

## *Learn the Signs. Act Early.*



# Implementation Manual

## Missouri WIC Developmental Milestones Program

A shared initiative between the  
Missouri Special Supplemental Nutrition Program for Women, Infants,  
and Children (WIC) Program and the University of Missouri



Funded by the Centers for Disease Control & Prevention  
through a Cooperative Agreement with the  
University of South Carolina (CDC#5U01DD001007)  
and the Missouri Department of Health & Senior Services

# WIC Developmental Milestones Program

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## Introduction

Early identification and intervention is key to an improved quality of life for children with developmental delays, which affect 13 to 14% of all children. Children from low income groups, such as those served by the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), may experience delays in access to screening and diagnostic services and miss the opportunity to benefit from early intervention.

The WIC Developmental Milestones Program, a partnership between the University of Missouri (MU) and the Missouri WIC Program, was developed and refined from 2010-2016 to help address these disparities and facilitate healthy development for all children. The program is based on the CDC's "Learn the Signs. Act Early." (LTSAE) public health campaign, which is designed to educate parents about early child development ([www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)). The campaign's primary messages to parents are: (1) learn the signs of healthy child development; (2) act early if there is a concern; and (3) talk to your child's doctor. Those messages are built into a series of age-specific checklists, ranging from age 2 months through 4 years. The checklists are reinforced by colorful, family-friendly graphics on the walls and floors of WIC clinics. The graphics introduce key concepts of early child development in a fun, engaging way.

The program has been well-received by WIC staff and families, for the following reasons:

- The mission of the WIC nutrition program and the objectives of the LTSAE campaign are well aligned. Both programs focus on the healthy development of young children and support families through referral for needed services.
- The program builds on the existing relationships WIC has with families, recognizing that WIC staff members are a trusted source of information. The program is designed around the continuity of this relationship and the opportunity to expose families to key messages each time they return to the WIC clinic.
- The program fits seamlessly into WIC clinic flow, functioning as a referral tool and also as a participant-centered goal and nutrition education contact, when appropriate.
- The program uses a positive, supportive approach to a sometimes-difficult topic.
- It is so simple that it can add less than two minutes to WIC appointments.
- Perhaps most important, its positive impact on children and families has been documented.

### ***Objectives of the Program***

- To improve parental awareness of healthy developmental milestones in early childhood and the importance of tracking each child's development.
- To promote early identification of children with developmental delays and disabilities so children and families can get the services and supports they need.
- To enhance collaborative efforts within the state to improve screening and referral to early intervention services.

### ***Program Impact***

The WIC Developmental Milestones Program was developed in two phases. Initially the program was implemented in 11 WIC clinics in St. Louis City, and then was refined in nine clinics in four eastern Missouri counties (St. Louis, St. Charles, Franklin, and Jefferson). The following describes lessons learned from program evaluations.

- The program had a broad reach. In St. Louis City, more than 8,600 parents completed checklists during the initial year of the program. In the four counties in eastern Missouri, more than 6,000 parents completed checklists in one year.
- Parents learned about early development.
  - Of 119 parents participating in a survey about the program, 97% reported learning new information about child development from the program materials.
- WIC staff members indicated this program was easy to implement.
  - 95% said parents were willing to complete the checklists.
  - 80% said the program takes 5 minutes or less.
- The program was useful to WIC staff.
  - 90% said the program helped them learn when to refer and how to support parents.
  - 95% said they referred one or more children.
  - 95% said the program promotes healthy development.
- The majority of children who were referred saw their doctors, and they received additional assessment and intervention services when needed. The program evaluated the referral outcomes of 122 children aged 12 to 48 months who were referred to their primary care doctors for possible developmental concerns during the first 6 months of program implementation. Eighty-four children returned to WIC clinics during the next six months, and parents reported what happened after the referral.
  - 61% of these children were seen by their doctors because of the WIC referral.
  - Of those children seen by their doctors, 41% were referred on for additional testing by other professionals and 29% accessed intervention services.
- In focus groups, WIC staff indicated that the program empowers parents, empowers staff members, and strengthens doctor referrals.

### ***Statewide Expansion***

The direct involvement of WIC has made a significant difference in the impact of this program. Its continuing success has led to requests for statewide and national expansion. MU has been awarded CDC funding to develop, implement, and evaluate a statewide model for adoption of the WIC Developmental Milestones Program in Missouri and across the nation (2016-2017). This statewide expansion is available in Missouri due to a partnership with the Missouri Department of Health and Senior Services (DHSS) that allows LTSAE materials to be provided to participating WIC clinics at no cost.

