

# The Status of Early Childhood Development in Australia: Children with additional needs

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An Australian Government Initiative



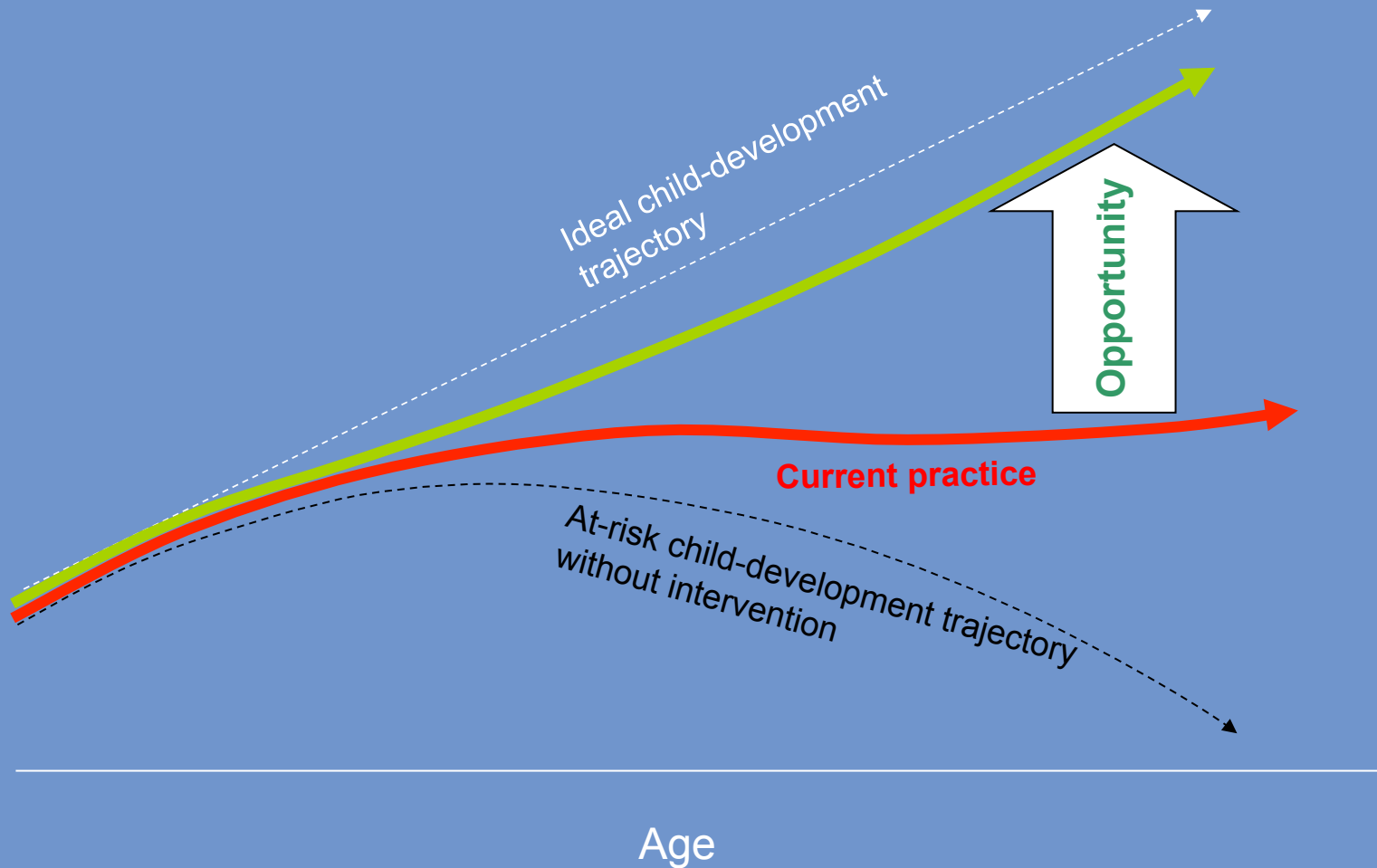
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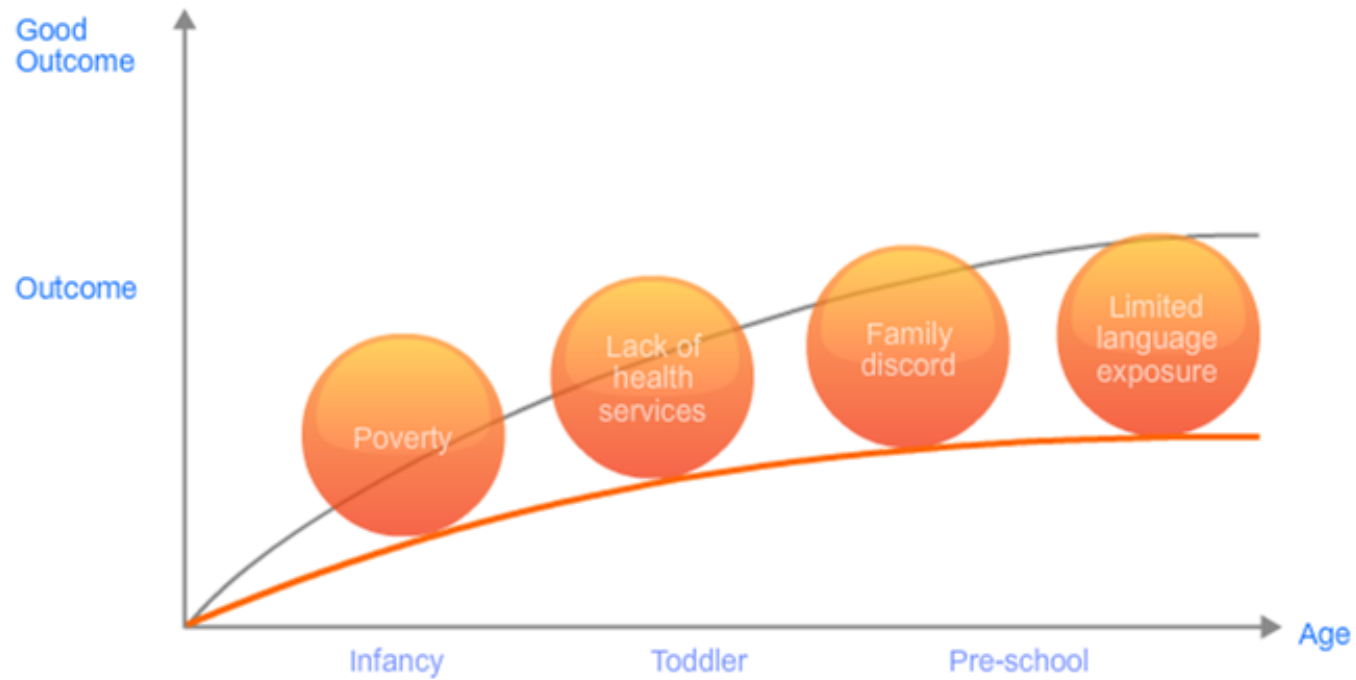
# Background



