



Help Me Grow

Alameda County

WIC Collaboration

Supported by **FIRST 5**
ALAMEDA COUNTY

Agenda

- Overview
- Strategy Components
- Planning Process
- Pilot Model
 - Trainings
- Evaluation
- Questions?

Alameda County

- Alameda County
 - Population=1.5 million (2010)
 - Urban, diverse
- HMG since 2011
- Women, Infants, and Children (WIC)
 - 3 county offices, 6 smaller sites
 - 13,000 visits/month



Project Overview

- Utilizing developmental checklists in a local WIC office to support early ID
- Modeled on a project from U of M, St. Louis.
 - Checklists encourage use of, and referral to, HMG

WIC/HMG

- WIC asked for ways to support school readiness
 - Not interested in screening
- *Learn the Signs. Act Early.* Pilot Project in STL*
- Project closely aligned with WIC mission and objectives
- Desire to increase HMG outreach and build partnership with WIC

*<https://www.aucd.org/meetings/168/11768/Creative%20Partnerships%20with%20the%20%20LSTAE%20Campaign.pdf>

Learn the Signs. Act Early. (LTSAE)

- CDC designed campaign

- LTSAE Mission:

“Improve early identification of developmental delays and disabilities, including autism, by promoting developmental monitoring and screening so children and their families can get the services and support they need”

- Program components:

- Health education campaign
- Act early initiative
- Research and evaluation

www.cdc.gov/actearly



LTSAE Campaign Materials

Your Child at 2 Years



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 his or her 2nd birthday. 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 Children Do at this Age:

Social/Emotional

- Climbs onto and down from furniture without help
- Walks up and down stairs holding on
- Throws ball overhand
- Makes or copies straight lines and circles
- Copies others, especially adults and older children
- Gets excited when with other children
- Shows more and more independence
- Shows defiant behavior (doing what he has been told not to)
- Plays mainly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

- Doesn't use 2-word phrases (for example, "drink milk")
- Doesn't know what to do with common things, like a truck, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Loses skills she once had
- Points to things or pictures when they are named
- Knows names of familiar people and body parts
- Says sentences with 2 to 4 words
- Follows simple instructions
- Repeats words overheard in conversation
- Points to things in a book

Cognitive (learning, thinking, problem-solving)

- Finds things even when hidden under two or three covers
- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Builds towers of 4 or more blocks
- Might use one hand more than the other
- Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- Doesn't follow simple instructions
- Kicks a ball
- Begins to run

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

Learn the Signs. Act Early.

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

- Doesn't use 2-word phrases (for example, "drink milk")
- Doesn't know what to do with common things, like a truck, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Loses skills 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 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 and autism at the 24-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 by Steven Shelor and Terza Rivera Alvarez © 1991, 1993, 1994, 2004, 2009 by the Academy of Pediatrics. **UPDATES: SUBSTITUTES FOR HEALTHCARE PROFESSIONAL CHILDREN AND ADOLESCENTS**, Third Edition, edited by Joseph Higgins, Jr., Judith P. Marks M. Duncan, 2008. Elk Grove Village, IL: American Academy of Pediatrics. *checked to not a substitute for a standard set, validated developmental screening

Track Your Child's Developmental Milestones



Your child's early development is a journey. Use this map of milestones to know what to look for along the way. For parents of children from birth to 4 years.



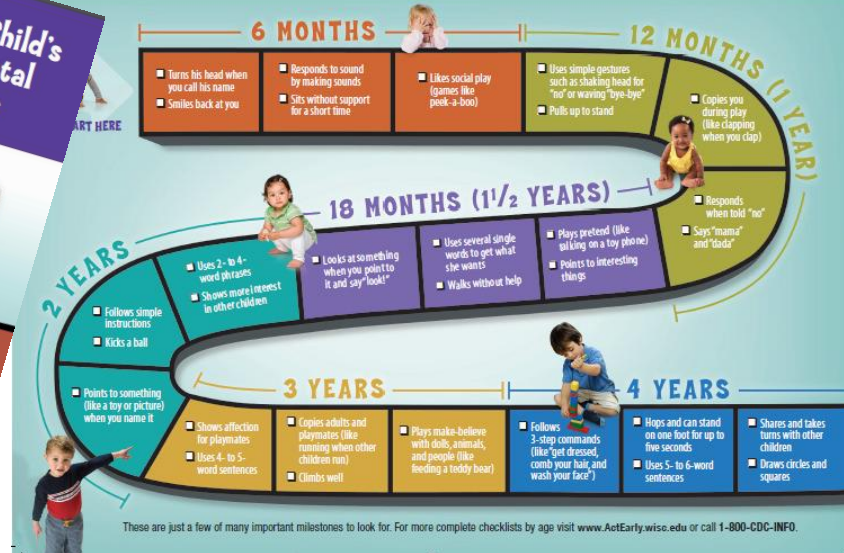
Learn the Signs. Act Early.

Learn the Signs.
Act Early.



Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.



