



Screened for Developmental Delay, Now What? ECHO[®]

Session Topic: Learn the Signs. Act Early

Facilitator: Susanne Campbell, RN, MS, PCMH CCE

Faculty Presenter(s): Jennifer Sanchez, M. Ed., IMH-E[®]

Case Presenter(s): Jennifer Sanchez, M. Ed., IMH-E[®], Sue Rivera

Date & Time: January 8, 2025 12 pm

PLEASE NOTE: Project ECHO case consultations do not create or otherwise establish a provider-patient relationship between any clinician and any patient whose case is being presented in a project ECHO setting

Care Transformation Collaborative of RI



Agenda

Time	Topic	Presenter
12:00 – 12:05 PM	Welcome & Faculty Introduction	
12:05 – 12:25PM	Didactic: Learn the Signs Act Early	Jennifer Sanchez, M.Ed., IMH-E®
12:25 – 12:40PM	Case Presentation	Jennifer Sanchez, M.Ed., IMH-E® Sue Rivera
12:40 – 12:55PM	Q&A and Discussion	Jennifer Sanchez, M.Ed., IMH-E®
12:55 – 1:00PM	Wrap up; Evaluation; Announcements	Susanne Campbell, CTC-RI

Announcements!

Clinical Strategy Committee Meeting – January 17, 2025 at 7:30am

- Email Michelle Mooney, at mmooney@ctc-ri.org

CHW/Medical Assistant Asthma Basics Training – due January 17, 2025

- [Register here](#)

Improving Child Health: Early Childhood Café – January 09, 2025 at 7:30am

Team Based Care: Nurse Care Manager GLearn presentations – January 21, 2025 at 8:00am



Thank you!



United Healthcare



Welcome

Please note that the didactic portion of an ECHO session will be recorded for educational and quality improvement. The case presentation portion of an ECHO session will never be recorded.

Remember to never disclose protected health information (PHI), verbally or in writing, to preserve patient confidentiality.

We are participating in an open and welcoming learning environment. Thank you for generously sharing your knowledge and experience so that all can benefit from it!

Video Meeting Etiquette



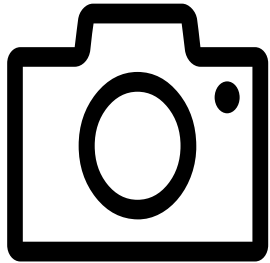
Mute your microphone when not talking.



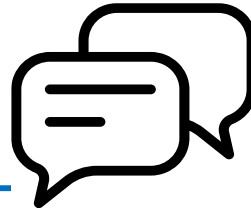
Limit distractions as best as possible.



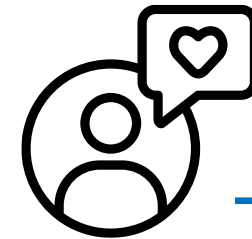
Use reactions & the raise hand feature.



Engage and turn your camera on if you are able.



Use the chat to ask introduce yourself, ask questions and share resources.



Engage - ask questions, offer feedback, provide support.

Increasing Pediatric Capacity...

- This ECHO is designed to increase our capacity to provide patient- and family-centered evidence-based care for children with neurodevelopmental challenges
- Increase our capacity to provide care coordination services and link families to needed resources, especially for young children.
- Participants will collaborate with each other and engage in ongoing learning.

Faculty Introduction

- Jennifer Sanchez, M. Ed., IMH-E®
 - Jennifer Sanchez has over 10 years of experience in Early Intervention (EI). Mrs. Sanchez began her time in EI as a Service Coordinator and later in a supervisory position, she has had the opportunity to gain insight in this field from both perspectives. Currently, she works as a part of the EI Technical Assistance Team at the Paul V. Sherlock Center on Disabilities at RI College, RI's UCEDD. As a part of this team, Jenn is responsible for researching, creating, and implementing professional development trainings for Early Intervention staff throughout the state of RI.
 - Recently, she completed training in RI's state LEND program, incorporating her passion for supporting children with disabilities on another level. Her professional passions include early identification and intervention for young children with developmental delays and autism, as well as the deaf and hard-of-hearing community. Mrs. Sanchez participates in monthly Community of Practice meeting with the states EDHI program, focusing on working with community partners to best meet the needs of our deaf and hard of hearing population. Jenn enjoys traveling and spending time with her husband and four children.