This manual is your guide to easy implementation of the WIC Developmental Milestones Program in your clinic. Technical assistance is also available through email or phone contacts. Contact MU Program Coordinator Lee Falk (314-873-2091 or [Lee.Walker.Falk@gmail.com](mailto:Lee.Walker.Falk@gmail.com)) or Bridgette Delgman-Yawberry (314-877-0205 or [Bridgette.Delgman-Yawberry@health.mo.gov](mailto:Bridgette.Delgman-Yawberry@health.mo.gov)).

## Program Overview

### Step 1. Getting Started at Your Clinic

- Complete a short online enrollment form. A Basic Starter Kit of materials will be sent to you after enrollment, including
  - A series of nine age-appropriate developmental checklists
  - Floor and Wall Blocks that reinforce key messages of the program
- Watch a short online training video that will review all you need to know to implement the program.
- Additional checklists can be ordered from the DHSS Warehouse, as needed.
- Access links to the enrollment form, the training video, and the order form online at the WIC Developmental Milestones webpage,  
<http://health.mo.gov/living/families/wic/wiclwp/wicdevelopmentalmilestonesprogram>.

### Step 2. Setting Up Your Clinic for Easy Implementation

- Directions for how to set up your clinic for easy implementation begin on page 15 of this manual. You will find guidance for how to:
  - Organize the checklist materials into a toolkit for easy access during WIC appointments
  - Display the colorful Floor and Wall Blocks in clinic areas that are heavily utilized by families receiving WIC services

### Step 3. Implementing the Checklist Program

- Offer parents the opportunity to complete checklists during WIC certification and mid-certification assessment (MCA) visits. The checklists may also be used any time a parent or WIC staff has a concern about a child's development.
- Review completed checklists with parents.
- Refer to the doctor for screening when the checklist indicates a possible developmental concern.
- If appropriate, the participant-centered goal may address the referral. If the parent does not have other topics they would like addressed, the checklist review can count as a nutrition education contact when appropriate education on growth and development is included.
- You can set an alert in MOWINS as a reminder to ask the parent about the outcome of this referral at the next visit.
- The program includes a "Talking Points" document that provides a detailed, at-a-glance description of these implementation steps (see page 12).
- Technical assistance is available if you have questions.

## Core Program Materials

### A. Developmental Milestones Checklists

Parents are offered the opportunity to complete age-appropriate developmental milestones checklists for their children during their WIC certification and MCA visits. The checklists may also be used any time a parent or WIC staff has a concern about a child's development. Nine checklists are available, ranging from age 2 months to 4 years (2, 4, 6, 9, 12, and 18 months; 2, 3, and 4 years).

As shown by the sample checklist on the next page, each checklist is made up of several key elements on the front and back:

#### *Front of the checklist:*

- The checklist age at the top.
- A space to enter the child's name, age, and the date.
- A brief description of developmental milestones.
- On the left, a list of milestones entitled "What Most Babies/Children Do at this Age." There are four categories of development in this section: social/emotional, language/communication, cognitive, and movement/physical development. This section is used to monitor the child's progress and to educate parents about typical behaviors at that age.
- On the right, in a purple box, a list of warning signs--indicators of possible concern.
- At the bottom of the purple box is a recommendation to talk with the doctor if there are signs of possible developmental delay for this age, as well as contact information for Missouri agencies that provide screening and further assessment for young children.
- At the bottom of the page, a place for parents to write in any additional concerns about the child's development.

#### *Back of the checklist:*

- Information to be used if a referral is needed. Fold the checklist in thirds so that only the referral information is showing. That panel provides language a parent can use when talking to the doctor, making it easy for the parent to follow the referral and helping to ensure that the doctor understands the child's possible developmental concern.

