



American Academy of Pediatrics  
DEDICATED TO THE HEALTH OF ALL CHILDREN™  
California Chapter 3 - San Diego and Imperial Counties



## Parents and Pediatricians Partnering: Enhancing Child Development

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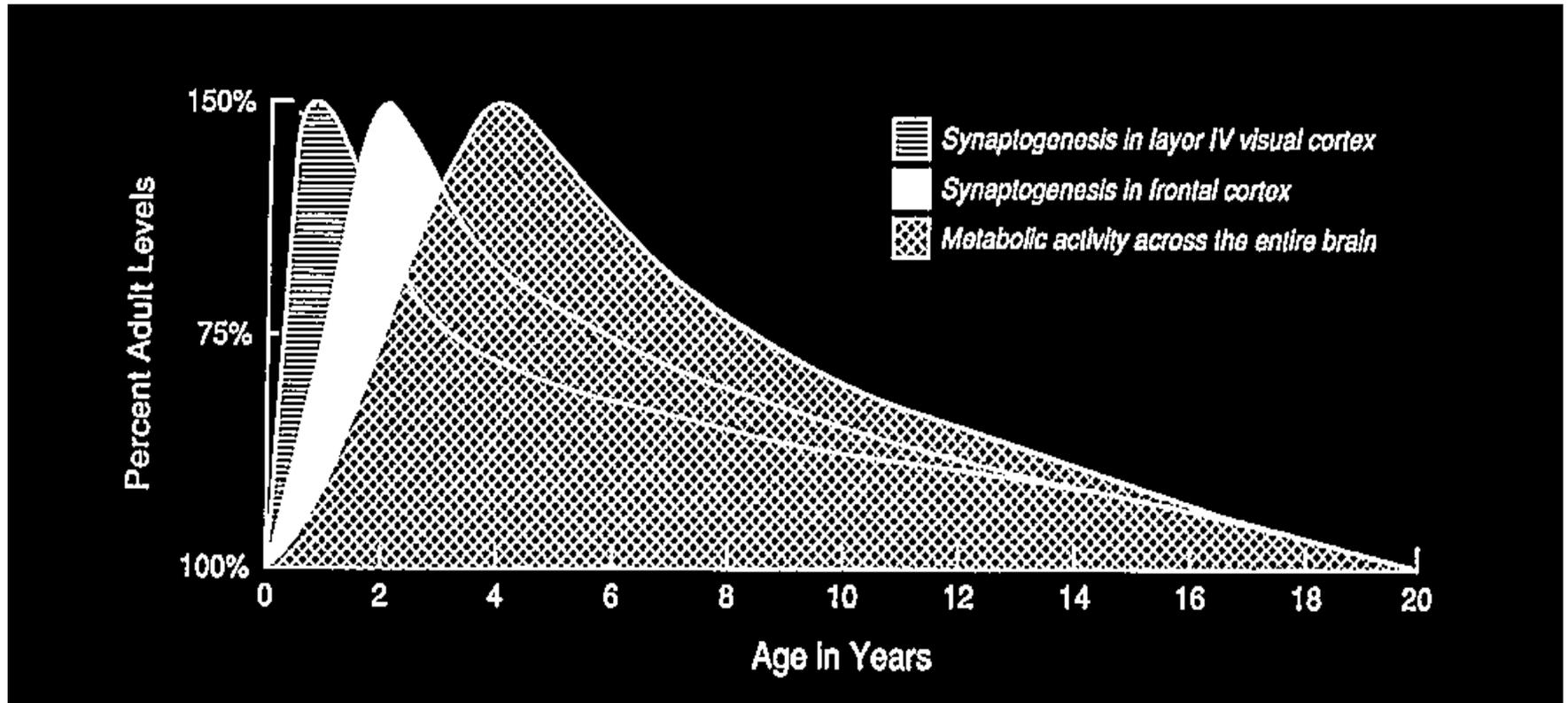
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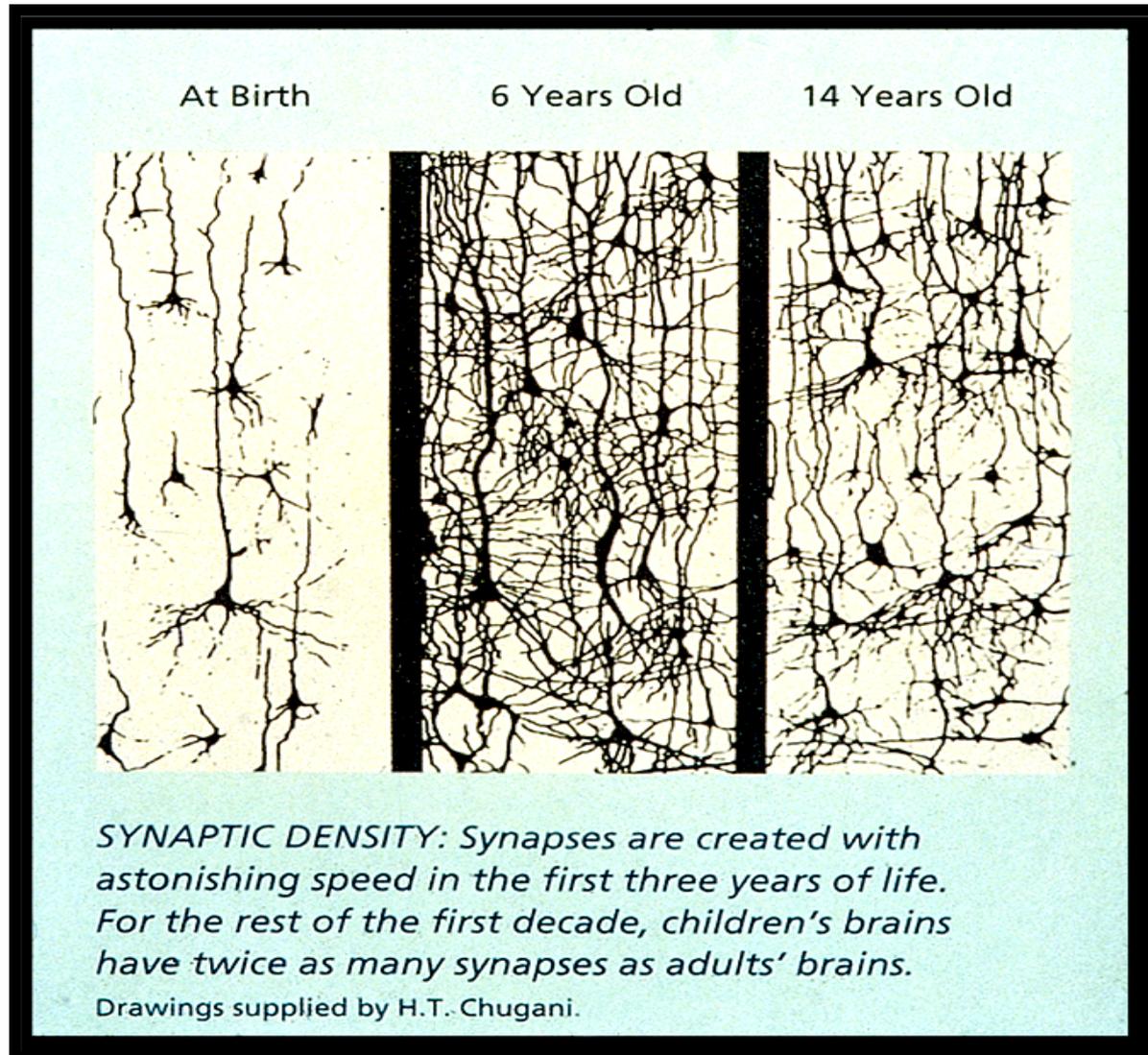