Disclosures

- Session presenters have no financial relationships with a commercial entity producing healthcare-related products used on or by patients.

If CME credits are offered, all relevant financial relationships of those on the session planning committee have been disclosed and, if necessary, mitigated.

Learning Objectives

- Recognize that many children with developmental delays and disabilities are not identified as early as they could be.
- Identify how surveillance and screening together improve early identification of developmental delays.
- Learn to use evidence-informed CDC Learn the Signs. Act Early. (LTSAE) developmental milestones and/or other resources to support surveillance and screening in the medical home.

Why Monitor Development?

- Developmental disabilities are common and often not identified before school-age
- 1 in 6 (3–17 years of age) has a developmental disability
- 1 in 36 (8-year-olds) is estimated to have autism spectrum disorder
- Developmental disabilities are even more common among children from low-income households, with 1 in 5 children experiencing a developmental disability

What are Developmental Milestones?

- Things most children can do by a certain age like:
 - By 2 months: reacting to loud sounds
 - By 9 months: lifting arms to be picked up
 - By 3 years: drawing a circle, when you show them how
- Children reach milestones in how they play, learn, speak, act, and move
- Though all children develop at their own pace, most children reach developmental milestones at or around the same age

Why Monitor Developmental Milestones?

- Monitoring developmental milestones enables parents to support their child's growth and act early if there is a concern.
- In a recent survey, parents frequently searched for information about developmental milestones.

**DEVELOPMENTAL
MILESTONES**

70%

When 1,002 parents were asked about child-rearing topics they seek information about, 70% reported seeking information about developmental milestones, which was the highest score among topics.



Developmental Surveillance, Screening, and Early Identification

Developmental Surveillance vs. Screening

Surveillance

- Ongoing/longitudinal, occurs at each well-child visit
- Uses developmental milestones as a way of assessing child's skills
- Families and early childhood professionals also monitor development (team approach)
- No scores, no risk categorization
- Can support the need for any additional developmental screening

Screening

- Administered by early childhood professionals
- Recommended at specific ages
- Validated screening tools
- Also recommended if there are concerns when monitoring or at other times
- Provides a risk categorization/scores
- Not diagnostic
- Helps determine if additional diagnostic evaluations are needed
- May be used to qualify for state early intervention programs

Acting Early in Georgia

Developmental Monitoring



WHO: Parents, grandparents, other caregivers

WHAT: Monitor developmental milestones

WHEN: From birth to 5 years

WHY:

To help celebrate the child's development; discuss progress with professionals; learn what to expect next; identify concerns early



For more information, please visit development.decal.ga.gov

Developmental Screening



WHO: Healthcare provider, early childhood teacher, or other trained provider

WHAT: Monitor developmental milestones

WHEN: Developmental Screening at 9, 18, 30 months; Autism Screening at 18 and 24 months

WHY:

To find out if the child needs developmental evaluation



Developmental Evaluation



WHO: Developmental pediatrician, child psychologist, or other trained provider

WHAT: Identify and diagnose developmental delays and conditions

WHEN: Whenever there is a concern

WHY:

To find out if the child needs specific supports and/or early interventions



Earlier Intervention is Better



- Evidence shows that the earlier a child is identified to have a developmental disability or delay, the sooner interventions and family supports can start
 - It is never “too late” to start services and supports
- Intervention can improve skills, abilities, future school performance, long-term self-care
- Other benefits of early identification & intervention
 - Families understand their child’s strengths and areas in which they may need support

How you can help.....

- As a provider, developmental monitoring can be a great way to start a conversation with parents and families.

