



K. Renee Jenkins

Early Steps Program Administrator/
IDEA Part C Coordinator

Alexandra Goldberg, M.Ed.

Statewide Program and Training Manager, Help Me Grow Florida
CDC's "Learn the Signs. Act Early." Ambassador to Florida



OFFICE OF
Early Learning
LEARN EARLY. LEARN FOR LIFE.

 **Children's
FORUM**
...because kids can't wait

Florida's Intervention System



Regulatory Authority

- Federal Register, 34 CFR Part 303
- Chapter 391.301 - .308, Florida Statutes
 - Florida Department of Health - Lead agency for the federal Individuals with Disabilities Education Act (IDEA), Part C
 - Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT)



Population Served

- Ages birth to thirty-six months and their families
- Developmental delay, “at-risk” conditions or conditions with high probability of delay
- No income requirement



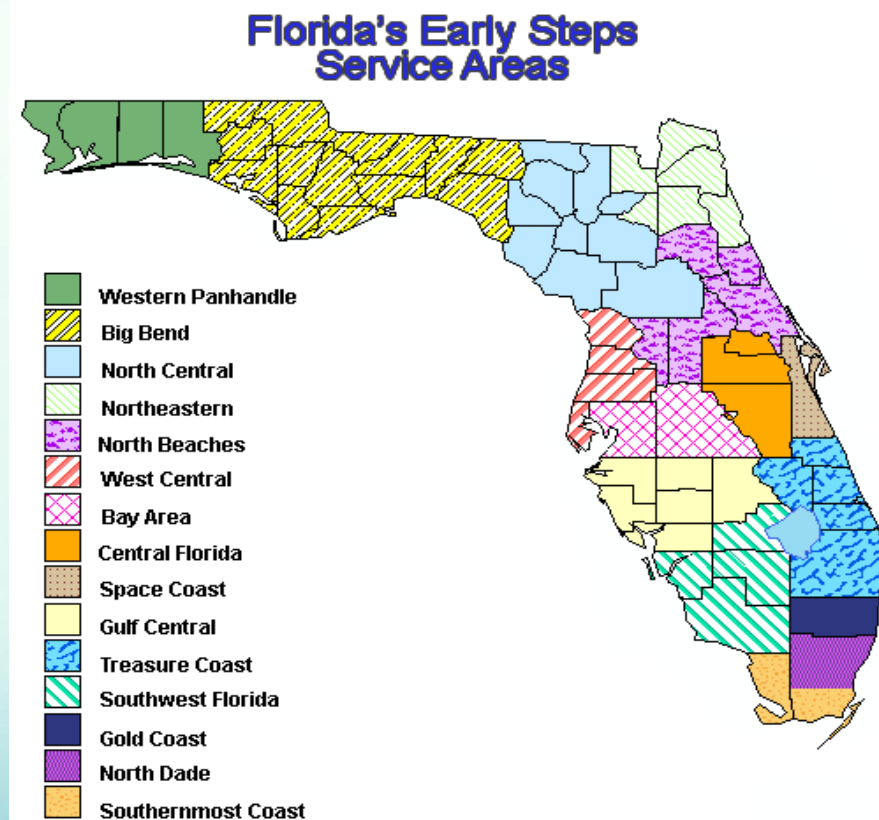
Program Purpose

- Build family/caregiver confidence and competence
- Meet child's developmental needs where they live, learn, and play
- Expand upon the individual strengths of the family to address developmental concerns



State Structure

- Contracts with 15 local programs
 - Provide or oversee direct services to infants, toddlers, and their families.
 - Classified as small, medium, and large based on number served
 - Variety of organizational structures
 - large corporate hospitals
 - major universities
 - small, non-profit organizations





