

## Empowering Developmental Monitoring Webinar

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**Karnesha Slaughter:** [00:00:17] So, again, thank you for joining us for today's webinar. My name is Karnesha Slaughter and I'm a Health Communication Specialist with "Learn the Signs. Act Early." team, here at the Centers for Disease Control and Prevention. So, today we have a parent, healthcare provider, and an early care education provider, here to discuss their important roles in child development and that the ways that they serve as advocates by encouraging others to track child development. Throughout the conversation, we will also share information and tips that you can use to support the growth and development of children in your care. So whether you are a parent, a health care provider, or an early care educator, we all have a common goal to help each child reach their full potential. We have a wonderful group of individuals here today who do this on a daily basis. Joining me today are Donna Johnson, Miclyn Williams, and Johnnie Thomas.

**Johnnie Thomas:** [00:01:11] Good morning.

**K. Slaughter:** [00:01:13] So, Donna is parent of three daughters, one of whom is a twin who received an autism diagnosis at 24 months. Miclyn is the senior director of services for the Metro Atlanta YMCA, and Johnnie is a registered nurse with Children's Health Care of Atlanta and she serves as the health navigator at Sheltering Arms Educare of Atlanta. So, welcome to all of you. Thank you for joining the conversation.

**Panelists:** [00:01:36] Thank you.

**K. Slaughter:** [00:01:39] And so, before we begin, I want to encourage the audience to share this webinar link with any partners, providers, parents, you know who care for young children birth to five as we're going to have some really useful information coming up. So, let's get started with our discussion. All right. So, can you each introduce yourself and just describe your role in monitoring child development?

**Miclyn Williams:** [00:01:59] Sure, my name is Miclyn Williams. I am the Senior Director of Services for the Metro Atlanta YMCA and we're very excited to be here today. The YMCA has been providing services in the early learning space for over 20 plus years in the state of Georgia. We currently serve nearly 3,000 plus children. My role as senior director is to ensure that we have services and systems in place that measure our children's growth when they enter into our program as well as developing touch points to measure more growth and celebrate their success.

**Donna Johnson:** [00:02:36] Good morning. My name is Donna Thompson and I am a parent of three as you mentioned. I spend a lot of time serving as an advocate for families and for child development and to ensure that families are monitoring and watching their child's development and just making certain that they know what to look for. So that if there is a concern they can take some action and try to ensure that the child is getting assistance as needed.

**J. Thomas:** [00:03:06] And I'm Johnnie Thomas, some people call me Nurse Johnnie. I'm a registered nurse at Children's Health Care of Atlanta, but I don't serve in a typical school nurse role. I'm at an early learning center working with children from six weeks to five years of age making sure that families are connected to care and that any concerns, any problems, any roadblocks are identified and eliminated so that folks can get the right care that they need.

**K. Slaughter:** [00:03:30] So, obviously you guys all have very unique backgrounds and the common thread I keep hearing is, you know, children. So, that's why we're all here together today.

**J. Thomas:** [00:03:40] Absolutely.

**K. Slaughter:** [00:03:41] All right. So, what exactly do you do to monitor children's development? When we say monitoring development, what does that look like for you? And, what do you consider to be the most important when you're doing that?

**M. Williams:** [00:03:53] For us, we within 45 days of our children enrolling into the program, we ensure that all our children receive a developmental assessment and then we also ensure that they receive speech, hearing, and vision screenings because we believe that in order to really ensure that the children are where there need to be with their development then they have to be healthy. So, we put those measures in place as well as we feel that the most important part is that care and engagement piece and then also ensuring that our staff are trained to serve the needs of our families and children.

**D. Johnson:** [00:04:28] So, I, in my personal life, I have spent a lot of time, you know, presenting to groups into you know different networks to let them know the importance of monitoring their child's development. That means, you know, ensuring that families know where to find resources, especially "Learn the Signs. Act Early." materials. And, you know, just encouraging families, you know, one of the things that we talked about is a parent doesn't come with this – you don't get this book that comes with your child. I know there are a lot of books out there, but when it comes to development it's interesting. Most times you don't know what to look for. So, you know, one of the things that I've found to be important is making certain that families know that, you know, their 2-year-old is falling on the floor and screaming and saying "No!", that that's not necessarily a behavioral problem. Instead, it's actually a developmental milestone and it's important to know because it can change how you address the situation.

