



# Early Identification of Developmental Disabilities: Practical Tools

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## Take-Home Points

- ❑ **Developmental disabilities are common**
- ❑ **Early identification is important**
- ❑ **All providers play an important role in developmental monitoring and early identification**
- ❑ **CDC offers resources, tools, and Ambassadors to help**



# Developmental Disabilities are Common

- ❑ **1 in 6 children in the United States has a developmental disability<sup>1</sup>**
- ❑ **1 in 88 has an autism spectrum disorder<sup>2</sup>**



<sup>1</sup>Boyle CA, Boulet S, Schieve LA, Cohen RA, Blumberg SJ, Yeargin-Allsopp M, Visser S, Kogan MD. Trends in the prevalence of developmental disabilities in US children, 1997-2008. *Pediatrics*. 2011 Jun;127(6):1034-42. Epub 2011 May 23.

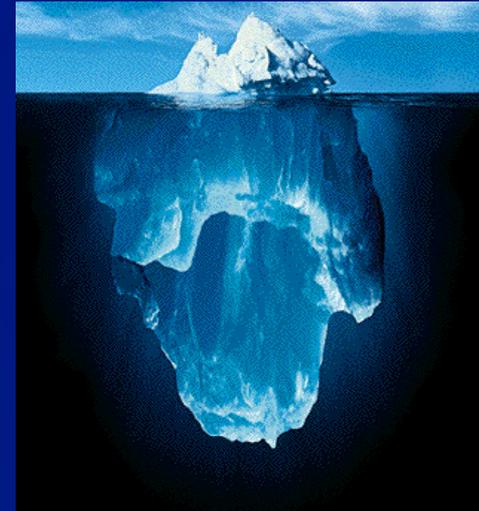
<sup>2</sup>CDC. Prevalence of autism spectrum disorders--Autism and Developmental Disabilities Monitoring Network, 14 sites, United States, 2008. *MMWR Surveill Summ*. 2012 Mar 30;61(3):1-19.

# FASDs are more common than realized

- ❑ Most studies include only children with FAS, but conservative estimates are that about 1 in 167 children have an FASD

## FASDs:

FAS  
pFAS  
ARBD  
ARND  
FAE



- ❑ Estimates for older children are probably higher
- ❑ 12% of women continue to drinking during pregnancy



# FASDs are even more common in some vulnerable populations (FAS only – tip of the iceberg)

- ❑ U.S. Foster care 1 in 66 children
- ❑ Russian orphanages 1 in 66 children
- ❑ Juvenile justice 1 in 100 children
- ❑ South Africa 1 in 33 children
- ❑ Native Americans 1 in 109 children



May, PA, et al., (2009). Prevalence and epidemiologic characteristics of FASD from various research methods with an emphasis on recent in-school studies.

# Higher rates of developmental disabilities could be expected in children in foster care or protective services



# Early Intervention Makes a Difference

## □ Early intervention services<sup>3,4,5</sup>

- improve skills and outcomes
- increase school readiness
- enable families to develop strategies and obtain resources needed for successful family functioning
- encourages documentation of important early events and exposures



3 Landa, RJ, Kalb LG. Long-term Outcomes of Toddlers with Autism Spectrum Disorders Exposed to Short-term Intervention. *Pediatrics*. 2012; 130:Supplement 2 S186-S190; doi:10.1542/peds.2012-0900Q

4 Rogers SJ, Estes A, Lord C, Vismara L, Winter J, Fitzpatrick A, Guo M, Dawson G. Effects of a Brief Early Start Denver Model (ESDM)-Based Parent Intervention on Toddlers at Risk for Autism Spectrum Disorders: A Randomized Controlled Trial. *J Am Acad Child Adolesc Psychiatry*. 2012 Oct;51(10):1052-65. doi: 10.1016/j.jaac.2012.08.003. Epub 2012 Aug 28.

5 Dawson, G. (2008). Early behavioral interventions, brain plasticity, and the prevention of autism spectrum disorder. *Developmental Psychopathology*, 20, 775-803.



