



Consumer Education in 2014 CCDBG: Providing Families with Access to Information to Support Child Development

Using the Centers for Disease Control Child Development Materials

June 28, 2016



Welcome

- To the first in a series of webinars designed to provide information and support to state and local agencies providing resource and referral services as these organizations support Lead Agencies in the implementation of CCDBG requirements.
- This Child Care Aware webinar series is funded by a grant from the US Health and Human Services Administration for Children and Families, Office of Child Care.
- Throughout this series Child Care Aware will be bringing you the latest resources from a variety of partners.
- Today's partner is the Centers for Disease Control (CDC)
- There are many ways that CCR&R agencies can support implementation of CCDBG, today we are going to focus on consumer education and child development materials

Today's Objectives

- Review the 2014 CCDBG consumer education requirements, specifically those related to information on child development and screenings;
- Review the public information that must be shared by states (and can be provided through other agencies such as CCR&Rs);
- Share available Centers for Disease Control (CDC) resources that can help agencies support early detection and ongoing family engagement;
- Highlight opportunities for CCR&Rs to support state implementation of CCDBG Child Development and Screening requirements.

Key Consumer Education Provisions of the Law

- Designed to help parents make informed consumer choices and access information to support child development.
- States must provide to:
 - Parents of children receiving CCDF;
 - The general public, and,
 - Child care providers (where applicable).

States have the option on how to make this information available, and may choose to work through Resource and Referral agencies or other means.

- Requirements for state consumer website
 - Licensing process, monitoring and inspections, background checks for providers, information on the quality of providers, number of deaths, serious injuries and instances of substantiated child abuse that occurred in child care settings each year.
- New national ChildCare.gov website

Required Information for Parents, Providers, and the General Public

The law requires the following information be provided:

- The availability of child care services provided through CCDF and other programs for which the family might be eligible.
- Programs carried out under the Individuals with Disabilities Education Act (IDEA).
- Research and best practices concerning children's development.
- State policies regarding social-emotional behavior of young children, including policies on expulsion in early childhood programs.
- Information regarding licensing, monitoring and inspections, background checks for child care providers, the quality of providers, the number of deaths, serious injuries and substantiated child abuse that occurred in child care settings each year.
- Information must be consumer-friendly and ensure the widest possible access to services for families that speak languages other than English and persons with disabilities.

Required Information on Child Development and Screenings

CCDBG requires that the following information on child development and screenings be made available (42 U.S.C. 9858 et seq.):

- research and best practices concerning children’s development, including social and emotional development, early childhood development, and meaningful parent and family engagement, and physical health and development (particularly healthy eating and physical activity);
- information on developmental screenings, including information on existing resources and services the State can deploy, including the coordinated use of the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.) and developmental screening services available under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.) in conducting developmental screenings and providing referrals to services, when appropriate, for children receiving CCDF subsidies; and
- a description of how a family or eligible child care provider may utilize the resources and services described above to obtain developmental screenings for children receiving CCDF subsidies who may be at risk for cognitive or other developmental delays, which may include social, emotional, physical, or linguistic delays.

Child Development and Consumer Education Best Practices

- Leverage partnerships, existing resources and past investments;
- Provide families with easy to understand, easy to access information that supports positive family and child outcomes; and
- Provide information that is culturally and linguistically respectful and responsive.



Collaborating with CDC's "Learn the Signs. Act Early."

to increase parent-engaged developmental monitoring
- a perfect complement to developmental screening!



Disclaimer The findings and conclusions in this presentation are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention or the Health Resources and Services Administration.

Overview

- ❑ Overview of “Learn the Signs. Act Early” and how the program helps CCDF grantees meet the requirements in the 2014 CCDBG
- ❑ CDC’s training-Watch Me! Celebrating Milestones and Sharing Concerns
- ❑ Additional “Learn the Signs. Act Early” materials and resources



Learn the Signs. Act Early. for Child Care Development Fund (CCDF) Grantees

□ Professional Development

- Helps providers meet professional development requirements
 - ✓ CEUs through *Watch Me! Celebrating Milestones and Sharing Concerns* training

□ Family Engagement

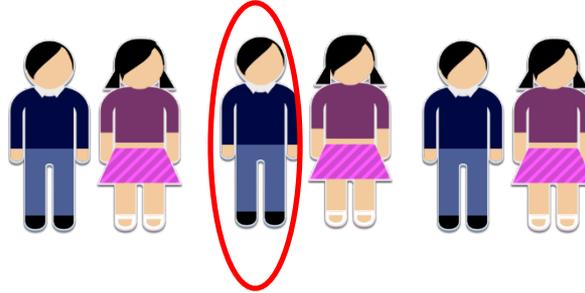
- Helps providers meet CCDF consumer and provider education provisions on family engagement
- Help providers communicate with parents about development
- Provide guidance for providers on discussing developmental concerns



Learn the Signs. Act Early.

