Early Identification of Developmental Disabilities: Practical Tools

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Take-Home Points

- Developmental disabilities are common
- Early identification is important
- You have an important role in developmental monitoring and early identification
- CDC offers resources, tools, and Ambassadors to help
Developmental Disability:

- A chronic mental and/or physical impairment that
  - appears in childhood
  - is likely to continue indefinitely
  - results in substantial functional limitations in learning, self-care, expressive or receptive language, behavior, or other areas

- Examples: autism spectrum disorder, fetal alcohol spectrum disorders, intellectual disabilities including Down Syndrome, cerebral palsy, vision and hearing impairment, ADHD

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Developmental Disabilities are Common

- 1 in 6 children in the United States has a developmental disability

- 1 in 88 has an autism spectrum disorder


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Why ASD & FASDs

- Both conditions present with behavior problems often confused with early trauma

- These conditions can be difficult for foster/adoptive parents to understand and deal with

- ASD & FASDs have the “won’t vs. can’t” appearance if not identified
FASDs are more common than realized

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

FASDs:
- FAS
- pFAS
- ARBD
- ARND
- FAE
- ND-PAE

- Estimates for older children are probably higher

- 12% of women continue to drink during pregnancy

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Neurodevelopmental Disorder associated with Prenatal Alcohol Exposure

ND-PAE

DSM 5 (2013)

- **Neurocognitive deficits/delay**
  - low or discrepant IQ
  - memory or learning
  - executive functioning
  - visual spatial skills

- **Behavior regulation problems**
  - Mood/behavior dysregulation
  - poor impulse control
  - attention deficits
  - sleep disturbance

- **Adaptive dysfunction**
  - communication
  - daily living skills
  - social/peer skills
  - motor skills
FASDs are even more common in some vulnerable populations (FAS only)

- U.S. foster care: 1 in 66 children
- NSCAW (2008): 1 in 50 children
- Russian orphanages: 1 in 66 children
- International adopt.: 1 in 30 children
- South Africa: 1 in 33 children
- Native Americans: 1 in 50 children
  - 64% more likely to removed from home
- Juvenile justice: 1 in 100 children


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Early Intervention Makes a Difference

- Early intervention services\(^3,4,5\) (also called Part C or Birth-to-3 services)
  - improve skills and outcomes
  - increase school readiness
  - enable families to develop strategies and obtain resources needed for successful family functioning

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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.

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Early Identification in Foster Care and Child Protective Services

- Strong association between childhood disabilities and maltreatment
- Children with disabilities are more likely to experience emotional neglect and SERIOUS injury or harm than their nondisabled peers\(^1\)
- Prevalence rates of some developmental disabilities, such as FASDs, are higher in the children served in your programs than in general population

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Learn the Signs. Act Early. www.cdc.gov/actearly
“Learn the Signs. Act Early.” Can Help You Make a Difference

YOU can help children get the intervention services and support they need by encouraging care providers to

- Monitor development
- Act early on concerns

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Why You?

- You work with at-risk children and families
- You work with foster parents, adoptive parents, or other care-givers, or you supervise those who do
- You have an influential role with care providers
  - You are a trusted source of reliable information on child development
- You want the best outcome for each child served by the child welfare system in your state or region

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How Potential Developmental Disabilities are Identified

- **Developmental monitoring:** Checklist to track child’s developmental milestones; ongoing

- **Developmental screening:** Standardized questionnaire at 9, 12, and 24 or 30 months
  - Autism-specific screening at 18 and 24 or 30 months

- **Physician refers to specialist for diagnosis**

- **Provider or parents call early intervention program**

Learn the Signs. Act Early.  www.cdc.gov/actearly
“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.
How CDC Helps Families and Providers “Learn the Signs” and “Act Early”

- **Health Education**
  - To help families “learn the signs” of healthy development and understand when and how to “act early”

- **“Act Early” Initiatives**
  - To improve communication and coordination among systems that must work together to identify and care for children with disabilities

- **Research and Evaluation**
  - To refine our efforts and identify promising practices for improving early identification and access to care

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Strategic Approach

- To work with federal, state and local partners that serve young children to reach low-resource families

