

Journal of Developmental & Behavioral Pediatrics
Improving the Definition of Developmental Delay
--Manuscript Draft--

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4 To the Editor:
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6 We compliment Drs. Limbos and Joyce on their careful and well-written study.(1)
7 The authors' research was exemplary in viewing how well the ASQ and PEDS
8 performed in the identification of children with probable disabilities, i.e., those
9 scoring below the 10th percentile and ostensibly eligible for early
10 intervention/special education.
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13 But the term 'developmental delay' also embraces those likely to fail in school—
14 those performing above the 9th percentile and below the 25th percentile. Such
15 at-risk children rarely qualify for Early Intervention or special education but that
16 does not mean they don't need to be identified by screens as in need of other
17 kinds of intervention (e.g., Head Start, Reach Out and Read, parent training,
18 etc.).
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21 Screens should identify not only disabled but also at-risk children and provide
22 clinicians appropriate guidance for selecting diverse resources needed to help
23 both groups. We encourage the authors to review their findings in order to speak
24 to the complete meaning of developmental delay. Such an analysis seems likely
25 to render different levels of sensitivity and specificity for both PEDS and the ASQ.
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50 REFERENCE:
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53 (1) Limbos, MM, Joyce DP. Comparison of the ASQ and PEDS in Screening for
54 Developmental Delay in Children Presenting for Primary Care. J Dev Behav Pediatr.
55 32(7):499-511, 2011
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