Help Me Grow
Alameda County

www.cdc.gov/ActEarly



University of Missouri (UM) Project

- CDC grant funded to develop effective implementation strategies for *LTSAE* materials
- Project encouraged parental awareness of developmental milestones as a first step in early identification of autism and other developmental concerns
- Two-year pilot program, 2010-2012
- WIC Partnership

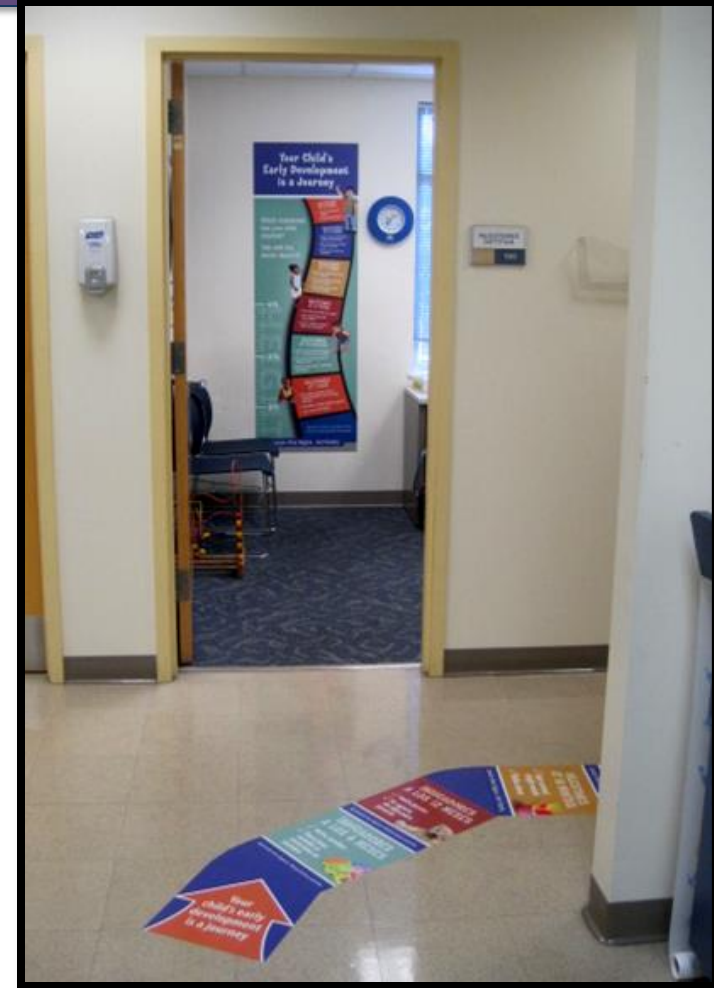


Farmer, J.E., Falk, L.W. (2012). Learn the Signs. Act Early. Partnering with WIC for the Healthy Development of Young Children [PowerPointslides].

UM Project Description

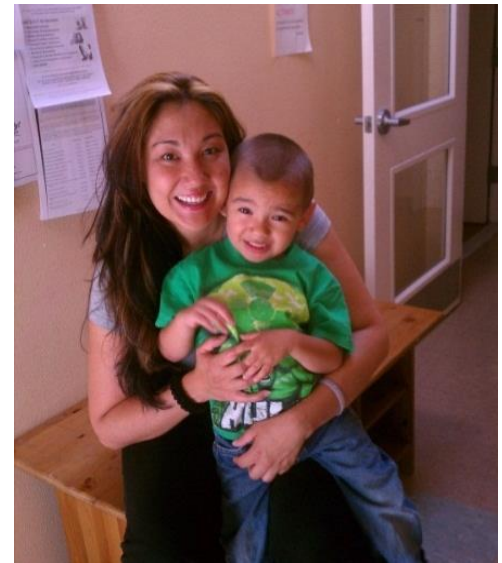
- Build partnership and support for WIC staff
- Developed based on WIC staff input
- Designed environmental graphics using *LTSAE* messaging
- Families complete checklists at WIC
- Referred to their doctor if there is a concern

*<https://www.aucd.org/meetings/168/11768/Creative%20Partnerships%20with%20the%20LSTAE%20Campaign.pdf>



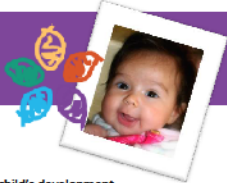
PLANNING

- Follow STL Model
 - Checklists, floor blocks, wall blocks
- WIC Staff engagement
 - Multiple meetings with all WIC staff
 - Checklist modifications



PROJECT MATERIALS

Your Baby at 2 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 2 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. If you have questions, call Help Me Grow at 888-510-1211 to speak to trained staff who can provide information and support.

What Most Babies Do at this Age:

(Check the things your child does now)

Social/ Emotional

- Begins to smile at people
- Can briefly calm himself (may bring hands to mouth and suck on hand)
- Tries to look at parent

Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

Cognitive (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

Act Early if Your Child:

(Check the things that are true for your child)

- Doesn't respond to loud sounds
- Doesn't watch things as they move
- Doesn't smile at people
- Doesn't bring hands to mouth
- Can't hold head up when pushing up when on tummy

Tell your child's doctor or nurse if you notice any of these signs.

You can also call Help Me Grow at 888-510-1211. Trained staff will listen to your concerns and help you get connected to resources for your child's development.

You can also find local resources at www.alamedakids.org.

