NEW CDC AUTISM DATA

to Drive Action for Children and Families



The new estimate represents a



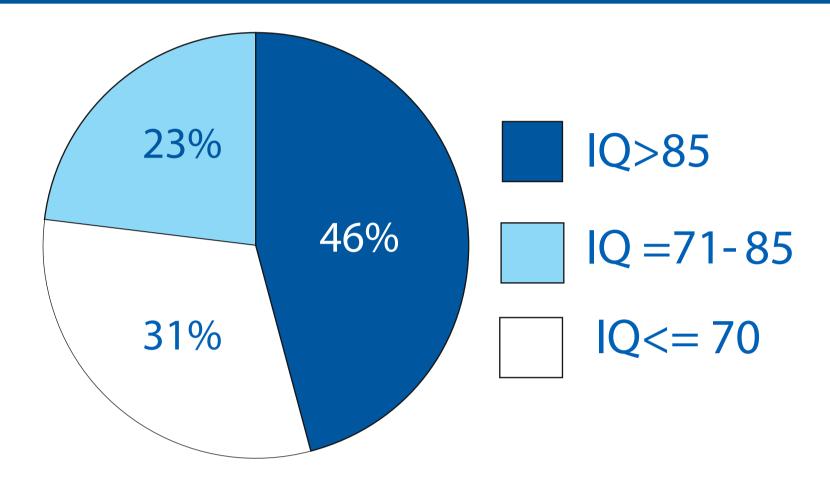


Research tells us the earlier a child with autism is identified and connected to services, the better.



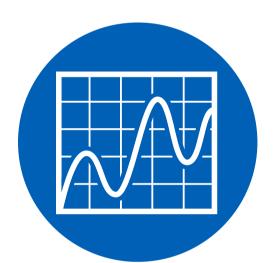


Most children were not diagnosed with autism until after age 4, even though children can be diagnosed as early as age 2.



Almost half of children identified with autism have average or above average intellectual ability (an IQ above 85) compared to a third of children with autism a decade ago.

AUTISM: WHAT IS CDC DOING?







PUTTING CDC AUTISM DATA TO WORK

There is an **urgent need** to continue the search for answers and provide help now for people living with autism.



TOOLS AND RESOURCES: PUTTING DATA TO ACTION IN THE COMMUNITY









Healthcare providers can use CDC's Autism Case Training to better identify and diagnose children with autism.



Early childhood educators can use CDC's free <u>checklists</u> to monitor developmental milestones.

WHAT SHOULD PARENTS **KNOW AND DO?**

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

Doesn't try to get things that are in reach

Doesn't respond to sounds around him
Has difficulty getting things to mouth

 Doesn't laugh or make squealing sounds
Seems very stiff, with tight muscles Seems very floppy, like a rag doll

public early intervention program. For more

Doesn't make vowel sounds ("ah", "eh", "oh")

Tell your child's doctor or nurse if you notice any of thes

signs of possible developmental delay for this age, and talk with someone in your community who is familiar with

www.cdc.gov/concerned or call 1-800-CDC-INFO.

HILDREN, AND ADDLESCENTS, Third Elition, edited by Joseph Hagan, Jr., Judith 3 aula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. Th

services for young children in your area, such as your state's

tion, go t

Shows no affection for caregiver

Doesn't roll over in either direction

Responds to other people's emotions and often seems happy

Responds to sounds by making sounds
Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds

Begins to say consonant sounds (jabbering with "m," "b")

Cognitive (learning, thinking, problem-solving)

Looks around at things nearby
Brings things to mouth
Shows curiosity about things and tries to get things that are
out of reach

Nois over in our directions (in the back, back to noin)
Begins to sit without support
When standing, supports weight on legs and might bounce
Rocks back and forth, sometimes crawling backward before moving the mount of the support

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

Learn the Signs. Act Early.

Responds to own name
Makes sounds to show joy and displeasure

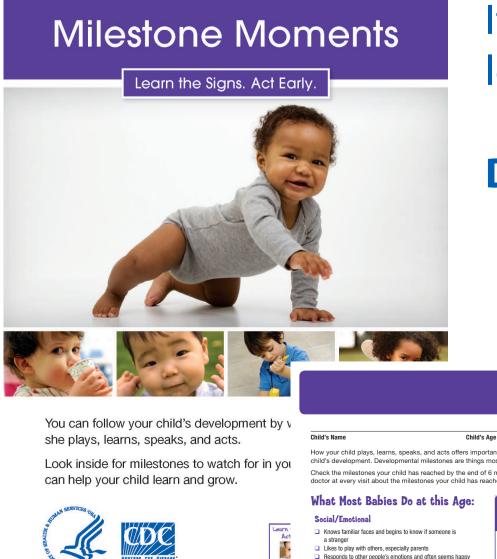
Begins to pass things from one hand to the other

Movement/Physical Development Rolls over in both directions (front to back, back to front

moving forward

Likes to look at self in a mirror

Language/Communication



If you have a concern about how your child plays, learns, speaks, acts, or moves, *take action*.

Don't wait. You know your child best.

» Talk to your child's doctor about your concerns.



- » Remember, you don't need a diagnosis to get services.
- » It's never too late to get help for your child.

Visit CDC.gov/ActEarly

CDC.gov/autism

National Center on Birth Defects and Developmental Disabilities

