



**TREE**

# Talk Read Engage Encourage

**Early Relational Health Program**

**Maryland Chapter,  
American Academy of Pediatrics**

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# TREE: Introduction

Explain that the program is geared towards helping parents explore ways to have fun with their young children while promoting their development, building strong relationships and helping them feel safe and loved

## Ask

 **What fun things do you enjoy doing with your child?**

 **Can you recall a favorite early childhood memory? (Why do you think I asked you this question?)**

## Billing codes

- Use the EMR template to document the session
- ICD Code: Z13.42 and Z71.89
- CPT code: 99213\_\_\_\_ 99214\_\_\_\_ or 99215\_\_\_\_ depending on time spent
- Use 99213 or 99214 if coaching is added on to a Well Child Visit with modifier -25
- Use 99215 if conducted as a separate Developmental Coaching visit
- Use appropriate telehealth modifier if coaching session is conducted by telehealth- these may vary by insurance provider

## General Tips

- Some suggested items: clear plastic cup with lid and handle/ blocks/ plastic pop up toy/crayon and paper/ magic red ball/ pop up puppet and a book plus a small table and/or a floor mat
- Listen closely to parents: keep the session interactive by having parents actively decipher the illustrations and by using the Try It Out cues
- Provide coaching during the Try It Out activities if parents are uncertain engaging in communication, reading, or play by using the praise- guide- praise approach without taking over
- Provide parents with positive feedback and delight in the baby/ celebrate joyful moments
- Observe the parent infant interaction - take the room temperature - how does the interaction make you feel?
- It is not necessary to cover all of the content during the coaching session- discuss the illustrations and then focus on fun things to do based on where the child fits in currently and where the child is heading developmentally
- Consider how you will inform families about the program and how you will schedule coaching sessions
- Use the QR code on the front sheet to refer caregivers to the parenting handouts on the TREE website

# What's going on?



# TREE: Talk /Communication

Vocalization/ Preverbal Gestures and Imitation/ Verbalization: Understanding and Speaking

## Ask



**What's going on in the illustration?**



**Where does your child fit in?**



**How does your baby communicate with you?**



**What fun things can you do now to build language?**



**Where is your child heading in their language development? (review next picture in the sequence)**



**What will you do differently in the next few months?**



**Deciphering the Illustrations (Hint)**

Ask what's going on? If stuck or misinterprets, give a hint (e.g. "this is about the process of communication in infants, now what do you see?") If still stuck, go through each illustration and ask, "how is this child communicating?"



**Language Tips**

**ALL AGES ("Bathe your baby in language")**

- Use everyday experiences for talking
- Comment like a sports announcer
- Minimize digital media use

## YOUNG INFANTS

- Speak in "parentese"
- Coo and babble with your infant back and forth

## OLDER INFANTS

- Use gestures like "hi", "bye" and "pick me up", pointing, signing and peekaboo and imitation games
- Name people and label objects

## YOUNG TODDLERS

- Play "show me" games

## OLDER TODDLERS

- Play "tell me" or "what's that?" games
- Ask your child questions

## Try It Out



**Can you comment with your baby like a sports announcer?**



**Coach** - use the praise-guide-praise approach if parent is uncertain (example)

- Praise parent for using any prior observed positive communication "I loved the way you cooed with your baby" and then
- Guide and demonstrate "What do you think about doing it this way? Can you give it a try?" and then
- Praise parent for trying "Yes, I think that you used the sports announcer approach really well"



Read

# TREE: Read

## Ask



**Do you read with your child?**

(hand out a book for the child to keep if possible)



## Reading Tips

### ALL AGES

- Start early and read together regularly and in an excited manner
- Be prepared to read the same story over and over
- Use the time to cuddle together creating positive associations

### YOUNG AND OLDER INFANTS

- Let infant mouth and handle books and turn pages
- No need to read all the words/ monitor baby's interest as you proceed
- Name and label objects in the book

### YOUNG TODDLERS

- Play “show me” games

### OLDER TODDLERS

- Play “tell me” games
- Ask your child questions about what you are reading

## Try It Out

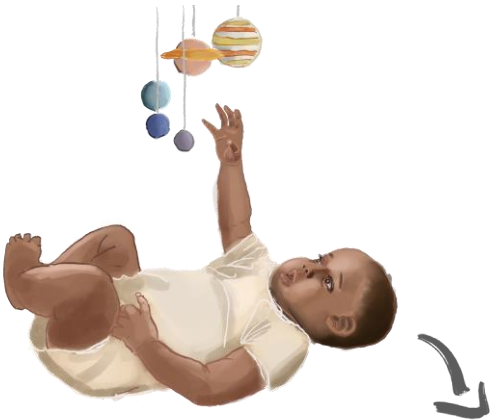


**Can you read to your child now?**



**Coach** - use the praise-guide-praise approach if parent is uncertain (example)

- Praise parent for using any prior observed positive reading (“You let your baby turn the pages” and then
- Guide and demonstrate “What do you think about doing it this way? Can you give it a try?” and then
- Praise parent for trying “Yes, I think that you read the book in a very exciting way”








What's going on?