## Too Many are Identified Late

- ❑ **Most children identified with ASD had a developmental concern documented in their evaluation records before the age of 2 years**
- ❑ **However, diagnosis often not until after age 4**
  - 82% of children with ASD did not have a diagnosis by age 3 years
  - 21% of children with ASD did not have a diagnosis by age 8 years
- ❑ **Many children with FASDs are not identified until school age – if at all**



CDC. Prevalence of autism spectrum disorders--Autism and Developmental Disabilities Monitoring Network, 14 sites, United States, 2008. MMWR Surveill Summ. 2012 Mar 30;61(3):1-19.

# Ways to Identify Potential Developmental Disabilities

- ❑ **Developmental monitoring: use checklist to track child's developmental milestones**
- ❑ **Developmental screening: use standardized questionnaire at 9, 12, and 24 or 30 months**
  - Autism-specific screening at 18 and 24 or 30 months
- ❑ **Physician refers to specialist**
- ❑ **Provider or parents call early intervention program**



# “Learn the Signs. Act Early.”

To improve early identification of autism and other developmental disabilities so children and their families can get the services and support they need



Learn the Signs. Act Early.

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# "Learn the Signs" Program Components



- ❑ Health education campaign
- ❑ Act Early Initiative
- ❑ Research and evaluation

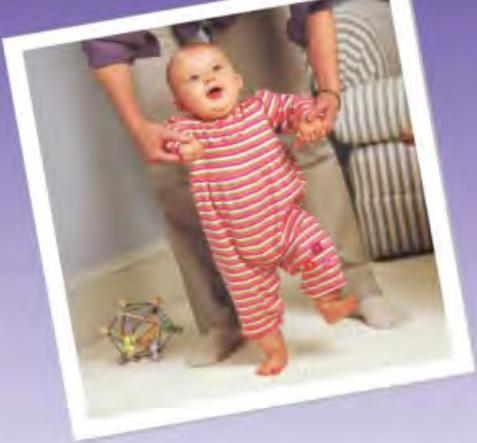


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[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# "Learn the Signs" Program Component 1: Health Education Campaign

- ❑ Aims to change perceptions about the importance of identifying developmental concerns early
- ❑ Gives professionals and parents tools to help track development
- ❑ Promotes awareness of the importance of early identification



Every day you see them reach milestones. There are free resources to help you spot a few more.

You spend your day working with, playing with, and watching children, and you are already familiar with many milestones – such as pointing at objects, smiling, and playing with others – that mark a child's development. All children are unique, but sooner or later, you will see a child who is not developing as they should. Free information on developmental milestones from 3 months to five years is available for child care providers and preschool teachers. There are also tips on how to talk with parents about child development.

To request a **FREE** kit, visit [www.cdc.gov/actearly](http://www.cdc.gov/actearly) under the "Child Care Provider" section.



Learn the Signs. Act Early.

# Campaign Impact

## □ Pediatricians aware of the campaign are

- More likely to have resources to educate parents about monitoring their child's development
- More likely to discuss cognitive and behavioral development with parents
- More likely to be aware of resources for referral and treatment
- Less likely to advocate a wait-and-see approach

## □ Campaign helped to change how we view child development

- Height, weight, first words and steps no longer sufficient
- How a child plays, learns, speaks, and acts equally important



Daniel et al. Public Health 123 (2009) e11-e16

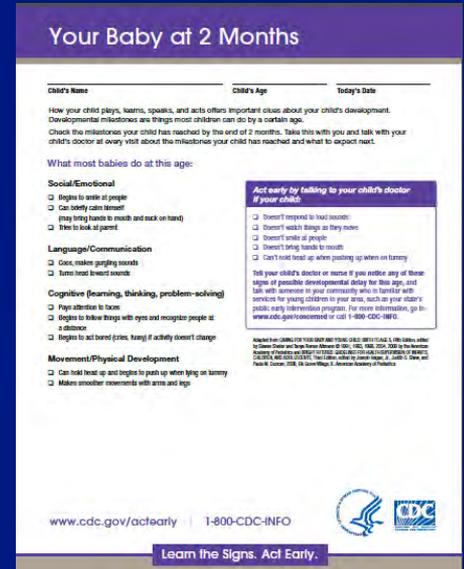
# Strategic Approach

- ❑ **To work with federal, state and local partners that serve young children**
- ❑ **Some are beginning to integrate “Learn the Signs”**
  - **WIC clinics**
  - **Head Start/Early Head Start resource centers**
  - **ACF Child Care Block Grant recipients**
  - **Home visiting programs**
  - **Help Me Grow programs**



