

GROW YOUR KIDS: TREE (Talk Read Engage Encourage)

Getting Started and Basic Principles

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- Hand out toy/ book
- Informally observe:
 - ◆ **Developmental Surveillance: Observing and Conveying Child Development Template**
 - ◆ **Relational Surveillance: Parent Infant Observation Template (take the room temperature: warm and nurturing/ red hot and angry/ sticky hot and anxious/ cold and devoid of emotion)**
- Ask “What kinds of things do you like doing with your baby/child?” (observe how parents respond to this question)
- Resilience Immunotherapy: can use all or combinations
 - ◆ ***Teach basic TREE concepts (page 2) (guide using *elicit-provide- elicit* approach)***
 - Elicit:*** “Can I tell you about some things that are very effective with babies?”
 - Provide:*** “Bathing babies with language by talking and reading to them can really stimulate their brain development”
 - Elicit:*** “What do you think?”
 - ◆ ***ActiviTREE* form at beginning (“what kinds of things are you doing with your baby?” or end of visit (“what kinds of things would you like to do?”) (encourages self-reflection)**
 - ◆ ***Model* (parentese, commenting like a radio announcer, reading, playing, cheerleading: “yeah”)**
 - ◆ ***Provide positive feedback* (page 3)**
- Ask “What kinds of things that we talked about might you want to try at home with your baby/child?”

Basic Concepts to Teach Parents:

TALK: *Bathe your baby in language*

- Do parents use “parentese”?
- Do parents use the *radio or sports announcer approach* to instill language?
- Do parents label objects, use gestures, give directions, ask questions, play “*show me*” or “*tell me*” games? (parents can talk during daily routines such as cooking, driving, shopping, etc.)
- Do they *sing or use finger games* with their young children?

READ:

- Do parents let their young infants handle books?
- Do they read in a lively engaging manner?
- Do they label pictures or play “*show me*” or “*tell me*” games?

ENGAGE:

- Do parents observe and follow their infant’s cues?
- Do they stimulate motor skills by using tummy time or placing objects just out of reach to encourage rolling or crawling?
- Do they provide warm physical contact and consolation when their children are upset?
- Do they understand the transition of play from “*doing with objects*” to “*doing to objects*” to *purposeful play* to *imaginary play*?
- Are parents enthusiastically engaged with their young children when playing with toys?
- Do they allow their young children to *take the lead* and *allow them to problem solve* before jumping in to help?

ENCOURAGE:

- Do parents use positive comments (Yeah!! You did it!! and “cheerlead” their young children?)
- Do parents *praise effort rather than results*? (“You really worked hard on that” vs “You painted the most amazing picture”)

Positive Feedback Examples: “I noticed that your baby really liked when....”

- **Talk:** “You used lots of words with your baby which is important even though he is too little to really understand what you are saying”
- **Read:** “You were reading to your baby in an excited tone and she really responded”
- **Engage:**
 - ◆ “You held her and cuddled her when she was upset... that helps her feel secure and loved”
 - ◆ “You smiled so beautifully at him”
 - ◆ “Your baby just lit up when you played with her”
 - ◆ “You let her take the lead and let her try before helping her”
- **Encourage:** “You said yeah!! and good job!! when she completed the puzzle and that makes children feel good about themselves”

Difficult Situations:

Addressing parent reluctance:

- *“I don’t have the time”* (only a few minutes per day is all that is needed)
- *“Parents are in charge not children”* (babies learn best when play is child led)
- *“Too much holding spoils babies”* (physical comfort is vital for all babies including boys and holding children does not spoil them)

Motivating parents to try :

- “What do you think are the *pros and cons* of doing these types of activities with your baby?”
- “What would it take to get you from *no* to *maybe* or from *maybe* to *yes*?”
- “What kinds of things *might* you try?”
- “On a scale from 1-10, how willing are you to try something different?”

Raising Concerns With Parents:

Connect:

- *Ask permission:* “I have been noticing..... I wonder if I can share with you what I have been observing?” (elicit) / Share observations (provide) / “What do you think?” (elicit)
- *Third person technique:* “A lot of parents have difficulty with..... is this something that you are struggling with?”
- *Reflective listening:* “From what you are saying, it sounds like your child can be difficult to handle... Tell me what it is like at home with your child”
- *Empathic information gathering:* “This seems to be frustrating/hard/tiring/ stressful... is it like this a lot of the time?”

Collaborate:

- “What types of things have you tried?” (elicit) / “Have you considered...?” (provide) / “What do you think?” (elicit)

Conclude: what’s next?-- office follow up? / referral? If advising referral:

- State: “I am concerned about you and your baby/ child” ...” Ask: “Would you be willing to meet with someone to talk about this some more?”

It is best to provide the parents with a name and telephone number to facilitate follow through or perform a warm handoff if a mental health consultant is available at the medical office. (Note: Summon the appropriate authorities if you suspect child abuse or neglect)

When to Refer:

- Parental mental health issues, domestic violence, substance abuse, significantly negative/neglectful parent child interactions, emerging child mental health needs and behavior problems
- First line primary care interventions not effective or you are not comfortable handling the situation
- Parent requests referral

REFERENCES AND RESOURCES

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