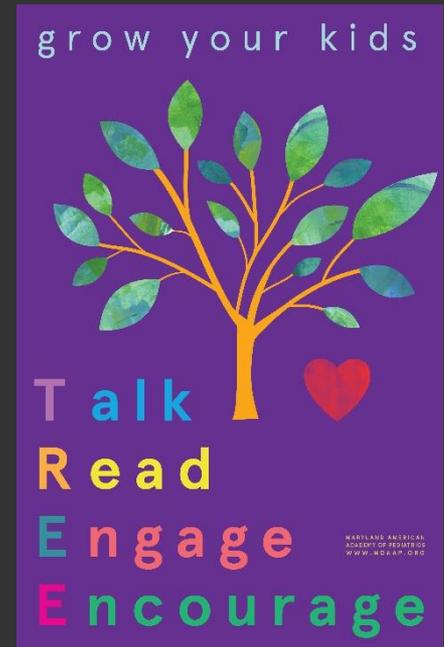


TREEHOUSE PROGRAM

Implementing the TREEHOUSE Program for Pediatric Providers: Instructional Powerpoint



grow your
kids:

TREEHOUSE

(TELEHEALTH)

*Climb On Up and Go
Beyond Your Beyond!!!*

Maryland Chapter
American Academy
of Pediatrics

Ken Tellerman M.D.
Anna Maria Wilms-Floet M.D.

Emotional Health Committee

QR code to access TREE
website:



grow your
kids:



TREE PROGRAM

Grant Funding:

- Abell Foundation
- AAP Healthy People 2020
- AAP Section on Developmental Behavioral Pediatrics
- JHH Children's Center Innovation Grant
- JHH School of Public Health Urban Health Institute
- NICHQ Pediatrics Supporting Parents
- HRSA and National AAP

WHAT IS THE TREEHOUSE program?



Promotes positive interactions between parents and young children

Dedicated telehealth developmental coaching at ages 9 and 15 months in addition to well child visits

Targets low- income families

Performed by the pediatric provider

TREEHOUSE materials are available on the Maryland AAP website

TREEHOUSE PROGRAM

Why this program?

Enhances pediatric practitioner role to provide developmental *coaching* in addition to surveillance and screening

Program is a *universal* first line public health intervention to support early *relational health* as advocated by the AAP 2021 Toxic Stress Policy statement

Promotes *health equity* for children living in poverty at risk for developmental delay

Augments statewide force of Early Intervention services

Developmental Coaching

Interactive process that promotes positive parent child interactions by:

facilitating parental *self-reflection*

providing a platform for parents to *learn and try out new skills* with feedback from the clinician

utilizing *participatory guidance* in place of the more traditional *anticipatory guidance*

providing *positive feedback* to parents

TREEHOUSE



What questions do you have about your child's development?

What would you like to get out of this session?

Can you recall one of *your* favorite early childhood memories?



Basic TREE Concepts



TALK: Bathe your baby in language



READ: Read together regularly and enthusiastically



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



ENCOURAGE: Be your baby's cheerleader

Basic TREE Concepts

- Talking and reading to your young child promote language development and school readiness
- Playing and having fun together builds your child's ability to deal with stressful events





TREEHOUSE

“What kinds of *fun* things do you enjoy doing with your child?”



TREEHOUSE

TALK

“Bathe your
baby in
language”

CHILD DEVELOPMENT PROCESS

Communication:

Young infants *vocalize* by cooing and babbling



Older infants use *gestures* like “hi”, “bye”, “pick me up”, point and sign



Young toddlers *verbalize* and begin to understand simple directions and say a few words like “mama” and “dada”



(Where does your child fit in?)

TREEHOUSE

What are some good ways that you can talk and communicate with your child?



TREEHOUSE

TALK

(All Children)

Use everyday experiences for talking while cooking, eating, cleaning, shopping, driving, diaper changes and bathing



TREEHOUSE

TALK

(All Children)

Comment like a sports announcer: “this truck is red and now you are moving it back and forth” starting with infants

Try it out *now*

Your thoughts? How did it feel?

What is next?

TREEHOUSE

TALK

Speak in “parentese” (high pitch sounds to engage young infants using vowel (ooh and ah) and consonant sounds (baba, gaga)

Try it out *now if age appropriate*

Your thoughts? How did it feel?

What is next?



TREEHOUSE

TALK

Use gestures like “hi”,
“bye”, “pick me up”, point
and sign for older infants

Try it out *now if age appropriate*

Your thoughts? How did it feel?

What is next?