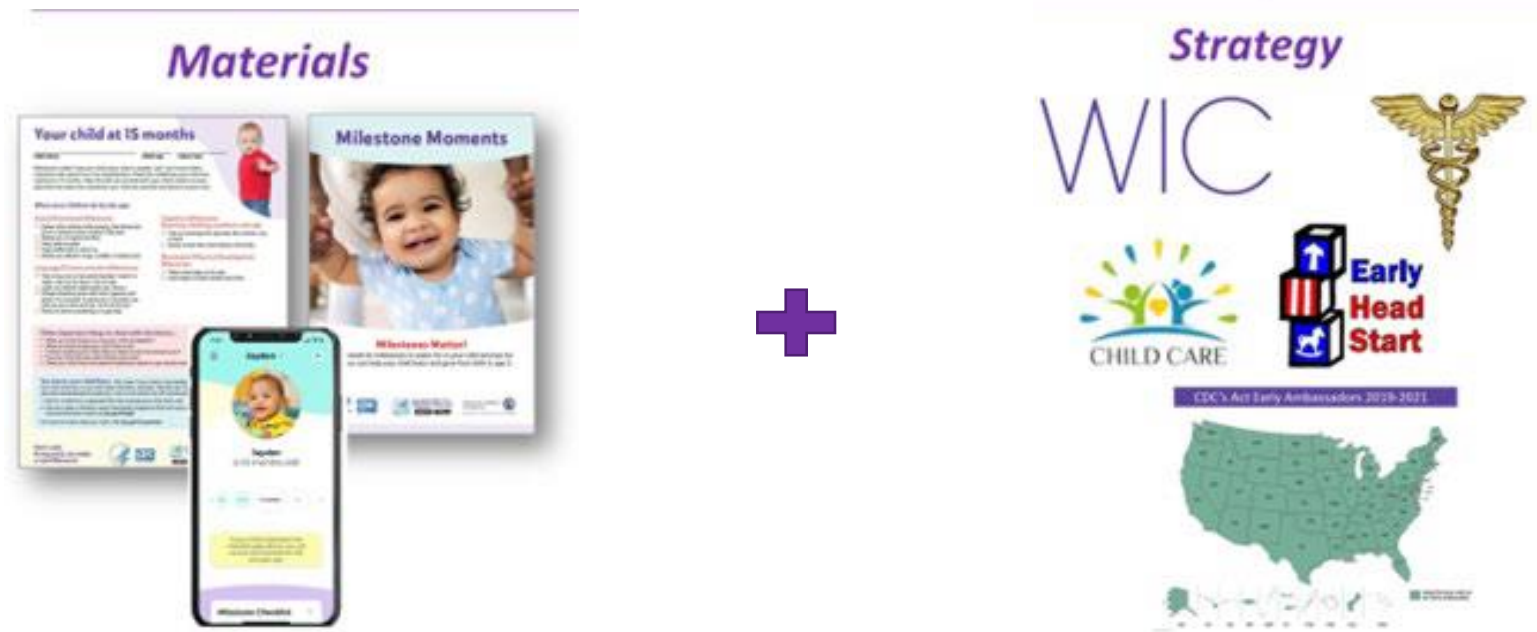




Introduction to Learn the Signs. Act Early

Learn the Signs. Act Early

- Mission: To improve early identification of developmental delays and disabilities by promoting developmental monitoring and screening so children and their families can get the services and support they need.



CDC's Act Early Ambassadors



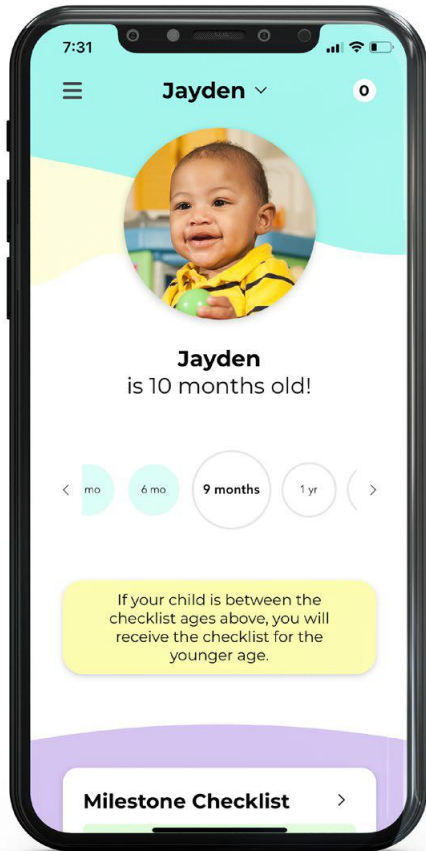
- 59 Ambassadors: representing 48 states; Washington, DC; and 3 territories

