need to pee or poop, naming familiar things, expressing tantrums verbally rather than physically, and showing independence by doing things on their own. Meanwhile, participants struggled to begin eating alone, putting on and taking off clothes without assistance, using the toilet independently, pouring water or milk from a pitcher or faucet independently, and performing household chores. Participants, on the other hand, manifested emotions, leisure, and speech delays by constantly relying on a parent or teacher for security and support, showing feelings in social situations, crying when routines such as sleep and eating schedules are changed, acting in conflicting ways, holding back their angry outbursts most of the time, and controlling impulses better because they do not push others.

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