- To provide tools and resources to
  - aid in early identification
  - ease the burden of providers who see children with unidentified potential developmental concerns

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Some LTSAE Partners

- ACF Offices of Head Start, Child Care
- Child Care Aware
- Department of Education/Office of Special Education
- American Academy of Pediatrics
- HRSA/Maternal and Child Health Bureau
- Association of University Centers on Disabilities
- Association of Maternal and Child Health Programs
- Easter Seals
- USDA WIC, Cooperative Extension
- YMCA
- Disney/Doc McStuffins
- What to Expect When You’re Expecting
- MHSA/Project Launch

Learn the Signs. Act Early. www.cdc.gov/actearly
“Learn the Signs” Materials: Developmental Monitoring

- Developmental milestone checklists in variety of formats
- Providers and parents can use as monitoring tools
- Encourage parent-provider dialogue
- Useful for any program that serves young children and has interest or mandate in child development – including Children’s Bureau programs

Learn the Signs. Act Early. www.cdc.gov/actearly
What are Developmental Milestones?

- Things most children can do by a certain age
  - taking a first step
  - smiling for the first time
  - waving “bye-bye”
  - pointing to something interesting

- Children reach milestones in how they play, learn, speak, act, and move

- Though all children develop at their own pace, most children reach developmental milestones at or about the same age

Learn the Signs. Act Early. www.cdc.gov/actearly
Milestone Checklist 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
  - Free hardcopies in limited quantities
  - Popular!

http://www.CDC.gov/ActEarly
ActEarly@cdc.gov
The Milestones Collection

- Milestone Checklists
- Milestone Moments Booklet
- Growth Chart
- Parent Kit
- Milestone Brochure

Learn the Signs. Act Early. www.cdc.gov/actearly
Milestones Brochure

Learn the Signs. Act Early. www.cdc.gov/actearly
Milestone Checklists.

Your Child at 1 Year

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 1st 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**
  - Is shy or nervous with strangers
  - Cries when mom or dad leaves
  - Has favorite things and people
  - Shows fear in some situations
  - Help 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 like “peek-a-boo” and “pat-a-cake”

- **Language/Communication**
  - Responds to simple spoken words
  - Uses simple gestures, like shaking head “no” or waving “bye-bye”
  - Makes sounds in line with words (sounds more like speech)
  - Says “mama” and “dada” and exclamations like “uh-oh”
  - Tries to say words you say

- **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
  - Banges two things together
  - Puts things in a container, takes things out of a container

Movement/Physical Development

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

Act Early by Talking to Your Child’s Doctor If Your Child:

- Doesn’t crawl
- Can’t stand when supported
- Doesn’t search for things that she sees you hide
- Doesn’t say simple 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 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.

Learn the Signs. Act Early.

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Su Hijo de 1 Año

Nombre del niño  |  Edad del niño  |  Fecha de hoy
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La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 1 año de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional

- Activa con timidez es normal en presencia de desconocidos
- Lloja cuando la mamá o el papá se aleja
- Tiene cosas y personas preferidas
- Demeñtras medio en algunas situaciones
- Le sirviene un libro cuando quiere escuchar un cuento
- Repites sonidos o acciones para llamar su atención
- Levanta un brazo o una pierna para ayudar a vestirse
- Juega a esconder la cara y se las palma

En las áreas del habla y la comunicación

- Entiende cuando se le pide que haga algo sencillo
- Usa gestos simples, como mover la cabeza o darle una orden
- Hace sonidos con cambio de tono (es parecido más al lenguaje normal)
- Dice “mamá” y “papá” y exclamaciones como “uh-oh”
- Tiene la habilidad de copiar palabras

En el área cognitiva (aprendizaje, raciocinio, resolución de problemas)

- Explora los objetos de diferentes maneras (los saca, los toca, los juega)
- Encuentra fácilmente objetos escondidos
- Cuando se le pide algo mira en dirección a la ilustración o cosa que se le pide
- Copia gestos
- Comienza a usar las cosas correctamente, por ejemplo, bebe de una taza, se cepilla el pelo
- Golpea un objeto contra otro
- Mueve cosas dentro de un recipiente, las saca del recipiente
- Sufre las cosas sin ayuda
- Pide atención tocando a las personas con el dedo índice
- Sigue instrucciones sencillas como “más o menos”

