

Mobilizing Community Systems to Engage Families in Early Autism Detection and Services



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Autism Screening: Panel Presentation by the ASD PEDS Network

Meeting of the Interagency Autism Coordinating Committee

January 17, 2018

Bethesda, Maryland

The Problem: The lifetime societal cost for one child with autism is \$1.4 to \$2.4 million



Recommendations of the American Academy of Pediatrics (2007)

- Developmental surveillance at every well-child visit from 9 to 30 months
- Screen all children for ASD at 18 and 24 months

✓ Autism can be diagnosed by 18-24 months, yet the median age of diagnosis of ASD is 4-5 years in the US

✓ Children of minority, low income, and rural families are diagnosed a year and a half later.



US Preventive Services Task Force Recommendation Statement

Screening for Autism Spectrum Disorder in Young Children (18 to 30 months)

JAMA, 2016;315(7):691-696

Recommendation: The USPSTF concludes that the current evidence is insufficient to assess the balance of benefits and harms of screening for ASD in young children for whom no concerns of ASD have been raised by their parents or a clinician.

Selection Bias that Inflates Sensitivity/Specificity...

if the average developmental level is far below 75

Screeners	<i>Mullen Scales of Early Learning</i> Standard Scores ($M=100$; $SD=15$)			
	Visual Rec	Fine Motor	Rec Lang	Exp Lang
Younger Sibs (n = 38) Ozonoff et al. (2015)	89	91	75	75
M-CHAT (n = 105) Robins et al. (2014)	70	68	61	63
ESAC (n = 179) Wetherby et al. (2015)	83	78	76	76

Selection Bias that Inflates Sensitivity/Specificity...

How many children were missed?

Screeners	Sample Size	Age in months	Hits	# per 1,000
CHAT Baird et al., 2000	16,235	m=18.7	33	2.03
M-CHAT Chlebowski et al., 2013	18,122	m=20.4	95	5.24
M-CHAT Stenberg et al., 2014	52,026	at 18	60	1.15
ESAT Dietz et al., 2006	31,724	m=14.9	18	0.57
ITC Wetherby et al., 2008	6,026	m=16.4	90	14.94

Need to Improve Early Identification of Developmental Disabilities

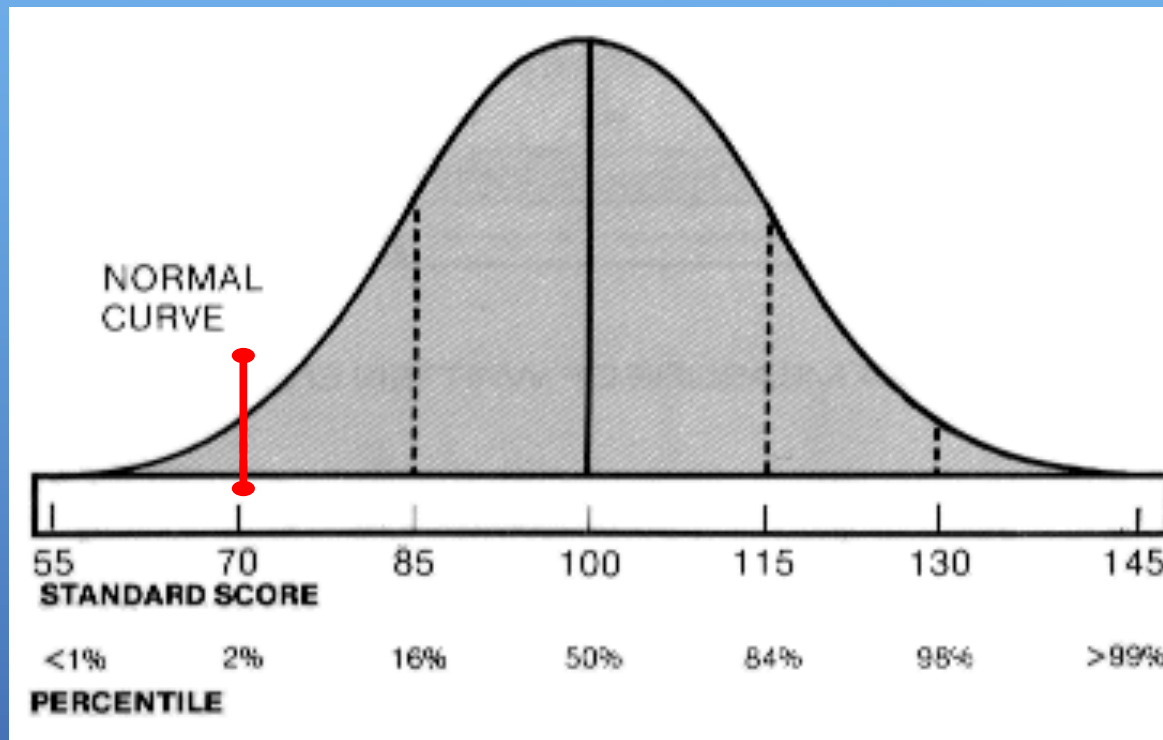
Percentage of Population Receiving Special Education or Early Intervention Services in 2007:

- School-Age Children
6 to 17 years 11.4%
- Preschool Children
3 to 5 years 5.7%
- Infants and Toddlers
Birth to 2 years 2.5%

✓ This means, 80% of children are missed.

(31st Annual Report to Congress, US DOE OSEP, 2012)

Where do we draw the line?



SD	SS	%ile
0.00	100	50 th
-1.00	85	16 th
-1.25	81	10 th
-1.50	77	7 th
-2.00	70	2 nd

2nd percentile is too low to detect the 11.4% who will be eligible for special education at school age in time for early intervention.

Learn the Signs. Act Early.

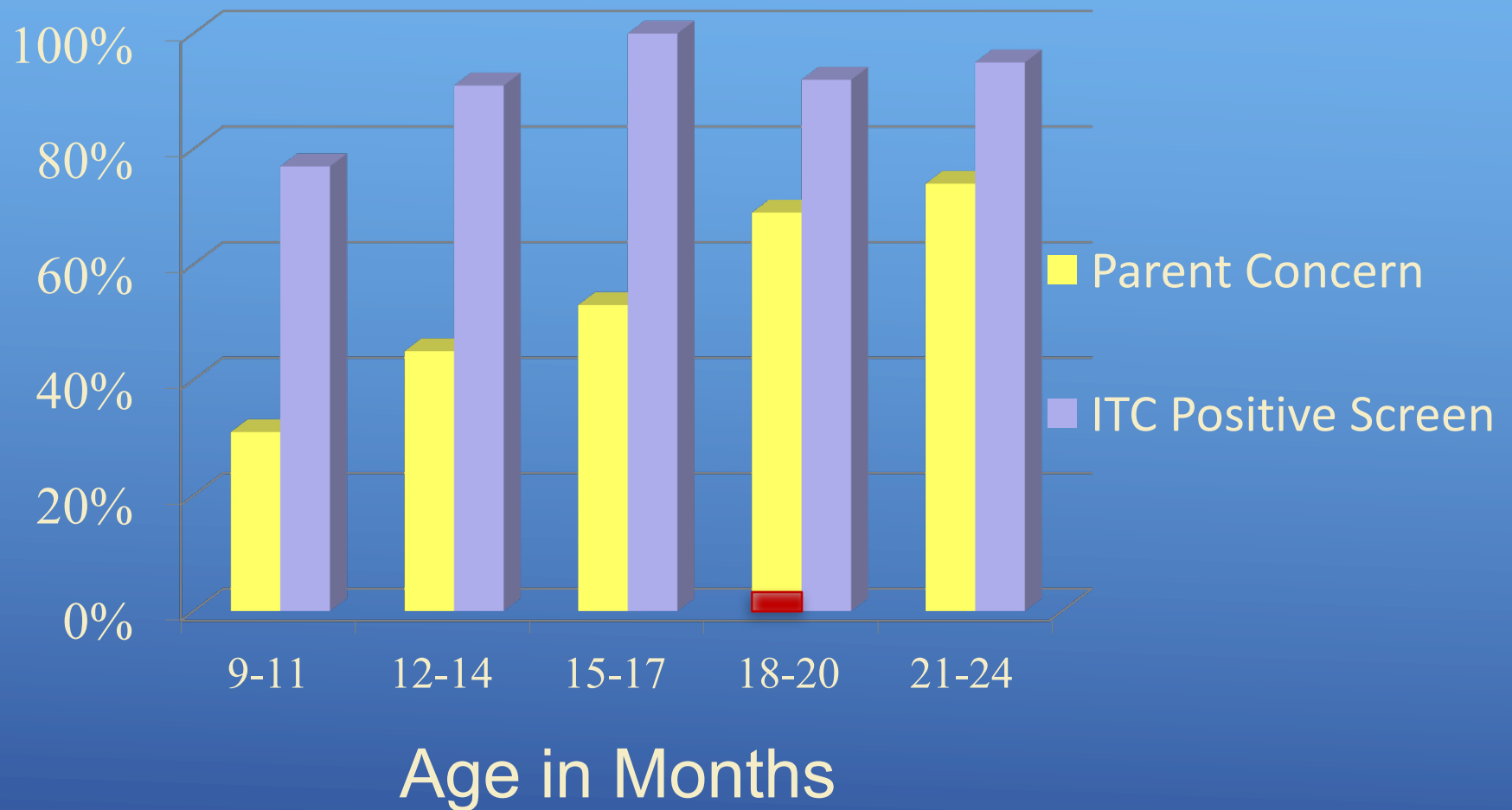
Are these milestones contributing to the solution or the problem?

9 Months	12 Months	18 Months
Social & Emotional		
May be afraid of strangers	Is shy or nervous with strangers	Likes to hand things to others as play
May be clingy with familiar adults	Cries when mom or dad leaves	May have temper tantrums
Has favorite toys	Has favorite things & people	May be afraid of strangers
Language		
Understands “no”	Responds to simple spoken requests	Says several single words
Makes a lot of different sounds	Uses simple gestures, like shaking head “no” or waving	Says and shakes head “no”
Copies sounds and gestures	Makes sounds with changes in tone	Points to show someone what he wants

Parent Concern is Less Accurate at Younger Ages... *and this will widen the health disparity*

- ◆ Retrospective and prospective studies of parents of children with ASD show:
 - About 75% have concerns by 24 months
 - About 50% have concerns by 18 months
 - About 30% have concerns by 12 months
- ◆ Very few reported concerns are specific to autism
- ◆ Parents are fairly accurate reporting what their child can and cannot do but not as accurate at knowing when to be concerned.

Parent Concern & Positive Screen on the Infant-Toddler Checklist for Children with ASD ($n=60$)



Wetherby, Brosnan-Maddox, Peace, & Newton, 2008



Funded by NICHD, CDC, NIDCD, & NIMH

www.FirstWordsProject.com

PI: Amy M. Wetherby, Ph.D.

Florida State University

Smart ESAC to streamline screening

Early Screening for Autism & Communication Disorders

- Online automated system for well-child visits at 9 to 30 months
 - ✓ 10 questions for universal screen for communication delay
 - ✓ Seamlessly followed by 20 questions to screen for autism
 - ✓ Linkages to parent & provider portal, e-monitoring, and online resources and tools for families
- Built by Prometheus Research in collaboration with the FSU Autism Institute

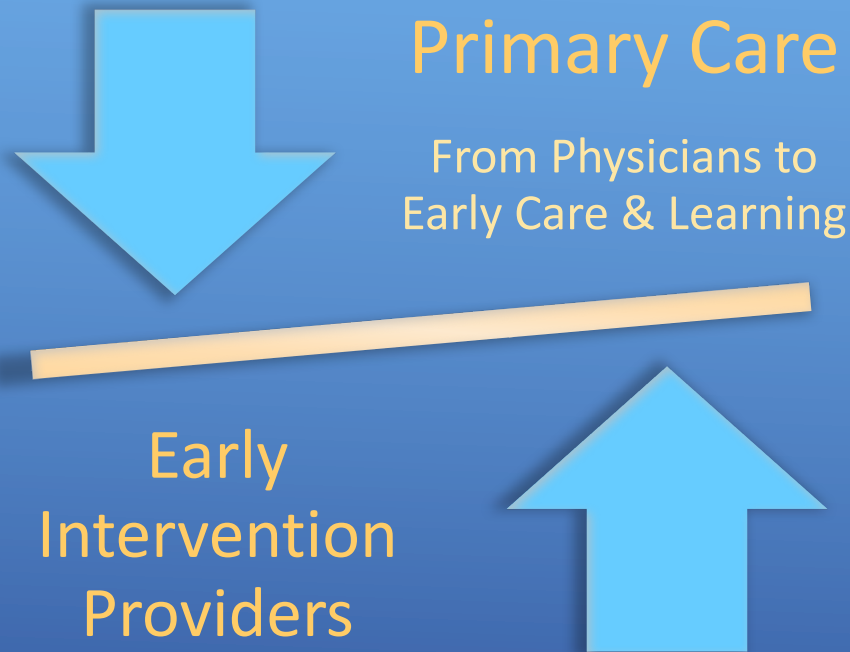


*Funded by NIH/NICHD
and the State of Florida*

So far so good...

- *ESAC* is a promising universal screening tool to distinguish children with ASD from DD and TD between 12-36 months
- ROC curves on our combined samples show very good AUC and good Sensitivity and Specificity at 24-36 months, 18-23 months, and 12-17 months
- Cost-effective screener for ASD that maximizes the role of parents and helps build consensus on red flags in 2 domains

Push-Pull: Building the Capacity of Communities to Improve Early Detection & Access to Care



Mobilizing Community Systems to Engage Families in Early ASD Detection & Services

Services Research for ASD R01 Grant funded by NIMH

Investigative Team

Amy M. Wetherby, PhD, Florida State University

- Heather Flynn, PhD, Elizabeth Slate, PhD, Jo Brown, MD, Juliann Woods, PhD

Ami Klin, PhD, Emory University

- Jennifer Stapel-Wax, PsyD

Catherine Lord, PhD, Weill Cornell Medical College

Craig Newschaffer, PhD, Drexel University

- Renee Turchi, MD, Paul Shattuck, PhD, Connor Kerns, PhD, Diana Robins, PhD

Reverend Anthony Evans, President of the National Black Church Initiative (NBCI)

David Mandell, ScD, University of Pennsylvania

Roy Richard Grinker, PhD, George Washington University

Debra L. Tsutsui, MPP, Director, Behavioral Health & DD Administration

Alycia Halladay, PhD, Autism Science Foundation

Amy Daniels, PhD, Simons Foundation

Mobilizing Community Systems to Engage Families in Early ASD Detection & Services

Services Research for ASD R01 Grant funded by NIMH

Research Sites and Community Service Systems

Five collaborative research sites:

- Florida State University – FL (*PI: Amy Wetherby*)
- Emory University – GA (*PI: Ami Klin*)
- Drexel University – PA (*PI: Craig Newschaffer*)
- Weill Cornell Medical College– NY (*PI: Cathy Lord*)
- University of Miami – FL (Site-PI: Michael Alessandri)

Three community service systems:


1. Primary care
2. Publicly-funded social service programs
3. National Black Church Initiative (NBCI) and other faith-based organizations

Research Approach: *Planning Phase*

Qualitative research methods using focus groups with families and providers designed ...

