



Early Identification of Developmental Disabilities: Practical Tools

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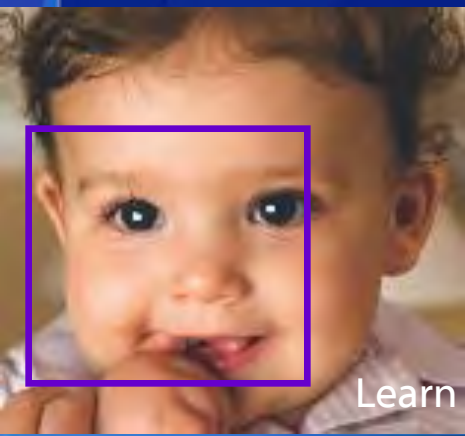
National Center on Birth Defects and Developmental Disabilities

Division of Birth Defects and Developmental Disabilities, Prevention Research Branch



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**



Developmental Disabilities are Common

- ❑ 1 in 6 children in the United States has a developmental disability¹
- ❑ 1 in 88 has an autism spectrum disorder²



¹Boyle 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.

²CDC. 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.

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

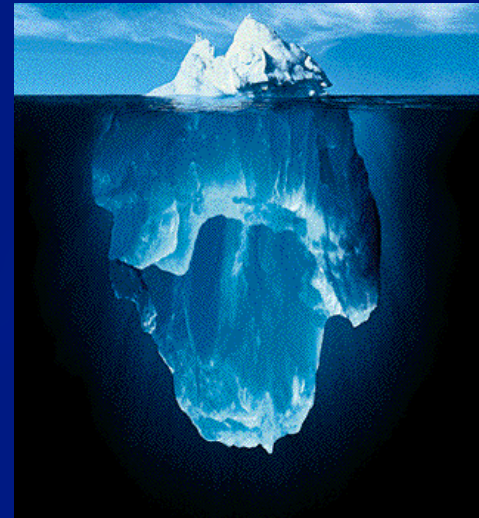


FASDs are more common than realized

- ❑ 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



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 be removed from home
- ❑ Juvenile justice 1 in 100 children



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

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



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. Lord C, Estes A, Lord C, Vismara L, Winter J, Fitzpatrick A, Guo M, Dawson G. Effects of a Brief Early Start Denver Model (ESDM)-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. Lord C, et al. (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.

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 peers¹
- ❑ Prevalence rates of some developmental disabilities, such as FASDs, are higher in the children served in your programs than in general population



¹Sullivan, P.M., & Knuton, J.F. (2000). Maltreatment and disabilities: A population-based epidemiological study. *Child Abuse & Neglect*, 24(10), 1257-1273.

“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



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



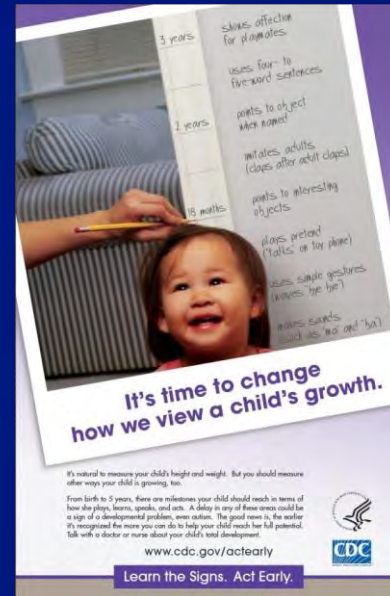
How Potential Developmental Disabilities are Identified

- ❑ **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.”

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

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



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



Some LTSAE Partners

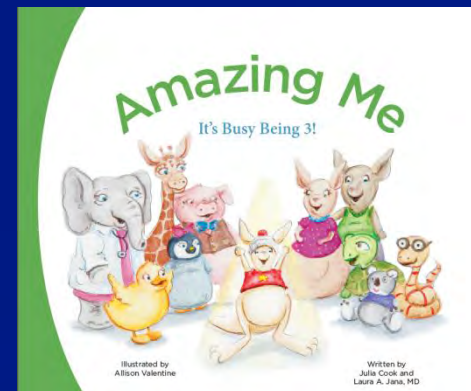
- ❑ ACF Offices of Head Start, Child Care
- ❑ Child Care Aware
- ❑ Department of Education/Office of Special Education
- ❑ American Academy of Pediatrics
- ❑ HRSA/Maternal and Child Health Bureau
- ❑ Association of University Centers on Disabilities
- ❑ Association of Maternal and Child Health Programs
- ❑ Easter Seals
- ❑ USDA WIC, Cooperative Extension
- ❑ YMCA
- ❑ Disney/Doc McStuffins



What to Expect When You're Expecting
HRSA/Project Launch

“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**



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**



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



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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 family adults
- Has favorite toys

Language/Communication

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

Cognitive (learning, thinking, problem-solving)

- Reaches for an object as if to take it
- Looks for things he sees you hide
- Plays peek-a-boo
- Throws things to see what happens
- Moves things carefully from one hand to the other
- Plays up through the central corridor of the play and motor toys

Movement/Physical Development

- Sits, 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," "nana")
- 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 the 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.



