

GROW YOUR KIDS: TREE REFERENCES

Programs to Promote Positive Parent Infant Relationships During Well Child Care Visits:

Kelly J, Dillon C, Larsen J, and Thordarson N. *Promoting First Relationships in Pediatric Primary Care*, NCAST Programs, University of Washington, 2013

Webster-Stratton C. *The Incredible Years: Helping Parents Promote Babies' Development during Well-Baby Visits*, 2014

Healthy Steps for Young Children: An Approach to Enhanced Primary Care of Children From Birth to Three (Interactive Multimedia Training and Resource Kit, 2007) <http://healthysteps.org>

Video Interaction Project

<https://www.videointeractionproject.org/about-vip.html>

GROW YOUR KIDS: TREE (TALK READ ENGAGE ENCOURAGE): A Program to Promote Positive Attachment and Communication Between Parents and Infants. Maryland Chapter American Academy of Pediatrics, Committee on Emotional Health

<http://mdaap.org/TREE.html>

BI-PED Project: *Brief Interventions in Child Mental Health for the Pediatric Practitioner.* Maryland Chapter American Academy of Pediatrics, Committee on Emotional Health

<http://www.mdaap.org/biped.html>

References on Poverty, Adverse Childhood Experiences , Toxic Stress, Early Brain Development, Resilience, and Relational Health:

Bethell C, et al. Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample Associations Across Adverse Childhood Experiences Levels. *JAMA Pediatr.* 2019;173(11): e193007. doi:10.1001/jamapediatrics.2019.3007

Bucci M et al. Toxic Stress in Children and Adolescents. *Advances in Pediatrics.* 2016; 63: 403-428

Duffee J, Kuo A, Gitterman B and the Council on Community Pediatrics. Poverty and Child Health in the United States. *Pediatrics.* 2016; 137 (4): e20160339

Folger AT, Eismann EA, Stephenson NB, et al. Parental Adverse Childhood Experiences and Offspring Development at 2 Years of Age. *Pediatrics.*2018;141(4): e20172826

Forkey H, Griffin J, and Szilagyi M. *Childhood Trauma and Resilience: A Practical Guide.* Illinois: American Academy of Pediatrics; 2021

Garner A, Yogman M. Committee on Psychosocial Aspects of Child and Family Health, Section on Developmental and Behavioral Pediatrics, Council on Early Childhood. Preventing Childhood Toxic Stress: Partnering with Families and Communities to Promote Relational Health. *Pediatrics.*2021; 148 (2): e2021052582

Garner A and Saul R. *Thinking Developmentally: Nurturing Wellness in Childhood to Promote Lifelong Health.* Illinois: American Academy of Pediatrics; 2018

Garner,A. and the Committee on Psychosocial Aspects of Child and Family Health, Committee on Early Childhood, Adoption and Dependent Care and Section on Developmental and Behavioral Pediatrics. Early Childhood adversity, Toxic Stress, and the Role of the Pediatrician: Translating Developmental Science Into Lifelong Health. *Pediatrics* 2012; 129: e224-231

**Institute of Medicine. 2000. (ed. Shonkoff J,Phillips D) *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/9824>.**

Johnson S, Riley A, Granger D, Riis J. The Science of Early Life Toxic Stress for Pediatric Practice and Advocacy. *Pediatrics*. 2013; 131(2): 319-327

Masten A. *Ordinary Magic: Resilience in Development*. New York: Guilford Press; 2014

Pascoe J, Wood D, Duffee J, Kuo A. Committee on Psychosocial Aspects of Child and Family Health, Council on Community Pediatrics. Mediators and Adverse Effects of Child Poverty in the United States. *Pediatrics*. 2016; 137 (4) e20160340; DOI: 10.1542/peds.2016-0340

Powell B, Cooper G, Hoffman K, Marvin B. *The Circle of Security Intervention*. New York, NY: Guilford Press; 2014

Putnam R. *Our Kids The American Dream in Crisis*. New York: Simon and Schuster; 2015

Sege R. et al. Responding to ACEs With HOPE: Health Outcomes From Positive Experiences. *Academic Pediatrics*. 2017; S79 (17)

Shonkoff, JP, Garner, AS and the Committee on Psychosocial Aspects of Child and Family Health Committee on Early Childhood, Adoption and Dependent Care and Section on Developmental and Behavioral Pediatrics. The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*. 2012;129(1): e 232-e246.

