

# CDC's *Learn the Signs. Act Early.* Present: Developmental Screening Community of Conversation (CoC)

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Administration for Children and Families – Department of Education  
Advocacy & Communication Solutions, LLC  
September 24, 2019



# Welcome & Purpose

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## **Jim Lesko**

- Welcome
- Purpose
- Approach

# PDG B-5 Communities of Conversation

- **Invited participants**
  - PDG B-5 Grantees plus partners, consultants
  - PDG B-5 TA Team
  - Federal Project Officers and Regional Offices
  - PDG B-5 TA partners, e.g., State Capacity Building Center
- **Voluntary**
- **Select presentations and resources**
- **Open discussion, dialogue**
  - Via phone when possible
  - Via virtual chat and Q&A pod—“multitasking” welcome (i.e., chatting when others are)!

# CDC's *Learn the Signs. Act Early.* Present: Developmental Screening Community of Conversation (CoC) Cont'd

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## Today's Speakers

- Julia Abercrombie, Behavioral Scientist, CDC's *Learn the Signs. Act Early.*
- Tish MacInnis, Coordinator of Family and Community Partnerships, Alabama Partnership for Children (APC)
- Carmen Wenger, Program Director, Help Me Grow Alaska
- Jennifer Doris, Family Support Systems Specialist, State of New Hampshire Department of Health and Human Services, Bureau of Developmental Services
- Laura Kender, Chief of Early Childhood Services, My Health My Resources of Tarrant County
- Cody Summerville, Program Specialist, Texas Education Agency



# PDG B-5 grantees can partner with *Learn the Signs. Act Early.* Ambassadors to improve developmental screening and monitoring

Julia Abercrombie, MPH, Behavioral Scientist  
National Center on Birth Defects and Developmental Disabilities  
Centers for Disease Control and Prevention

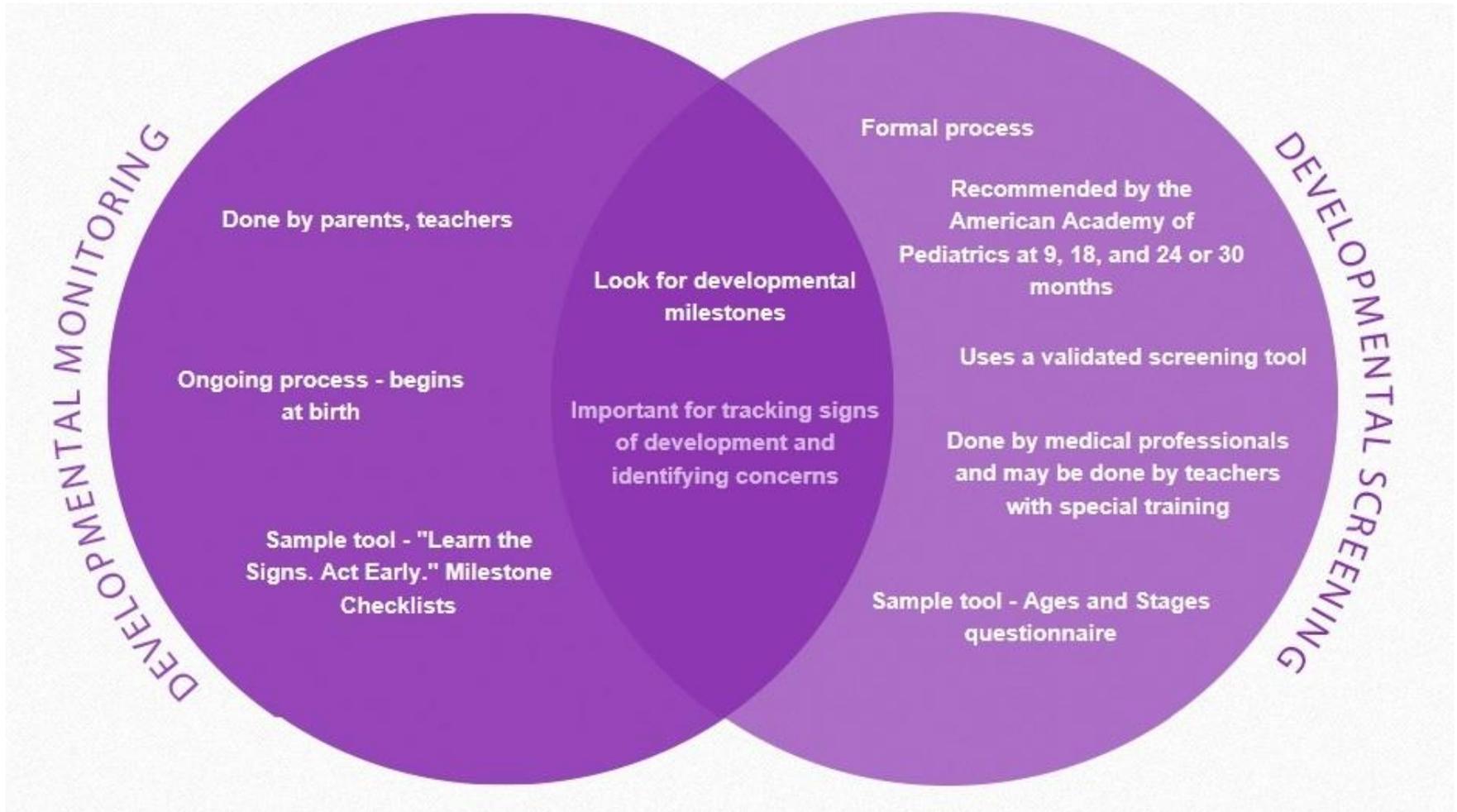
The findings and conclusions in this report are those of the author(s) and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