Reach Out and Read San Diego a program of  
American Academy of Pediatrics, CA Chapter 3

## Today's Story

- The Developing Brain
- Pediatricians and Books– Reach Out and Read
- Mitigating Toxic Stress with Parent Messaging and Empowerment
- Building Partnerships to Enhance Your Program and Align Messaging

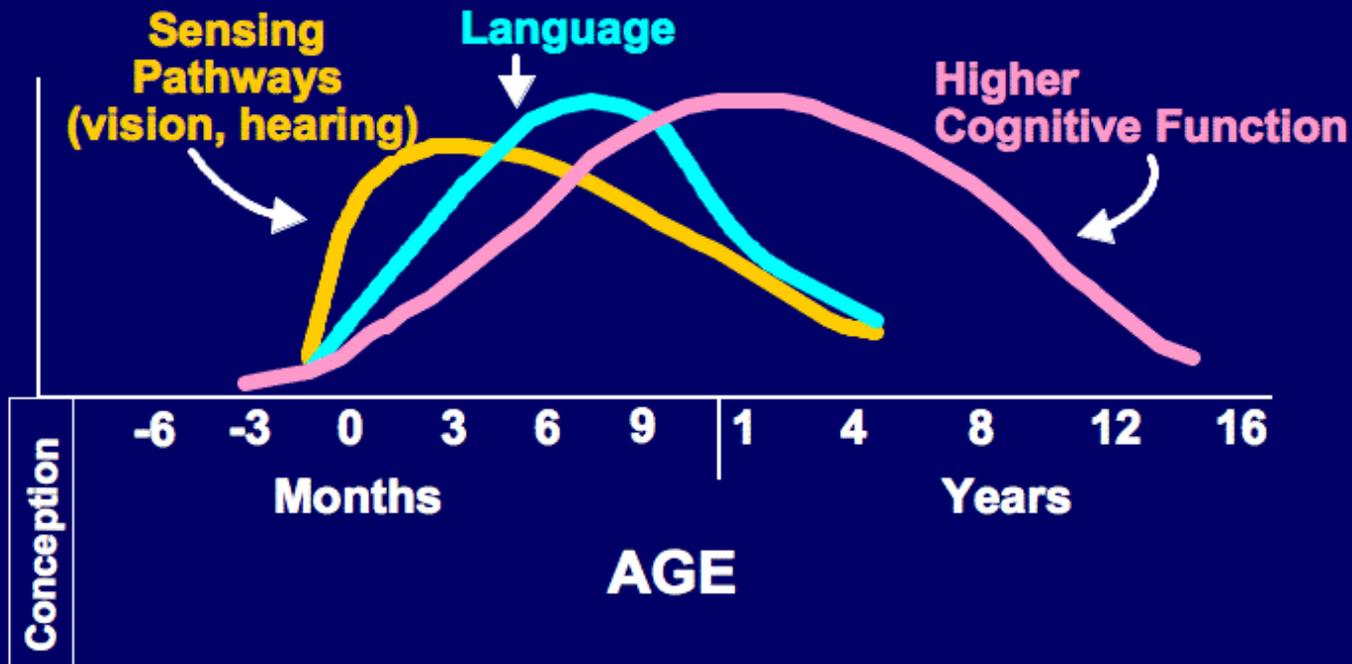






01-003