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# Developmental health - opportunity





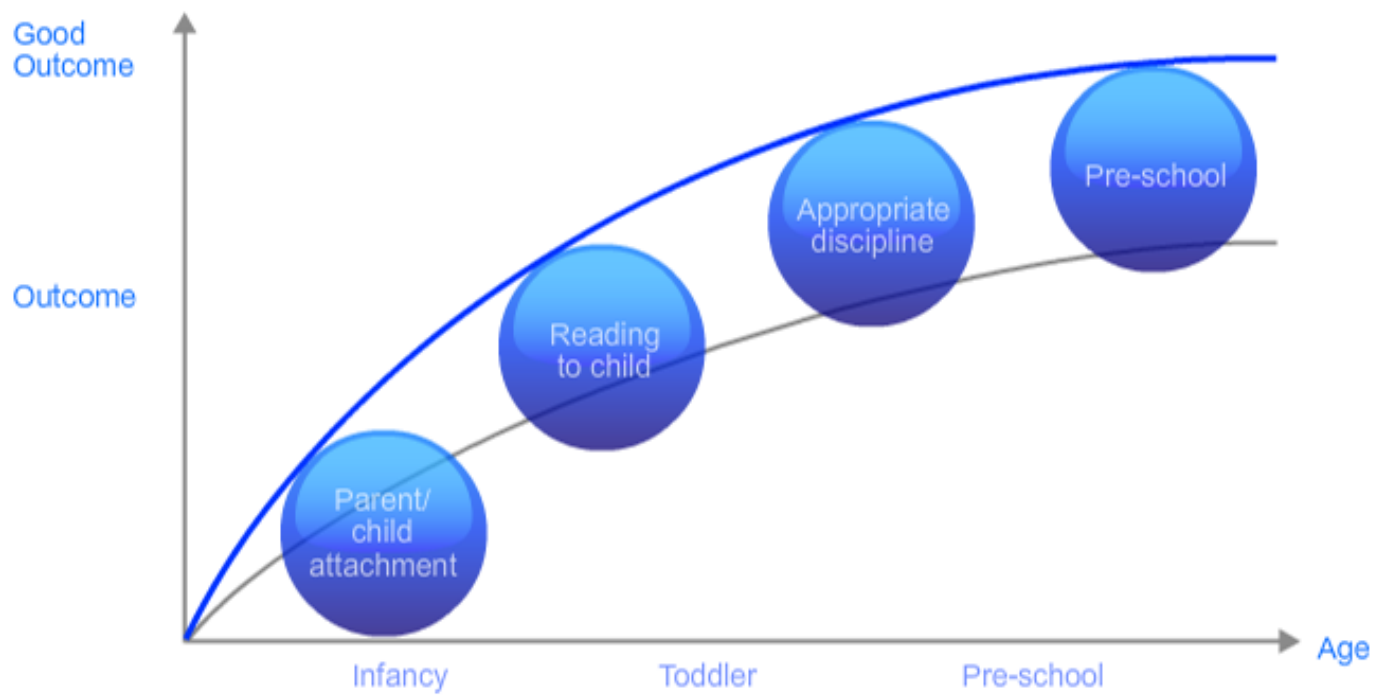
The accumulation of multiple risk factors means that children are more likely to be developmentally vulnerable.



Protective Factors



Risk Factors



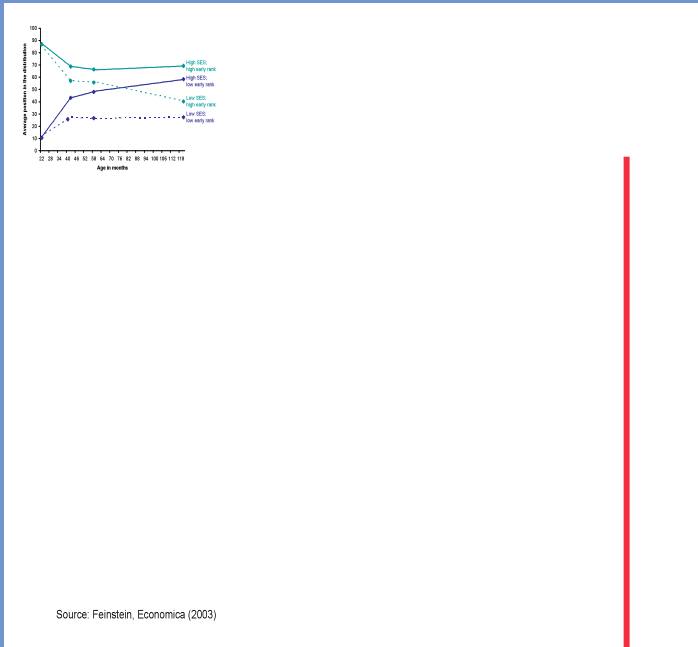
The accumulation of multiple protective factors provides children with the best advantage.