- 1) to identify challenges and barriers to early detection and access to early intervention for children under 24 months, and
- 2) to develop strategies to promote early detection and early intervention in underserved populations.

Focus Groups with Professionals ($n=50$): Overcoming Barriers to Improving Early Detection of ASD in Community Systems



Training on the
early signs of
ASD; Wait and
see if more
comforting

Available
validated
screening tools
feasible for
primary care

Available
intervention
services if
screening is
implemented

Focus Groups with Families (n=105): Overcoming Barriers to Improving Early Detection of ASD in Community Systems



Timing—
Developmental
milestones;
Spectrum of
symptoms of
autism

Powerlessness—
Structural violence
of waiting and
searching for
diagnosis; Resistance
to diagnosis

Access to services
for diagnosis and
intervention

Research Approach: *Implementation Phase*

- Community Service Providers (CSPs) from the 3 service systems are invited to use the Autism Navigator for Primary Care course, the Smart ESAC, and online portal.
- Using an implementation science framework, initial implementation phase in FL, GA, PA in Year 2. Full implementation was deployed in Year 3 by scaling up in these sites and expanding to NY & Miami.
- We have recruited 396 CSPs in 4 states, 68% from primary care and 32% from other service systems; 166 of the CSPs have completed the coursework and are actively screening.
- CSPs have screened 5,010 toddlers 9-18 months of age with a mean age of 14.25 months. The sample include 51.1% males, 43.7% racial minority, and 36.0% ethnic minority,
- Children with a positive ASD screen are invited for a confirmatory diagnosis at 18, 24, & 36 months to compare short and long-term impact.



If the solution was easy, this
would have been solved already.

Introducing a new system of care to improve early detection and family
access to care.

Learn About our Gallery

www.AutismNavigator.com

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Leveraging the Laws of Motion to Generate Forward Movement:
We need all 3 wheels for balance and acceleration.



The logo features the word "Autism" in green, with a stylized figure of a person with arms raised above the letter 'i'. Above the figure are three small purple stars. Below "Autism" is the word "NAVIGATOR" in purple, followed by a registered trademark symbol.

Autism NAVIGATOR® for Early Intervention Providers

Course Introduction

1. Improving Early Detection

2. Collaborating with Families

3. Developmental Perspectives

4. Evidence-based Intervention Strategies

5. Addressing Challenging Behavior

This 30-hour course launched in the 2014.

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Autism NAVIGATOR[®] for Primary Care

Course Introduction

Jump-Start to Primary Care

1. Core Diagnostic Features

2. Prevalence and Cause

3. Early Detection

4. Collaborating with Families

5. Screening & Referral

6. Early Intervention Basics



This 8-hour course launched in the Fall, 2015.

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Recognizing Social Communication Features

Typical Development



Charlie at 16 months

Early Signs of ASD



Luke at 15 months

1

2

3



4 of 12



Recognizing Social Communication Features

Typical Development



Charlie at 27 months

Early Signs of ASD



Luke at 28 months

1

2

3

Provider Materials

Smart ESAC
Resources

Research Briefs

Family Materials

English

Spanish

Websites

e-Documents

About Tools

Family Materials (English)

Print materials designed for providers to share with families about specific topics and content covered in each unit and to offer ideas or suggestions on how to monitor and support their child's development. Click on the thumbnail images to open, save, or print a document. Scroll down to view the complete set of documents.



Babies Learn at an Amazing Rate

Milestones of social communication development from 9 to 24 months in English.



16 by 16 Series

The 16 by 16™ series highlights early social communication milestones that children should develop by 16 months of age. It covers 5 developmental domains—16 gestures, 16 actions with objects, 16 ideas to communicate, 16 ways to manage emotions, and 16 messages to understand, from 9 to 16 months to launch language learning and literacy. The series is a companion to the Social Communication Growth Charts and can provide a roadmap to help families and others learn about these important early milestones so they can notice small delays early in order to prevent bigger delays later. **(NOTE: The 16 by 16 series is UNDER DEVELOPMENT. As each new domain is ready it will be added to this PDF.)**



How Parents Can Support Social Communication Development

Description of three layers of supports that all families can use in everyday activities to foster their child's social communication development.

HOW DO WE
ENGAGE
PROFESSIONALS
IN ONLINE
COURSES?



Are the best tools in your pocket?

They will be, just as soon as you complete the Autism Navigator for Primary Care course. You will have free and unlimited access to cutting-edge, evidence-based tools to support the families you serve.

Autism NAVIGATOR[®] for Primary Care

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FIRST WORDS' PROJECT FAMILY E-CO-SYSTEM

Smart ESAC Screening and Monitoring Timeline

Child Age in Months



Broadband Screen for Communication Delay

Autism Screen

■ 1st Smart ESAC
 ■ Monthly e-Monitoring
 ■ Auto-invite to rescreen & Monthly e-Monitoring

Provider Portal

1st Smart ESAC
Auto-Invite to
Rescreen

Generate Reports
Send Invites to
Resources & Tools

Manage Families
Referrals
e-Monitoring

Parent Portal

Smart ESAC

Screening
Reports

e-Monitoring

For All Families

FIRST WORDS Project

Soc Comm Growth Charts

For Families with a Positive Autism Screen

About Autism in Toddlers

ASD Video Glossary

How-To Guide for Families

Links to
Seamless Path
for Families

Seamless Path for Families

For all families

1

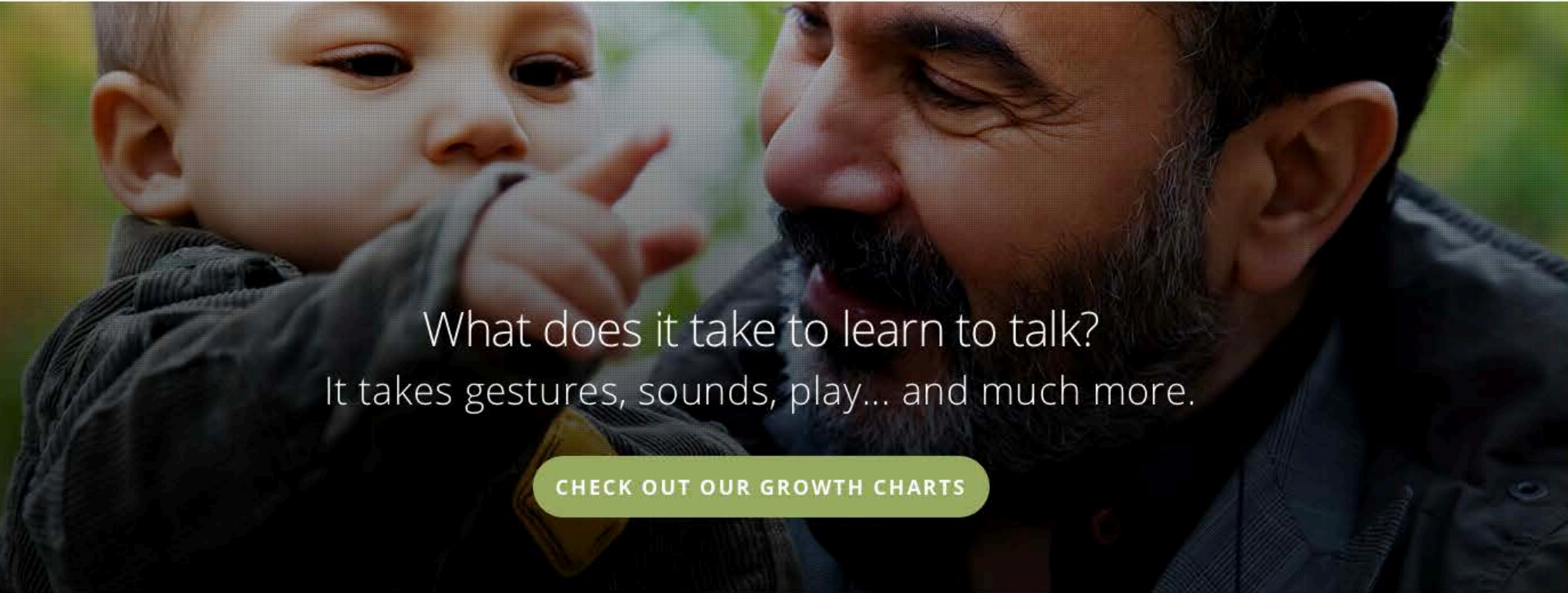
16 Gestures by
16 Months & more



2

Social Communication
Growth Charts



A close-up photograph of a man with a beard and a baby. The man is looking at the baby, who is pointing its finger towards the man's face. The background is blurred green foliage.

What does it take to learn to talk?
It takes gestures, sounds, play... and much more.

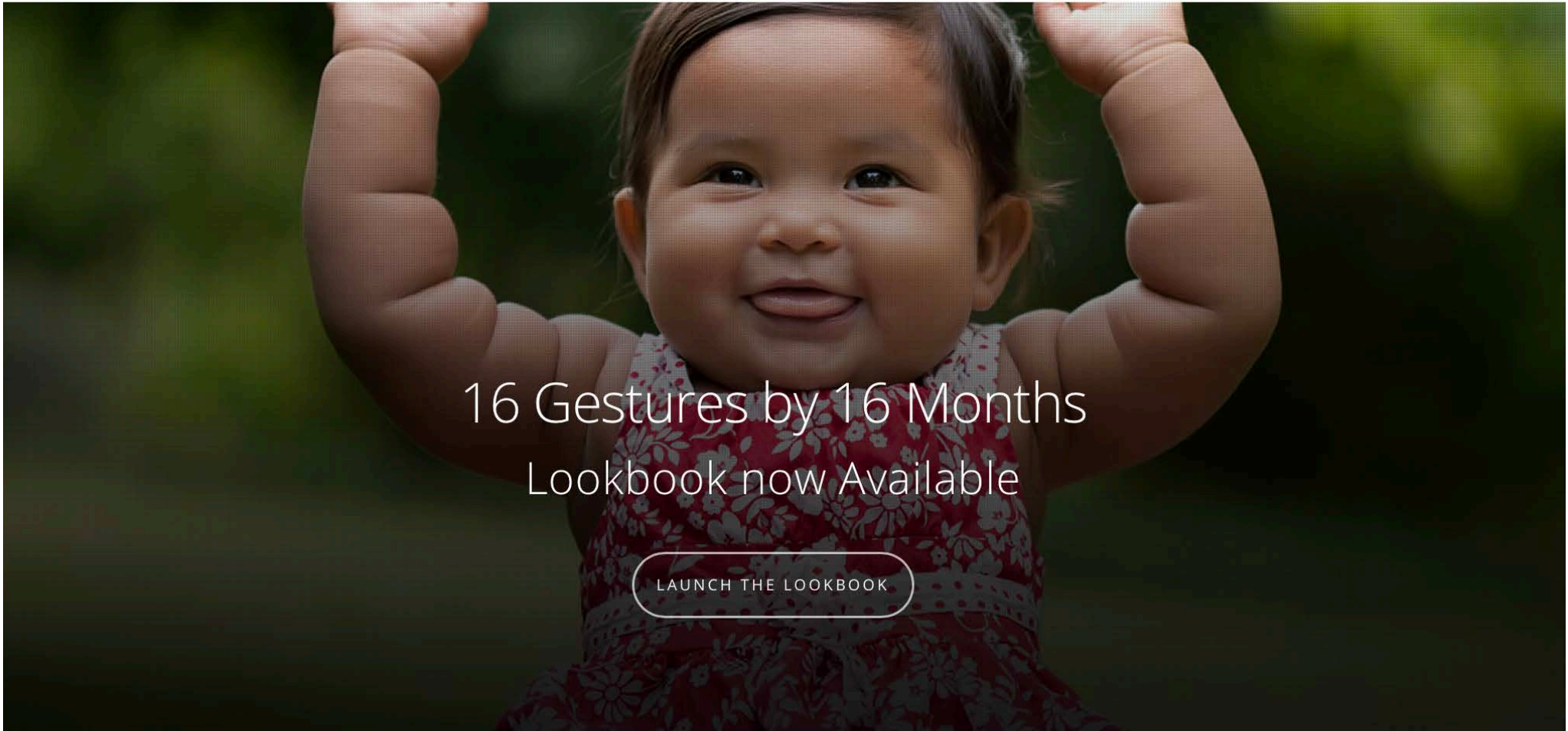
[CHECK OUT OUR GROWTH CHARTS](#)

Watch, Learn, and Spread the Word

Because the development of infants and toddlers is important to everybody.

www.FirstWordsProject.com

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16 Gestures by 16 Months Lookbook now Available

[LAUNCH THE LOOKBOOK](#)





then, with an open hand facing up, ...

16 GESTURES BY 16 MONTHS



...and finally, with their arms raised asking to be picked up.

16 GESTURES BY 16 MONTHS



16 GESTURES BY 16 MONTHS





At 12 months, children use an open-hand point with the fingers spread ...

16 GESTURES BY 16 MONTHS





At 13 months, children begin to learn by observing others and copying what they do and say. They learn to use gestures, like a clap ...

16 GESTURES BY 16 MONTHS





... and blow a kiss, just by watching others and imitating them.

16 GESTURES BY 16 MONTHS



Children also use the index finger for the "shhh" gesture.

16 GESTURES BY 16 MONTHS



... or thumbs up to indicate "yes," ...



16 GESTURES BY 16 MONTHS





At 16 months, other symbolic gestures develop — such as "I dunno," ...

16 GESTURES BY 16 MONTHS



Sneak Peek
at our New
Lookbook
being
launched
this week!





TODDLERS ARE MOVERS AND SHAKERS



Toddlers are “movers and shakers” — always on the go. They seek information about the world. They experiment to figure out how things work. Their enthusiasm to share their experiences and accomplishments is contagious.



16 ACTIONS WITH OBJECTS BY 16 MONTHS





At 9 months, babies repeat different actions with objects. They mouth objects to explore the features.



At 10 months, babies learn to grab and pull — and take things off, like a sock, shoe, or hat.





They can push a toy train to make it move or a tower of cups to knock it down.

They can turn a page in a book.





And they can turn a basket upside down, put it on their head, and make you laugh.



Soon, their pat develops into a hug to share their love.



At 12 months, babies are learning functional actions with a purpose in mind. They can put things in — put clothes in the dryer or a shape in a puzzle.



From "put in" they learn a variety of functional actions. They can put a sippy cup in their mouth to drink, ...



... a spoon in a bowl to scoop, ...



