

Learn the Signs. Act Early.

Learn the Signs.
Act Early.



CT State Department of Children and Families

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DISABILITIES

Session Agenda

- What is a UCEDD?
- CDC Learn the Signs. Act Early.
- Developmental Milestones & Red Flags
- Documentation for Observations/Interactions
- Activity
- The Referral Process
- Resources, Wrap-Up, Post-Test & Evaluation

Objectives for this training

1. State why monitoring infants and young children's development and identifying developmental concerns early are essential.
2. Recognize developmental milestones that are age appropriate for infants and young children age 0-5 years old.
3. Identify "red flags," that may be behavioral or developmental markers suggesting the need for further evaluation.
4. Describe the process of making a referral to an appropriate agency to meet the needs of the infant or child.
5. Discuss appropriately documenting interactions and observations for infants and young children (age 0 –5) and families during home visits via virtual or face-to-face to meetings.

What is Learn the Signs. Act Early.?

Aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need.

The program is made up of three components:

- [Health education campaign](#)
- [Act Early Initiative](#)
- [Research and evaluation](#)



Developmental disabilities are common, but not always detected early.

- ❑ About 1 in 4 children aged 0-5 years is at moderate or high risk for developmental, behavioral or social delay.
- ❑ About 1 in 57 children has autism spectrum disorder

However, diagnosis often does not occur until after age 4.

Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2016 surveillance Summaries / March 27, 2020 / 69(4);1–12)

The Centers for Disease Control and Prevention (CDC) reports that many developmental delays are not recognized early, delaying when children get the help they need. In fact, less than half of children with developmental delays receive services before starting school.



Home visiting

- Early educators and home visitors provide an important role in education about and observation of developmental milestones. The “Learn the Signs. Act Early.” campaign has created a series of resources to help you educate parents on the full range of child development. It is important to observe developmental milestones overtime.
- Observe child’s development with parents during play and daily routines.
- Discuss observations with parents. Provide guidance on developmental milestones and play activities.
- Discuss all parent concerns.

What are Developmental Milestones?

- Things most infants and children can do by a certain age.
- How a child plays, learns, speaks, acts and moves.
- You see these every day.
- They offer important clues about each child's developmental health.
- All children develop at their own pace. Some will reach milestones slightly late or early.
- **Parents may need guidance in recognizing.**

Milestones

Your Baby at 2 Months

Baby's Name _____ Baby's Age _____ Baby's Sex _____

How your child talks, moves, explores, and how often they smile 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 2 months. Talk to your pediatrician if you are not sure what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- 1) Smile to make a sound
- 2) Get angry when annoyed
- 3) Start to bring hands to mouth and suck on hand
- 4) Start to hold a rattle

Language/Communication

- 1) Make vowel sounds (aah)
- 2) Make babbling sounds

Cognitive (Learning, Thinking, Problem Solving)

- 1) Start to follow things with eyes and recognize people in a mirror
- 2) Respond to loud sounds, keep it away from things

Motor/Physical Development

- 1) Start to hold head up and begin to push up when lying on tummy
- 2) Make smoother movements with arms and legs

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

- 1) Doesn't respond to his name
- 2) Doesn't hold things or fix things
- 3) Doesn't make eye contact
- 4) Doesn't bring hands to mouth
- 5) Doesn't hold head up when pushing up when on tummy

Ask your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and ask about resources in your community that can provide additional support for your child. 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.

Your Child at 3 Years

Child's Name _____ Child's Age _____ Child's Sex _____

How your child talks, moves, explores, and how often they smile 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 3 years. Talk to your pediatrician if you are not sure what to expect next.

What Most Children Do at this Age:

Social/Emotional

- 1) Express strong emotions
- 2) Start to play with other children
- 3) Show pride in work
- 4) Show interest in making friends
- 5) Expresses his/her "I don't" and "No" feelings
- 6) Shows interest in other people
- 7) Responds to other people's feelings
- 8) Shows self-awareness

Language/Communication

- 1) Names objects and actions in a story
- 2) Can write and draw simple shapes
- 3) Understands words for "in," "on," and "under"
- 4) Knows first, last, middle
- 5) Knows colors
- 6) Knows words for "I," "you," "he," and "she" (gender-specific)
- 7) Knows how to hold a pencil
- 8) Knows how to use scissors to cut straight lines
- 9) Knows how to use a spoon and fork
- 10) Knows how to use a comb

Cognitive (Learning, Thinking, Problem Solving)

- 1) Has some memory skills (knows what happened only)
- 2) Has some counting skills (counts to 10)
- 3) Knows colors (red, yellow, blue)
- 4) Understands "no" and "stop"
- 5) Counts to 10 and knows what number
- 6) Knows how to use a comb
- 7) Knows how to use a spoon and fork
- 8) Knows how to use a comb
- 9) Knows how to use a comb
- 10) Knows how to use a comb

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

- 1) Has not started to talk or make any words
- 2) Has not started to play with other children
- 3) Has not started to count to 10
- 4) Has not started to use a spoon and fork
- 5) Has not started to use a comb
- 6) Has not started to use a comb
- 7) Has not started to use a comb
- 8) Has not started to use a comb
- 9) Has not started to use a comb
- 10) Has not started to use a comb

www.cdc.gov/actearly | 1-800-CDC-INFO | 1-800-232-6299



Learn the Signs. Act Early.

Activity



Can you recognize children's developmental milestones?