Early Steps Referral

- Early Steps must make efforts to identify and find children who are potentially eligible to receive services
- Parents or professionals may contact Local Early Steps offices directly to make a referral
- Refer infants and toddlers from birth to 36 months of age who are suspected to have at-risk conditions, developmental delays, or established condition that may result in a delay

www.EarlyStepsDirectory.com



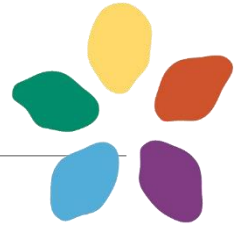
What to Expect After Referral

- Initial contact is made within 5 days (usually by phone) to let the family know that a referral has been received
- Basic demographic information is collected
- Service coordinator is assigned
- Personalized interview by service coordinator to:
 - Explain Early Steps services
 - Complete a family assessment to determine family concerns, priorities, and resources
 - Conduct developmental screening (if needed) for the purpose of determining the need for further evaluation

What to Expect After Referral

- Information is collected and used in planning for eligibility determination
- Documentation of established condition (if diagnosed) is obtained
- Evaluation / Assessment is conducted to determine level of delay / eligibility / services needed
- Individualized Family Support Plan (IFSP) team meeting to develop IFSP
- Services are initiated

What is Help Me Grow?



A statewide system for addressing developmental, educational, and behavioral concerns

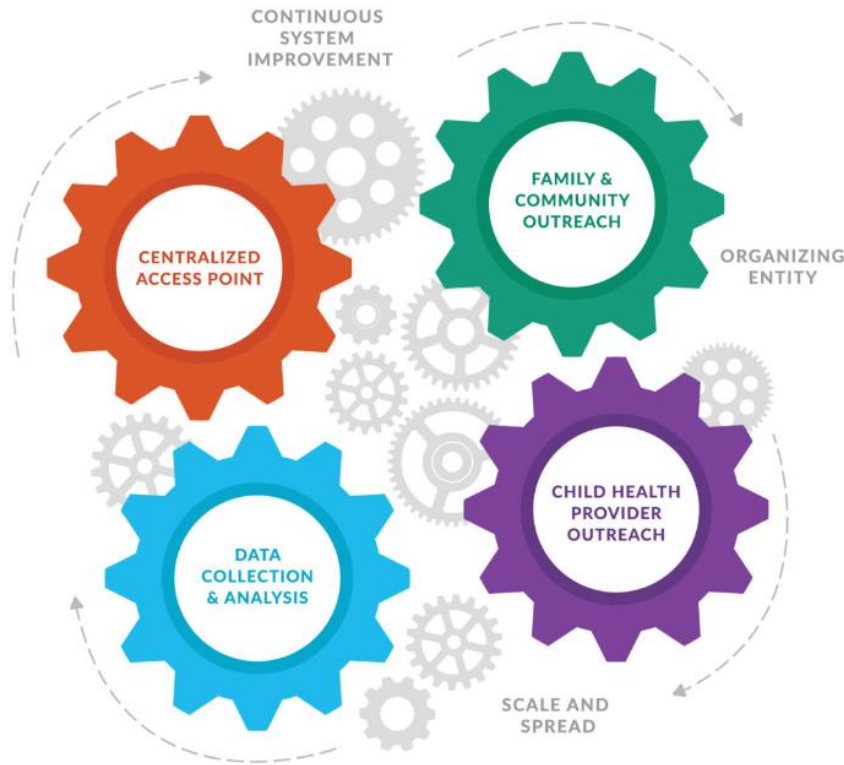
“Help Me Grow is a **system model** that works to **promote cross-sector collaboration** in order to build efficient and effective early childhood systems that mitigate the impact of adversity and support protective factors among families, so that all children can grow, develop, and thrive to their full potential.

Help Me Grow is **not a stand-alone program**, but rather a system model that utilizes and **builds on things already in place** in order to develop and enhance a comprehensive approach to early childhood system building in any given community. **Successful implementation of Help Me Grow leverages existing resources, maximizes existing opportunities, and advances a coalition working collaboratively toward a shared agenda.”**

-Help Me Grow National Center, 2018

System Model

It is the **cooperation** of the four Core Components that characterizes/defines the Help Me Grow system model.