Why this program?

- About 1 in 6 children aged 3-17 has a developmental disability¹



- 1 in 4 children, ages 0-5 years are at moderate or high risk for developmental, behavioral or social delay
- In the United States, about 1 in 68 children has an autism spectrum disorder²
 - However, diagnosis often not until after age 4



•1. Boyle CA, Boulet S, Schieve LA, et al. Trends in the prevalence of developmental disabilities in U.S. children, 1997–2008. *Pediatrics* 2011;127:1034–42.

•2. Prevalence of Autism Spectrum Disorders. *MMWR*. March 31, 2016

Public Health Approach to Early Identification



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

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 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.



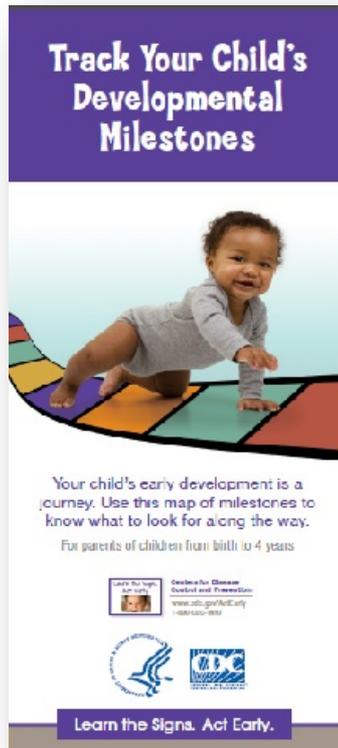
Learn the Signs. Act Early. www.cdc.gov/ActEarly

Public Health Concern

- ❑ Significant numbers of children are not identified until kindergarten or later
- ❑ Children with developmental problems are at increased risk for poor outcomes: school performance, as well as overall health status
- ❑ Early intervention before age 3 can significantly impact ability to learn skills
- ❑ Children from low income and/or minority families experience longer delays in receiving services



“Learn the Signs. Act Early.” Mission



To improve early identification of developmental disabilities, including autism, by promoting developmental monitoring and screening so children and their families can get the services and support they need as soon as possible.



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



The "ONE" in the "1 in 68"