Adapted from Learn the Signs. Act Early. Centers for Disease Control and Prevention, Department of Health and Human Services. 2014. www.cdc.gov/actearly. Adapted from Caring for Your Baby and Young Child: Birth to Age 5, 7th Edition, edited by Steven Shelton and Thomas Berger. Alameda © 1993, 1995, 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 Higgins, Jr., Judith S. Shaw, and Paula M. Gruniec. 2008. In Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not substitute for a standardized, validated, developmental screening tool.



Learn the Signs. Act Early.



888-510-1211
www.AlamedaKids.org



First Step: Introducing the Project

- WIC Outreach
- Present on benefits of HMG, referral pathways, and WIC checklist project
- With interest, complete “Readiness Assessment” and discuss logistics
- ALL staff included in logistic planning because ALL WIC staff are involved in project success



Readiness Assessment

Designed to:

- Gauge site size and demographics
- Have site set goals for parents and goals for staff
- Understand current screening efforts
- Ask logistical questions

HELP ME GROW WIC PROGRAM READINESS ASSESSMENT/SITE PROFILE **DATE:** _____

WIC Site Name			Site Director or Manager		
Site Address Number	Site Street Name	Unit	City	Zip Code	
Phone Number			Fax Number		

SITE DETAILS

- What is the population served:
 - _____% American Indian/ Alaskan Native ____% Hispanic/Latino
 - _____% Asian ____% White/Caucasian
 - _____% Black/African American ____% Other (specify) _____
- Estimated total # of children served annually: _____
 Estimated percent by age served:
 - _____% 2-11 Months ____% 1-2 Years ____% 3+ Years
- Estimated # of certification visits annually: _____
- Estimated # of recertification visits annually: _____

- Who in your office will participate in Help Me Grow in order to provide developmental checklists and referrals to WIC clients? (check all that apply)
 - Nutrition Aides/Assistants # _____ Nutritionists # _____
 - Receptionists/Front Office Staff # _____ Other, please specify _____
- How do you currently address developmental concerns at your site?
 - We give information to the parent(s) and have them call referrals/resources
 - We make the referral Other, please explain _____
- What support do you currently have to support families with developmental concerns?
 - On-site clinicians Connection to clinic or health center
 - On-site child development specialists Other resources, please specify _____
- What other assessment tools are you implementing at your site?
 - Maternal Depression Screening Growth Chart
 - Family Assessment _____
 - Dietary Risk Assessment _____
- Do you have space for Floor and Wall Blocks?
 - Yes (where) _____ No

GOALS

Goals for Participants:	How will we know if we are successful?
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Goals for Staff:	How will we know if we are successful?
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____



HMG ALAMEDA COUNTY WIC DEVELOPMENTAL CHECKLIST PROJECT

Goals

- Increase caregiver awareness of developmental milestones, acting on concerns, and HMG
- Enhance WIC staff's commitment to early ID
- Increase the number of referrals to HMG



Final Pilot Model

- Two staff trainings
- All checklist intervals
- Passed out to parents at front desk
- Discussed with WIC staff during scheduled visit
- WIC staff refer to HMG if indicated on checklist or if parent has a concern/question
- Evaluation after six months

Cost

- HMG Staff time
 - Trainings
 - Technical Assistance
 - Reporting
 - Evaluation
- Environmental Graphics
 - \$250 for wall & floor graphics in English and Spanish
- Checklist copies
 - Cost of printing (starter kit)

STAFF TRAINING

Developed 2 Staff Trainings:

- Child Development 101
- Using the Checklists



MILESTONES AT 12 MONTHS

- ✓ Pulls up to stand
- ✓ Copies gestures

Learn the Signs. Act Early.

MILESTONES AT 6 MONTHS

- ✓ Copies sounds
- ✓ Responds to own name

Learn the Signs. Act Early.

Child Development 101

- Requested by WIC staff
- Basic child development training
- 1.5 hours long
- Videos, interactive
- Not training to be an “expert”
- Great way to stress the importance of early identification and the role WIC staff can play in normalizing the discussion

Recommend doing this first



MYTHS & FACTS

1. A toddler's brain is less active than an adult's brain.
2. All toddlers have tantrums at least once per day.
3. Babies in the womb can smell what you smell.
4. Consistency is the key to effective discipline.
5. Learning more than one language improves cognitive development.
6. Listening to classical music increases brain development in infants

Implementation Training

- 1.5 hours long
- Reinforces the benefits of early ID
- Explains the checklist
- Walk through of logistics
- Discuss referrals and documentation
- Role play with talking points

WIC STAFF'S ROLE:

- Help parent complete age-appropriate checklist for each child being certified/recertified that day; if child is between checklist ages, use the younger checklist. Discuss checklist, results, and questions with parent and either refer to Help Me Grow immediately or encourage parent to contact Help Me Grow or their doctor. Add a comment in INEP.

KEY WORDS:

Developmental Milestones

Call Help Me Grow

Learn the Signs. Act Early.

TALKING POINTS:

- “This is a new checklist we are using to help track children’s development. Thinking about how ___ plays, speaks, and acts is just as important as measuring his/her height and weight.”
- “So let’s see how ___ is doing on the checklist of Developmental Milestones and see how they are progressing for their age.”