# TREE: Engage

Motor Skills from Head to Toe

## Ask

-  **What's going on in the illustration?**
-  **Where does your child fit in?**
-  **What fun things can you do now to build motor skills?**
-  **Where is your child heading in their motor skills?**
-  **What will you do differently in the next few months?**

## **Deciphering the Illustrations (Hint)**

Ask what's going on? If stuck or misinterprets, give a hint (e.g. "this is about the process of motor development in infants, now what do you see?") If still stuck, go through each illustration and ask, "what part of their body is this child using?"

## **Motor Skill Tips**

### ALL AGES

- Get babies to grab, roll, crawl, cruise, walk or run towards something interesting that is just out of reach and play chase me games

## Try It Out

 **Let's see what your baby does**








# What's going on?



# TREE: Engage

Play and Learning: Mouthing/ Experiments/ Objects have Functionality/ Imaginary Play

## Ask

-  **What's going on in the illustration?**
-  **Where does your child fit in?**
-  **What fun things can you do now to play together?**
-  **Where is your child heading in their play skills?**
-  **What will you do differently in the next few months?**

## Deciphering the Illustrations (Hint)

Ask what's going on? If stuck or misinterprets, give a hint (e.g. "this is about the process of learning and play in infants, now what do you see?") If still stuck, go through each illustration and ask, "how is this child playing with objects?"

## Play and Learning Tips

### ALL AGES

- Screens are not a substitute for time together with parent
- Sing and dance together
- Let your child take the lead

### YOUNG INFANTS

- Use safe objects that they can put in their mouth like pacifiers and rattles

### OLDER INFANTS

- Let them experiment with balls, large blocks, cups, pots, etc.

### YOUNG TODDLERS

- Play with objects that have function such as blocks, stacking rings, Legos, puzzles, and crayons and toys that elicit cause and effect such as pop-up toys

### OLDER TODDLERS

- Use objects that foster imagination such as stuffed animals, toy figures, dolls, puppets, cars, and dress ups

## Try It Out

 **Do you have a favorite song? Can you sing with your child?**

 **Can you play with your child? (examples)**

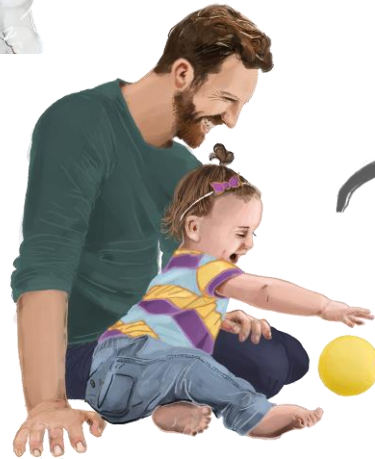
- Young infants: mouthing an object
- Older infants: experimenting with blocks in a plastic cup
- Young toddler: functional play by stacking 2-3 blocks or pop-up toy or scribbling
- Older toddler: imaginary play by having a pretend picnic with blocks

 **Coach** - use the praise-guide-praise approach if parent is uncertain (example)

- Praise parent for using any prior observed positive "You let your baby take the lead" and then
- Guide and demonstrate "What do you think about doing it this way? Can you give it a try?" and then
- Praise parent for trying "Yes, I like the way you let your baby experiment with the blocks"



What's going on?



# TREE: Engage

## Social Emotional Engagement

### Ask



**What's going on in the illustration?**



**Where does your child fit in?**



**Where is your child heading in their social emotional development?**



### Deciphering the Illustrations (Hint)

Ask what's going on? If stuck or misinterprets, give a hint (e.g. "this is about the process of social emotional development in infants, now what do you see?") If still stuck, go through each illustration and ask, "how is this child interacting with their parent?"



### Social Emotional Engagement Tips

#### FIRST YEAR

- Attachment - social smile/laughing
- Stranger anxiety

#### SECOND YEAR

- Joint attention- joyful sharing of interest in an external object through gaze, pointing or verbalization with the caregiver
- Separation anxiety and exploration (refueling)
- Autonomy ("no" stage)

### Try It Out



**Clinician can try to elicit joint attention in young toddler by**

- Pointing to ceiling light and see if child looks
- Using a magic red ball or pop-up puppet and hold it to your side and see if child looks or smiles at the object and then at you or the parent



Encourage



# TREE: Encourage


Makes Your Baby Feel Good, Competent, and Confident

## **Encourage General Tips**

### ALL AGES

- Be your baby's cheerleader!!! "You can do it!" "Yeah!" "You did it!"
- Praise effort: "You worked so hard on the drawing" vs. "You are the most amazing artist"
- Positive feedback by caregiver: "I like playing with you" "Thank you for sharing your blocks with me"

## Try It Out

-  **Monitor parent use of encouragement and ask parent to provide words of encouragement if not noted during the encounter**

-  **Coach** - use the praise-guide-praise approach if parent is uncertain (example)

- Praise parent for using any prior observed positive "You said, "yeah!" when your baby rolled over" and then
- Guide and demonstrate "What do you think about doing it this way? Can you give it a try?" and then
- Praise parent for trying "Yes, I like the way you praised effort when your baby stacked the blocks"

## **Final Thoughts**

### **Ask**

**What did you find helpful from our session?**

**What do you think you will do differently?**