

Learn the Signs. Act Early. Overview for Parent Centers

Julia Abercrombie, MPH
Behavioral Scientist

March 17, 2021

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

Simply put ...

Helping parents and other care providers
learn the signs of typical development and
act early on concerns.

Signs of typical development=

MILESTONES

Act Early=

Talk with the doctor, ask for screening.

Get referral to specialist and connect with early intervention.

Learn the Signs. Act Early. Materials and Resources

Your Baby at 9 Months

Child's Name _____ Child's Age _____ Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. Check the milestones your child has reached by the end of 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- May be afraid of strangers
- May be shy with familiar adults
- Has teething toys

Language/Communication

- Understands "no"
- Makes a lot of different sounds like "mama" and "dada"
- Claps hands and gestures of others
- Does things to get attention

Cognitive (Learning, thinking, problem-solving)

- Watches the path of something as it falls
- Looks for things he sees you hide
- Plays peek-a-boo
- Picks things he has made
- Moves things smoothly from one hand to the other
- Picks up things like cereal or bits between thumb and index finger

Movement/Physical Development

- Starts looking up
- Can get into sitting position
- Sits without support
- Turns to stand
- Crawls

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't wave or point with support
- Doesn't talk with "mama", "dada", "yes"
- Doesn't play any games involving look-and-find play
- Doesn't respond to own name
- Doesn't make recognizable babbling sounds
- Doesn't look where you point
- Doesn't transfer toys from one hand to the other

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/actearly or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

www.cdc.gov/actearly | 1-800-CDC-INFO

Learn the Signs. Act Early.



Concerned about Development? How to Help Your Child

If you're concerned about your child's development, don't wait. Acting early can make a big difference!

Talk with your child's doctor.

You know your child best. If you think your child is not meeting the milestones for his or her age, or if you, your child's teacher, or another care provider is concerned about how your child plays, learns, speaks, acts or moves, talk with your child's doctor and share your concerns. Don't wait.

Use a milestone checklist

Visit www.cdc.gov/milestones to find the milestone checklist for your child's age. Use it to track your child's development. When it's time to talk with the doctor, write down the questions you have and show the doctor the milestones your child has reached and the ones that concern you.

Ask the doctor about developmental screening

Developmental screening happens when the doctor asks you to complete a formal checklist or questionnaire about how your child plays, learns, speaks, acts, or moves. It gives the doctor more information to figure out how best to help your child. Developmental screening is recommended for all children at certain ages or whenever there is a concern. Ask the doctor about your child's developmental screening.

If you or the doctor is still concerned about your child's development, here's how you can help your child:

Ask the doctor how to contact your state's early childhood system to request an evaluation to find out if your child qualifies for services that might help his or her development.

If your doctor doesn't know the phone number, go to www.cdc.gov/finde or call 1-800-CDC-INFO (1-800-232-4636). Ask for the phone number for the early intervention provider in your area.

If your child is 3 years or older, call your local elementary school and ask to speak to someone who can help you have your child evaluated—even if your child does not go to that school.

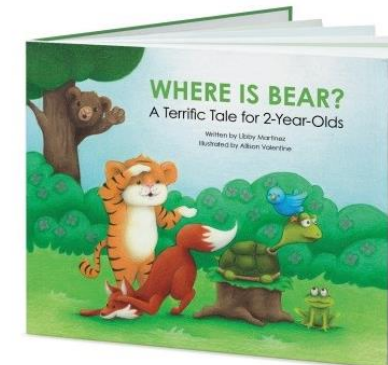
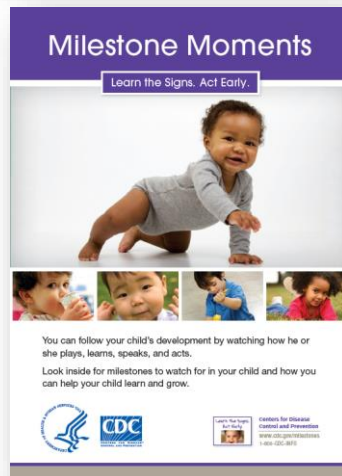
AND

Ask the doctor if you need to take your child to a specialist who can take a closer look at your child's development. If you do, ask the doctor for a referral and contact the specialist right away. If your appointment with the specialist is many weeks away, remember you can call back every week to see if an earlier appointment has opened up. Getting early help for your child often means being persistent.

Find more information, including what to say when you make these important calls, what to do while you wait to have your child seen, and how to get support for your family, at www.cdc.gov/concerned.

