



 **SCHOOL OF PUBLIC HEALTH**  
UNIVERSITY AT ALBANY State University of New York

**Learn the Signs. Act Early.  
The Importance of Developmental  
Screening.**

April 19, 2012

**Featured Speakers**

- **Judith Lucas, MD**  
Pediatrician, Behavioral Health  
Albany Medical Center
- **Donna M. Noyes, PhD**  
Associate Director for Clinical Policy  
New York State Department of Health  
Bureau of Early Intervention

**Conflict of Interest Statement**

**The speakers and their viewpoints  
represent no conflicts of interest.**

**Evaluations**

Nursing Contact Hours, CME and CHES credits are available.

Please visit [www.phlive.org](http://www.phlive.org) to fill out your evaluation and complete the post-test.

*Thank you!*

**Send a Question for the Presenters to:**

- [phlive.ny@gmail.com](mailto:phlive.ny@gmail.com)

## Thank You to Our Sponsors:

- Centers for Disease Control and Prevention's National Center on Birth Defects & Developmental Disabilities
- Association for Maternal and Child Health Programs
- University at Albany School of Public Health
- New York State Department of Health, Bureau of Early Intervention



## Learn the Signs. Act Early Importance of Developmental Screening

Judith Lucas, MD  
Developmental Pediatrician  
Albany Medical Center

## Learning Objectives

- Review important developmental milestones in early childhood
- Discuss the importance of developmental screening at well-child visits
- Highlight national recommendations for screening, including standardized tests
- Provide information about steps to take if a concern is identified

## Developmental Milestones

Some signs of development are obvious:

- Height, weight, head size
- Crawling, walking
- Fine motor skills
- Talking



Others are not as obvious.

## By 15 months, most toddlers:

- Make eye contact when spoken to
- Reach to anticipate being picked up
- Show shared attention in object/activity
- Display social imitation, such as return a smile
- Respond consistently to spoken name
- Respond to simple spoken request
- Say "mama" or "dada"



## By 18 months, most toddlers:

- Point to body parts
- Speak some words
- Pretend play, like feeding a doll
- Point out objects
- Respond when a person points



Act early if:

- Doesn't point to show things to others
- Doesn't copy others
- Doesn't gain new words
- Doesn't notice when a caregiver leaves or returns

### By 24 months, most toddlers:

- Use two-word phrases
- Show interest in other children
- Imitate adults or other kids
- Point to things or pictures when they are named



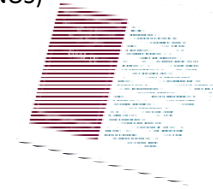
#### Act early if:

- Doesn't use two-word phrases
- Doesn't know what to do with common things
- Doesn't copy actions and words

### What is Autism?

#### Autism Spectrum Disorder (ASD)

- Autistic Disorder
- Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)
- Asperger's syndrome



### DSM-IV Diagnostic Criteria: Autism

1. Qualitative Impairment in Social Interaction
  - A. Marked impairment in nonverbal behaviors, such as eye contact, facial expression, body postures, gestures
  - B. Failure to develop peer relationships appropriate to developmental level
  - C. Lack of spontaneous seeking to share enjoyment, interests, achievement
  - D. Lack of social or emotional reciprocity

### DSM-IV Criteria: Autism

2. Qualitative Impairments in Communication
  - A. Delay in or total lack of the development of spoken language (not accompanied by attempt to use alternative modes of communication)
  - B. In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
  - C. Stereotyped and repetitive use of language or idiosyncratic language
  - D. Lack of make-believe or social imitative play appropriate to developmental level

### DSM-IV Criteria: Autism

3. Restricted, repetitive and stereotyped patterns of behavior, interests and activities
  - A. Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus
  - B. Apparently inflexible adherence to specific nonfunctional routines and rituals
  - C. Stereotyped and repetitive motor mannerisms
  - D. Persistent preoccupation with the parts of objects

### To Diagnose an ASD:

- A total of six (or more) items from (1), (2) and (3) with at least two from (1) and one each from (2) and (3) = AUTISTIC DISORDER (AD)
- At least two from (1) and at least one from (3) with a significant functional impairment = ASPERGER'S SYNDROME (AS)
- Significant social or behavioral impairment and above criteria are not met, onset after 3 years, atypical or sub-threshold symptomatology = PDD-NOS