## Front of Checklist

# Your Baby at 2 Months

Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

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 the end of 2 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

### What most babies do at this age:

#### Social/Emotional

- Begins to smile at people
- Can briefly calm himself  
(may bring hands to mouth and suck on hand)
- Tries to look at parent

#### Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

#### Cognitive (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

#### Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

**Act early by talking to your child's doctor if your child:**

- Doesn't respond to loud sounds
- Doesn't watch things as they move
- Doesn't smile at people
- Doesn't bring hands to mouth
- Can't hold head up when pushing up when on tummy

**Tell your child's doctor if you notice these signs of possible developmental delay for this age.** If you or the doctor is still concerned, contact Parents as Teachers at 866-728-4968 or [www.parentsasteachers.org](http://www.parentsasteachers.org); or First Steps at 866-583-2392 or <https://dese.mo.gov/divspeced/FirstSteps>.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGES, Fifth Edition, edited by Steven Shelov and Tanya Reimer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

What concerns do you have about your child's development? \_\_\_\_\_

For more information on early childhood development, visit [www.cdc.gov/actearly](http://www.cdc.gov/actearly) or call 800-CDC-INFO.

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

**Learn the Signs. Act Early.**

Back of Checklist: When making a referral, fold on dotted lines so that only the referral information shows.

Large empty rectangular area for writing referral information, bounded by a solid top line and a dashed bottom line.

WIC Staff: Please fold on dotted lines with referral facing out. Write doctor's name in space provided, tape closed, and give to parent.



## Tracking the milestones in your child's early development

Call your child's doctor as soon as possible for a follow-up visit. Tell the doctor you want to talk about your child's development. Take this checklist with you.

Doctor's name: \_\_\_\_\_

Resources for parents and healthcare providers are available at no cost at [www.cdc.gov/actearly](http://www.cdc.gov/actearly) or by calling 800-CDC-INFO.

Developed in partnership by the University of Missouri and the US Department of Health and Human Services, Centers for Disease Control and Prevention.

 

**Learn the Signs. Act Early.**

## B. Environmental Graphics

This program component includes colorful visual images depicting information about developmental milestones. Designed to be posted in WIC clinics, the graphics raise awareness about typical child development and set the stage for more direct communication between WIC staff and parents about child development.

### Wall Blocks

A set of 10 age-specific adhesive-backed posters (14 X 14 inches) printed in full color



### Floor Blocks

A set of 3 large (12 X 24 inches) and small (12 X 12) adhesive-back blocks to be placed on floor to form a path



Wall Blocks and Floor Blocks installed in a WIC clinic waiting area



## Implementing the Program

### Administering the Checklists

The program is so simple that it is easily adapted to any clinic flow. Here is how the checklist is typically integrated into certification and MCA appointments. The checklist may also be used any time a parent or WIC staff has a concern about a child's development.

- The WIC staff member offers the parent the opportunity to complete an age-specific checklist. This can be done while information is entered into MOWINS, thus taking advantage of some “down time” in an appointment.
- The parent completes a checklist for each child being certified that day.
- If the child is between checklist ages, always use the younger checklist. For example, if the child is 20 months old, use the 18-Month Checklist rather than the 2-Year Checklist.
- The manual's Talking Points document outlines simple, clear language staff can use with parents:
  - “This is a checklist we are using to help track children's development. Thinking about how \_\_\_\_\_ plays, speaks, learns, acts, and moves is just as important as measuring her height and weight.”
  - “So let's go through this checklist of developmental milestones and see how she is progressing. Let's answer these first two questions together about what most children do at this age. Does \_\_\_\_\_ copy others, especially adults and older children? Does she get excited around other children?”
  - “Go through the rest of the checklist and be sure to ask me if you have any questions. Start by putting \_\_\_\_\_'s name and age on top along with today's date.”

### When to Make a Referral

- The WIC staff member counts any missing checkmarks on the left side of the completed checklist, and notes any marked warning signs in the purple box or written parent concerns at the bottom of the checklist. This makes determining the need for a referral simple.
- When there are **fewer than 3** black boxes missing checks, **no** purple boxes checked, and **no** written concerns, this indicates the child is reaching his or her developmental milestones.
  - “It looks like \_\_\_\_\_ is on track for meeting these developmental milestones.”
  - “Take this checklist with you and share it with your family so they can see how great \_\_\_\_\_ is doing.”
  - “If you ever have any concerns or questions about \_\_\_\_\_'s development, be sure to talk to her doctor.”