www.cdc.gov/actearly | 1-800-CDC-INFO

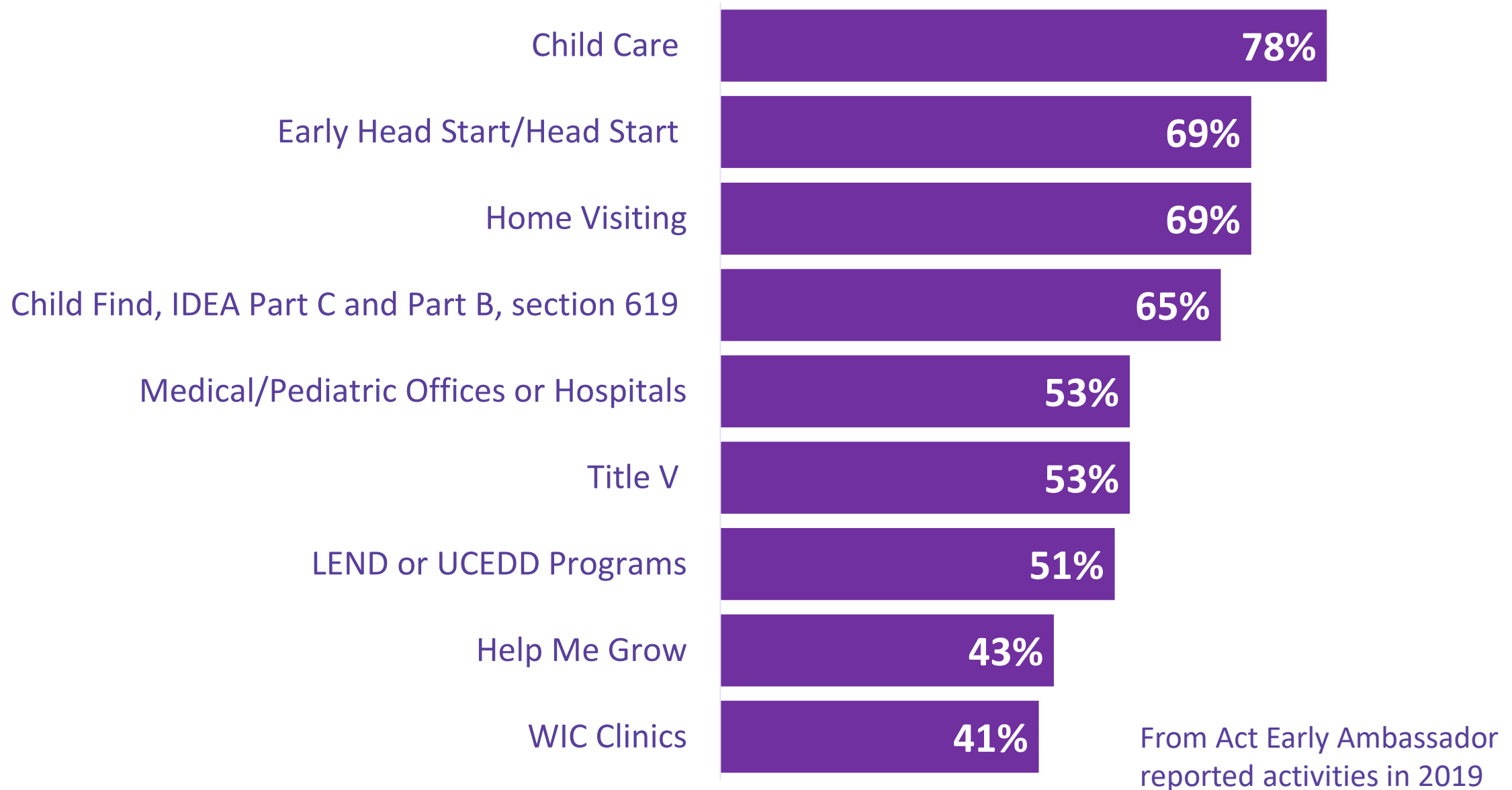
Learn the Signs. Act Early.



Act Early Ambassadors

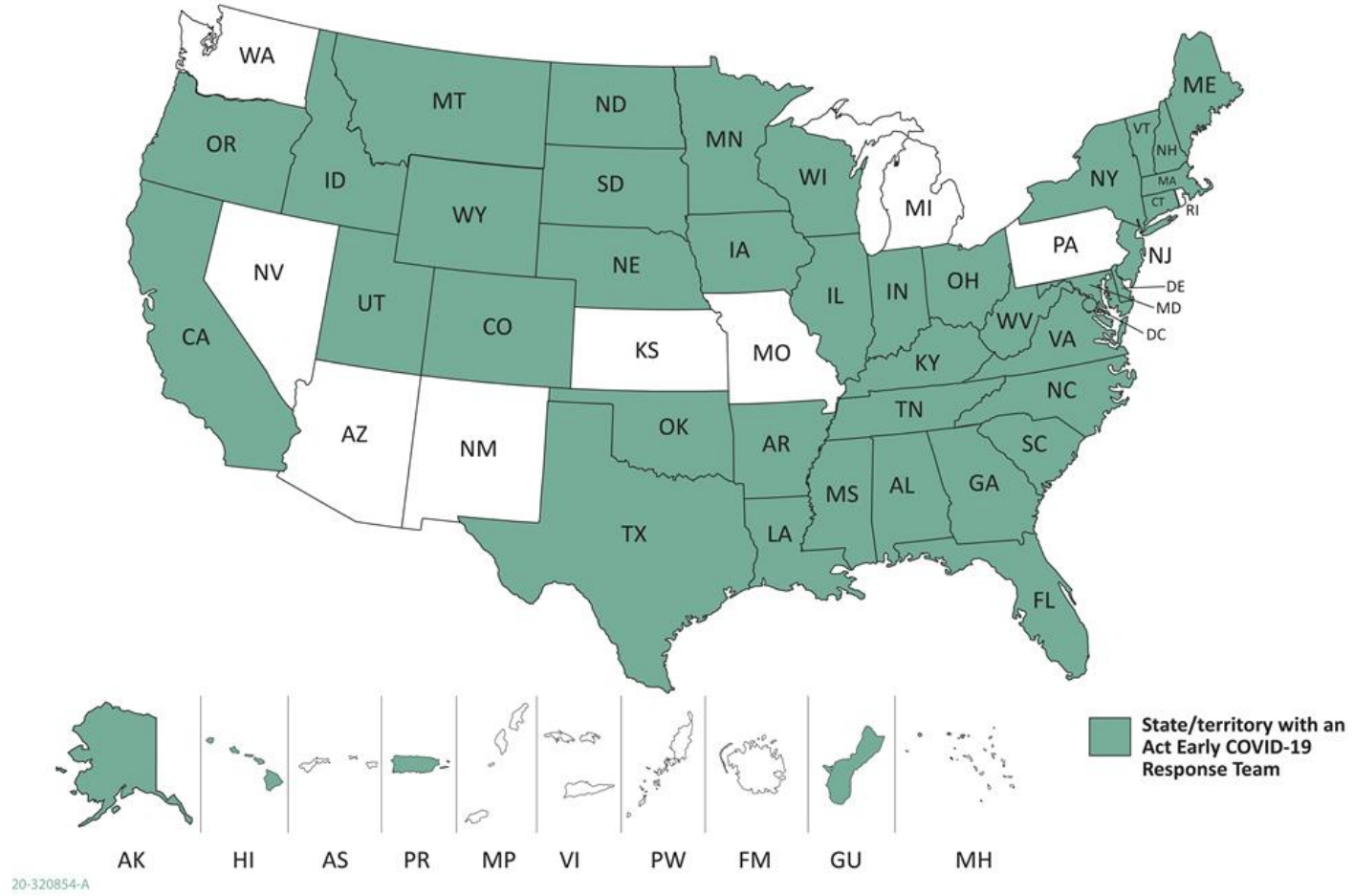
- 59 Ambassadors: all states, Washington, D.C., and 3 territories
- Champions for *Learn the Signs. Act Early.*
- Professionals passionate about early identification
- 2019-2022 cohort
- cdc.gov/ActEarly/Ambassadors