## Developmental Timing – Synapse Formation and Maturation of Function



## Serve and Return



## Environmental Influences on Early Reading Experience

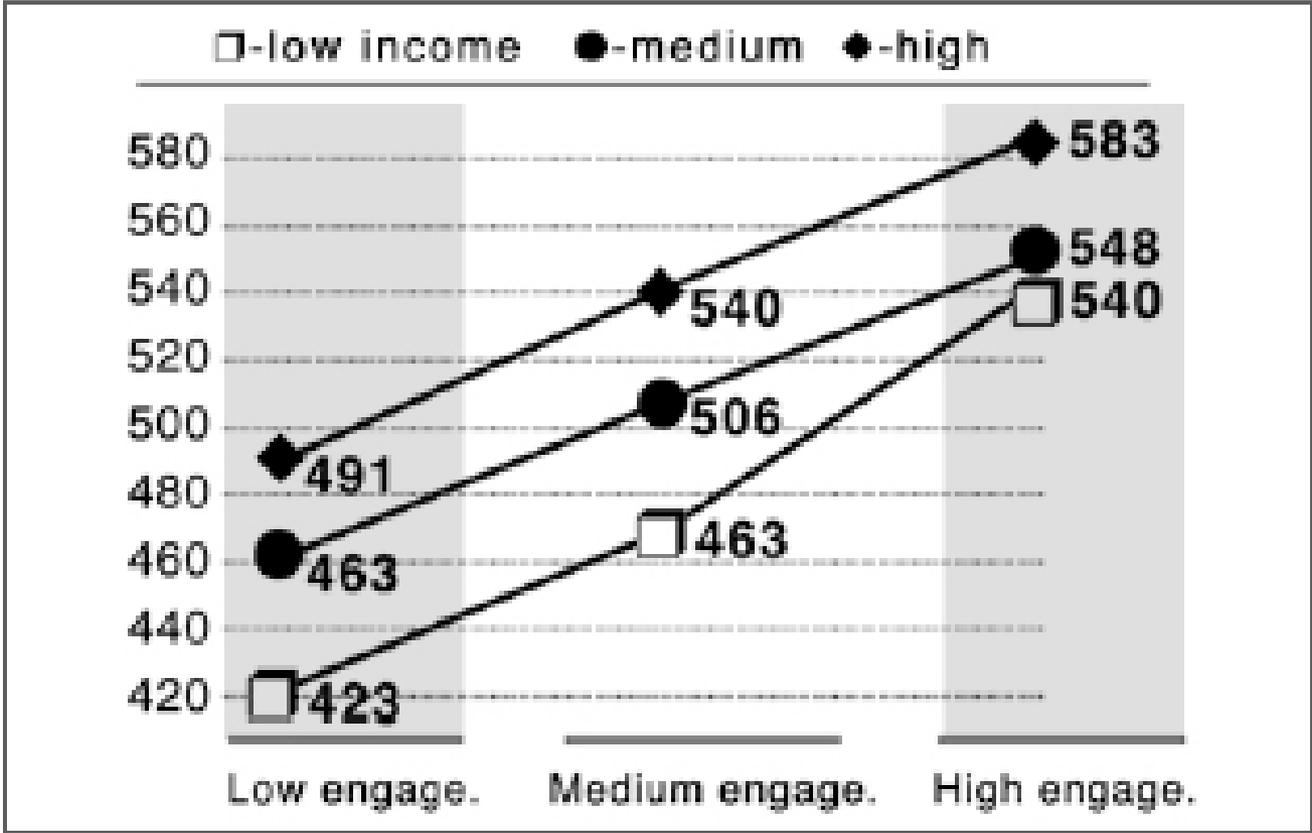


“The teacher will teach my child to read when they get to school”

“I’ve never had my own book before”, quote from 5 year old

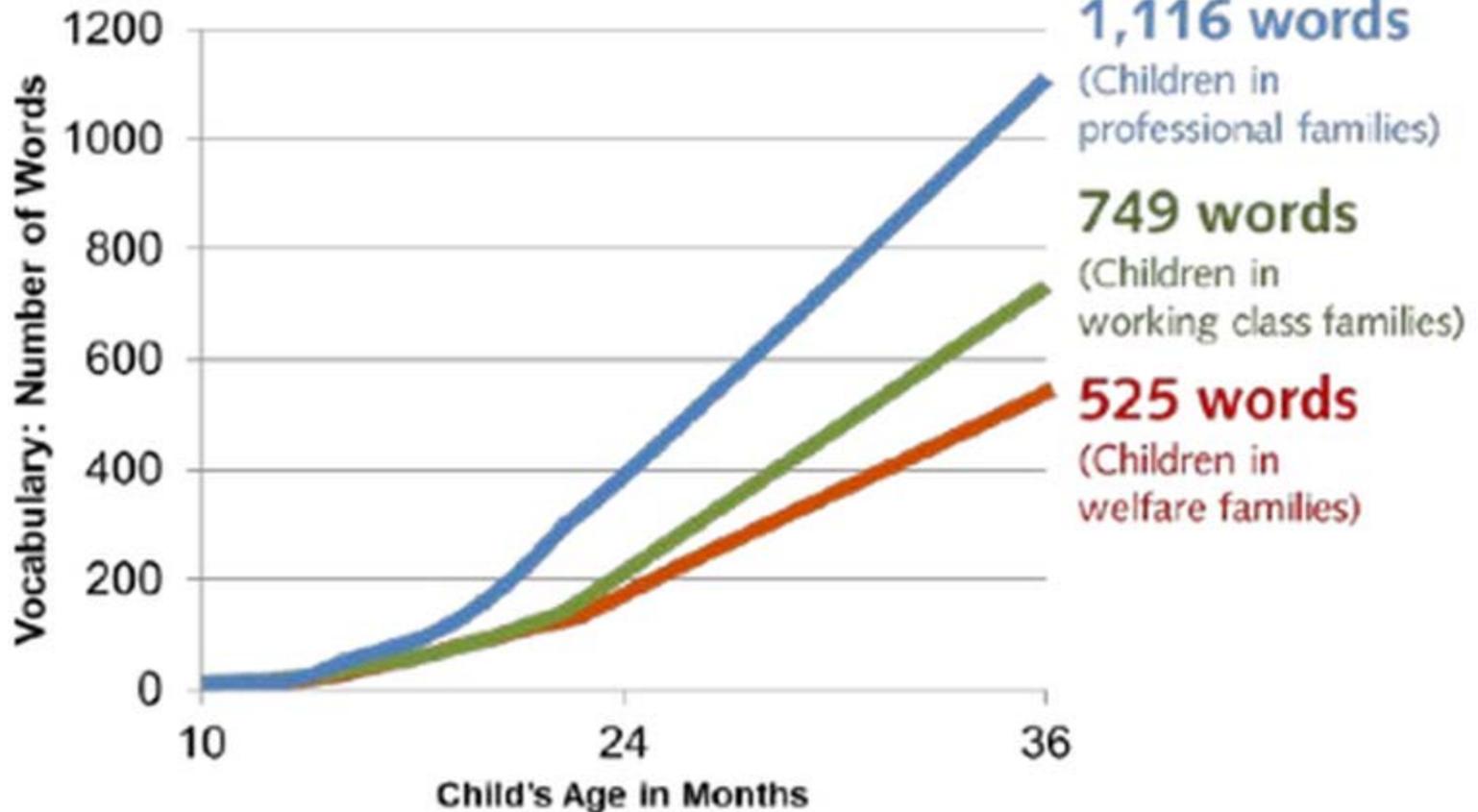
“My baby’s not interested in books, she hits them or eats them”

