



Getting Started with LTSAE

**Putting Indiana on the Map –
Enhancing HS/EHS family engagement through
using the LTSAE**



Together we will put Indiana on the map

- Background – why we're here and how we'll do it
- Testing our knowledge about child development
- Looking at the CDC's *Learn the Signs. Act Early.* tools and materials
- Sharing how we'll use these tools in our day-to-day activities to meet Head Start Performance Standards
- Ready, set, implement!

Why are we doing this?

- ❑ About 1 in 6 children ages 3-17 has a developmental disability
- ❑ Nearly one in 10 children has a serious emotional disorder
- ❑ 12-16% U.S. children have a developmental or behavioral disorder
- ❑ In the United States, about 1 in 54 children has an autism spectrum disorder
- ❑ Median age of Autism Spectrum Disorder diagnosis is 4 years
- ❑ Fewer than 50% of pediatricians use valid and reliable screening tools.
- ❑ 30% of Primary Care Providers follow the AAP Screening Guidelines
- ❑ The connections in a baby's brain are most adaptable in the first three years of life. These connections, also called neural circuits, are the foundation for learning, behavior, and health. Over time, these connections become harder to change.
- ❑ Prompt identification can spur specific and appropriate therapeutic early interventions



Learn the Signs. Act Early.

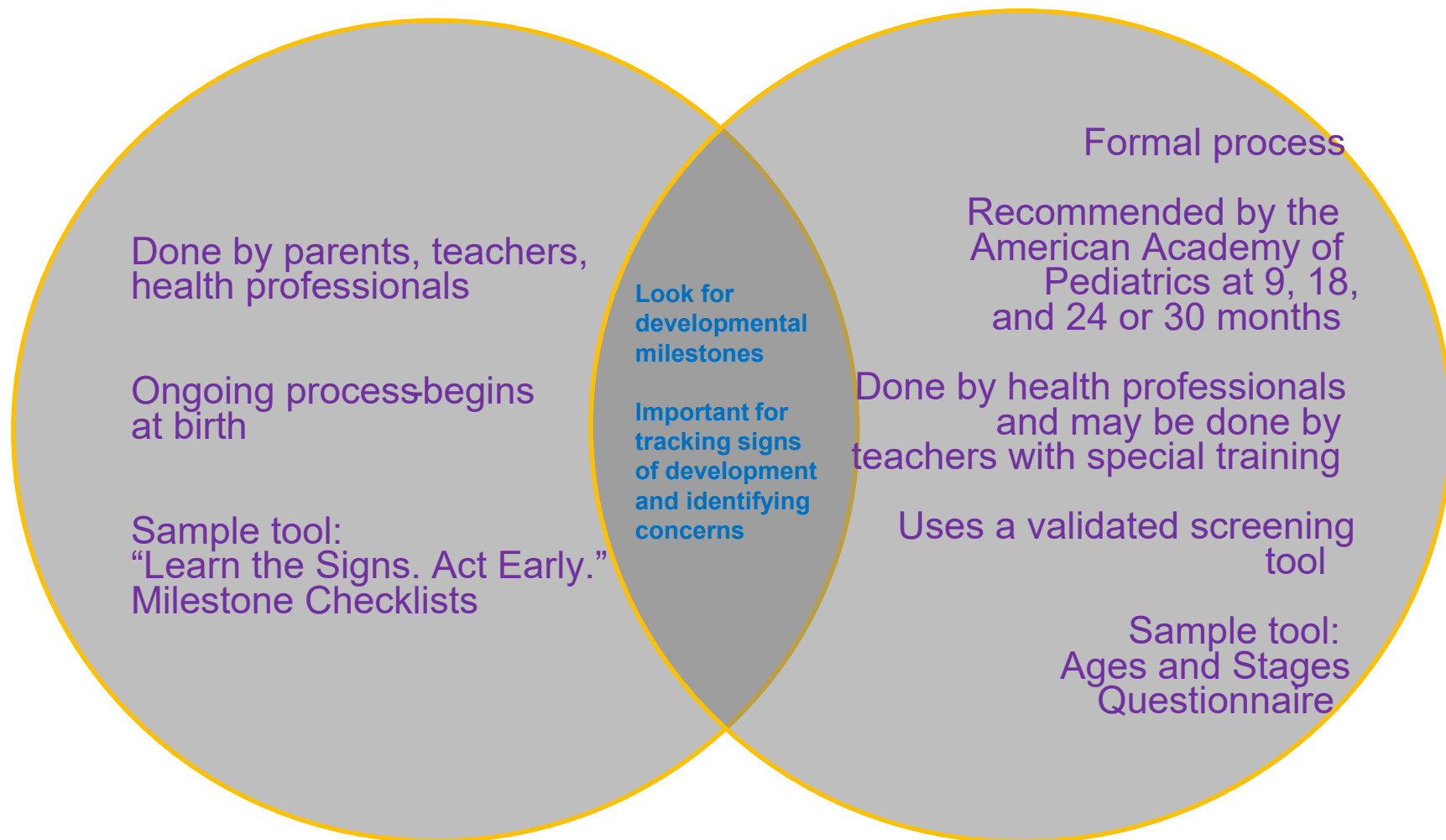


Improve early identification of developmental disabilities so children and their families can get the services and support they need as early as possible

Materials ● Research and Evaluation ● “Act Early” Initiatives

Developmental Surveillance/Monitoring

Developmental Screening



Learn the Signs. Act Early.

Caregivers are Important Partners

- Parental concerns about child development are highly predictive of true developmental problems (Poon, LaRosa & Pai, 2010).
- Parents of low Social Economic Status (SES) are less likely to bring up concerns, but when asked they were accurate with concerns similar to parents with moderately-high SES. (Glascoe, 2012).
- Preliminary data suggests that when developmental monitoring and screening occur simultaneously, identification and access to services increases (National Survey of Children's Health; 2007; 2011-2012).



MOVING THE NEEDLE AT EARLY HEAD START

Parent & Family Engagement:

The intentional practice of working with families for the ultimate goal of positive outcomes in all areas of their children's/families' lives

Parent & Family- Professional Partnerships:

Families of children will partner in decision-making at all levels and will be satisfied with the services they receive.

Learn the Signs.
Act Early.