Developmental Milestones:

Social and Emotional

- Begins to smile at people
- Can briefly calm herself (may bring hands to mouth and suck on hand)
- Tries to look at parent

Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

Cognitive

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

Developmental Milestones:

2 months

Social and Emotional

- Begins to smile at people
- Can briefly calm herself (may bring hands to mouth and suck on hand)
- Tries to look at parent

Language/Communication

- Coos, makes gurgling sounds
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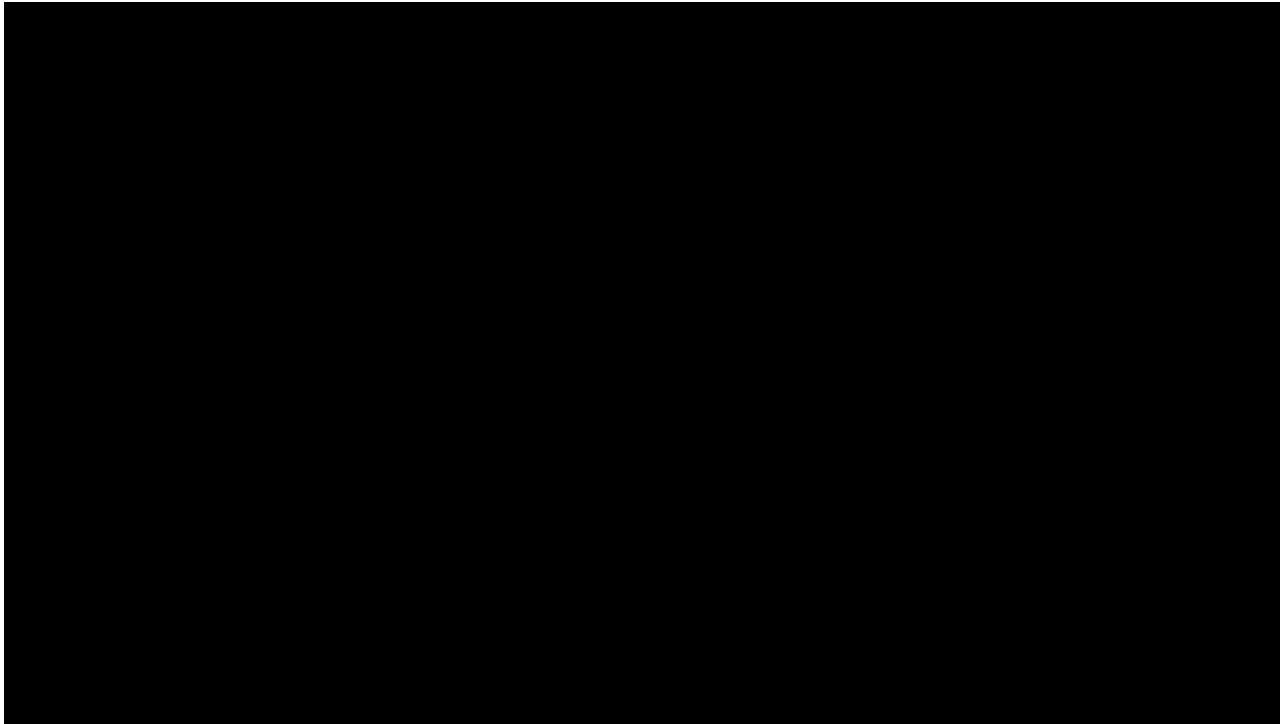
Cognitive

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

2 months video: What do you see ?





Act Early “red flags”: 2 months

- Doesn't respond to loud sounds
- Doesn't watch things as they move
- Doesn't smile at people
- Doesn't bring hands to mouth
- Can't hold head up when pushing up when on tummy
- Loses skills once had

How do I observe (2 months)?

Ask Parent or Caregiver

- How is infant sleeping?
- How are they eating?
- How many wet diapers a day?
- Does the baby scan room for you?

Developmental Milestones:

Social and Emotional

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning

Language/Communication

- Begins to babble
- Babbles with expression and copies sounds he hears
- Cries in different ways to show hunger, pain, or being tired

Cognitive

- Lets you know if he is happy or sad
- Responds to affection
- Reaches for toy with one hand
- Watches faces closely

Movement/Physical Development

- Holds head steady, unsupported
- Pushes down on legs when feet are on a hard surface
- Can hold a toy and shake it and swing at dangling toys

Developmental Milestones: 4 months

Social and Emotional

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning

Language/Communication

- Begins to babble
- Babbles with expression and copies sounds he hears
- Cries in different ways to show hunger, pain, or being tired