Ambassadors reported partnering with ...



The Act Early Response to COVID-19 Project

- Scope: Support early childhood state/territorial programs through the Act Early Network to target families most impacted by COVID-19 and promote resiliency for children, families, and communities.
- Purpose:
 - Bolster the 4 steps of early identification of developmental delays and disabilities using LTSAE
 - Advance the promotion and distribution of tools, materials, and programs to improve resiliency among families with young children during COVID-19 response and mitigation efforts.



Project Goals

1. Develop and coordinate an Act Early Ambassador-led (or co-led) state/territorial team.
2. Engage the state/territorial team in conducting a needs assessment to identify CURRENT (*during COVID-19*) barriers and opportunities related to the 4 key steps of early identification.
3. Develop, implement, and evaluate a work plan to address the identified barriers and realize the identified opportunities related to the first step AND any of the additional 3 steps of early identification.
4. Identify, implement, and evaluate strategies to improve resiliency of very young children (birth to age 5) and their families.

Project Details

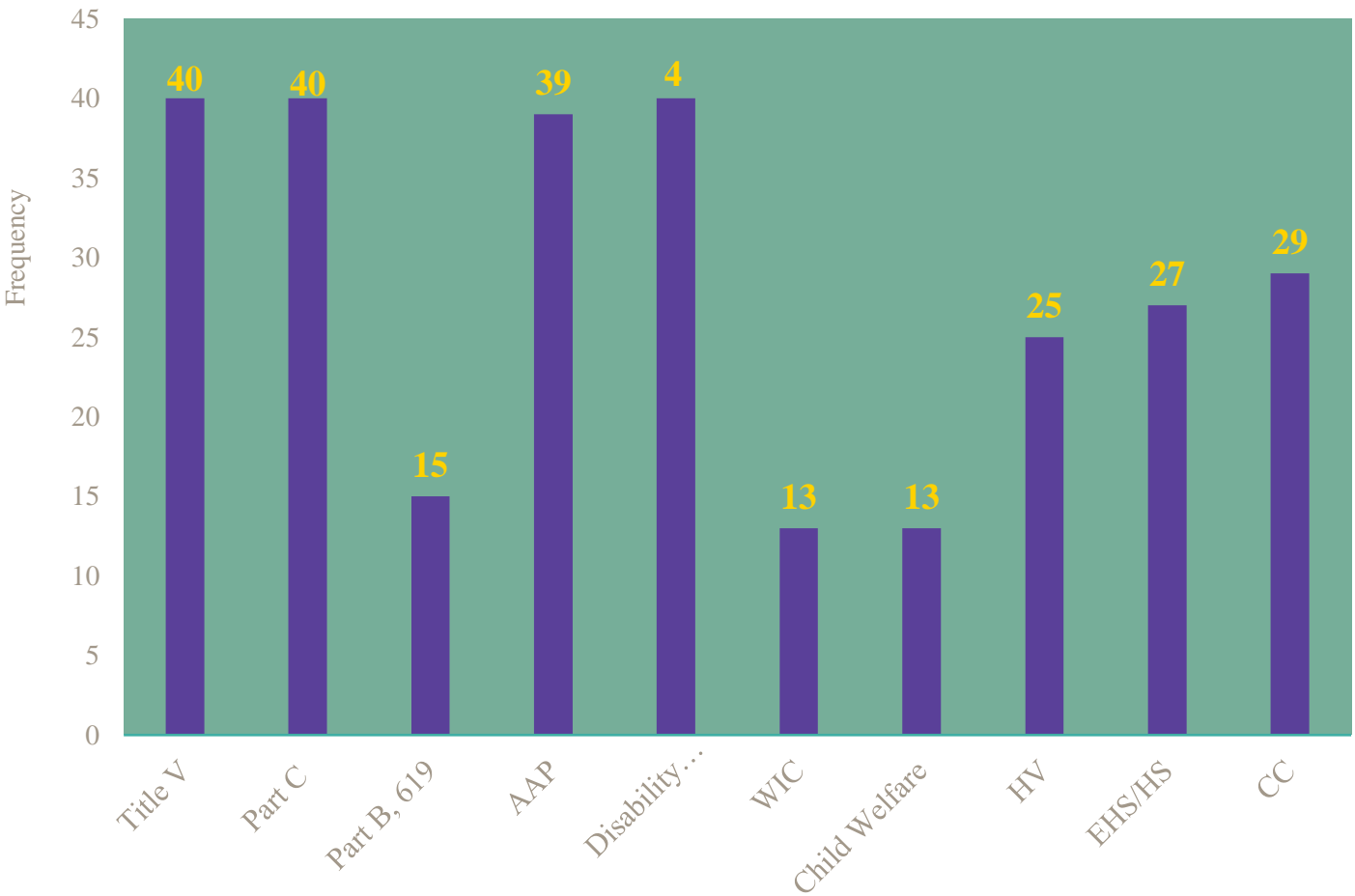
- Federally funded by the CARES Act
- A national endeavor and private/public partnership
- \$4M+ Awarded to 41 state and 2 territorial teams
- Current project period: September 2020 through the end of August 2021
- Each team creates work plans describing their activities to meet the project goals
- Each team participates in 2 group TA calls and a 1:1 call monthly

