



Why won't this thing mute!

**"Check Them Out:
Great Resources to
Support Infants and
Toddlers with ASD
and Their Families"**

To Do!

Call: 1-866-842-5779
Passcode: 463-661-9330#
mute computer speakers

Download Handouts From
www.eipd.vcu.edu/webinar



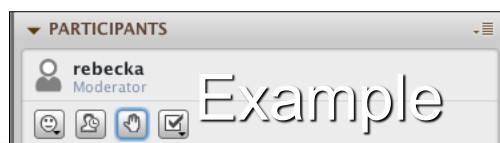
Use phone for audio!



Call: 1-866-842-5779
Enter Code: 463 661 9330#

Mute Your Computer's Sound!


Raise Hand to Speak



This is located on the left side
of the screen under your name.

*6 to unmute when called upon



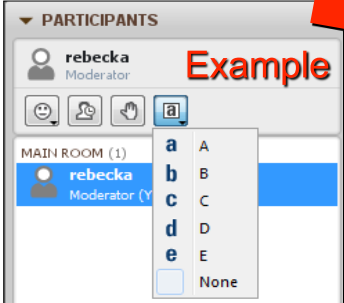


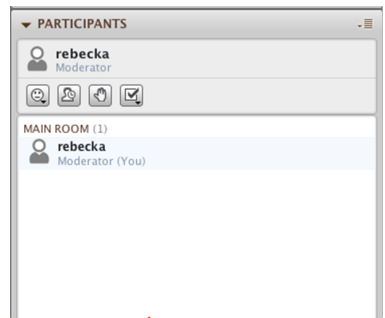
What is the presenter's favorite color?

- A. Red
- B. Blue
- C. Green
- D. Yellow
- E. Purple

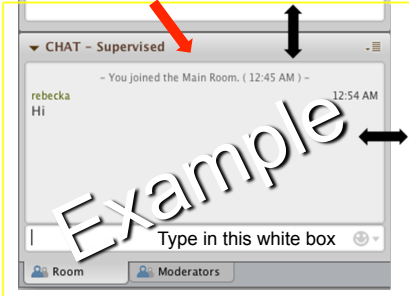
respond to poll on left side of screen

Example






Chat



Rollover the top or right side border to resize the chat box.





“Great Resources -- ASD”

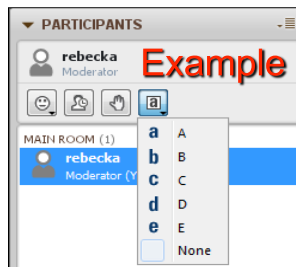
“Learn the Signs: Act Early”

Supporting Young Children with Autism Spectrum
Disorders and their Families



Learn the Signs. Act Early.

www.cdc.gov/ActEarly



“Learn the Signs. Act Early.”

Have you ever heard of this campaign?

- A – Yes, and have used the resources
- B – Yes, but haven't used the resources
- C – No, but would like to learn more

respond to poll on left side of screen



Learn the Signs. Act Early.

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“Learn the Signs. Act Early.”


A Partner and Resource in the Early Identification of
Developmental Disabilities in Your Community

A Program of the National Center on Birth Defects and Developmental Disabilities
Centers for Disease Control and Prevention



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**“Learn the Signs. Act Early.”
Autism Ambassadors**

Promote the [“Learn the Signs. Act Early”](#) campaign.

Promote the “Autism Case Training: A Developmental Behavioral
Pediatrics Curriculum;”

Serve as a liaison with [Act Early teams](#).



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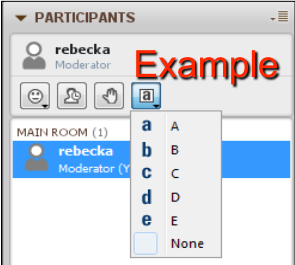
“Learn the Signs. Act Early.”

In the United States, about 1 in 6 children aged 3-17 has a developmental disability.

A – Agree
B – Disagree

respond to poll on left side of screen

Why?



Example

MAIN ROOM (1)


rebecka Moderator (Y)

a A
b B
c C
d D
e E
None

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“Learn the Signs. Act Early.”