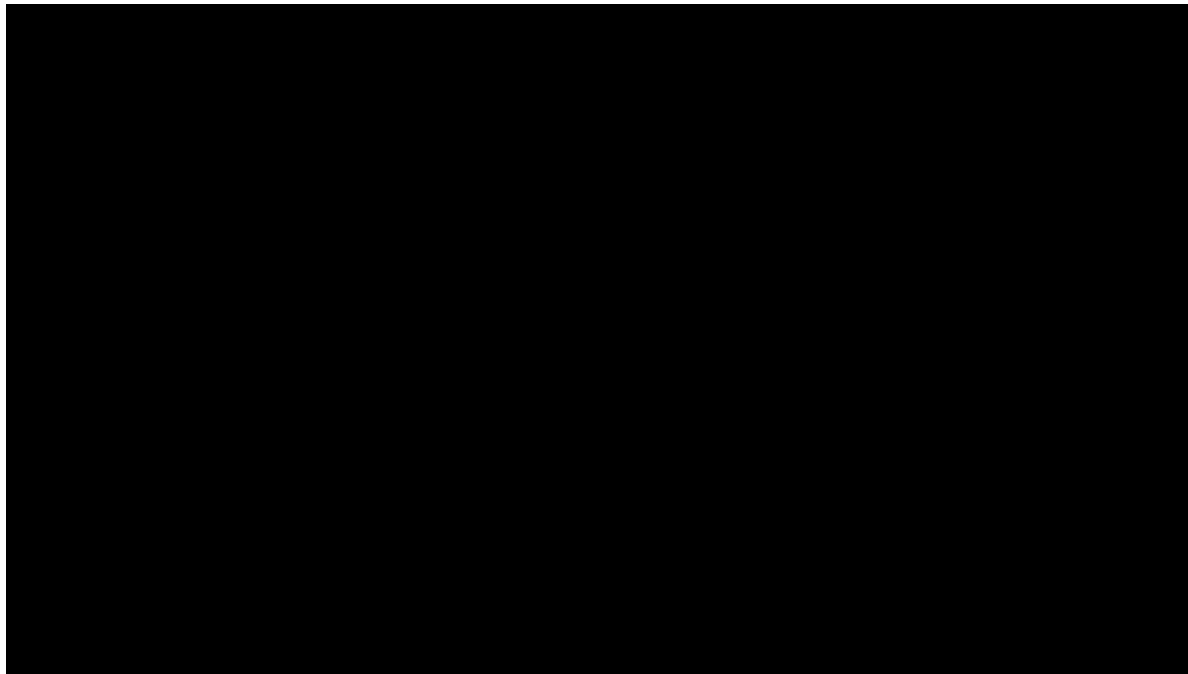
Cognitive

- Lets you know if he is happy or sad
- Responds to affection
- Reaches for toy with one hand
- Watches faces closely

Movement/Physical Development

- Holds head steady, unsupported
- Pushes down on legs when feet are on a hard surface
- Can hold a toy and shake it and swing at dangling toys

4 months video: What do you see?





Act Early “red flags”: 4 months

- Doesn't watch things as they move
- Doesn't smile at people
- Can't hold head steady
- Doesn't coo or make sounds
- Doesn't bring things to mouth
- Doesn't push down with legs when feet are placed on a hard surface
- Has trouble moving one or both eyes in all directions
- Loses skills once had

How do I observe (4 months)?

Ask Parent or Caregiver

- Does the child make sounds? What kind?
- Can the child hold his/her head up?
- Does the child hold a toy? What do they do with it?
- Nap? Sleep schedule?
- Does the child follow familiar voices? Faces/people?

Developmental Milestones: 6 months

Social and Emotional

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

Language/Communication

- Responds to sounds by making sounds
- Responds to own name
- Makes sounds to show joy and displeasure

Cognitive

- Looks around at things nearby
- Brings things to mouth
- Shows curiosity about things and tries to get things that are out of reach

Movement/Physical Development

- Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and might bounce

Developmental Milestones:

Social and Emotional

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

Language/Communication

- Responds to sounds by making sounds
- Responds to own name
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Cognitive

- Looks around at things nearby
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- Shows curiosity about things and tries to get things that are out of reach

Movement/Physical Development

- Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and might bounce



Act Early “red flags”: 6 months

- Doesn't try to get things that are in reach
- Shows no affection for caregivers
- Doesn't respond to sounds around him
- Has difficulty getting things to mouth
- Doesn't make vowel sounds (“ah”, “eh”, “oh”)
- Doesn't roll over in either direction
- Doesn't laugh or make squealing sounds
- Seems very stiff, with tight muscles
- Seems very floppy, like a rag doll
- Loses skills once had

How do I observe (6 months)?

Ask Parent or Caregiver

- Does the child try to crawl?
- Does the child reach for toys or other objects?
- How is the baby feeding? Bottles? Breast Feeding? Solid food?
- Rolling?
- What sounds is the baby making? Do they mimic sounds?

Developmental Milestones

Social and Emotional

- May be afraid of strangers
- May be clingy with familiar adults

Language/Communication

- Understands “no”
- Makes a lot of different sounds like “mamamama” and “bababababa”
- Copies sounds and gestures of others
- Uses fingers to point at things

Cognitive

- Watches the path of something as it falls Looks for things she sees you hide
- Plays peek-a-boo
- Puts things in his mouth

Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Pulls to stand
- Crawls

Developmental Milestones: 9 months

Social and Emotional

- May be afraid of strangers
- May be clingy with familiar adults

Language/Communication

- Understands “no”
- Makes a lot of different sounds like “mamamama” and “bababababa”
- Copies sounds and gestures of others
- Uses fingers to point at things

Cognitive

- Watches the path of something as it falls Looks for things she sees you hide
- Plays peek-a-boo
- Puts things in his mouth

Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Pulls to stand
- Crawls

9 Months video: Can get into sitting position



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Act Early “red flags”: 9 months

- Doesn't bear weight on legs with support
- Doesn't sit with help
- Doesn't babble (“mama”, “baba”, “dada”)
- 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
- Loses skills once had

How do I observe (9 months)?

Ask Parent or Caregiver

- Are they repeating sounds?
- Are they pulling up to standing?
- Are they sitting with out assistance?
- Do they bang objects or toys on the floor?
- What is your child's sleep patterns?
- What are their eating habits?