Response Team Partner Composition

At least 7 different key early childhood programs:

- Title V
- Part C
- Help Me Grow (HMG)
- Early Childhood Comprehensive Systems Impact Grant programs (ECCS)
- American Academy of Pediatrics (AAP)
- Disability Advocacy
- At least one statewide high-reach organization
 - Home Visiting
 - WIC
 - Child Welfare
 - Head Start Start/Early Head Start, Childcare

Frequency of Early Childhood Programs Named in Preliminary State Plans



Other Key Partners from Preliminary Plans

- Family advocacy organizations were named as partners for 81% of the state and territory teams.
- University Centers for Excellence in Developmental Disabilities and Leadership Education in Neurodevelopmental and Related Disabilities programs were documented in 65% of the preliminary plans, and autism programs in 35% of the plans.

Act Early COVID-19 Response Rapid Needs Assessment

- Respondents (n = 392)
 - Partner survey: n = 349
 - Team lead survey: n = 43
- 91.3% indicated COVID-19 has highly impacted early identification (n = 378)
 - Only 2.6% reported COVID-19 had no impact
- 48.0% reported number of children served in their program has decreased (31.9% unsure; n = 119)
- Barriers
 - Collective trauma due to COVID-19
 - Decrease in screening, referral, evaluation
 - Disparities exacerbated by COVID-19
 - Access issues
 - Change in service delivery to virtual
 - Resources (e.g., staffing, funding, time)
 - Challenges establishing & maintaining relationships
 - Poor program/system coordination
 - Difficulty communicating between families, providers, & programs
 - Competing priorities to meet basic survival needs
 - Misconceptions about available services

Contact Information

- Email questions to ActEarly@cdc.gov
- Find Ambassador contact info
www.cdc.gov/ActEarly/Ambassadors
- Find state team contact info and summary work plans
www.aucd.org/template/page.cfm?id=1185

For more information, contact CDC
1-800-CDC-INFO (232-4636)
TTY: 1-888-232-6348 www.cdc.gov

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.





CDC's Learn the Signs. Act Early.

Lisa Sanderson, SD Parent Connection
CDC's Act Early Ambassador to South Dakota

L TSAE Mission: To improve early identification of developmental disabilities and delays, including autism, so children and their families can get the services and support they need as early as possible.



You
already
using

Milestone Moments

Learn the Signs. Act Early.



You can follow your child's development by watching how he or she plays, learns, speaks, and acts.

Look inside for milestones to watch for in your child and how you can help your child learn and grow.



Let's Start Talking
Centers for Disease Control and Prevention
www.cdc.gov/milestones
1-800-CDC-INFO

Your Child at 18 Months

What children do at this age



Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

Social/Emotional

- ☐ Likes to hand things to others as play
- ☐ May have temper tantrums
- ☐ May be afraid of strangers
- ☐ Shows affection to familiar people
- ☐ Plays simple pretend, such as feeding a doll
- ☐ May cling to caregivers in new situations
- ☐ Points to show others something interesting
- ☐ Explores alone but with parent close by

Language/Communication

- ☐ Says several single words
- ☐ Says and shakes head "no"
- ☐ Points to show someone what he wants

How you can help your child's development

- Provide a safe, loving environment. It's important to be consistent and predictable.
- Praise good behaviors more than you punish bad behaviors (use only very brief time outs).
- Describe her emotions. For example, say, "You are happy when we read this book."
- Encourage pretend play.
- Encourage empathy. For example, when he sees a child who is sad, encourage him to hug or pat the other child.
- Read books and talk about the pictures using simple words.
- Copy your child's words.
- Use words that describe feelings and emotions.
- Use simple, clear phrases.
- Ask simple questions.