TREEHOUSE TALK

Name people and objects for your baby (*infants and toddlers*)



“Show me” games... (*young toddlers*)



“Tell me” games/ fill in the blank (“this is a...”) (*older toddlers*)

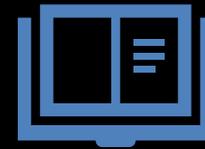


Ask your child questions (*older toddlers*)

TREEHOUSE



READ

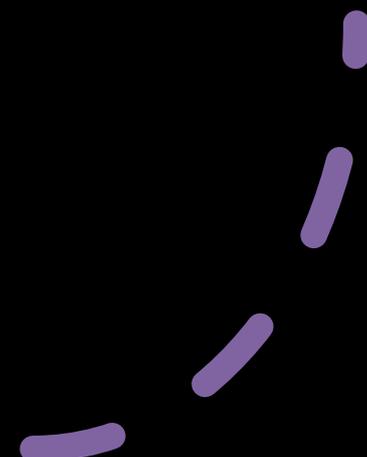


Read together
regularly and
enthusiastically!!!



TREEHOUSE

What are some good ways to read with your child?



TREEHOUSE

READ

- Read in an *excited* manner
- Let babies handle books and turn pages – they may want to put the book in their mouth or read the same book over and over



TREEHOUSE READ

Name people and objects for your baby and describe what is going on

“Show me” games... (young toddlers)

“Tell me” games/ fill in the blank (“this is a...”) (*older toddlers*)

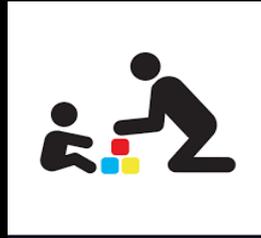
Ask your child questions (older toddlers)

Try it out *now*

Your thoughts? How did it feel?

What is next?

TREEHOUSE



ENGAGE



Have fun
together!



Make your baby
feel safe and loved!

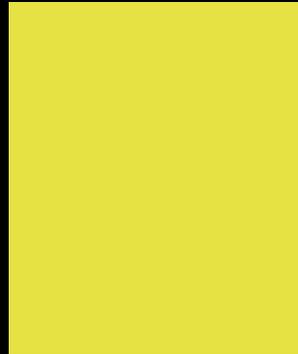


TREEHOUSE



“What kinds of new fun things would you like to do with your child in the next few months?” (How will your child change?)

CHILD DEVELOPMENT PROCESS



Motor: Head to Toe

Head, neck and arms:
reaching

Trunk: rolling, sitting,
crawling

Legs: pulling to stand,
walking, running

(Where does your child fit in?)

What is next?



TREEHOUSE



ENGAGE

Motor: Things To Do

Tummy time

Get babies to grab,
roll, crawl or cruise
or walk towards
something
interesting out of
reach, play “chase
me” games

CHILD DEVELOPMENT PROCESS



Play and Learning

Does “with” objects (young infants)
(mouthing objects)



Does “to” objects (older infants)
(*experimenting* with objects)



Objects have *function* (young toddlers)



Imaginary play (older toddlers)

(Where does your child fit in?)



TREEHOUSE

When playing, let
your child take the
lead



TREEHOUSE

ENGAGE

Play and Learning: Things To Do

- For young infants, use safe objects that they can put in their mouth like pacifiers and rattles



- Older infants like to examine, handle, drop, roll, and bang household objects (balls, large blocks, cups, pots, spoons etc.)



TREEHOUSE

ENGAGE

Play and Learning: Things To Do

- For young toddlers, objects have function -play with blocks, stacking rings, legos, and puzzles, pop up toys (*cause and effect*)



- Older toddlers use their imagination- play with stuffed animals, toy figures, dolls, puppets, cars, and dress ups

Try playing with your child *now*- think about which stage your child is in

Your thoughts? How did it feel?

What is next?

TREEHOUSE

ENGAGE

*Don't forget to sing
and dance!!!*

(Do you have a favorite song that you like to sing with your baby? Can you sing it together now?)



CHILD DEVELOPMENT PROCESS



Watch for these Social Emotional Milestones
(Attachment/ Separation/ Autonomy)

Social smile (young infants)



Stranger Anxiety (older infants)



Separation Anxiety (young toddlers) *play peek a boo games*

Joint attention/ joyful play/ exploring the environment



Autonomy (“terrible twos” in older toddlers)

(Where does your child fit in?)
What is next?