- When there are **3 or more** black boxes missing checks, **OR 1 or more** purple boxes checked, **OR written parent concerns** about the child’s development, this indicates the need for a referral.
  - “It would be a good idea to talk with your doctor about this checklist. I really care about what the doctor has to say about \_\_\_\_\_’s development.”
  - “Please call \_\_\_\_\_’s doctor and schedule a follow-up appointment to talk about her development.”
  - “I am going to fold this checklist and write \_\_\_\_\_’s doctor’s name on it so you can give it to the doctor and he or she will know exactly what you want to talk about.”
  - “I want to know what the doctor has to say the next time you come for your WIC appointment.”
- The referral can be noted in MOWINS and an alert can be set as a follow-up reminder for staff. This enables staff to ask the parent about the outcome of this referral at the next visit.
- If appropriate, the participant-centered goal may address the referral.
- It is important to note that the Developmental Milestones Checklists are not screening tools nor are they indicators of developmental delay or disability. Rather, this program is designed to monitor children’s development and to help staff decide when to refer to the child’s doctor for developmental screening.

### **Linking the Program to Nutrition Education**

- The checklist review can count as a nutrition education contact when appropriate education on growth and development is included. There are many ways a WIC nutritionist or CPA can guide the discussion to include appropriate education. Here are some examples:
  - “Good nutrition is important to a child’s physical and developmental growth. Would you like some information on how to incorporate WIC foods into your child’s diet?”
  - Or
  - “I know you want your child to eat foods that they need to grow, develop and do their best. Would you like some ideas on helping kids learn to make healthy food choices?”
  - Or
  - “Feeding your infant solid foods is not only about providing nutrition, but is also important for infant development. Can I give you some information on appropriate foods to provide your child?”

### **Talking Points Document**

- For easy reference, the Talking Points document can be used to assist WIC staff in talking to the parent (see page 12).

- The back of the Talking Points document includes a set of Frequently Asked Questions generated from real experience by WIC staff (see p. 13). It contains helpful pointers about talking to families about sensitive issues, other screening options, and where to get more information.
- These two pages of the Talking Points document should be printed back-to-back, laminated and stored in the Toolkit for quick and easy reference.

### **Missouri Resources for WIC Staff**

- The “Missouri Resources for WIC Staff” document is a quick reference guide to other agencies available for screening, further assessment and information about early child development (see p. 14).

### **Technical Assistance**

If you have questions or need help with implementation, contact MU Project Coordinator Lee Falk at [Lee.Walker.Falk@gmail.com](mailto:Lee.Walker.Falk@gmail.com) or 314-873-2091, or contact Bridgette Delgman-Yawberry at [Bridgette.Delgman-Yawberry@health.mo.gov](mailto:Bridgette.Delgman-Yawberry@health.mo.gov) or 314-877-0205.

# WIC Developmental Milestones Checklist Program Talking Points

## WIC NUTRITIONIST/COMPETENT PROFESSIONAL AUTHORITY'S ROLE:

- At each certification and MCA appointment, give parents the opportunity to complete the age-appropriate checklist. The checklist may also be used any time the parent or the WIC staff has a concern about the child's development. If the parent does not have other topics they would like addressed, the checklist review can count as a nutrition education contact when appropriate education on growth and development is included. Have the parent complete a checklist for each child being certified that day; if the child is between checklist ages, use the younger checklist.
- Refer the parent to their child's doctor for follow-up as indicated. The referral can be noted in MOWINS and can be used to set a goal, if appropriate. See details in purple box below.

## KEY WORDS:

Developmental Milestones.

Talk to the doctor.

Learn the Signs. Act Early.

## TALKING POINTS:

- "We are using this checklist to help track your child's development. Thinking about how \_\_\_\_\_ plays, speaks, learns, moves and acts is just as important as measuring his/her height and weight."
- "So let's go through this checklist of Developmental Milestones and see how \_\_\_\_\_ is progressing for his/her age. Let's answer these first two questions together about what most children do at this age. Does \_\_\_\_\_ (read first item)? Does \_\_\_\_\_ (read second item)?"

Be sure the parent writes the child's name, age and the date on the checklist and completes both columns of the checklist. Provide assistance if needed.

Then review the checked boxes to determine next steps:

Fewer than 3 **black** boxes missing checks  
AND  
No **purple** boxes checked

**THIS INDICATES THE CHILD IS REACHING HIS OR HER DEVELOPMENTAL MILESTONES.**

- "It looks like \_\_\_\_\_ is on track for meeting these developmental milestones."
- "Take this checklist home with you and share it with your family so they can see how great \_\_\_\_\_ is doing."
- "If you ever have any concerns or questions about \_\_\_\_\_'s development, be sure to talk to the doctor."

Give the checklist to the parent.

**NOTE:** If the parent answered the question at the bottom of the checklist, use your clinical judgment to determine if the child should be referred to their doctor or for other community services.