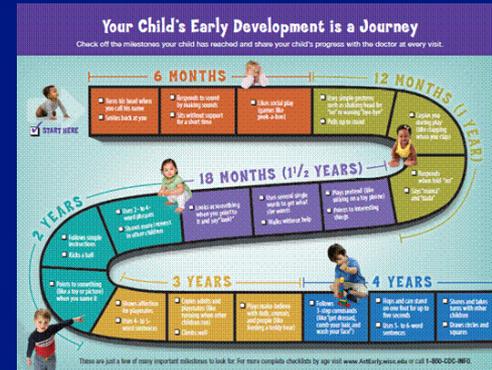
# CDC Offers Free Materials

- ❑ Milestone checklists in booklets, brochures, 1-pagers, plus other resources
- ❑ Providers and parents can use as monitoring tools
- ❑ Useful for any program that serves young children and has interest or mandate in child development – including Children's Bureau programs
- ❑ Encourage parent-provider dialogue



# Customizable Materials for Your Programs

- All materials are
  - Research-based
  - Written in plain language
  - Reproducible (no copyright)
  - Available in English and Spanish
  - Available to download or print
  - Popular!



[www.CDC.gov/ActEarly](http://www.CDC.gov/ActEarly)  
[ActEarly@cdc.gov](mailto:ActEarly@cdc.gov)





# Milestone Checklists

## Your Child at 2 Years

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 his or her 2nd birthday. 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 children do at this age:

### Social/Emotional

- Copies others, especially adults and older children
- 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

### 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
- 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

### Act early by talking to your child's doctor if your child:

- 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 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](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24-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 Shkolov and Tanya Reiner Altmann © 1991, 1993, 1998, 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 Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2009, Elk Grove Village, IL: American Academy of Pediatrics.

[www.cdc.gov/actearly](http://www.cdc.gov/actearly) | 1-800-CDC-INFO



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[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# Milestone Checklists

- ❑ Useful to raise awareness about developmental milestones for *all* children
  - ❑ *NOT* a formal, validated screening tool
- ❑ Available online for ages 2 mo – 5 yr
- ❑ Helpful for communicating with healthcare provider about a child's development



# Milestones Brochure

## Track Your Child's Developmental Milestones



Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

For parents of children from birth to 4 years.