Shonkoff, J. and the National Research Council Institute of Medicine. *Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington DC: National Academy Press; 2000

Shonkoff J. National Scientific Council on the Developing Child *Excessive Stress Disrupts the Architecture of the Developing Brain* Center on the Developing Child Harvard University Working Paper 3: 2014

Talk:

Hart B and Risley R. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H Brookes Publishing Company; 1995

Leffel K and Suskind D. Parent-Directed Approaches to Enrich the Early Language Environments of Children Living in Poverty. *Seminars in Speech and Language* 2013;34:267-278

Leung C. et al Early Cognitive and Language Development: What Low-Income Parents of Newborns Know and Do. *Pediatrics* August 2019, 144 (2 MeetingAbstract) 53; DOI: https://doi.org/10.1542/peds.144.2_MeetingAbstract.53

Leung C. et al Intervention Educating Parents about Infant Language Development as Part of the UNHS: A Randomized Controlled Trial. *Pediatrics* May 2018, 142 (1 MeetingAbstract) 776; DOI: https://doi.org/10.1542/peds.142.1_MeetingAbstract.776

Madigan S, Prime H, Graham SA, et al. Parenting behavior and child language: A metaanalysis. *Pediatrics*. 2019;144(4):e20183556. doi:10.1542/peds.2018-3556

Suskind D. *Thirty Million Words: Building a Child's Brain*. New York: Dutton; 2015

Tamis-LeMonda C. Maternal Responsiveness and Children's Achievement of Language Milestones. *Child Development* 2001; 72: 748-767

Read:

High PC, Klass P. and the Council on Early Childhood. Literacy promotion: an essential component of primary care pediatric practice. *Pediatrics*. 2014; 134(2):404–409pmid:24962987

Khandekar A et al. Improving Early Literacy Promotion: A Quality-Improvement Project for Reach Out and Read. *Pediatrics* 2011; 127: e1067-1072

Needlman R. Effectiveness of a Primary Care Intervention to Support Reading Aloud: A Multicenter Evaluation. *Ambulatory Pediatrics* 2005; 4: 209-215

Weitzman C. More Evidence for Reach Out and Read: A Home-Based Study. *Pediatrics* 2004; 113: 1248-1253

Engage:

Christakis D. Effect of Block Play on Language Acquisition and Attention in Toddlers. *Arch Pediatr Adolesc Med* 2007; 161 (10)

Christakis D. Audible Television and Decreased Adult Words, Infant Vocalizations, and Conversational Turns: A Population Based Study. *Arch Pediatr Adolesc Med* 2009; 163 (6)

Ginsburg K. and the Committee on Communications and the Committee on Psychosocial Aspects of Child and Family Health. The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *Pediatrics* 2007;119: 182-191

Glassy D. and Committee on Early Childhood, Adoption, and Dependent Care. Selecting Appropriate Toys for Young Children: The Pediatrician's Role. *Pediatrics* 2003; 111:911

Healey A. and Council on Early Childhood Executive Committee. Selecting Appropriate Toys for Young Children in the Digital Era. *Pediatrics* 2018; 3348

Milteer R. and the Council on Communications and Media and Committee on Psychosocial Aspects of Child and Family Health. The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bond: Focus on Children in Poverty. *Pediatrics* 2012; 129:e204-213

Shah R. Positive Parenting Practices, Health Disparities, and Developmental Progress. *Pediatrics*. 2015; 136: 318-326

Shah R. Sit Down and Play: A Preventive Primary Care-Based Program to Enhance Parenting Practices. *Journal of Child and Family Studies* 2016; DOI 10.1007/s10826-016-0583-6

Sosa A. Association of the Type of Toy Used During Play With the Quantity and Quality of Parent-Infant Communication. *JAMA Pediatr*. 2016;170(2):132-137. doi:10.1001/jamapediatrics.2015.3753

Tamis-LeMonda C. Fathers and Mothers at Play with Their 2- and 3-Year-Olds: Contributions to Language and Cognitive Development. *Child Development* 2004; 75: 1806-1819

Tomopoulos S. Books, Toys, Parent-Child Interaction and Development in Young Latino Children. *Ambulatory Pediatrics* 2006; 6: 72-78

Weisleder A, Brockmeyer Cates C, Dreyer B, Berkule Johnson S, Huberman H, Seery A, Canfield C, Mendelsohn A. Promotion of Positive Parenting and Prevention of Socioemotional Disparities. *Pediatrics*. 2016; 137(2): 1-9 (www.pediatrics.org/cgi/doi/10.1542/peds.2015-3239)

Yogman M, Garner A, Hutchinson J. et al; Committee on Psychosocial Aspects of Child and Family Health, AAP Council on Communications and Media. The Power of Play: A Pediatric Role in Enhancing Development in Young Children. *Pediatrics*. 2018; 142(3): e20182058

Encourage:

Gunderson E. Parent Praise to 1 to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later. *Child Development*. 2013; 84.5: 1526-1541

Rowe M, Leech K. A Parent Intervention with a Growth Mindset Approach Improves Children's Early Gesture and Vocabulary Development. *Dev Sci*; 2019 ; 22(4): e12792. doi:10.1111/desc.12792.