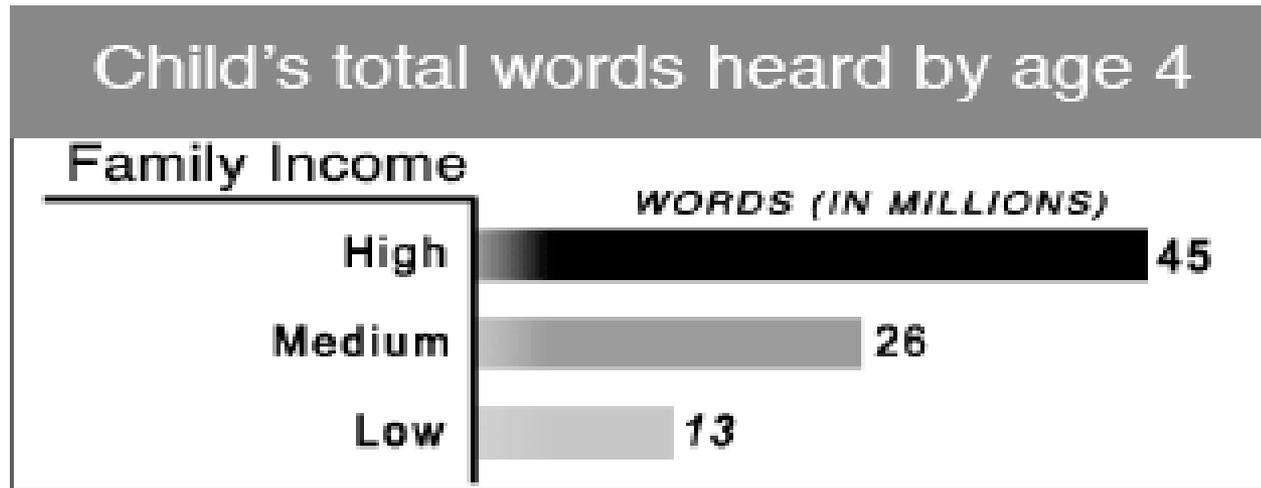
## Literacy scores by income level and how often students engage with print





## The Achievement Gap Starts Early





—*Meaningful Differences* by Hart & Risley

If we expect a teacher to get this child caught up, the teacher would have to speak ---

**10 words a second for 900 hours**

--- just to bridge the 32 million word gap by the year's end.

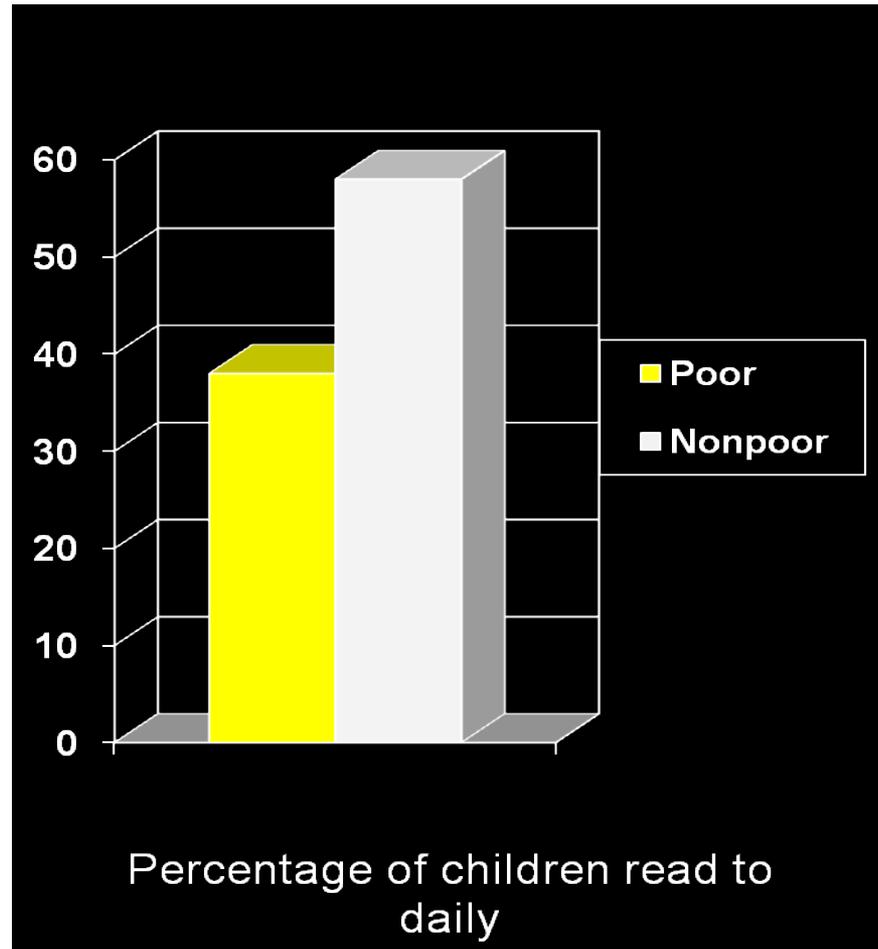
## Most American Children ARE NOT read to daily

- Children in the U.S. who are read to daily:

Nationally	48%
California	44%
Low-income Families	36%
- Literacy-rich environments and access to libraries
- Do parents realize the value of the reading?
- Low literacy rates and poverty:  
TIME poverty, not just ECONOMIC



## Children from Low-Income Families



## The Mission of Reach Out and Read



Reach Out and Read prepares America's youngest children to succeed in school by partnering with doctors to prescribe books and encourage families to read together.

## Three Components of Reach Out and Read

- Clinicians encourage parents to read aloud to their children
- Children aged 6 mos.– 5 years receive a new developmentally-appropriate book at health supervision visits.
- The waiting room is made into a literacy-rich environment.



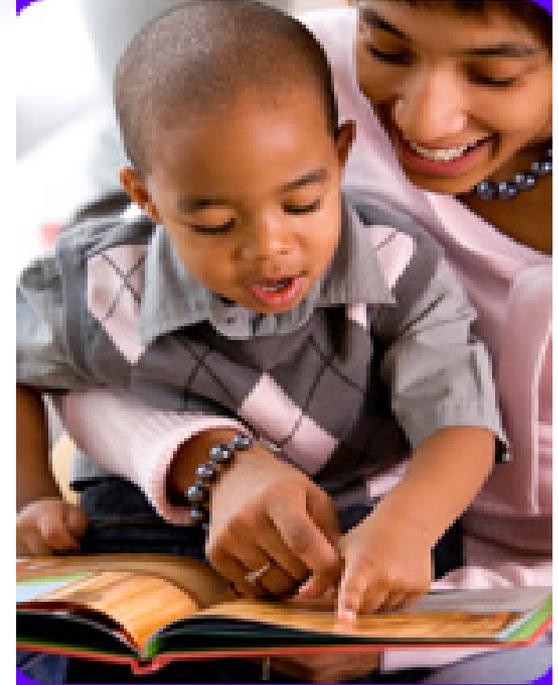
## Reach Out and Read: History

- Founded in 1989 at Boston City Hospital
- 5,000 locations, 44,100 clinicians trained
- 4.2 million children reached annually
- 6.5 million books distributed per year