### Prevalence of Autism

- 1 in 88 children by age 8
- Almost 5 times more likely in boys
- 23% increase since 2009, 78% increase since 2007
  - Changes in diagnosis, increased awareness
  - Standardized screening tools, effective intervention
  - Other reasons?
- Most children not diagnosed until 4 years old, even though early intervention can help a child

### American Academy of Pediatrics



#### Recommendation:

- Surveillance at every well-child visit
  - Screen with standardized tool if concerned
- Developmental Screening at 9, 18, & 24-30 months
- Autism-specific Screening at 18 & 24-30 months

### Developmental Surveillance

- Listen
- Look
- Think about risk
- Talk to parents about their concerns
  - Most parents will tell you early on if there is a concern.
- Record, monitor, refer

### Developmental Screening Tools:

At 9, 18, and 24-30 month well-child visits:

- Extensive list available in the journal *Pediatrics*\*
- Ages and Stages Questionnaire
- Parents' Evaluation of Developmental Status
- CPT code 96110
- Cost associated with these tests

\*Identifying Infants and Young Children with Developmental Disorders in the Medical Home. *Pediatrics*. 2006; 118: 405-420.

### Autism Screening Tools:

At 18 & 24-30 month well-child visits

- Modified Checklist of Autism in Toddlers (MCHAT) with follow-up interview
- Infant-Toddler Checklist (ITC)
- CPT code 96110
- Free to download, print and score
  - MCHAT: [www2.gsu.edu/~psydlr/DianaLRobins/Official\\_MCHAT\\_Website.html](http://www2.gsu.edu/~psydlr/DianaLRobins/Official_MCHAT_Website.html)
  - ITC: [www.brookespublishing.com/store/books/wetherby-csbsdpc/checklist.htm](http://www.brookespublishing.com/store/books/wetherby-csbsdpc/checklist.htm)

### Red Flags

- Delay or absence of speaking words
- Loss of words that were spoken
- Lack of nonverbal communication
- Looks through people or not aware of people
- Lack of taking turns or imitation
- Does not point to an object to "tell" another person to look at it
- Limited or no joint attention
- Unusual or repetitive hand and finger gestures

### Physicians: If You are Concerned:

- Schedule a follow-up visit to discuss concern, develop a plan
- Refer for an evaluation (developmental pediatrician, psychologist, or neurologist)
- Refer to Early Intervention or local school

### Parents: If You are Concerned:

Parents:

- Schedule a doctor's visit to discuss concerns
- Contact Early Intervention Program, if under 3
  - Toll Free 1-800-522-5006, or 311 in NYC
  - Physician referral is not required
- Contact local school district, if 3 or older
  - [www.p12.nysed.gov/specialed](http://www.p12.nysed.gov/specialed)
- Reach out to other parents, advocacy groups
  - Parent to Parent of NYS
  - Early Childhood Direction Centers

### Wait and See?

- Parent concerned at 18 months
- Physician says "wait and see", "boys develop language later"
- Parent calls early intervention at 28 months, receives speech therapy two times/week
- Child begins preschool, does poorly
- Diagnosis at 4 years old, intensive behavioral intervention begins



If you are concerned,  
act early!



### NYS Efforts to Promote Early Developmental and Autism Screening

Donna M. Noyes, Ph.D.  
Bureau of Early Intervention  
New York State Department of Health

### Early Intervention

- Federal Individuals with Disabilities Education Act (IDEA), Part C
- Serve 70,000 infants and toddlers birth to 3
- 5,000 with an autism spectrum disorder
- Therapeutic and Support Services
- No Cost to families

**Federal & Private Grants**

**Health Resources and Services Administration:**

- State Implementation Grant to Improve Services for Children with ASD & their families (2009– 2012)
- Maternal & Child Health Autism Research Grant (2010 –2013)

**FAR Fund Grants:**

- Physician Training & Support (2012)
- Update Clinical Practice Guidelines (2012 – 2013)