**The Best
Chance to
Thrive**



**Monitoring
Parent and
Provider
Awareness**



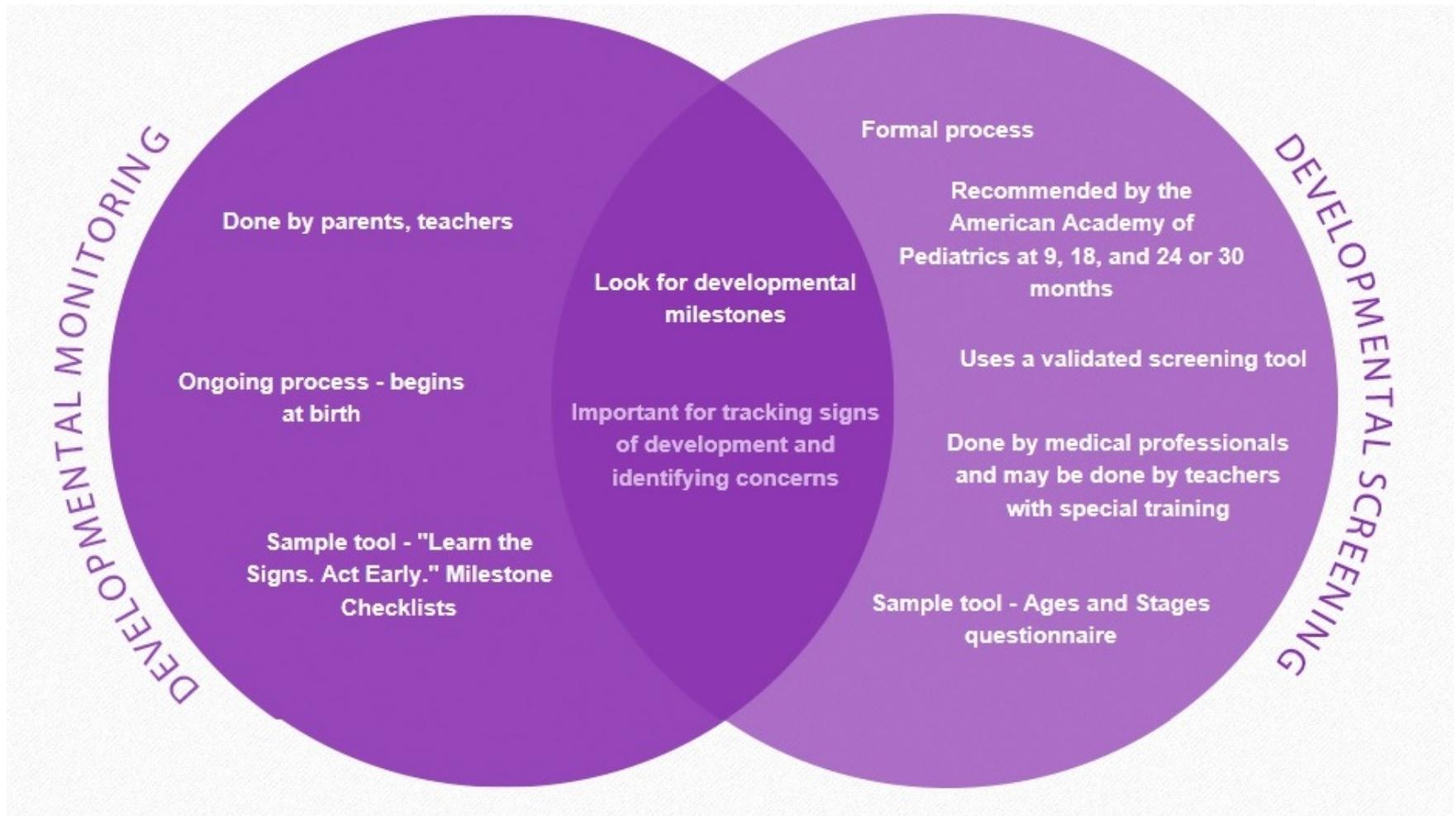
Screening

Evaluation

**Services
and
Supports**



Developmental Monitoring and Developmental Screening



Learn the Signs. Act Early. MATERIALS

Your Baby at 9 Months

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

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

What Most Babies Do at this Age:

Social/Emotional

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

Language/Communication

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

Cognitive (learning, thinking, problem-solving)

- Walks the path of something on it falls
- Can get into sitting position
- Plays peek-a-boo
- Push things to far mouth
- Moves things smoothly from one hand to the other
- Picks up things like cereal or beans from front and back finger

Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Feeds himself
- Crawls

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

- Doesn't bear weight on legs with support
- Doesn't crawl yet
- Doesn't babble ("mama," "dada," "dada")
- Doesn't play one game (peek-a-boo) and both 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

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

Revised from CDC's 1991 800-800-8000 (800) 800-8000. This document is available in Spanish. American Sign Language (ASL) and Braille versions are available. For more information, go to www.cdc.gov/actearly or call 1-800-CDC-INFO.

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

Learn the Signs. Act Early.

Amazing Me

A free children's book

cdc.gov/AmazingMe

Concerned about Development? How to Help Your Child

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

Talk with your child's doctor.

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

Use a milestone checklist

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

Ask the doctor about developmental screening

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

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

If your doctor doesn't know the phone number, go to www.cdc.gov/actearly or call 1-800-CDC-INFO (1-800-232-6262). Ask for the phone number for the early intervention provider in your area.

AND

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

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

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

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

Learn the Signs. Act Early.

Autism Case Training

Free CE for healthcare professionals

cdc.gov/AutismCaseTraining

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.

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

Centers for Disease Control and Prevention
1-800-CDC-INFO

Watch Me!

A free training for early educators

cdc.gov/WatchMeTraining

Track Your Child's Developmental Milestones

Development is a Journey

12 MONTHS (1 YEAR)

- Can hold up head without support
- Can crawl
- Can stand with support
- Can walk with support
- Can say "mama" and "dada"
- Can understand simple instructions
- Can play with toys

18 MONTHS (1 1/2 YEARS)

- Can walk without support
- Can say several words
- Can understand more instructions
- Can play with toys

24 MONTHS (2 YEARS)

- Can run
- Can climb stairs with help
- Can say simple sentences
- Can understand more instructions
- Can play with toys

36 MONTHS (3 YEARS)

- Can walk up stairs with help
- Can say simple sentences
- Can understand more instructions
- Can play with toys

48 MONTHS (4 YEARS)

- Can walk up stairs without help
- Can say simple sentences
- Can understand more instructions
- Can play with toys

For more complete checklists by age visit www.ActEarly.gov or call 1-800-CDC-INFO.