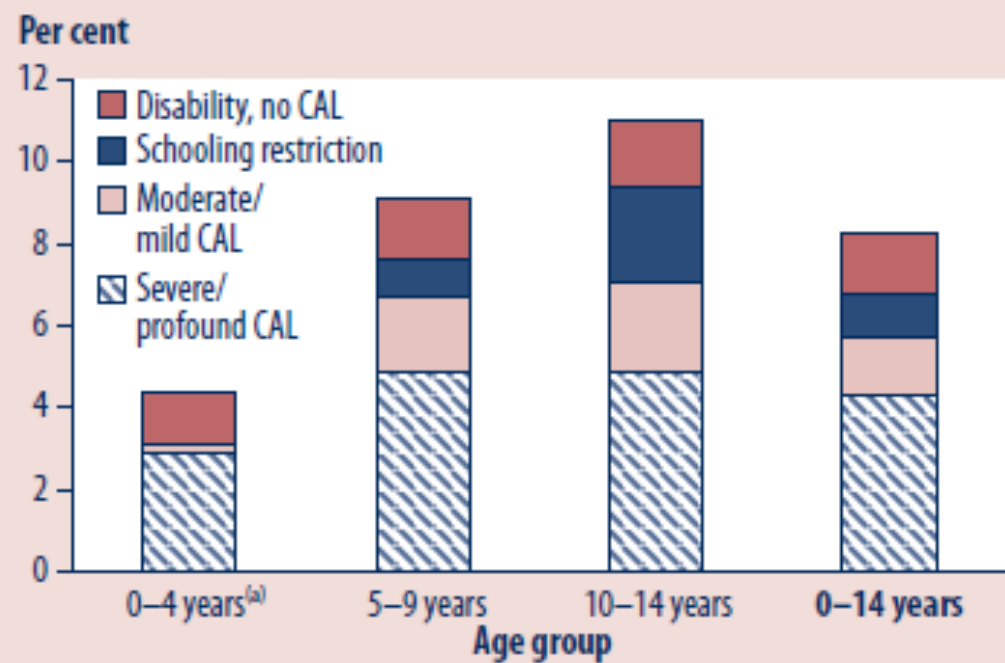


Protective Factors



Risk Factors





(a) Moderate/mild estimate for 0-4 year olds has a relative standard error of 25% to 50% and should be used with caution.

Note: CAL is core activity limitation.

Source: AIHW analysis of the ABS 2003 Survey of Disability, Ageing and Carers confidentialised unit record file.

**Figure 6.2: Disability status of children aged 0-14 years, 2003**



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# Key Findings

Percentage of children developmentally vulnerable (DV) across Australia by jurisdiction

	DV on one or more domains (%)	DV on two or more domains (%)
<b>Australia</b>	<b>23.3</b>	<b>11.7</b>
New South Wales	21.2	10.2
Victoria	20.1	9.9
Queensland	29.2	15.6
Western Australia	24.3	12.0
South Australia	22.5	11.4
Tasmania	21.7	10.8
Northern Territory	36.3	22.1
Australian Capital Territory	21.9	10.8

# Objective

- To measure and describe the prevalence and distribution of children's identifiable additional developmental needs as they start school



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# Methods



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## Special Needs

Please base your response on medical diagnosis. Definitions of special needs may vary between states and territories.

The table below summarises this information:

YES	NO
Child identified already as high need requiring special assistance due to <b>chronic</b> medical, physical, or intellectually disabling conditions (e.g. Autism, Cerebral Palsy, Down Syndrome).	Gifted or talented children
Child requires special assistance in the classroom or is high need.	If you only <b>suspect</b> that the child may be suffering from a disabling condition, or the condition is not severe enough for the child to be classified as special needs (please indicate the child's condition/situation in Section D).
	If the special need only arises because the child has English as an additional or second language (please indicate ESL status in question 9 of this section).