At 13 months, children begin to learn by observing others and copying what they do and say. They can feed Mom with a cup or Teddy bear with a bottle, showing they are on the cusp of pretending.



14 MONTHS: MOVE OBJECTS BACK & FORTH, UP & DOWN



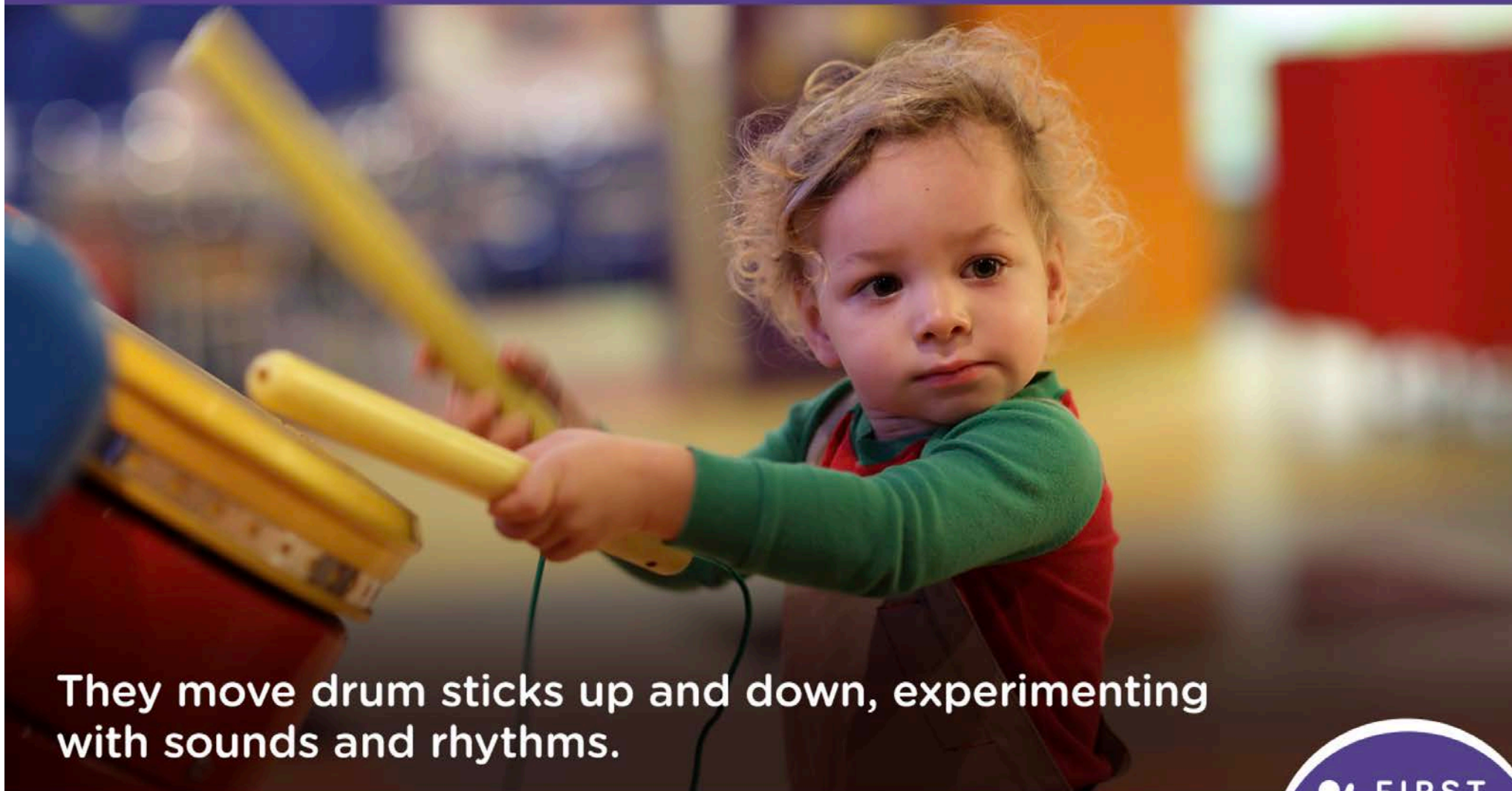
They jiggle a pan with invisible stuff in it to pretend to cook.

16 ACTIONS WITH OBJECTS BY 16 MONTHS



16by16™

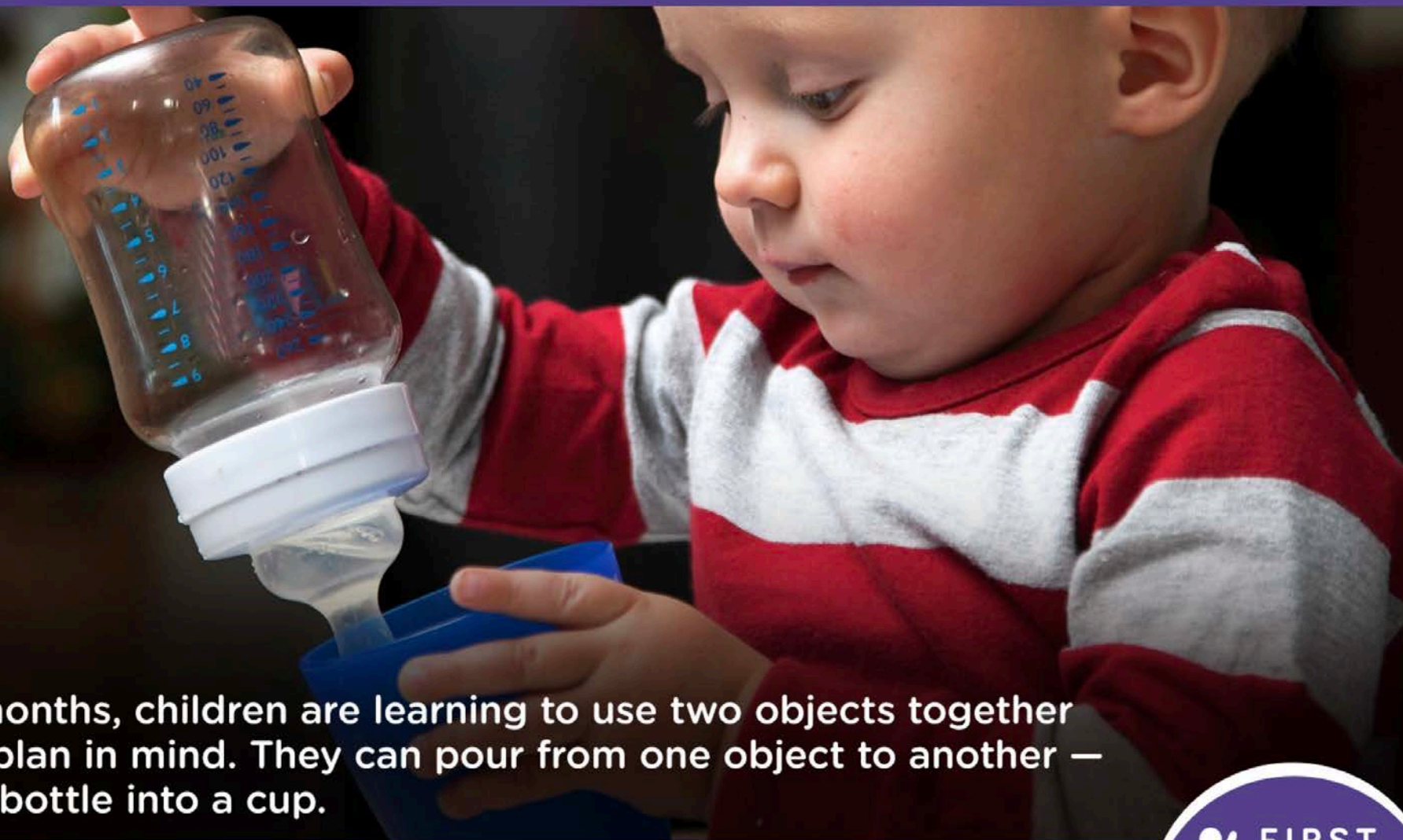
14 MONTHS: MOVE OBJECTS BACK & FORTH, UP & DOWN



They move drum sticks up and down, experimenting with sounds and rhythms.

16 ACTIONS WITH OBJECTS BY 16 MONTHS





At 15 months, children are learning to use two objects together with a plan in mind. They can pour from one object to another — from a bottle into a cup.

16 ACTIONS WITH OBJECTS BY 16 MONTHS



With a plan in mind, they can help wash and dry dishes and even the car. Toddlers are eager for a role in family chores.

16by16™

16 MONTHS: STACK, CUT OUT, SCRIBBLE, DRAW



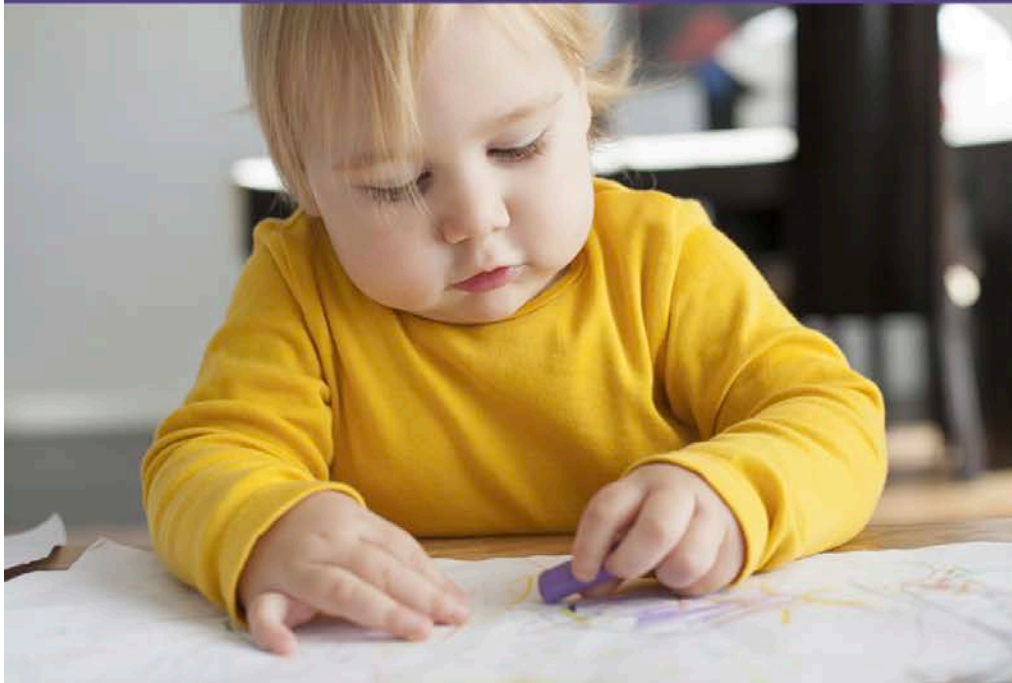
At 16 months, children can make and create things. They can stack 3 or 4 blocks to make a tower.

16 ACTIONS WITH OBJECTS BY 16 MONTHS



16by16™

16 MONTHS: STACK, CUT OUT, SCRIBBLE, DRAW



Children are learning how to create drawings. They can scribble with a crayon and paint with a paint brush.



16 ACTIONS WITH OBJECTS BY 16 MONTHS



16by16™

16 MONTHS: STACK, CUT OUT, SCRIBBLE, DRAW



With a little help and practice, they try to draw with colored pencils.

16 ACTIONS WITH OBJECTS BY 16 MONTHS





THE BEST TIME TO GET READY FOR PRESCHOOL IS FROM 9 TO 16 MONTHS



Spotting small gaps in early actions with objects and gestures from 9 to 16 months is the best time to get ready for preschool so children can reach their potential by kindergarten.

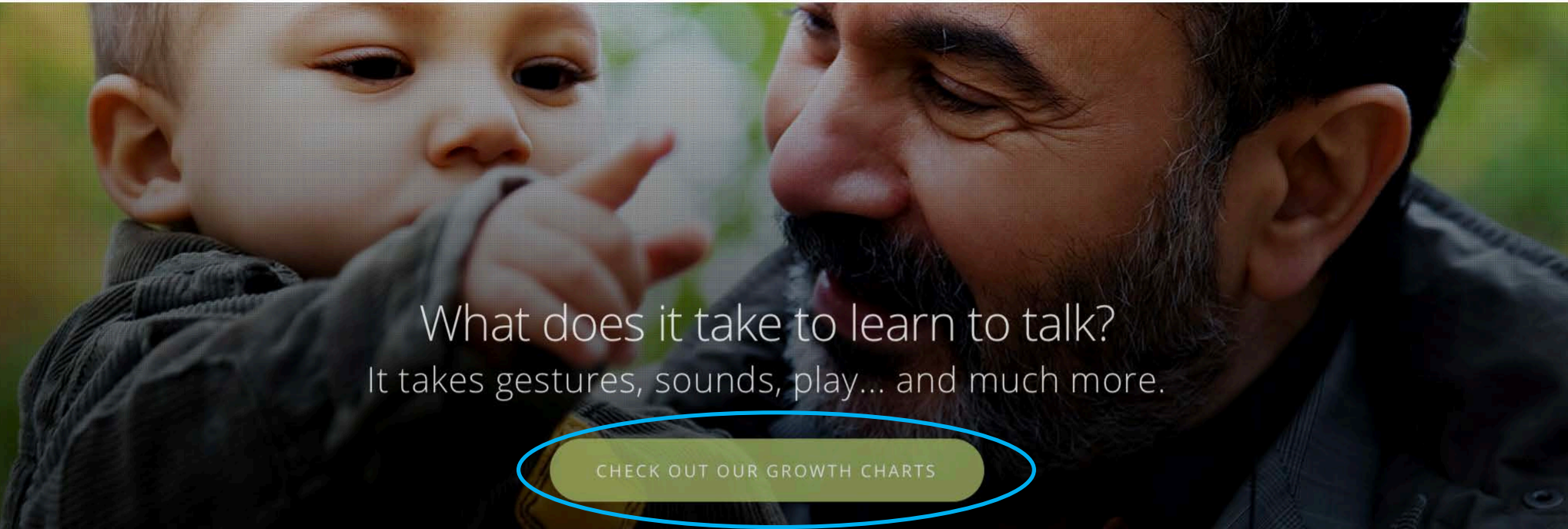
16 ACTIONS WITH OBJECTS BY 16 MONTHS



Seamless Path for Families

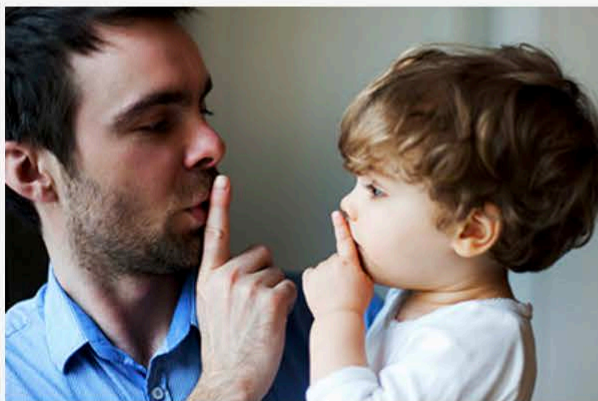
For all families



A large background image showing a close-up of a man's face and a baby's face. The man is looking at the baby, and the baby is pointing its finger towards the man.