Structural Requirements














Organizing Entity

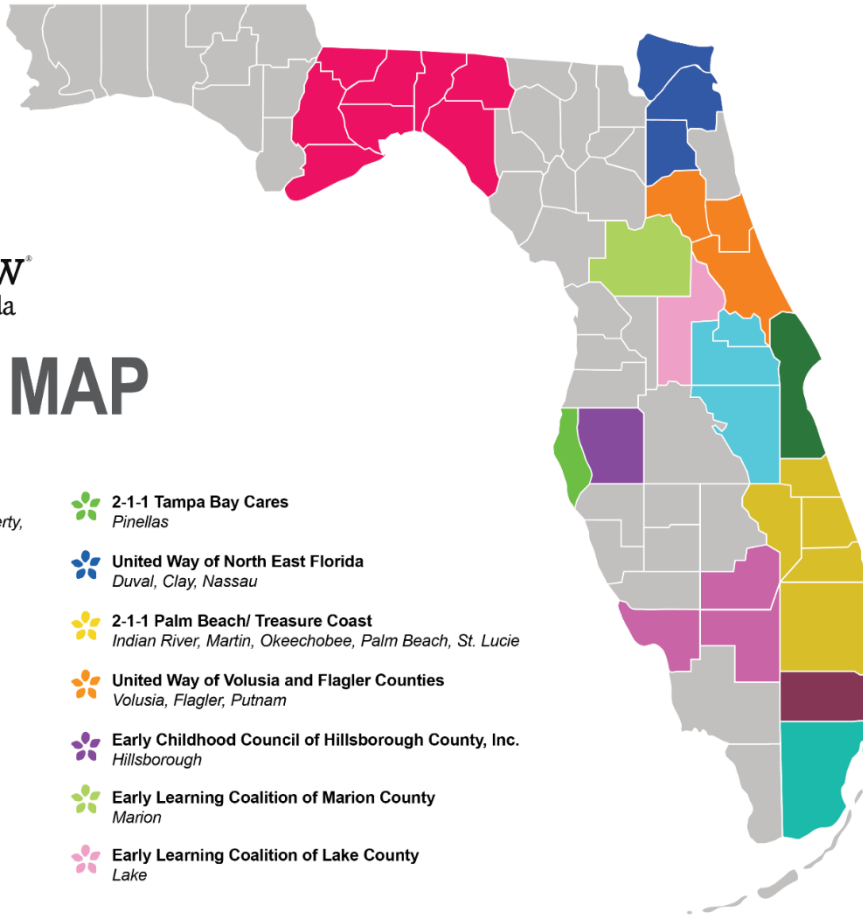
Plan for
Statewide
Expansion

Continuous
Quality
Improvement



AFFILIATE MAP

-  **2-1-1 Big Bend**
Franklin, Gadsden, Jefferson, Leon, Liberty, Madison, Taylor, Wakulla
-  **Heart of Florida United Way**
Orange, Osceola, Seminole
-  **2-1-1 Brevard**
Brevard
-  **Jewish Community Services**
Miami-Dade
-  **2-1-1 Broward**
Broward
-  **United Way of Lee, Hendry, Glades, and Okeechobee**
Lee, Hendry, Glades
-  **2-1-1 Tampa Bay Cares**
Pinellas
-  **United Way of North East Florida**
Duval, Clay, Nassau
-  **2-1-1 Palm Beach/ Treasure Coast**
Indian River, Martin, Okeechobee, Palm Beach, St. Lucie
-  **United Way of Volusia and Flagler Counties**
Volusia, Flagler, Putnam
-  **Early Childhood Council of Hillsborough County, Inc.**
Hillsborough
-  **Early Learning Coalition of Marion County**
Marion
-  **Early Learning Coalition of Lake County**
Lake



