

GROW YOUR KIDS: TREE (TALK READ ENGAGE ENCOURAGE) CUE CARD

Maryland American Academy of Pediatrics (see MDAAP Website)

(Print this form 2-sided, laminate and cut in half)



- Hand out toy or book (TREE program targets ages 4-24 months)
- Ask “What do you enjoy doing with your baby?”
- Discuss TREE concepts
- Babies change- Ask “What fun things would you like to do with your baby between now and the next visit?”
- Review Developmental Narrative
- Give parents a TREET (give positive feedback)

TREE concepts:

TALK: Bathe your baby in language- Talk throughout the day (meals, shopping, driving, bath time...)

READ: Read together regularly and enthusiastically

ENGAGE: Have fun together! Make your baby feel *safe* and *loved*

ENCOURAGE: Be your baby’s cheerleader Yeah! Good job! You did it!

GROW YOUR KIDS: TREE (TALK READ ENGAGE ENCOURAGE) CUE CARD

Maryland American Academy of Pediatrics (see MDAAP Website)

(Print this form 2-sided, laminate and cut in half)



- Hand out toy or book (TREE program targets ages 4-24 months)
- Ask “What do you enjoy doing with your baby?”
- Discuss TREE concepts
- Babies change- Ask “What fun things would you like to do with your baby between now and the next visit?”
- Review Developmental Narrative
- Give parents a TREET (give positive feedback)

TREE concepts:

TALK: Bathe your baby in language- Talk throughout the day (meals, shopping, driving, bath time...)

READ: Read together regularly and enthusiastically

ENGAGE: Have fun together! Make your baby feel *safe* and *loved*

ENCOURAGE: Be your baby’s cheerleader Yeah! Good job! You did it!

Developmental Narrative:

Motor: Head, neck and upper extremities (reaching)/ trunk (rolling over, sitting) / lower extremities (crawling, pulling to stand, cruising, walking, running...)

Communication: vocalization (coos/ babbles) / pre verbal (gestures: waves, pick me up / verbalization (receptive language ("show me") / expressive language (words, jargon, "tell me"))

Cognitive: does "with" objects/ does "to" objects/ objects have function/ imaginary play

Social Emotional:

First Year - Attachment- "you and me" serve and return- linear / "you and me and them" / "us" – synchronous "dance and duet" (shares joy)

Second Year- Separation and Exploration/ Autonomy

Parental Challenges:

Take the *room temperature* (warm and nurturing/ hot and angry/ steamy and anxious/ cold and devoid of emotion)

When parents are *angry*, *anxious* or *withdrawn*: state and ask and then listen: "It sounds or seems like things are difficult, can you tell me more about what is going on?"

Developmental Narrative:

Motor: Head, neck and upper extremities (reaching)/ trunk (rolling over, sitting) / lower extremities (crawling, pulling to stand, cruising, walking, running...)

Communication: vocalization (coos/ babbles) / pre verbal (gestures: waves, pick me up / verbalization (receptive language ("show me") / expressive language (words, jargon, "tell me"))

Cognitive: does "with" objects/ does "to" objects/ objects have function/ imaginary play

Social Emotional:

First Year - Attachment- "you and me" serve and return- linear / "you and me and them" / "us" – synchronous "dance and duet" (shares joy)

Second Year- Separation and Exploration/ Autonomy

Parental Challenges:

Take the *room temperature* (warm and nurturing/ hot and angry/ steamy and anxious/ cold and devoid of emotion)

When parents are *angry*, *anxious* or *withdrawn*: state and ask and then listen: "It sounds or seems like things are difficult, can you tell me more about what is going on?"