References on Well Child and Primary Care:

Cates CB, Weisleder A, et al. Enhancing Parent Talk, Reading, and Play in Primary Care: Sustained Impacts of the Video Interaction Project. *J Pediatr*. 2018; 199: 49–56.e1. doi:10.1016/j.jpeds.2018.03.002

Dubowitz H, Feigelman S, Lane W, and Kim J. Pediatric primary care to help prevent child maltreatment: the Safe Environment for Every Kid (SEEK) Model. *Pediatrics*. 2009; 123(3): 858-864

Foy J, Kelleher K, Laraque D and the American Academy of Pediatrics Task Force on Mental Health. Enhancing Pediatric Mental Health Care: Strategies for Preparing a Primary Care Practice. *Pediatrics*. 2010; 125 (Supplement 3): S87-S108

Garg A, Butz A, Dworkin P, Lewis R, Thompson R, Serwint J. Improving the Management of Family Psychosocial Problems at Low-Income Children's Well-Child Visits: the WE CARE Project. *Pediatrics*. 2007; 120 (3): 547-558

Mendelsohn, A. Primary Care Strategies for Promoting Parent-Child Interactions and School Readiness in At-Risk Families. *Arch Pediatr Adolesc Med* 2011; 165: 33

Minkovitz CS, Hughart N, Strobino D et al. A practice-based intervention to enhance quality of care in the first 3 years of life: the Healthy Steps for Young Children Program. *JAMA*. 2003; 290(23):3081–3091pmid:14679271

Needman R. What Do We Do With Our 15 Minutes? *Pediatrics* 2012; 130: e683-684

Perrin EC, Sheldrick RC, McMenemy JM, Henson BS, Carter AS. Improving parenting skills for families of young children in pediatric settings: a randomized clinical trial. *JAMA Pediatr*. 2014;168(1):16–24pmid:24190691

Relagado M. Primary Care Services Promoting Optimal Child Development from Birth to Age 3 Years. *Arch Pediatr Adolesc Med* 2001; 155:1311-1322

Schor E. Rethinking Well-Child Care. *Pediatrics*. 2004; 114: 210-216

Weisleder A, Brockmeyer Cates C, Dreyer B, Berkule Johnson S, Huberman H, Seery A, Canfield C, Mendelsohn A. Promotion of Positive Parenting and Prevention of Socioemotional Disparities. *Pediatrics*. 2016; 137(2): 1-9 (www.pediatrics.org/cgi/doi/10.1542/peds.2015-3239)

Weitzman C, Wegner L and the section on Developmental and Behavioral Pediatrics, Committee on Psychosocial Aspects of Child and Family Health, Council on Early Childhood and Society for Developmental and Behavioral Pediatrics. Promoting Optimal Development: Screening for Behavioral and Emotional Problems. *Pediatrics*. 2015; 135 (2): 384

Websites:

BI-PED (Brief Interventions in Child Mental Health for the Pediatric Practitioner)

<http://www.mdaap.org/>

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

<http://mdaap.org/TREE.html>

Center on the Developing Child Harvard University

<http://developingchild.harvard.edu/>

Bridging the Word Gap <http://www.bwgresnet.res.ku.edu/>

Bright Futures <https://brightfutures.aap.org/Pages/default.aspx>

CDC Learn the Signs Act Early
<https://www.cdc.gov/MilestoneTracker>

Center for Youth Wellness <http://www.centerforyouthwellness.org/>

Chicago Parent Program <http://www.chicagoparentprogram.org/>

HealthyChildren.org for information on how to support your child's development: <https://healthychildren.org/english/ages-stages/pages/default.aspx>.

Healthy Steps for Young Children <http://healthysteps.org/>

Incredible Years <http://incredibleyears.com/>

National Association for the Education of Young Children
<https://www.naeyc.org/>

Positive Parenting Program (Triple P) <http://www.triplep.net/glo-en/home/>

Reach Out and Read <http://www.reachoutandread.org/>

Read Talk Sing <https://www.ed.gov/early-learning/talk-read-sing>

Thirty Million Words Initiative <http://thirtymillionwords.org/>

Too Small to Fail <http://toosmall.org/>

Zero to Three <http://www.zerotothree.org>

Video Interaction Project <http://www.videointeractionproject.org/>

Vroom brain building tips: <https://www.vroom.org>

Word Gap App <http://thewordgapapp.com/>

