

CDC's “Learn the Signs. Act Early.” Campaign

October 30, 2009

Act Early Summit, Region IVb

Presented by:

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Centers for Disease Control and Prevention

National Center on Birth Defects and Developmental Disabilities

[Click to Play Video](#)



Learn the Signs. Act Early.



www.cdc.gov/actearly

The “Learn the Signs. Act Early.” Campaign History

- 2002 Mandate from Congress
...to establish a national awareness and education program that will widely disseminate information regarding autism identification and diagnosis to both families and health care providers as authorized by Sec. 103 of the Children’s Health Act of 2000. This program should be administered and piloted in partnership with voluntary organizations already working in the autism community.



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The “Learn the Signs. Act Early.” Campaign History

- 2002 Mandate from Congress
- 2003 Communication Research Conducted
- 2004 (early) Message/Materials Testing
- 2004 (late) Launch to Health Professionals
- 2005 Launch to Public/Parents
- 2006 Launch to Early Educators
- 2007 Hosted 1st “Act Early” Regional Summit

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Communication Research

- Involved health care professionals, parents, and early educators
- 3 parts:
 - Formative research
 - Message and material testing
 - Baseline survey
- Altogether took >1 yr

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Communication Research, cont'd

- Generated ideas
- Two important recommendations helped shape the campaign:
 - Avoid use of “autism”; take a broader approach
 - Focus on development

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Strategic Approach

- Juxtaposition of familiar milestones with less familiar
- “It’s time to change how we view a child’s growth.”



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Campaign Objectives

Parents of Young Children...

- Know that developmental milestones exist
- Know early warning signs of delay
- Monitor their child's development
- Know the importance of acting early
- Initiate discussion with provider about development
- Are aware of campaign resources

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Campaign Objectives

Health Professionals Who Serve Young Children...

- Initiate discussion with parent about development
- Are receptive to parental concern (and take action)
- Are aware of campaign resources
- Have and use campaign materials

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Campaign Objectives

Early Educators/ Childcare Providers...

- Are aware of campaign resources
- Know that developmental milestones exist
- Know early warning signs of delay
- Have self-efficacy to talk with parents about development
- Aid in monitoring development

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The Messages

“Early identification is key”

“The earlier a delay is recognized the more
can be done to help”

“You know your child best”

“Milestones monitor more than just the physical– how a child
plays, learns, speaks, and acts offers important clues about
his development”

“Most delays are not outgrown, with help a child can
reach her full potential”

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Parents are the Primary Target Audience

- HCP materials speak to parents
- EE materials are about talking to parents
- “You know your child best.”

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Campaign Partners: Collaborators in Campaign Development



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Partners: Collaborators in Campaign Implementation

- HRSA/Maternal and Child Health Bureau
- Association for University Centers on Disabilities
- Act Early Summit State Teams
- Easter Seals
- The Commonwealth Fund
- Cooperative Extension Program
- Early Head Start/Zero to Three
- Indian Head Start
- National Association of Child Care Resource Agencies

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Partners: Collaborators in Campaign Implementation, cont'd

- National Early Childhood Technical Assistance Centers
- Network of Autism Training and Technical Assistance Programs
- Society for Developmental Pediatrics
- National Association of Pediatric Nurse Practitioners
- Society of Physician Assistants in Pediatrics
- National Association of Community Health Centers
- National Rural Health Association
- ... and many more!

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Campaign Materials

Educational

- Print
- Web

Promotional

- Print
- TV/Radio
- Web

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Educational Resources: Print

FREE Resource Kits

- Health Professionals
- Parents
- Early Educators
- Outreach

www.cdc.gov/actearly

click on “Free Materials”



The screenshot shows the CDC website for 'Learn the Signs. Act Early.' The page features a navigation menu on the left with options like 'Milestones', 'Free Materials', and 'Information For...'. The 'Free Materials' section is highlighted, showing a collection of educational materials including fact sheets, resource kits, and a growth chart. Below the materials, there is a section titled 'Fact Sheets, Resource Kits, Growth Chart, and more...' with a link to 'contact CDC Info'.