Track Your Child's Developmental Milestones



Your child's early development journey. Use this map of milestones to know what to look for along the way. For parents of children from birth to 4 years.



Learn the Signs. Act Early.

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.



These are just a few of many important milestones to look for. For more complete checklists by age visit www.actearlywise.edu or call 1-800-CDC-INFO.

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.



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.

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.

Visit www.cdc.gov/actearly

Visit www.cdc.gov/actearly

4 feet

5 years

- Runs with ease and balance
- Understands the difference between "mine" and "yours"
- Can use scissors to cut
- Understands the difference between "mine" and "yours"

4 years

- Runs with ease and balance
- Understands the difference between "mine" and "yours"
- Can use scissors to cut
- Understands the difference between "mine" and "yours"

3 years

- Runs with ease and balance
- Understands the difference between "mine" and "yours"
- Can use scissors to cut
- Understands the difference between "mine" and "yours"

2 years

- Runs with ease and balance
- Understands the difference between "mine" and "yours"
- Can use scissors to cut
- Understands the difference between "mine" and "yours"

18 months

- Runs with ease and balance
- Understands the difference between "mine" and "yours"
- Can use scissors to cut
- Understands the difference between "mine" and "yours"

1 year

- Runs with ease and balance
- Understands the difference between "mine" and "yours"
- Can use scissors to cut
- Understands the difference between "mine" and "yours"

1 foot

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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
- ☐ 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

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
- ☐ Bangs 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, walks holding 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 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 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.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Renner Attnamm © 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. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.



the toy"

early | 1-800-CDC-INFO

Learn the Signs. Act Early.



Su Hijo de 1 Año



Nombre del niño _____ Edad del niño _____ Fecha de hoy _____

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

- ☐ Actúa con timidez o se pone nervioso en presencia de desconocidos
- ☐ Llora cuando la mamá o el papá se aleja
- ☐ Tiene cosas y personas preferidas
- ☐ Demuestra miedo en algunas situaciones
- ☐ Le alcanza un libro cuando quiere escuchar un cuento
- ☐ Repite sonidos o acciones para llamar la atención
- ☐ Levanta un brazo o una pierna para ayudar a vestirse
- ☐ Juega a esconder la cartita y a las palmaditas con las manos

En las áreas del habla y la comunicación

- ☐ Entiende cuando se le pide que haga algo sencillo
- ☐ Usa gestos simples, como mover la cabeza de lado a lado para decir "no" o mover la mano para decir "adiós"
- ☐ Hace sonidos con cambios de entonación (se parece más al lenguaje normal)
- ☐ Dice "mamá" y "papá" y exclamaciones como "oh-oh"
- ☐ Trata de copiar palabras

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

- ☐ Explora los objetos de diferentes maneras (los sacude, los golpea o los tira)
- ☐ Encuentra fácilmente objetos escondidos
- ☐ Cuando se nombra algo mira en dirección a la ilustración o cosa que se nombró
- ☐ Copia gestos
- ☐ Comienza a usar las cosas correctamente, por ejemplo, bebe de una taza, se cepilla el pelo
- ☐ Golpea un objeto contra otro
- ☐ Mete cosas dentro de un recipiente, las saca del recipiente
- ☐ Suelta las cosas sin ayuda
- ☐ Pide atención tocando a las personas con el dedo índice
- ☐ Sigue instrucciones sencillas como "recoge el juguete"

En las áreas motora y de desarrollo físico

- ☐ Se sienta sin ayuda
- ☐ Se para sosteniéndose de algo, camina apoyándose en los muebles, la pared, etc.
- ☐ Puede ser que hasta dé unos pasos sin apoyarse
- ☐ Puede ser que se pare solo

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

- ☐ No gatea
- ☐ No puede permanecer de pie con ayuda
- ☐ No busca las cosas que le ve esconder
- ☐ No dice palabras sencillas como "mamá" o "papá"
- ☐ No aprende a usar gestos como saludar con la mano o mover la cabeza
- ☐ No señala cosas
- ☐ Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca 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/preocupado o llame 1-800-CDC-INFO.