In the United States, about **1 in 6** children aged 3-17 has a developmental disability

Many children with a developmental disability are not identified until after entering school

Early intervention can have a significant impact on a child's ability to learn new skills and reduce the need for costly interventions over time

Why?



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Program Purpose

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



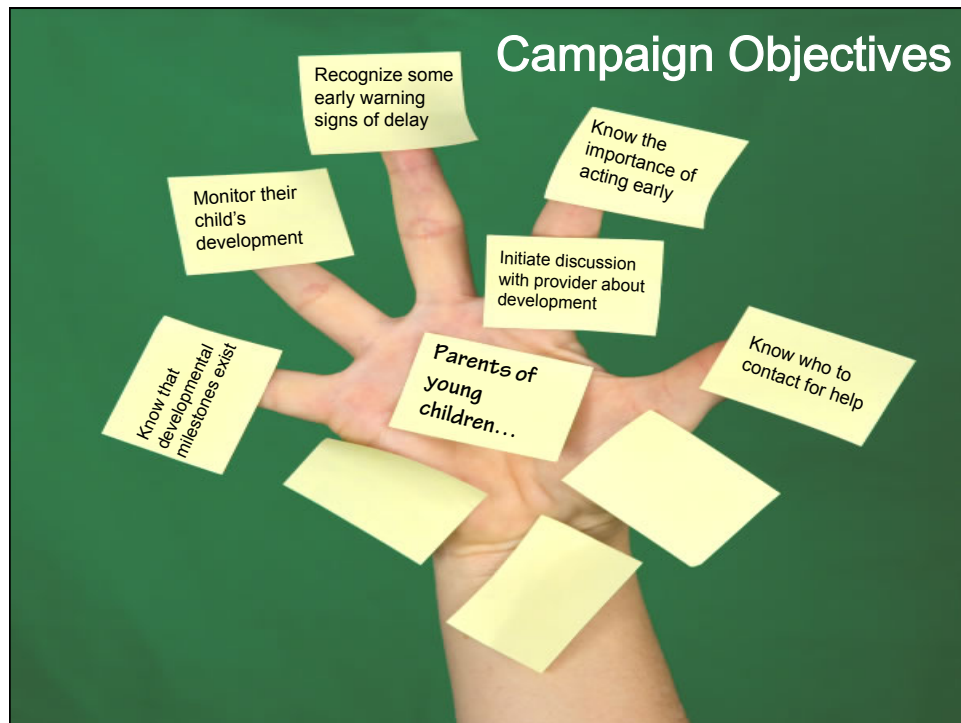
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Program Components

- Health Education Campaign
- Research and evaluation
- Act Early Initiative

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Campaign Objectives

Early Educators/Care Providers

- Know that developmental milestones exist
- Know the early warning signs of delay
- Have self-efficacy to talk with parents about development
- Aid in monitoring development

Health Professionals

- Initiate discussions with parent about development
- Encourage developmental monitoring
- Are receptive to parental concern (and take action!)

Use campaign materials to reinforce messages & help parents track development

Learn the Signs. Act Early.



www.cdc.gov/ActEarly

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Tools and Resources

Campaign Materials Are

Research-based,
audience-tested

FREE!

Useful for all
those working
with young
children

Designed for
parents (mostly)

Written in
plain
language

Focused on
milestones,
when to act
early, what
to do if
concerned

Tools and Resources

Campaign Materials Are

Popular!



Reproducible
(no copyright)

Easily
customizable
(add logos,
contact info)

Available in Spanish
(and a few in other
languages)

Available to print
immediately
(most)

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Tools and Resources

Check out the **handout**
“**Free Tools and**
Resources” to see
examples of materials.