**Goals of HRSA State Implementation Grant**

1. Promote AAP guidelines for developmental and ASD screening of young children at well-child visits
2. Engage and support pediatricians and family physicians to screen and refer children & stay involved
3. Increase awareness among parents and early childhood professionals about the importance of screening & NYS and national resources

**Physician Training & Support**

Two-part evening training sessions with CME credits

- Part 1: Early Identification & Screening
  - Incorporating universal screening for ASDs and other developmental concerns into MDs’ practices
  - Developmental surveillance and screening
  - Early signs of ASDs
  - Resources & introduction to physician portal

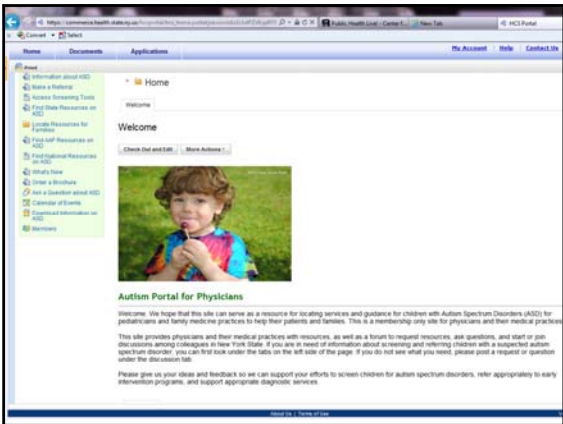
**Physician Training & Support**

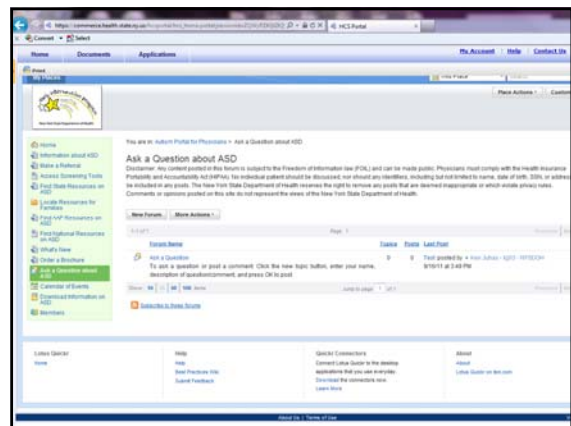
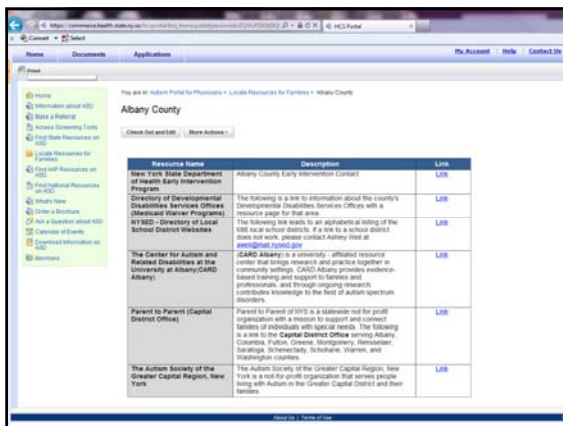
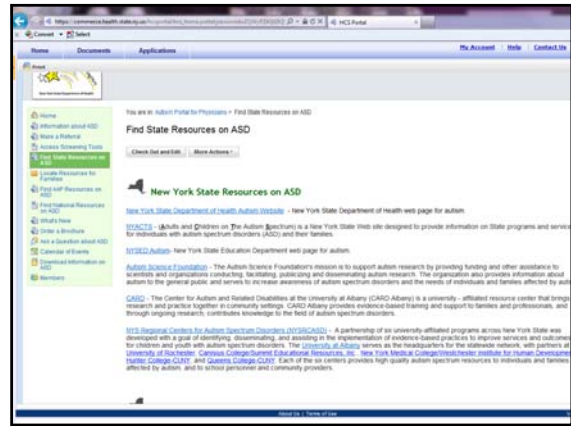
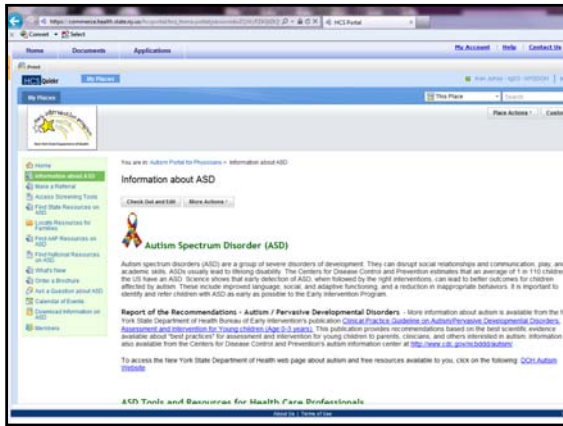
Two-part evening training sessions with CME credits