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

Aprenda los signos. Reaccione pronto.

Learn the Signs. Act Early.

www.cdc.gov/actearly

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

- ☐ 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 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.

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Learn the Signs. Act Early.



Su Hijo de 2 Años



Nombre del niño _____ Edad del niño _____ Fecha de hoy _____

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 2 años 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

- ☐ Copia a otras personas, especialmente a adultos y niños mayores
- ☐ Se entusiasma 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 incluir otros niños en sus juegos, como jugar a sentarse a comer con las muñecas o a correr y perseguirse

- ☐ Se trepa y baja de muebles sin ayuda
- ☐ Sube y baja las escaleras agarrándose
- ☐ Tira la pelota por encima de la cabeza
- ☐ Dibuja o copia líneas rectas y círculos

En las áreas del habla y la comunicación

- ☐ Señala a objetos o ilustraciones cuando se los nombra
- ☐ 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 alguna conversación
- ☐ Señala las cosas que aparecen en un libro

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

- ☐ Encuentra cosas aun cuando están escondidas debajo de dos o tres sábanas
- ☐ Empez a clasificar por formas y colores
- ☐ Completa las frases y las rimas de los cuentos que conoce
- ☐ Juega con su imaginación de manera sencilla
- ☐ Construye torres de 4 bloques o más
- ☐ Puede que use una mano más que la otra
- ☐ Sigue instrucciones para hacer cosas como por ejemplo, "levantas tus zapatos y ponlos en su lugar"
- ☐ Nombra las ilustraciones de los libros como un gato, pájaro o perro

En las áreas motora y de desarrollo físico

- ☐ Se para en las puntas de los dedos
- ☐ Patea una pelota
- ☐ Empez a correr

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

- ☐ No usa frases de 2 palabras (por ejemplo, "toma leche")
- ☐ No sabe cómo utilizar objetos de uso común, como un cepillo, teléfono, tenedor o cuchara
- ☐ No copia acciones ni palabras
- ☐ No puede seguir instrucciones sencillas
- ☐ No camina con estabilidad
- ☐ Pierde habilidades que había logrado

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca 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/preocupado o llame 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. Pregúntele al médico de su hijo si el niño necesita ser evaluado.

Tomado de CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Quinta Edición, editado por Steven Shovel y Tanya Renner Altman © 1991, 1993, 1998, 2004, 2009 por la Academia Americana de Pediatría y BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, tercera edición, editado por Joseph Hagan, Jr., Judith S. Shaw y Paula M. Duncan, 2008, Elk Grove Village, IL: Academia Americana de Pediatría. Esta lista de verificación de indicadores del desarrollo no es un sustituto de una herramienta de evaluación del desarrollo estandarizada y validada.

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

Aprenda los signos. Reaccione pronto.



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



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.



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

www.cdc.gov/actearly

Learn the Signs. Act Early.

Your Baby at 6 Months

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

What babies do at this age



Social/Emotional

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

Language/Communication

- ☐ Responds to sounds by making sounds
- ☐ Responds to own name
- ☐ Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds
- ☐ Makes sounds to show joy and displeasure
- ☐ Begins to say consonant sounds (jabbering with "m," "b")

How you can help your baby's development

- 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 "reciprocal" 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.



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 or call 1-800-CDC-INFO.

Warning signs and Referral information



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



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

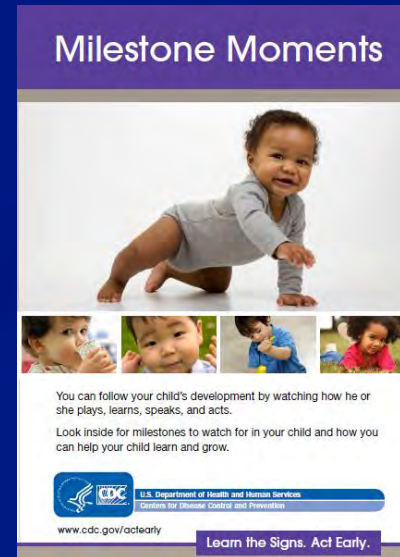
Growth Chart includes height and milestones with a spot for a photo in the middle. Pairing height and milestones reminds parents there is more than one type of growth.



Parent Kit



Growth Chart



Milestone Moments Booklet

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



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

Learn the Signs. Act Early.
Centers for Disease Control and Prevention
www.cdc.gov/actearly
1-800-CDC-INFO




Learn the Signs. Act Early.