**J. Thomas:** [00:05:35] And I don't have to directly monitor children at all, but what I do is help other folks do that, help parents get the information they need so that they become really activated and informed parents so that they have a good understanding of child development, of strategies of how to move to the next level with development, and then also leveraging the relationship I have with health care to bring in experts to do focus groups or our training sessions with parents and with staff, for staff development, so that everybody is on the same page as far as child development. And then, I also participate in a multidisciplinary team at the early learning center where I sit where we bring the folks to the table that have the impact in children's lives – their classroom teachers, their behavior specialists – and come up with a plan to address the concerns as they arise. And, it's not just a plan for at the schools, it's a plan that includes the doctor's office, it includes the whole nine so that we fully support families.

**K. Slaughter:** [00:06:33] All right. So, given your different roles and caring for children, some who are monitoring directly, some who are not, what is your viewpoint on the materials that best support you in the role that you play in monitoring development and do you have any favorite materials even?

**D. Johnson:** [00:06:50] I have two favorites. Well, I love all the materials, but two in particular. So, the first one is the *Milestone Moments* Booklet. I think the booklet is, you know, I call it magic because you can look in the book and you can not only get guidance and have those check points that you can look through, but you can also just kind of know what to do next. And, I love the tips that are in the book about what you can do to help encourage development. The other one that I love is the new app. I think that app is awesome. So, I actually set up the app for myself even though my children are older because I wanted to try it out. And, I think that the app, I love the fact that you can put the information in and you get these reminders to let you know because it's so easy to think that you check at one point. It is an ongoing process and that's what I love about this, the app keeps you engaged and helps families to just think about what should I do next?

**M. Williams:** [00:07:56] So for instance, at the Y, one of our priorities under our health department is to ensure that we strengthen parental health literacy. So, all of these resources really align with that priority. I think we're just excited about being able to use all of that. I agree that app is one of my favorites, but my other favorite is the checklist.

**D. Johnson:** [00:08:20] Yes, yes.

**M. Williams:** [00:08:20] For me, the checklists empower the parents to kind of have the information that they need, because oftentimes parents are nervous and they don't feel comfortable with sharing information with us as educators, but with them having these resources right at their fingertips, it really allows them to feel empowered. And it makes the discussion very easy and very comfortable for them.

**J. Thomas:** [00:08:42] And, I think I like them all. I love the booklet; the *Milestone Moments* booklet has just saved lives literally or at least made them really a lot better than we would expect to be. So, I love the booklet as a parent education tool and a resource even for teachers. "Oh, wait a minute I'm in a different classroom than I expected to be today, let me brush up on 3-year-old child development," and so I love the *Milestone Moments* booklet, I love the pamphlet because you can't always carry around 100 booklets, but I can carry around 100 pamphlets that give guidance on where you can order some more for yourself. I also like checklists, I love everything but one of my favorites is also that growth chart because it's huge. You can hang it on the wall, it's a visual reminder to check on a child's development as you're rocking off right along the way. But, I use all of them under an umbrella of guidance from the tip sheet on how to address things with the doctor and you know parents need to come prepared for your appointment. To come in and ask your questions, but more importantly you got to make sure that this doctor answers your questions in a way that makes sense to you, that's relatable and usable. So, that's kind of explains everything that I use, all of the great tools. The app is great too.

**D. Johnson:** [00:09:51] Yeah, I was actually thinking about with the checklist one of the things I like about it is that it gives you the opportunity to have those probing questions, because a lot of times you don't even realize that this may be an indicator that I need to get some extra help. You know so I love that, I love that.