3 or more **black** boxes missing checks  
OR  
1 or more **purple** boxes checked

**THIS INDICATES NEED FOR A REFERRAL.**

- "It would be a good idea to talk with your doctor about this checklist. I really care about what the doctor has to say about \_\_\_\_\_'s development."
- "Please call \_\_\_\_\_'s doctor and schedule a follow-up appointment to talk about his/her development."
- "I am going to give you the checklist so you can give it to your doctor so that he or she knows exactly what you want to talk about." (Fold checklist in thirds with the Referral information facing out, write in doctor's name.)
- "I want to know what the doctor has to say the next time you come for your (date) WIC appointment."
- Encourage the parent to set a goal ("Growth and Development"): "Follow up with the doctor on the developmental checklist before \_\_\_\_\_(date)."
- Check for understanding.
- You can use an alert to note the referral: "Referred to doctor for follow-up on developmental checklist before \_\_\_\_\_(date.)"

## Frequently Asked Questions

### ON THE PROGRAM

**Do I have to do this?** No. If you prefer not to, we can just move on.

**Why are you asking me these questions?** Thinking about how a child plays, speaks, moves, and acts is just as important as tracking his or her height and weight. Height and weight can be indicators of healthy growth, just like these milestones can be indicators of healthy growth.

**I already filled out a checklist (here, at the doctor's office, at daycare). Do I have to do it again?** Children grow and change quickly at this early age so it's a great idea to do these kinds of checklists frequently. That's the best way to make sure a child is on track.

**Who is sponsoring this project?** This is part of a program that the University of Missouri is doing with the WIC Program and the Centers for Disease Control and Prevention, a federal agency interested in the health of children and families.

**Where can I go for more information on this project or to comment on this project?** You can contact MU Project Coordinator Lee Falk at [lee.walker.falk@gmail.com](mailto:lee.walker.falk@gmail.com) or 314-873-2091, or contact Bridgette Delgman-Yawberry at [Bridgette.Delgman-Yawberry@health.mo.gov](mailto:Bridgette.Delgman-Yawberry@health.mo.gov) or 314-877-0205.

### ON DEVELOPMENTAL MILESTONES

**What is a developmental milestone?** A developmental milestone is a skill that most children can do by a certain age. For example, most children can say "mama" or "dada" by their first birthday. This list of developmental milestones was created by doctors and other health professionals through the Centers for Disease Control and Prevention to help parents watch how their child is developing.

**Where can I go for more information on developmental milestones?** The checklist has Parents as Teachers' and First Steps' phone numbers and websites on it --- they are great resources. The CDC's "Learn the Signs. Act Early." website is also an excellent resource, [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly). And your doctor is the perfect person to ask if you have any questions.

**What do I do if my doctor isn't responsive to my concerns?** The checklist has Parents as Teachers' and First Steps' phone numbers and websites on it. They are great resources and can provide screening.

**How quickly do I need to contact my child's doctor? Is this an emergency? Can it wait until our next well-child visit?** While not an emergency, developmental concerns should be addressed promptly. Please see your child's doctor before your next WIC appointment. Don't wait for the next doctor appointment.

**What do I do if a parent is upset by this?** Reassure the parent as you do when there is any concern--for low iron, for example. You can say: *"Children develop at their own pace; each child is different. But it's important to follow up with your doctor to make sure. Just get it checked out."*

**What do I do if a parent considers a referral to be criticism of their parenting skills?** You can say, *"We know you are a good parent; that's why you'll want to check this out. We know you want to do all you can to help your child."*

**Does this program overlap with what doctors may be doing in terms of developmental milestones?** In some cases, it may. Children grow and change quickly at this early age so it's a great idea to do these kinds of checklists frequently. Most healthcare providers will agree that's the best way to make sure a child is on track.

**What can I expect if we have her "schedule a follow-up visit" with the child's doctor?** The referral information on the back of the checklists will help parents explain why they scheduled a follow-up appointment. After the doctor reviews the checklist, talks to the parent, and observes the child, the doctor may do a routine developmental screening that further assesses a child's development.

**What if my child has already been diagnosed by a doctor with a developmental delay or disability?** The parent does not need to complete a checklist. You can also indicate this in the child's record so you can skip the checklists with this parent in the future.

**What checklist do I use if my child was born prematurely?** Use the checklist for the next younger age (for example for a six-month-old born prematurely, use the four-month checklist).