## Reach Out and Read San Diego

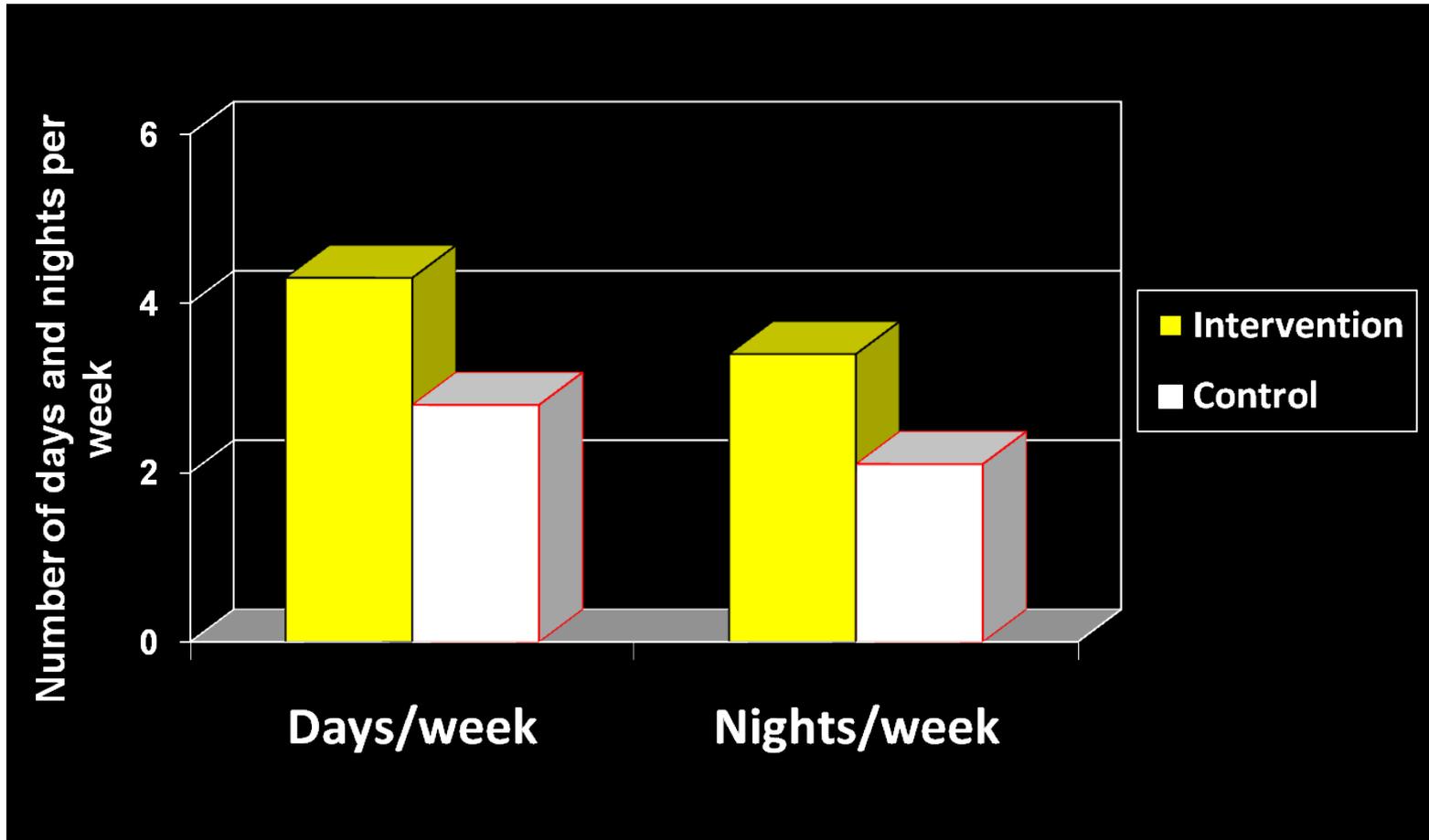
- Started in 2006 through the local AAP Chapter
- Over 82 locations , Over 150 clinicians
- Over 85,000 children reached annually
- Over 120,000 books distributed in 2014