Review checklist. Check for any Caregiver concerns. Go through blue and purple checklist, prompting parents to have a discussion around these milestones and their child’s needs.

If ALL the purple boxes are marked & NO blue boxes are marked: This indicates no concerns.

- “It looks like ___ is on track for meeting these developmental milestones.”
- “Please keep this checklist so you can show it to ___’s doctor at his/her next regular doctor’s visit.”
- “Be sure to talk him/her about how ___ is developing.”
- “Here is a brochure on developmental milestones so you know what to watch for at every age.”
- “If you want more information about ways to support your child or if you have any concerns be sure to call Help Me Grow.”

Return checklist to parent.

Add to INEP: “Developmental checklist completed; no concerns.”

If three or more purple boxes are NOT marked: This indicates a possible concern.

- “It looks like ___ is pretty well on track for meeting these developmental milestones.”
- “If you are interested, we can refer you to Help Me Grow today and they can contact you about how to help your child reach these milestones.”
- “Please keep this checklist so you can talk to your doctor about these boxes that are not marked.”
- “Here is a brochure on developmental milestones so you know what to watch for at every age.”
- “If you want more information about ways to support your child or if you have any concerns be sure to call Help Me Grow.”

Return checklist to parent.

Add to INEP: “Developmental checklist completed; Some developmental concerns; referred to Help Me Grow.”

If ANY blue boxes are marked: This indicates immediate concern.

- “The blue boxes are things we want to understand better.”
- “It would be a good idea to call Help Me Grow about this checklist. They can really help support your child’s development.
- “We can refer you to Help Me Grow today and they will contact you about this checklist.”
- “Please keep this checklist and share it with your doctor.”
- “I want to know how Help Me Grow supported you the next time you come in.”
- “Here is a brochure on developmental milestones so you know what to watch for at every age.”

Return checklist to parent.

Add to INEP: “Developmental checklist completed; Developmental concerns. Referred to Help Me Grow and/or Doctor.”

Role Play

WIC Staff Role

- Introduce or describe the checklist
- Check for caregiver concerns
- Review the filled out checklist
- Share information the with the caregiver
- Decide on actions

Caregiver Roles

(in envelopes with checklists)



Evaluation

Evaluated Pilot site (Eastmont)
six months after implementation

- Used STL surveys as a guide
- Two surveys designed

Parent Survey:

- Usefulness of checklist
- Knowledge of child development
- Knowledge of HMG

Staff Survey:

- Usefulness of checklist
- Biggest barriers
- View of their role in early identification

Methodology: Caregiver Survey

Caregiver Survey-

- 15 Questions, five minutes to complete, answers “yes,” “no,” “not sure,” and three open-ended
- English and Spanish
- Two demographic questions (parent age & # of kids)
- Staff/volunteer ask parents in the waiting room if they have completed a checklist before
- Parents who have then complete the evaluation
- Parents receive a book and HMG information after completion

Methodology: Staff Survey

Staff Survey-

- 2 surveys developed: Front desk staff and all other staff (Nutritionist, Nutrition Assistants/Aides)
- 21 Questions, 10 minutes to complete, 19 five-point Likert scale questions, specify WIC role, two open-ended
- Surveyed during regular staff meeting