- Part 2: Early Intervention & Ongoing Medical Management
  - Evidence-based Interventions
  - Medical Management and Complimentary Alternative Medicine (CAM)
  - Communicating with Parents

**Online Resource**  
**Portal for Physicians on Autism Spectrum Disorders**

- Developed an on-line “ASD portal” for NYS physicians hosted on the DOH Health Commerce System
- Offer access to information on ASDs to assist physicians
- Collaborate with University Centers for Excellence on Developmental Disabilities and Hunter College to serve as “on-line” faculty for physicians





### Other Training Approaches

- Abbreviated training sessions during statewide physicians' meetings
- Grand rounds in hospitals
- NYC training with Hunter College and Weill Cornell Medical College

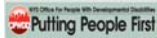
### NYS Early Intervention Program

- [www.health.ny.gov/community/infants\\_children/early\\_intervention](http://www.health.ny.gov/community/infants_children/early_intervention)
- Growing Up Healthy Hotline: 1-800-522-5006, in NYC call 311

## Additional NYS Resources



[www.nyacts.com](http://www.nyacts.com)



[www.opwdd.ny.gov](http://www.opwdd.ny.gov)



[www.nysed.gov](http://www.nysed.gov)



[healthytransitionsny.org](http://healthytransitionsny.org)

## Free Milestone Checklist

CDC Materials

- Brochures
- Posters
- Booklets
- Free
- Order online



[www.cdc.gov/ncbddd/actearly](http://www.cdc.gov/ncbddd/actearly)

Centers for Disease Control and Prevention  
#12 Online: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Learn the Signs. Act Early.

Learn the Signs Home National Center Homepage

Milestones  
If You're Concerned  
Facts  
Free Materials  
Multimedia & Tools  
Info For Families  
Info For Healthcare Providers  
Info For Early Childhood Educators  
Info For Partners  
Get Involved  
About the Campaign

**What Should You Know?**

It's time to change how we view a child's growth. Do you know all the ways you should measure your child's growth? We naturally think of height and weight, but from birth to 3 years, your child should reach milestones in how he plays, learns, speaks and acts. CDC estimates 1 in 88 children has been identified with an autism spectrum disorder (ASD). Track your child's development and act early if you have a concern.

[Learn more about milestones.](#)

**Read Amazing Me -- It's Busy Being 3!**

In *Amazing Me -- It's Busy Being 3!* Ives, a 3-year-old kangaroo, shows what he can do in one AMAZING day. This children's book teaches parents developmental milestones as they read to their young child.

[More](#)

Information For...  
Media  
Policy Makers

## More Information

- Local Early Intervention Contacts:
  - 1-800-522-5006, TTY 1-800-655-1789
  - In NYC, 311
  - [www.health.ny.gov/community/infants\\_children/early\\_intervention/county\\_eip.htm](http://www.health.ny.gov/community/infants_children/early_intervention/county_eip.htm)
- NYS Early Intervention Program:
  - [www.health.ny.gov](http://www.health.ny.gov)
  - [bei@health.state.ny.us](mailto:bei@health.state.ny.us)

## Evaluations

Nursing Contact Hours, CME and CHES credits are available.

Please visit [www.phlive.org](http://www.phlive.org) to fill out your evaluation and complete the post-test.

*Thank you!*