Learn the Signs. Act Early.

Watch Me! Celebrating Milestones and Sharing Concerns



Watch Me!
A free training for early educators
cdc.gov/WatchMeTraining



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

http://www.cdc.gov/ncbddd/watchmetraining/module1.html

Training Module 1 | W... Training Module 1 | ...

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Suggested Sites Web Slice Gallery

Page Safety Tools

MODULE 1 INTRO OBJECTIVE 1 OBJECTIVE 2 OBJECTIVE 3 KEY POINTS QUIZ

PROGRESS ●●●●

Learning Objective 1

Why monitoring children's development and identifying developmental concerns early are important

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

http://www.cdc.gov/ncbddd/watchmetraining/module2.html

Training Module 2 | ... x Training Module 1 | W...

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Module 2: Understanding Children's Developmental Milestones



Scroll down to begin

Learning Objectives



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Module 3: Objective and Engaged Developmental Monitoring



Scroll down to begin

Learning Objectives



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Suggested Sites Web Slice Gallery Page Safety Tools

Module 4: How to Talk with Parents about their Child's Development



Scroll down to begin

Learning Objectives

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The Milestones Collection

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



“Learn the Signs. Act Early.” Materials

Parent-tested materials focused on milestones, when to act early, what to do if concerned:

www.CDC.gov/ActEarly

- Research-based, audience-tested
- Parent-friendly
- Written in plain language
- Reproducible (no copyright)
- Easily customizable
- Available in Spanish (and a few in other languages)
- Available to print immediately (most)
- Popular!!



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.

Milestone Moments



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.

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.

3

Your Child at 3 Years

www.cdc.gov/actearly

4

- ✓ Printable version available on website
- ✓ Milestones up to 5 years of age
- ✓ Parenting Tips
- ✓ Developmental Health Watch information
- ✓ Use on an ongoing basis

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



Using Milestone Moments

- Give families a copy of a customized Milestone Moments booklet and show them how to:
 - Be aware of developmental milestones
 - Monitor their child's development
 - Use the positive parenting tips to facilitate development
 - Pay attention to the warning signs in case of a concern
 - Know what to do if they have a concern about their child's development
 - As a provider use the booklet as a developmental resource



Milestones 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

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.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shiner and Tanya Renner Altmann © 1991, 1995, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISORS OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Rogan, Jr., Judith S. Shaw, and Paula M. Duncan, 2005. See Greenberg, K., American Academy of Pediatrics. This reference checked to not a substitute for a standardized, validated developmental screening tool.

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

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

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
- Emplea 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 dos cosas como por ejemplo, "levanta 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
- Emplea a correr

Reaccione pronto y hable con el doctor de su hijo se 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 cucharas
- 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 Shiner y Tanya Renner Altmann © 1991, 1995, 1998, 2004, 2009 por la Academia Americana de Pediatría y BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISORS OF INFANTS, CHILDREN, AND ADOLESCENTS, tercera edición, editado por Joseph Rogan, Jr., Judith S. Shaw y Paula M. Duncan, 2005. See Greenberg, K., Academia Americana de Pediatría. Este folio de instrucciones de evaluación del desarrollo no es un sustituto de un instrumento de evaluación del desarrollo estandarizado y validado.

