



Learn the Signs. Act Early.

Learn the Signs. Act Early. Digital Toolkit
Kris Pizur-Barnekow, PhD, OTR/L, IMH-E®

www.cdc.gov/ActEarly



Course Objectives

Following this session, the participant will be able to:

- Understand the purpose of the CDC's "Learn the Signs. Act Early." (LTSAE) free developmental monitoring tools
- Locate the CDC's LTSAE webpage that includes helpful resources.
- Understand the options offered in the LTSAE digital toolkit.
- Identify action steps to promote parent engaged developmental monitoring

Why “Learn the Signs. Act Early.”?

- About 1 in 6 children aged 3-17 has a developmental disability (Boyle et al, 2011).
- Up to 13% of children aged birth to 3 years old have developmental delays that would qualify them for Part C, based on common state eligibility criteria (Rosenberg, Zhang, & Robinson, 2008).
- Only 2-3% of children receive early Part C intervention services, and between 5-6% receive early childhood special education services through IDEA Part B, Section 619
- Data related to Part C/Part B enrolment suggest that many children with developmental disabilities may not be identified in time to access early interventions. (Early Childhood Technical Assistance Center, n.d.; Macy, Marks & Towle, 2014).
- Failure to identify children with developmental delays before their 3rd birthday reduces the likelihood that the child will receive the benefits of Early Intervention services.

"Learn the Signs. Act Early." Mission



To improve early identification of developmental delays and disabilities, including autism, by facilitating **parent-engaged developmental monitoring** and promoting developmental screening so children and their families can get the early services and support they need.

Conduit to LTSAE Target Audiences



LTSAE Material revision

- The CDC and AAP have partnered to review the LTSAE materials and revise them.
- Current materials are state-of-the-art until new materials are published.
- Newly revised materials should be available in spring-summer of 2022
- Revisions include refinement of milestones (there are less milestones on checklists)
- Revisions emphasize that developmental monitoring is not developmental screening.

The LTSAE Approach-Health Communication Intervention

- Friendly, positive (and cute!)
 - Focus on milestones, not warning signs
 - Celebrating development as important as acting on concerns
- Parent-focused
- High-quality
- Comprehensive
- Helpful, encouraging
- Open, customizable
- Can be used with parents of pre-term infant/s



Empowering Families

Parents sometimes report that their child's doctor was not responsive to their concerns about the child's development or suggested a "wait and see" approach that the family is feeling uneasy about.

We support parents in getting their concerns addressed with a few reminders:

- Acting early on concerns is the best way to help their child and they are doing the right thing.
- They know their child better than anyone.
- Families do not need a referral to contact EI services (under age 3) or their local public school (age 3 and over) to find out if their child might be eligible.

What are Developmental Milestones?

- Things most children can do by a certain age
 - How a child plays, learns, speaks, acts, and moves
- They offer important clues about a child's developmental health