# Developmental disabilities are common, but not always detected early.

- ❑ About 1 in 6 children aged 3-17 has a developmental disability
- ❑ About 1 in 4 children aged 0-5 years is at moderate or high risk for developmental, behavioral or social delay
- ❑ About 1 in 59 children has autism spectrum disorder
  - However, diagnosis often not until after age 4



# Developmental monitoring and screening are both recommended.



## Many children are not receiving developmental screening or monitoring.

- ❑ **30%** of parents of children 9-35 months of age reported completing a questionnaire about their child's development in the past 12 months
  - **19%** received both developmental monitoring and screening
- ❑ Across 27 states, **a median of 40%** of children enrolled in Medicaid or CHIP during federal fiscal year 2017 were screened for developmental, behavioral, and social delays in the last 12 months
- ❑ Provider reports vary- **16%** among early childcare providers in Minnesota in 2016 to **82%** of general pediatricians in an AAP survey in 2002

# Learn the Signs. Act Early. materials can help.

**Your Baby at 9 Months**

What Most Babies Do at this Age

**Speech/Communication**

- Responds to name
- Uses simple gestures like pointing, waving, and reaching
- Understands simple words like "no" and "up"
- Starts to babble with consonant sounds like "ba" and "da"

**Fine Motor Skills**

- Reaches for and grasps objects
- Transfers objects from one hand to the other
- Starts to use a pincer grasp

**Physical Development**

- Stands with help
- Starts to crawl
- Starts to pull up
- Starts to walk

**Learn the Signs. Act Early.**

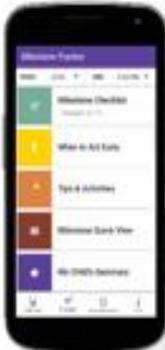
**Watch Me!**

A free training for early educators

[cdc.gov/WatchMeTraining](http://cdc.gov/WatchMeTraining)




**Download CDC's FREE Milestone Tracker App**



Track Milestones | Share a Summary | Get Tips & Activities

[Learn more at cdc.gov/MilestoneTracker](http://cdc.gov/MilestoneTracker)

**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 for milestones to watch for in your child and how you can help your child learn and grow.