Developmental Milestones:

Social and Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Plays games such as “peek-a-boo” and “pat-a-cake”

Language/Communication

- Uses simple gestures, like shaking head “no” or waving “bye-bye”
- Says “mama” and “dada” and exclamations like “uh-oh!”

Cognitive

- Explores things in different ways, like shaking, banging, throwing
- Copies gestures
- 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

Developmental Milestones: 12 months (1 year)

Social and Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Plays games such as “peek-a-boo” and “pat-a-cake”

Language/Communication

- Uses simple gestures, like shaking head “no” or waving “bye-bye”
- Says “mama” and “dada” and exclamations like “uh-oh!”

Cognitive

- Explores things in different ways, like shaking, banging, throwing
- Copies gestures
- 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

12 months (1 year) video: What do you see?

Observation:
Response to Name
Kyle, 12 Months

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Act Early “red flags”: 12 months (1 year)



- 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 once had

How do I observe (12 months)?

Ask Parent or Caregiver

- Walking? Standing?
- Eating solid foods? Sippy cup?
- Self feed?
- What sounds is your child making?
- Can the child pick up small objects (cheerios?) or turn book pages?

14 months video: What do you see?

Observation:
Looking at Book with Mom
Katelyn, 14 Mos

Developmental Milestones:

Social and Emotional

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people

Language/Communication

- Says several single words
- Says and shakes head “no”
- Points to show someone what he wants

Cognitive

- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed
- Can follow 1-step verbal commands without any gestures; for example, sits when you say “sit down”

Movement/Physical Development

- Walks alone
- May walk up steps and run
- Can help undress self
- Drinks from a cup

Developmental Milestones: 18 months (1.5 years)

Social and Emotional

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people

Language/Communication

- Says several single words
- Says and shakes head “no”
- Points to show someone what he wants

Cognitive

- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed
- Can follow 1-step verbal commands without any gestures; for example, sits when you say “sit down”

Movement/Physical Development

- Walks alone
- May walk up steps and run
- Can help undress self
- Drinks from a cup

19 months (1.5 years) video: What do you see?

Observation:
Lack of Response to Name
Evan, 19 Mos

Act Early “red flags”: 18 months (1.5 years)



- Doesn't point to show things to others
- Can't walk
- Doesn't know what familiar things are for
- Doesn't copy others
- Doesn't gain new words
- Doesn't have at least 6 words
- Doesn't notice or mind when a caregiver leaves or returns
- Loses skills once had

How do I observe (18 months)?

Ask Parent or Caregiver -

Is the child saying two word sentences?

Point to things in pictures?

Walking? Running? Climbing?

Mimic activities?

Eating habits?

Developmental Milestones:

Social and 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)

Language/Communication

- Points to things or pictures when they are named
- Says sentences with 2 to 4 words
- Repeats words overheard in conversation

Cognitive

- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- Begins to run
- Climbs onto and down from furniture without help
- Walks up and down stairs holding on

Developmental Milestones: 24 months (2 years)

Social and 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)

Language/Communication

- Points to things or pictures when they are named
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- Begins to sort shapes and colors
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- Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- Begins to run
- Climbs onto and down from furniture without help
- Walks up and down stairs holding on

24 months (2 years) video: What do you see?

Observation:
Speech Milestones at Two Years
Alex, 24 Months

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Act Early “red flags”: 24 months (2 years)

- 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 once had

How do I observe (24 months)?

Ask Parent or Caregiver

- Follow directions? “put this on the table”
- Walk on stairs?
- Eating habits?
- Sleep patterns?
- “terrible two” behaviors?

30 months (2.5 years) video: What do you see?

Observation:
Echolalia
Lucas, 30 Months

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2 years 9 months video: What do you see?

Observation:
Eye Contact
Leighdionne, 2 Years 9 Mos

Developmental Milestones:

Social and Emotional

- Shows affection for friends without prompting
- Takes turns in games
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Says first name, age, and sex
- Carries on a conversation using 2 to 3 sentences

Cognitive

Copies a circle with pencil or crayon

- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

Developmental Milestones: 36 months (3 years)

Social and Emotional

- Shows affection for friends without prompting
- Takes turns in games
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Says first name, age, and sex
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Cognitive