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Resource Kits

It's time to change how we view a child's growth.

4 feet
5 years
signs are more and address
strategies to please
and to like friends
can use up to
www.actsigns.com

4 years
episodes usually last
less than 10 to 15
seconds
follows 3 things commands
pretends to be "mean" or "bad"

3 years
can separate with others
child's and own belongings
to other children

3 years
uses 2 to 3 word
sentences
uses prepositions (up, down, over, through) and carries
out simple, step-by-step
instructions

3 years
plays readily but is one with
adults, siblings, and people
(Thank! a really low 4)

2 years
has been adults and
playmates (to be address
relationships to)

2 years
picks up objects or
pictures when asked
www.2to3.com/2y-basics

2 years
follows simple instructions
becomes more interested
in other children

18 months
shows simple pretend play
("Daddy" for a toy phone)

18 months
pretends to
have a relationship

18 months
needs at an adult when
you point to a real object
before he or "bad"

18 months
uses command of single words
unprompted

1 year
uses simple gestures
(such as waving "bye-bye")

1 year
walks without aid
(like when you play)

1 year
responds without
aid "bad"

1 year
responds to simple
verbal requests

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

Learn the Signs. Act Early.

Some signs of development are obvious. Algunos muestran del desarrollo son obvias.

It's time to change how we view a child's growth.

On this page, children are shown having new skills. These are one step of the road you should look for during your child's year. However, not all children will do the same things at the same time. Some children may do more than one thing at a time. Some may do more than one thing at a time. Some may do more than one thing at a time.

Learn the Signs. Act Early.

It's time to change how we view a child's growth.

Learn the Signs. Act Early.

Her first tooth! And she's babbling!

It's time to change how we view a child's growth.

From 18 to 24 months, there are milestones. It's time to look for signs of development. Some signs are obvious. Some signs are not so obvious. It's time to change how we view a child's growth.

To request a FREE kit, visit www.cdc.gov/actearly.

Learn the Signs. Act Early.

Every day you see them reach milestones. This CD will help you spot a few more.

Information on developmental milestones for children 1 year through 5 years old is available at www.cdc.gov/actearly.

Learn the Signs. Act Early.

Developmental Screening FACT SHEET

What is a developmental screening?
A developmental screening is a quick, simple test that helps find out if a child has any problems that might affect his or her learning, behavior, or health.

Why is it important?
Early identification of developmental problems can help a child get the help he or she needs as soon as possible. This can help a child reach his or her full potential.

When should I have a developmental screening?
All children should have a developmental screening at 18 and 24 months of age.

How is a developmental screening done?
A healthcare provider will ask you questions about your child's development and may observe your child playing.

What if my child has a developmental problem?
If your child has a developmental problem, your healthcare provider will refer you to a specialist who can help your child get the help he or she needs.

What if my child does not have a developmental problem?
If your child does not have a developmental problem, your healthcare provider will let you know and may suggest ways to help your child continue to learn and grow.

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It's time to change how we view a child's growth.

18 months
2 years
3 years

- uses simple gestures (waves, bye-bye)
- notes sounds (such as "ba" and "da")
- plays pretend (talks on toy phone)
- points to interesting objects
- imitates adults (claps after adult claps)
- points to object when named
- uses four- to five-word sentences
- shows affection for playmates

It's natural to measure your child's height and weight. But you should measure other ways your child is growing, too.

From 18 to 5 years, there are milestones your child should reach in terms of how she plays, learns, speaks, and acts. A delay in any of these areas could be a sign of a developmental problem, even autism. The good news is, the earlier it's recognized the more you can do to help your child reach her full potential. Talk with a doctor or nurse about your child's total development.