En las áreas motores y de desarrollo físico

- Se sienta sin ayuda
- Su para sentándose de un salto, camina apoyándose en los muebles, la pared, etc.
- Puede que haga muy poco salto
- Puede que se pare solo

Reacciona pronto y hable con el doctor de su hijo si el niño:

- No habla ni habla poco
- No puede permanecer de pie con ayuda
- No busca las cosas que él ve desde la cama
- No dice palabras simples como “mama” o “papá”
- No aprende a usar gesto como dar un paso o mover la cabeza
- No tiene sustos
- No tiene habilidades que el niño deba adquirir

Diga al médico o a la enfermera de su hijo al respecto cualquier cosa de estas señales de posible retraso del desarrollo para el futuro y, conociendo a alguien de su comunidad que conduzca los servicios para niños de su área, como por ejemplo en el programa público de intervención temprana patrocinado por el estado. Para obtener más información, visite www.cdc.gov/concerned o llame 1-800-CDC-INFO.

Learn the Signs. Act Early.

Aprenda los signos, Reaccione pronto.

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

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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
- Does 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 puzzles 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.”

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

- Doesn't like 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/earlyinterv 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.

Su Hijo de 2 Años

Nombre del niño
Edad del niño
Fecha de hoy

¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional
- Copia a otras personas, especialmente a adultos y niños mayores
- Se emociona cuando está con otros niños
- Demuestra ser cada vez más independiente
- Demuestra un comportamiento desafiante (hace lo que se le ha dicho que no haga)
- Comienza a imitar otros niños en sus juegos, como jugar a servirse a comer con las muñecas o a comer y perseguirle

En las áreas del habla y la comunicación
- Señala a objetos o ilustraciones si se los nombre
- Sabe los nombres de personas conocidas y partes del cuerpo
- Dice frases de 2 a 4 palabras
- Sigue instrucciones sencillas
- Repite palabras que escuchó en una conversación
- Sabe las cosas que aparecen en un libro

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)
- Encuentra cosas cuando están escondidas debajo de dos o tres sabanas
- Empieza a clasificar por formas y colores
- Completa los tramos y las reglas de los juegos que conoce
- Juega con su imaginación de maneras sencillas
- Construye formas de bloques o más
- Puede usar una mano más que la otra
- Sigue instrucciones para hacer dos cosas como por ejemplo, “avanza tus zapatos y ponlos en su lugar”
- Nombrar las ilustraciones de los libros como un gato, pajaro o perro

En el área motora y de desarrollo físico
- Se para en las partes de los dedos
- Patea una pelota
- Empieza a correr

¿Cómo Reacciona el niño si se le pide?
- Se tira y baja de muebles sin ayuda
- Se tira y baja las escaleras agarrotándole
- Tira la pelota por encima de la cabeza
- No sigue instrucciones sencillas
- No camina con estabilidad
- Pide habilidades que ha logrado

Dígále al médico o a la enfermera de su hijo el niño cualquiera de estos signos de posible retraso del desarrollo para su edad, y conversen con el consejero de su comunidad que conoce los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/earlyinterv o llame al 1-800-CDC-INFO.

La Academia Americana de Pediatría recomienda que, a los 24 meses de edad, se evalúe el desarrollo general de los niños y se realicen pruebas de detección del autismo. Preocúpate el médico de su hijo si el niño necesita ser reevaluado.

Learn the Signs. Act Early.

Learn the Signs. Act Early.
Milestone Checklists

- For monitoring developmental milestones of all children
  - not a formal, standardized screening tool

- Available online for ages of well-child doctor visits 2 months – 5 years

- Helpful for communicating with parents and healthcare providers about a child’s development

Learn the Signs. Act Early. www.cdc.gov/actearly
Milestone Moments Booklet

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.