Your Baby at 9 Months



Child's Name _____ Child's Age _____ Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- ☐ May be afraid of strangers
- ☐ May be clingy with familiar adults
- ☐ Has favorite toys

Language/Communication

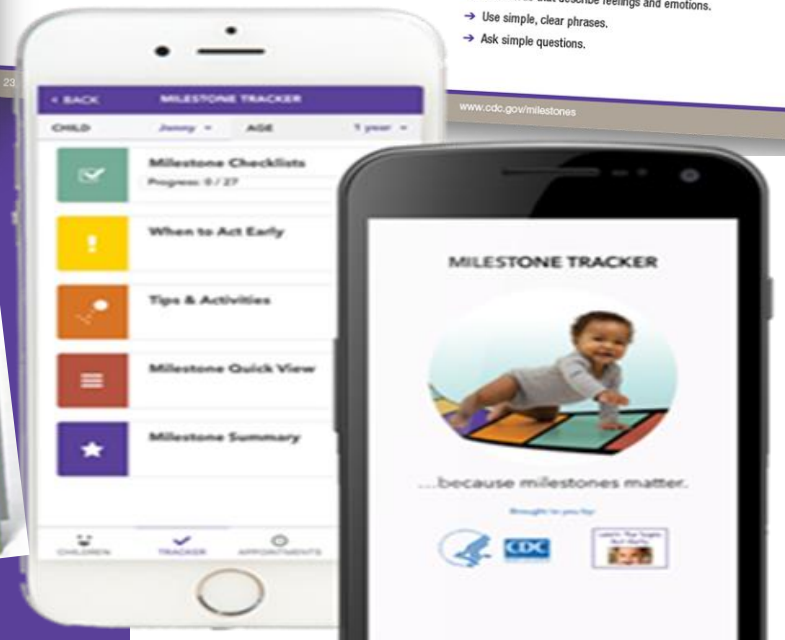
- ☐ Understands "no"
- ☐ Makes a lot of different sounds like "mama" and "dada"
- ☐ Copies sounds and gestures of others
- ☐ Uses fingers to point at things

Cognitive (learning, thinking, problem-solving)

- ☐ Watches the path of something as it falls
- ☐ Looks for things he sees you hide
- ☐ Plays peek-a-boo
- ☐ Puts things in her mouth
- ☐ Moves things smoothly from one hand to the other
- ☐ Picks up things like cereal or a small object

Movement/Physical Development

- ☐ Stands, holding on
- ☐ Can get into sitting position
- ☐ Sits without support
- ☐ Pulls to stand
- ☐ Crawls



Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Doesn't bear weight on legs with support
- ☐ Doesn't sit with help
- ☐ Doesn't babble ("mama", "dada", "dada")
- ☐ Doesn't play any games involving back-and-forth play
- ☐ Doesn't respond to own name
- ☐ Doesn't seem to recognize familiar people
- ☐ Doesn't look where you point
- ☐ Doesn't transfer toys from one hand to the other

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from CARES FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Green and Teresa Bremer Brown © 1997, 1999, 2004, 2008 by the American Academy of Pediatrics and Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, Third Edition, edited by Joseph Nguyen, Jr., Judith S. Green, and Paula M. Duncan 2008, © Green Village, LLC, American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

LTSAE & Parent Center Opportunities

Partner with Ambassador / Share your Data

- Newsletters/Publications
- Social Media/Website
- Trainings
- Individual Assistance
 - Utilize LTSAE information / resources
 - Example...

Supporting successful transition into childcare for four-year old child with Autism



Milestone Checklist Example

Your Child at 1 Year

Boy
Child's Name

4
Child's Age

Today's Date



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 1. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Is shy or nervous with strangers
- ☒ Cries when mom or dad leaves
- ☒ Has favorite things and people
- ☒ Shows fear in some situations
- ☐ Hands you a book when he wants to hear a story
- ☒ Repeats sounds or actions to get attention
- ☒ Puts out arm or leg to help with dressing
- ☐ Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- ☐ Responds to simple spoken requests
- ☐ Uses simple gestures, like shaking head "no" or waving "bye-bye"
- ☐ Makes sounds with changes in tone (sounds more like speech)
- ☐ Says "mama" and "dada" and exclamations like "uh-oh!"
- ☐ Tries to say words you say

Responds to some gestures
Cognitive (learning, thinking, problem-solving)

- ☒ Explores things in different ways, like shaking, banging, throwing
- ☒ Finds hidden things easily
- ☐ Looks at the right picture or thing when it's named
- ☐ Copies gestures
- ☒ Starts to use things correctly; for example, drinks from a cup, brushes hair *Just starting...*
- ☒ Bangs two things together
- ☒ Puts things in a container, takes things out of a container
- ☒ Lets things go without help
- ☐ Pokes with index (pointer) finger
- ☐ Follows simple directions like "pick up the toy"

Movement/Physical Development

- ☒ Gets to a sitting position without help
- ☒ Pulls up to stand, walks holding on to furniture ("cruising")
- ☒ May take a few steps without holding on
- ☒ May stand alone

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Doesn't crawl
- ☐ Can't stand when supported
- ☐ Doesn't search for things that she sees you hide.
- ☐ Doesn't say single words like "mama" or "dada"
- ☐ Doesn't learn gestures like waving or shaking head
- ☐ Doesn't point to things
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at [cdc.gov/FindEI](https://www.cdc.gov/FindEI).

For more information, go to [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

DON'T WAIT.
Acting early can make a real difference!