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www.cdc.gov/actearly

Spanish-Language Information

- Resource kits (all materials double-sided with English on one side, Spanish on the other)
- Website – www.cdc.gov/pronto
- 1-800-CDC-INFO

Es hora de ver el crecimiento de los niños de una manera

3 años
 niños a adultos y compañeros de juego
 dar indicaciones de lo que quieren
 escribir un dibujo o hacer un dibujo
 escribir más de diez palabras

7 años
 escribir un dibujo o hacer un dibujo
 escribir más de diez palabras

18 meses
 hacer cosas sencillas con los dedos (hacer un dibujo o hacer un dibujo)
 escribir palabras que se refieren a partes del cuerpo
 hacer cosas sencillas con los dedos (hacer un dibujo o hacer un dibujo)

Hoja informativa de indicadores importantes a los 12 meses

Comenzará a hacer cosas nuevas de desarrollo de lenguaje que le ayudarán a comunicarse mejor. Esto incluye:

- Hacer cosas sencillas con los dedos (hacer un dibujo o hacer un dibujo)
- Hacer cosas sencillas con los dedos (hacer un dibujo o hacer un dibujo)
- Hacer cosas sencillas con los dedos (hacer un dibujo o hacer un dibujo)

www.cdc.gov/pronto

Aprenda los signos. Reaccione pronto.



Learn the Signs. Act Early.



Educational: Web

- Printable Milestones Checklist
- Interactive Milestones Chart
- “Baby Steps” Video
- “If You’re Concerned...”
- ECard
- Positive Parenting Tips

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Educational: Web, cont'd

- Health Professional Resources (M-CHAT, coding for reimbursement, etc)
- “Go Out & Play! Kit” for Early Educators
- Website Linking Instructions
- Campaign Connections
- Ideas for Getting Involved

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Promotional: PSAs for Print, TV, Radio




*¡Está creciendo tan rápido!
¡Y ya imita a los adultos!*

Es hora de ver el crecimiento de los niños de una manera diferente. Es normal que antes de cumplir el año de su hijo, pero también debe estar atento a los cambios. Desde su nacimiento hasta los 3 años, existen indicaciones importantes que debe observar en su hijo en relación con lo físico, con su lenguaje, su visión, su habilidad social. Un retraso en cualquiera de estas áreas puede indicar un problema de desarrollo o incluso autismo, pero la buena noticia es que existen tests rápidos y sencillos de diagnóstico, así como también una posibilidad de tratarlo si que su hijo alcanza su máximo potencial. Hable con su doctor o enfermera acerca de todas las opciones del desarrollo de su hijo.

1-800-CDC-INFO
www.cdc.gov/pronto




Aprenda los signos. Reaccione pronto.



*Almost walking!
And he plays peek-a-boo!*

It's time to change how we view a child's growth. It's natural to measure your child's height and weight. But you should measure other ways your child is growing, too. From birth to 5 years, there are milestones your child should reach in terms of how he plays, learns, speaks, and acts. A delay in any of these areas could be a sign of a developmental problem, even autism. The good news is, the earlier it's recognized, the more you can do to help your child reach his full potential. Talk with a doctor or nurse about your child's total development.

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



Learn the Signs. Act Early.



*Her first tooth!
And she's babbling!*

It's time to change how we view a child's growth. It's natural to measure your child's height and weight. But you should measure other ways your child is growing, too. From birth to 5 years, there are milestones your child should reach in terms of how she plays, learns, speaks, and acts. A delay in any of these areas could be a sign of a developmental problem, even autism. The good news is, the earlier it's recognized, the more you can do to help your child reach her full potential. Talk with a doctor or nurse about your child's total development.

www.cdc.gov/actearly



Learn the Signs. Act Early.



Every day you see them reach milestones. There are free resources to help you spot a few more. You spend your day working with, and watching, children, and you are already familiar with many milestones — such as pointing at objects, waving, and playing with others — that mark a child's development. At certain age ranges, but sooner or later, you will see a child who is not developing as they should. Free information on developmental milestones from 3 months to five years is available for child care providers and preschool teachers. There are also tips on how to talk with parents about child development.