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

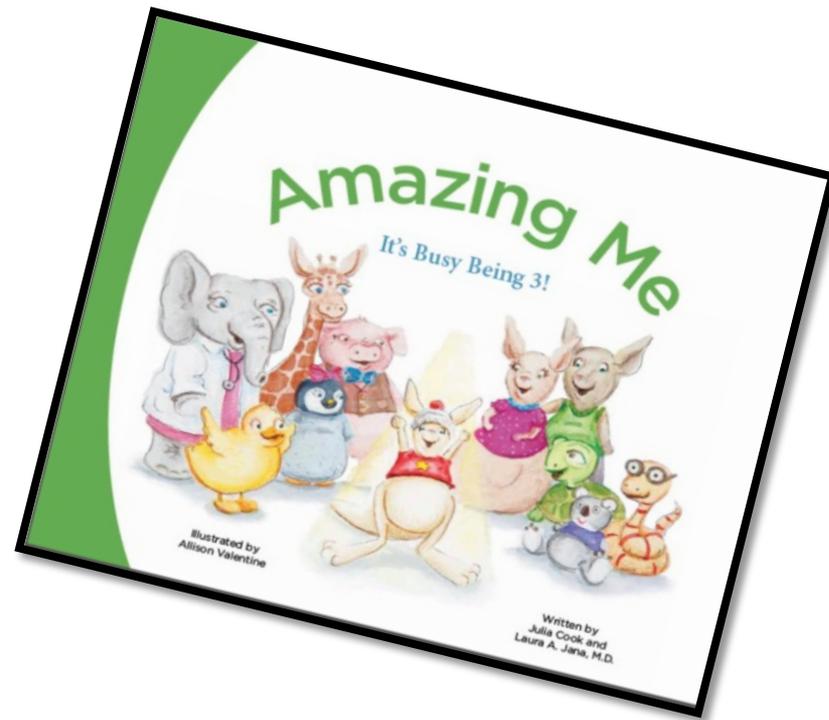
Aprenda los signos. Reaccione pronto.



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
- ❑ Available as an I-book



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

- Copies sounds
- Begins to sit without support
- Likes to play with others, especially parents
- Responds to own name
- Strings vowels together when babbling ("ah," "eh," "oh")
- Uses simple gestures such as shaking head for "no" or waving "bye bye"
- Copies gestures

12 MONTHS (1 YEAR)

- Responds to simple spoken requests
- Says "mama" and "dada"

18 MONTHS (1 1/2 YEARS)

- Plays simple pretend, such as feeding a doll
- Points to show others something interesting
- Pulls up to stand

2 YEARS

- Follows simple instructions
- Kicks a ball
- Says sentences with 2 to 4 words
- Gets excited when with other children
- Says several single words
- Walks alone
- Knows what ordinary things are for, for example, telephone, brush, spoon

3 YEARS

- Points to things or pictures when they're named
- Copies adults and friends (like running when other children run)
- Carries on a conversation using 2 to 3 sentences
- Climbs well
- Plays make-believe with dolls, animals and people
- Shows affection for friends without prompting

4 YEARS

- Hops and stands on one foot for up to 2 seconds
- Would rather play with other children than alone
- Tells stories
- Draws a person with 2 to 4 body parts
- Plays cooperatively

These are just a few of many important milestones to look for. For more complete checklists by age visit www.cdc.gov/actearly or call 1-800-CDC-INFO (1-800-232-4636).



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

Fact Sheets

- ❑ Download and print
- ❑ Developmental Screening and Monitoring
- ❑ Resources
- ❑ Tips for Talking to Parents
- ❑ If You're Concerned
 - How to Help Your Child
 - How to Talk with the Doctor

Concerned about Development? How to Help Your Child



Concerned about Development? How to Talk with the Doctor



A first step toward getting help for your child when you are concerned about his or her development (how your child plays, learns, speaks, acts and moves) is to talk with your child's doctor.

Tips for Talking with Parents

If you suspect a child has a developmental delay and believe a parent is unaware of it, this sample conversation can give you ideas of how to talk with the child's parent.

Good afternoon, Ms. Jones. We have having Taylor in class. He really enjoys story time and follows directions well. He is working hard on coloring but is having a difficult time and gets frustrated. I have also noticed a few things about Taylor's social skills that I would like to discuss with you. Do you have a few minutes? (Use specific behaviors and when they occurred.)

Have you noticed any of these at home?

Mrs. Jones, here is some information that shows the developmental milestones for a child Taylor's age. Let's plan to meet again next week (at a time after you've had time to read it and think it over). (Provide information such as the fact sheet.)

Mrs. Jones, I know this is hard to talk about, and I may be overreacting, but I think it would also be a good idea to talk to Taylor's doctor about this in the next few weeks. You can take this information with you when you go. The doctor can give Taylor a "developmental screening" which can answer some questions about his progress and whether you need to do anything else. Maybe there is no problem, but getting help early can make a big difference if there is, so it's really important to find out for sure. Let me know if you need anything from me for that doctor's appointment.

Thank you for agreeing to talk with me today. We'll all do our best to help Taylor. He is a great kid!

If a parent approaches you with concerns about his or her child, this might help you respond.

Mrs. Smith, you wanted to speak with me privately about Taylor? (Listen to her concerns. See if she has noticed the same behaviors you have, and share examples that are the same as or different from hers.)