**K. Slaughter:** [00:10:16] So, I keep hearing a theme of parent engagement and parent empowerment all these tools are giving parents what they need to help their child. And, even hearing from each of your perspective audiences, that's great. Ok, so how exactly do you go about encouraging others to actually use the materials? You know, sometimes we have people that say, "Oh, I might not need that," or they may not know about them. So, how do you encourage the use of the materials? And, what are some ways that either you or your organization have really work to integrate the resources on a broader level within your agency?

**D. Johnson:** [00:10:58] So, in addition to being a parent I serve as the director of family support for the CAPS program which is the child care subsidy program. And, we have 60 family support consultants throughout the state who have a role of supporting families. So, what we've done is we have taken those materials in particular the app as well as a *Milestone Moments* Booklets and we have included them in our consumer statement that has to go out to our families when they are enrolled in the program. So, it helps us to meet those goals that we have for the program, but it also helps us to meet some requirements from our federal funders to make certain that we are talking about child development and we're sharing that information. So, our families, you know, they get the information upfront and you know we encourage them to ask questions and we use that as a guide and it's embedded in our practice versus just something that we talk about.

**M. Williams:** [00:11:57] So, for us I think it's a huge opportunity for us to not only provide these resources to our parents, but also to our staff. So, having this information accessible during orientation, during parent meetings, during the staff meetings, making this also available when they come needed to do registration and then also putting these resources on our newsletters on our quarterly newsletters that we send out to the community, as well as, to the parents. So, we're really excited about it.

**J. Thomas:** [00:12:24] And, I'm kind of in a unique situation where we have about 200 children at our school and that means about 175 families, I actually sit down with each of them and give them a copy of the *Milestone Moments* booklet and not just hand it to him like, "Here take this and read it later," but I think you have to take a moment to say this is a tool for you and this is how you use it. These are the developmental domains and the areas where a child can show some concerns or where they achieve

milestones. This is kind of the green box and there's my favorite box and this is where they say, "I've got to act on this, this is what I've got to go into the pediatrician's visit," even if there isn't a well child visit scheduled I've got to go ahead and say you know what, let's go ahead. I think it's just an amazing tool and that's the main way that I use the tools.

**K. Slaughter:** [00:13:10] That was awesome. So, we have you, your agency, you know, helping to meet some requirements and actually use the materials to fit that, you have a way that you see the teachers and training. We actually do have our *Watch Me!* Training where providers can get continuing education and then, Johnnie, actually sitting down and showing the parents that you know that they're seeing it and I often hear parents say, oh you know they think about the physical milestones and the language skills, you're actually showing them there's also cognitive and social emotional.

**J. Thomas:** [00:13:41] Absolutely.

**K. Slaughter:** [00:13:42] That's really awesome.

**J. Thomas:** [00:13:43] And, giving them something tangible to take into that doctor's office, because we have some providers no one that's on this webinar though. We have providers that have said things, unfortunately, like they'll grow out of it, but when you've got a piece of document from the CDC that says, "No, I've learned the signs and I need to act early," it empowers and emboldens them and gives them the language to advocate for their children to say, "No, if you don't act early, I'm going to find someone who will."

**K. Slaughter:** [00:14:10] Exactly. And again, one of the great things about the tools especially things like the booklet and *How to Help Your Child* tip sheet for earlier intervention so if your doctor is saying things like, "Oh, wait and see," but you still don't feel quite right, you can call and have your child evaluated.

**D. Johnson:** [00:14:26] Yeah, we use that to try to make certain that our families who do express that they have some concerns know, you know, how to reach public health to be able to support and get the things that they need in order to help move the child ahead. I would say that we recently actually did a training for all 60 of our family support consultants on "Learn the Signs. Act Early." materials because we needed to make certain that they knew the language as well and they knew how to talk to families and encourage them and try to get them to talk to them about what may be some concerns. So, I think it's a great way for us to meet a lot of goals.

**J. Thomas:** [00:15:07] I think it's a great tool for teachers too because it helps us to focus on the behavior of the child. Sometimes, we get distracted by the behavior of the parent, but that's not why we're there, we're there to focus on the behavior of the child.