To request a FREE kit, visit www.cdc.gov/actearly under the "Child Care Provider" section.



Learn the Signs. Act Early.

- Print
- Television (30-second; English only)
- Radio (60-second; Eng & Span)



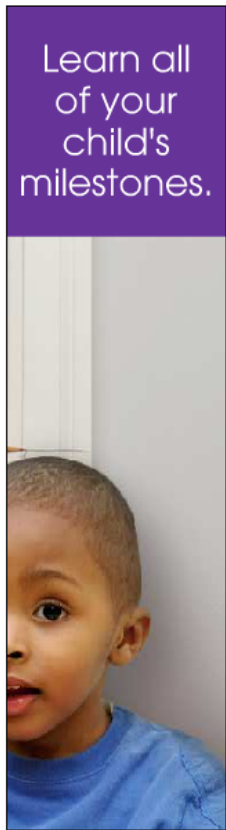
Learn the Signs. Act Early.



www.cdc.gov/actearly

Other Promotional Materials:

- Banner Ads
- Exhibit Tools
- Milestone Fun Facts



Milestone Moments

One Week

Newborns begin to turn to the sound of a parent's voice during the very first week!

Talk to your baby to help her learn your voice.

www.cdc.gov/actearly

Milestone Moments

Three Years

Three-year-olds like to imitate their parents.

Watch as your child mimics you sweeping the floor, talking on the phone or folding laundry!

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Learn the Signs. Act Early.



Reaching Our Target Audiences

- Placement
- Presence
- Partnership
- Provision

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Placement

Parents



Health Professionals

Early Educators



discuss how better reflects the realities of practice and that various ERM users. Acknowledging there was extensive pre-pilot work of coding for assessment types of visits.

About the Authors
Dr. Winkle is medical director of the Penn State Hershey Medical Center, University Physician Group, and professor in the Department of Family and Community Medicine, Penn State Hershey Medical Center, in Hershey, Pa. Dr. O'Leary is a family medicine resident physician at Lancaster General Hospital in Lancaster, Pa. Author disclosure: nothing to disclose.

What first attracted you to a career in medicine probably wasn't the chance to do ERM documentation and coding. But that doesn't make it less important. Better coding leads to better payments and a healthier practice. We hope our bottom-up approach helps you improve both the speed and the accuracy of your coding.

Send comments to fpmed@hsfp.org.

CDC has free information to help educate parents about childhood development.

Autism can often be recognized at 18 months or younger. The Centers for Disease Control and Prevention (CDC) has prepared materials to help health care professionals inform and educate parents about childhood development, including the early warning signs of autism and other developmental disabilities.

Visit www.cdc.gov/actearly to download materials or request a FREE kit.

Learn the Signs. Act Early.

November/December 2008 | www.cdc.gov/spm | PEDIATRIC PRACTICE MANAGEMENT 28



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Presence

Parents



Health Professionals

Early Educators



Learn the Signs. Act Early.



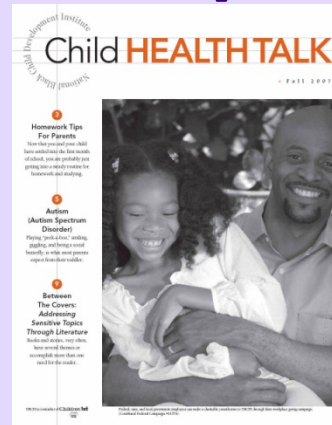
www.cdc.gov/actearly

Partnership

Parents

Health Professionals

Early Educators



NannySpotlight

Learn the Signs - Act Early

US Dept. of Health & Human Services

Do you know all the ways you should measure your charge's growth? We naturally think of height and weight, but from birth to 5 years, a child should reach milestones in how he plays, learns, speaks and acts. A delay in any of these areas could be a sign of a developmental problem, even autism. The good news is, the earlier it's recognized the more you can do to help your charge reach her full potential.