## Benefits of Reading Aloud

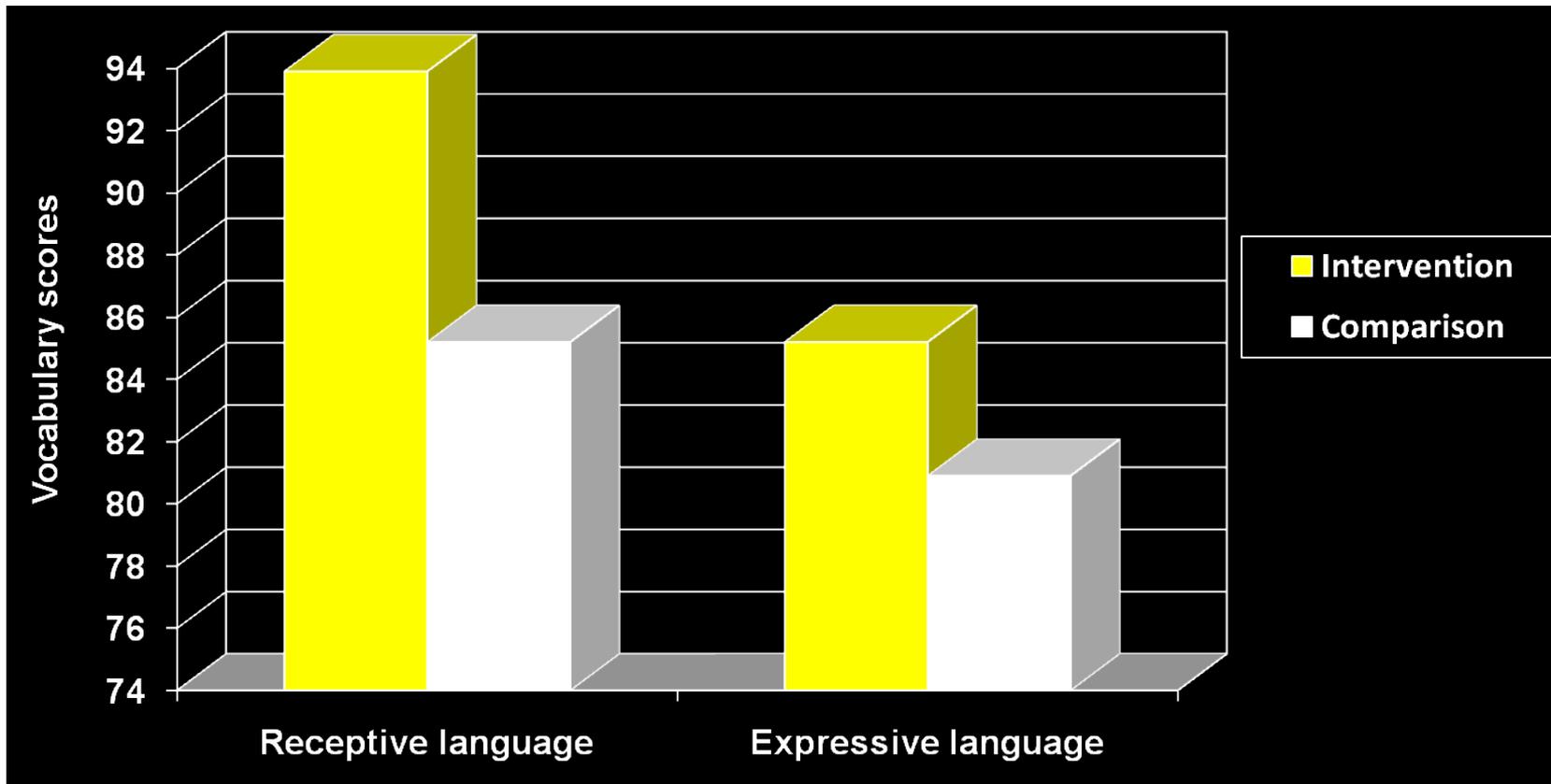




## Frequency of Reading Aloud



## Children's Expressive and Receptive Language Competencies *(Mendelsohn et. al., 2001)*



# 3 Levels of Stress

## Positive

Brief Increase in Heart Rate  
Mild elevations in Stress Hormone Levels

## Tolerable

Serious temporary stress responses  
Buffered by supportive relationships

## Toxic

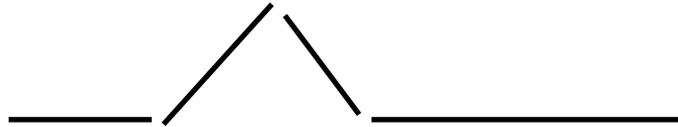
Prolonged activation of stress response systems  
In the absence of protective relationships

## Tolerable and Toxic Stress

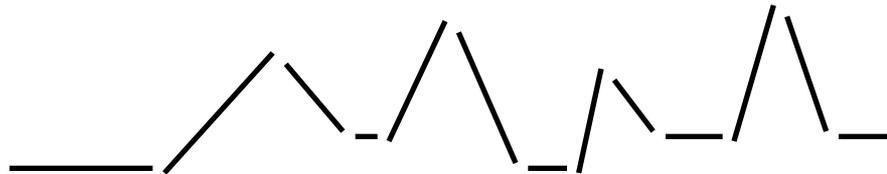


**Alarm**

**Relaxation**



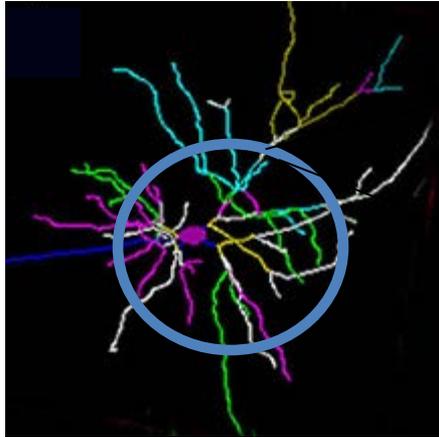
**Alarm, Alarm**



## Toxic Stress on the Developing Brain

Toxic stress in early childhood is associated with persistent effects on the nervous system and stress hormone systems that can damage developing brain architecture and lead to lifelong problems in learning, behavior and both physical and mental health.

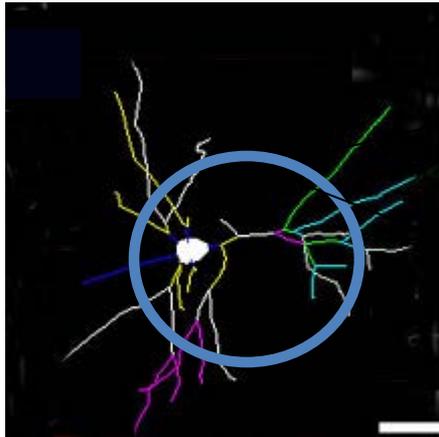
Normal



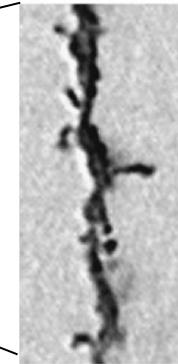
Typical -  
neuron with many  
connections