Learn the Signs.
Act Early.



Milestone Checklist Example

Your Child at 18 Months (1½ Yrs) ★

Child's Name Boy Child's Age 4 Today's Date _____



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by 18 months. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Likes to hand things to others as play
- ☒ May have temper tantrums
- ☒ May be afraid of strangers
- ☐ Shows affection to familiar people
- ☐ Plays simple pretend, such as feeding a doll
- ☐ May cling to caregivers in new situations
- ☐ Points to show others something interesting
- ☒ Explores alone but with parent close by *May go off on his own...*

Language/Communication

- ☐ Says several single words
- ☐ Says and shakes head "no"
- ☒ Points to show someone what he wants

Cognitive (learning, thinking, problem-solving)

- ☒ Knows what ordinary things are for; for example, telephone, brush, spoon
- ☐ Points to get the attention of others
- ☐ Shows interest in a doll or stuffed animal by pretending to feed
- ☐ Points to one body part
- ☒ Scribbles on his own *Beginning*
- ☐ Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down"

Movement/Physical Development

- ☒ Walks alone
- ☒ May walk up steps and run
- ☒ Pulls toys while walking
- ☐ Can help undress herself
- ☒ Drinks from a cup *sippy cup*
- ☐ Eats with a spoon

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Doesn't point to show things to others
- ☐ Can't walk
- ☐ Doesn't know what familiar things are for
- ☐ Doesn't copy others
- ☐ Doesn't gain new words
- ☐ Doesn't have at least 6 words
- ☐ Doesn't notice or mind when a caregiver leaves or returns
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at cdc.gov/FindEI.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!

★ It's time for developmental screening!

At 18 months, your child is due for general developmental screening and an autism screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

Learn the Signs.
Act Early.



Milestone Checklist Example

Your Child at 2 Years★


Child's Name

Boy

Child's Age

4

Today's Date



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 2. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☒ Copies others, especially adults and older children *Beginning*
- ☐ Gets excited when with other children
- ☒ Shows more and more independence
- ☐ Shows defiant behavior (doing what he has been told not to)
- ☒ Plays mainly beside other children; but is *beginning* to include other children, such as in chase games *Pushes instead of touches*

Language/Communication

- ☐ Points to things or pictures when they are named
- ☐ Knows names of familiar people and body parts
- ☐ Says sentences with 2 to 4 words
- ☐ Follows simple instructions
- ☐ Repeats words overheard in conversation
- ☐ Points to things in a book

Cognitive (learning, thinking, problem-solving)

- ☒ Finds things even when hidden under two or three covers
- ☐ Begins to sort shapes and colors
- ☐ Completes sentences and rhymes in familiar books
- ☐ Plays simple make-believe games
- ☐ Builds towers of 4 or more blocks
- ☒ Might use one hand more than the other *Left-eating. Right-iped*
- ☐ Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- ☐ Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- ☐ Stands on tiptoe
- ☒ Kicks a ball
- ☒ Begins to run
- ☒ Climbs onto and down from furniture without help
- ☒ Walks up and down stairs holding on

- ☒ Throws ball overhand
- ☐ Makes or copies straight lines and circles

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Doesn't use 2-word phrases (for example, "drink milk")
- ☐ Doesn't know what to do with common things, like a brush, phone, fork, spoon
- ☐ Doesn't copy actions and words
- ☐ Doesn't follow simple instructions
- ☐ Doesn't walk steadily
- ☐ Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at [cdc.gov/FindEI](https://www.cdc.gov/FindEI).

For more information, go to [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

DON'T WAIT.
Acting early can make a real difference!

- ★ **It's time for developmental screening!**
At 2 years, your child is due for general developmental screening and an autism screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

Learn the Signs.
Act Early.



Milestone Checklist Example

Your Child at 3 Years

Child's Name

Boy

Child's Age

4

Today's Date



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 3. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Copies adults and friends
- ☐ Shows affection for friends without prompting
- ☐ Takes turns in games
- ☐ Shows concern for a crying friend
- ☐ Understands the idea of "mine" and "his" or "hers"
- ☒ Shows a wide range of emotions *limited*
- ☒ Separates easily from mom and dad
- ☐ May get upset with major changes in routine
- ☐ Dresses and undresses self

Language/Communication

- ☐ Follows instructions with 2 or 3 steps
- ☐ Can name most familiar things
- ☐ Understands words like "in," "on," and "under"
- ☐ Says first name, age, and sex
- ☐ Names a friend
- ☐ Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- ☐ Talks well enough for strangers to understand most of the time
- ☐ Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- ☐ Can work toys with buttons, levers, and moving parts
- ☐ Plays make-believe with dolls, animals, and people
- ☐ Does puzzles with 3 or 4 pieces
- ☐ Understands what "two" means
- ☐ Copies a circle with pencil or crayon
- ☐ Turns book pages one at a time
- ☐ Builds towers of more than 6 blocks
- ☒ Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- ☒ Climbs well
- ☒ Runs easily
- ☒ Pedals a tricycle (3-wheel bike)
- ☐ Walks up and down stairs, one foot on each step

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Falls down a lot or has trouble with stairs
- ☐ Drools or has very unclear speech
- ☐ Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- ☐ Doesn't speak in sentences
- ☐ Doesn't understand simple instructions
- ☐ Doesn't play pretend or make-believe
- ☐ Doesn't want to play with other children or with toys
- ☐ Doesn't make eye contact
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!

Learn the Signs.
Act Early.