- Work to advance integration of developmental monitoring into programs across their state/territory

Learn the Signs. Act Early

- Program Benefits
- Evidence-informed
- Includes milestones MOST ($\geq 75\%$) children are expected to achieve by given ages.
 - Any missed milestone is cause for discussion or action
- Approach allows for-
 - Discussions on milestones most children meet
 - In-depth/targeted surveillance when missing milestones
 - Discussion of concerns not captured by milestones (open-ended questions)
- Avoids the “wait and see” approach, and encourages screening as a possible next step
- Meets the needs of parents and professionals related to developmental monitoring

CDC's Milestone Materials



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)
- 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
- 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
- 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!

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.

LTSAE Materials

- All the Learn the Signs. Act Early materials are:
- Free
- Customizable
- Objective and based on research
- Available in multiple languages
- Content is written at a 5th to 6th-grade reading level.
- Photos and the video library also depict each milestone making it more accessible to users of all literacy levels.

Materials



Developmental Checklists

- Checklists are available in these age ranges
 - (if a child is between two ages, use the younger age checklist)
 - 2, 4, 6, 9 months
 - 1 year
 - 15, 18 months
 - 30 months
 - 2 through 5 years
- Checklists are available in these languages:
 - Arabic, Brazilian Portuguese, Haitian Creole, Chinese, Somali, Spanish, Vietnamese
- Checklists include four areas of development
 - Social/emotional
 - Language/Communication
 - Cognition
 - Movement/Physical Development

Your baby at 9 months*

Baby's Name _____
Baby's Age _____
Today's Date _____

Milestones matter! How your baby plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your baby has reached by 9 months. Take this with you and talk with your baby's doctor at every well-child visit about the milestones your baby has reached and what to expect next.

What most babies do by this age:

Social/Emotional Milestones

- Is shy, clingy, or fearful around strangers
- Shows several facial expressions, like happy, sad, angry, and surprised
- Looks when you call her name
- Reacts when you leave (looks, reaches for you, or cries)
- Smiles or laughs when you play peek-a-boo

Language/Communication Milestones

- Makes different sounds like "mamamama" and "babababa"
- Lifts arms up to be picked up

Cognitive Milestones (learning, thinking, problem-solving)

- Looks for objects when dropped out of sight (like his spoon or toy)
- Bangs two things together

Movement/Physical Development Milestones

- Gets to a sitting position by herself
- Moves things from one hand to her other hand
- Uses fingers to "rake" food towards himself
- Sits without support

★ **It's time for developmental screening!**
At 9 months, your baby is due for general developmental screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your baby's developmental screening.



Other important things to share with the doctor...

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

You know your baby best. Don't wait. If your baby is not meeting one or more milestones, has lost skills

Your child at 30 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 30 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

- Plays next to other children and sometimes plays with them
- Shows you what she can do by saying, "Look at me!"
- Follows simple routines when told, like helping to pick up toys when you say, "It's clean-up time."

Language/Communication Milestones

- Says about 50 words
- Says two or more words, with one action word, like "Doggie run"
- Names things in a book when you point and ask, "What is this?"
- Says words like "I," "me," or "we"

Cognitive Milestones (learning, thinking, problem-solving)

- Uses things to pretend, like feeding a block to a doll as if it were food

- Shows simple problem-solving skills, like standing on a small stool to reach something
- Follows two-step instructions like "Put the toy down and close the door."
- Shows he knows at least one color, like pointing to a red crayon when you ask, "Which one is red?"