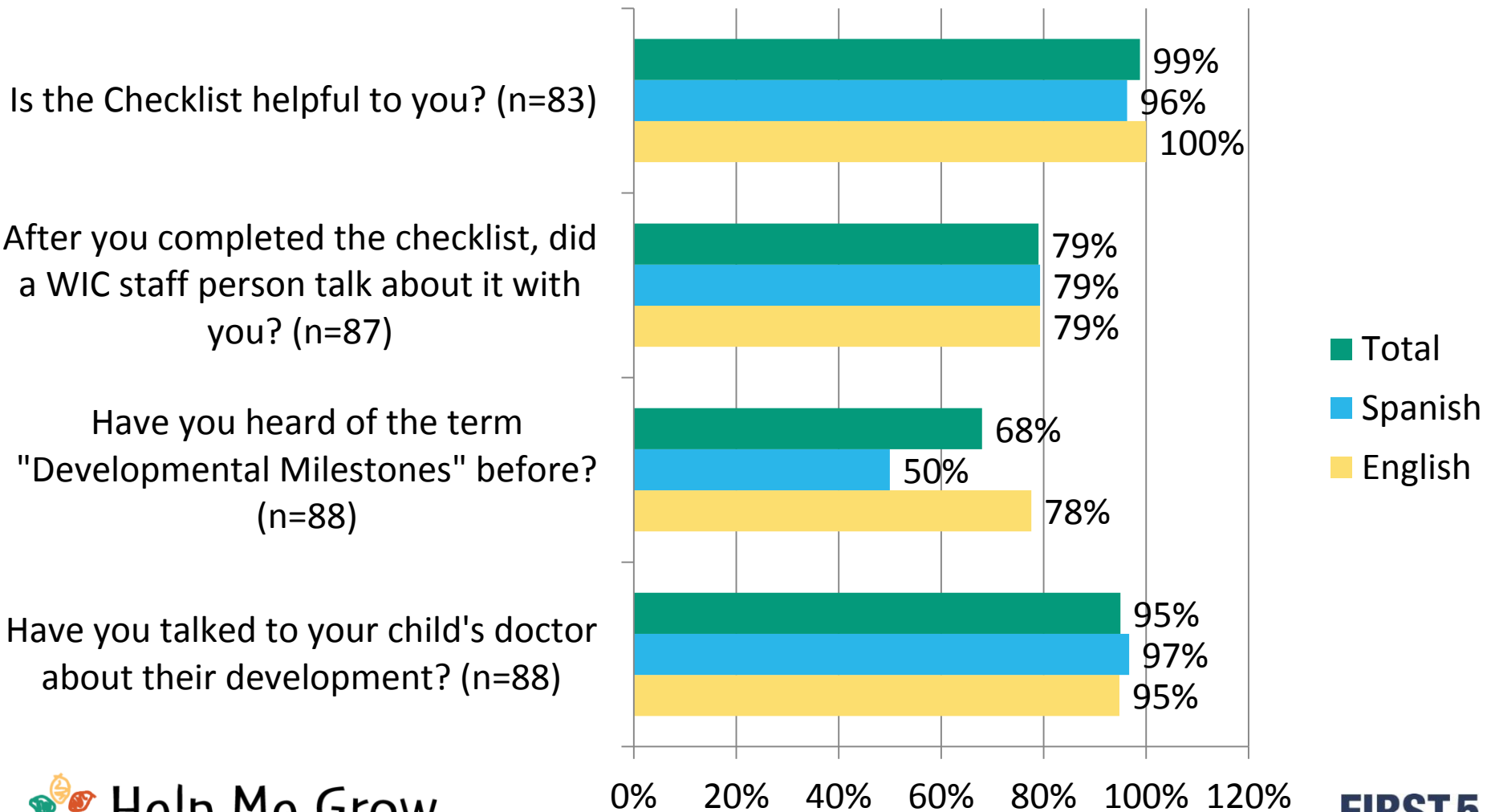
Referral Results: Participants

- 90 parents surveyed (60 English, 30 Spanish)
- Increase in HMG referrals by 236%!

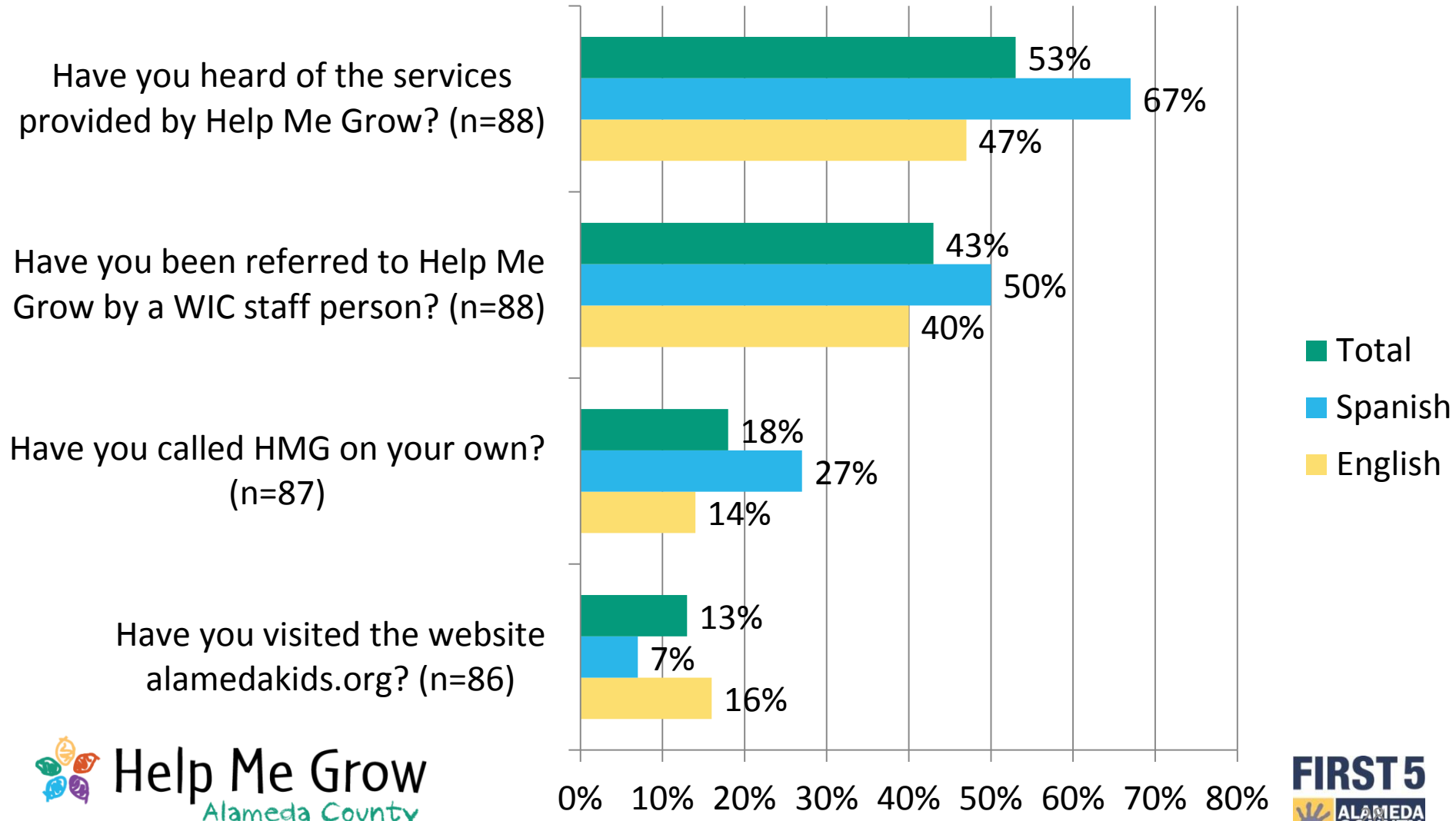
Year	Number of Referrals to HMG Phone Line from WIC
2012	0
2013	2
2014	83
2015	229 + 25 Parent Calls!