2018-2019 FY

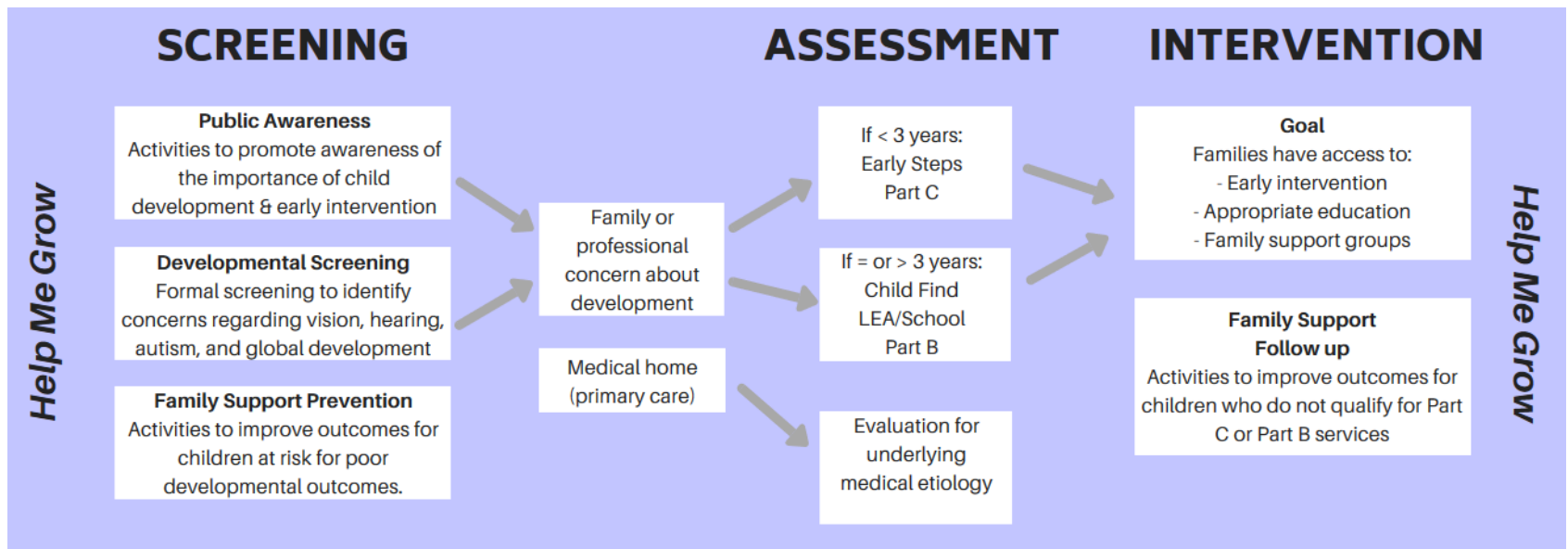
\$2.4 million

13 affiliate sites
(11 funded, 2 unfunded)