**Milestones in Action**

Free photos and videos of developmental milestones

[cdc.gov/MilestonesInAction](http://cdc.gov/MilestonesInAction)




**Track Your Child's Developmental Milestones**

Development is a Journey



12 MONTHS (1 YEAR)

18 MONTHS (1 1/2 YEARS)

24 MONTHS (2 YEARS)

36 MONTHS (3 YEARS)

48 MONTHS (4 YEARS)

[Learn the Signs. Act Early.](http://cdc.gov/TrackYourChild)

# Getting the materials is easy.

Print **FREE** materials directly at  
[www.cdc.gov/ActEarly/Materials](http://www.cdc.gov/ActEarly/Materials)

OR

Order **FREE** printed materials  
(in limited quantities) in English or Spanish  
from [www.cdc.gov/ActEarly/Orders](http://www.cdc.gov/ActEarly/Orders)

OR

Download the **FREE**  
**Milestone Tracker** mobile app  
Learn more at [www.cdc.gov/MilestoneTracker](http://www.cdc.gov/MilestoneTracker)

*Most materials are available in English and Spanish, many in simplified Chinese and Korean, and some in other languages.*



**Most available in:**  
English and Spanish  
**Many in:**  
Simplified Chinese  
Korean  
Vietnamese  
Haitian Creole  
**Partner translations:**  
Russian  
Arabic  
Urdu  
Bengali  
French  
Hmong  
Somali  
Bosnian  
Burmese  
Nepali  
Swahili

# Access *Birth to Five: Watch Me Thrive!* resources.

- ❑ Early Care and Education Providers Guide for Developmental and Behavioral Screening
- ❑ Compendium of Screening Measures for Young Children
- ❑ Developmental and Behavioral Screening Passport
- ❑ <https://helpmegrownational.org/hmg-partners/watchmethrive/>



# Find your Act Early Ambassador!

[www.cdc.gov/ActEarly/Ambassadors](http://www.cdc.gov/ActEarly/Ambassadors)

- 54 Ambassadors in 47 states, DC and 3 territories
- Well-positioned, highly connected professionals passionate about early identification of DDs
- 2-year commitment
- Annual orientation/training
- Small stipend to support work plan
- Technical assistance
- Peer support
- Re-competition



# Ambassadors from Alabama, Alaska, New Hampshire and Texas are presenting today.

## Alabama

**Tish MacInnis**, Coordinator of Family and Community Partnerships, Alabama Partnership for Children (APC)

## Alaska

**Carmen Wenger**, Program Director  
Help Me Grow Alaska

## New Hampshire

**Jennifer Doris**  
Family Support Systems Specialist  
State of New Hampshire Department of Health and Human Services, Bureau of Developmental Services

## Texas

**Laura Kender**  
Chief of Early Childhood Services  
My Health My Resources of Tarrant County

# References

## Slide 2

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# THANK YOU!

Julia Abercrombie

[Jabercrombie@cdc.gov](mailto:Jabercrombie@cdc.gov)

[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)

[www.cdc.gov/ActEarly/Ambassadors](http://www.cdc.gov/ActEarly/Ambassadors)

[www.cdc.gov/Parents](http://www.cdc.gov/Parents) Check out CDC's parent portal for resources and information on more topics for parents.



# Alabama

Learn the Signs.  
Act Early.



# AL - PDG Involvement

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The PDG grant was awarded to Alabama Department of Early Childhood Education (ADECE).

The Alabama Partnership for Children (APC) has a collaborative partnership with ADECE.

The collaboration extends to several programs within APC.

Two of those programs are Strengthening Families™ and Help Me Grow Alabama.



# Learn the Signs. Act Early. Developmental Monitoring

It is within the framework of Strengthening Families and the Protective Factors that Learn the Signs. Act Early. (*LTSAE*) is introduced.

Alabama Department of Early Childhood Education (ADECE) requires a teacher in each First Class Pre K classroom to complete the “Protective Factors online training”.



# Developmental Screening

Alabama Department of Early Childhood Education (ADECE) requires all First Class Pre K to utilize Help Me Grow Alabama's (HMGA) ASQ Enterprise System for ASQ-3 completion and encourages a referral to (HMGA) for connection to resources when concerns have been identified.

The Enterprise System is also available to Home Visiting staff, Child Care, Head Start, pediatricians (and other health care providers), and others who interact with families and young children. This allows for critical statewide multi-system data on children's developmental trajectories.



# PDG Area/Activity for Developmental Screening

- For program continuity there is a need to plan and implement appropriate assessments for young children:
- Help Me Grow Alabama went from 2 regions in the state to a statewide presence.
- Teachers were trained to enroll students in the Help Me Grow Alabama ASQ Enterprise database to provide a way to measure and track developmental progress and connect families to services if needed.
- Developmental Milestone materials are provided to classrooms.