What does it take to learn to talk?
It takes gestures, sounds, play... and much more.

CHECK OUT OUR GROWTH CHARTS



16 by 16 Series

Did you know that children should use
at least 16 gestures by 16 months?

LEARN MORE



Growth Charts

Learn the Milestones in our Guided Tour
for Families of Children 6-24 Months

FIND OUT HOW



Resources

Documents and Websites.
Download. Print. Share.

VIEW RESOURCES



Supporting Parents in the Most Important Role of Their Lives

Babies learn at an amazing rate.
Learn the milestones that develop from 7 to 24 months.

Select your child's age.

[7-8](#)[9-10](#)[11-12](#)[13-14](#)[15-16](#)[17-18](#)[19-20](#)[21-22](#)[23-24](#)

Explore Hundreds of Videos. Chart Your Child's Growth.



How Does a Parent Know What to Expect:

Social Communication Developmental Milestones can be a Roadmap


**SOCIAL COMMUNICATION™
GROWTH CHARTS**

**Milestones that Matter Most
7-8 months**

Language

Gestures & Meanings

- I can use my hands to take things and move my body toward what interests me.
 - Reach out to touch your hair or jewelry
 - Wiggle and scoot closer to something I'm interested in
 - Reach to grab bubbles in the bathtub
 - Reach out to pick up a piece of banana from my high chair tray
 - Hold a toy in one hand and reach out to pat the dog

Sounds & Words

- I can make different noises with my mouth and different sounds.
 - Use excited squealing noises as I crawl toward you on the floor
 - Whine when I drop my toy out of reach
 - Make raspberry noises so you'll laugh again
 - Say "ba ba ba" while I'm bouncing in my swing
 - Make sounds like "ma ma ma" while waiting for my food to be ready



Play

Using Actions with Objects

- I can grasp, hold, bang, mouth, and let go of objects to explore how they work.
 - Shake a rattle to make noise
 - Bring a toy to my mouth to chew on it
 - Hold a toy in each hand and bang them together
 - Grab, bang, and drop plastic spoons on the kitchen floor
 - Reach out with both hands to touch a stuffed animal

Social Sharing with Objects

- I am interested in exploring objects with you and noticing your reactions.
 - Reach to take a toy you give me while you're changing my diaper
 - Laugh when you hide behind the blanket and then reappear
 - Watch to see if you notice when I make a loud noise playing with pots and pans
 - Hold my spoon out while I'm eating and notice that you're watching
 - Bounce and kick my legs in my car seat and look to see if you're watching me

Social Interaction

Social Attention

- I notice you, look at you often, and can easily shift my attention to you when you talk or gesture.
 - Watch you wash the dishes while I eat my snack
 - Giggle and look at you when you are about to tickle my toes
 - Look up at you when you walk in the room, even if I'm playing with toys
 - Watch as you sing and clap your hands and reach out to touch them
 - Crawl to you as you call my name and hold out your arms

Intentional Communication

- I am learning you are the agent of change.
 - Reach and look at you when you're holding something I want
 - Use a loud voice and then notice that I got your attention
 - Turn away from you when I'm finished eating
 - Cry and look to you for help when I've dropped something
 - Kick my feet excitedly and look at you when I see you coming to pick me up

Emotional Regulation

Sharing & Managing Emotions

- I can smile, laugh, and use my voice when I'm happy.
 - Laugh and look at you when you make a silly noise
 - Squeal with excitement when Grandma is about to pick me up
 - Make happy sounds when I see you coming with my cup
 - Giggle and look at you when the dog licks my arm
 - Bounce up and down and use my excited voice when big brother comes in the room

Regulating Challenging Moments

- I can use different actions and sounds, in addition to crying, when I'm upset.
 - Cry and lay my head on my tray when my spoon falls down
 - Whine and kick away my diaper while you're trying to change me
 - Grab your arm and cry when you have to take the remote out of my hands
 - Turn and hide my head on your shoulder when I'm afraid of the pop-up toy
 - Use an upset voice and scoot away when you're trying to put my shoes on

Self-Directed Learning

Understanding Messages

- I can use different actions and sounds that show I anticipate what will happen next.
 - Roll over to you when you walk in the room to be near you
 - Start pushing on my tray when I know it's time to get down from my highchair
 - Scoot away quickly and giggle when I hear you say "Gonna get you"
 - Cruise over and pull on your pants when I see you drumming on your lap
 - Hold my arm out to help when you put my shirt on

Creating New Ideas

- I am interested in learning what I can do with objects.
 - Explore your hair by rubbing and holding onto it while you carry me
 - Bang a pot on the kitchen floor to hear the loud sound
 - Splash my bath toys to see what will happen
 - Drop cheerios on the floor and watch the dog come pobble them up
 - Have fun smashing my banana on my tray

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**SOCIAL COMMUNICATION™
GROWTH CHARTS**

**Milestones that Matter Most
23-24 months**

Language

Gestures & Meanings

- I can use phrases that describe things and request new information.
 - Use phrases to ask questions like *where daddy go* or *what doggie do*
 - Say *shut that* to ask for the name of things
 - Use phrases to describe things like *no much hot*, *my shoe stuck*, or *my ball gone gone*
 - Use words to describe locations like *up*, *out*, *in*, *off*, or
 - Use phrases to deny or refute something like *no baby*, *not shoe*, *this ball not that one*

Sounds & Words

- I can use at least 100 words in phrases that include names, actions, and descriptions.
 - Use phrases with agents and actions like *mommy kiss*, *doggie run*, *daddy throw*, *holy ship*
 - Use phrases to describe actions and objects like *car go fast*, *tree so big*, *truck loud*, *want red cup*, *fat on table*
 - Combine words that describe something, not these like *grandma go home*, *no more home*, *hider all gone*
 - Use phrases with agents, actions, and objects like *mommy kiss baby*, *kitty eat food*, *daddy push car*, *mommy get bottle*
 - Use phrases to solve problems and feel better like *ball stuck daddy*



Play

Using Actions with Objects

- I can combine several different pretend actions in a logical sequence.
 - Put sand and stones in my dump truck, drive it over to the pretend building site, and dump it out
 - Give my toy bear a bottle, burp him, and then change his diaper
 - Color an envelope and pretend to mail a letter by putting it in a shoebox
 - Put my toy animals in a basket, pretend to give them a bath, then dry them with a towel
 - Pretend to wash my toy dishes, put them on a counter to dry, and then put them away

Social Sharing with Objects

- I can begin to take on a make-believe role in a pretend play scenario with you.
 - Pretend to ride in a tractor and put our hats on while we're reading a book about the farm
 - Pretend to serve you food and pour you a drink at our make-believe restaurant
 - File up socks emotions with you and pretend we are cleaning a mess
 - Put bones in my wagon and pretend we are at the grocery store, then pay you when I leave
 - Pretend to be the doctor and listen to your heart while we play

Social Interaction

Social Attention

- I can talk with you about a topic I'm interested in like we're having a conversation.
 - Start talking about the tree that fell down while on our walk together
 - Punt out and name the houses and cows I see while driving in the car
 - Talk about the different balloons I see at the grocery store
 - Ask what happened to the big pile of leaves we saw in the backyard
 - Talk about what we can make with Playdoh today

Intentional Communication

- I can let you know how I feel and negotiate when things don't go my way.
 - Tell you *Mom* and stomp my feet, when you ask me to put my favorite toy away
 - Say *No more Mom* with a sad face when it's time to go home from visiting Grandma
 - Say *One more time slide* when you tell me it's time to leave the park
 - Help figure out what we can do together inside after hearing it's snowing and we can't go to the park
 - Let you know I'm mad that you won't let me carry the eggs and instead ask to carry the apples

Emotional Regulation

Sharing & Managing Emotions

- I can use my words to share moments of success with you.
 - Go to the freezer, find the ice cream scoop, and tell you *I got the big glass*
 - Say *My leg* when I hold my foot up and step into my pajamas
 - Put my shoe on, close the Velcro strap, then look at you and say *Look, I do it*
 - Say *Mommy stomp this* when I squat the hose and help water plants
 - Say *Papa look* as I balance a box on my head

Regulating Challenging Moments

- I can calm myself down, come back to you, and communicate what I want or need.
 - After getting upset when I told I can't have snack, I come back and ask if we can go outside
 - Calm down and say *That's mine* after brother takes my favorite truck
 - Run out of the room when you tell me it's time to go to bed and then bring you my favorite book
 - Say *No-no* and stomp my feet when you don't give me my own snack bowl, but then say *Get my bowl*
 - Say *My banana* and point when you ask me to share with sister, but calm down when you say *Ask her to pass you milk*

Self-Directed Learning

Understanding Messages

- I can create opportunities to learn about things that interest me in everyday situations.
 - Walk into the kitchen with my bare feet and tell you it's cold
 - Ask you *Where My go* when the fireflies light up and then disappear while we search for them in the backyard
 - Bring a worm I found in the garden, show you how it wiggles, and ask *Where her ear*
 - Help Mommy make a smoothie then tell daddy what we put in it—*Banana, salad, and milk*
 - Look at picture in book and say *Mommy look, Teddy bear make dough* and Mommy says *Like the cookie dough we made*

Creating New Ideas

- I can try out new things and seek out new opportunities for learning.
 - Put on a raincoat and boots so we can take a walk and splash in puddles
 - Help wash the car and learn how to spray with the hose to rinse
 - Help find the bananas to put in my little cart while we go grocery shopping
 - Find a pinecone outside and ask you what it is
 - Climb through the new tunnel at the park and find you in the look-out window

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scgc.fastroedproject.com

Select Explore or Chart



EXPLORE

Learn the milestones.
Support your child's development.

[Start Exploring](#)

CHART

Watch your child grow.
Celebrate the small steps.

[Start Charting](#)

Explore Milestones By Age/Domain

9-10 Months

11-12 Months

13-14 Months

15-16 Months

17-18 Months

19-20 Months

21-22 Months

23-24 Months

Language

Play

Social Interaction

Emotional Regulation

Self-Directed Learning

Examples of Social Interaction at 13-14 Months

Social Attention



I can watch you and imitate what you do and say.

Milestone

Support

Intentional Communication



I can communicate to share my enjoyment and interests with you.

Milestone

Support

▶ Jase

Hailey

Aaron

▶ Paul

Laina

Elias

Select Explore or Chart



EXPLORE

Learn the milestones.
Support your child's development.

[Start Exploring](#)

CHART

Watch your child grow.
Celebrate the small steps.

[Start Charting](#)

Growth Charts for Nicholas

View all 5 domains or click to view each individual domain

All 5 Domains

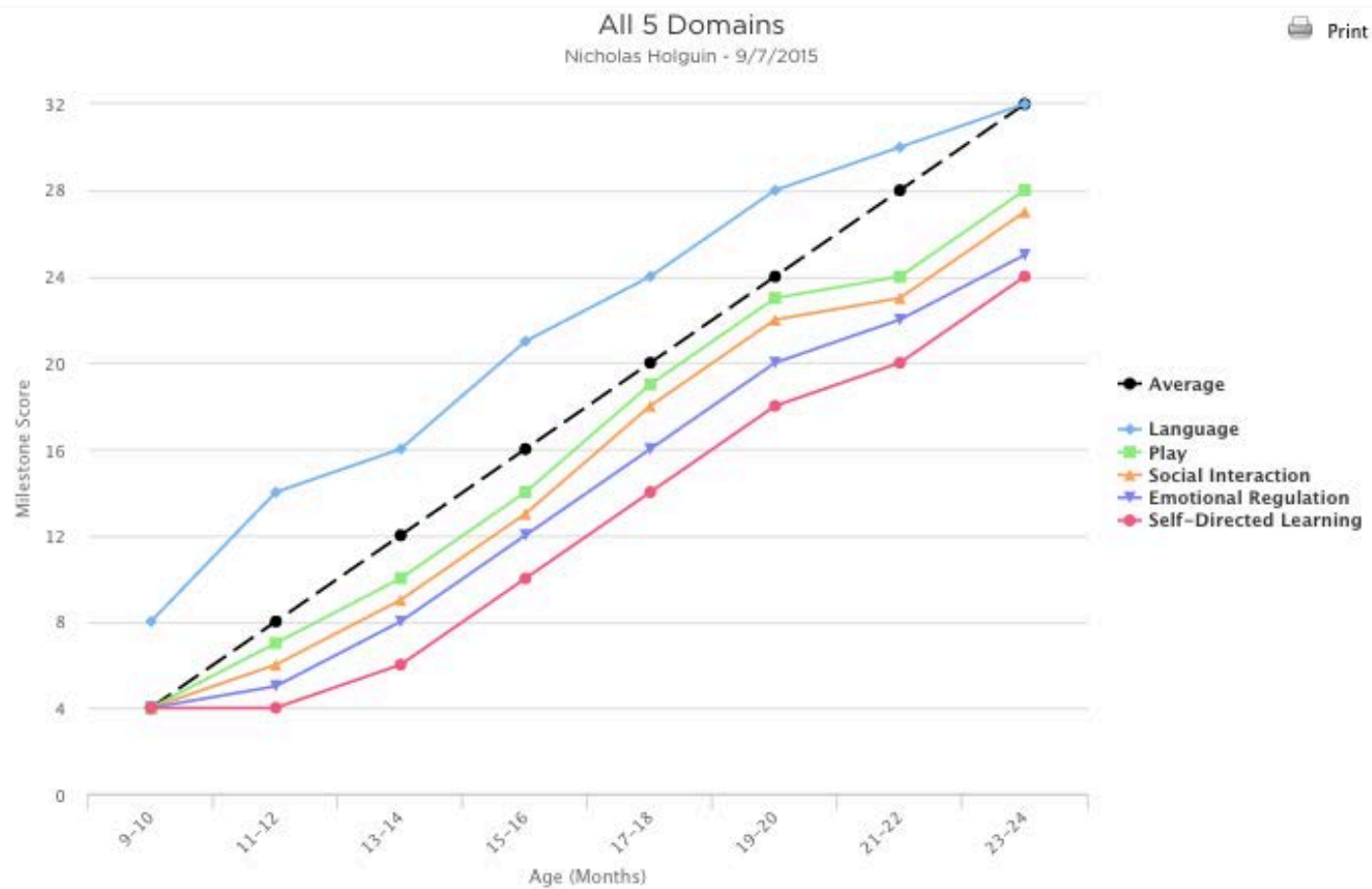
Language

Play

Social Interaction

Emotional Regulation

Self-Directed Learning



Language

Play

Social Interaction

Emotional Regulation

Self-Directed Learning

All 5 Domains

Language Milestones



Sounds & Words



9-10
mos



11-12
mos



13-14
mos



15-16
mos



17-18
mos



19-20
mos



21-22
mos



23-24
mos

Gestures & Meanings



9-10
mos



11-12
mos



13-14
mos



15-16
mos



17-18
mos



19-20
mos



21-22
mos



23-24
mos



Not yet



Halfway



Got it!