32 counties



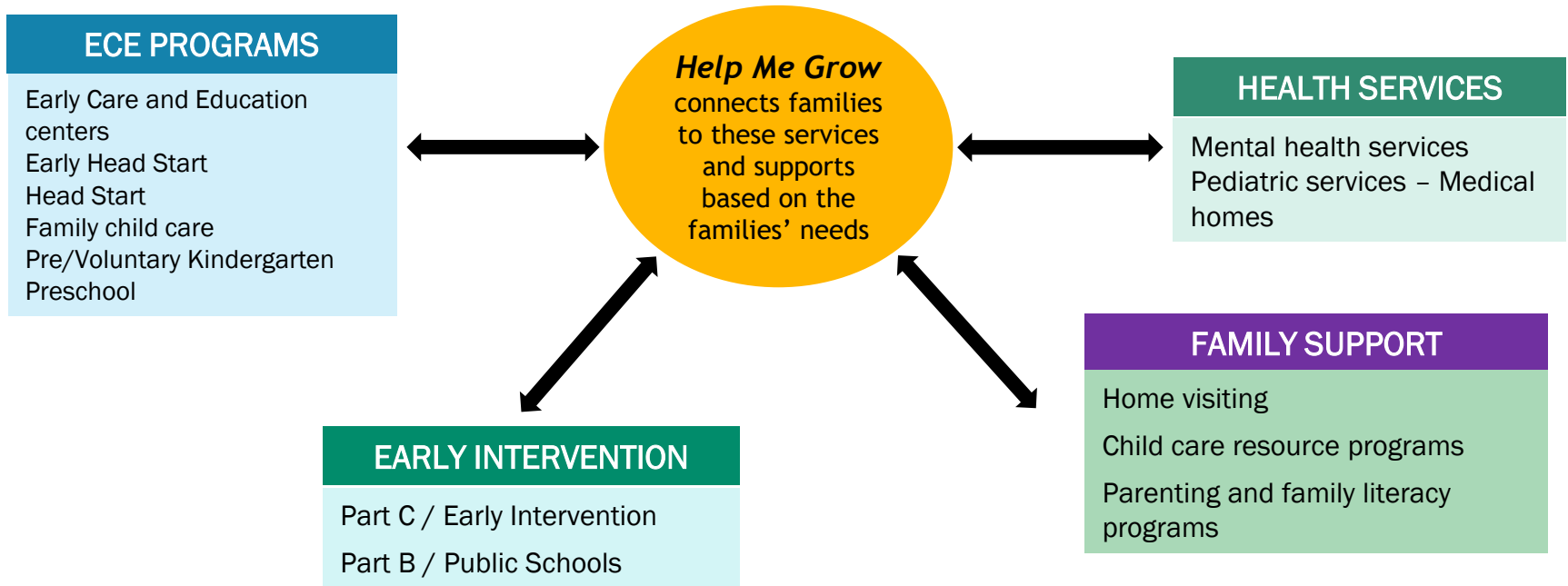
Florida's System of Care for Developmental Concerns



***Help Me Grow* connects and supports the System of Care so that all families have access to resources that promote child development.**

Florida Community Services & Supports

that support healthy child development & school readiness



Learn the Signs. Act Early.

HMGF has customized some of the LTSAE materials:

- Growth chart
- Developmental Milestones flyer
- Milestone checklists



Your Child at 1 Year

Child's Name _____ Child's D.O.B. _____ Today's Date _____ Email _____

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 1st birthday.

What Most Children Do at this Age:

Social/Emotional

- Is shy or nervous with strangers
- Cries when parents leave
- Has favorite things and people
- Shows fear in some situations
- Hands you a book to hear a story
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no"
- Makes sounds with changes in tone
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to repeat words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Starts to use things correctly, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container; takes things out of a container
- Lets things go without help

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand; walks holding on to furniture
- May take a few steps without holding on
- May stand alone

Act Early by Talking to Your Family Doctor if Your Child:

- Doesn't crawl
- Can't stand when supported
- Doesn't say simple words like "mama" or "dada"
- Doesn't learn gestures like waving or shaking head
- Doesn't point to things
- Loses skills he once had

You can also contact Help Me Grow by dialing 2-1-1. Trained staff will listen to your concerns and help you get connected to resources for your child's development.

For more information, please visit our website at www.helpmego.org.

Approved for printing for your state and year by the Center for Disease Control (CDC) Learn the Signs, Act Early campaign. All children develop differently. If you have additional questions, want to complete a developmental screening, or need further information regarding developmental questions, contact your local Help Me Grow initiative.