Chronic  
stress



Neuron damaged by  
toxic stress – fewer  
connections



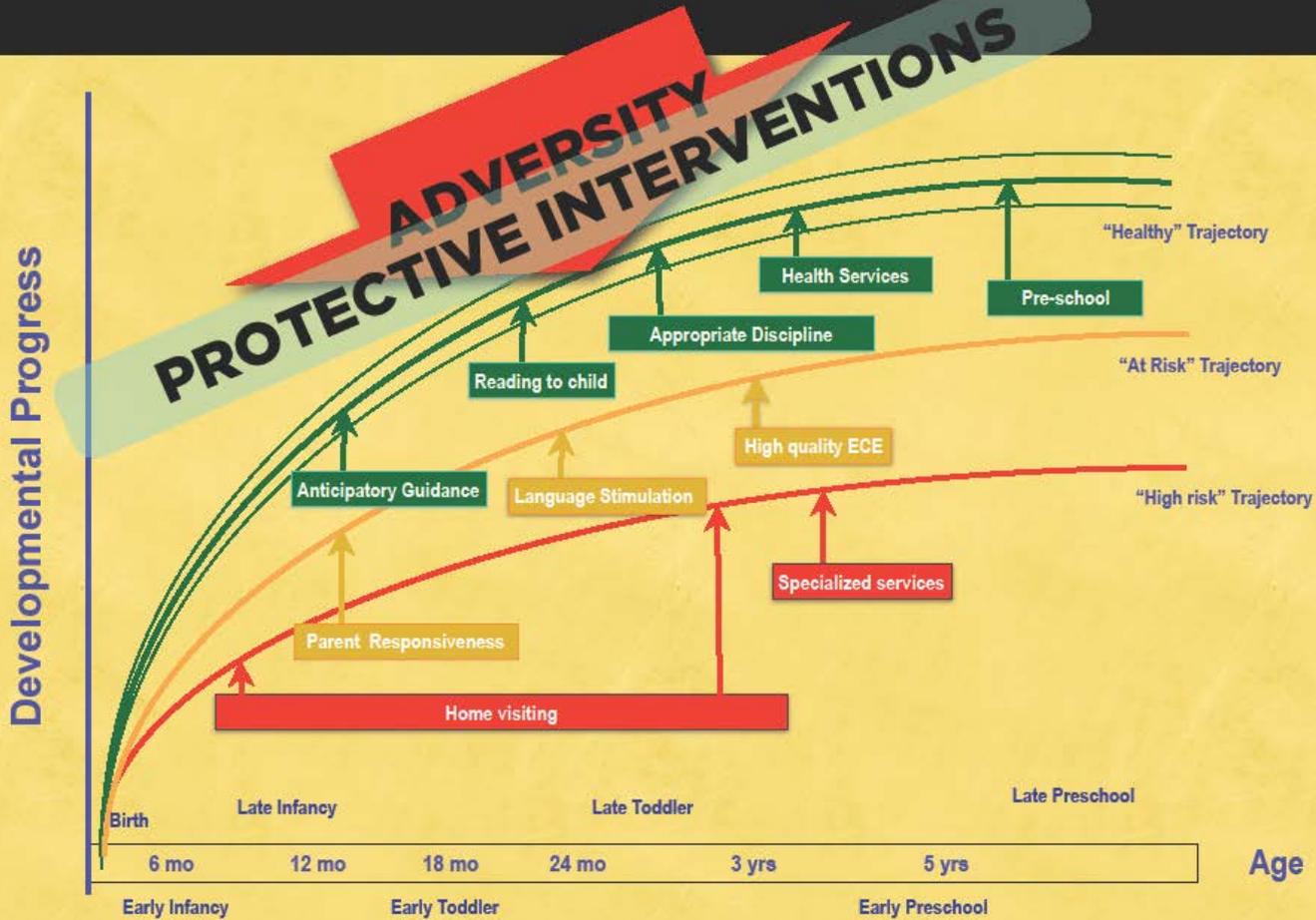
Prefrontal Cortex and  
Hippocampus

Bock et al *Cereb Cortex* 15:802 (2005)

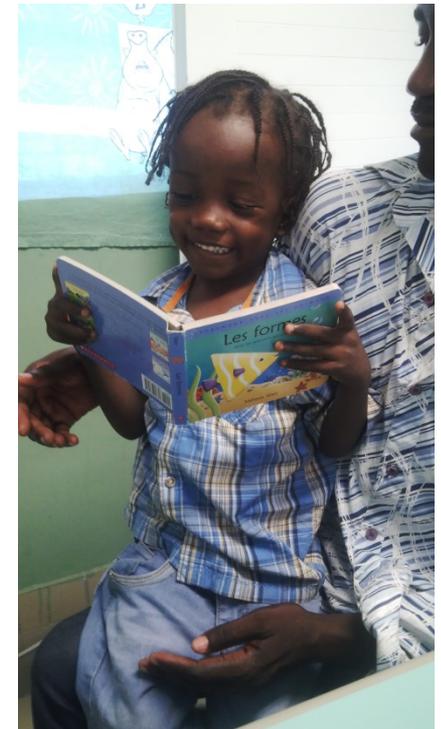
Source: C. Nelson (2008)

## When distressed, we need someone to respond





## Building Protective Factors



## Here are some examples of Resilience Factors and Skills

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"><li>➤ Love</li><li>➤ Affection</li><li>➤ Optimism</li><li>➤ Respect</li><li>➤ Curiosity</li><li>➤ Intelligence</li></ul> | <ul style="list-style-type: none"><li>➤ Social support (family and friends)</li><li>➤ Empathy</li><li>➤ Core values</li><li>➤ Drive</li><li>➤ Emotional flexibility</li><li>➤ Positive role models</li></ul> | <ul style="list-style-type: none"><li>➤ Physical fitness</li><li>➤ Cognitive strength</li><li>➤ Facing fears</li><li>➤ Spirituality/faith</li><li>➤ Finding meaning in life's struggles</li></ul> |
|--|--|---|



### How books help children cope with stress

We all want our children to feel safe and secure. When families are going through stressful times, when they have experienced danger and disaster, when they are displaced from their homes, children still look to their parents and the other adults who care for them to help them feel loved and protected. Reading aloud to your child is one way to help your family through this difficult time.

#### ■ Children need attention.

When you read aloud, whatever else may be going on in the world, you are concentrating all your attention on your child, on the book and the story—and your child will understand this and feel reassured.

#### ■ Children need physical contact and affection.

Take your child on your lap or lean against one another—make reading time a moment for hugging and cuddling—the combination of your voice and your hug will help your child feel loved and secure.

#### ■ Children need routine.

Read a story at bedtime or naptime or mealtime—it will help your child feel that the day has a predictable schedule, even in unpredictable times, and give your child something to look forward to.

#### ■ Children need entertainment.

Read books that make your child laugh, books that make your child eager to turn the page and find out what happens next.

#### ■ Children need a sense of security.

Even when the world is full of scary questions, a young child can find some security in a parent's voice and a parent's embrace.

#### ■ Children need to feel loved and cared for.

Reading aloud is a way to show your child, every day, how much you care, and how important it is to you to spend time together. It's a way to hold your child close and help your child feel loved and protected.



Making Books Part of a Healthy Childhood

[www.reachoutandread.org](http://www.reachoutandread.org)





6 MOIS—1 AN



**Lire avec votre bébé**  
**6 mois—1 an**

- Les bébés aiment les livres en carton.
- Les bébés aiment les photos de bébés.
- Montrer les photos du doigt—c'est ainsi que les bébés apprennent.
- Les bébés aiment les comptines et les chansons.
- Les bébés aiment qu'on leur lise toujours le même livre.
- Prenez votre bébé sur vos genoux pendant que vous lisez.

## Reach Out and Read in Haiti and Philippines



Reach Out and Read

Read with your child every day!