Brian-2014-06-25 (Age 19 Months)

March 11th, 2016

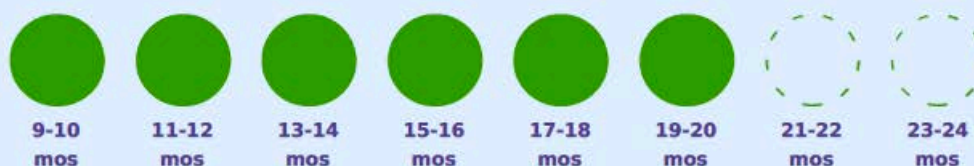
Language



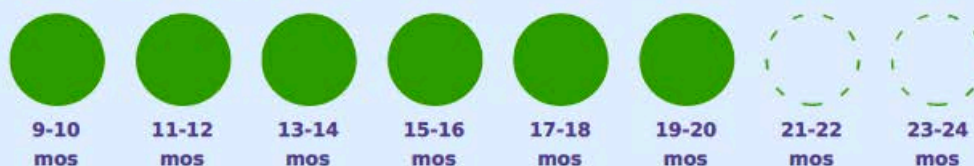
Play



Social Interaction



Emotional Regulation



Self-directed Learner



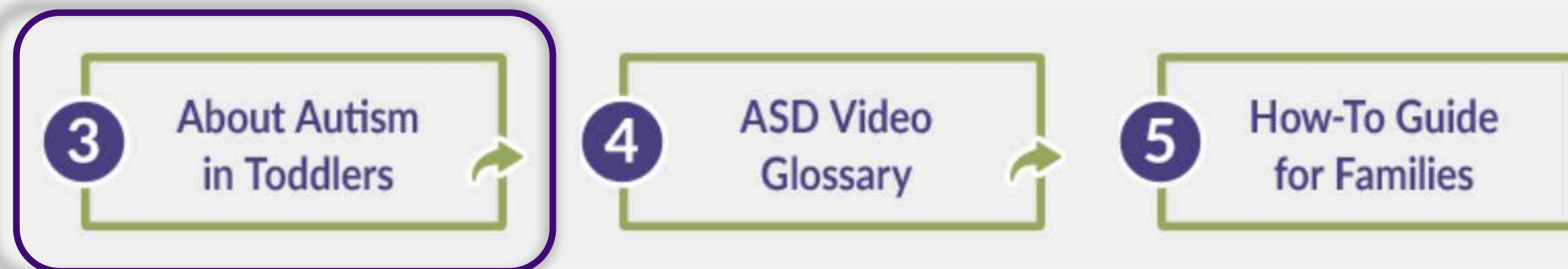
 Not yet
  Halfway
  Got it!

Seamless Path for Families

For all families



For families of children with a positive screen for autism

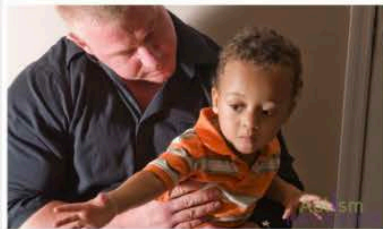


About Autism in Toddlers

- Our first online course – FREE to the public
- For families, professionals, or anyone interested in learning about autism spectrum disorder (ASD)
- Video clips of over a dozen toddlers with ASD at 18-24 months of age

[GET STARTED](#)[WATCH PREVIEW](#)

Courses for parents, professionals, and anyone interested in learning about autism.



About Autism in Toddlers

Our first online course free to the public is for families, professionals, or anyone interested in learning about autism spectrum disorder (ASD). You will learn about the core diagnostic features and early signs of autism in toddlers, the critical importance of early detection and early intervention, and current information on prevalence and causes of autism. This self-paced course has video clips of over a dozen toddlers with ASD at 18-24 months of age. It takes about 2 hours to go through all of the slides and videos or spend a few minutes and visit again later.

[WATCH PREVIEW](#)[GET STARTED →](#)



We are **10,000 Strong**

Urban Dictionary: Gathering of people ready to take on the world


- Launched April 2015
- Apr 2016: 3,643 unique users from 21 countries
- Oct 2016: 6,557 unique users from 103 countries
- Apr 2018: 13,100 unique users from 119 countries
- Oct 2018: 18,720 unique users from 120 countries

How many countries are there in the world?

We are reaching more than half of the world's 195 countries.

Welcome to About Autism

Select Language

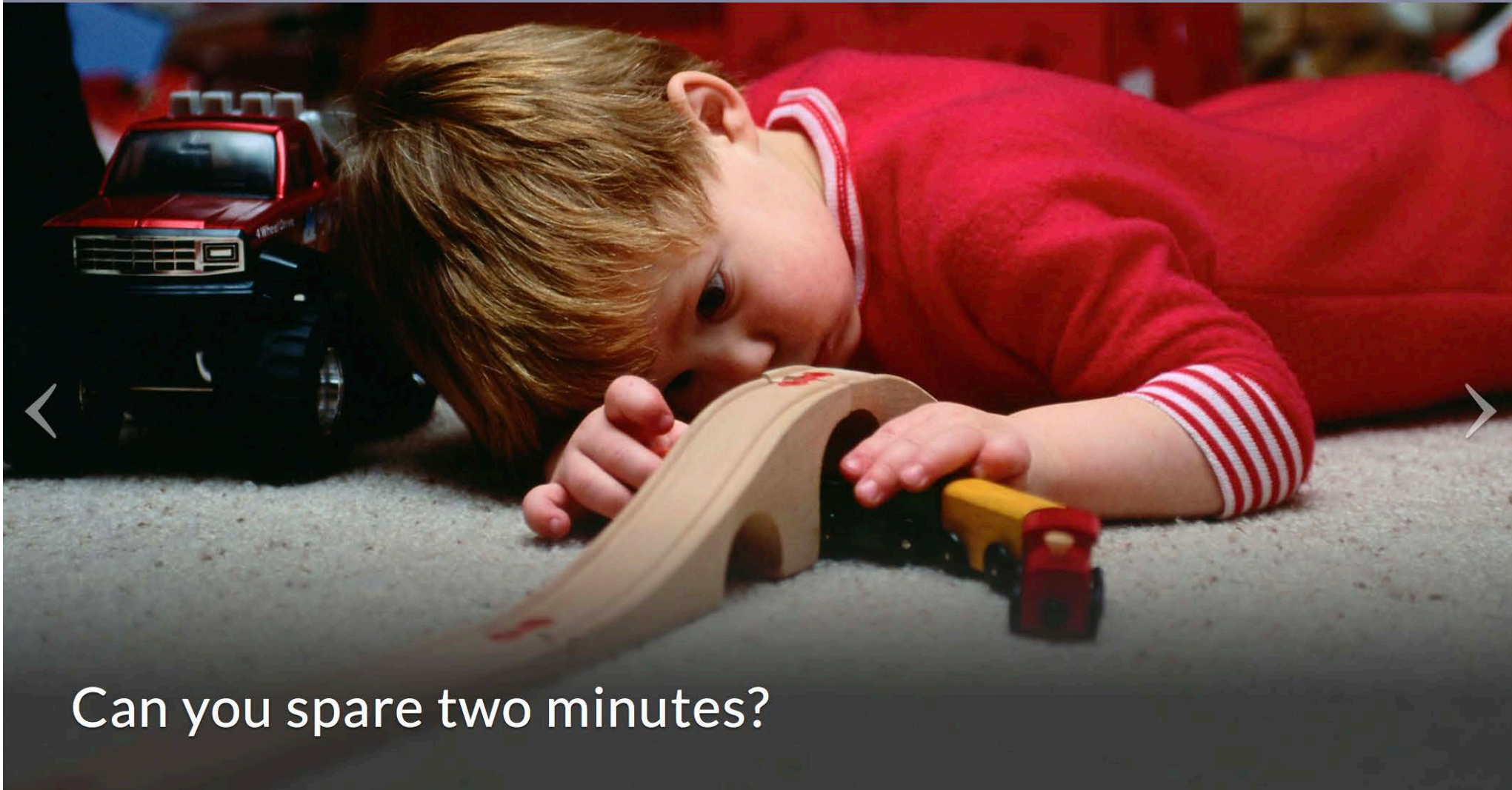
English 

Start Presentation

Minimum System Requirements

- Operating System Recommended: Microsoft® Windows® 7; Mac OS X 10.6 or above; iOS 6.1.3 or above
- Browsers: Internet Explorer 10 or above; Firefox 20 or above; Chrome 6 or above; Safari 6 or above; Opera 12.5 or above
- 2 GB of RAM
- Screen resolution setting 1024 x 768 with 32 bit colors
- High Speed Internet connection required: DSL and/or Cable, 6Mbps and up (dial-up not supported)
- Video: Quicktime 7 or above; Browsers with HTML5 support
- Printable PDF: Adobe Reader 11 or above
- JavaScript and Cookies must be enabled
- Mouse, Keyboard, Speakers (if listening; monitor for Closed Captioning)

[Terms of Use](#) / [Privacy Policy](#)



Can you spare two minutes?

[Learn More](#) ▶

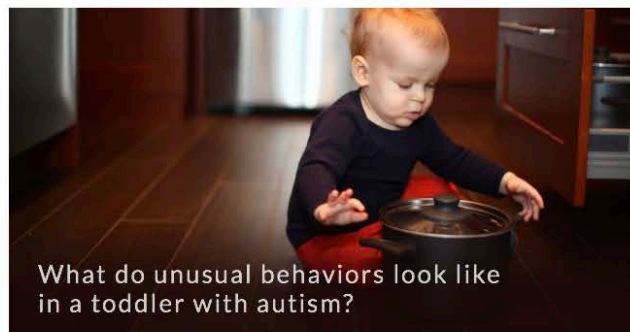
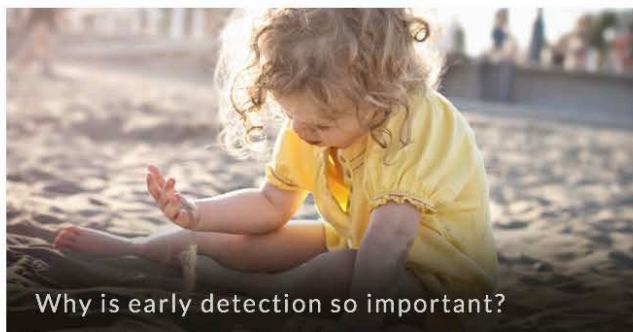
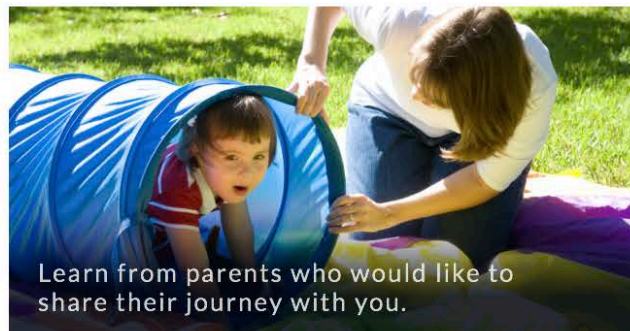
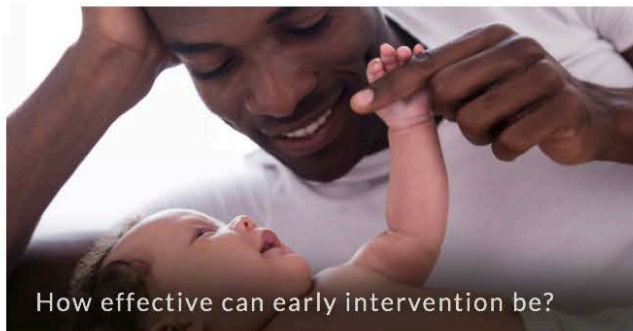
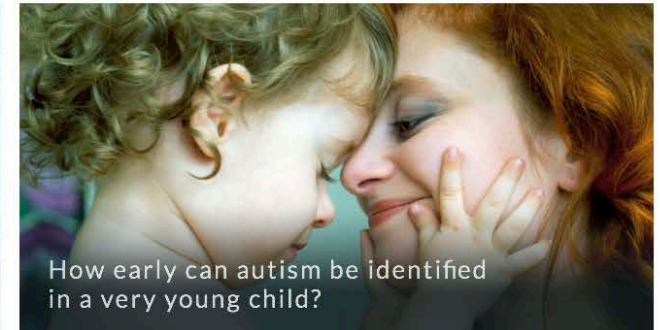
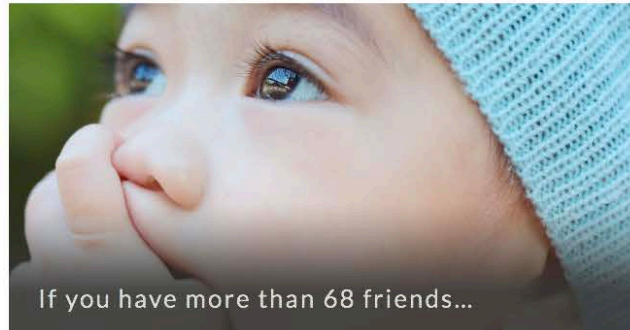
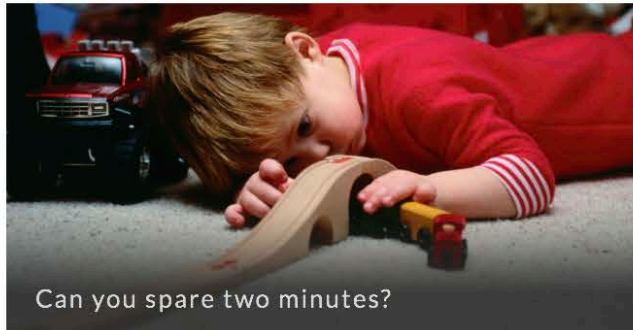


Can you spare two minutes?

It takes even less time than that to learn about the early signs of autism. Watch this brief video from About Autism in Toddlers and begin learning now!