Parent Name (Printed) _____ Parent Signature _____ Phone Number _____



YOUR CHILD'S AGE	SOCIAL-EMOTIONAL	LANGUAGE/ COMMUNICATION	COGNITIVE (LEARNING, THINKING, PROBLEM-SOLVING)	COGNITIVE, LINGUISTIC, AND COMMUNICATION
6 Months*	Knows familiar faces; Likes to look at self in mirror	Responds to name; Strings vowels together when babbling "ah," "eh," "oh"	Brings things to mouth; Looks around at things nearby	Begins to sit without support; Rolls over in both directions
1 Year*	Cries when mom or dad leaves; Has favorite things and people	Uses simple gestures, like shaking head "no" or waving "bye-bye"; Says "mama" and "dada" and exclamations like "uh-oh!"	Explores things in different ways, like shaking, banging, throwing; Follows simple directions	May take a few steps without holding on; Pulls up to stand; May stand alone
2 Years*	Shows more and more independence; Copies others; Gets excited when with other children	Says sentences with 2 to 4 words; Knows names of familiar people and body parts	Begins to sort shapes and colors; Might use one hand more than the other; Builds towers of 4 or more blocks	Stands on tiptoe; Kicks a ball; Begins to run; Makes or copies straight lines and circles
3 Years*	Dresses and undresses self; Shows affection for friends; Shows a wide range of emotions; Takes turns in games	Talks well enough for strangers to understand most of the time; Follows instructions with 2 or 3 steps	Does puzzles with 3 or 4 pieces; Copies a circle with pencil or crayon; Turns book pages one at a time	Climbs well; Pedals a tricycle; Walks up and down stairs, one foot on each step
4 Years*	Plays "Mom" and "Dad"; Cooperates with other children; Is more and more creative with make-believe play	Tells stories; Can say first and last name; Knows some basic rules of grammar	Uses scissors; Starts to understand time; Draws a person with 2 to 4 body parts	Catches a bounced ball most of the time; Pours, cuts with supervision, and makes own food
5 Years*	Wants to please friends; More likely to agree with rules; Likes to sing, dance, and act	Speaks very clearly; Tells a simple story using full sentences; Uses future tense; Says name and address	Counts 10 or more things; Copies geometric shapes; Knows about things used every day, like money and food	Can do a somersault; Skips; Plays jump rope; Can use the toilet on her own; Swings and climbs
6 - 8 Years	Thinks about the future; Is concerned for others and his/her friendships; Displays independence	Understands more complex grammar and vocabulary	Increased reading abilities; Holds and uses a pencil easily; Copies designs, shapes, letters and numbers	Rides a 2-wheel bicycle; Skips; Plays jump rope; Walks on a straight line

*Please note that this is only a guide developed from the Center for Disease Control's (CDC) "Learn the Signs, Act Early" campaign. All children develop differently. If you have additional questions, want to complete a developmental screening, or need further information regarding developmental questions, contact your local Help Me Grow initiative.

Approved for printing for your state and year by the Center for Disease Control (CDC) Learn the Signs, Act Early campaign. All children develop differently. If you have additional questions, want to complete a developmental screening, or need further information regarding developmental questions, contact your local Help Me Grow initiative.

Parent Name (Printed) _____ Parent Signature _____ Phone Number _____

Learn the Signs. Act Early.

Help Me Grow Florida Social Media



YOU CAN HELP YOUR CHILD'S LANGUAGE SKILLS BY TALKING, READING, AND SINGING WITH HIM OR HER EVERY DAY. IT'S EASY TO DO AND CAN MAKE A BIG DIFFERENCE IN HOW YOUR CHILD LEARNS AND GROWS!



IT'S NEVER TOO EARLY TO START TALKING, READING, AND SINGING WITH YOUR BABY.

TALKING BACK AND FORTH WITH YOUR BABY BY RESPONDING TO HER SMILES, COOS, AND BABBLING HELPS YOUR BABY LEARN LANGUAGE.





LEARNING LANGUAGE HELPS YOUR BABY LEARN LOTS OF OTHER IMPORTANT SKILLS.

What's the Difference ???

Developmental Monitoring		Developmental Screening	
WHO:	You — parents, grandparents, other caregivers	WHO:	Healthcare provider, early childhood teacher, or other trained provider
WHAT:	Look for developmental milestones	WHAT:	Look for developmental milestones
WHEN:	From birth to 5 years	WHEN:	At 9, 18, and 24 or 30 months, or whenever there is a concern
WHY:	<p>To help you:</p> <ul style="list-style-type: none"> celebrate your child's development talk about your child's progress with doctors and child care providers learn what to expect next identify any concerns early 	WHY:	<p>To find out:</p> <ul style="list-style-type: none"> if your child needs more help with development, because it is not always obvious to doctors, child care providers, or parents if a developmental evaluation is recommended

HOW? Call **2-1-1**
AND ASK FOR Help Me Grow

FOR A FREE **DEVELOPMENTAL SCREENING** AND
INFORMATION ON **DEVELOPMENTAL MONITORING**



IT'S NEVER TOO EARLY TO HELP YOUR CHILD LEARN — TALK, READ, AND SING TOGETHER EVERY DAY!