Learn More: [DHHS](#) > [CDC](#) > [Learn the Signs - Act Early](#)

Posted as a public service by *HomeWork Solutions Inc.*

FAMILY HEALTH PROGRAM™
Brought to you by **LYSOL®** Products

Looking After You and Your Young Child

1 in 10 children of African and 1 in 11 children of Hispanic descent have autism.

LYSOL
VNAA



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Provision

Parents

Health Professionals

Early Educators

Campaign Champion Works With Libraries To Increase Community Awareness of Developmental Disabilities

Lisa Kowalski

Campaign champion, Michigan

"My desire is to spread child development awareness throughout my community in the hope that it will reach audiences nationwide, especially parents. Parents need to know that there are many resources available to them, but the best tool they have is themselves," says campaign champion Lisa Kowalski.

Lisa always had a natural interest in child development. Her interest turned to passion when the younger of her two boys, Aaron, was diagnosed with autism. Lisa had been comparing Aaron's development to her oldest child's and kept noticing delays. "The first two times I brought him to his pediatrician with concerns, I was brushed off and told to wait three months," says Lisa.

Yet, Lisa knew something wasn't right. She began monitoring Aaron's behavior and writing her observations on index cards. Three months later, Lisa took her index cards with her to Aaron's doctor, packed with information. Using this information in conjunction with their own tests and observations, Aaron's doctor and specialists were able to diagnose him as having autism.

[Read more...](#)



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Unique Opportunities



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www.cdc.gov/actearly

Other Notable Activities

- Autism Awareness Month Activities & Challenges
- Campaign Connections & Champion Spotlights
- Exhibit at Hispanic Health Fairs
- Promotora Training
- Children's Book Production and Library Tour
- And more...

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Accomplishments

2007- (mid) 2009

- Received requests for and distributed:
 - ~35,000 parent kits
 - ~27,000 early educator kits
 - ~20,000 HCP kits
- Recorded 30,000 web downloads
- Averaged ~20,000 homepage visits per month
- Conducted 35 presentations to HCPs

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Health Communication Campaign: One of a 3-Pronged Approach

1. “Learn the Signs. Act Early.”

Increase awareness, knowledge, and desired behaviors

2. “Act Early” Regional Summits

Facilitate communication/coordination among systems that identify, intervene, and care for children with developmental disabilities

3. Research & Evaluation

Identify areas for strengthening and test innovative strategies for campaign implementation

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Early Findings...Among Those Who Have Heard of the Campaign

Pediatricians*

- believe autism can be diagnosed as early as age 18 months
- regularly screen for developmental delays
- less likely to “wait and see”

Parents*

- know the developmental milestones their child should be reaching for his/her age
- ask the nurse or doctor for information about child development
- talk with their child’s teacher about their child’s development
- feel confident that they can find services to help

*Results are preliminary

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Next Steps

- Revisit materials
 - General awareness has changed
 - Expand offered languages
- Evaluate how best to implement

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**Will Promoting
“Learn the Signs. Act Early.”
Be Among Your State’s
Priority Activities?**

Learn the Signs. Act Early.



www.cdc.gov/actearly



Getting Campaign Materials in Hand!

- Download and print yourself
- Web order form (2-4 weeks)
 - <http://www.cdc.gov/ncbddd/actearly/freematerials.html>
 - rush request available, by email request only
- Bulk orders (more than max) by email request only
- Non-print? Email us

ActEarly@cdc.gov

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Making the Materials Your Own

- Add your state's/organization's logo and contact information
- No problem- we can help!
- Requires resources for printing

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Making the Materials Your Own

- Co-brand and customize for your efforts
 - You provide the information/logo
 - We drop it in and provide printer-ready files
 - You take files to local printer
- Important note: HHS and CDC logos become “words” on template materials



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Making the Materials Your Own: Examples

Resources

Learn the Signs. Act Early.™ | Web: www.cdc.gov/actearly

For local pediatricians and resources, visit www.concernedaboutdevelopment.org.