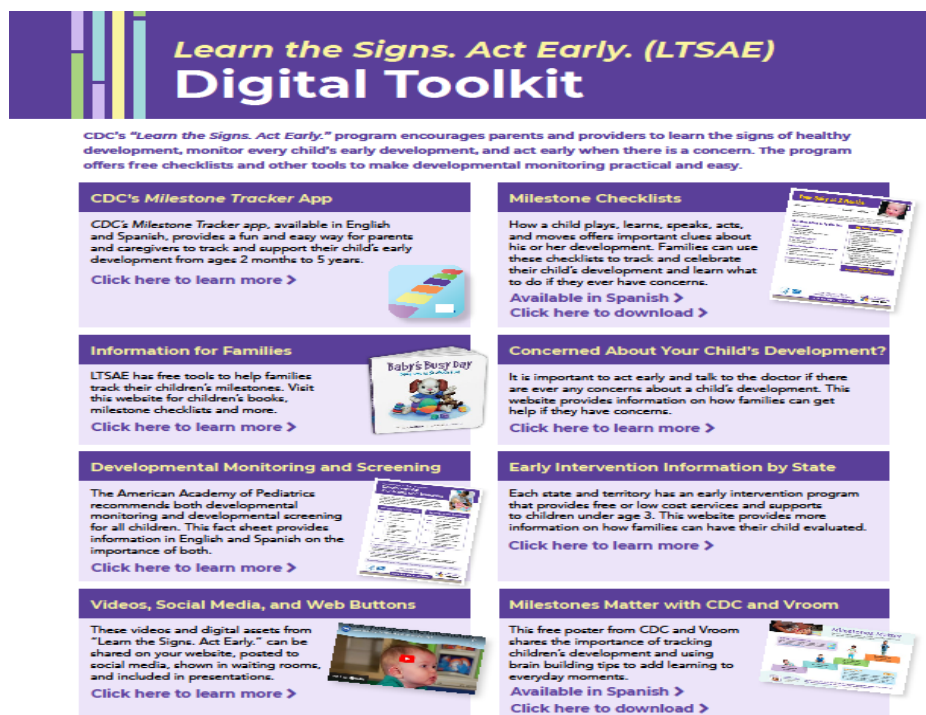
Points out a plane in the sky

Learn the Signs. Act Early.

www.cdc.gov/ActEarly

LTSAE Digital Toolkit

- [Learn the Signs. Act Early. Digital Toolkit \(cdc.gov\)](https://www.cdc.gov/actearly/digital-toolkit/)



Learn the Signs. Act Early. (LTSAE) Digital Toolkit

CDC's "Learn the Signs. Act Early." program encourages parents and providers to learn the signs of healthy development, monitor every child's early development, and act early when there is a concern. The program offers free checklists and other tools to make developmental monitoring practical and easy.

- CDC's Milestone Tracker App**
CDC's Milestone Tracker app, available in English and Spanish, provides a fun and easy way for parents and caregivers to track and support their child's early development from ages 2 months to 5 years.
[Click here to learn more >](#)
- Milestone Checklists**
How a child plays, learns, speaks, acts, and moves offers important clues about his or her development. Families can use these checklists to track and celebrate their child's development and learn what to do if they ever have concerns.
[Available in Spanish >](#)
[Click here to download >](#)
- Information for Families**
LTSAE has free tools to help families track their children's milestones. Visit this website for children's books, milestone checklists and more.
[Click here to learn more >](#)
- Concerned About Your Child's Development?**
It is important to act early and talk to the doctor if there are ever any concerns about a child's development. This website provides information on how families can get help if they have concerns.
[Click here to learn more >](#)
- Developmental Monitoring and Screening**
The American Academy of Pediatrics recommends both developmental monitoring and developmental screening for all children. This fact sheet provides information in English and Spanish on the importance of both.
[Click here to learn more >](#)
- Early Intervention Information by State**
Each state and territory has an early intervention program that provides free or low cost services and supports to children under age 3. This website provides more information on how families can have their child evaluated.
[Click here to learn more >](#)
- Videos, Social Media, and Web Buttons**
These videos and digital assets from "Learn the Signs. Act Early." can be shared on your website, posted to social media, shown in waiting rooms, and included in presentations.
[Click here to learn more >](#)
- Milestones Matter with CDC and Vroom**
This free poster from CDC and Vroom shares the importance of tracking children's development and using brain building tips to add learning to everyday moments.
[Available in Spanish >](#)
[Click here to download >](#)