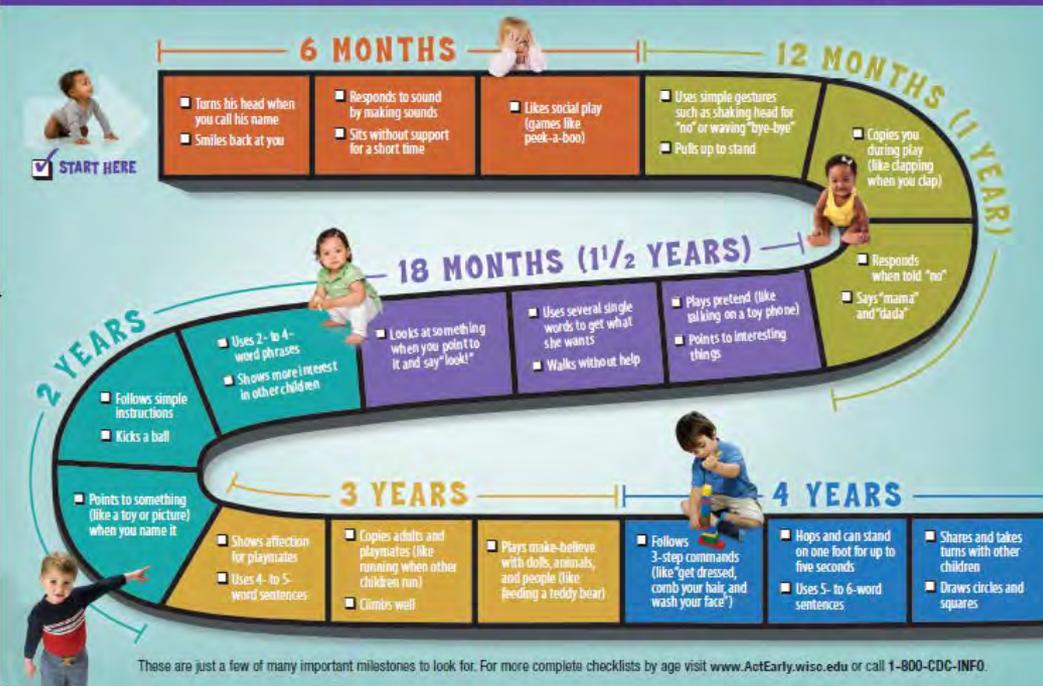
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Centers for Disease Control and Prevention  
www.cdc.gov/actearly  
1-800-232-6439



## Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.



**6 MONTHS**

- Turns his head when you call his name
- Smiles back at you
- Responds to sound by making sounds
- Sits without support for a short time
- Likes social play (games like peek-a-boo)
- Uses simple gestures such as shaking head for "no" or waving "bye-bye"
- Pulls up to stand

**12 MONTHS (1 YEAR)**

- Copies you during play (like clapping when you clap)
- Responds when told "no"
- Says "mama" and "dada"

**18 MONTHS (1 1/2 YEARS)**

- Looks at something when you point to it and say "look!"
- Uses several single words to get what she wants
- Plays pretend (like talking on a toy phone)
- Points to interesting things

**2 YEARS**

- Follows simple instructions
- Kicks a ball
- Shows affection for playmates
- Uses 2- to 4-word phrases
- Shows more interest in other children
- Points to something (like a toy or picture) when you name it

**3 YEARS**

- Copies adults and playmates (like running when other children run)
- Climbs well
- Plays make-believe with dolls, animals, and people (like feeding a teddy bear)
- Follows 3-step commands (like "get dressed, comb your hair, and wash your face")

**4 YEARS**

- Hops and can stand on one foot for up to five seconds
- Uses 5- to 6-word sentences
- Shares and takes turns with other children
- Draws circles and squares

These are just a few of many important milestones to look for. For more complete checklists by age visit [www.ActEarly.wisn.edu](http://www.ActEarly.wisn.edu) or call 1-800-CDC-INFO.



- ✓ Lists a few milestones for ages 6 months to 4 years
- ✓ English and Spanish versions
- ✓ Downloadable from the website

Learn the Signs. Act Early.

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# Milestone Moments Booklet

## Your Child at 3 Years

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

### Healthy Development For Your Child



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.



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

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

Learn the Signs. Act Early.

What children do at this age – and how you can help their development.



#### Social/Emotional

- Copies adults and playmates
- Shows affection for playmates without prompting
- Takes turns in games
- Plays well with two or three children in a group
- Cares about others' feelings
- Understands the idea of "mine" and "his" or "hers"
- Shows affection openly
- Shows a wide range of emotions
- Separates easily from mom and dad
- Gets upset with major changes in routine

#### How you can help your child's social and emotional development

- Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- Name your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- Work with your child to solve the problem when he is upset.
- Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds in a chair or in his room. Praise your child for following the rules.
- When your child sees another child who is upset, encourage her to offer comfort by giving a hug or a toy.
- During play dates, set a timer for trading toys with the other child to encourage sharing and taking turns.