**M. Williams:** [00:15:19] And, not only that, our teachers are able to use the checklist as a resource. So, if a child is displaying some type of behavior, then they have that resource right there to kind of guide them and with strategies too to help that child.

**K. Slaughter:** [00:15:35] Yeah and we actually have a resource, *Tips for Talking with Parents about Developmental Concerns*. Literally, there's a sample conversation, some sample things that might come up, it's obviously a common thing.

**M. Williams:** [00:15:46] You're providing great resources.

**D. Johnson:** [00:15:49] Our ambassador for "Learn the Signs. Act Early." has really worked hard to make certain that our child care providers, as you all know, are providing training with Bright from the start.

**K. Slaughter:** [00:16:03] Our ambassadors are key –

**D. Johnson:** [00:16:03] Yes, they are.

**K. Slaughter:** [00:16:03] In all of the states and territories that they're in to get those materials out and they're great partners, for sure. Alright, so we had some nice conversation. No, don't be sorry that was great. Ok, so I think we touched on this a little bit actually, but how do Learn the Signs. Act Early. resources make it easier to talk about child development from a parent perspective, as well as, a provider's perspective?

**M. Williams:** [00:16:33] So, like you said I think once you what you said I think once you empower the parent, then they and they really feel comfortable they feel like they have the knowledge to go and begin to have conversation with us educators about some concerns they may have. They come in with a checklist and say, "Hey, this is where I see my child and can you please help me?" And like she said, we have a slew of resources that we're able to provide, including the resources that you all provide and we're able to utilize those as well.

**D. Johnson:** [00:16:55] I was thinking about what Johnnie said, it empowers families and gives them the language. So, it's a part of our process. We actually review the checklist with the families and then we send it to them and say, "You're going to see your physician, right?" to encourage them to, you know, take the next step. Because sometimes, you know, you'll know and it's like well I don't know what to do. But we're trying to, you know, you have the words you have the language and you now have the ability to say what, and you can say, "And CDC says...".

**J. Thomas:** [00:17:30] To act early.

**D. Johnson:** [00:17:34] That's right. I think it's a great way to help.

**K. Slaughter:** [00:17:44] You know, with the app now, that's a really awesome way that they also can take the app, you know, they can pull up the summary –

**D. Johnson:** [00:17:48] Yes!

**K. Slaughter:** [00:17:50] It could be the doctor, it could be their child's teacher and say, "Here's what I'm seeing. Are you seeing that?" and start some conversation about this and be on the same page.

**J. Thomas:** [00:17:55] And from a provider perspective, those appointments are brave and packed with so many requirements from the provider's perspective. You have so much to accomplish. It's so awesome when a parent can come in and say I've got my list of concerns, you don't have to try to tease it out of me and ask it out of me and then ask and probe and dig deeper. You've got my list of concerns right here. In a cohesive and a clear away. I think it makes the provider's job a little bit easier.

**K. Slaughter:** [00:18:26] Especially when you think, you know, these parents they have so much going on in their personal life. You know dealing with things going on with their children and so, it can be easy to get into a health care provider's office and kind of get amnesia. I mean it happens for me.

**M. Williams:** [00:18:40] Well, sometimes it's intimidating –

**J. Thomas:** [00:18:43] It is.

**M. Williams:** [00:18:43] It's intimidating to our parents to be able to even navigate this whole health system. So, when they have information and they have resources that they can use, I think it really makes it comfortable for them.

**D. Johnson:** [00:18:54] I think, you know, there are parents who you know have situations where they see their friend's children and it's like, "Well my child's not doing what Lisa's child is doing or what Michael's

child is doing. But, I don't know what that means, I just know something's wrong," and I think that the materials give them, you know, a framework to say ok, what you're seeing is, if your child is not saying X number of words or your child has not started crawling or whatever that may be and I think that that's where the tools become really important. So, it's no longer something's wrong it's, "Doctor X Y Z, this is what's wrong," and I can tell you I mean that's what happened with me and I was able to go to my daughter's pediatrician and say she stopped talking. I know she was talking and her pediatrician said, "She was talking. Are you sure?" and we went through the process. And, that was, you know, powerful for me, but I have the language. Every parent does not have that, but I have a twin who I could say, "See, they're not doing the same thing."