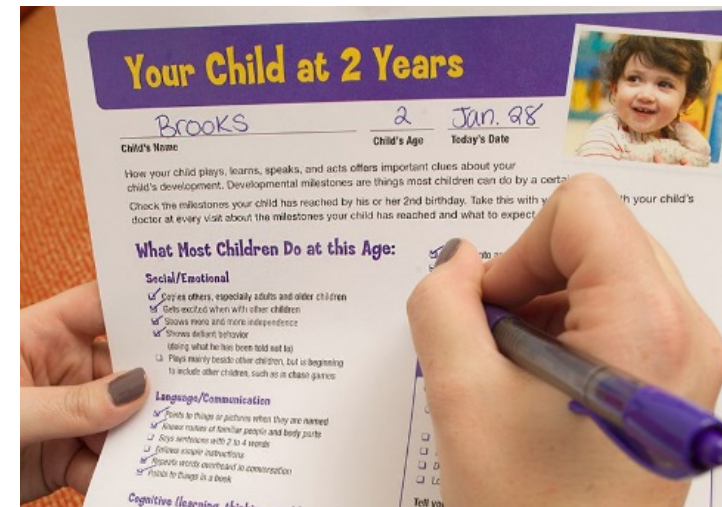


Head Start and LTSAE Crosswalk: Meeting Performance Standards

| Head Start Content Area: | Head Start Performance Standards: | Learn the Signs. Act Early. Materials: | Example Activities: |
|--------------------------|--|---|---|
| Education | 1302.31 – Teaching and the Learning Environment 1302.33 (3)(i)(4) – Child Screening and Assessments - Referral to IDEA “Additional Relevant Information” 1302.34 (b)(3) – Parent Conferences | Baby’s Busy Day: <i>Being One Is So Much Fun!</i> Where is Bear? – <i>A Terrific Tale of 2-Year-Olds</i> Amazing Me: <i>It’s Busy Being Three</i> Milestone Checklist Milestone Moments Booklet | EHS Student will receive a book according to age range. Books will be part of the classroom/Home Based library. A milestone checklist/booklet will be given and discussed with parents at every checkpoint/Parent Conference. |
| Disabilities | 1302.62 – Additional Services for Parents | Milestone Tracker App Milestone Checklist Milestone Moments Booklet Parent Tip Sheets | Discuss milestones using the APP or Milestones booklet during Disability Team Meetings for referral and parent education purposes. |
| Health | 1302.42(b)-(c) – Child Health Status and Care | Growth Chart | Growth Charts will be given to enrolled EHS students in the Home Based Program to place in their home and will be placed in each EHS Classroom to obtain required height and health data. |
| ERSEA | 1302.13 – Recruitment of Children 1302.14 – Selection Process | Milestone App Tracker Flyer Milestone moments Booklet | Recruitment material will include partnership with LTSAE and provide App Flyer with Recruitment Material. Milestone moments Booklet will be given to each parent in the Enrollment process to assist with raising any developmental concerns. |
| Family Service | 1302.50 – Family Engagement | Getting Started with LTSAE Presentation Milestone Tracker App Flyer Milestone Moments Booklet Parent Tip Sheets | <u>Socializations:</u> Present LTSAE Project to parents. Importance of Milestones. Pass out booklet. Download App. <u>Family Engagement Night (FEN):</u> Present LTSAE Project to parents. Importance of Milestones. Pass out booklet. Download App. Read books aloud together and discuss as group. |
| Professional Development | 1302.101 – Management Systems | Watch Me! <i>Celebrating Milestones and Sharing Concerns</i> Getting Started with LTSAE Presentation | Early Head Start Staff will attend the Getting Started with LTSAE Presentation. Participants will have completed the Watch Me! online training. |

Family Engagement

- ❑ Monitoring a child's development is a partnership between the family and early care and education providers
- ❑ *Learn the Signs. Act Early.* materials...
 - Facilitate ongoing conversations about child's developmental progress
 - Offer tips for educators about talking with parents
 - Provide tips for parents about how they can help their child's development



Learn the Signs. Act Early. for Early Head Start and Head Start Providers

- **Resources can help you**
 - **Educate** parents to become better observers of their child's development and encourage them to take action on a developmental concern
 - **Engage** parents in difficult discussions when questions about progress arise
 - **Meet Head Start Program Performance Standards**
 - Complement and support developmental screening
 - Increase family engagement
 - Enhance education about child development
 - Access required professional training for Head Start

How and Why the Resources Were Developed

- Parent vetted
- Plain language, 5th grade reading level
- Gives parents an active voice in tracking milestones and to be sure that their child is developing well for his or her age
- Help you track and celebrate each child's developmental milestones
- Help you communicate with parents about development
- Provide guidance on discussing developmental concerns



Testing our knowledge!!

Name That Milestone!

Name That Age!

Name That Domain !



Milestones in Action Digital Library A Free Library of photo's and video's
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html>

Typical Child Development

What are the five domains?

1. Social emotional
2. Communication
3. Cognitive
4. Adaptive
5. Physical
 - Nutrition
 - Hearing
 - Vision

Learn the Signs.
Act Early.



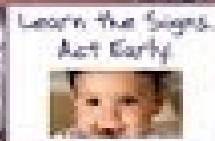
When do...?

1. Children carry on a conversation using 2 to 3 word sentences?
 - a) 2 years
 - b) 3 years
 - c) 4 years
 - d) 5 years

3 Years - Carries on a conversation using
2 to 3 sentences



cdc.gov/Milestones



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - By Three Years – Language and Communication
- **Carries on a conversation using 2 to 3 sentences**
 - This video shows how a 3 year-old carries on a conversation using 2 to 3 sentences.