- 62% indicated they learned something new from the checklist
- 28% indicated they were doing something different because of what they learned

Did the pilot work for Caregivers?



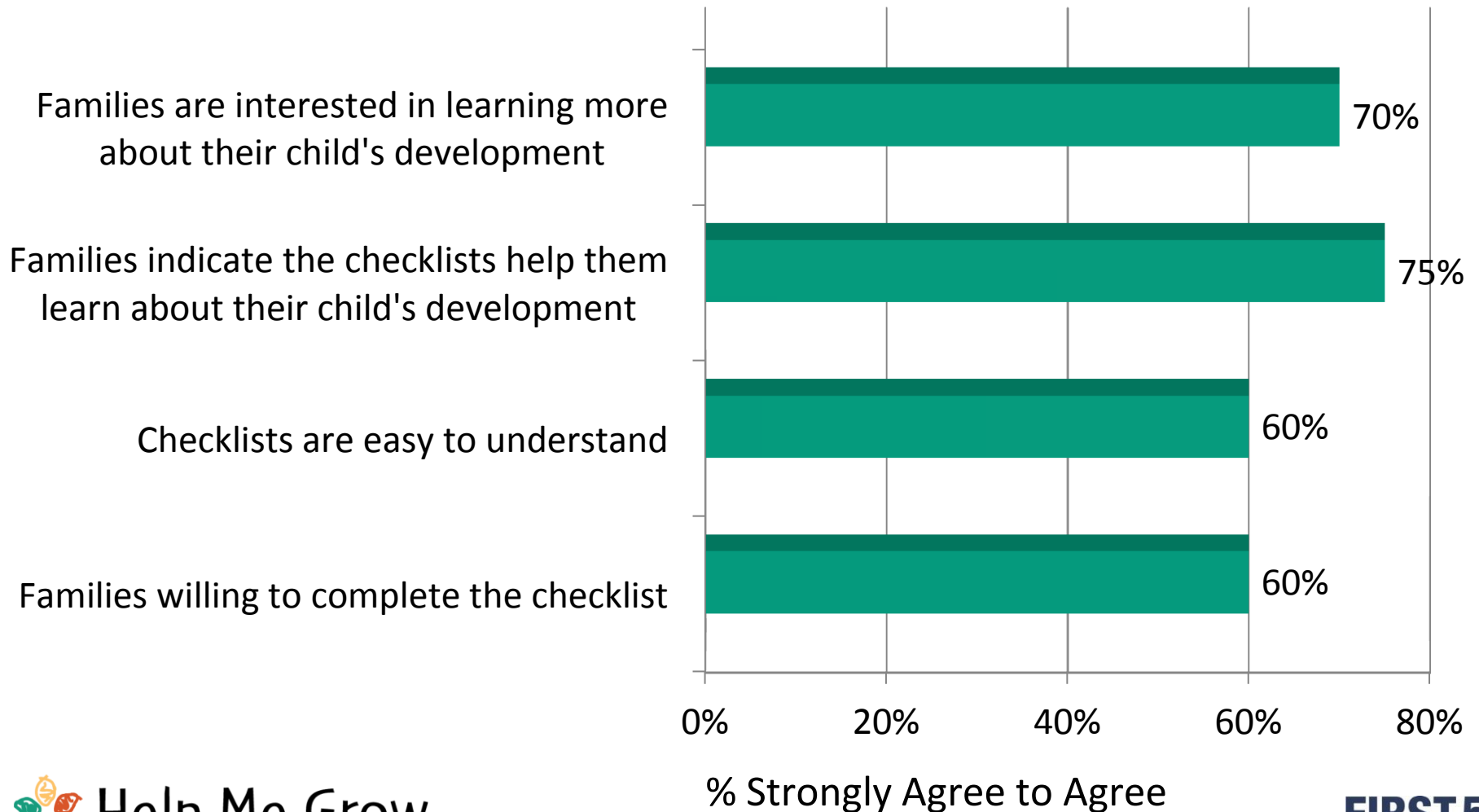
Participant Knowledge of HMG



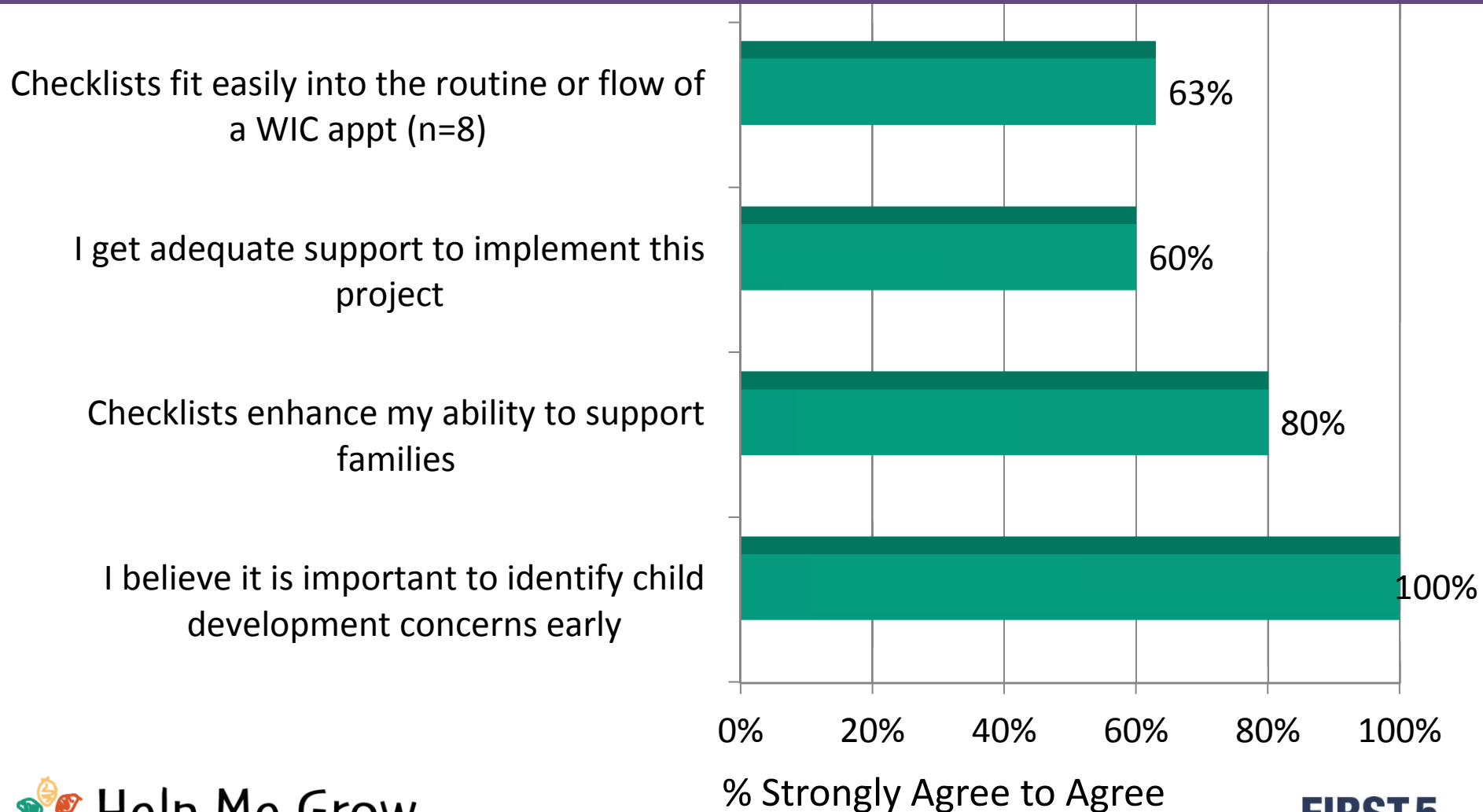
Results-WIC Staff

- 11 staff surveyed
- 80% felt the checklist assisted them in supporting families
- 100% felt comfortable talking to parents when the checklist reflected a concern
- 100% agreed it is important to identify developmental concerns early
- Felt checklist was most helpful piece of the project
- 62% said the checklist added 2-5 minutes to their appointment