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**Do any of the conditions/impairments below influence this student's ability to do school work in a regular classroom?**

- 1 physical disability**
- 2 visual impairment**
- 3 hearing impairment**
- 4 speech impairment**
- 5 learning disability**
- 6 emotional problem**
- 7 behavioural problem**
- 8 home environment/problems at home**
- 9 trauma, isolation or difficulties associated with resettlement**
- 10 other enduring problems (please specify, e.g. Asthma, Diabetes, ADHD, Eczema etc.).**

**Do you feel that this child needs further assessment?**

Answer 'yes' both if child is being assessed currently, OR if you feel the child needs further assessment.



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# Results



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# Prevalence of additional need

- Teachers noted that **11,486 (4.4%)** children had already identified special needs
- A further **34,893 (13.4%)** children had identified developmental difficulties
- Of these, **16,101** children were reported as requiring further assessment
- Altogether **27,223 (10.4%)** children required further assessment



# Types of developmental problems: where is the morbidity burden?



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<b>Developmental Difficulty</b>	<b>Number</b>	<b>% of total AEDI population</b>
Physical disability	3174	1.22%
Visual impairment	3821	1.46%
Hearing impairment	3131	1.20%
Speech impairment	19169	7.34%
Learning disability	8120	3.11%
Emotional problem	6575	2.52%
Behavioural problem	9190	3.52%
Problems at home	10668	4.08%
Other	11496	4.40%
Chronic illness	2345	0.90%
Neurodev disorder	963	0.37%
Trauma	2662	1.02%

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<b>Developmental Difficulty</b>	<b>No.</b>	<b>% of total AEDI special needs children</b>
Physical disability	1990	17.33%
Visual impairment	864	7.52%
Hearing impairment	922	8.03%
Speech impairment	5814	50.62%
Learning disability	5842	50.86%
Emotional problem	2334	20.32%
Behavioural problem	3459	30.11%
Problems at home	1713	14.91%
Other	3947	34.36%
Chronic illness	571	4.97%
Neurodev disorder	750	6.53%
Trauma	609	5.30%