[Watch Now ▶](#)





Critical Importance of Early Intervention

Early Signs of Autism



LB at 20 months

Change with Intervention



LB at 3-5 years

1

2

3

4

5

6

7

8



16 of 29

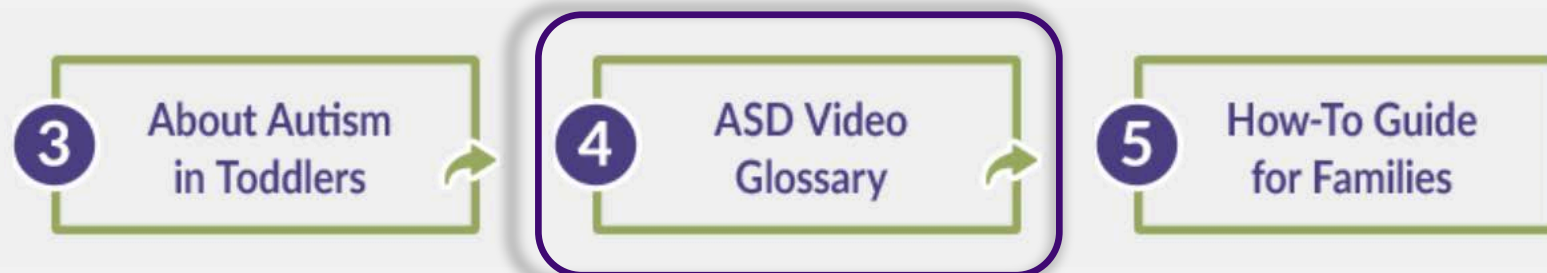


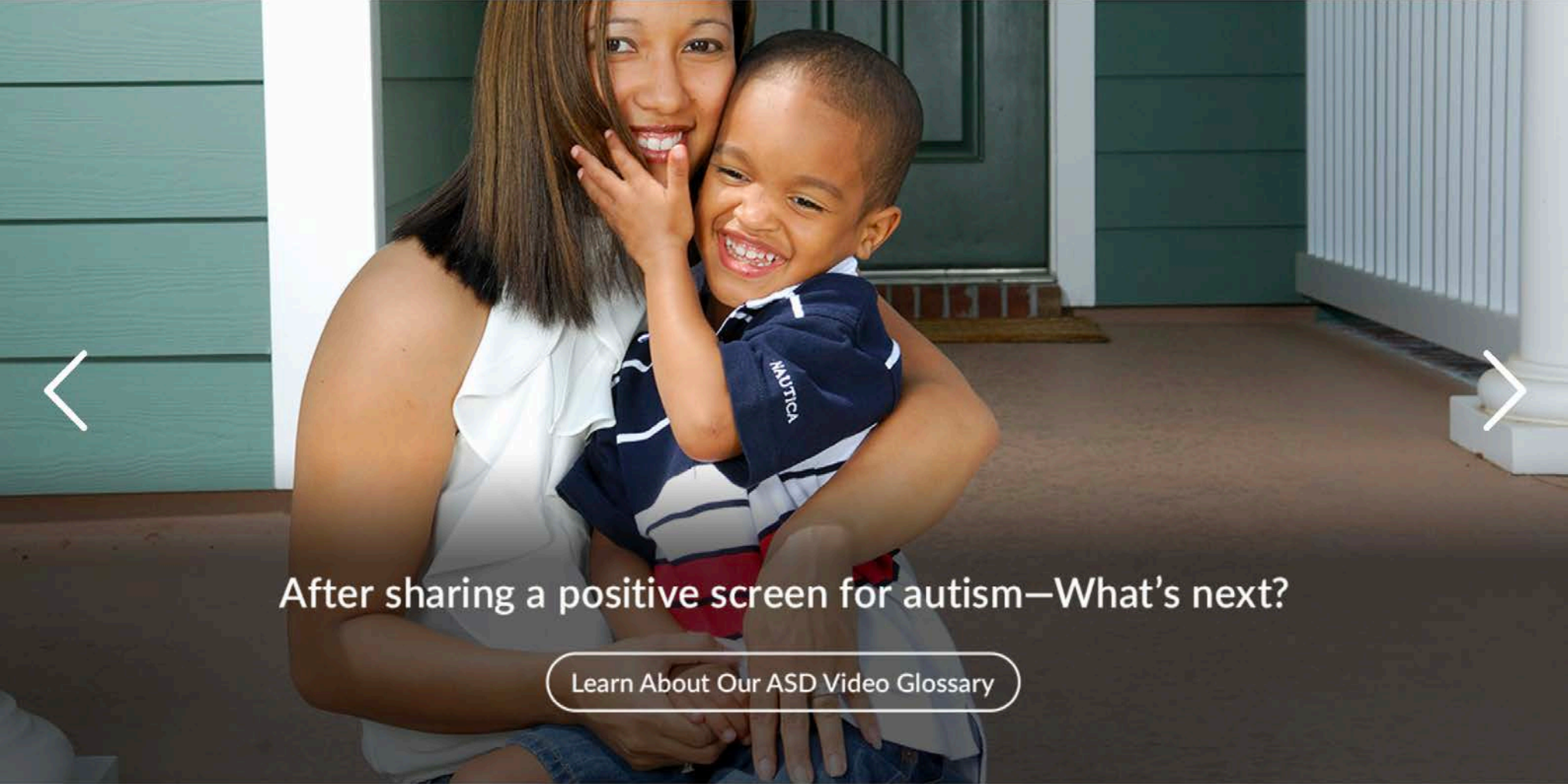
Seamless Path for Families

For all families



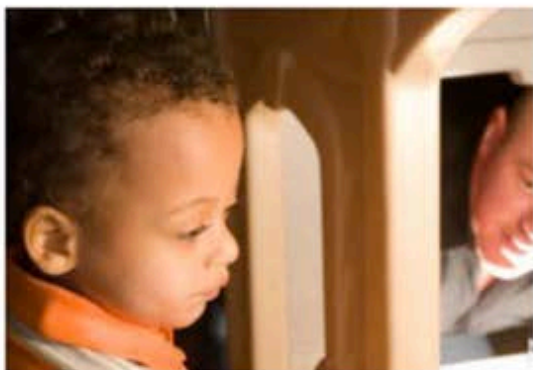
For families of children with a positive screen for autism





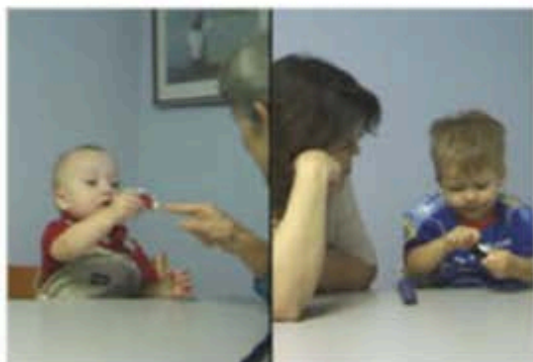
After sharing a positive screen for autism—What's next?

[Learn About Our ASD Video Glossary](#)



About Autism in Toddlers

Start here to learn about the early signs of autism with video clips of over a dozen toddlers with ASD at 18-24 months of age and see early intervention in action.

[GET STARTED](#)

ASD Video Glossary

For families and professionals who wish to **learn more** about the early signs of autism in toddlers. Uses side-by-side video clips showing behaviors that are typical in contrast with those that are red flags for autism.

[GET STARTED](#)

Sections

Getting Started

Overview ▾

Social Communication and Social Interaction ▲

▲ Social-Emotional Reciprocity

Initiating or Responding to Social Interaction

Sharing of Interests, Emotions, Affect

Initiating and Sustaining Conversation

▾ Nonverbal Communication

▾ Relationships

Repetitive Behaviors and Restricted Interests ▾

Associated Features ▾

Treatments ▾

Social-Emotional Reciprocity

Initiating or Responding to Social Interaction

Initiating or responding to social interaction refers to a child's interest in being with and interacting with adults or other children by looking at them, smiling, and communicating in verbal and nonverbal ways. A typical child will show an interest in other children, and respond to, and initiate offers for interaction with adults and peers.

Typical



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Jimmy at 15 Months

Jimmy is initiating and responding to social interaction with both his mom and the clinician. He shares his interest in the bubbles with his mom by looking at her, smiling, and showing her the bubbles.

Red Flags for ASD



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Ethan at 17 Months

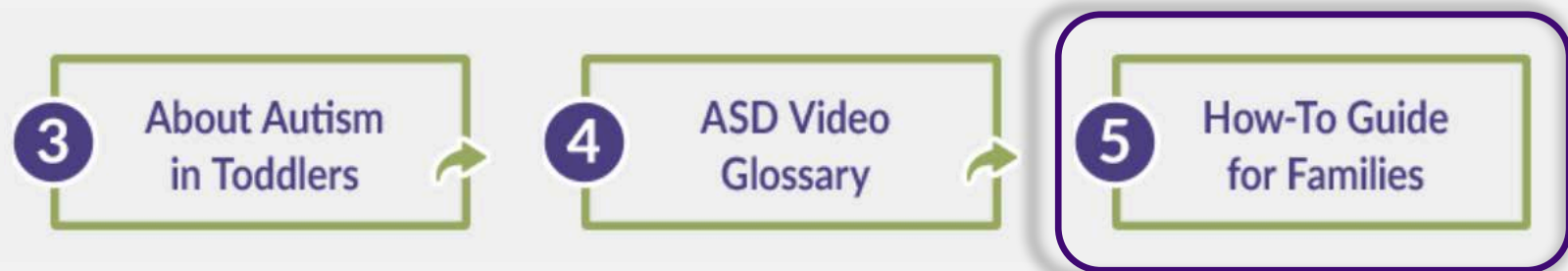
Ethan is not responding to social interaction with either his mom or the clinician. Instead, he is overly focused on knocking down and rolling the jar.

Seamless Path for Families

For all families



For families of children with a positive screen for autism





5 Autism Navigator® – How-To Guide for Families

This interactive web-based course is for families who suspect their toddler has autism or a social communication delay. It will put in the hands of families hundreds of video illustrations of evidence-based intervention techniques you can implement in everyday activities to support your child's learning as soon as you suspect autism. This interactive program will teach families how to embed strategies and supports into everyday activities, provide developmental growth charts to help families recognize and monitor meaningful outcomes, and offer a video library to illustrate how to promote learning and development for toddlers with ASD. This How-To Guide for Families will also be instrumental for early intervention providers to use with families to improve outcomes of toddlers with ASD and their families.

[LEARN MORE](#)[LEARN HOW TO ENROLL](#)

Autism Navigator® How-To Guide for Families



About the Course

Course Audience

For families who suspect their child has ASD—get started right away to better understand how early signs of autism can impact development and learn how to use intervention strategies in everyday activities to support their child's learning and development.

Course Content

This interactive web-based course is for families who suspect their young child has autism or a social communication delay. It will put in the hands of families hundreds of video illustrations of evidence-based intervention techniques they can implement in everyday activities to support their child's learning as soon as they suspect autism.

This self-paced course has 7 hours of interactive slides and 5 hours of video libraries. The course will teach families how to embed strategies and supports into their everyday activities, provide developmental growth charts to help families recognize and monitor meaningful outcomes, and offer video libraries to illustrate how to promote learning and development for young children with ASD.

Autism Navigator How-To Guide for Families is comprised of 4 Guide Books and 2 Video Libraries:

- Guide Book 1: Social Communication Milestones and How Autism Impacts Development
- Guide Book 2: Collaborating to Make Early Intervention Work for You
- Guide Book 3: Getting Started with Early Intervention Right Away
- Guide Book 4: Addressing Challenging Behaviors
- Library of Change with Intervention
- Library of Everyday Activities

The Guide Books range from one to two hours of content for a total of 7 hours. We have developed the content to build across chapters in each book and across books. But you can decide what order you want to go through the slides, video players, and Guide Books, and how much of the content you want to complete. We hope you will return to the course later as a resource to watch more or to use the libraries when you need video examples as you are learning to support your child's development. Our e-learning platform includes a Tools section that has print documents to support your learning including a printed script of the content for each Guide Book that you can download.

This How-To Guide for Families will also be instrumental for early intervention providers to use with families they serve. It is designed as a companion course for families served by providers



enrolled in the Autism Navigator for Early Intervention Providers Knowledge and Skills and Mastery Level courses. The content and video illustrations can help to maximize time for coaching children during intervention sessions and improve outcomes of young children with ASD and their families. Families can use the Professional Directory available on www.AutismNavigator.com under Family Resources to find professionals who have completed Autism Navigator courses.

How to Enroll in the Course

You can learn how to enroll in Autism Navigator courses on AutismNavigator.com. Find Courses on the top menu down to see descriptions of the courses we offer and How to Enroll. You will be asked where you live and what states or regions have group rates or sponsored select Family Resources to learn about the free or our Seamless Path for Families.

Professionals with an annual subscription to Primary Care receive 20 seats in the How-To Guide for Families, a value of \$625 per seat, to invite 20 families for autism who are ready to get started on their child's learning. Professionals with an annual subscription to the Autism Navigator for Early Intervention receive 10 seats in the How-To Guide for Families who they are providing

Families should ask their provider if they are ready to have any available seats for purchase at www.AutismNavigator.com. Families should get started and their provider should be available. Families should link to www.AutismNavigator.com to learn about each course.

It Takes a Team to Support Families

Autism Navigator courses and tools are designed to help support collaborative partnerships with the intervention system, community service providers, early care and learning, and families to improve child outcomes. The online platform maximizes the use of technology to bring evidence-based practice to families and community. Go to www.AutismNavigator.com to learn more about our courses and family resources.

What You Will Learn from Autism Navigator® How-To Guide for Families

- Guide Book 1: Social Communication Milestones and How Autism Impacts Development (2 hours)**
 - Key social communication milestones in infants and toddlers in 5 developmental domains:
 - Play — how young children learn and make connections with the physical world and how things work
 - Language — how young children learn and make connections with the physical world and how things work
 - Social Interaction — how young children learn to share enjoyment, interests, ideas, feelings, and experiences to connect
 - Emotional Regulation — how young children learn to regulate or manage their emotions
 - Self-Directed Learning — how young children learn to regulate or manage their emotions
 - How the early signs of autism unfold and impact development and learning in these 5 developmental domains
 - Importance of preventing the secondary impact of autism on cognitive development and behavioral challenges and how to engage in young children with ASD
- Guide Book 2: Collaborating to Make Early Intervention Work for You (1 hour)**
 - The critical role of the family in detecting the early signs of autism
 - Family perspectives on learning their child may have autism and the impact on the family when early signs are missed
 - Concerns about labeling a child and having difficult conversations about autism
 - Professional perspectives on how to build consensus on the early signs and promote ongoing collaborations
 - What are early intervention services and how a family can get started in early intervention and find resources
- Guide Book 3: Getting Started with Early Intervention Right Away (2 hours)**
 - Why learning in everyday activities in the natural environment is so important to achieve the intensity needed for young children with ASD
 - How to create learning opportunities in everyday activities at home and in the community to give your child a home field advantage
 - The components of active engagement in everyday activities to help you decide which targets are priority intervention outcomes for your child
 - Evidence-based intervention supports you can use in everyday activities to promote active engagement that are organized into 3 layers like a layer cake
- Guide Book 4: Addressing Challenging Behaviors (2 hours)**
 - Why children with autism have challenging behaviors
 - How do you figure out the function of challenging behaviors
 - How a positive behavior support plan can help your child

Library of Change with Intervention (2 hours)

- Library of edited video clips showing change with intervention from 18-36 months of age for 8 toddlers with ASD and their families

Library of Everyday Activities (3 hours)

- Library of 200 video clips of different families interacting with their toddlers with ASD in a variety of activities in each of the following 8 categories of everyday activities:

Play with People	Play with Props	Meals & Snacks	Caregiving Transitions
Play with Toys	Family Chores	Books, Letters, & Numbers	



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www.AutismNavigator.com

www.AutismNavigator.com

For individual and group pricing information, email sales@autismnavigator.com or call 1-844-427-3457.