- ✓ Printable version available on website
- ✓ Milestones from 2 months - 5 years
- ✓ Parenting Tips
- ✓ Developmental Health Watch information
- ✓ Use on an ongoing basis



# Inside Milestone Moments

## Your Baby at 6 Months

### Cognitive (learning, thinking, problem-solving)

- Looks around at things nearby
- Shows curiosity about things and tries to get things that are out of reach
- Brings things to mouth
- Begins to pass things from one hand to the other

### Movement/Physical Development

- Rolls over in both directions (front to back, back to front)
- When standing, supports weight on legs and might bounce
- Begins to sit without support
- Rocks back and forth, sometimes crawling backward before moving forward

### How you can help your child learn and grow

- Point out new things to your baby and name them.
- Show your baby bright pictures in a magazine and name them.
- Hold your baby up while she sits or support her with pillows. Let her look around and give her toys to look at while she balances.
- Put your baby on his tummy or back and put toys just out of reach. Encourage him to roll over to reach the toys.

## Parenting tips on development

## Milestone checklists

### Act early by talking to your child's doctor if your baby:

- Doesn't try to get things that are in reach
- Doesn't respond to sounds around him
- Has difficulty getting things to mouth
- Shows no affection for caregivers
- Seems very floppy, like a rag doll
- Doesn't roll over in either direction
- Doesn't make vowel sounds ("ah", "eh", "oh")
- Doesn't laugh or make squealing sounds
- Seems very stiff, with tight muscles

**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](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO.**

## Warning signs and Referral information



# Growth Chart



cooperates with other children and negotiates to solve conflicts

## 3 years

uses 4 to 5-word sentences

uses pronouns (I, you, me, we, they) and some plurals (cars, dogs, cats)

completes puzzles of 3-4 pieces

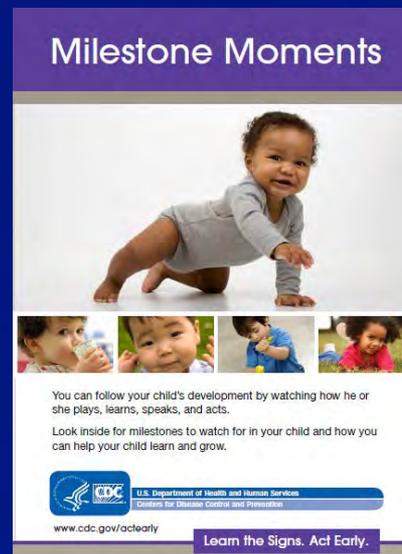
**Growth Chart** includes height and milestones with a spot for a photo in the middle. Pairing height and milestones reminds parents there is more than one type of growth.



# Parent Kit



Growth Chart



Milestone Moments Booklet

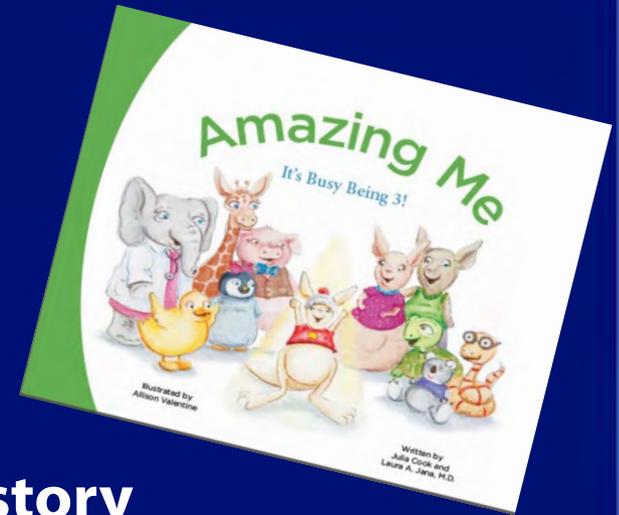
Materials specially packaged for parents - includes one growth chart and one Milestone Moments booklet (English or Spanish).



