

## Logan Together Foundation Roadmap –Project scoping

**Project title:** Develop and implement a strategy for universal detection and support for hearing, vision, speech and developmental issues

**Strategic or Chapter-based project:** Health and Wellbeing

**Short description:** Agree the best method to achieve early detection of problems in hearing, speech, vision, dentition, disability and general health. Determine intervals and approaches to universal screening and establishing well-supported care pathways and timely referral arrangements for issues identified. Consider roll-out of screening tools such as PEDS and the Common Approach and deliver in universal settings such as childcare, community hubs, GPs, schools and Community Maternity Centres.

**What results does it help Logan Together to achieve?**

**Foundation Roadmap scoreboard outcome (life stage)**

Healthy toddlers

**Target**

This project will contribute to achieving the following key results:

- Reduce % of children developmentally vulnerable on 1 or more AEDC domains by 11.6%
- Reduce % of children developmentally vulnerable on 2 or more AEDC domains by 11.6%
- Reduce % of children developmentally at risk but not yet vulnerable on the five AEDC domains by an average of 4.9%
- Reduce % of children developmentally vulnerable on AEDC language and cognitive domain by 18.8% and at risk by a further 11.4%.
- Reduce % of children developmentally vulnerable on AEDC communication and general knowledge domain by 22.4% and at risk by a further 2.2%.

**Indicators (how do we know the outcome is being achieved)**

**Child reaches all recognised developmental milestones at 2, 3 and 4**

**Why will it help achieve those results?**

Developmental surveillance and health monitoring are fundamental components of the universal child and family health service. Surveillance of child development allows for the early identification of children with developmental delay, and provision of early intervention services can significantly improve developmental and health outcomes.

Health disparities and delays in cognitive, social-emotional, and psychosocial development typically emerge early in child development. Without early intervention, health disparities and developmental delays can persist throughout a child's intervening school years and into

adulthood, increasing the potential for adverse individual outcomes, including ongoing learning problems, lower educational attainment, increased unemployment, welfare dependency, criminality, and poor health and wellbeing. Such health disparities and delays may also result in negative societal outcomes, such as increased health, welfare and justice costs, decreased productivity, and reduced tax revenue. Intervening early in a child's critical developmental period has the potential to protect against biological (i.e. genetic related health issues) and environmental (i.e. social disadvantage) risk factors.

A significant number of children within the Logan region are living in areas of significant social disadvantage, and close to a third of children within the catchment area are identified as developmentally vulnerable.<sup>12</sup> Children who are developmentally vulnerable may lack basic literacy skills (e.g. correctly identifying letters), numeracy skills.

Universal detection and support for hearing, vision, speech and social and cognitive developmental issues requiring careful roll out of screening tools which include PEDS, ASQ, Brigance in such settings as community hubs GPs, schools and Community Maternity Centres.

### Hearing

Hearing difficulties can affect a child's ability to learn - both at school and socially. A child's hearing may change over time, often without the child, parent or teacher noticing. Research indicates that up to 15% of primary school children may be affected by slight and mild hearing loss (Hearing Schools Study, 2005). That's why it's important to monitor a child's hearing even if they have passed previous tests. Children with a hearing loss may experience speech and language delays, educational difficulties, behavioural problems and often require increased support.

### Vision

Vision problems have been shown to adversely affect a child's achievement in school. Additionally, several types of eye disorders can lead to permanent visual impairment if not identified and treated early by an eye doctor. Vision problems can and do adversely affect students' ability to function in and enjoy learning.

### Speech

Difficulties affecting the development of speech and language in children are considered to be the most common of paediatric disabilities and may have long-lasting effects on social skills, behaviour, education and employment. Delaying speech intervention for a child runs the risk of missing important growth and development opportunities between birth and three years of age when the brain is maturing and learning.

### Social and cognitive developmental

Research has shown that programs designed to intervene early to address development concerns in infants and children can change a child's developmental trajectory, resulting in

long-term positive individual outcomes, as well as increased societal benefits, that substantially outweigh the costs of early intervention.

### Project details:

### Data and scale:

AEDC: Vulnerable								
Suburb	N (Total AEDC Sample)	% Physical Health	% Social Competence	% Emotional Wellbeing	% Language/Cognitive Skill	% Commun. & General Knowledge	% Vulnerable on More than One Domain	% Vulnerable on More than Two Domains
<b>Australia (2012)</b>	273,855	9.3	9.3	7.6	6.8	9.0	22.0	10.8
<b>Queensland (2012)</b>	58,203	11.6	11.5	9.3	9.1	10.7	26.2	13.8
<b>Logan (2009)*</b>	2,417	13.2	14.8	11.9	19.6	13.2	34.8	19.6
<b>Login (2012)<sup>1</sup></b>	3,758	<b>13.5</b>	<b>13.0</b>	<b>10.5</b>	<b>11.2</b>	<b>13.8</b>	<b>29.3</b>	<b>16.3</b>
<b>Logan: Change 2009-2012<sup>2</sup></b>		<i>0.3</i>	<i>-1.8</i>	<i>-1.4</i>	<i>-8.4</i>	<i>0.6</i>	<i>-5.5</i>	<i>-3.3</i>
<b>Logan LGA</b>	<b>3,758</b>	<b>13.50</b>	<b>12.96</b>	<b>10.47</b>	<b>11.16</b>	<b>13.77</b>	<b>29.26</b>	<b>16.30</b>
Logan Central	83	23.9	19.7	9.9	23.9	32.4	45.1	29.6
Kingston	282	15.6	20.8	13.3	17.4	21.3	36.3	23.6
Marsden	232	21.0	17.8	11.5	16.1	19.6	39.3	22.6
Woodridge	251	16.1	18.8	14.4	12.7	20.5	40.2	25.0
Browns Plains	111	21.2	14.4	19.2	13.5	13.5	36.5	19.2
Heritage Park	82	22.2	13.6	13.8	13.6	18.5	33.8	22.2
Crestmead	270	19.8	14.7	8.8	19.4	17.5	35.7	22.2
Slacks Creek	116	12.8	18.3	11.0	14.7	19.3	33.0	20.2
Loganlea	94	16.7	18.6	11.6	9.5	17.9	35.7	20.2
Meadowbank	51	12.2	14.3	14.3	20.4	12.2	36.7	20.4