For a list of all LTSAE's free materials, visit www.cdc.gov/ActEarly/Materials

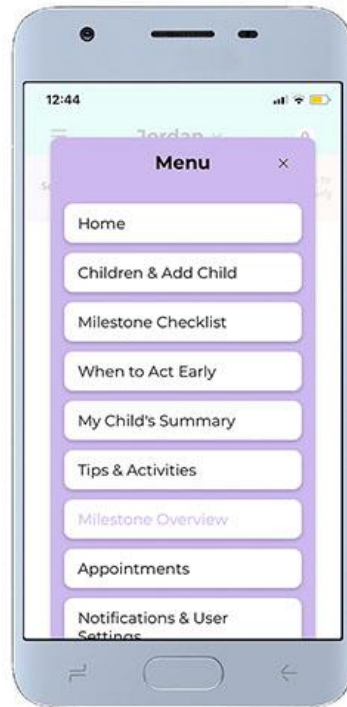


U.S. Department of Health and Human Services
Centers for Disease Control and Prevention



Milestone Tracker App

- [CDC's Milestone Tracker App | CDC](#)



Milestone Checklists

[Milestone Checklist \(cdc.gov\)](https://www.cdc.gov/milestones/)

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 "mamamama" and "babababab"
- ☐ 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 o's between thumb and index finger

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", "baba", "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 Caring for Your Baby and Young Child: Birth to Age 5, Fifth Edition, edited by Steven Shostet and Tanya Remer Alpers © 1991, 1993, 1996, 2004, 2009 by the American Academy of Pediatrics and Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, Third Edition, edited by Joseph Mager, Jr., Judith S. Shaw, and Paula M. Durans © 2005, The Green Village, IL, American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

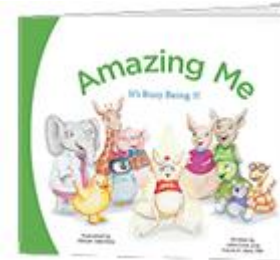
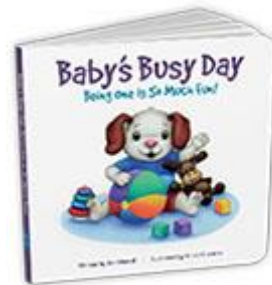
www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Information for Families

- [Information for Families | CDC](#)



Concerned about your child's development

- Concerned About Your Child's Development? | CDC



Developmental Monitoring and Screening

- [Learn More About Your Child's Development: Developmental Monitoring and Screening English & Spanish \(cdc.gov\)](#)

Early Intervention

- [What is “Early Intervention”? | CDC](#)



Videos, buttons and Social Media

- [Videos, Social Media, and Web Buttons | CDC](#)



Poster – CDC and VROOM

- [Vroom Poster 14x8.5 - English \(cdc.gov\)](https://www.cdc.gov/ncbddd/actearly/milestonesmatter/posters/index.html)



Action Steps to Promote Developmental Monitoring

- What action steps can you take to promote developmental monitoring?
 - Visit and explore the CDC website/toolkit
 - Encourage Milestone Tracker App downloads



Thank you

Action Steps and Questions



References

- Barger, B., Rice, C., Wolf, R., & Roach, A. (2018). Better together: Developmental screening and monitoring best identify children who need early intervention. *Disability and Health Journal*, 11(3), 420-426. doi: [10.1016/j.dhjo.2018.01.002](https://doi.org/10.1016/j.dhjo.2018.01.002).
- Boyle, C. A., Boulet, S., Schieve, L. A., Cohen, R. A., Blumberg, S. J., Yeargin-Allsopp, ... & Kogan, M. D. (2011). Trends in the prevalence of developmental disabilities in US children, 1997-2008. *Pediatrics*, 127(6), 1034-1042.
- Early Childhood Technical Assistance Center (n.d.). Part C Infant and Toddler Program Federal Appropriations and National Child Count 1987-2016. Retrieved July 1, 2017 from <http://ectacenter.org/partc/partcdata.asp>.
- Macy, M., Marks, K., & Towle, A. (2014). Missed, misused, or mismanaged: improving early detection systems to optimize child outcomes. *Topics in Early Childhood Special Education*, 34(2), 94-105.
- Rosenberg, S. A., Zhang, D., & Robinson, C. C. (2008). Prevalence of developmental delays and participation in early intervention services for young children. *Pediatrics*, 121(6), e1503-e1509.