Movement/Physical Development Milestones

- Uses hands to twist things, like turning doorknobs or unscrewing lids
- Takes some clothes off by himself, like loose pants or an open jacket
- Jumps off the ground with both feet
- Turns book pages, one at a time, when you read to her

*** It's time for developmental screening!**
At 30 months, your child is due for general developmental screening as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

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.

- Guidance for what to do when there is a developmental concern
- Reminders about when general developmental (9, 18, and 30 months) and autism screenings (18 and 24 months) are due
- Anticipatory guidance on what to expect by the next age checklist
- Open-ended questions (new)
- Tips and activities for developmental promotion and early relational health (revised/expanded)

Open Ended Questions

Other important things to share with your 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 they once had?
- Was your child born prematurely?
- Does your child have any special healthcare needs?

Parents Tips & Activities

- Uses CDC’s positive parenting tips as a foundation
- Includes social-emotional, relational health, responsive parenting & feeding, self-care, screen time

Help your child learn and grow

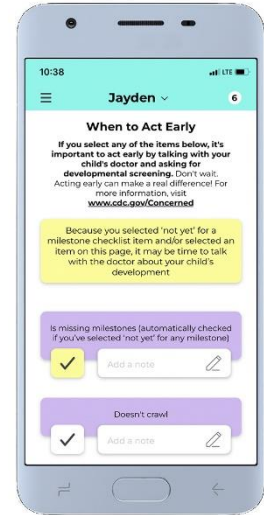
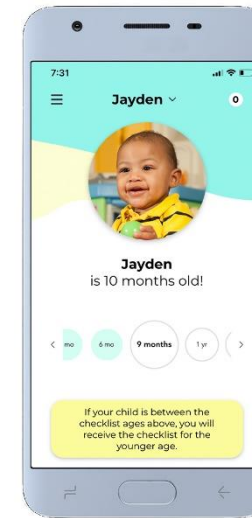
As your child’s first teacher, you can help his or her learning and brain development. Try these simple tips and activities in a safe way. Talk with your child’s doctor and teachers if you have questions or for more ideas on how to help your child’s development.

- Help your child learn to speak. A child’s early words are not complete. Repeat and add to what he says. He may say “ba” for ball and you can say “Ball, yes, that’s a ball.”
- Tell your child the names of objects when he points to them and wait a few seconds to see if he makes any sounds before handing it to him. If he does make a sound, acknowledge him, and repeat the name of the object. “Yes! Cup.”
- Find ways to let your child help with everyday activities. Let her get her shoes to go outside, put the snacks in the bag for the park, or put the socks in the basket.
- Have steady routines for sleeping and feeding. Create a calm, quiet bedtime for your child. Put on his pajamas, brush his teeth, and read 1 or 2 books to him. Children between 1 and 2 years of age need 11 to 14 hours of sleep a day (including naps). Consistent sleep times make it easier!
- Show your child different things, such as a hat. Ask him, “What do you do with a hat? You put it on your head.” Put it on your head and then give it to him to see if he copies you. Do this with other objects, such as a book or a cup.
- Sing songs with gestures, such as “Wheels on the Bus.” See if your child tries to do some of the actions.