I am glad to know we are both on the same page. I have some information that might help you when you see Taylor at home this week. This fact sheet shows the developmental milestones for his age. Each child develops at his or her own pace, so Taylor might not have met all these milestones; it's worth taking a closer look. Let's meet again next (at a date) after you've had time to read this and think about it.

I also think it would be a good idea to talk to Taylor's doctor about this in the next few weeks. You can take this information with you when you go. The doctor can give Taylor a "developmental screening" which can answer some questions about his progress and whether you need to do anything else. Let me know if you need anything from me for that doctor's appointment. Thank you for talking with me today. We'll all do our best to help Taylor. He is a great kid!

Tips for these conversations with parents:

- Highlight some of the child's strengths, letting the parent know what the child does well.
- Use materials like the "Learn the Signs. Act Early" fact sheets. This will help the parent know that you are basing your comments on facts and not just feelings.
- Talk about specific behaviors that you have observed in caring for the child. Use the milestone fact sheets as a guide. Example: If you are telling the parent "I have noticed that Taylor does not play pretend games with the other children," you could show the parent the line on the milestone fact sheet for a four-year-old that says that a child that age "engages in fantasy play."
- Try to make it a discussion. Pose a lot, giving the parent time to think and to respond.
- Expect that if the child is the oldest in the family, the parent might not have experience to know the milestones the child should be reaching.
- Listen to and watch the parent to decide on how to proceed. Pay attention to tone of voice and body language.
- This might be the first time the parent has become aware that the child might have a delay. Give the parent time to think about this and even speak with the child's other caregivers.
- Let the parent know that he or she should talk with the child's health care professional (doctor or nurse) soon if there are any concerns or more information is needed.
- Remind the parent that you do your job because you love and care for children, and that you want to make sure that the child does his or her very best. It is also okay to say that you "may be overly concerned," but that it is best to check with the child's doctor or nurse to be sure since early action is so important if there is a real delay.

www.cdc.gov/actearly



Learn the Signs. Act Early.



Growth Chart



39"

38"

37"

3 feet

35"

34"

space for photo

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.



Act Early Ambassadors

- ❑ **Serve as a state or territory points-of-contact for the national LTSAE program**
- ❑ **Support the work of their state's Act Early Team and other state or national initiatives to improve early identification of developmental delay and disability**
- ❑ **Promote the adoption and integration of LTSAE messages, materials, and professional education tools into systems that serve families**

Ambassadors are selected through a competitive process to serve a 2-year term, receive training, technical assistance, and a small stipend to support their work plan.

2016-2018 cohort of 45 Ambassadors just announced!



State Integration Examples

- ❑ “Learn the Signs. Act Early” materials were customized with CCR&R contact information and then distributed to families and providers through their CCR&R call center
- ❑ Training on the importance of developmental monitoring and screening, utilizing the LTSAE materials was conducted at the state level for CCR&R’s.
- ❑ “Learn the Signs. Act Early” materials are integrated into regional CCR&R cross-sector professional development training



Other State Integration Ideas

- ❑ Connect with your state ambassador to find out what state-specific “Learn the Signs. Act Early” resources may exist in your area.
- ❑ Add “Learn the Signs. Act Early” as a resource on your website.



Learn the Signs. Act Early. for Child Care Development Fund (CCDF) Grantees

□ Professional Development

- Helps providers meet professional development requirements
 - ✓ CEUs through *Watch Me! Celebrating Milestones and Sharing Concerns* training

□ Family Engagement

- Helps providers meet CCDF consumer and provider education provisions on family engagement
- Help providers communicate with parents about development
- Provide guidance for providers on discussing developmental concerns



Next Steps Working with Families and Providers

- Use these materials with families during the child care referral and/or intake process as part of a comprehensive consumer education approach;
- Connect families and providers to these resources on your websites;
- Promote the available CDC trainings as an effective way for providers to meet their training needs on this important topic;

Working with Families and Providers

- Ensure that Technical Assistance Providers-coaches, Infant/Toddler specialists, Nurse Health Consultants, others are aware of these resources
- When planning for future work and ways that you can support CCDBG implementation and family engagement within your early childhood system, remember these resources are available

Working with Families and Providers

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Working with Families and Providers

- Remember that these resources are available and customizable as you are planning for future work and ways that you can support CCDBG implementation and family engagement within your early childhood system.
- Check in with your State Administrator
- Watch for the finalization of the proposed rules (NPRM)

<https://www.federalregister.gov/articles/2015/12/24/2015-31883/child-care-and-development-fund-ccdf-program#h-72>

Questions?



Thank you

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