## Other Materials

### “Amazing Me—It’s Busy Being 3!”

- ❑ Children’s book
- ❑ Milestones highlighted throughout story
- ❑ Parent section includes 3 year-old milestones, tips, when to act early
- ❑ Limited availability



### Fotonovela coming soon!



# Other Materials, cont.

## ❑ Condition-Specific Fact Sheets

- Lay introduction to disability
- ASD, Asperger's Syndrome, ADHD, FASD, CP, Intellectual Disability, Vision Loss, Hearing Loss, Duchene's Muscular Dystrophy

## ❑ Developmental Screening Fact Sheet

## ❑ National Resource List



# Outreach Materials

- ❑ **Flyers**
  - Half sheet
  - General/Parent, Early Educator, Health Professional
- ❑ **Exhibit Table Topper**
- ❑ **Public Service Announcements**
  - TV & Radio
- ❑ **“Baby Steps” video**
- ❑ **Web banner ads**
- ❑ **Web buttons**
- ❑ **Widget**



# How to Get LTSAE Materials

- Download and print
- Order free copies (limited)
- Customize

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

[www.cdc.gov/pronto](http://www.cdc.gov/pronto)

[ActEarly@cdc.gov](mailto:ActEarly@cdc.gov)

1-800-CDC-INFO



CDC Home  
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CDC 24/7: Saving Lives. Protecting People.™

A-Z Index: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

## Learn the Signs. Act Early.

National Center Homepage > Learn the Signs Home > Free Materials

Recommend 76 Tweet 32 Share

### Download Materials

- Milestone checklists (single ages)
- Milestone products for a range of ages
- Flyers
- Condition-specific fact sheets
- Other resources
- Materials in other languages

Unless specified, all PDFs include English and Spanish versions. These materials are not a substitute for standardized, validated [developmental screening tools](#).

#### Help!

Which materials do I need? [Click here for help.](#)

#### Information For...

Media

Milestone checklists (single ages) [About this product](#)

- 2 months

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[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# Co-Brand and Customize

- FTP site
- We provide print-ready files (InDesign)
- You plug in your information
- You take files to local printer
- Email [ActEarly@cdc.gov](mailto:ActEarly@cdc.gov)



## Track Your Child's Developmental Milestones

For more information about what to do if you have a concern, contact your child's doctor or one of these agencies.



Parents as Teachers

A resource for parents of children from birth to 5 years of age. Call Parents as Teachers for information on parenting and child development.

314-432-4330

[www.parentsasteachers.org](http://www.parentsasteachers.org)



A resource for parents of children from birth to 3 years of age. Call First Steps if you have a concern about a developmental delay or disability.

314-453-9203

<http://dese.mo.gov/divspeced/FirstSteps>



Your child's early development is a journey. Use this map of milestones to know what to look for along the way.



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# Milestone Moments

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[www.ActEarly.wisc.edu](http://www.ActEarly.wisc.edu)



Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Feiner Altman © 1991, 1993, 1998, 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 Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

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Wisconsin Regional Centers for  
Children and Youth with  
Special Health Care Needs

[www.dhs.wisconsin.gov/health/children/youth/specialcarecenters/](http://www.dhs.wisconsin.gov/health/children/youth/specialcarecenters/)



Centers for Disease  
Control and Prevention

[www.cdc.gov/milestones](http://www.cdc.gov/milestones)  
1-800-CDC-INFO

Learn the Signs. Act Early.

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

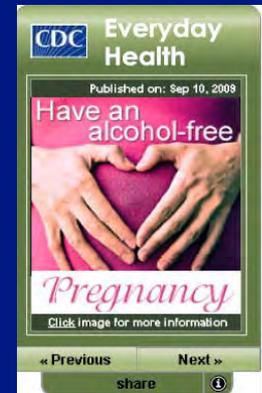


# How to Get Information and Materials about FASDs

[www.cdc.gov/fasd](http://www.cdc.gov/fasd)

1-800-CDC-INFO

[EDang@cdc.gov](mailto:EDang@cdc.gov)



## Video about living with FASDs: The Story of Iyal



This video tells the story of one family living with FASDs. Every family has unique experiences, challenges, and successes. The intent of this video is not to endorse specific interventions, but to share one family's story and hope. Watch or download the video.