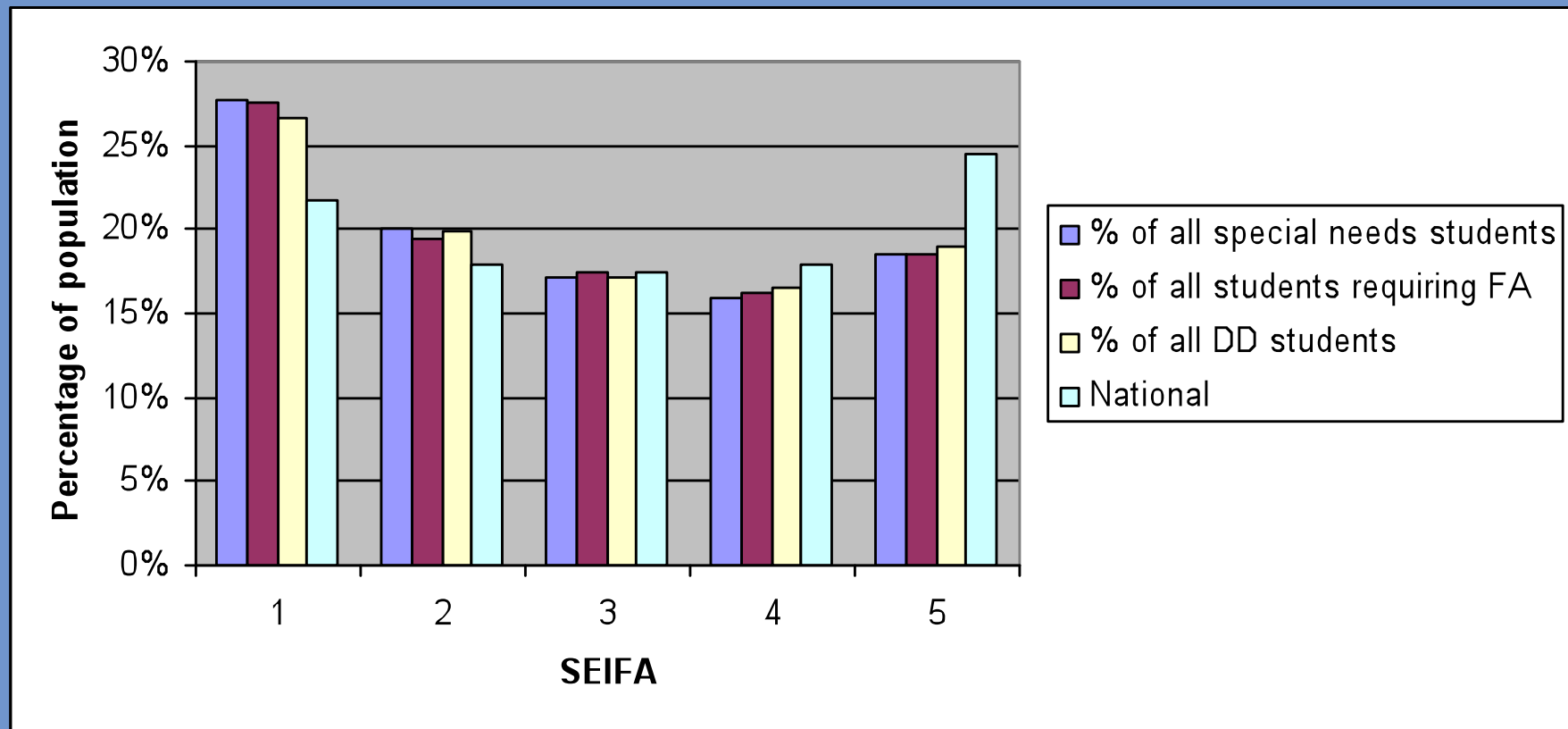
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# Socio-demographic distribution