<sup>1</sup> For this analysis, we have included those suburbs/SA2s that are incorporated into the Logan LGA but are not included in the 2012 AEDC census sample for Logan. Consequently, the Logan percentages in this report are slightly different from those reported in AEDC reports /community profiles and in earlier Logan Together reports.

<sup>2</sup> Positive values indicate that proportionally more children are developmentally vulnerable in 2012 compared to 2009; negative values indicate that the proportion has declined. A later report will indicate whether the changes between 2009 and 2012 are statistically significant.

Boronia Heights – Park Ridge	134	17.6	14.4	8.3	15.2	16.8	35.1	19.1
Eagleby	230	16.4	12.6	9.2	13.5	16.4	36.7	18.8

		AEDC: At-Risk						
Suburb	N	% Physical Health	% Social Competence	% Emotional Wellbeing	% Language & Cognitive Skill	% Communication & General Knowledge	Rank Order	
<b>Australia (2012)</b>	273,855	13.4	14.3	14.2	10.6	16.3		
<b>QLD (2012)</b>	58,203	15.5	15.6	15.8	12.4	17.9		
<b>Logan (2009)</b>	2,714	14.8	19.1	19.2	22.5	19.2		
<b>Logan (2012)*</b>	3,768	16.7	17.3	17.5	14.0	18.3		
<b>Change 2009-2012</b>		<b>1.9</b>	<b>-1.8</b>	<b>-1.7</b>	<b>-11.5</b>	<b>-0.9</b>		
Bahrs Scrub / Wolfdene	18	11.8	11.8	11.8	11.8	11.8	<b>30</b>	
Beenleigh	110	17.7	11.5	14.4	10.3	11.5	<b>29</b>	
<b>Berrinba</b>	<b>20</b>	<b>36.8</b>	<b>36.8</b>	<b>31.6</b>	<b>42.1</b>	<b>10.5</b>	<b>1</b>	
Bethania – Waterford	60	12.5	16.1	10.7	10.7	16.1	<b>27</b>	
Boronia Heights – Park Ridge	134	13.7	21.2	15.2	15.2	16.0	<b>15</b>	
Browns Plains	11	13.5	19.2	21.2	15.4	18.3	<b>11</b>	
Cornubia – Carbrook	62	13.0	13.0	12.5	7.1	12.7	<b>31</b>	
Crestmead	270	18.7	14.3	14.7	16.3	21.4	<b>13</b>	
Daisy Hill	103	12.8	20.2	17.0	10.6	12.8	<b>21</b>	
Eagleby	230	16.4	12.6	9.2	13.5	16.4	<b>26</b>	
<b>Edens Landing – Holmview</b>	<b>140</b>	<b>13.5</b>	<b>24.8</b>	<b>20.5</b>	<b>21.8</b>	<b>15.8</b>	<b>4</b>	
Forestdale	30	3.4	10.3	27.6	10.3	27.6	<b>17</b>	
Heritage Park	82	14.8	17.3	18.8	9.9	17.3	<b>20</b>	
Hillcrest	80	11.7	15.6	13.0	9.2	15.8	<b>28</b>	
Kingston	282	13.7	15.2	20.5	13.6	17.5	<b>16</b>	
Logan Central	83	22.5	23.9	19.7	8.5	16.9	<b>9</b>	
<b>Logan LGA</b>		<b>16.7</b>	<b>17.3</b>	<b>17.5</b>	<b>14.0</b>	<b>18.3</b>		
Loganholme – Tanah Merah	155	11.0	15.8	15.8	11.0	16.4	<b>23</b>	
Loganlea	94	23.8	12.8	16.3	15.5	22.6	<b>10</b>	

Marsden	232	19.6	16.4	17.4	20.2	21.9	7
Meadowbank	50	16.3	22.4	18.4	12.2	22.4	8
Mount Warren Park	79	18.6	21.4	21.7	15.7	18.6	6
Regents Park – Heritage Park	181	17.7	13.1	14.9	16.0	20.0	14
Rochedale South – Priestdale	225	18.1	15.0	13.0	8.8	16.3	22
Shailer Park	131	13.7	19.5	14.4	9.6	12.8	24
Slacks Creek	116	18.3	14.7	17.4	13.8	22.0	12
Springwood	138	9.2	17.7	17.8	13.7	20.0	18
Tanah Mareh	78	23.7	16.0	27.3	14.3	17.1	3
Underwood	81	14.1	19.2	15.6	12.8	16.7	19
Waterford West	96	27.1	23.8	23.3	16.3	37.6	2
Windaroo	35	18.2	6.1	12.1	12.1	21.2	25
Woodridge	251	20.4	17.5	18.3	17.1	22.7	5

**Partners:**

**Co-design:**

**Quick wins:**