Implementing the TREEHOUSE Program bp Pediatric Providers:
Instructional Powerpoint
grow your kids:

**TREEHOUSE**
(TELEHEALTH)

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

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American Academy of Pediatrics

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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
**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
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
“What kinds of fun things do you enjoy doing with your child?”
“Bathe your baby in language”
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?)*
What are some good ways that you can talk and communicate with your child?
Use everyday experiences for talking while cooking, eating, cleaning, shopping, driving, diaper changes and bathing.
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?
Speak in “parentese” (high pitch sounds to engage \textit{young infants} using vowel (ooh and ah) and consonant sounds (baba, gaga))

Try it out \textit{now if age appropriate}

Your thoughts? How did it feel?
What is next?
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?
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*)
Read together regularly and enthusiastically!!!
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
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?
ENGAGE

Have fun together!

Make your baby feel safe and loved!
“What kinds of **new fun** things would you like to do with your child in the next few months?” (How will your child change?)
**CHIL**
**D**EVELOPMENT
**P**ROCESS

**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?
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
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?)
When playing, let your child take the lead
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.)
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?)
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!!!
What did you find helpful from our session?
Can you say at least one thing you learned today?
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?
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)
Any questions, contact:

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