GOVERNMENT RESOURCES

- Centers for Disease Control and Prevention (CDC), National Center on Birth Defects and Developmental Disabilities
Phone: 1-800-232-4636 Web: www.cdc.gov/nccdbdd
- National Dissemination Center for Children with Disabilities
Web: www.nichcy.org/stores.htm
- Department of Education Web: www.ed.gov/index.html
- National Institute of Mental Health
Phone: 1-866-615-6464 Web: www.nimh.nih.gov
- State Health Insurance Program (SCHIP)
Phone: 1-877-KIDS-NOW Web: www.insurekidsnow.gov

SPECIAL RESOURCES

- American Academy of Pediatrics
Phone: 1-847-434-4000 Web: www.aap.org
- Parent to Parent-USA Web: www.p2pusa.org

AUTISM SPECTRUM DISORDERS (ASD)

- Autism Society of America (ASA)
Phone: 1-800-928-8476 Web: www.autism-society.org
- Autism Speaks
Phone: 1-888-288-4762 Web: www.autismspeaks.org
- First Signs
Phone: 1-978-246-4380 Web: www.firstsigns.org
- Organization for Autism Research (OAR)
Phone: 1-703-351-5031 Web: www.researchautism.org
- Asperger Syndrome Education Network (ASPEN)
Phone: 1-732-321-0880 Web: www.aspeni.org
- MAAP Services for Autism, Asperger's, and FDD
Phone: 1-219-662-1311 Web: www.maapcenters.org
- CDC's Resources on Vaccines and Autism
Web: www.cdc.gov/nccdbdd/autism/vaccines.htm

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
Phone: 1-800-233-4050 Web: www.chadd.org
- Attention Deficit Disorder Association (ADDA)
Phone: 1-484-945-2101 Web: www.add.org

CEREBRAL PALSY

- United Cerebral Palsy
Phone: 1-800-872-5827 Web: www.ucpa.org
- National Institute of Neurological Disorders and Stroke (NINDS)
Web: www.ninds.nih.gov

www.cdc.gov/actearly

- Reaching for the Stars
Phone: 1-770-561-5950
Web: www.reachingforthestars.org
- INTELLECTUAL DISABILITY (also known as Mental Retardation)
American Association of Intellectual and Developmental Disabilities (formerly American Association on Mental Retardation)
Phone: 1-202-387-1968 Web: www.aadd.org
- The Arc of the United States
Phone: 1-301-565-3842 Web: www.thearc.org

HEARING LOSS

- Centers for Disease Control and Prevention (CDC), Early Hearing Detection and Intervention Program
Web: www.cdc.gov/nccdbdd/ehdi
- American Academy of Audiology
Phone: 1-800-AAA-2336 Web: www.audiology.org
- American Academy of Pediatrics Bright Futures
Phone: 1-847-434-4223
Web: brightfutures.aap.org/web/
- American Speech-Language-Hearing Association
Phone: 1-800-638-8255 Web: www.asha.org

VISION LOSS

- National Federation of the Blind
Phone: 1-410-659-9314 Web: www.nfb.org
- American Council of the Blind
Phone: 1-800-424-8666 Web: www.acb.org
- American Foundation for the Blind
Phone: 1-800-232-5463 Web: www.afb.org

FETAL ALCOHOL SYNDROME DISORDER (FASD)

- Centers for Disease Control and Prevention (CDC), Fetal Alcohol Syndrome Program
Web: www.cdc.gov/nccdbdd/fas/default.htm

Department of Health and Human Services
Centers for Disease Control and Prevention

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™

Ohio Chapter

Autism Diagnosis Education Pilot Program funded the printing and dissemination of this document through a grant from The Ohio Department of Health, Bureau of Early Intervention Services. For local pediatricians and resources, visit www.concernedaboutdevelopment.org.

