

CDC Model for Developmental Surveillance and Screening

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Disclosures

- The views and opinions expressed in this presentation are those of my own and do not reflect the official views or policy of UT Health San Antonio.
- I am a “Learn the Signs. Act Early.” Ambassador for the State of Texas.



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- We value your feedback and encourage you to share any concerns related to language, images, or concepts that may be offensive or stigmatizing.
- Your input will help us refine and improve our presentations, ensuring they remain inclusive and respectful to participants.



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A Framework for Children's Healthy Development

Based on the work of the Center for Disease Control's "Learn the Signs. Act Early." and Help me Grow National Center



Download the Full Framework



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A Framework for Children's Healthy Development & Family Well-Being

Five components each articulate an active approach to support family's priorities, celebrate progress, and enable conditions for early identification:

Universal strategies (done with all children and families):

1. Developmental promotion (ongoing)
2. Family-engaged developmental monitoring (ongoing)
3. Screening (at recommended ages)

Targeted strategies (as needed):

4. Referral to services
5. Receipt of services



Developmental Promotion

Developmental promotion is the provision of information, materials, and tools, for families to learn what to expect as their child grows so that they can engage their child in age-appropriate activities, celebrate milestones, and recognize when there are concerns.

Examples:

- Providing Learn the Signs. Act Early. print materials
- Promoting the use of developmental support app/messaging services such as Vroom, Bright By Text, The Basics, and the CDC Milestone Tracker App
- Developmental health events such as Help me Grow's Books, Balls and Blocks



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



Milestone Moments

Milestones Matter!

Look inside for milestones to watch for in your child and tips for how you can help your child learn and grow from birth to age 5.

Your child at 15 months

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

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by 15 months. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What most children do by this age:

Social/Emotional Milestones

- Copies other children while playing, like taking toys out of a container when another child does
- Shows you an object she likes
- Claps when excited
- Hugs stuffed doll or other toy
- Shows you affection (hugs, cuddles, or kisses you)

Language/Communication Milestones

- Tries to say one or two words besides "mama" or "dada," like "ba" for ball or "da" for dog
- Looks at a familiar object when you name it
- Follows directions given with both a gesture and words. For example, he gives you a toy when you hold out your hand and say, "Give me the toy."
- Points to ask for something or to get help

Cognitive Milestones (learning, thinking, problem-solving)

- Tries to use things the right way, like a phone, cup, or book
- Stacks at least two small objects, like blocks

Movement/Physical Development Milestones

- Takes a few steps on his own
- Uses fingers to feed herself some food

Other important things to share with the doctor...

- What are some things you and your child do together?
- What are some things your child likes to do?
- Is there anything your child does or does not do that concerns you?
- Has your child lost any skills he/she once had?
- Does your child have any special healthcare needs or was he/she born prematurely?

You know your child best. Don't wait. If your child is not meeting one or more milestones, has lost skills he or she once had, or you have other concerns, act early. Talk with your child's doctor, share your concerns, and ask about developmental screening. If you or the doctor are still concerned:

1. Ask for a referral to a specialist who can evaluate your child more; and
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at cdc.gov/FindEI.

For more on how to help your child, visit cdc.gov/Concerned.

Don't wait. Acting early can make a real difference!

www.cdc.gov/ActEarly/Materials



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Text TEXASKIDS to 274 448



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Family-engaged Developmental Monitoring

Family-engaged developmental monitoring (FEDM) utilizes concepts presented during Developmental Promotion while intentionally including the phrase “family-engaged” to *center families as key partners in the process.*



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Family-engaged Developmental Monitoring

Families are regarded as the **expert** on their child's development.

Information is compiled to inform a **holistic approach** to the child's development (family support, culture, faith, social determinants of health).

Development is discussed **over time**.



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Developmental Screening (including Autism)

Relies on **standardized and validated measures (screening tools)**

American Academy of Pediatrics, screening should occur at (minimum) **9, 18, and 30 months** and when there is **a concern**.

Available in **multiple languages**.

Addresses both **achievements and concerns for the child**.



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Referral to Services

Maintain **an updated list of services in your community**

Engage the family to identify the **family's priorities** and **match referrals** to those priorities.

Co-determine and provide the level of support the family needs to make a **successful connection** to services including coordination with other programs and barriers to accessing services



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Receipt of Services

Respond to **any concerns** they may have about what the identified delay may mean for their child

Follow up with families to ensure successful and timely service connection

If the child is on a waiting-list, provide families with **at home supports** and additional referrals to offset the delay in service

Ask about **new achievements or concerns** the family may have



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Questions?



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