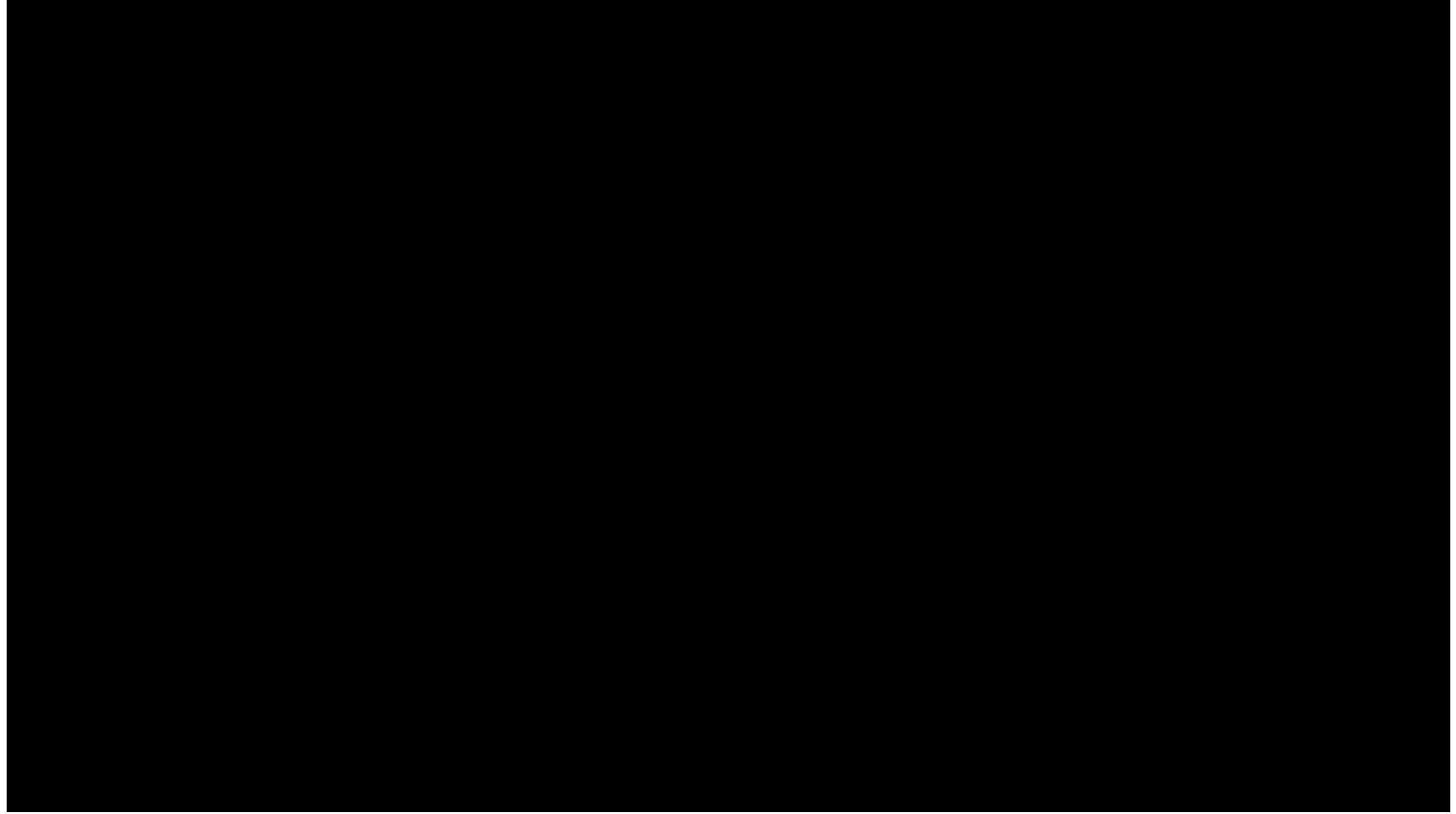
Copies a circle with pencil or crayon

- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

36 Months (3 years) video 1: What do you see?





Act Early “red flags”: 36 months (3 years)

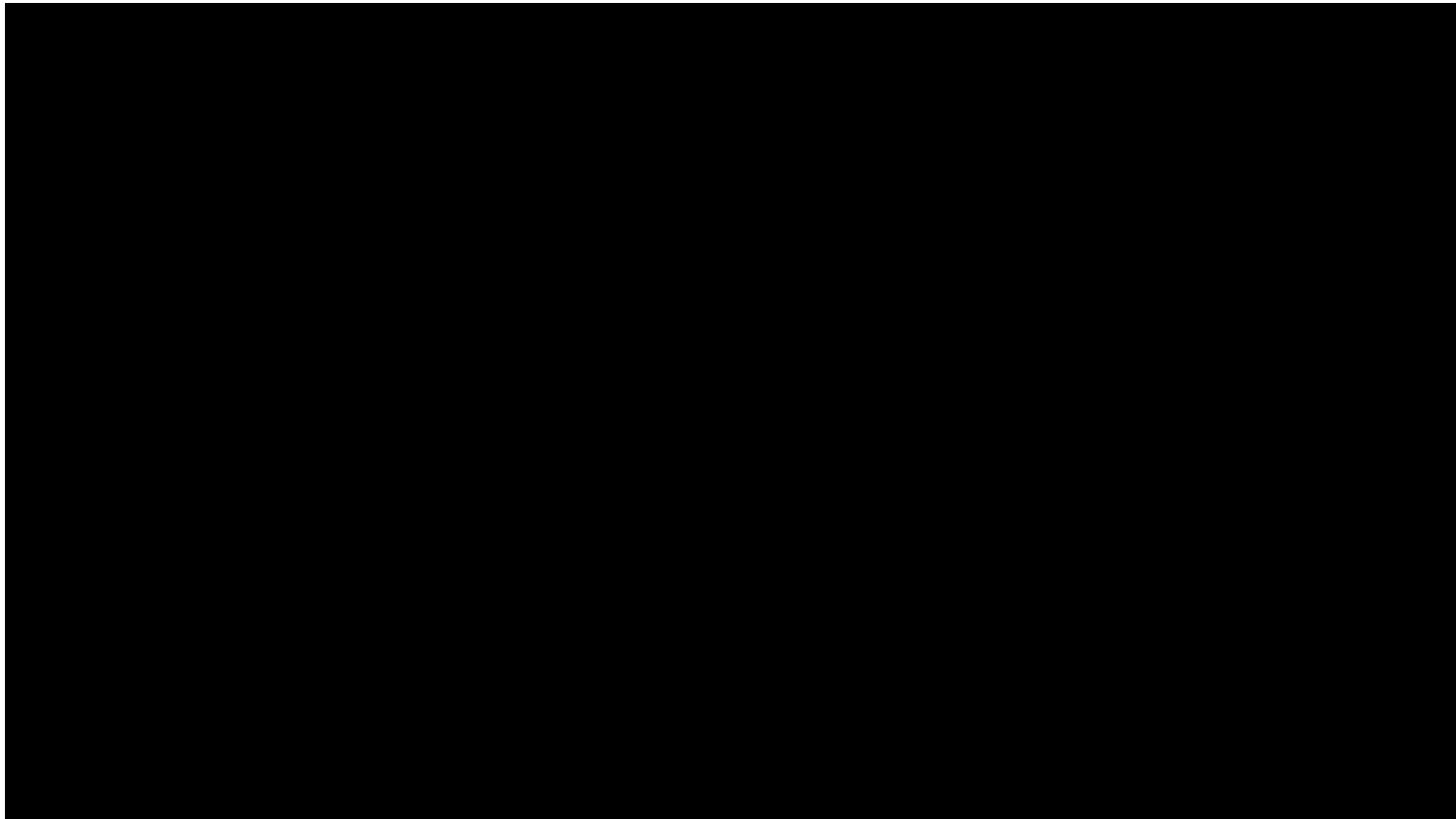
- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills once had