**K. Slaughter:** [00:20:10] Alright, so which tips and best practices would you share for agencies who want to monitor child development in a systematic way, but maybe they aren't doing it yet. They might have heard about our resources and may, you know, pass them out here or there, but they don't have a systematic way of doing it. What tips would you give them?

**D. Johnson:** [00:20:31] I would say, you know, you have a lot of materials and it can sometimes be a bit overwhelming. It's like I don't know which one to do first. I say look at your process and figure out which one. Start small. It doesn't have to embed every piece. You know, start with something that, it could be something as simple as putting the tracker in your lobby. You know, the floor –

**K. Slaughter:** [00:21:02] The floor blocks.

**D. Johnson:** [00:21:04] The floor blocks. It could be something as simple as that. Putting the posters up so that families – you're raising the level of awareness and then you can move it to embedding it in a process. You know, I think that so many times we have so much coming at us it's like, I want to do this, but I don't know what to do. Start small and then build on that and that way you can have a foundation –

**J. Thomas:** [00:21:24] What practices do you already have in place and how will this support it? If you have a parent orientation or if you have a handbook, include the materials so that you know those motivated parents – those internally motivated parents reach out say, "Oh, well this looks like an amazing resource," and then they become ambassadors for it. You know, this has worked for me. And then you can start working on building on that. Some places – some mom and pop places – may be too small to do the full complement.

**D. Johnson:** [00:21:51] Exactly.

**J. Thomas:** [00:21:51] They just don't have the capacity for it. But, work with what you have and incorporate what you can. But, be strategic about it. Think it through and be intentional and develop a plan for addressing concerns and holding yourselves accountable. You know, what is my responsibility? It's not okay to just screen a child or identify a concern and let it sit on a shelf because that's how children slip through the cracks. You want to have a plan in place to follow through. If it's referral back to the doctor that's fine, that's great. If it's referral to early intervention through public health that's great too. All of those are wonderful options. But what's not okay is to let a concern sit in a file cabinet.

**D. Johnson:** [00:22:29] I was thinking for health care providers, you know, one of the things our daughter's pediatrician, you know, they have the *Milestone Moments* Booklets in the lobby. You know, they have "lobby copy" –

**J. Thomas:** [00:22:41] That's fine.

**D. Johnson:** [00:22:43] But, at least that's a starting point, you know. And, you'll be amazed when families are sitting there, you know, they'll flip through. And then they will actually take it back to the physician and say, "You know, I've read this. What do you think?" You know, it's a conversation starter.

**J. Thomas:** [00:23:01] And the CDC is so generous, 50 copies I can order. I know this because I always order the limit, pretty quickly.

**K. Slaughter:** [00:23:13] They're there for you.

**J. Thomas:** [00:23:15] I really want to be honest about this – And so, providers, parents, parent groups – whatever organization you have that engages with parents, you can order 50 and order another 50 and order another 50 and so it doesn't have to be a "lobby copy." Every family that comes to your practice, when they fill out that new patient information, give them something in exchange for it. Give them a copy of *Milestone Moments* so that when they return to you, this is a better educated parent around health care and childhood development for their next well check.

**K. Slaughter:** [00:23:47] Yes. We know there's such a demand which is sort of the impetus of the milestone tracker app. So, you know, here's something that is free, it doesn't require paper. Yeah and one of the things that we did because we really feel it's so important for people to have materials. Like we give you as many free copies as we can, but we also allow you to print from the website and download it to customize your own logo and contact information. That's how, you know, passionate we are about making sure these get in the parents' hands.

**M. Williams:** [00:24:16] But, the beauty of it is we have the tracker app.

**All:** [00:24:18] Yes.

**M. Williams:** [00:24:18] So, all of these resources are at your fingertips when we know that 90 percent of our families have a smartphone.