Learn the Signs. Act Early.™

It's time to change
how we view a child's growth.

As they grow, children are always learning new things. These are just some of the things you should be looking for as your child grows. Because every child develops at his or her own pace, your child may reach these milestones slightly before or after other children the same age. Use this as a guide, and if you have any concerns, talk with your child's doctor or nurse.

- By the end of 7 months, many children are able to:
 - turn head when name is called
 - smile back at another person
 - respond to sound with sounds
 - enjoy social play (such as peek-a-boo)
 - By the end of 1 year (12 months), many children are able to:
 - use simple gestures (waving "bye-bye")
 - make sounds such as "ma" and "da"
 - imitate actions in their play (clap when you clap)
 - respond when told "no"
 - By the end of 1 1/2 years (18 months), many children are able to:
 - do simple pretend play ("talk" on a toy phone)
 - point to interesting objects
 - look at object when you point at it and tell them to "look!"*
 - use several single words unprompted
 - By the end of 2 years (24 months), many children are able to:
 - use 2- to 4-word phrases
 - follow simple instructions
 - become more interested in other children
 - point to object or picture when named
 - By the end of 3 years (36 months), many children are able to:
 - show affection for playmates
 - use 4- to 5-word sentences
 - imitate adults and playmates (run when other children run)
 - play make-believe with dolls, animals, and people ("feed" a teddy bear)
 - By the end of 4 years (48 months), many children are able to:
 - use 5- to 6-word sentences
 - follow 3-step commands ("Get dressed. Comb your hair, and wash your face.")
 - cooperate with other children
- Questions to ask your child's doctor or nurse:
- What can I do to keep track of my child's development?
 - What should I do if I'm worried about my child's progress?
 - Where can I go to get more information?
 - Can you refer me to a specialist for more information?

For resources in Oklahoma, call 1-877-228-8476

www.cdc.gov/actearly

Department of Health and Human Services | Centers for Disease Control and Prevention

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It's time to change how we view a child's growth.

From birth to 5 years, there are milestones children should reach in terms of how they play, learn, speak, and act. A delay in any of these areas could be a sign of a developmental problem, even autism. Fortunately, the earlier a delay is recognized, the more you can do to help them reach their full potential.

For free information on developmental milestones, look to track your child's development, and resources about developmental problems, visit www.cdc.gov/actearly.

For local pediatricians and resources, visit www.concernedaboutdevelopment.org.

American Academy of Pediatrics
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Ohio Chapter

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Department of Health and Human Services
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www.cdc.gov/actearly



Making the Materials Your Own: Who to Call

Contact

Katie Green KKGreen@cdc.gov

or

Anna Okula

AOkula@porternovelli.com

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www.cdc.gov/actearly



Thank you for your attention!

Questions?

Learn the Signs. Act Early.



www.cdc.gov/actearly



Campaign Resources: Web

- Printable Milestones Checklist, Interactive Milestones Chart, Baby Steps Video
<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- If You're Concerned...
<http://www.cdc.gov/ncbddd/actearly/concerned.html>
- ECard <http://www.cdc.gov/ncbddd/actearly/video.html>
- Positive Parenting Tips
<http://www.cdc.gov/ncbddd/actearly/parents/index.html>
- Health Professional Resources (M-CHAT, Coding, etc)
<http://www.cdc.gov/ncbddd/actearly/hcp/index.html>

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Campaign Resources: Web

- “Go Out & Play! Kit” for Early Educators
<http://www.cdc.gov/ncbddd/actearly/partners/index.html>
- Website Linking Instructions
<http://www.cdc.gov/ncbddd/actearly/about.html#get>
- Campaign Connections
<http://www.cdc.gov/ncbddd/actearly/partners/partners-connections.html>
- Ideas for Getting Involved
<http://www.cdc.gov/ncbddd/actearly/partners/partners-connections.html>

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