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Autism Navigator How-To Guide for Families *(Incomplete)*

↗ Change View

✕ Exit

- ▶ Introduction to the Guide Books (Required)
- ▶ Questionnaire (Optional)
- ▶ Guide Book 1: Social Communication Milestones and How Autism Impacts Development ☒
- ▶ Guide Book 2: Collaborating to Make Early Intervention Work for You ☒
- ▶ Guide Book 3: Getting Started with Early Intervention Right Away ☒
- ▶ Introduction to the Libraries ☐
- ▶ Library of Change with Early Intervention ☒
- ▶ Library of Everyday Activities ☒

Autism Navigator® How-To Guide for Families Online Guided Tour — for Families of Toddlers & Preschoolers



The How-To Guide (H2G) Online Guided Tour is for families who suspect their toddler or preschooler has ASD to help you support your child's development and learning. You are invited to participate in 24 weekly hour-long online guided discussions over 6 months. We are bringing this Guided Tour to you wherever you are.

The H2G Guided Tour is for families with young children up to 5 years old who are enrolled in the Autism Navigator How-To Guide for Families — a 12-hour, self-guided web-based course. A team of professionals will be your tour guide to walk you through each weekly online meeting. The H2G Guided Tour serves as a companion to the How-To Guide for Families web-based course — almost like a book club but more interactive. Families will see how the early signs of autism can impact their child's development. They will practice using intervention strategies in everyday activities to support their child's learning.

What will families get from H2G Guided Tour?

H2G Guided Tour is about connecting with other families, exchanging ideas and tips, and getting tools and training on how to support your child's learning and development. You will have an opportunity to meet other families with young children, who also show early red flags of ASD. By using video technology, it will feel like you are face-to-face with other families as you go through this journey together. During the weekly discussions, your tour guide will lead you through course content and provide opportunities for you to share information, ask questions, and practice what you are learning in the How-To Guide. You can participate from your smartphone, tablet, or computer.



Whether families suspect their child has ASD or are in the process of getting a diagnosis, the How-To Guide for Families online course, combined with the Guided Tour, provide the information and support you need to practice using intervention strategies to help your child. Families enjoy the weekly interaction and can stay in touch with other families they meet in the Guided Tour. When families are equipped with the tools and training they need, they are better able to support their child's success in school.

Who can participate in H2G Guided Tour?

H2G Guided Tour is offered to one or two primary caregivers per family — parents, grandparents, and guardians — who have children 5 years old or younger. Space is limited to group. Families need to be enrolled in Autism Navigator How-To Guide for Families course. H2G Guided Tour and we ask that you participate as much as you can from start to finish about Autism Navigator How-To Guide for Families course, go to www.AutismNavigator.org.

How do I access H2G Guided Tour?

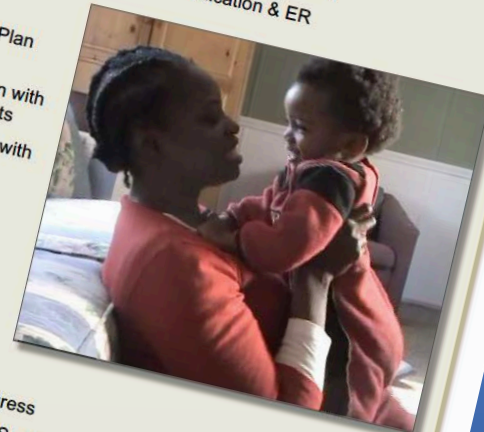
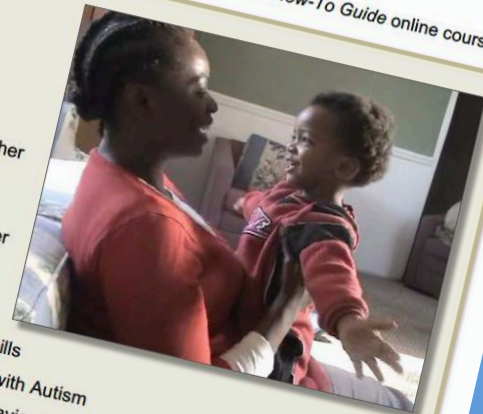
Families can access H2G Guided Tour from their smartphone, tablet, or computer. It you use, but good connectivity to the Internet is important. The better the connectivity, the more you can participate. We have a friendly team on hand to help you with any issues. We can offer a limited number of devices and Internet service for families in need. C

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What are the Weekly Topics?

Following are weekly topics for the H2G Guided Tour organized around content in the How-To Guide online course:

- Week 1:** Getting Started
- Week 2:** Autism and Development
- Week 3:** Taking Care of the Family
- Week 4:** The Home Field Advantage—Supporting Learning in Everyday Activities
- Week 5:** Active Engagement Step 1—Coming Together
- Week 6:** Layer 1 Supports for a Shared Agenda with Your Child
- Week 7:** Active Engagement Step 2—Keeping Together
- Week 8:** Layer 2 Supports for Reciprocity to Keep the Interaction Going
- Week 9:** Active Engagement Step 3—Working Together
- Week 10:** Layer 3 Supports to Teach Your Child Better Skills
- Week 11:** Recognizing Challenging Behaviors in Children with Autism
- Week 12:** Role of Emotional Regulation in Challenging Behaviors?
- Week 13:** Interplay of AE, TS, and Challenging Behaviors?
- Week 14:** Figure Out the Functions of Challenging Behavior: Hone Your Observation Skills
- Week 15:** The Functional Assessment Process is as Simple as A-B-C
- Week 16:** How Can a Positive Behavior Support Plan Help Your Child?
- Week 17:** Key Strategies and Supports for Children with ASD: Communication & ER
- Week 18:** Key Strategies and Supports for Children with ASD: Environmental Supports
- Week 19:** Intensity Needed to Achieve Meaningful Outcomes
- Week 20:** Supporting Transitions Between Activities
- Week 21:** Going Out to Everyday Places—Parks, Restaurants, Outings, Doctors, and More
- Week 22:** Better Skills to Get Ready for Childcare and Preschool
- Week 23:** Meaningful Outcomes—Keeping an Eye on Progress
- Week 24:** Using the Tools that you Have: Celebrating Your Success and Looking Ahead



It Takes a Team to Support Families

Autism Navigator interactive online platform maximizes the use of technology to bring evidence-based practice to families and communities at a critical window of opportunity. Go to www.AutismNavigator.com to learn more about our courses and family resources.

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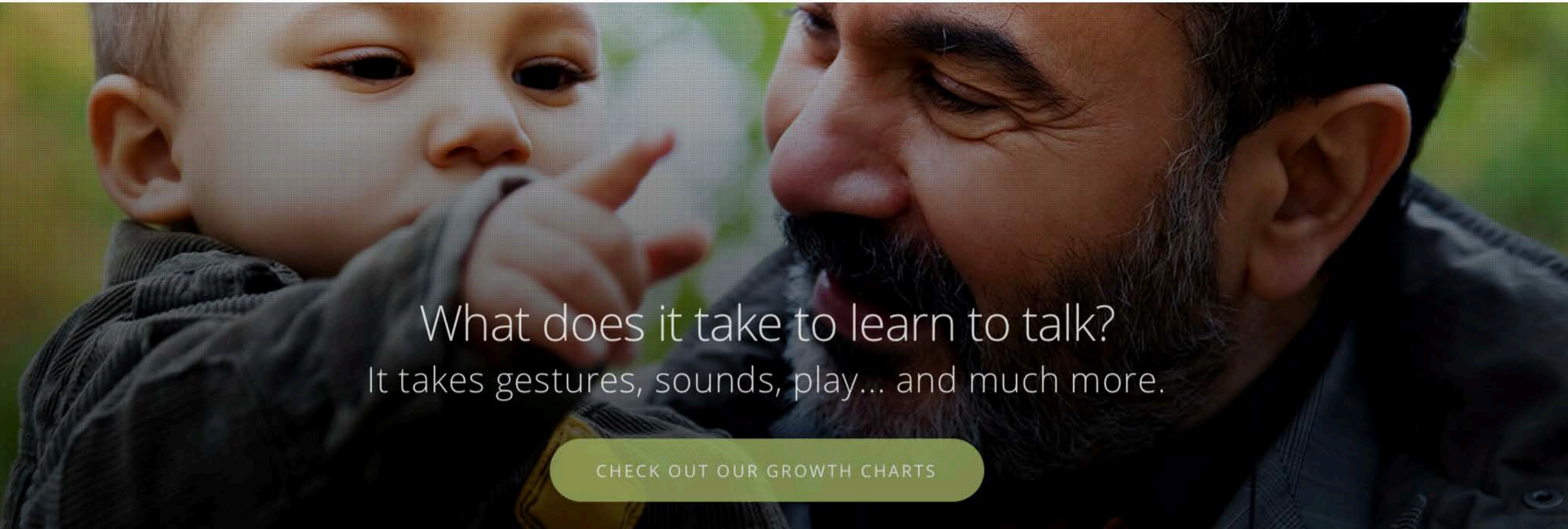
If the solution was easy, this
would have been solved already.

Introducing a new system of care to improve early detection and family
access to care.

[Learn About our Gallery](#)

www.AutismNavigator.com

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A large background image showing a close-up of a man's face and a baby's hand pointing towards him.

What does it take to learn to talk?
It takes gestures, sounds, play... and much more.

[CHECK OUT OUR GROWTH CHARTS](#)

16 by 16 Series

Did you know that children should use
at least 16 gestures by 16 months?

[LEARN MORE](#)

Growth Charts

Learn the Milestones in our Guided Tour
for Families of Children 6-24 Months

[FIND OUT HOW](#)

Resources

Documents and Websites.
Download. Print. Share.

[VIEW RESOURCES](#)

How can you screen for a communication delay in a child who can't talk yet?

- Infants and toddlers can be screened for skills that develop before children learn to talk, such as gestures, sounds, and actions with objects used in play.
- The Smart Early Screening for Autism and Communication Disorders (Smart ESAC) is a new online screening tool designed as a universal screen based on parent report for children 9 to 30 months of age.
- You will view a brief video before screening that explains the Smart ESAC and our Parent Portal.

All families screened with the Smart ESAC will have access to your child's results and much more on our Parent Portal.

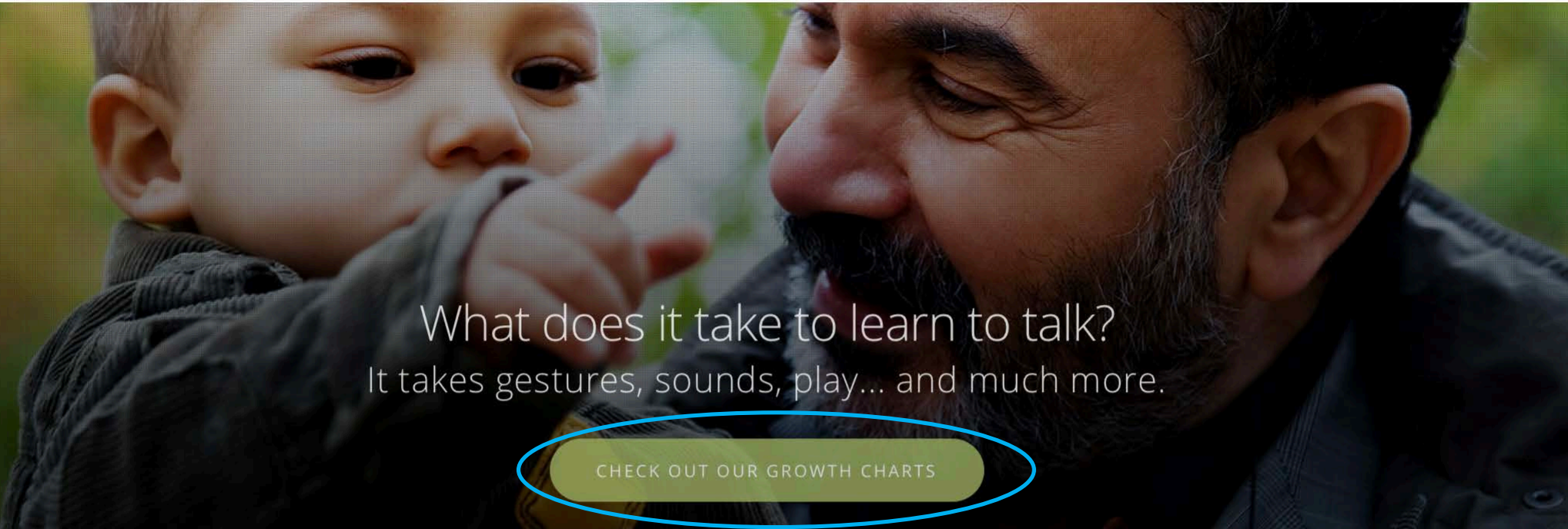
- Free access to the Social Communication Growth Charts.
- Screening reports & invitations to rescreen every 3-6 months.
- Links to resources in our Seamless Path for Families tailored to screening results.
- Monthly online check-ins to monitor next steps for your child.
- Invite your doctor or other service providers to view your portal to help build your care team to support you and your child.
- If your child's screening result shows a risk for autism, you will be invited to Autism Navigator courses and tools.

The Autism Navigator logo, featuring the word 'Autism' in green and 'NAVIGATOR' in blue, with a small icon of a person with arms raised above the 'i' in 'Autism'. Below the logo is the text 'Learn more at AutismNavigator.com.'
Learn more at AutismNavigator.com.

If your child is between 9 and 18 months, we invite you to participate in our research and have your child screened with the Smart ESAC.

[SCREEN MY CHILD](#)



A close-up photograph of a man with a beard and a baby. The man is looking at the baby, who is pointing its finger towards the man's nose.

What does it take to learn to talk?
It takes gestures, sounds, play... and much more.

[CHECK OUT OUR GROWTH CHARTS](#)



16 by 16 Series

Did you know that children should use
at least 16 gestures by 16 months?

[LEARN MORE](#)



Growth Charts

Learn the Milestones in our Guided Tour
for Families of Children 6-24 Months

[FIND OUT HOW](#)



Resources

Documents and Websites.
Download. Print. Share.