**Need help with implementation or have other questions? Contact MU Project Coordinator Lee Falk ([lee.walker.falk@gmail.com](mailto:lee.walker.falk@gmail.com) or 314-873-2091) or Bridgette Delgman-Yawberry ([Bridgette.Delgman-Yawberry@health.mo.gov](mailto:Bridgette.Delgman-Yawberry@health.mo.gov) or 314-877-0205).**

# MISSOURI RESOURCES FOR WIC STAFF

## For Screening and Further Assessment

- **Refer to child's doctor**
- **Parents as Teachers (PAT)**  
1-866-728-4968 or <http://parentsasteachers.org/program-locator-1>, or contact Local School District
- **First Steps Early Intervention (0 to 3 years of age)**  
1-866-583-2392 or <https://dese.mo.gov/special-education/first-steps>
- **Local School District (3 through 4 years of age)**  
<https://dese.mo.gov/school-directory>



## Other Resources

- **ParentLink/Help Me Grow**  
1-800-552-8522 or <http://parentlink.missouri.edu/index.php>  
This agency helps parents identify resources.
- **Community therapists** (e.g., occupational/physical therapists; speech-language pathologists)

## Setting up Your Clinic for Easy Implementation

### Assembling Your Developmental Milestones Checklist Toolkit

Once you have ordered and received all the components of your WIC Developmental Milestone Starter Kit, here is how to organize those components for easy use. In the pilot program, 100% of WIC staff said this organization made the program easy to implement.

#### Where materials should be located

Every nutritionist and Competent Professional Authority (CPA) who will be administering the Checklist Program should have a “toolkit” of materials on or near their desks. Having the checklists right at your fingertips is important to integrating the program into the clinic flow.

#### What you will need

1. A WIC Developmental Milestone Starter Kit  
After you enroll in this program, a Basic Starter Kit will be sent for each nutritionist and CPA in the WIC clinic who will be implementing the program.
  - The Basic Starter Kit includes nine different Developmental Milestone Checklists, packaged in groups of 25 checklists for each of nine ages, in English and Spanish.
  - The Starter Kit also includes a set of the Floor and Wall Blocks that reinforce the key messages of the program.
  - Additional copies of the English and Spanish checklists may be ordered separately for each of nine ages. Each age is packaged in groups of 25 checklists. The ordered form is located at <http://health.mo.gov/living/families/wic/wicdwp/wicdevelopmentalmilestonesprogram>.
2. Implementation Manual and Talking Points  
A printed copy of this Implementation Manual will be mailed to you at the time you complete the WIC Developmental Milestones Enrollment Form, along with a laminated copy of the Talking Points document. The Implementation Manual is also available online on the WIC Developmental Milestones webpage for your use. Be sure to keep a printed copy of these two documents in your toolkit for easy, quick reference.
3. A file box or file drawer  
Materials can be placed either in a file box or a file drawer. File boxes like the one shown on p. 16 can be purchased at any office supply store. Here is one link that might be useful: <http://www.officedepot.com/a/products/1368100/Neat-Life-Mesh-File-Crate-Silver/>. A simple milk crate-style file box would also work. This file box or drawer becomes your “toolkit.”
4. File folders (regular or hanging style)
  - Nine of a single color for the set of English Checklists

- Nine of a second color for the set of Spanish Checklists, if you ordered the Spanish versions
- One additional folder of any color to hold your Implementation Manual and laminated Talking Points

Please note that using colored file folders helps quickly differentiate toolkit materials.

#### 5. Printed file labels

- You will find a template for file labels on the next page (p. 17).
- You can remove this page from your manual, cut the labels out, and insert the labels into the plastic tabs that come with hanging folders. If you are using regular file folders, these labels can be taped to each folder.

### How to Complete Toolkit Assembly

- Once you have prepared your file folders, place them in your “toolkit” in order of age, starting with “2-Month Checklist/English.”
- Put the entire set of English Checklists in the toolkit first, then the entire set of Spanish Checklists, if you ordered the Spanish version.
- Put the folder labeled “Implementation Manual” and “Talking Points” in the toolkit as the very first file. That way these resources are a ready reference for you whenever you have a question or need contact information for technical assistance.

While simple, this toolkit approach has worked well in WIC clinic settings, keeping materials close at hand, organized, and easy to use. An example of the assembled tool kit is shown below.