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

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Free Tools & Resources Fact Sheet and Outreach Materials



Fact Sheets

- Milestones Checklists
- Condition-Specific Fact Sheets
 - Lay introduction to ASD, Asperger Syndrome, ADHD, FASD, CP, Intellectual Disability, Vision Loss, Hearing Loss, Duchene's Muscular Dystrophy
- Development Screening Fact Sheet
- National Resources List

Outreach Materials

- Flyers
 - Half sheet
 - General/Parent, Early Educator, Health Professional
- Card Stand
 - Displays Milestones Cards and/or Milestones Brochures
- TV/Radio PSAs
- "Baby Steps" video
- Web Buttons/Widget/Banner Ads



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www.cdc.gov/ActEarly

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Free Tools & Resources Materials for Professionals


Milestones materials have multiple professional uses:

Child Care Providers: milestone checklists or Milestone Moments booklet >> track milestones & communicate with parents

Home visitors : Milestone Moments booklet >> tool to help parents track milestones and try new activities between visits

College instructors/ Professional trainers: Milestone Moments booklet>> used to teach about development

Academic detailers: Milestone Moments booklet>> offering of booklets for patients helped them gain access to practices



Take 4 minutes to explore the “Learn The Signs:
Act Early Website” Resources.

<http://www.cdc.gov/ncbddd/actearly/index.html>



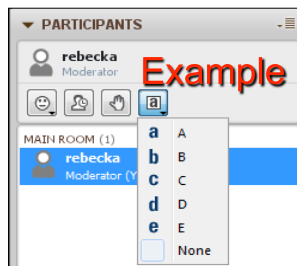
Use **CHAT** to share
Examples of resources you can use in your work



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

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How might you use them to reach families?

- A - Distribute at community health fairs and events
- B - Anticipatory guidance for families – what child will do next
- C - Share with other early childhood partners in the community (like home visitors) to use with families
- D - Share with physicians to share with families

respond to poll on left side of screen



Learn the Signs. Act Early.

www.cdc.gov/ActEarly



How might you use them to reach
health care professionals?

use chat to share



Learn the Signs. Act Early.

www.cdc.gov/ActEarly



Thank you for helping your community to
“Learn the Signs” and “Act Early”!

More Information
www.cdc.gov/ActEarly

Questions
ActEarly@cdc.gov



Learn the Signs. Act Early.

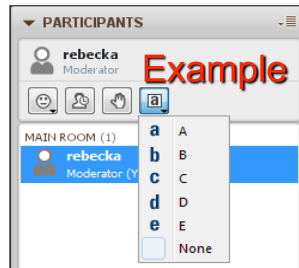
www.cdc.gov/ActEarly

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Had you heard of this new guidance
document before today's webinar?

- A - Yes
- B - No



respond to poll on left side of screen



Resource for EI practitioners,
family members, and others



Early Identification
of Young Children
with ASD



VA's Early Intervention Process




Evidence-Based Practices



**Resource for EI
practitioners,
family members,
& others**

- 30 months old
- Referred to EI following screening by pediatrician
- Found eligible for EI
- Visits developmental pediatrician who confirms diagnosis of ASD
- IFSP is developed

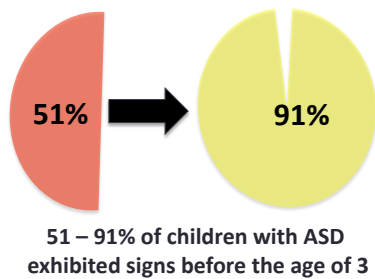
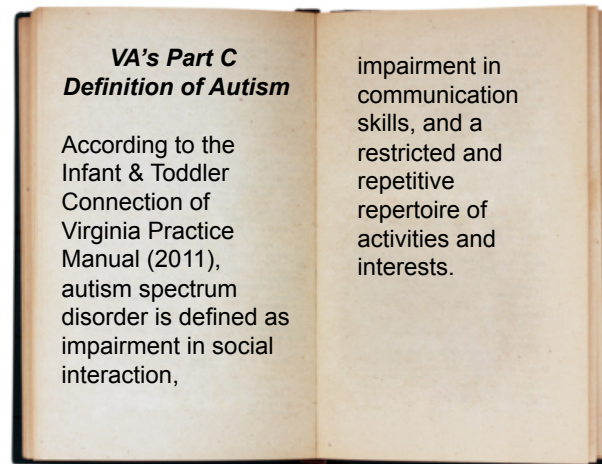


What are Autism Spectrum Disorders?