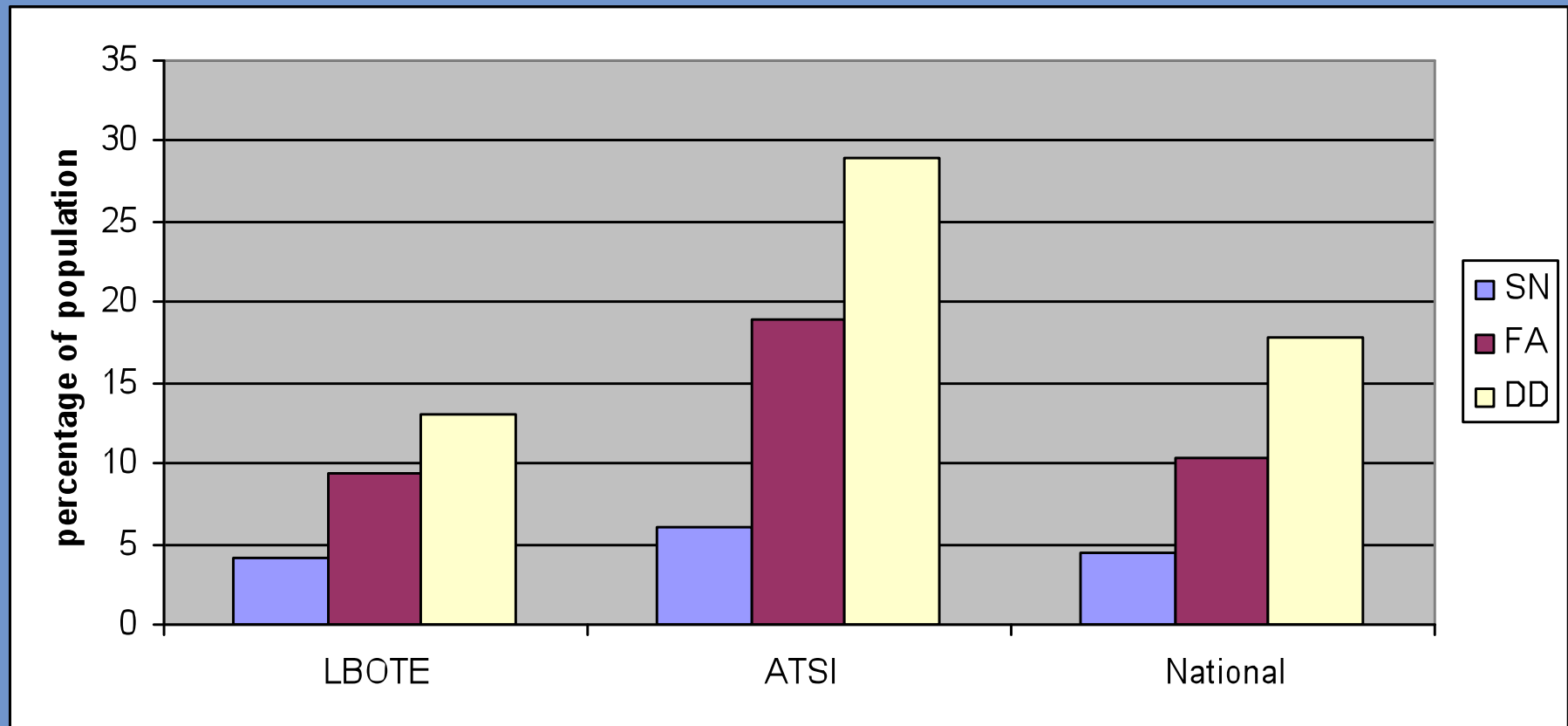
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# Socioeconomic distribution