[reachoutandread.org](http://reachoutandread.org)

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# Aligning our message at multiple levels with multiple stakeholders

Influence Policy and Legislation

Foster Coalitions and Networks

Change Organization and Institutions

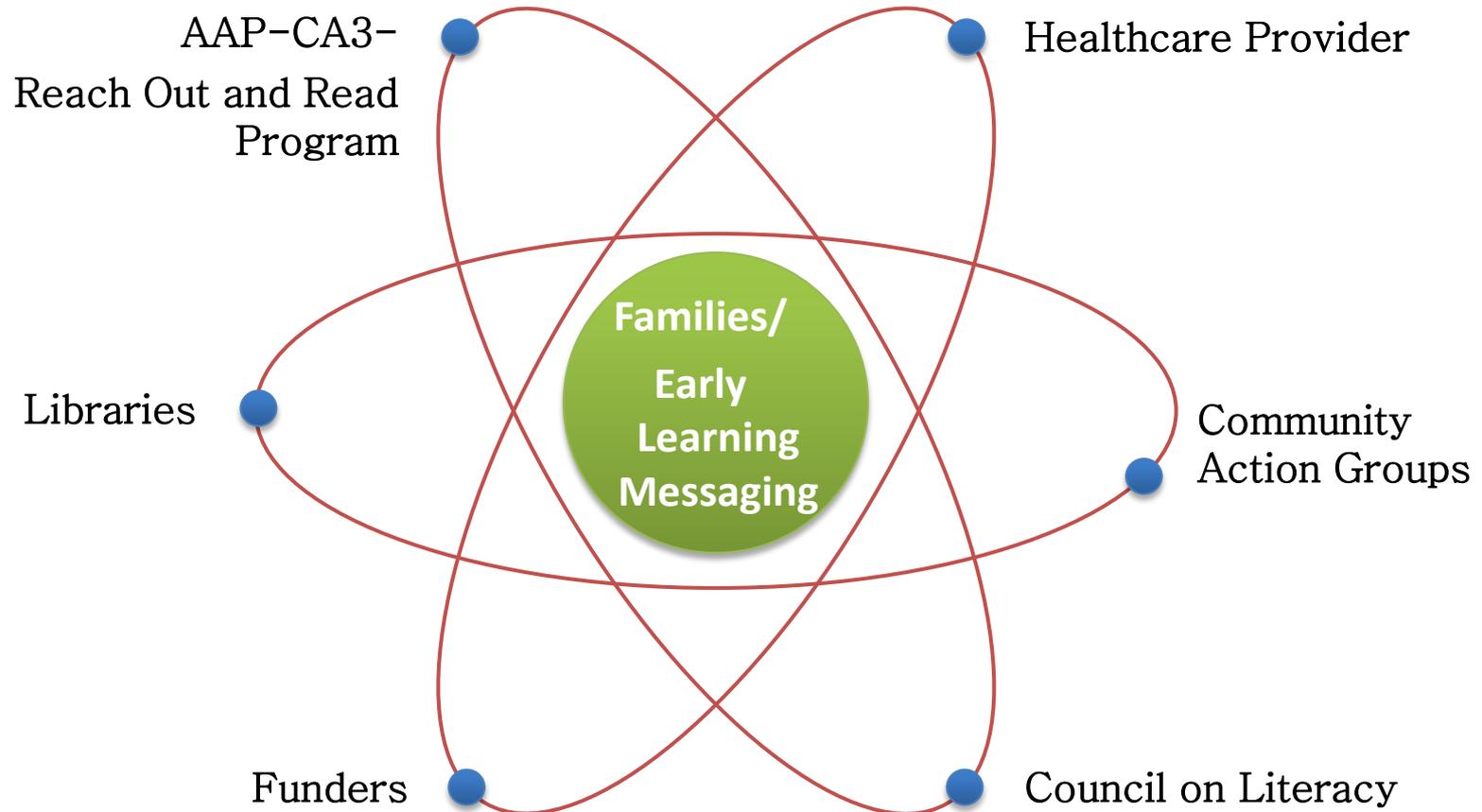
Educate Providers

Promote Community Education

Strengthen Parents and Individuals Knowledge and Skills

Focus on Developmental Appropriate Skill Building in Children

## Building Powerful Partnerships





### Tips for Positive Parents

Spend time cuddling and holding your baby. It will help your child feel cared for and secure.

Keep a schedule for waking up, bed time, eating and other regular activities. Consistency helps your little one feel safe and comfortable. Use books as part of your bedtime routine.

Talk and read to your baby and children. Your child is learning language from you every day.

### Additional Reading Tips

Young children may only sit still for a few pages of a story.

Make up stories to go with the pictures...encourage imaginations to soar!

Children often want the same story again and again! They enjoy and learn from repetition.

Ask Where, What, and Who Questions—stories help children learn about their world.

When you run out of books, go to the library! There you'll find story hours, new friends, computers, and lots of books!

[www.sdcl.org](http://www.sdcl.org)



### San Diego Public Library

**Branch hours**  
Tuesday through Wednesday  
12:30–8:00

Thursday through Friday  
9:30–5:30

Saturday 9:30-2:30

City Heights, La Jolla,  
Point Loma, and Serra Mesa  
Sunday 1:00–5:00

**Central hours**  
Monday and Wednesday  
12:00–8:00

Tuesday, Thursday, and Friday  
9:30–5:30  
Sunday 1:00–5:00

Central	Clairemont
Allied Gardens/	College-Rolando
Benjamin	Kensington/
Balboa	Normal Heights
Carmel Mountain	La Jolla
Carmel Valley	Linda Vista
City Heights/	Logan Heights
Weingart	Mira Mesa



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[www.sandiego.gov/public-library](http://www.sandiego.gov/public-library)



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[www.sandiego.gov/public-library](http://www.sandiego.gov/public-library)



### San Diego County Library

45 Ranch	Julian
Alpine	La Mesa
Bonita-Sunnyside	Lakeside
Borrego Springs	Lemon Grove
Campo	Lincoln Acres
Cardiff-by-the-Sea	Pine Valley
Casa de Oro	Potrero
Spring Valley	Poway
Crest	Ramona
El Cajon	Rancho San Diego
Del Mar	Rancho Santa Fe
Descanso	San Marcos
El Cajon	Santee
Encinitas	Solana Beach
Fallbrook	Earl Warren
Fletcher Hills	Spring Valley
Imperial Beach	Valley Center
Jacumba	Vista



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[www.sdcl.org](http://www.sdcl.org)  
[www.facebook.com/sdcountylibrary](http://www.facebook.com/sdcountylibrary)  
858-694-2415

## Rx Prescription for Reading



[reachoutandread.org](http://reachoutandread.org)

Date: \_\_\_\_\_

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

Instructions: **Read to your child!**



- Every night at bedtime
- For \_\_\_\_\_ minutes a day
- For reading tips and book lists, visit [www.reachoutandread.org/parents](http://www.reachoutandread.org/parents)

Refills: As requested at local public library

Signature: \_\_\_\_\_

## Breakout Questions

- Discuss your successes and challenges to partnering; Identify barriers to successful collaborations
- Discuss challenges in changing parent behavior



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# Discussion



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Thank You