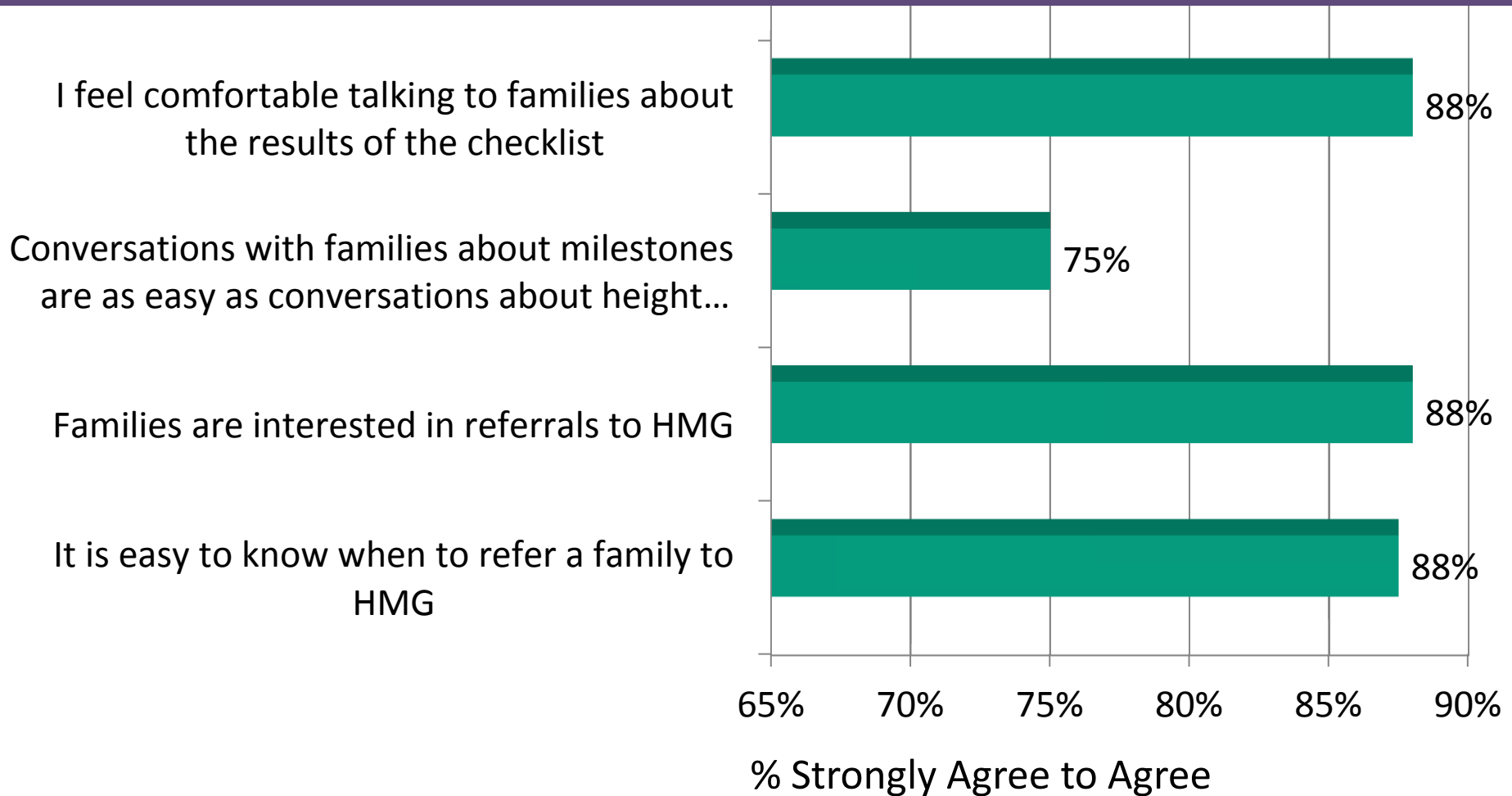
Staff Perceptions Regarding Families' Response to the Project (n=8)



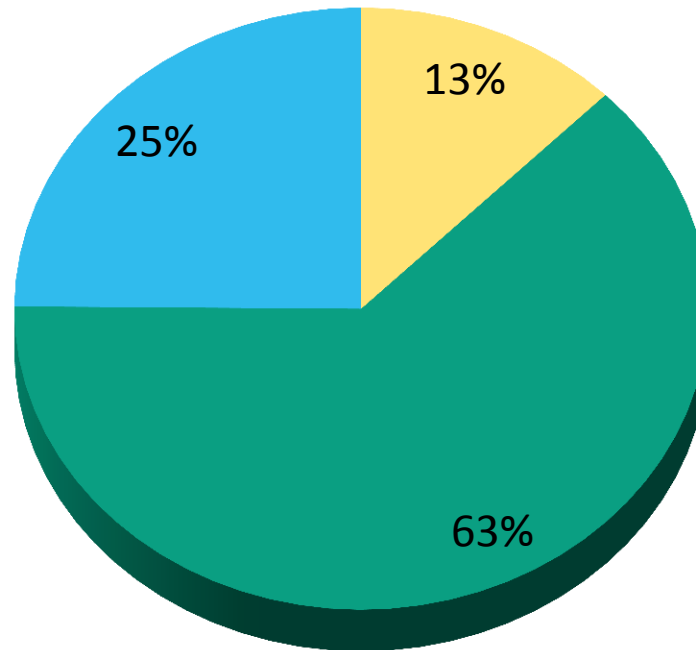
How the Project is working for WIC staff (n=10)



How the Project is working for WIC Staff (n=8)



How much extra time does it take? (n=8)



■ Less than 2 Minutes ■ 2-5 Minutes ■ 5+ Minutes

NEXT STEPS...

- Expansion
- Evaluations at other WIC sites
- Chinese translation
- Ongoing TA support



Small Group Discussion

- How do you think you could use the checklist?
- Would it be useful with other programs?
- Where would you begin with outreach?
- What are some challenges?
- Who would be a good partner?





Help Me Grow
Alameda County

QUESTIONS?

Contact Information

Angelina Ahedo

HMG Prevention Manager

Angelina.Ahedo@First5Alameda.org

Deborah Turner

HMG Administrator

Deborah.Turner@First5Alameda.org