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
- Walks without help
- Plays pretend (like talking on a toy phone)
- Points to interesting things

2 YEARS

- Follows simple instructions
- Kicks a ball
- Points to something (like a toy or picture) when you name it
- Shows affection for playmates
- Uses 4- to 5- word sentences

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 or call 1-800-CDC-INFO.



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.

The journey of your child's early years includes many developmental milestones for how he or she plays, learns, speaks, and acts.

Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones.

Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

YOU KNOW YOUR CHILD BEST.

If you are concerned about your child's development, talk to your child's doctor.

If you or the doctor is still concerned, ask the doctor for a referral to a specialist and call **1-800-CDC-INFO** to learn how to get connected with your state's early childhood system to get the help your child might need.

DON'T WAIT.

Acting early can make a real difference!





For more information about your child's development and what to do if you have a concern, visit:

www.cdc.gov/ActEarly

OR CALL:

1-800-CDC-INFO

to request a FREE "Learn the Signs. Act Early." Parent Kit or to get help finding resources in your area.

Developmental milestones adapted from Caring for Your Baby and Young Child: Birth to Age 5 (AAP, 2009) and Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents (AAP, 2008).

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



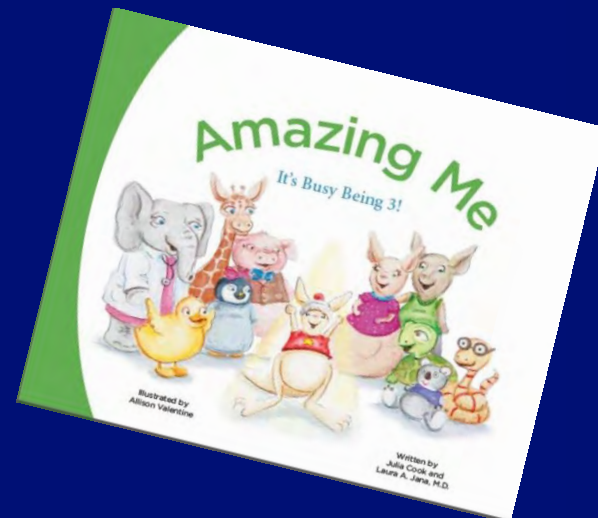
Learn the Signs. Act Early.

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

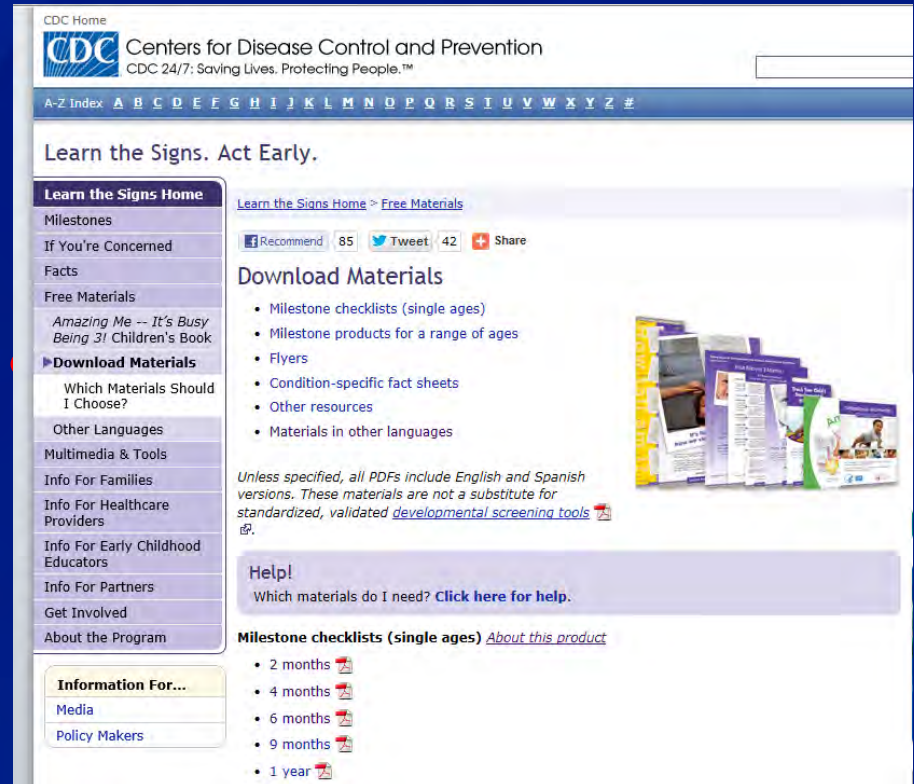
- Download and print
- Order free copies (limited)
- Customize

<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





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



Missouri First Steps
EARLY INTERVENTION

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.