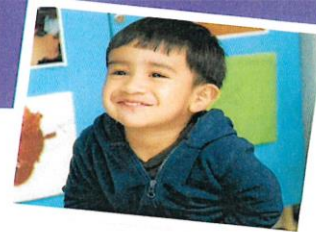
Milestone Checklist Example

Your Child at 4 Years

Boy
Child's Name

4
Child's Age

Today's Date



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☐ Enjoys doing new things
- ☐ Plays "Mom" and "Dad"
- ☐ Is more and more creative with make-believe play
- ☐ Would rather play with other children than by himself
- ☐ Cooperates with other children
- ☐ Often can't tell what's real and what's make-believe
- ☐ Talks about what she likes and what she is interested in

Language/Communication

- ☐ Knows some basic rules of grammar, such as correctly using "he" and "she"
- ☐ Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- ☐ Tells stories
- ☐ Can say first and last name

Cognitive (learning, thinking, problem-solving)

- ☐ Names some colors and some numbers
- ☐ Understands the idea of counting
- ☐ Starts to understand time
- ☐ Remembers parts of a story
- ☐ Understands the idea of "same" and "different"
- ☐ Draws a person with 2 to 4 body parts
- ☐ Uses scissors
- ☐ Starts to copy some capital letters
- ☐ Plays board or card games
- ☐ Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- ☐ Hops and stands on one foot up to 2 seconds

- ☐ Catches a bounced ball most of the time
- ☐ Pours, cuts with supervision, and mashes own food

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Can't jump in place
- ☐ Has trouble scribbling
- ☐ Shows no interest in interactive games or make-believe
- ☐ Ignores other children or doesn't respond to people outside the family
- ☐ Resists dressing, sleeping, and using the toilet
- ☐ Can't retell a favorite story
- ☐ Doesn't follow 3-part commands
- ☐ Doesn't understand "same" and "different"
- ☐ Doesn't use "me" and "you" correctly
- ☐ Speaks unclearly
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

DON'T WAIT.
Acting early can make a real difference!

Learn the Signs.
Act Early.



Ambassador Workplan/ Partners

Integrate LTSAE into

- 1) systems serving young children (Part C, Head Start, Child Care) and
- 2) Dept of Health programs (community health, WIC, NHV)

Partners

- Part C-Child Find, Head Start, Division of CCS, FCCPSD
- Tribal: Head Start, FACE, ECIPs
- DoH, 76 Community Health Offices, written into Block Grant



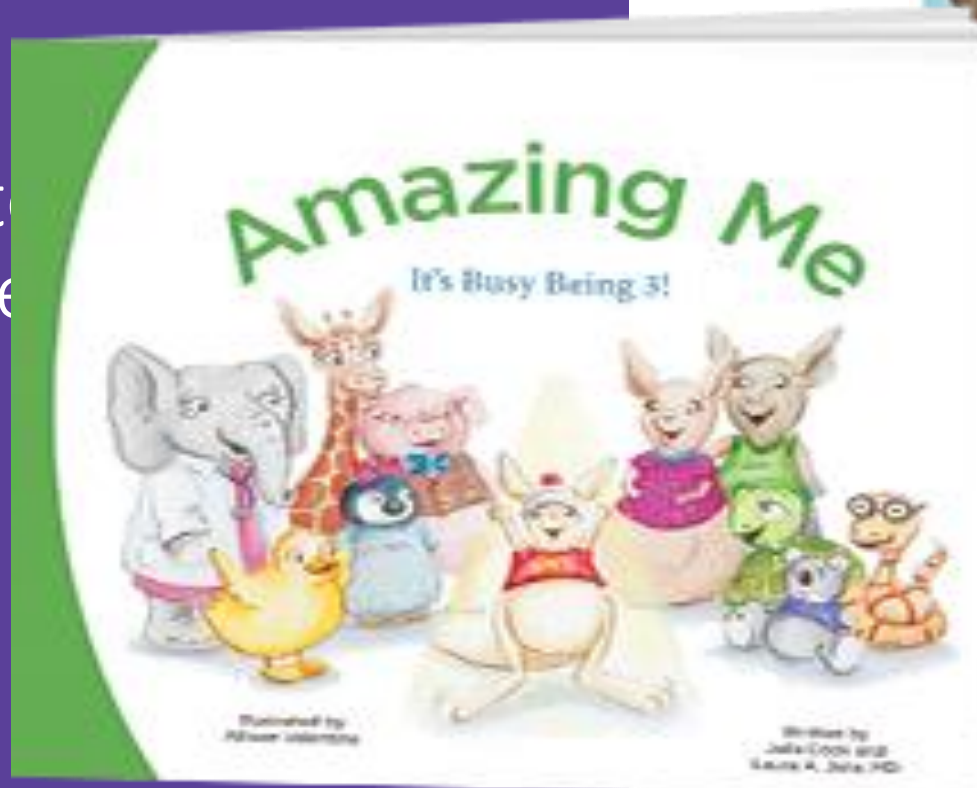
COVID Response Expansion

State Team Membership – *existing partners plus*

- Statewide Family Engagement Center, SD AAP/Early Childhood Champion, SD Academy of Family Physicians, SD Public Broadcasting, UCED, SD Mental Health Champion, SD Council on DD, Monument Health...
- Coordinated, consistent messaging on child development and EI
 - LTSAE integration across systems
 - Integrate family resilience throughout (*opportunity for parent centers*)
 - Customized materials



Custom
Materials



Amazing Me

It's Busy Being 3!