Learn the Signs. Act Early.

When does...?

2. A child cry when mom or dad leaves?

- a) 6 months
- b) 9 months
- c) 1 year
- d) 18 months

1 Year - Cries when mom or dad leaves



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - By 1 Year – Social/Emotional
- **Cries when mom or dad leaves**
 - The little boy in this video cries when his mom leaves, a 1-year social/emotional milestone.

Learn the Signs. Act Early.

When does...?

3. A child become more creative with make-believe play?

- a) 1 year
- b) 2 years
- c) 3 years
- d) 4 years

4 Years - Is more and more creative
with make-believe play



[cdc.gov/Milestones](https://www.cdc.gov/Milestones)



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - By Four Years – Social/Emotional
- **Is more and more creative with make-believe play**
 - By making up a story about being a fireman, this boy is showing more creativity in his pretend play. This is a 4-year social/emotional milestone.

Learn the Signs. Act Early.

When does...?

4. A child become aware of gender?

- a) 2 years
- b) 3 years
- c) 4 years
- d) 5 years

5 Years - Is aware of gender



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - By Five Years – Social/Emotional
- **Is aware of gender**
 - These children are aware of their gender, a 5-year social/emotional milestone.

Learn the Signs. Act Early.

When does...?

5. A child help him or herself undress?

- a) 1 year
- b) 18 months
- c) 2 years
- d) 3 years

18 Months - Can help undress herself



[cdc.gov/Milestones](https://www.cdc.gov/Milestones)



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - **By 18 Months – Movement/Physical Development**
- **Can help undress herself**
 - In this video, a little girl helps undress herself by taking off her shoes. This is an 18-month movement/physical development milestone.

Learn the Signs. Act Early.

When does...?

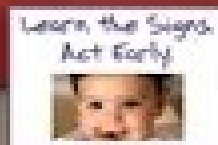
6. A child struggle with differentiating between make believe and real?

- a) 2 years
- b) 3 years
- c) 4 years
- d) 5 years

4 Years - Often can't tell what's real and what's make-believe



[cdc.gov/Milestones](https://www.cdc.gov/Milestones)



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - By Four Years – Social/Emotional
- **Often can't tell what's real and what's make-believe**
 - This little girl believes that cartoon characters are able to come to her house. The inability to tell what's real and what's make-believe is a 4-year social/emotional milestone.

Learn the Signs. Act Early.

When does...?

7. A child walk alone?

- a) Between 6 and 9 months
- b) 12 months
- c) Between 9 and 18 months
- d) Between 12 and 18 months



18 Months - Walks alone



[cdc.gov/Milestones](https://www.cdc.gov/Milestones)



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - Between 9 – 18 months – Movement/Physical Development
- **Walks alone**
 - The toddler in this video walks alone, an 18-month movement/physical development milestone.

Learn the Signs. Act Early.

When does...?

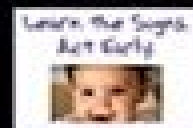
8. A child respond to other people's emotions?

- a) 4 months
- b) 6 months
- c) 1 year
- d) 18 months



6 Months - Responds to other people's emotions
and often seems happy

[cdc.gov/Milestones](https://www.cdc.gov/Milestones)



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

How did you do?

- **Milestones In Action**
 - By 6 months – Social/Emotional
- **Responds to other people's emotions and often seems happy**
 - In this video, the baby is responding happily to his mother's silly game. Responding to other people's emotions and often seeming happy is a 6-month social/emotional milestone.

Learn the Signs. Act Early.

How did we do?