**Toolkit Tabs: Here are the labels you need for each of the 10 file folders. Remove this page or copy it, and cut the labels out for your folders.**

2-Month Checklist English	2-Month Checklist Spanish
4-Month Checklist English	4-Month Checklist Spanish
6-Month Checklist English	6-Month Checklist Spanish
9-Month Checklist English	9-Month Checklist Spanish
1-Year Checklist English	1-Year Checklist Spanish
18-Month Checklist English	18-Month Checklist Spanish
2-Year Checklist English	2-Year Checklist Spanish
3-Year Checklist English	3-Year Checklist Spanish
4-Year Checklist English	4-Year Checklist Spanish
Implementation Manual and Talking Points	



## **Installing the Environmental Graphics**

The Wall Blocks and Floor Blocks are designed to introduce families to the concepts of developmental milestones in an engaging, family-friendly way. Through their bright colors and fun photos, the Wall and Floor Blocks can help naturally start the conversation about early child development. In fact, in the pilot program, 100 percent of WIC staff reported that parents spent time looking at the graphics. The blocks are designed to fit a variety of spaces and adhere to a variety of surfaces without damage.

### **Here are some pointers on how to best utilize the Wall Blocks:**

- There are 10 Wall Blocks in a set. Each block is 14 X 14 inches. Each set contains English and Spanish blocks.
- The Wall Blocks are most effective when used in sets of two or more, in sequence by age and in a variety of colors. They can be placed in groups horizontally or vertically. (See examples on p. 20)
- Sit in the areas where parents typically sit to see where their eyes naturally go. Use those walls for the Wall Blocks. Waiting areas, behind staffs' desks, and above scales and changing tables are ideal.
- Place the Wall Blocks at or above eye level. Measure from a straight edge (the ceiling or corner) or use a level to make sure the Wall Blocks are level.
- Place the blocks in groups of two or more, about three inches apart.
- Peel off the backing and lightly place a top corner in the desired spot, then lightly place the other top corner. Once you are sure the block is straight, lightly smooth down the rest of the block from the top to the bottom.
- Double check the block for straightness, then very firmly press the Wall Blocks in place, particularly along the edges, making sure there are no air bubbles. (If you need to make any adjustments, do so before very firmly pressing the block in place.)
- Continue placing blocks in the same fashion.
- Very occasionally, the Wall Blocks will not adhere to certain painted walls; if this is the case, 3M Mounting products can help or the Wall Blocks can be placed on a bulletin board.

### **Here are some pointers on how to best utilize the Floor Blocks:**

- There are small Floor Blocks (12 X 12 inches) and large Floor Blocks (12 X 24 inches).
- The Floor Blocks can be placed on most vinyl or tile floors; they do not adhere well to carpet.
- Find an open area in a hall or waiting area. If there is an area where the Floor Blocks can be used as a directional device to lead families from one area to another, that is ideal (for instance, from the waiting area to the certifier's office or from the scale to the office area).
- Lay the blocks (with the backing still in place) along the floor to plan how the path will fit in your space. You can arrange the path to run in a straight line or make it take a 90-degree turn.

- Wipe down and dry the area before installing the blocks so that any loose dirt or debris is not trapped under the blocks.
- Start with the small Floor Block that reads, “Every child’s development is a journey.”
- Add the longer blocks in order from youngest age (six months) to oldest age (4 years).
- End with the small Floor Block that reads, “Talk to the doctor about your child’s development.”
- If you have ordered English and Spanish Floor Blocks, you can use first the full sequence of English Blocks and then the full sequence of Spanish Floor Blocks or you can alternate English and Spanish. Regardless of the language, it is best to keep the blocks in order of age, from youngest to oldest.
- Placement is easiest if you peel off half the backing, position the Floor Block and then peel off the remaining backing.
- Very firmly press the Floor Blocks in place, particularly along the edges, making sure there are no air bubbles.
- The Floor Blocks can be mopped over without damage.
- If the Floor Blocks become loose, remove them so they are not a tripping hazard. (Once the blocks are removed, they cannot be re-installed.)

## Sample Displays of Environmental Graphics



## Acknowledgements

We would like to express our sincere appreciation to all those who have contributed to the success of this program, including the leaders of Missouri WIC at the state and district levels who had the vision to see its potential; local WIC agency leaders and frontline WIC staff who helped to shape, implement, and evaluate the program; and especially the parents and children who have participated at each phase of the program's development.

Thanks for your encouragement and support.

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