

INTRODUCTION

The term "global developmental delay" (GDD) refers to delays in two or more of developmental milestones: cognitive, motor, linguistic, social skills, that effect of child's ability to carry out normal day-to day activities (Choo *et al.*, 2019). Ying *et al.* (2019) add since every child develops at their own rate; it is impossible to predict when a child will master a certain ability. However, to provide early intervention, developmental milestones give parents and professionals an idea of the changes that can be expected in the child (Wearmouth, 2017; Welsh Government, 2018).

WHAT CAUSES DEVELOPMENTAL DELAY?

According to Kim *et al.* (2020) GDD can have several different causes, in some cases, the cause may be genetic or congenital, while in other cases it may be due to environmental factors or a combination of factors. Juneja *et al.* (2022) gives an example of causes of developmental delay include genetic factors, prenatal exposure to toxin like alcohol, drugs, premature birth, infection during pregnancy, traumatic brain injury, environmental factors such as poverty, malnutrition, lack of access to healthcare. However, Mithyantha *et al.*, 2017 suggest that it is important to note that many cases of developmental delay have no identifiable cause, and it is often difficult to determine the exact cause in individual cases. Furthermore, Nutbrown and Clough (2013) confirmed that early observation and intervention can help address the underlying issues and give children the best possible educational outcomes.

BARRIERS

Communication is a significant barrier for children with GDD, as they often struggle with expressive and receptive language skills, making it difficult for them to communicate their needs (Penny *et al.*, 2015). Yack *et al.* (2015) believes that children can better communicate their needs and establish positive relationships with those around them by using signs, sensory activities, motor planning, and social skills. However, some of the children with GDD that have a communication barrier cannot express well and the school or parents often can meet their needs (Crutchley, 2018). Juneja *et al.* (2022) assert that because of the communication difficulties, it might be challenging to promote opportunities for social interaction while working with children who have GDD. In addition, Daniels and Hedegaard (2011) note that it will be challenging to implement Vygotsky's scaffolding strategy, which relies on interaction with more capable individuals to help GDD children overcome obstacles and realise their full potential. What is more, additional learning needs (ALN) Act (Welsh Government, 2018) has the potential to improve outcome for these children, however it may be challenging for children with GDD to express their own wants and needs, which makes it challenging for professionals to decide which treatments and forms of assistance are most suitable.

IDENTIFICATION

Children with developmental delays are often detected in primary care settings as a result of routine developmental monitoring or screening, parental concern, and concerns expressed by third parties such as preschool educators or nursery care workers (Wall, 2011; Hodkinson, 2019).

Kim *et al.* (2020) conducted research using interdisciplinary tool for identifying and evaluating developmental delays that involves a combination of assessment tools and expertise from different disciplines, such as psychology, education, occupational therapy, speech therapy, and medical professionals. Choo *et al.* (2019) and Juneja *et al.* (2022) highlighted that working as a team to assess the child's strengths and weaknesses can lead to the development of an individualised strategy for intervention and support.

Also, there are several screening tools that can be used to identify Global Developmental Delay (GDD) in children, include: Ages and Stages Questionnaires (ASQ); Denver Developmental Screening Test (DDST); Bayley Scales of Infant and Toddler Development (Bayley-III); Battelle Developmental Inventory (BDI) (Mithyantha, 2017; Flore, 2012).

However, according to Kim *et al.* (2022) these screen tools may only assess specific developmental domains, such as motor or language skills, which can limit their ability to identify GDD across multiple domains. Also, Moeschler and Shevell (2014) highlight screening methods are not diagnostic and cannot provide an accurate diagnosis of GDD; rather, they are intended to identify children who may require additional evaluation.

What is more, Xu *et al.* (2021) presented a new approach to intelligence screening for children with global development delay using eye-tracking technology: a pilot study and according to the findings, eye-tracking technology could be a useful screening tool for intelligence in children with GDD since it can provide a harmless and objective measure of cognitive processing and attentional control.

However, using different either screening tools, eye tracking methods or interdisciplinary tool all can help identify delays early, but it is important to recognize that no single approach is perfect, and each method may have its own limitations (Kim *et al.*, 2022).

Therefore, it is important to consider the specific context and needs of each child when selecting an approach for identifying developmental delays (Dewis Wales, 2020).

STRATEGY

On one hand, some people could concentrate on a child's difficulties and treating them like an illness (Wearmouth, 2017). On the other hand, some people look at the difficulties as a potential strategy or learning opportunities (Hodkinson, 2019). For example, Makaton is a language program that uses signs and symbols to support communication, language development, and literacy skills for children with GDD (Welsh Government, 2017). Makaton is a helpful approach for supporting children with Global Developmental Delay (GDD) who may have difficulty with verbal communication (BBC, 2019). Learning and using Makaton signs in school from everybody educators, teachers and parents can be valuable way of supporting inclusion and social interaction of the children with GDD (Grace, 2019) as well as learning signs can develop empathy and respect for children with GDD, which can contribute to a more inclusive and supportive classroom environment (Yack, 2015). Makaton symbols can be used with Picture Exchange Communication System, which may reduce frustration by promoting involvement and independence (Makaton, 2021). However, using Makaton is that it may not be appropriate or effective for all children with GDD as well as learning and using Makaton signs requires ongoing training (BBC, 2019' Welsh Government, 2017).

CONCLUSION

The whole variety of learning activities, resources including individual educational plans for the children with GDD must be considered (Dewis Wales, 2020). Welsh Government, (2019) highlighted that the main message is to establish a relationship between the educator and the child so that children can grow, play, and develop together. Torrance (2018) suggests empowering techniques like connecting with a child with ALN through movement, play, and creativity. Therefore, Hodkinson (2019) recommends that practitioners need to follow inclusive approach where all children are involved by reflecting the physical environment, the curriculum, and the pedagogical strategies.

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