# Advance coordination

## Service Coordination:

- Families enrolled in Help Me Grow Alabama are enrolled in the Help Me Grow Alabama database. This allows a way to track services received and/or services that are in process of receiving.
- Care Coordinators are located in regions across the state, making an impact on the statewide collaboration of services.
- This statewide coordination also provides data and information on where services are NOT available.



# Advance coordination Cont'd

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## Service Coordination:

- Presentations on Learn the Signs. Act Early. (LTSAE) have provided an opportunity not only to introduce the materials and resources from the CDC to parents and providers, but they have also provided collaboration with Help Me Grow Alabama.



# Leadership for Developmental Monitoring and Screening

- LTSAE ambassador funds LTSAE materials for distribution across systems.
- The Alabama Partnership for Children (APC) links resources for Family Centered Early Supports and Services, Partners in Health, Health care coordination for children and their families in partnership with Alabama Department of Early Childhood Education (ADECE). This is accomplished by partnering and collaborating with many systems and programs such as Early Intervention, First Five Alabama, and the Alabama Department of Mental Health.



# Leadership for Developmental Monitoring and Screening Cont'd

- LTSAE materials are offered to all families.
- LTSAE materials are provided in the Smart Start Parenting Kit.

The Parenting Kit is a comprehensive tool designed for parents of newborns in order to give them immediate access to important information to assist in their difficult and joyous job of being new parents. The Parenting Kit is distributed primarily through birthing hospitals throughout select counties in Alabama, which is based on funding availability. It has recently been developed as a mobile app.



# Leadership for Developmental Monitoring and Screening Cont'd.

- LTSAE materials are offered to all First Class Pre K families.
- LTSAE materials are provided to systems working with children 0-5.
- LTSAE materials are often exhibited at state meetings, trainings and conferences where participants have some contact with families ages 0-5.
- LTSAE materials are offered to child care providers, Home Visitors, Hippy, Head Start and Early Head Start programs.



# Screening Success

- Many child care providers are able to provide ASQ 3 and ASQ SE 2 to their families
- Primary care doctors are using some form of screening
- Families are learning about their child's milestones via LTSAE materials primarily the booklets and app flyers
- Referrals to Family Centered Early Supports and Services, Preschool Special Education, and Family Resource Centers are consistently increasing
- Partnerships and collaborative efforts across the state are occurring



# Success in Alabama

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- Partners:
  - various systems,
  - Over 50 sites including Family Resource Centers and child care providers
  - Help Me Grow Alabama



# Success Strategies:

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- Always willing to provide materials, resources and training on LTSAE
- Partnerships are encouraged regionally across the state
- Building strong relationships with individual people and organizations are key at all levels





# Alaska

**Carmen Wenger**

Help Me Grow Alaska Program Director  
Alaska's Act Early Ambassador



# Preschool Development Grant

## Activity Three; Maximizing Parental Choice & Knowledge

*Expanded coordination of resources for families*

- Expansion of Help Me Grow Alaska
  - Parents have knowledge of child development
  - Families & caregivers understand and utilize screening
  - Children are connected to additional resources if needed
- Define a data structure that would support coordination and the transition of children between services and into school
- Increase training opportunities for developmental screening



# Help Me Grow Alaska

- Single Statewide System
- Centralized Access point launched in 2018
- Started with a focus in three regions, partnered with ECCS
  - One on the road system
  - One on the marine highway system
  - One primarily fly-in access only with a seasonal seaport
- Our first year saw:
  - 206 unique interactions
  - Over 2/3 of the children served by HMG were 3 or under
  - Most contacts for questions or concerns about their child's development, or to request a developmental screening