Learn the Signs. Act Early.

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)



# FASD Resources for parents and case workers Including foster/adoptive parents

**WWW.NOFAS.ORG**



**National Organization on Fetal Alcohol Syndrome**  
The Leading Voice and Resource of the Fetal Alcohol Spectrum Disorders Community

Information clearinghouse  
Birth Mother's Support Network  
Referrals to local diagnostic clinics  
Referrals to local services

Support groups  
Advocacy  
Research support  
Media monitoring



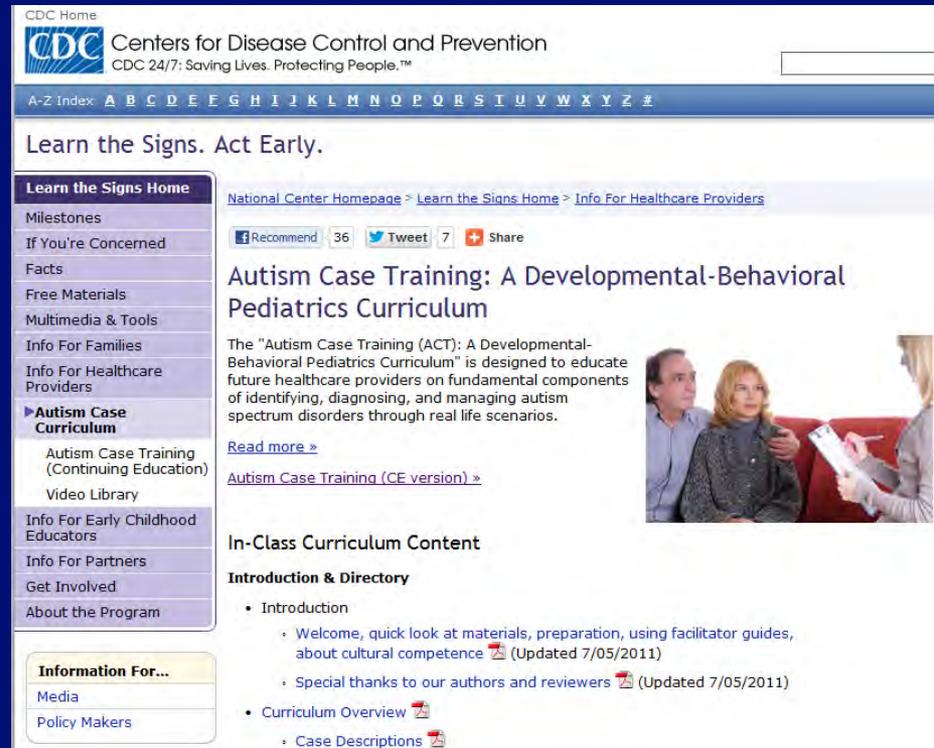
1200 Eton Court, NW, Washington, DC 20007  
(202) 785-4585

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[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# Autism Case Training

- ❑ Available online
- ❑ Curriculum for classroom (residency) training
- ❑ Continuing education online modules
  - CME, CNE, CEU



The screenshot shows the CDC website page for "Autism Case Training: A Developmental-Behavioral Pediatrics Curriculum". The page features a navigation menu on the left with options like "Milestones", "Facts", and "Autism Case Curriculum". The main content area includes a title, a brief description of the curriculum, and a list of "Introduction & Directory" items such as "Welcome, quick look at materials, preparation, using facilitator guides, about cultural competence" and "Curriculum Overview". A photo of three people in a meeting is also visible.