Learn the Signs. Act Early.

www.cdc.gov/actearly

Your Baby at 6 Months

What babies 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

- Knows familiar faces and begins to know if someone is a stranger
- Likes to play with others, especially parents
- Responds to other people’s emotions and often seems happy
- Likes to look at self in a mirror

Language/Communication

- Responds to sounds by making sounds
- Strings vowels together when babbling (ah,” “eh,” “oh”) and likes taking turns with parent while making sounds
- Responds to own name
- Makes sounds to show joy and displeasure
- Begins to say consonant sounds (babbling with “m,” “b”)
- Play on the floor with your baby every day.
- Learn to read your baby’s moods. If he’s happy, keep doing what you are doing. If he’s upset, take a break and comfort your baby.
- Show your baby how to comfort herself when she’s upset. She may suck on her fingers to self soothe.
- Use “reassuring” play...when he smiles, you smile; when he makes sounds, you copy them.
- Repeat your child’s sounds and say simple words with those sounds. For example, if your child says “bah,” say “bottle” or “book.”
- Read books to your child every day. Praise her when she babbles and “reads” too.
- When your baby looks at something, point to it and talk about it.
- When he drops a toy on the floor, pick it up and give it back. This game helps him learn cause and effect.
- Read colorful picture books to your baby.

Learn the Signs. Act Early.  www.cdc.gov/actearly
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

Warning signs and Referral information

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/actearlyed or call 1-800-CDC-INFO.
Milestone Moments Booklet.

- Printable version available on website
- Milestones from 2 months to 5 years
- Parenting Tips
- Developmental Health Watch information
- Use on an ongoing basis
- English and Spanish
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.

Learn the Signs. Act Early. www.cdc.gov/actearly
Parent Kit

Milestone Moments Booklet

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

Learn the Signs. Act Early. www.cdc.gov/actearly
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:

- WHEN TO CALL A HEALTH PROFESSIONAL

1. 6 MONTHS
   - 6 months: Hold your baby in a standing position.
   - 7 months: Lift your baby up to sit.
   - 8 months: Begin to crawl.
   - 9 months: Begin to pull up to stand.
   - 10 months: Stand unassisted.

2. 12 MONTHS
   - 12 months: Walk independently.
   - 12 months: Point to objects.
   - 12 months: Say “no.”

3. 18 MONTHS
   - 18 months: Figure out how to throw an object.
   - 18 months: Say 2- to 4-word sentences.
   - 18 months: Use some nonverbal gestures.
   - 18 months: Understand some things your child wants.

4. 2 YEARS
   - 2 years: Follow simple instructions.
   - 2 years: Walk without help.
   - 2 years: Say a few words.
   - 2 years: Point to something (like a toy or picture) when you name it.

5. 3 YEARS
   - 3 years: Say 5 to 6 words.
   - 3 years: Say “more” and “please.”
   - 3 years: Follow 3-step commands.
   - 3 years: Eat some foods without help.

6. 4 YEARS
   - 4 years: Say 3 or 4 words.
   - 4 years: Make simple inventions (like a “sand castle.”
   - 4 years: Follow 3-step commands.
   - 4 years: Eat foods without help.

Learn the Signs. Act Early.

www.cdc.gov/actearly
Milestones Brochure,

- Lists a few milestones for ages 6 months to 4 years
- Call to action if concerned
- English and Spanish
- Downloadable, customizable

Learn the Signs. Act Early.  www.cdc.gov/actearly
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
How to Get LTSAE Materials

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

http://www.cdc.gov/ActEarly
http://www.cdc.gov/Pronto
ActEarly@cdc.gov
1-800-CDC-INFO
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

Learn the Signs. Act Early.  www.cdc.gov/actearly
How to Use LTSAE Resources to Encourage Developmental Monitoring

- Print Milestone Checklists from your computer and share with foster, adoptive, and birth parents
- Customize Milestones Brochure and share
- Customize Milestones Moments booklet; use to monitor development over time and promote healthy parenting activities

Learn the Signs. Act Early.  www.cdc.gov/actearly
How Others Use LTSAE Materials

- California Cooperative Extension uses MM Booklets in parenting classes

- Florida Healthy Start gives *Amazing Me* to 3-yr-olds in home visitation program

- Missouri/St. Louis WIC clinics use Milestone Checklists at every client visit

- Georgia/Fulton County provides Milestones brochure in health department waiting rooms