How do I observe (36 months)?

Ask Parent or Caregiver

- Identify body parts?
- Saying short sentences?
- Jump? Climb? Hop?
- How does your child play? Favorite activity?
- Feeding skills and habits?

36 Months (3 years) video 2: What do you see?



Developmental Milestones:

Social and Emotional

- Enjoys doing new things
- Enjoys pretend play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe

Language/Communication

- Knows some basic rules of grammar, such as correctly using “he” and “she”

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Understands the idea of “same” and “different”
- Draws a person with 2 to 4 body parts

Movement/Physical Development

- Can jump on one foot
- Pours, cuts with supervision, and mashes own food

Developmental Milestones: 48 months (4 years)

Social and Emotional

- Enjoys doing new things
- Enjoys pretend play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe

Language/Communication

- Knows some basic rules of grammar, such as correctly using “he” and “she”

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Understands the idea of “same” and “different”
- Draws a person with 2 to 4 body parts

Movement/Physical Development

- Can jump on one foot
- Pours, cuts with supervision, and mashes own food



Act Early “red flags”: 48 months (4 years)

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand “same” and “different”
- Doesn't use “me” and “you” correctly
- Speaks unclearly
- Loses skills once had

How do I observe?

Ask Parent or Caregiver

- Can the child carry on a conversation? What do they do when they see someone on FaceTime/video chat?
- Coloring? Drawing?
- Eating habits?
- Sleeping habits?
- Favorite Activities?

Developmental Milestones:

Social and Emotional

- More likely to agree with rules
- Likes to sing, dance, and act
- Can tell what's real and what's make-believe
- Shows more independence
- Is sometimes demanding and sometimes very cooperative

Movement/Physical Development

- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own

Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Knows about things used every day, like money and food

Developmental Milestones: 60 months (5 years)

Social and Emotional

- More likely to agree with rules
- Likes to sing, dance, and act
- Can tell what's real and what's make-believe
- Shows more independence
- Is sometimes demanding and sometimes very cooperative

Movement/Physical Development

- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own

Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Knows about things used every day, like money and food



Act Early “red flags”: 60 months (5 years old)

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills once had

How do I observe (5 years)?

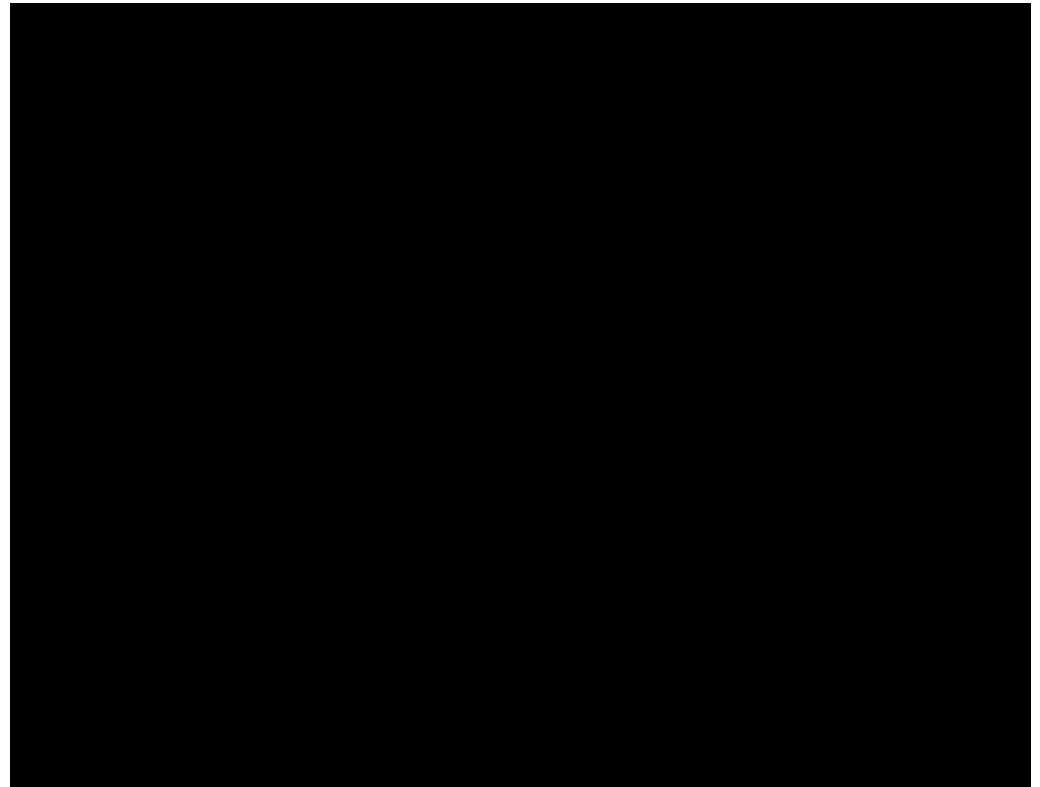
Ask Parent or Caregiver

- Child's speaking skills?
- Can the child provide their name, address, phone number, parents names, etc?
- Will the child speak to SW or others during video chat/Facetime?
- Playing with others?