# Programmatic Support for Screening

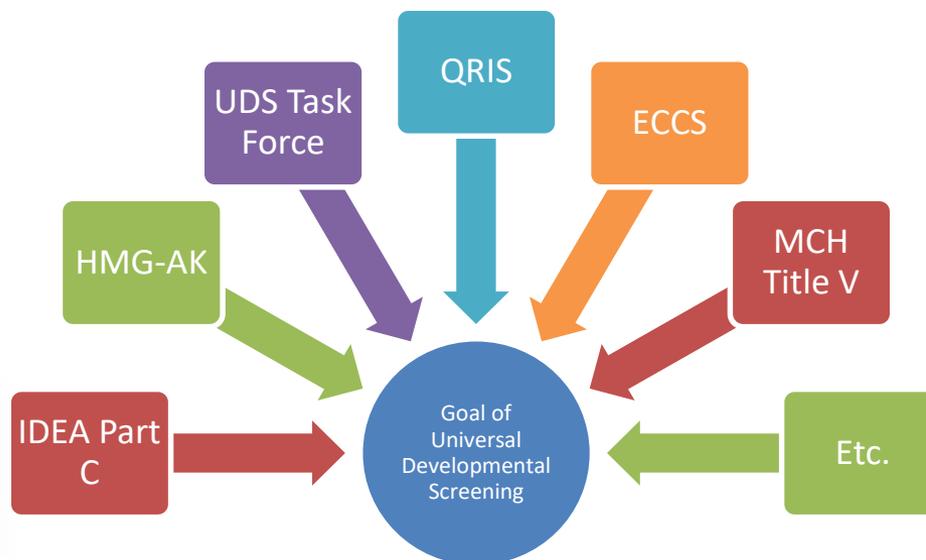
- Use of Learn the Signs. Act Early. materials to increase knowledge of developmental milestones, broad based developmental monitoring and demand for screening
- Assist in statewide work to increase screening taking place through PCPs and other community based services
  - House screening programs under ASQ Enterprise
  - Educate practices and orgs on why and how to screen
- Discuss importance of screening with families in care coordination and answer questions
- Offer screening if families have not received an appropriate screen at another medical or community based partner



# Coordination Support for Screening

## Examples:

- IDEA Part C - Partnering on screening coordination and statewide system planning
- ECCS - Providing screening data and working with place based communities to help increase screening
- Universal Developmental Screening Task Force – Performed environmental scan, participate in meetings and workplan



# Data Structure Planning

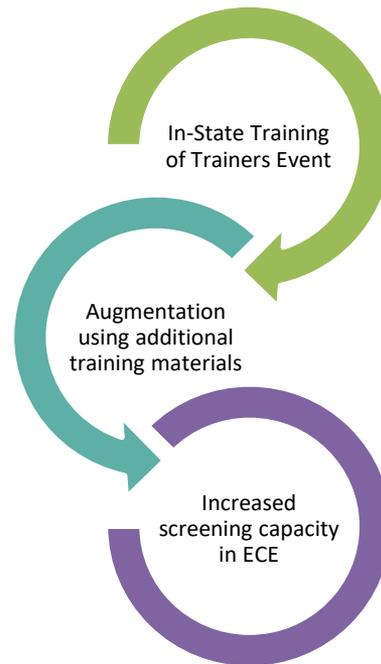
- Research and analyze options for statewide data and reporting needs specific to developmental screenings
- Assess the current system/s of data sharing, examine and assess any existing limitations to this system
- Explore and recommend options for restructuring the Ages and States Questionnaire (ASQ) online system and other online screening data tools

Overarching Long Term Goal of the Governor's Council on Disabilities and Special Education Task Force on Universal Developmental Screening:  
**Develop and implement a sustainable, cost effective, efficient method of universal screening in Alaska.**



# Initial Training Goal

Capitalize on the extensive statewide effort to expand use of the Ages and Stages Questionnaire, Third Edition tool through increasing trainers available in the state concentrated in the early childhood education sector.



# Training - Logistics

- Alaska is big
  - More than twice the size of Texas
  - Larger than the 22 smallest states combined
- *But Alaska is also small*
  - Pop - 737,438 (48<sup>th</sup> in US)
  - Density - 1.26/mi<sup>2</sup> (50<sup>th</sup> in US)
  - 1082 highway miles
  - 3 cities over 10K
  - 8 cities between 10K and 5K



# Training - Relevance

- Alaska is diverse
  - In the US, the Anchorage School District has the most diverse:
    - 19 elementary schools
    - 4 middle schools
    - 3 high schools
  - 20 indigenous languages
  - Over half of population >1 age belongs to a minority group



Map of the largest racial/ethnic group by borough. Red indicates Native American, blue indicates non-Hispanic white, and green indicates Asian. Darker shades indicate a higher proportion of the population.