Learn the Signs. Act Early. www.cdc.gov/actearly
If You’re Concerned about a Child’s Development…

- Fill out a milestone checklist for the child’s age
  - Use the younger age checklist if child is between ages

- Document prenatal exposures and suspected exposures

- Encourage discussion of checklist with child’s doctor

- Consider referring to early intervention (“Part C” program or special education) for evaluation for services
  - A doctor’s referral or medical diagnosis is NOT necessary before contacting early intervention or public school to request an evaluation for services

Learn the Signs. Act Early. www.cdc.gov/actearly
Practical Suggestions Regarding FASDs

- Open the discussion with caregivers regarding prenatal exposure and their effects

- Document exposures and suspicions for future evaluations as well as future child welfare contacts

- For exposed children explain the concept of “can’t vs. won’t) and how typical parenting/discipline may not be effective

- Facilitate referrals: diagnostic, educational and mental health
How to Get Information and Materials about FASDs

http://www.cdc.gov/fasd
1-800-CDC-INFO
EDang@cdc.gov

Learn the Signs. Act Early.  www.cdc.gov/actearly
Other resources for children with FASDs and their families

- http://www.NOFAS.org
- http://www.fasdcenter.samhsa.gov
- http://www.doublearc.org
- http://www.thearc.org (support group for youth & adults)
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 - they can help you

Learn the Signs. Act Early.  www.cdc.gov/actearly
Learn the Signs. Act Early.

Find Ambassador Contacts

Learn the Signs Home
- Milestones
- If You’re Concerned
- Facts
- Free Materials
- Multimedia & Tools
- Info For Families
- Info For Healthcare Providers
- Info For Early Childhood Educators
- Info For Partners
- Get Involved

\textbf{About the Program}

CDC’s "Learn the Signs. Act Early." program aims to raise awareness about autism and other developmental disabilities so families can 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." Paints the Country Purple
Click on the map for the full story.

Learn the Signs. Act Early.  www.cdc.gov/actearly
How to Find State LTSAE Contacts

Painting the Country Purple

Select Campaign Activities, 2009-20011
Click in any state for a closer look at its campaign involvement for the select activities described in the legend below.

Legend
✓ "Act Early" Summit Host City
• Bulk Order and "PSA's"
E Conference Exhibits
A Act Early Ambassador

- Summit Participants
- AUCD Collaborative Research Awards
- Upcoming Events
- Campaign Implementation Projects
- Conference Presentations
- AUCD Research Topics of Interest

Learn the Signs. Act Early. www.cdc.gov/actearly
First Steps Toward Helping Families “Learn the Signs” and “Act Early”

1. Visit [http://www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) to view all immediately available materials

   - From the homepage, click on “Free Materials” in the purple box on left, then click on “Download Materials”
First Steps Toward Helping Families
“Learn the Signs” and “Act Early”.

2. Print a sample Milestone Checklist and Milestones Brochure to share with your supervisor and colleagues; talk with them about how to integrate the materials into your work.
First Steps Toward Helping Families 
“Learn the Signs” and “Act Early”,

3. Check online to learn if your state has an Act Early Ambassador and email them.

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First Steps Toward Helping Families
“Learn the Signs” and “Act Early”

4. Print and/or customize Milestone Checklists, Brochures, or Milestone Moments booklet and share with parents - foster parents, adoptive parents, and other caregivers

Learn the Signs. Act Early. www.cdc.gov/actearly
And Any Time....

Email ActEarly@cdc.gov for more information, access to customizable files, bulk orders, answers, help
Take-Home Points.

- Developmental disabilities are common
- Early identification is important
- You have an important role in developmental monitoring and early identification
- CDC offers resources, tools, and Ambassadors to help

Learn the Signs. Act Early. www.cdc.gov/actearly
THANK YOU!

Thank you for all your hard work in helping to safeguard the healthy growth and development of our nation’s children - we look forward to helping you with this most important mission!

Learn the Signs. Act Early. www.cdc.gov/actearly
Questions/Discussion

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Telephone, 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348
E-mail: cdcinfo@cdc.gov Web: http://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