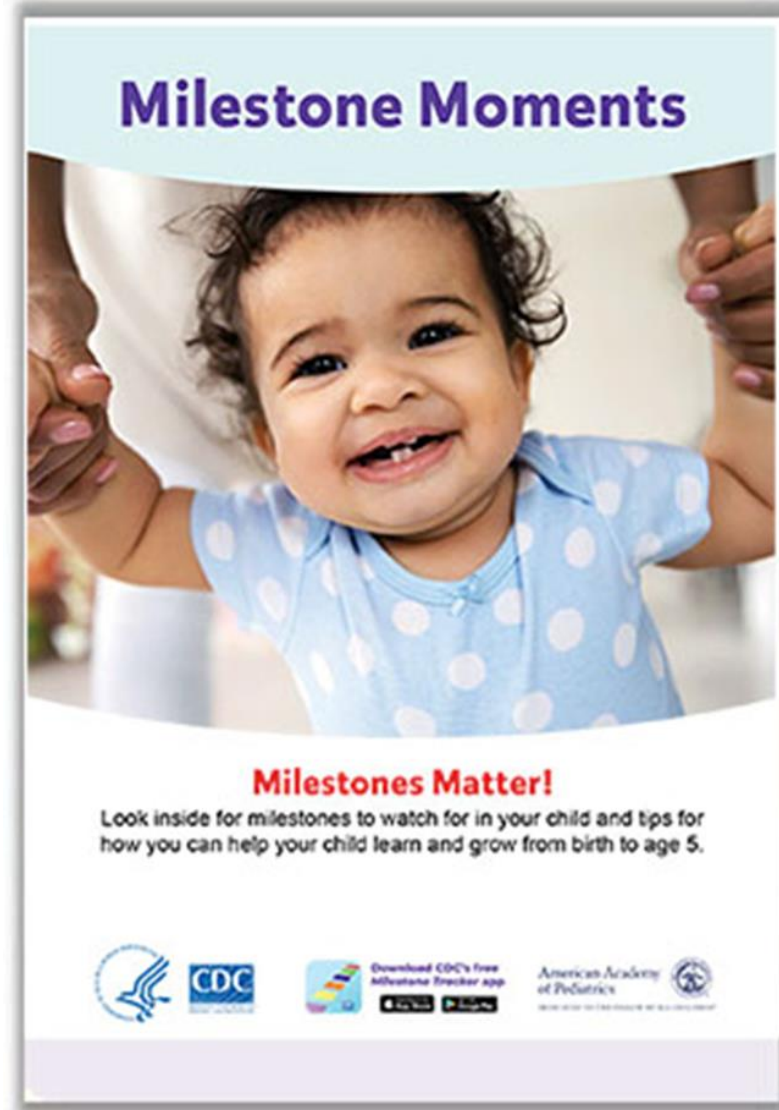


CDC's Milestone Tracker App

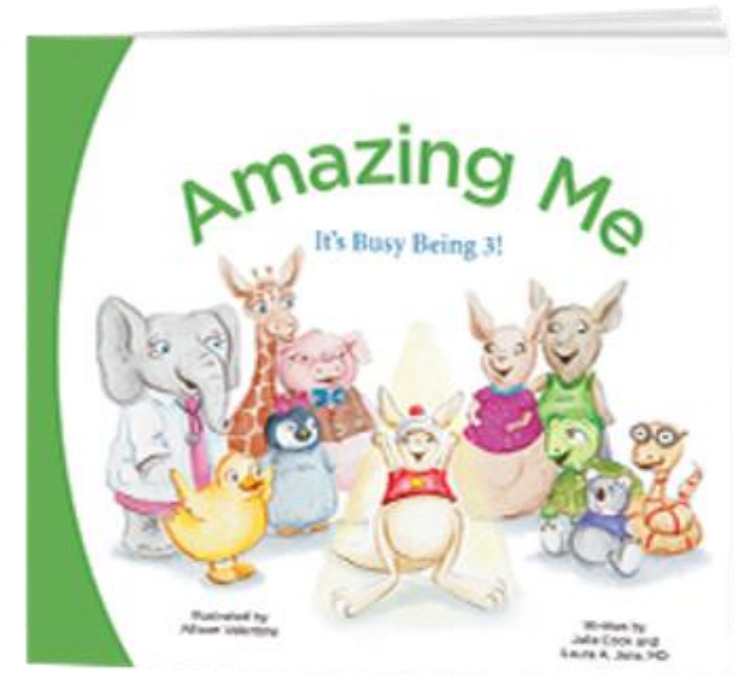
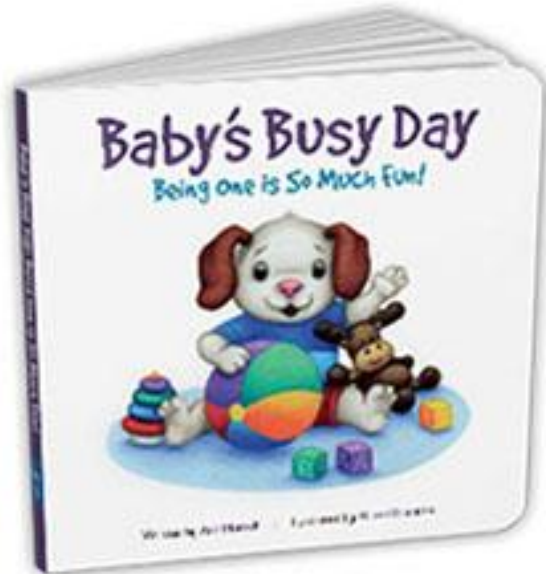
- Includes the same content as the milestone checklists
- Available in English and Spanish
- Available for iOS and Android phones
- Interactive milestone checklists show each milestone with a photo or video
- FREE with no ads
- Easy to use
- *Milestones in Action* photos and videos show you what each milestone looks like