Video: Loss of skills once had

Some children with an ASD seem to develop normally until around 18 to 24 months of age and then they stop gaining new skills, or they lose the skills they once had.



What do we see?

- Not respond to their name by 12 months of age
- Not point at objects to show interest (point at an airplane flying over) by 14 months
- Not play “pretend” games (pretend to “feed” a doll) by 18 months
- Avoid eye contact and want to be alone
- Repeat words or phrases over and over (echolalia)
- Get upset by minor changes
- Have obsessive interests
- Flap their hands, rock their body, or spin in circles
- Have trouble understanding other people’s feelings or talking about their own feelings
- Have delayed speech and language skills

Key Points to Include in Documentation:

- Child's behavior related to their development
- SW interactions with the child or attempts for interaction, including discussion if child is verbal
- Parents interactions with the child
- Child's interactions with parents, siblings or other people around him or her
- Safe sleep discussion and observation of sleeping arrangements for all children
- Conversations with the parent/caretaker about the child's needs, routines, developmental milestones, diagnosis and any recommended follow up

During virtual visitation be sure to:

- Observe all children/interact with children
- Document what the children are doing during virtual visit
- Discuss developmental milestones with parent/caretaker
- Discuss any concerns noted and options for referrals for services
- Discuss safety during COVID-19
- Ask family if they have ample supplies for the children/household

Documentation of a Virtual Visit

This worker spoke with the family via FaceTime. Mother was holding Ellis (5 months) while speaking to this worker. Ellis appeared happy and active in mother's arms. This worker could hear the other children in the background. This worker observed Kaylee (1), Jacob (2) and Cooper (3) to be playing with a variety of toys in the apartment. Both children greeted this worker and Jacob was excited to show this worker the toys he was playing with. Both children did not answer/were unable to answer this worker's questions when this worker attempted to speak to them. Both children needed redirection at times and mother was observed to be appropriate.

Documentation of a Virtual Visit I

This worker asked mother how the children are overall doing and if she had any concerns regarding their development. Mother reported that she was previously worried about Jacob's speech but feels that he is making progress now and is able to say several words now. Mother also indicated that she thinks that his speech is delayed due to having an older brother who speaks over him frequently. This worker discussed a Birth to Three referral with mother and explained the process. Mother stated that she also discussed with IPV-FAIR and would consider. This worker observed Jacob to be making lots of noise and sounds during the visit, some of his words were clear and he appeared overall happy playing with his toys.

Documentation of a Virtual Visit II

Kaylee was observed to be walking around the apartment with a blanket, she appeared happy but was very jealous when mother was holding Ellis and climbed on the bed mother was sitting on to get closer to her. Kaylee smiled when this worker greeted her. Mother noted no developmental concerns for Kaylee and reported that Kaylee is her "love bug".

Documentation of a Virtual Visit III

Mother held Ellis for the duration of the visits, he was awake and alert. This worker observed him to lay on the bed directly next to mother on his tummy. He was able to hold his head up very well and look around. He smiled frequently a mother when she spoke to him. Mother reported that he likes being on his tummy now and is starting to roll around. This worker discussed the importance of tummy time on the floor or only on the bed when mother is right there. Mother indicated that she never leaves him on the bed because he is so active. This worker discussed safe sleep with other and observed the crib for Ellis to be appropriate with only a tight fitting sheet. Mother noted no developmental concerns for Ellis.

Documentation of a Virtual Visit IV

- Mother reported that he continues to eat and sleep well. Mother stated that Ellis has to go for his WCC to get vaccines next week.
- Mother stated that she and the children have ample supplies at this time. Mother stated that they are all healthy right now. Mother stated that she tries to keep the kids in the house and that her aunt, cousin and mother assist with childcare when she needs to go to the store.
- Mother had no further questions or concerns for this worker.

