



Act Early Initiative: An Update

Georgina Peacock, MD, MPH

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National Center on Birth Defects and Developmental Disabilities
Division of Birth Defects and Developmental Disabilities, Prevention Research Branch



Outline

- Collaboration on a federal level
- Act Early Initiative update
- Steps for sustaining interest



COLLABORATION ON A FEDERAL LEVEL



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

Collaboration Efforts

- ❑ **MCHB/CDC Autism Workgroup – meets quarterly**
- ❑ **ACT Curriculum – case based autism curriculum**
- ❑ **Supplement to MCHB CAAI State Demonstration projects**
- ❑ **Act Early initiative**



ACT case study curriculum for physicians in training Coming soon!

Early Identification and Screening

Early Warning
Signs of Autism

Screening for
Autism

Diagnosis

Communicating
the Abnormal
Results of a
Screening

Making an
Autism
Diagnosis

Caring for Children with ASD

Early
Intervention and
Education

Treatment for
ASDs

Autism-specific
Anticipatory
Guidance



Learn the Signs. Act Early.

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HRSA Learn the Signs. Act Early supplemental grants

- Awarded October 2010
 - Missouri
 - Alaska
 - Utah
 - Washington

Evaluation of targeting implementation
of Learn the Signs. Act Early.
health education campaign

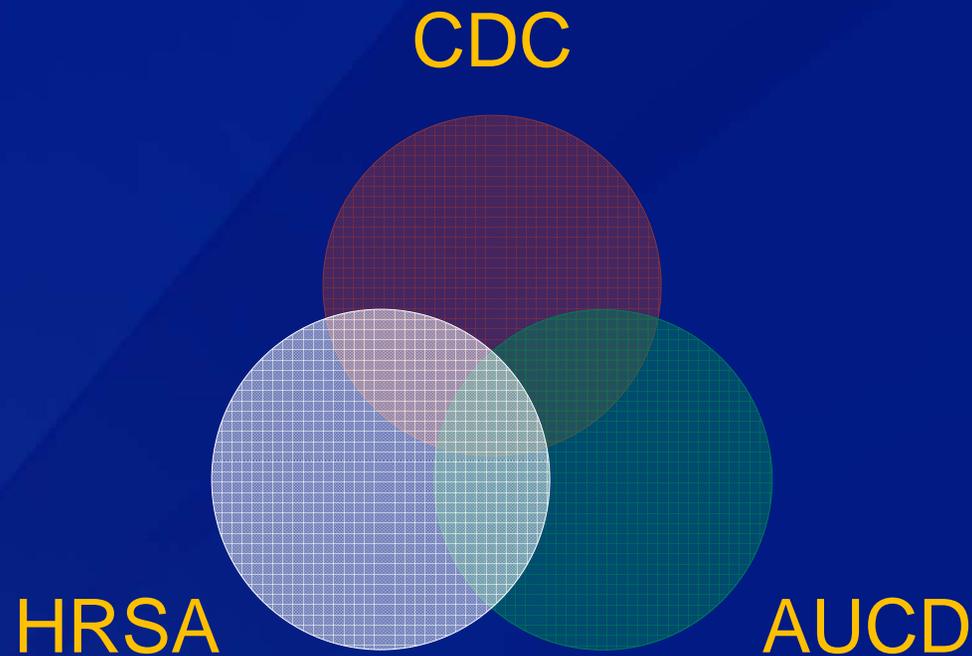


ACT EARLY INITIATIVE



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Act Early Model of Collaboration for Systems Change