- Was this hard? Or was this easy? Why?
- Do you remember all of the milestones across each domain and age?
- Development is messy - Not exact; LTSAE is simply guidelines to keep track
- There seems to be overlap between domains
- Development naturally ebbs and flows (includes growth and regression)
- Even professionals use LTSAE to remember when milestones occur
- Parents don't inherently know about child development; LTSAE is an accessible tool to help know what happens when
- Want to learn more? Visit the *Milestones In Action* video library at cdc.gov/actearly

Learn the Signs. Act Early. Materials

Your Baby at 9 Months

Child's Name _____

Child's Age _____

Today's Date _____



How your child plays, learns, speaks, and acts offer important clues 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 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- May be afraid of strangers
- May be clingy with familiar adults
- Has favorite toys

Language/Communication

- Understands "no"
- Makes a lot of different sounds like "mama" and "dada"
- Responds to the names of others
- Uses fingers to point at things

Cognitive (learning, thinking, problem-solving)

- Follows the path of something as it falls
- Looks for things he sees you hide
- Plays peek-a-boo
- Falls things to the floor
- Moves things smoothly from one hand to the other
- Plays a game like peek-a-boo between himself and his toys

Motor/Physical Development

- Stands holding on
- Can get into sitting position
- Can without support
- Pushes to stand
- Crawls

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

- Doesn't have weight on top with support
- Doesn't sit with help
- Doesn't babble "mama", "dada", "baba"
- 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

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/actearly or call 1-800-CDC-INFO.

The National Academy of Medicine recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

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

Learn the Signs. Act Early.



Concerned about Development? How to Help Your Child

If you're concerned about your child's development, don't wait. Acting early can make a big difference!



Talk with your child's doctor.

You know your child best. If you think your child is not meeting the milestones for his or her age, or if you, your child's teacher, or another care provider is concerned about how your child plays, learns, speaks, acts or moves, talk with your child's doctor and share your concerns. Don't wait.

Use a milestone checklist

Visit www.cdc.gov/milestones to find the milestone checklist for your child's age. Use it to track your child's development. When it's time to talk with the doctor, write down the questions you have and show the doctor the milestones your child has reached and the ones that concern you.

Ask the doctor about developmental screening

Developmental screening happens when the doctor asks you to complete a formal checklist or questionnaire about how your child plays, learns, speaks, acts, or moves. It gives the doctor more information to figure out how best to help your child. Developmental screening is recommended for all children at certain ages or whenever there is a concern. Ask the doctor about your child's developmental screening.

If you or the doctor is still concerned about your child's development, here's how you can help your child:

Ask the doctor how to contact your state's early childhood system to request an evaluation to find out if your child qualifies for services that might help his or her development. If your doctor doesn't know the phone number, go to www.cdc.gov/fineli or call 1-800-CDC-INFO (1-800-232-6039). Ask for the phone number for the early intervention provider in your area. If your child is 3 years or older, call your local elementary school and ask to speak with someone who can help you have your child evaluated—even if your child does not go to that school.

AND

Ask the doctor if you need to take your child to a specialist who can take a closer look at your child's development. If you do, ask the doctor for a referral and contact the specialist right away. If your appointment with the specialist is many weeks away, remember you can call back every week to see if an earlier appointment has opened up. Getting early help for your child often means being persistent. Find more information, including what to say when you make these important calls, what to do while you wait to have your child seen, and how to get support for your family, at www.cdc.gov/actearly.

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

Learn the Signs. Act Early.

Milestone Moments

Learn the Signs. Act Early.



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.



Download on the App Store
GET IT ON Google Play

Learn more at cdc.gov/MilestoneTracker



Watch Me!

A free training for early educators
cdc.gov/WatchMeTraining




Milestone Checklists

Your Baby at 9 Months

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, and acts offers important clues 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 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- ☐ May be afraid of strangers
- ☐ May be clingy with familiar adults
- ☐ Has favorite toys

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 (learning, thinking, problem-solving)

- ☐ Watches the path of something as it falls
- ☐ Looks for things he sees you hide
- ☐ Plays peek-a-boo
- ☐ Puts things in her mouth
- ☐ Moves things smoothly from one hand to the other
- ☐ Picks up things like cereal o's between thumb and index finger

Movement/Physical Development

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

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

- ☐ 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

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from Caring for Your Baby and Young Child: Birth to Age 5, Fifth Edition, edited by Steven Shelov and Tanya Reier Altman © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