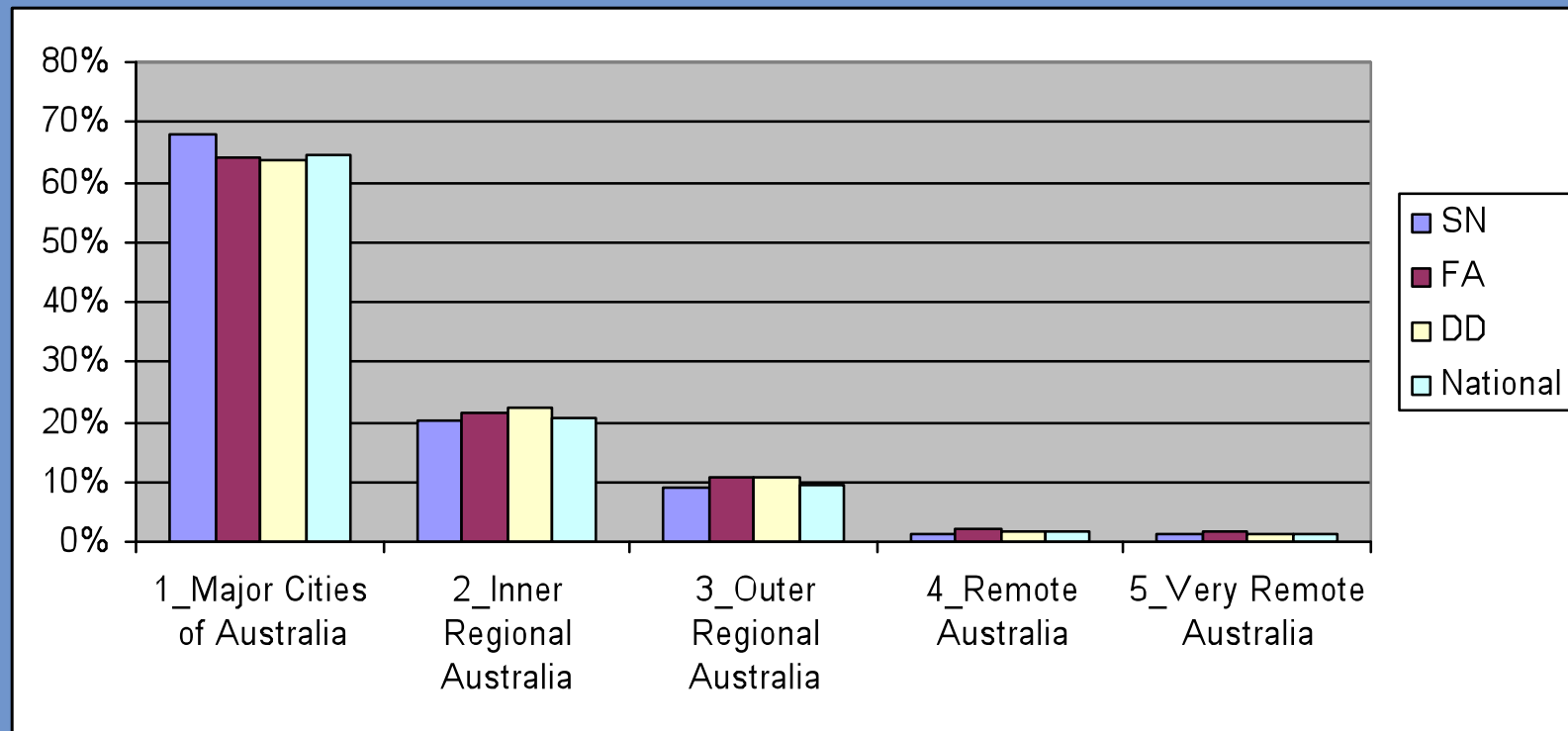
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# Subpopulation distribution