In one amazing day a child can show us so much.
Watch for new milestones every day.

Written by
Julia Cook and Laura A. Jana, MD

Illustrated by
Allison Valentine



SOUTH DAKOTA ACADEMY OF
FAMILY PHYSICIANS



If you have concerns about your child's development,
don't wait. **Acting Early** can make a real difference.

Parents have many options to seek a developmental screening for their child:

- Talk with your family or child's doctor.
- Call your local community health staff. 1-800-305-3064.
- Call Birth to Three Connections at 800-305-3064 if your child is under age 3.
- Call your local elementary school if your child is age 3 or older.
- Call SD Parent Connection at 800-640-4553 for free information, guidance and support.



Next Steps

How will YOU partner with your Act Early Ambassador?

Contact Lisa Sanderson, South Dakota Parent Connection
at 800-640-4553 or lsanderson@sdparent.org for assistance.

Learn the Signs.
Act Early.





Deepa Srinivasavaradan
CDC's Act Early Ambassador to New Jersey
SPAN Parent Advocacy Network



SPAN Parent Advocacy Network

Mission: To empower families & inform & involve professionals & others interested in the healthy development & education of children, to enable them to become fully participating & contributing members of our communities & society.



State Partners

- NJ Department of Health
- NJ Department of Children and Families
- NJ Department of Education
- NJ Department of Human Services
- Head Start Association
- Family Child Care Association
- Child Care Resource & Referral Agencies
- Bogg's Center (NJ UCEDD/LEND/Act Early team lead)
- NJ American Academy of Pediatrics
- NJ Autism Center for Excellence
- NJ Pediatric Residency Advocacy Collaborative



Opportunities for LTSAE at SPAN

- Many opportunities and platforms to share LTSAE
 - Infant Child Health Committee
 - Community of Care Consortium
- Build on SPAN's existing partnerships
 - NJ DCF (HMG, ECCS CoIN, Home Visiting, PDG B-5, Strengthening Families)
 - NJ DOH (Title V, WIC)
 - Boggs Center (UCEDD & NJLEND)
- Develop new partnerships
 - Autism & Developmental Disabilities Monitoring (ADDM) Network
 - NJ Autism Center for Excellence
 - Newark Trust for Education



Opportunities for LTSAE at SPAN

- Serve on multiple projects focused on Early Childhood
 - DEC aRPy Ambassador
 - State Parent Lead – HMG, ECCS CoIN, & Home Visiting
 - Lead – Partnership for Autism Awareness
 - NJAAP (Early Identification & Referral for Autism ECHO)
 - Southern Region Coordinator – F2F HIC
- Collaborate with multiple SPAN projects to reach families with young children
 - NJ Inclusive Child Care Project
 - Statewide TA & Resources Team
 - Special Education Volunteer Advocates
 - Empowering Women for Healthy Communities



Act Early Ambassador Goals

- Goal 1: Promote the use of LTSAE materials and child monitoring/screening by NJ's Early Child Care and Education programs and facilitate the sustainable integration of LTSAE into their policies and practices.
- Goal 2: Strengthen, support, and expand the network of Act Early Parent Champions to promote awareness about developmental monitoring among parents & professionals in diverse communities.



NJ's Child Developmental Passports

Help Me Grow NJ

Child Developmental Passport

(A parent tool for tracking your child's health and wellness)



Learn the Signs. Act Early.



Ayúdame a Crecer NJ

Pasaporte Para el Desarrollo del Niño

(Una herramienta para los padres para hacer seguimiento de salud y el bienestar de su niño)



Aprenda los signos. Reaccione pronto.



Learn the Signs.
Act Early.



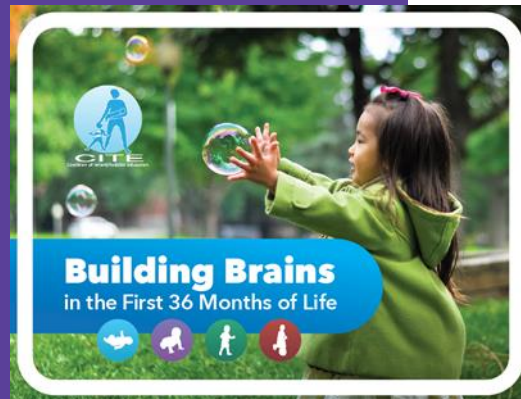
Act Early COVID-19 Response Project

- Ambassador-led State Team
- Statewide System of Focus: Family Success Centers
- Needs Assessment (completed by 13 state team partners)
- Train-the-Trainer (parent-led trainings) for FSCs & other EC programs
- Parent Champions Training
- “Noteworthy” Newsletters
- Exceptional Parent Magazine Article (highlights LTSAE & resilience resources)
- Printing of LTSAE Materials (Baby’s Busy Day Books) & Resilience Resources (Parent Engagement Cards)

View/download newsletters, articles, & resources at:
<https://spanadvocacy.org/programs/early-childhood/>



Printed Materials



Next Steps

- Find your Act Early Ambassador and reach out today!
- Receive access to LTSAE materials that may have been customized/printed for your state
- Collaborate with Act Early Ambassador & State Team to reach families with young children
- Help improve early identification efforts in your state





Thank You!

Deepa Srinivasavaradan, SPAN Parent Advocacy Network

deepas@spanadvocacy.org

(609)665-2696