**All:** [00:24:26] Yes.

**M. Williams:** [00:24:26] So, one of our goals is to encourage all of our parents to download this app.

**All:** [00:24:29] Yes.

**M. Williams:** [00:24:29] So, that they can have these resources right there at their fingertips.

**J. Thomas:** [00:24:32] And the app is different because it's got video demonstrations on how things – what does cooing look like? What is babbling? This is my first child, I don't know what babbling is. Oh, there's a video that shows you what babbling is.

**M. Williams:** [00:24:44] It's very rare.

**K. Slaughter:** [00:24:49] One of the best things – so some people, we realize some audiences, they have struggles with getting data or depending on the cost so, once it's connected to Wi-Fi you can check your data off, you can still use this to watch the videos, you know, e-mail that somewhere to yourself for later. So, we work really hard to try to make sure it was as easy for parents to use as possible. Now, switching more to personal I guess, can you share a story of a time that using "Learn the Signs. Act Early." resources helped a child or a family in your care, or helped you?

**D. Johnson:** [00:25:27] I can, I had a friend of mine her daughter had just actually had twins and she called me and she said Donna I know you do a lot of work in the in particular in the autism community, but you also know I'm a big advocate for child development. And she said, you know, I don't know where to start. We know some – and her daughter obviously was I think she said her daughter was 19 – and she said you know she's just not really sure and I'm trying not to be the overbearing mother. Can you help? And, I actually shared with her the app and I said you know why don't you set it up on your phone and then you can monitor the development for both of your children and I guess about four months later she called me

and she said, "Ms. Donna, Ms. Donna, the app, the reminder thing went off on my app and I answered the questions and there was something that didn't sound right and I took it to my doctor and there is something going on, you know." And, so for me that felt great because I was able to help another parent and to help another child. And, that was, you know, it was huge you know and that's what we're here to do.

**J. Thomas:** [00:26:41] And, I've been using that tool for so many years. I wish there was just one story to point to because there's so many – there's story after story. You know, there's the 12-month-old, just yesterday who was being evaluated because he started losing skills. He had been saying, "Mama," and mama walked up to me and said he's not talking anymore and culturally a quiet child is ok for some folks, but that was a concern if you're looking at the materials. And so, this mom was on top of it because she's attended workshops that you guys put on for us and she's got her *Milestone Moments* and so she's activated around it. So, she took him to the doctor, they detected hearing loss, and this is all happening in a very short amount of time. I think it's been about a month and a half maybe two months at the most. So, it's unbelievable because, if we act this early and everybody wants to get on it nobody wants children not getting their needs met. So, the doctor was like there's a hearing deficit here. They did a referral to early intervention through *Babies Can't Wait* through public health and the child was being evaluated at the school where he attends. So, they are getting information from the child's teacher to really inform the school evaluation, but it's child after child. The 3-year-old whose grandmother brought him by and introduced him to me and she said well he's really shy. And I said, well a 3-year-old that's shy – let me see. I pulled out my booklet and he wasn't making eye contact. I pulled out my booklet and he wasn't making eye contact. He wasn't playing with his friends in class. And I was like, that's more than just shy. And so, grandma said, "Really? You think so?" and I said well let's look. I'm a nurse, I'm not a diagnostician and I don't have to be. A parent doesn't have to be. They've got this tool where they can take this to the doctor, they can take this to their medical home and say you know what, this crazy nurse said that there might be something going on here. And, she did and I was looking at some research and they said that African-Americans that are Medicaid eligible are not diagnosed with autism until about a year and a half after other children. But, it wasn't the case with this particular little boy because his grandmother was receptive to the great information the way it's presented. She took him to the doctor, she took him to follow-up appointments and not only did he get his diagnosis at three, he was diagnosed at three, he got his services at three, he's learning sign language at three, so that he's not just a shy boy. He's a boy with autism who can express himself and engage with friends and engage better with family. That's the thing, there's so many of these amazing stories because it's truly life-changing. People don't get it, you've got to understand I clutch this. I literally ride around with *Milestone Moments* in my car because I'll encounter folks in the community and I'm like, "Here you go!" It's that great of a tool. I've been working with one family for years and mom was an expectant mom when I met her and she came to a workshop and she came and sat down with me and I gave her copy, sure enough six months later she's like, "He's not meeting his milestone, he's not holding his head up." Man, that's a 2-month milestone and so we went to the doctor and unfortunately one of those doctors, not on the webinar, that said, "He'll grow out of it." But, he was in and out of the emergency room and he was falling down and things like that. And you know what, mom got energized and activated and said, "You know what, I'm tired of going to this doctor, let's find a new doctor." Alright, I can help with that. And so, she went to the new doctor and they did the right tests, it wasn't the outcome you wanted. He has Duchenne muscular dystrophy, but that's something that's typically diagnosed around 5- or 7-years-old when they're using their ability to walk. He was diagnosed at 19-months, he's been getting OT, PT, he's hooked up with clinicians. I just hung out with him the other day, he's doing a modified version of martial arts at school, he's now in kindergarten, he's amazing. It's not the plan we had for him, it's not what mama prayed for, it's not what we prayed for together, but it's the best trajectory that he can have because we detected as early as we possibly could have.