By MB298 - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=62021359>



# Adapting to be More Culturally Functional

## Your Child at 1 Year

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 age 1. 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**

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Pulls out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

**Language/Communication**

- Responds to simple spoken requests
- Uses simple gestures like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh"
- Tries to say words you say

**Cognitive (learning, thinking, problem-solving)**

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly, for example, drinks from a cup, brushes hair
- Bangs two things together
- Pulls things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (point) finger
- Follows simple directions like "pick up the toy"

**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
- May stand alone

**You Know Your Child Best.**

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- Is missing milestones
- Doesn't crawl
- Can't stand when supported
- Doesn't search for things that are with you help
- 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 he/she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned:

1. Ask for a referral to a specialist 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/first5](http://cdc.gov/first5).

For more information, go to [cdc.gov/Concerned](http://cdc.gov/Concerned).

**DON'T WAIT.**  
Acting early can make a real difference!



www.helpmegrowak.org  
1-833-HMG-Alaska (1-800-464-2527)



Learn the Signs. Act Early.

## Our Child at 1 Year

Child's Name \_\_\_\_\_ Child's Age \_\_\_\_\_ Today's Date \_\_\_\_\_



Milestones matter! Our community resources and doctors that exist to help us develop ourselves. How our children play, learn, speak, act, and move offer important clues about his or her development. Check the milestones your family's child has reached by his or her 1st birthday. Take this with you and talk with your child's doctor at every visit about the milestones he/she has reached and what to expect next.

### What Most Children Do at this Age:

**Social/Emotional**

- Is shy or nervous with people they do not know
- Cries when caregiver leaves
- Has favorite things and people
- Shows fear in some situations
- Hands caregiver a book when he/she wants to hear a story
- Repeats sounds or actions to get attention
- Pulls out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

**Language/Communication**

- Responds to simple spoken requests
- Uses simple gestures or words to communicate "no" or wave "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" ("mama", "mama", "dada") and exclamations like "uh-oh"
- Tries to say words you say either in English or traditional dialects

**Cognitive (learning, thinking, problem-solving)**

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly, for example, drinks from a cup, brushes hair
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- Gets to a sitting position without help
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**We Know Our Child Best.**

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- Doesn't crawl
- Can't stand when supported
- Doesn't search for things that are with you help
- Doesn't say single words like "mama" or "dada" ("mama", "mama", "dada")
- Doesn't learn gestures indicating "no" (waving, shaking head, automatic exclamation)
- Doesn't point to things
- Loses skills he/she once had

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 the local infant learning program or Help Me Grow Alaska. For more information or to talk to a care coordinator, go to [www.helpmegrowak.org](http://www.helpmegrowak.org) or call 1-833-HMG-Alaska (1-833-464-2527).



www.helpmegrowak.org  
1-833-HMG-Alaska (1-800-464-2527)



Learn the Signs. Act Early.



# Updated Plans for Training

Help Me Grow Alaska working in coordination with the Alaska QRIS (Learn & Grow) design or adopt training modules to cover three three areas of core competencies necessary for effective screeners.





# Thank You

## **Carmen Wenger**

Help Me Grow Alaska Program Director  
Alaska's Act Early Ambassador  
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[www.helpmegrowak.org](http://www.helpmegrowak.org)





# New Hampshire

Learn the Signs.  
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# NH PDG involvement

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The PDG grant was awarded to University of New Hampshire, in collaboration with the New Hampshire Departments of Health and Human Services and Department of Education

I had been involved in the Spark NH Early Childhood Advisory Committee policy committee for several years

I had attended the LEND program at UNH and had connections with them through that program



# PDG area/ activity for Developmental Screening

- In the needs assessment questions were asked about developmental screening during :
  - Parent focus groups
  - Parent Survey



# Advance coordination Cont'd.

Out of those discussions I have participated in :

- Data discussion groups across state departments and with UNH
- Strategic planning for moving the grant forward
- Monthly stakeholder update calls to review the surveys and information that we are gathering and identify gaps

My roles is focused on developmental screening, children with special health care needs including Family Centered Early Supports and Services



# Leadership for Developmental Screening

- MCH Title V block grant funds some of developmental screening
- LTSAE ambassador funds LTSAE materials for distribution across the system
- Our office has Family Centered Early Supports and Services, Partners in Health, Health care coordination, There is a steering committee made up of multiple agencies both State and non profit/ contractors that meet monthly