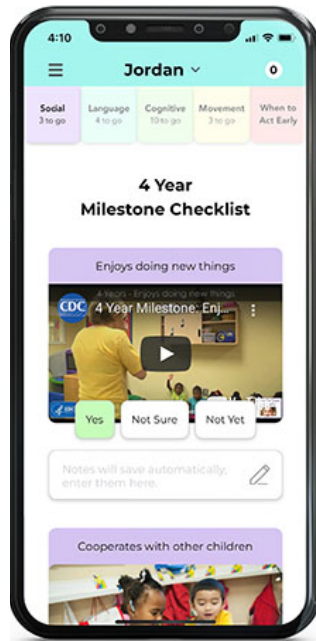
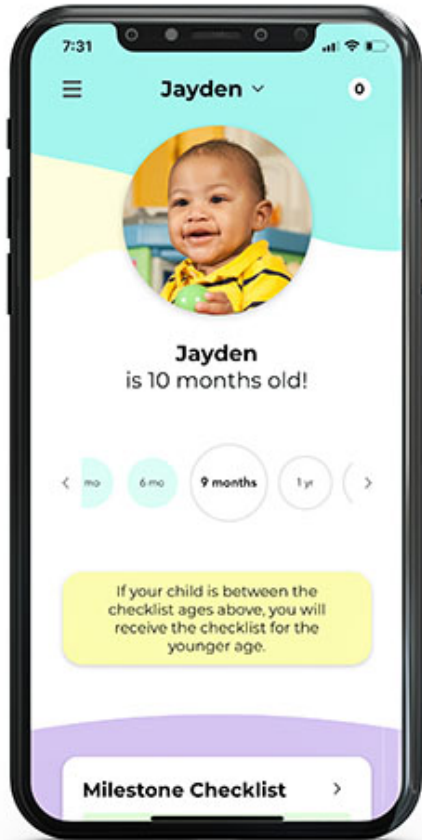
www.cdc.gov/actearly | 1-800-CDC-INFO

Learn the Signs. Act Early.

- Checklists for ages 2 months through 5 years
- Milestones across 4 areas of development
- Help identify causes for celebration or concern

Learn the Signs. Act Early.

Milestone Tracker App



- Download from App Store or Google Play
- It's FREE
- Go ahead and **download it right now** while we talk about the features
- It's in English and Spanish

Learn the Signs. Act Early.

CDC's FREE Milestone Tracker App

Because milestones matter!



Milestone checklists
for 2 months to 5 years



Summary of your
child's milestones



Activities to help your
child's development



Tips for what to do if
you have concerns

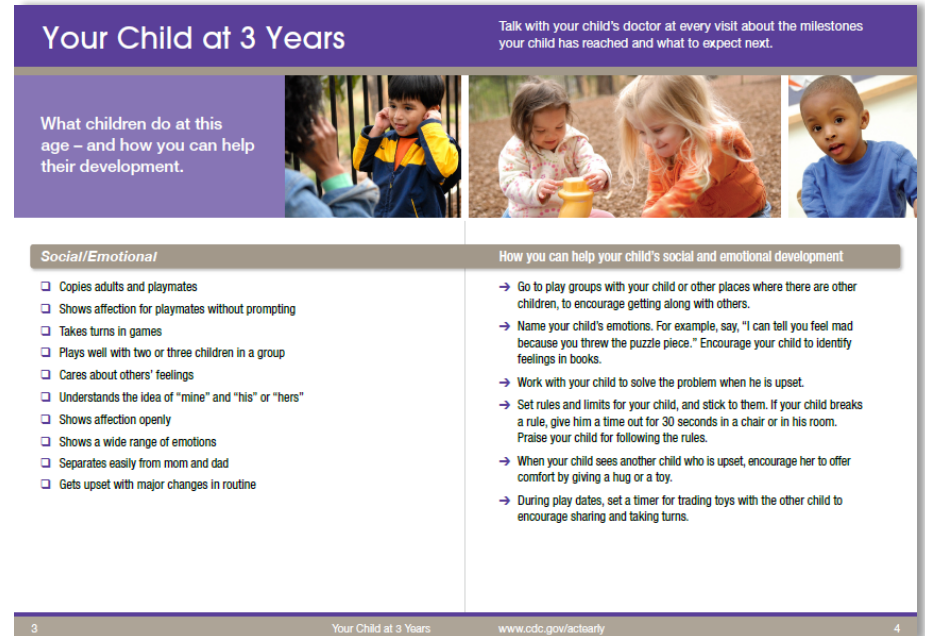
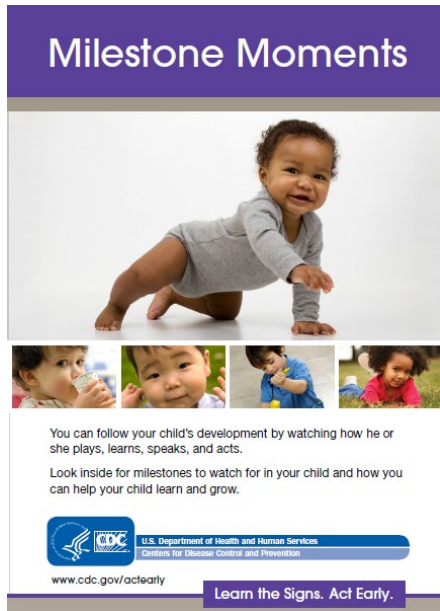