Milestones Moments Booklet



Books



<https://www.cdc.gov/ActEarly/Orders>

What to Do if There are Concerns



**If you or the doctor think there might be a delay, ask the doctor for a referral to a specialist who can do more evaluations.*

If a child is not meeting a milestone for their age or if there are ANY concerns:

- Don't wait; acting early can make a real difference
- Suggest/make an appointment with the child's healthcare provider
- Complete a milestone checklist
 - Write down questions and concerns; take them to the doctor's appointment
- Ask the child's doctor about developmental screening

Early Intervention is Best!

- The earlier a child is identified as having a developmental disability or delay, the sooner interventions and family supports can start
 - While earlier is better, it is **never** too late to start services and get support
- Early intervention can improve your child's skills, abilities, future school performance, and long-term self-care
- Early identification and intervention help families understand their child's strengths as well as areas in which they may need support
- Getting services for developmental delays early can help prevent challenging behaviors later

In Rhode Island

- 9 Early Intervention programs
- Office of Family Visiting
 - First Connections
 - Healthy Families America
 - Parents as Teachers
 - Nurse-Family Partnership
- Early Head Start
- Child Outreach





Case Presentation – Ayven & Ashton

A Mom's Journey Through Her Son's Development

Care Transformation Collaborative of RI

Stop Recording

Ayven & Ashton

- Pregnancy & Birth History
- Their first few months of life
 - 1 child at home, 1 in Boston's NICU
- Ashton's medical history
- Ayven's development

Learning about LTSAE

- How did you learn about the Learn the Signs. Act Early program?
- What were some of the features you liked best about the program?
- How did you use the LTSAE program to help track Ayven and Ashton's development?

Learn the Signs. Act Early

- How has the program benefited your family?
- What would you tell providers and parents about the Learn the Signs. Act Early program?
- What are your plans for continuing to use LTSAE?



Questions? And Contact information

Didactic: Jennifer Sanchez, M. Ed., IMH-E[®] : jsanchez@ric.edu

Case Presentation: Sue Rivera: suerivera27@aol.com

Announcements & Reminders

Date	Topic	Speaker
Jan 8, 2025	<i>Learn the Signs. Act Early</i>	Jennifer Sanchez
Feb 12, 2025	<i>Team based approach to an inclusive office environment for people with neurodiversity</i>	The Autism Project
Mar 12, 2025	<i>Setting the Stage for Developmental Observation</i>	Cynthia Loncar, PhD
Apr 9, 2025	<i>Difficult Conversations on Developmental Delay & Autism</i>	Sarah Hagin, PhD
May 14, 2025	<i>Behavior</i>	Cynthia Loncar, PhD
Jun 11, 2025	<i>Sleep and Feeding</i>	Sarah Hagin, PhD
July 9, 2025	<i>Communication - Hearing & Speech</i>	Sandra Aguiar, MS, CCC-SLP

12:00 – 1:00pm



Evaluation & CME

- Please provide us your feedback!
- Evaluation/Credit Request Form :
<https://www.surveymonkey.com/r/CareCoordinatioECHOEval>
- Please request CME credits or a certificate of participation when filling out the evaluation at the end of the meeting.



Application for CME credit has been filed with the American Academy of Family Physicians. Determination of credit is pending.