**K. Slaughter:** [00:30:45] Stories like these are really, you know, it keeps you going. You know, these work. They help to empower the parent which really is the difference in those kids' development.

**D. Johnson:** [00:30:56] Exactly.

**K. Slaughter:** [00:30:57] That is amazing, thank you so much for sharing. So, we're actually to our last question.

**D. Johnson:** [00:31:04] That was quick.

**K. Slaughter:** [00:31:08] So, I think we all probably can gather this just from the conversation, but why is it important for us all, with our different roles and experiences to have this sort of conversation together?

**D. Johnson:** [00:31:21] You know, I think we all have a role to play in this and, you know, being able to look at child development from all of our different lenses actually helps us to make certain that our children are meeting their potential outcome – that they are moving ahead and they're productive and they're happy and they're healthy. It also helps their families because when a child has a disability and you don't know what's going on, it creates stress and anxiety because as a parent, you want the best for your child and when you don't know what to do or where to go, we can actually help relieve some of that stress and help empower our families and help them to be the best parents they can be for their children and that's what's important. We all want to see that for all the children we serve and support and love.

**M. Williams:** [00:32:20] I think for me because we're all serving the community, even if you're a parent, you're still serving the community, as an early educator you're serving the community, as a healthcare provider, we're all serving the community. So, when we're all serving the community with the same identical resources, we know, regardless of their socioeconomic background all of these families need these resources. And, I think we have an opportunity to strengthen our resources and strengthen our community through the resources.

**J. Thomas:** [00:32:46] I think the research has shown us that it's not one single discipline that can do this, I think it has shown us that we need multiple disciplines at the table to support the needs of the family because they're so complex and that research just supports the adage that it takes a village. Raising a child in an intentional and loving and purposeful way, it takes the support of more than just one thing. A teacher can't do it alone, parents shouldn't have to do it alone, and healthcare certainly can't do it alone. We have to come together at the table or at a virtual table, some sort of way to support the needs of families because this is a lot. Even if you have the most typical child, just understanding what typical is, you need support in doing and I think that's why it's important.

**D. Johnson:** [00:33:30] Having all those checkpoints on the child's life, you know, you have parents, you have the school, you have healthcare, we're all working together toward the same goal.

**J. Thomas:** [00:33:39] Yes, as a team.

**K. Slaughter:** [00:33:42] Wow, well, this conversation has been amazing. I'm happy to have even been a part of it and thank you so much all for contributing to the conversation in such a meaningful way. I gained a lot of valuable insight, I think, on each of your important roles in monitoring child development and just how important it is to have these sorts of conversations and to the audience I hope that you are taking the same takeaways as I am and really thinking about how you get those conversations going in your agencies, in your states, and in your territories and really how we can all come together, because as we see when we do that, we're helping these different children in our, you know, respective roles, imagine how much more we can do all together. So again, thank you all for joining us today. Thank you for being here today. For more information on "Learn the Signs. Act Early." and the resources that can help with monitoring child development, please visit [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly). Thank you.

Run time: 34:55

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