Appointment reminders



Learn more at cdc.gov/MilestoneTracker

Milestone Moments Booklet



- ✓ Printable version available on website
- ✓ Milestones up to 5 years of age
- ✓ Parenting Tips
- ✓ Developmental Health Watch information
- ✓ Use on an ongoing basis

Children's Books



Learn the Signs.
Act Early.



Learn the Signs. Act Early.

Growth Chart




Growth Chart includes height and milestones with immunization reminders. Pairing height and milestones reminds parents there is more than one type of growth.

Fact Sheets

- ❑ Download and print
- ❑ Developmental Screening and Monitoring
- ❑ Resources
- ❑ Tips for Talking to Parents
- ❑ If You're Concerned
 - How to Help Your Child
 - How to Talk with the Doctor


Learn More about Your Child's Development:

Developmental Monitoring and Screening




Concerned about Development?

How to Help Your Child



Concerned about Development?

How to Talk with the Doctor



A first step toward getting help for your child when you are concerned about his or her development (how your child plays, learns, speaks, acts and moves) is to talk with your child's doctor.

Tips for Talking with Parents

If you suspect a child has a developmental delay and believe a parent is unaware of it, this sample conversation can give you ideas of how to talk with the child's parent.

Good afternoon, Mr. Jones. We have having Taylor in class. He really enjoys story time and follows directions well. He is working hard on coloring but is having a difficult time and gets frustrated. I have also noticed a few things about Taylor's social skills that I would like to discuss with you. Do you have a few minutes? (Give specific behaviors and when they occurred.)

Have you noticed any of these at home?

Mrs. Jones, here is some information that shows the developmental milestones for a child Taylor's age. Let's plan to meet again next week (just a line) after you've had time to read it and think it over. (Provide information such as the fact sheet.)

Mrs. Jones, I know this is hard to talk about, and I may be oversteering, but I think it would also be a good idea to talk to Taylor's doctor about this in the next few weeks. You can take this information with you when you go. The doctor can give Taylor a "developmental screening" which can answer some questions about his progress and whether you need to do anything else. Let me know if you need anything from me for that doctor's appointment. Thank you for talking with me today. We'll do our best to help Taylor. He is a great kid!

I also think it would be a good idea to talk to Taylor's doctor about this in the next few weeks. You can take this information with you when you go. The doctor can give Taylor a "developmental screening" which can answer some questions about his progress and whether you need to do anything else. Let me know if you need anything from me for that doctor's appointment. Thank you for talking with me today. We'll do our best to help Taylor. He is a great kid!