**Early Identification of
Young Children with ASD**

General Definition
VA's Part C Definition of Autism

Early Identification of Young Children with ASD



What are some early signs of ASD?
use chat to respond

Early Signs of Autism Spectrum Disorders



Communication

Social Skills

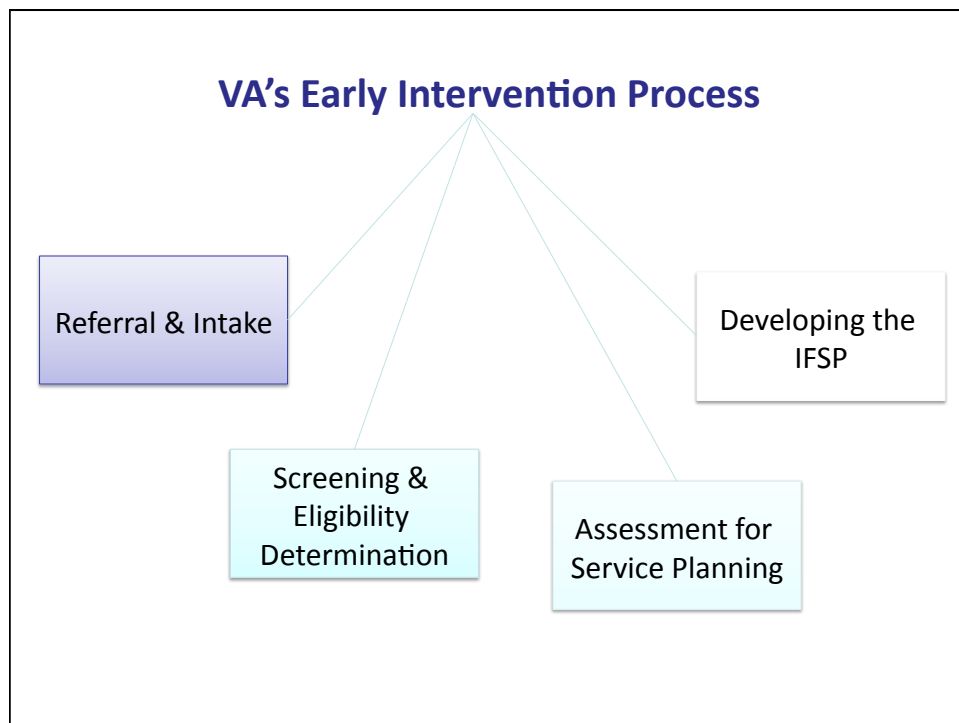
*Restricted, Repetitive,
and Stereotypical
Patterns of Behavior*

*Additional
Symptoms and
Characteristics*

Early Identification of Young Children with ASD



Recognizing early warning signs and providing the child and family with needed supports and services as early as possible may help to lessen the severity of the symptoms of ASD.



At what age are most children with ASD formally diagnosed?

Use chat to answer.



VA's Early Intervention Process

Assessment for Service Planning
Referring for Further Diagnostic Evaluation
Screening & Diagnostic Tools



VA's Early Intervention Process



It is through this collaborative partnership [with the family and EI practitioners] that a meaningful system of early intervention supports and services is developed to address the unique needs of the child with ASD.

Evidence-based Practices



Part C Supports & Services

Regardless of which of these intervention services a child receives, early intervention services will focus on supporting the family's efforts to interact with their child during daily family routines and activities that actually occur between intervention visits.

Evidence-based Practices

Evidence-based Practices for Working with Young Children with ASD

General Guidelines

Focused Practices &
Comprehensive Intervention Models

Deciding Which EBP to Use and
With Whom

Monitoring Progress

Transition



Evidence-based Practices



It is the goal of early intervention to ensure that family members...have the knowledge and skills they need to feel confident and well-prepared to interact with their children in ways that support healthy development and progress towards IFSP outcomes and goals.



VA EIPD Center

[http://www.eipd.vcu.edu/
sub2_autism_supporting.html](http://www.eipd.vcu.edu/sub2_autism_supporting.html)

I&TC of VA

[http://www.infantva.org/
documents/pr-PartC-ASD-
Guidance.pdf](http://www.infantva.org/documents/pr-PartC-ASD-Guidance.pdf)

Also available in Spanish!