TREEHOUSE



ENCOURAGE

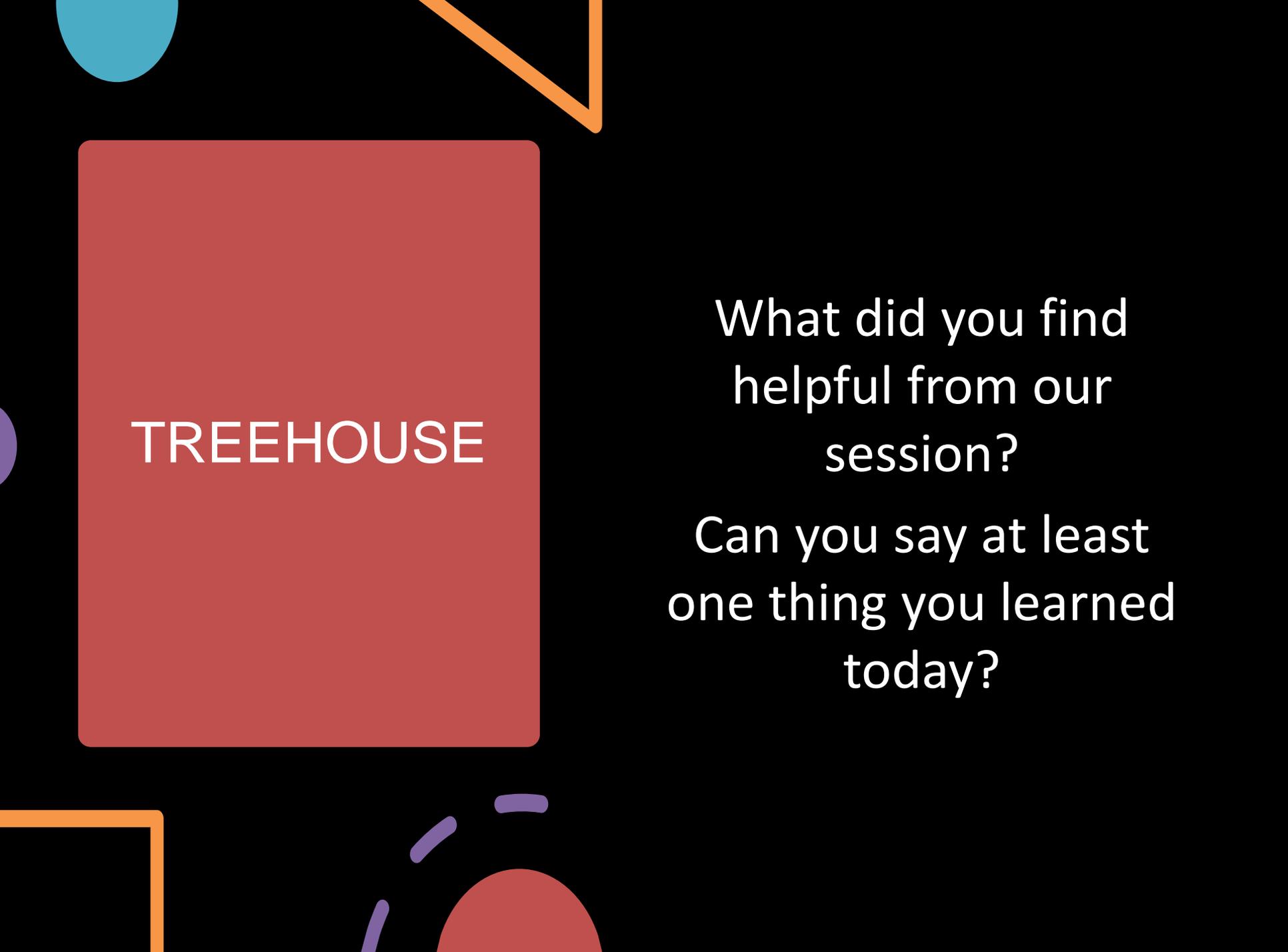
You can do it!

Yeah!

You did it!

Be your baby's
cheerleader!!!





TREEHOUSE

What did you find
helpful from our
session?

Can you say at least
one thing you learned
today?

TREEHOUSE

On a 1-10 scale with 1 being not likely and 10 being very likely, how likely are you to try out something new that you learned today?

What would hold you back?

Any other questions?

TREEHOUSE Billing

ICD codes: use both Z13.40 (screening for developmental delay nonspecific) and Z13.42 (screening for global developmental delay)

CPT codes: 99401 (preventative medical counseling 15 minutes) or 99402 (preventative medical counseling 30 minutes) / with Medicaid use **CPT codes** 99213 (15 minutes) or 99214 (25 minutes)

*(use appropriate telehealth modifiers such as -95 or -GT depending on insurance plan)

TREEHOUSE

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