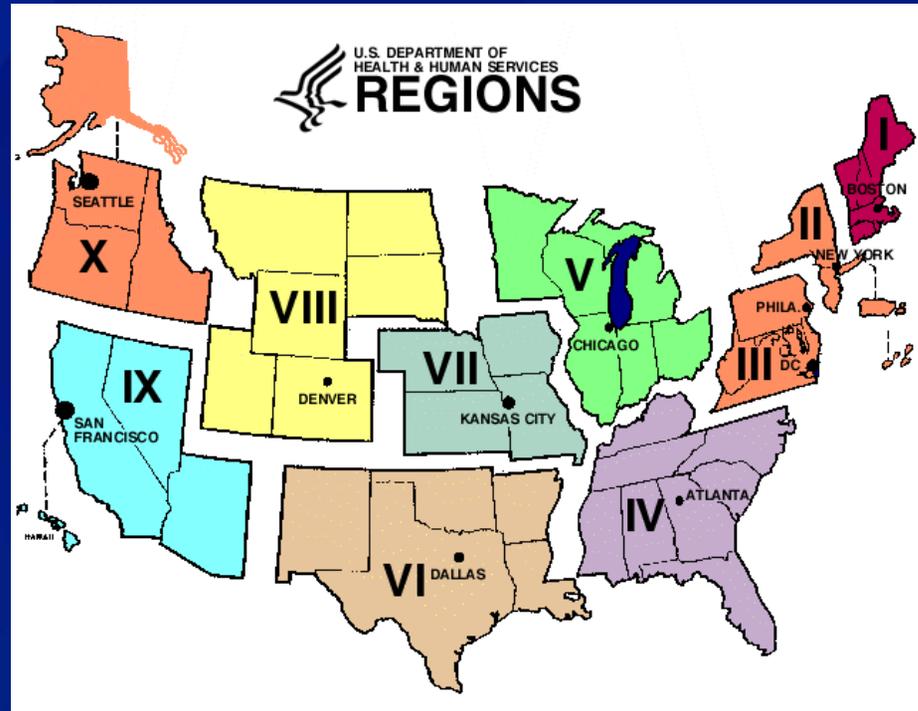


**Improving system collaboration by bringing together
key stakeholders in early identification of children with
ASD and other developmental disabilities**



Regional Summits

- 2007
 - Chicago, IL
- 2008
 - Kansas City, MO
 - Albuquerque, NM
- 2009
 - Nashville, TN
 - Salt Lake City, UT
 - The Bronx, NY
 - Sacramento, CA
 - Atlanta, GA
- 2010
 - Seattle, WA
 - Baltimore, MD
 - Providence, RI
 - Indianapolis, IN



Act Early Initiative

Act Early Regional Summits (Federal Level)

2007-2010

55 teams; 800+attendees



Act Early State Teams (State Level)

2008-present

45 active teams



Sustaining Interest (Federal and State)

2011

AMCHP Act Early Grants; AUCD mini-grants; Act Early Ambassadors; state and national act early list servs

A National Initiative to Enhance Early Identification

ACT EARLY REGIONAL SUMMIT PROMISING ACHIEVEMENTS



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

Act Early grants - AMCHP and AUCD

- Disseminate and customize *Learn the Signs. Act Early.* materials
- Continue collaboration through meeting of Act Early state teams
- Develop resource guides and ASD guidelines
- Train clinicians and community providers
- Developmental and ASD screening in community and medical settings
- Create roadmaps for families and for professionals



Act Early State Activities

- ❑ **Florida:** Created a “flow chart” to help professionals in the state navigate the system
- ❑ **Kansas:** reduced waiting lists for diagnostic assessments
- ❑ **Oklahoma:** M-CHAT screening is now mandatory at 18 months within the Part C system
- ❑ **New Hampshire:** Implemented M-CHAT training for providers especially reaching out to homeless children and children living in poverty



Act Early State Activities

- ❑ **New Mexico:** Created a “navigation wheel” to help families understand the different systems and how to access them and customized CDC materials
- ❑ **New York:** Ran public service campaign which included PSA's and customized CDC materials
- ❑ **South Carolina:** Set up “master clinician” training program; created a “roadmap”
- ❑ **Wisconsin:** Creation of a customizable tri-fold brochure on acting early



Tri-Fold Brochure

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)

- Uses 2- to 4-word phrases
- Shows more interest in other children
- 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

3 YEARS

- Shows affection for playmates
- Uses 4- to 5-word sentences
- 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.wisconsin.edu or call 1-800-CDC-INFO.