What to do? The referral process

Step 1: Observe “red flag” concern at site visit

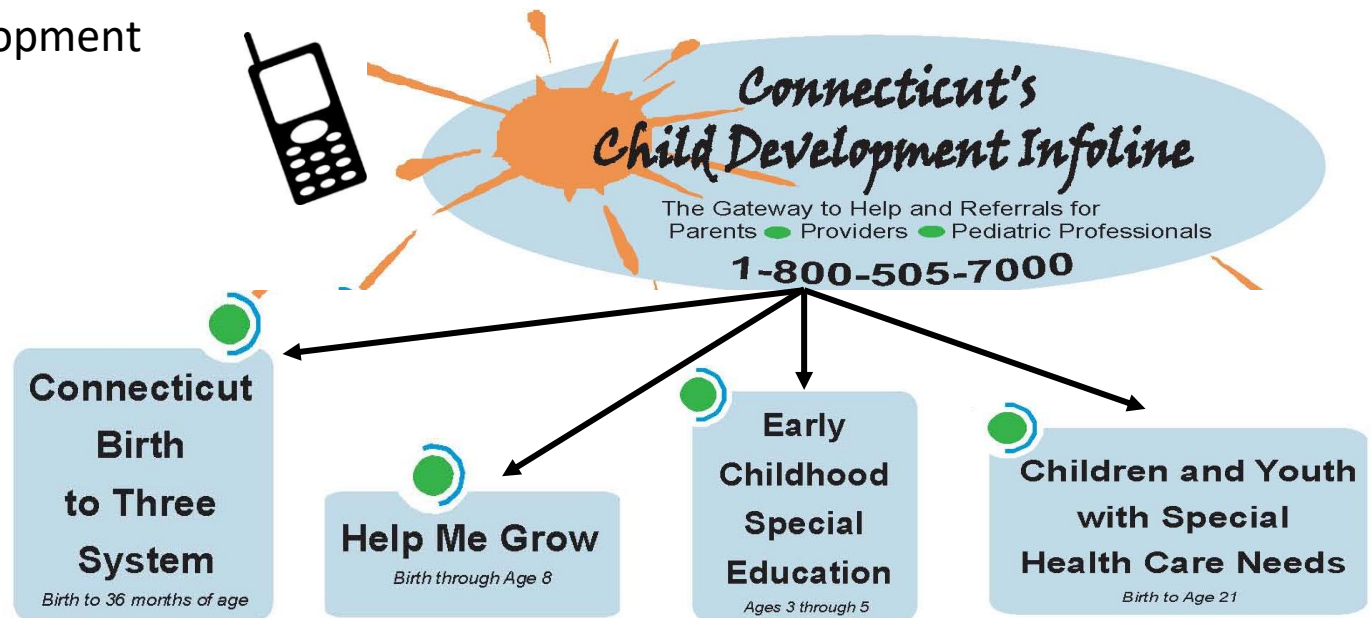


Step 2: Document concern



Step 3: Call Child Development Infoline

Step 4: Child Development Infoline connects caller to program based on the nature of the call



How would you document?

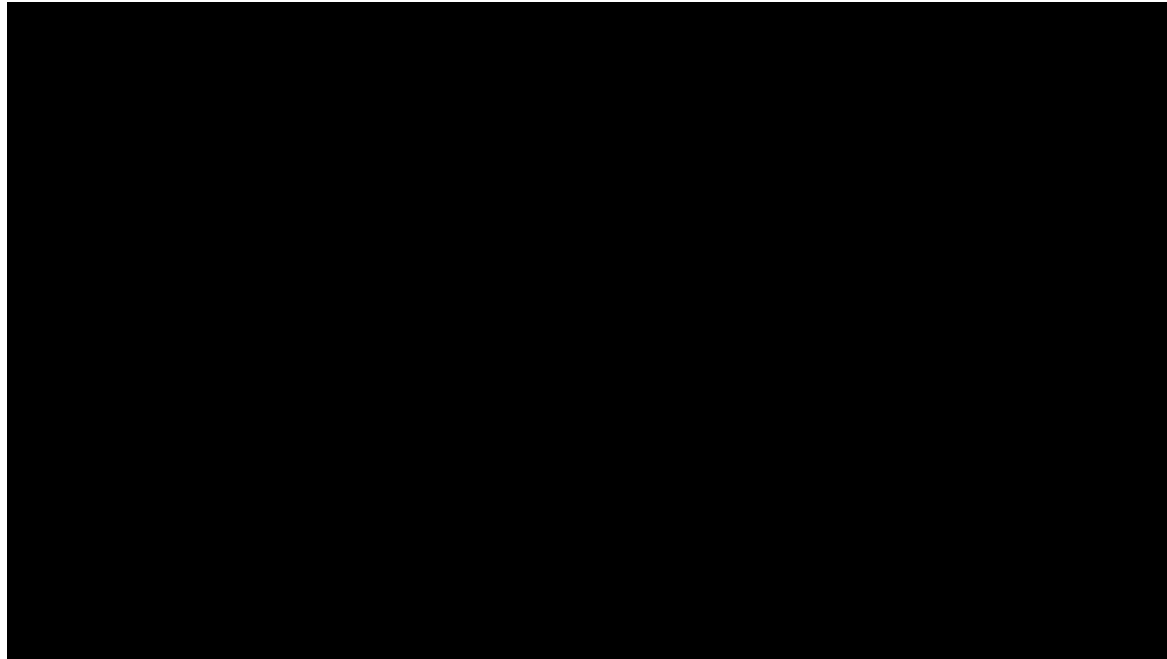
Observation:
Difficulty With Transitions
Joseph, 4 Years 4 Months

GeneticaLens

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DEVELOPMENTAL
DISABILITIES

How would you document?



Review of objectives for this training

- ✓ State why monitoring infants and young children's development and identifying developmental concerns early are essential.
- ✓ Recognize developmental milestones that are age appropriate for infants and young children age 0-5 years old.
- ✓ Identify "red flags," that may be behavioral or developmental markers suggesting the need for further evaluation.
- ✓ Describe the process of making a referral to an appropriate agency to meet the needs of the infant or child.
- ✓ Discuss appropriately documenting interactions and observations for infants and young children (age 0 –5) and families during home visits via virtual or face-to-face to meetings.

Questions?



Contact information

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Please complete the Post-Test and Evaluation!