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# Geographic distribution



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# AEDI results



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	#FA	%FA
Vulnerable on PHYS	7479	33.69%
Vulnerable on SOC	7598	34.24%
Vulnerable on EMOT	7297	33.10%
Vulnerable on LANGCOG	7577	34.26%
Vulnerable on COMGEN	8166	36.81%
DV1	15275	68.79%
DV2	10589	47.69%



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	#FA	%FA	#DD	%DD
<b>Vulnerable on PHYS</b>	7479	33.69%	8611	24.06%
<b>Vulnerable on SOC</b>	7598	34.24%	8470	23.67%
<b>Vulnerable on EMOT</b>	7297	33.10%	8605	24.17%
<b>Vulnerable on LANGCOG</b>	7577	34.26%	7194	20.15%
<b>Vulnerable on COMGEN</b>	8166	36.81%	8531	23.85%
<b>DV1</b>	15275	68.79%	18115	50.61%
<b>DV2</b>	10589	47.69%	11443	31.97%



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	#FA	%FA	#DD	%DD	# Pop	% Pop
<b>Vulnerable on PHYS</b>	7479	33.69%	8611	24.06%	22863	9.32%
<b>Vulnerable on SOC</b>	7598	34.24%	8470	23.67%	23225	9.47%
<b>Vulnerable on EMOT</b>	7297	33.10%	8605	24.17%	21645	8.86%
<b>Vulnerable on LANGCOG</b>	7577	34.26%	7194	20.15%	21729	8.87%
<b>Vulnerable on COMGEN</b>	8166	36.81%	8531	23.85%	22493	9.20%
<b>DV1</b>	15275	68.79%	18115	50.61%	57546	23.45%
<b>DV2</b>	10589	47.69%	11443	31.97%	28974	11.80%



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# Conclusions

- Teachers recognise children's developmental needs early in their schooling
- There is considerable burden placed on the schooling system in addressing children's needs
- Developmental difficulties have a social gradient
- The opportunities for intervention to shift children developmental trajectories are early in children's educational pathways.



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