

## **If your child has a history of elevated blood lead level of 5 ug/dL and higher, they are at risk of developmental delays, learning problems, and behavior**

**challenges.** Each child responds differently to lead exposure. Your child may not have any difficulties, or they may have different effects than other children with elevated blood lead levels. There is often a lag in the brain effects of lead exposure, and children may not have problems until they get to grades where higher-level skills are needed.

### **What can you do as a parent/guardian?**

1. **Communicate with your child's school** - Let your child's teachers know (pre-K through high school) that your child has a history of lead exposure. Share that children exposed to lead have higher risk of developmental delays, learning difficulties, and behavior challenges. Ask them to help monitor your child's learning and behavior. This CDC resource may also be helpful to share as you reach out to educators: [Educational Interventions for Children Affected by Lead](https://www.cdc.gov/nceh/lead/publications/Educational_Interventions_Children_Affected_by_Lead.pdf).  
[www.cdc.gov/nceh/lead/publications/Educational\\_Interventions\\_Children\\_Affected\\_by\\_Lead.pdf](https://www.cdc.gov/nceh/lead/publications/Educational_Interventions_Children_Affected_by_Lead.pdf)
2. **Communicate with your child's doctor** - For children who had a venous BLL  $\geq 5$   $\mu\text{g}/\text{dL}$  at any age, experts recommend that developmental screening during medical visits continue annually (no age limit) to identify behavioral/developmental/cognitive concerns.
3. **Be their advocate if you or anyone caring for your child notices they are having difficulties which may be due to lead exposure** - The specific effect of lead on children's learning and behavior is not always known within educational settings. Kids with lead exposure may not be identified in school records or appropriately tracked, so problems triggered by lead may not have received the appropriate response. Advocate for your child to receive any services available to them through Early Intervention (birth to age 3), the Committee on Preschool Special Education (age 3-5), or the Committee on Special Education (age 5-21). Connecting children to services as soon as possible is likely to reduce long term effects. Educators, parents, and health care providers can identify delays at critical transition points such as first, fourth, and sixth grades. Affected children may not have difficulties early in life until learning delays happen at these transition points. Behavioral challenges may also become apparent as the child gets older and higher expectations for self-regulation and interpersonal skills are expected at school. You can find more information about EI, CPSE, and CSE at these links:
  - Early Intervention Steps: A Parent's Basic Guide to the Early Intervention Program  
<https://www.health.ny.gov/publications/0532/>
  - Special Education in New York State for Children Ages 3–21, A Parent's Guide  
<https://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

