

TREE Program (Talk Read Engage Encourage): Promoting Positive Parent Child Interactions in Low Income Families with Children Ages 0-2 Years by Pediatric Providers During Well Child Visits

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Intro:

- Children living in poverty may endure Adverse Childhood Experiences (ACEs) affecting cognitive and social-emotional development that may be mitigated by safe, stable, and nurturing caregiver-child relationships established through talking, reading, and playing
- Developmental coaching promotes parent self-reflection, self-confidence, and novel ways to interact
- This study examined the efficacy of the Grow Your Kids: TREE (Talk Read Engage Encourage) coaching program that promotes positive caregiver-child interactions during well-child encounters (ages 0-2) with low-income families

Methods:

- Quasi-experimental design in 2 pediatric training programs in an eastern mid-sized city (residents: intervention n=24, control n=42)
- A convenience sample (n = 167 families) was recruited (79 intervention; 88 control)
- Data collection included parent STIMQ2 pre/post (4-6 and 9-15 months of age) and pediatric resident report of training impact
- At the intervention site, families received TREE content in their well-child encounters. Control site received care as usual

The caregiver intervention group demonstrated **significantly increased scores of Parental Verbal Responsivity** as well as subscales of verbal responsivity during Everyday Routines and Play and Pretend and trended towards steeper improvement in Bookreading Quality than the control group

Pediatric residents trained in the TREE Program demonstrated **significant improvement** in their perceived competency in **relational health skills**

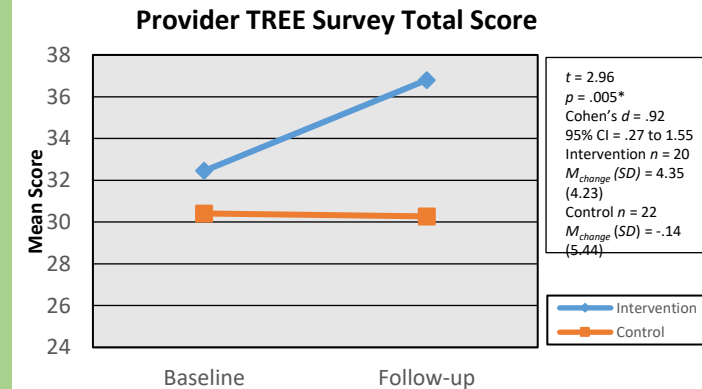
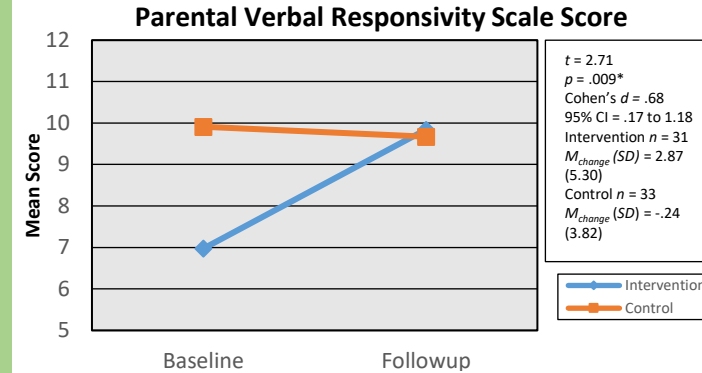
QR code to access Maryland AAP TREE Program website



(Authors have no financial relationships to disclose)

Results:

- Due to COVID-19 related challenges, follow-up data was obtained from 45% of families (38 intervention; 38 control)



Conclusion:

- These results provide a strong contribution to the literature documenting the feasibility and efficacy of the TREE Program as a brief, inexpensive, easily replicated and learned, universal developmental coaching intervention delivered within a primary care setting by pediatric providers, enhancing caregiver-child interactions among low-income families