Tips for these conversations with parents:

- Highlight some of the child's strengths, letting the parent know what the child does well.
- Use materials like the "Learn the Signs. Act Early" fact sheets. This will help the parent know that you are basing your comments on facts and not just feelings.
- Talk about specific behaviors that you have observed in caring for the child. Use the milestones fact sheets as a guide. Example: If you are telling the parent "I have noticed that Taylor does not play pretend games with the other children," you could show the parent the line on the milestones fact sheet for a four-year-old that says that a child that age "engages in fantasy play."
- Try to make it a discussion. Pause a lot, giving the parent time to think and to respond.
- Expect that if the child is the oldest in the family, the parent might not have experience to know the milestones the child should be reaching.
- Listen to and watch the parent to decide on how to proceed. Pay attention to tone of voice and body language.
- This might be the first time the parent has become aware that the child might have a delay. Give the parent time to think about this and even speak with the child's other caregivers.
- Let the parent know that he or she should talk with the child's health care professional (doctor or nurse) soon if there are any concerns or more information is needed.
- Remind the parent that you do your job because you love and care for children, and that you want to make sure that the child does his or her very best. It is also okay to say that you "may be overly concerned," but that it is best to check with the child's doctor or nurse to be sure since early action is so important if there is a real delay.

If a parent approaches you with concerns about his or her child, this might help you respond.


Mrs. Smith, you wanted to speak with me privately about Taylor?

(Listen to her concerns. See if she has noticed the same behaviors you have, and share examples that are the same as or different from hers.)

I am glad to know we are both on the same page. I have some information that might help you when you are watching Taylor at home this week. This fact sheet shows the developmental milestones for his age. Each child develops at his or her own pace, so Taylor might not have met all these milestones (it's worth taking a closer look. Let's meet again next (at a date) after you've had time to read this and think about it.

www.cdc.gov/actearly

Learn the Signs. Act Early.



Using LTSAE to increase family engagement

- Ask families to download the app during enrollment activities and invite them to follow ActEarlyIndiana on Facebook
- Give families a copy of the Milestone Moments Booklet at enrollment
- Review the age appropriate Milestone Checklist at the parent-teacher meeting together
 - Give the parent a copy
 - Refer for screening if there is a question
- Repeat reviewing the age appropriate checklist at each parent-teach home visit or meeting

Wait! There's more ideas!

- Hang posters and growth charts and ask families what they have noticed their children doing
- Share materials at parent meetings; ask a parent to help read Baby's Busy Day, or Where Is Bear?, or It's Busy Being Three aloud and talk about the milestones and activities listed in the booklet
- Plan regular social media posts encouraging families to use the app and engage in activities that promote development
- Other ideas?

What to do first after this training

- Complete the Watch Me online training session (in about an hour)
 - Print the certificate of completion for your training record
 - Talk to you colleagues and team about what you learned



- Put the print materials in an accessible location – makes copies of checklists as needed for individual child records
- Ask your leadership team for specific details, policies and procedures on how we will use LTSAE in our program

We're in this together!

Your Indiana Support Team

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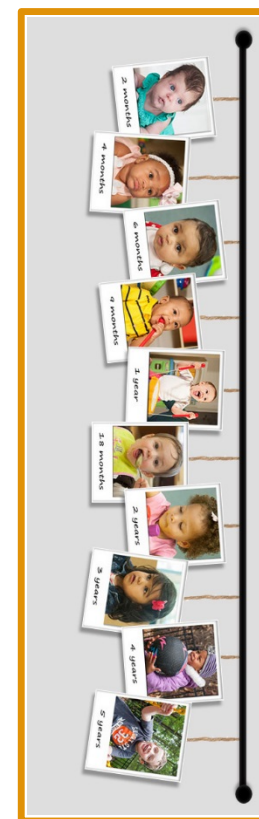
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We're Ready! Let's Do This!

- THANK YOU for helping families learn about their children's milestones!
- THANK YOU for helping us meet our family engagement and screening performance standards!
- THANK YOU for putting **Indiana on the map** as a leader in Head Start implementation!