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

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

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Key findings

SURVEY OF STATE TEAM LEADERS



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

Key Findings

- ❑ **As a result of Summit participation**
 - Most state teams have or are developing a state plan and continue to meet
 - Coordination of state efforts improved or increased
 - States have engaged in activities focused on awareness, education and training, and policy change
 - Use of campaign materials increased
- ❑ **The majority of state team leaders rated the summits as helpful or very helpful to:**
 - Improving early identification
 - Strengthening existing partnerships
 - Establishing new partnerships



A National Initiative to Enhance Early Identification

**ACT EARLY
SUSTAINING INTEREST**



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Sustaining Interest

- Act Early Forum listserv, Sharepoint sites (national and state) - AUCD
- AMCHP “Act Early Grants”
- HRSA state demonstration programs on awareness



Champions for Families

- An opportunity to tell the story of the person who helped your child and family
Act Early



Future directions

- Act Early Ambassadors program in partnership with AUCD
 - Provide professional education about Learning the Signs and Acting Early
 - Serve as the local point person for Learn the Signs. Act Early. consultation
 - Applications will be available in March

Act Early Summits

CONCLUSION



Learn the Signs. Act Early.

www.cdc.gov/actearly

Conclusion

- Act Early Summits
 - Provided a forum to improve system collaboration
 - Informed future directions for CDC's awareness and Act Early Activities
- Act Early Initiative
 - Strengthened partnership with the network
 - Created the opportunity for collaboration between HRSA and CDC



For more information

“Learn the Signs. Act Early.” campaign

www.cdc.gov/actearly

Act Early Regional Summits

www.aucd.org/template/page.cfm?id=547

For more information please contact Centers 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: 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.

National Center on Birth Defects and Developmental Disabilities

Place Descriptor Here



Milestone Moments brochure

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.

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.

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Your Child at 3 Years

www.cdc.gov/actearly

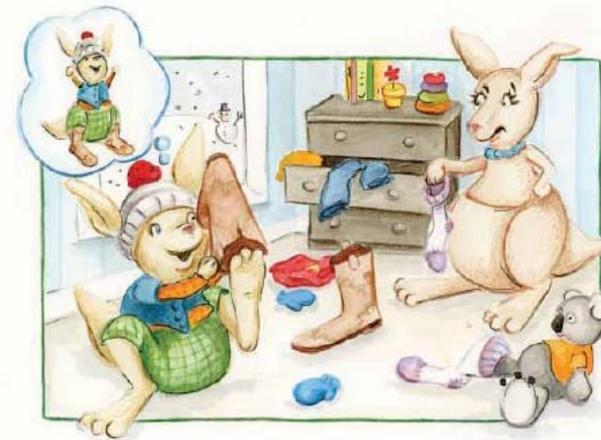
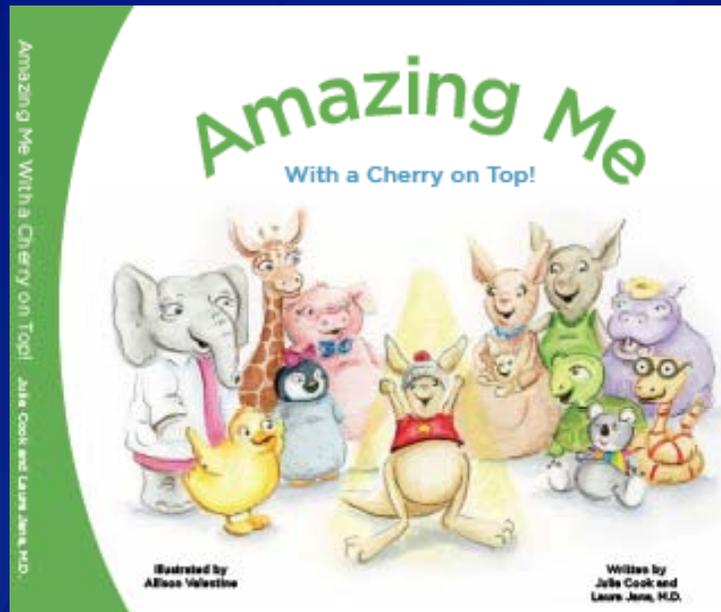
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Children's book (under development)



Every day when I wake up, the first thing I do is get dressed. I can put on my clothes all by myself, and I do an **AMAZING** job.

"It's too cold to wear shorts when it's snowing outside, and you shouldn't wear your cowboy boots without socks," says my mom.

4



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