Department of Health and Human Services
Centers for Disease Control and Prevention

Learn the Signs. Act Early.

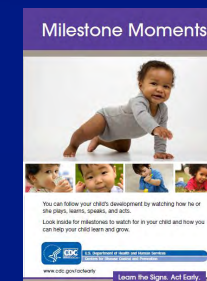


Learn the Signs. Act Early.

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



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



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



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 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

Other resources for children with FASDs and their families

- ❑ <http://www.NOFAS.org>
- ❑ <http://www.dotolearn.com/disabilities/FASDtoolbox>
- ❑ <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



Find Ambassador Contacts

Learn the Signs. Act Early.

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

► **About the Program**


Health education campaign

Act Early Initiative

Research and evaluation

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

 Recommend

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 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](#)



Learn the Signs. Act Early.

www.cdc.gov/actearly

How to Find State LTSAE Contacts

Painting the Country Purple

Select Campaign Activities, 2009-2011

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 Orders and "PSA's"
- E Conference Exhibits
- A Act Early Ambassador

- ★ Summit Participants
- 💡 AUCD Collaborative Research Awards
- L Upcoming Events

- Campaign Implementation Projects
- ⊙ Conference Presentations
- ⬠ AUCD Research Topics of Interest

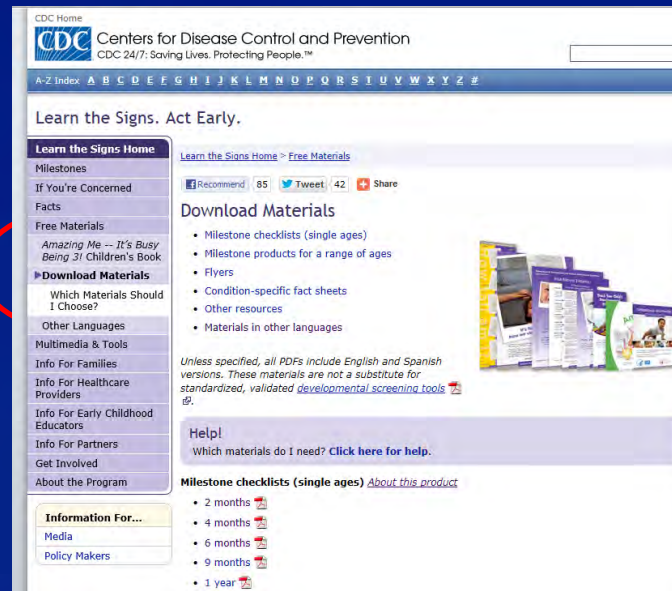


Learn the Signs. Act Early.

www.cdc.gov/actearly

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

1. Visit <http://www.cdc.gov/ActEarly> to view all immediately available materials
 - From the homepage, click on “Free Materials” in the purple box on left, then click on “Download Materials”



Learn the Signs. Act Early.

www.cdc.gov/actearly

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



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 is designed to help parents and healthcare providers identify signs of autism and other developmental disabilities so they 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 Factsheet](#) »

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

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
- About the Program**
- Health education campaign
- Act Early Initiative
- Research and evaluation

Information For...

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

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**



Your Baby at 9 Months

What Most Babies Do at this Age:

- Social/Emotional**
 - May be able to sit without support
 - May be able to crawl
 - Attachment type
- Language/Communication**
 - Understands "no"
 - Makes a lot of different sounds like "mama" and "dada"
 - Responds to names
 - Shows interest in other people
 - Shows interest in objects
 - Shows interest in people
- Cognitive (learning, thinking, problem-solving)**
 - Responds to verbal commands and actions
 - Looks for things he or she can do
 - Plays with a toy
 - Plays with a toy
 - Plays with a toy
 - Plays with a toy
 - Plays with a toy
- Motor/Physical Development**
 - Stands with support
 - Can get on and off the floor
 - Can walk with support
 - Can walk without support
 - Can walk

Healthy Development For Your Child

Learn the Signs. Act Early.

Learn the Signs. Act Early.

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**



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!



Questions/Discussion

RWolf@cdc.gov
JBertrand@cdc.gov
ActEarly@cdc.gov

For more information please contact Center for Disease Control and Prevention

1600 Clifton Road NE, Atlanta, GA 30333

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