# Screening

- Screenings in NH have been done by Primary Care Doctors and child care providers across the state. LTSAE materials are offered to all families. \*different programs are better at implementing than others
- Data is collected in a database called Welligent for child care providers and numbers of children that have been billed through Medicaid for EPTSD. Numbers are not as accurate as we would like and we are missing private insurance billings and other children who received screenings but were not billed
- NH Medicaid reimburses \$5 per screener



# Screening Barriers

- In a comprehensive system, we are not hearing from families that they are over screened.
- NH Family Voices reports that families are often not aware if a screening has occurred at the Dr office and often confuse screening with evaluation for a diagnosis
- They don't understand the language and do they need to?
- Our developmental screening system relies on families to inform and have the conversation with the PCP
- Data systems are not shared or integrated
- Funding for our system has been limited



# Screening Success Cont'd

- Many child care providers are able to provide ASQ 3 and SE 2 to their families
- Primary care doctors are using some form of screening
- Annually at least 9,000 children are being screened
- Families are learning about their child's milestones via LTSAE materials primarily the booklets, and app flyers we also share information about Vroom
- Referrals to Family Centered Early Supports and Service, Preschool Special Education and Family Resource Centers are consistently increasing
- Partnerships and collaborative efforts across the state are occurring with regional initiatives



# Responsible Entity

- Special Medical Services was designated as the Lead on Developmental screening as we are the agency that reports on the Title V block grant measure.
- I facilitate the steering committee meetings, participate in systems of care meetings that would embed developmental screening within them
- Ultimate goal is the steering committee takes charge of driving developmental screening forward with the various agencies that are involved



# Decentralized Approach

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NH's Developmental screening system has the Comprehensive Family Resource center as the regional hub in each area across the state

They are responsible for creating partnerships across their region to embed developmental screening into programs where appropriate

Child care providers are offered training through child care aware across the state



# Reports

- Child care providers are the primary partners that report into the Welligent Data system (where I pull and reports monthly)
- Medical providers have been a challenge to engage but do bill for EPTSD (pull report annually)
- Comprehensive Family Resource Centers complete a quarterly survey to provide some data but also report into the Welligent Data System

**Missing:** private insurance that was billed for EPTSD, unsure what tools are being used if any



# Reportable requirements

- Watch Me Grow steering committee is currently working on identifying what the reportable requirements are for programs that are providing developmental screening
- We can then make sure those questions are identified in the quarterly survey
- WMG was able to put a one page infographic of data for 2018 together for professionals and families available on the WMG website



# Data system

- A comprehensive early childhood system has been discussed and attempted for years
- Spark NH the governor appointed council on early childhood had a task force to identify and make recommendations
- Preschool development grant identified this as an area of concern and has initiated conversations internally at DHHS to see if we can start to make some progress forward
  - There is an attorney for the department on the team to identify any areas of the law or rule requirements



# Success in New Hampshire

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- Partners:
  - 36 various systems,
  - 70 sites including Family Resource Centers and Child Care Providers
  - Unknown medical providers



# Success Strategies: Cont'd

- Watch Me Grow had some strong supports and the system was written and clearly defined in 2008
- Partnerships were encouraged and the Comprehensive Family Resource Center RFP encompassed developmental screening into it regionally across the state
- Building strong relationships with individual people and organizations are key
- Having Spark NH the governor appointed early childhood advisory council and its members on board is key to moving the system forward



# Lessons

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- Funding is an ongoing issue
- Data integration is a challenge
- Multiple partnerships and embedding developmental screening into systems seems to make the most sense for NH
- Challenging to hold people accountable unless you have a contract or some binding agreement that ties to funding
- Change needs to be systematic and is often slow moving
- Patience is required
- Know that you are making a difference in families lives even when the data collection and funding is a challenge





# Texas

Learn the Signs.  
Act Early.





Thank you!

Learn the Signs.  
Act Early.



# Wrap Up

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**Jim Lesko**

# Thank you!

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**Further Questions:**

**PDG B-5 TA Team: [PDGB5TA@atlasresearch.us](mailto:PDGB5TA@atlasresearch.us)**

**We would love to hear your feedback and suggestions!**

– **Post CoC Survey: <https://www.surveymonkey.com/r/PDGB5COC>**

## For More Information

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