Learn the Signs. Act Early.

Help Me Grow Florida Social Media



IS YOUR CHILD'S DEVELOPMENT ON TRACK?

Milestones matter! From birth to age 5, your child should reach milestones in how he or she plays, learns, speaks, acts, and moves. Track your child's development and act early if you have a concern...

Learn the Signs. Act Early.

**CDC'S MILESTONE TRACKER
MAKES TRACKING YOUR CHILD'S
DEVELOPMENT EASY AND FUN!**



- Create a child profile
- Start tracking milestones
- View a summary of your child's milestones
- View tips and activities for each age
- Add appointments and get reminders

MILESTONES MATTER.

Let's talk about them!

MILESTONES AT 4 MONTHS

- ✓ Begins to babble
- ✓ Responds to affection

MILESTONES AT 6 MONTHS

- ✓ Likes to play with others
- ✓ Responds to own name

MILESTONES AT 9 MONTHS

- ✓ Has favorite toys
- ✓ Understands "no"

MILESTONES AT 1 YEAR

- ✓ Tries to say words you say
- ✓ Waves "bye-bye"

MILESTONES AT 2 YEARS

- ✓ Begins to run
- ✓ Begins to sort shapes, colors

MILESTONES AT 3 YEARS

- ✓ Knows name and age
- ✓ Climbs and runs well

Learn the Signs. Act Early.

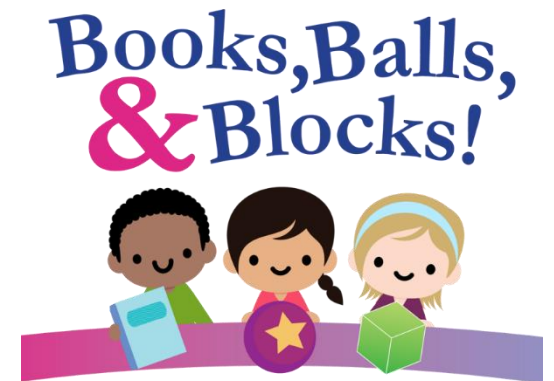


 **Help Me Grow®**
Florida

Books, Balls, & Blocks



Funded through the Act Early State Systems Grant, a small grant from the Centers for Disease Control and Prevention (CDC), coming through the Association of Maternal and Child Health Programs (AMCHP) to promote the Learn the Signs. Act Early. (LTSAE) campaign.



Books, Balls, & Blocks



What is a Books, Balls, & Blocks event?

- A free and fun community screening event for children (birth-5) and families
- Comprised of 10-12 different volunteer-led activity stations in which children can engage in developmentally appropriate play while their parents complete an ASQ-3 and ASQ:SE-2 screening.
- Can be held at a child care center, family resource center, church, school, or anywhere else where children and families can gather with sufficient parking, restrooms, and emergency exits.

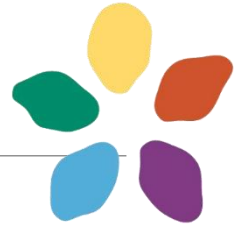
Purpose:

- Detection of developmental concerns or delays
- Parent education
- Community engagement

Books, Balls,
& Blocks!



Books, Balls, & Blocks



Help Me Grow affiliates may co-host event with a community agency/partner, or have other agencies in attendance for family support

Examples:



Books, Balls, & Blocks!





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Help Me Grow[®]
Florida

+



Future of partnership

- Help Me Grow will continue referring eligible children and families to Part C services (Early Steps)
- Early Steps will continue referring eligible children and families to Help Me Grow
- Early Steps will continue supporting Help Me Grow's Books, Balls, & Blocks events
- Early Steps will disseminate Learn the Signs. Act Early. materials to Early Steps families

Questions?