# Autism Case Training (ACT) Curriculum

## A Developmental-Behavioral Pediatrics Curriculum

### Screening

Early Warning Signs of Autism

Screening for Autism

### Diagnosis

Communicating Concerns: Screening and Diagnosis Results

Making an Autism Diagnosis

### Caring for Children with ASD

Early Intervention and Education

Treatment for ASDs

Autism-Specific Anticipatory Guidance



[www.cdc.gov/AutismCaseTraining](http://www.cdc.gov/AutismCaseTraining)

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[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# "Learn the Signs" Program Component 2: Act Early Initiative

- ❑ In collaboration with HRSA, AMCHP, AUCD
- ❑ Supports state-level priority efforts such as awareness, screening, provider training
- ❑ Act Early regional summits 2008 - 2010
- ❑ Act Early State Systems Grants (10)
- ❑ Act Early Ambassadors (25)



# Act Early Initiative Results

- ❑ **State team leader feedback from interviews, survey**
  - Strengthened existing partnerships
  - Improved early identification
  - Established new partnerships
- ❑ **Post-Summit Activities**
  - Education and training
  - Public awareness
  - Policy change
- ❑ **Most teams continue to meet**



The screenshot shows the top portion of the 'Learn the Signs. Act Early.' website. At the top, it says 'Learn the Signs. Act Early. in Wisconsin' with a Wisconsin state logo on the left and a family icon on the right. Below this, it reads 'Wisconsin Regional Centers Children and Youth with Special Health Care Needs'. A central message states: 'If you are concerned about your child's development, don't wait. Acting early can make a real difference!'. Below the message are three colored boxes: an orange box for 'LEARN' (Where can I find more information about my child's development?), a yellow box for 'ACT EARLY' (What can I do if I'm concerned about my child's development?), and a blue box for 'CONNECT' (How can I find other community resources?).



## **Act Early Ambassadors**

- ❑ **Community champions to increase awareness activities and improve early identification practices**
- ❑ **Serve as state or territory point-of-contact for the national LTSAE program**
- ❑ **Support the work of Act Early Teams**
- ❑ **Use and promote Autism Case Training**



# Find Ambassador Contacts

Learn the Signs. Act Early.

[National Center Homepage](#) > [Learn the Signs Home](#)

[Recommend](#) [Tweet](#) 24 [Share](#)

## About The Program

CDC's "Learn the Signs. Act Early." program addresses autism and other developmental disabilities so that children get the support they need.

The program is made up of three components:

- [Health education campaign](#)
- [Act Early Initiative](#)
- [Research and evaluation](#)

[Learn the Signs. Act Early Factsheet](#) » 

**"Learn the Signs. Act Early." Paints the Country Purple**  
Click on the map for the [full story](#).

**Information For...**

- [Media](#)
- [Policy Makers](#)



# Act Early Initiative Drives Campaign to State and Local Level

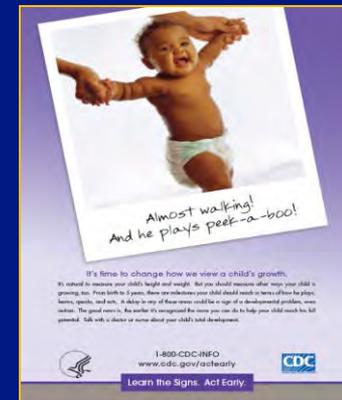
- ❑ Delaware provides customized materials to all pregnant women through home visiting programs and to new mothers
- ❑ Connecticut provides their customized materials to all child care centers in the state
- ❑ Wisconsin distributes materials statewide through Head Start, home visiting, and other programs

❑ Alaska mails materials to all new parents



# "Learn the Signs" Program Component 3: Research and Evaluation

- **Advance understanding of**
  - **Information needs of key campaign audiences**
  - **How to reach special populations**
  - **How to improve state systems**
  
- **Evaluation of campaign strategies**
  - **IAA with HRSA – supplemental CAAI funding**
  - **4 projects (AK, MO, UT, WA)**
  - **Focused on feasibility, strategy effectiveness**



## Take-Home Points

- ❑ **Developmental disabilities are common**
- ❑ **Early identification is important for all developmental disabilities and especially ASD & FASDs**
- ❑ **Your providers play an important role in developmental monitoring and early identification**
- ❑ **CDC offers resources, tools, and Ambassadors to help**



# Questions/Discussion

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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.

National Center on Birth Defects and Developmental Disabilities

Place Descriptor Here