[VIEW RESOURCES](#)



Supporting Parents in the Most Important Role of Their Lives

Babies learn at an amazing rate.
Learn the milestones that develop from 7 to 24 months.

Select your child's age.

7-8

9-10

11-12

13-14

15-16

17-18

19-20

21-22

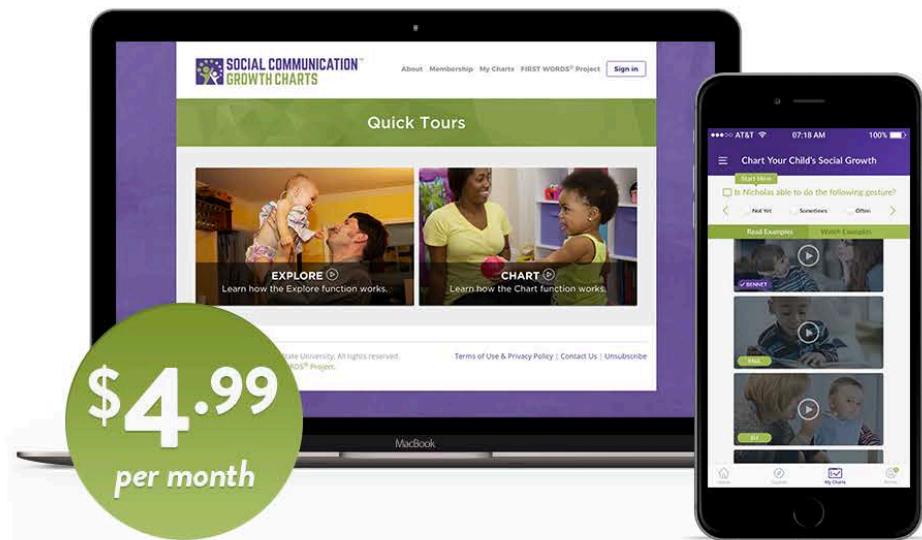
23-24



Explore Hundreds of Videos. Chart Your Child's Growth.



How to Join



\$4.99
per month

[Buy Now](#) [Join Free](#)

Explore hundreds of video clips and Chart your child's development for up to five children.

- **The perfect tool.** For families of infants and toddlers 9 to 24 months of age.
- **Tool up.** A new way to learn the early social communication milestones. Just click on an age and watch hundreds of video clips of children learning. Answer a few questions each month and chart your child's social communication growth.
- **Tool around.** Learn how to take ordinary everyday moments and make them count.

Two ways to get your membership FREE



- If your child is between 9 and 18 months old, you can participate in our research
- Answer questions online to screen your child for communication delay and autism with the Smart ESAC
- Receive a free membership to the Social Communication Growth Charts

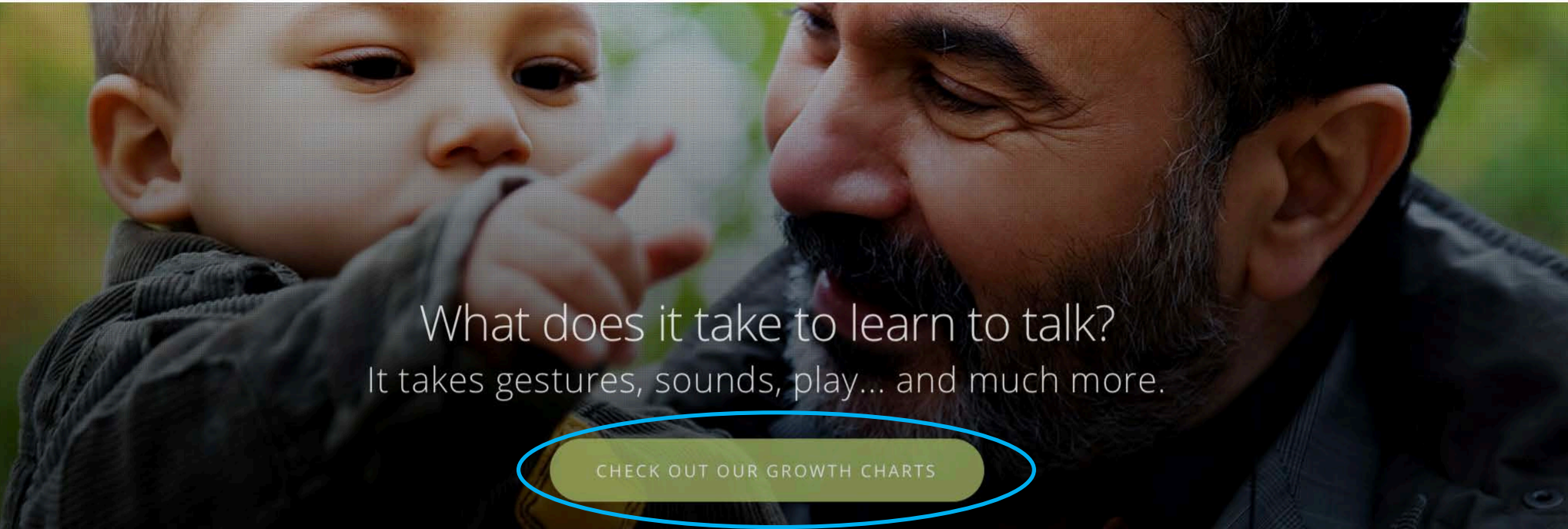
[Get Started >](#)

- Ask your provider if they can screen your child with the Smart ESAC
- Receive a free membership to the Social Communication Growth Charts
- Let your provider know the Smart ESAC is available to providers who complete the Autism Navigator for Primary Care

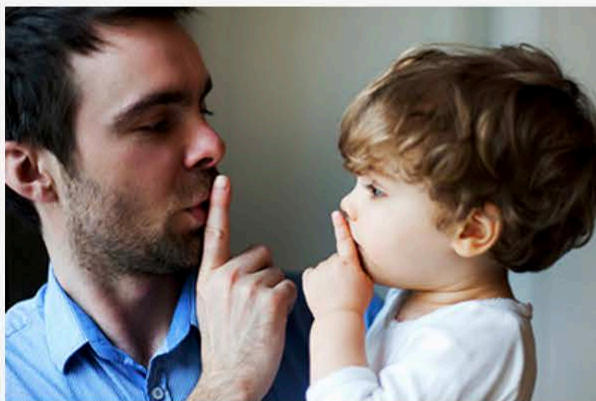
[Learn About Autism Navigator Courses >](#)

The American Academy of Pediatrics recommends screening all children for communication delay and autism. FIRST WORDS® Project can help you screen your child.

[Learn More](#)

A close-up photograph of a man with a beard and a baby. The man is looking at the baby, who is pointing its finger towards the man's nose.

What does it take to learn to talk?
It takes gestures, sounds, play... and much more.

[CHECK OUT OUR GROWTH CHARTS](#)

16 by 16 Series

Did you know that children should use
at least 16 gestures by 16 months?

[LEARN MORE](#)

Growth Charts


Learn the Milestones in our Guided Tour
for Families of Children 6-24 Months

[FIND OUT HOW](#)

Resources

Documents and Websites.
Download. Print. Share.

[VIEW RESOURCES](#)

A large background image showing a woman with dark hair, wearing a blue and white striped shirt, smiling and clapping her hands. A baby is sitting next to her, also smiling and clapping. The image is slightly faded to allow the text to be read.

Online Guided Tour for our Social Communication Growth Charts (SCGC)

About the SCGC Online Guided Tour

For families of infants and toddlers to learn about the milestones that matter most:

- An interactive online chat with other parents where a team of professionals will guide you through each meeting
- A companion series to the Social Communication Growth Charts
- Meet twice a month — to discuss how babies learn and the milestones that matter most
- Connect with other families of young children, share information, ask questions, and hone your observation skills watching videos

Learn how to support your child's development using strategies that will help prepare them early for preschool and kindergarten.

[LEARN MORE](#)

SOCIAL COMMUNICATION™ GROWTH CHARTS

Online Guided Tour Milestones that Matter Most

The *Social Communication Growth Charts (SCGC) Online Guided Tour* is for families of infants and toddlers to learn about the milestones that matter most. Designed as a companion to the *Social Communication Growth Charts*, you are invited to join an interactive online chat with other parents where a team of professionals will guide you through each meeting — twice a month — to discuss how babies learn and the milestones that matter most. Connect with other families of young children, share information, ask questions, and hone your observation skills watching videos. Learn how to support your child's development using strategies that will help prepare them early for preschool and kindergarten.

About the Social Communication™ Growth Charts

The Social Communication Growth Charts is a powerful tool to help parents of infants and toddlers or anyone interested in young children to learn the critical milestones to launch language, learning, literacy, and much more by 24 months.

Each month, babies reach important new milestones — *the ones that matter most* are the ones they should reach before learning to talk. The most important learning begins with the interactions you share with your baby, taking turns and exchanging sounds, facial expressions, and gestures.



Explore the milestones — The **Explore** function lets you explore hundreds of video clips to learn the milestones in five domains of social communication development: language, play, social interaction, emotional regulation, and self-directed learning. Select one of the 5 domains and an age, every 2 months, from 7 to 24 months.

Each domain offers two developmental threads with side-by-side video players so you can see how milestones change and grow over time. Each Milestone video has a companion support video with commentary explaining how each parent or grandparent supports their child's learning in ordinary everyday moments, like bath time, diapering, feeding, dressing, and family chores.

Chart your child's social communication growth — The **Chart** function lets you chart your child's development after answering a series of questions. Then monitor which milestones they have reached, which are emerging, and which ones to look for in the coming weeks and months.

Everything you do and say matters. Especially during this critical period when your baby's brain is developing the most rapidly and is shaped by the experiences you provide. Catching communication and language delays early can prevent potential problems later with behavior, learning, reading, and social interaction.

Who can participate in the SCGC Guided Tour?

The *SCGC Guided Tour* is **free** for parents, grandparents, other family members, and guardians or caregivers who are caring for babies between 6 and 24 months of age. It is offered for three age groups:

- ☐ 6-12 months, *Before Words*
- ☐ 13-18 months, *First Words*
- ☐ 19-24 months, *Word Burst*

You can begin when your baby is 6 months or later, and move up to the next age group until your child's 2nd birthday.



Access Anywhere, Anytime

Explore, chart, and join the Guided Tour from your smartphone, tablet, or computer. It doesn't matter which platform you use, but good connectivity is important. We have a team on hand to provide technical support.

How to Enroll in the SCGC Guided Tour

Find out when the free Guided Tour series is offered and reserve your seat at FirstWordsProject.com/SCGC-Tour

Track Your Child's Growth and Celebrate Every Milestone Reached

Track 10 new milestones every 2 months in five developmental domains.



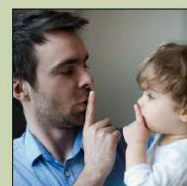
Language

Discover how babies go from sounds, to words, to sentences in the first two years. Babies learn to use gestures like giving, reaching, waving, showing, and pointing. They babble, play with sounds, and learn from what they hear around them. This growing collection of gestures and sounds propels first words. By their first birthday, babies can say 1-2 words. They learn 1 new word each week until 18 months, when most can say 10-20 words. Then, like magic, babies begin learning a new word a day. By 24 months, they can use 100-200 words, and put together simple sentences.



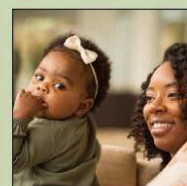
Play

Discover how babies learn and make connections with the physical world and how things work. Babies are natural explorers. First, they explore objects by mouthing, banging, and dropping, then by using functional actions like pushing, turning over, scooping, pouring, and stacking. Learning what they can do with objects leads to pretending, and that launches imagination.



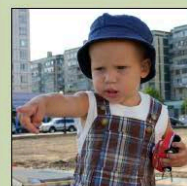
Social Interaction

Discover how babies learn to share enjoyment, interests, ideas, feelings, and experiences to connect with others in back-and-forth exchanges. Babies learn to use gestures, sounds, eye gaze, and facial expressions to get your attention and let you know what they want and don't want, how they feel, and what they're interested in. They are eager to interact—to share their experiences and ideas and listen to yours.



Emotional Regulation

Discover how babies learn to focus and refocus their attention and regulate or manage their emotions. Babies share their happy moments and sad or frustrated feelings. Learning to use actions, facial expressions, gestures, and words are crucial to learning how to manage emotions, so they can stick with necessary activities, flow with unexpected situations, and stay engaged in learning. These social communication skills make it easier to work through moments of frustration all babies face.



Self-Directed Learning

Discover how babies are active learners, make connections from their experiences, and become creative thinkers. Babies learn to watch and imitate what others do and say, which is essential to learning new words and actions. The words they hear help build vocabulary and inspire interest in learning. Their ability to imitate sparks a vocabulary burst and, as word learning explodes, they use words and phrases to describe, inquire, and negotiate with others. It is *this ability* to talk, imagine, and create new ideas that launches their drive for lifelong learning, and sets the stage for school success.

Everything you do and say matters. Learn how you can encourage milestones that matter most.

For more information about the *Social Communication Growth Charts*, visit www.FirstWordsProject.com.



Who can participate in the SCGC Guided Tour?

The SCGC Guided Tour is free for parents, grandparents, other family members, and guardians or caregivers who are caring for babies 6 to 24 months of age. It is offered for three age groups:

- 6-12 months, Before Words
- 13-18 months, First Words
- 19-24 months, Word Burst

You can begin when your baby is 6 months or older, and move up to the next age group until your child's 2nd birthday.

Access Anywhere, Anytime

Explore, chart, and join the Guided Tour from your smartphone, tablet, or computer. It doesn't matter which platform you use, but good connectivity is important. We have a team on hand to provide technical support.

How to Enroll in the SCGC Guided Tour

Our free Guided Tour is offered twice a month for an hour.

It is easy to register:

- Find your child's Age Group
- See the options of Days and Times—listed in Eastern Time Zone
- Select Register to enroll in the time slot that works for you and reserve your seat

SCGC Guided Tour Schedule — Reserve Your Seat Now

Age Group	Week / Day	Time*	
6-12 Months - Before Words	1 st and 3 rd Wednesdays	10am to 11am	Register
6-12 Months - Before Words	2 nd and 4 th Tuesdays	2pm to 3pm	Register
13-18 Months - First Words	1 st and 3 rd Thursdays	12pm to 1pm	Register
13-18 Months - First Words	2 nd and 4 th Wednesdays	2pm to 3pm	Register
19-24 Months - Word Burst	1 st and 3 rd Wednesdays	12pm to 1pm	Register
19-24 Months - Word Burst	2 nd and 4 th Thursdays	2pm to 3pm	Register

* Eastern Time Zone


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This is your chance to do something really big
for the children & families you serve.



Thanks for your time!
Please help share our resources.

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