

REACH OUT AND READ OKLAHOMA



where great stories begin™



American Academy of Pediatrics

“The AAP recommends that pediatric providers promote early literacy development as an important evidence-based intervention at health supervision visits for children beginning in infancy and continuing at least until the age of school entry...”

–Policy Statement: Literacy Promotion, An Essential Component of Primary Care

June 2014

Scope and Scale in 2016



5,800 clinical locations *(and growing!)*
27,000 pediatric primary care providers
93% of pediatric residency programs
4.6 million children
50 states
15 outcome studies

2Gen Outcomes and Engagement

Promotes school readiness and early learning in the home environment

Promotes parents' strengths by building confidence, competence, and capacities
(You can do this - and your baby loves it!)

Promotes parental self-efficacy and empowerment -
positive parenting

Builds social/emotional development

Builds routines (SLEEP!)

Buffers against toxic stress and builds resiliency

Facilitates community partnerships with healthcare sector

Fosters early brain and language development

Focuses on equality and closing the achievement gap

MILESTONES OF EARLY LITERACY DEVELOPMENT



NEWBORN TO 6 MONTHS

TALK, READ, SING, PLAY Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.

6 TO 12 MONTHS

12 TO 24 MONTHS

2 TO 3 YEARS

3 TO 4 YEARS

4 TO 5 YEARS

MOTOR DEVELOPMENT

What your child is doing

holds head steady
sits in lap without support
grasps book, puts in mouth
drops, throws book

holds and walks with book
no longer puts book in mouth right away
turns board book pages

learns to turn paper pages, 2 to 3 pages at a time
starts to scribble

turns pages one at a time, and from left to right
sits still for longer stories
scribbles and draws

starts to copy letters and numbers
sits still for even longer stories

COMMUNICATION AND COGNITION

What your child is saying and learning

smiles, babbles, coos
likes and wants your voice
likes pictures of baby faces
begins to say "ma", "ba", "da"
responds to own name
pats picture to show interest

says single words, then 2- to 4-word phrases
gives book to adult to read
points at pictures
turns book right-side up
names pictures, follows simple stories

adds 2-4 new words per day
names familiar objects
likes the same book again and again
completes sentences and rhymes in familiar stories

recites whole phrases from books
moves toward letter recognition
begins to detect rhyme
pretends to read to dolls and stuffed animals

can listen longer
recognizes numbers, letters
can retell familiar stories
can make rhymes
learning letter names and sounds

ANTICIPATORY GUIDANCE

What parents can do

Ask questions and wait for your child to answer

Read and speak in your first language

talk back and forth with your baby; make eye contact
cuddle, sing, talk, play, read
point at and name things: nose, ball, baby, dog...
follow baby's cues for "more" or "stop"
play games such as "peek-a-boo" or "pat-a-cake"

smile and answer when your child speaks or points
let your child help turn the pages; keep naming things
use books in family routines: naptime, playtime, bedtime; on the potty; in the car, bus
use books to calm or distract your child while waiting

ask "Where's the dog?" or "What is that?"
be willing to read the same book again and again
as you read, talk about the pictures
keep using books in daily routines

ask "What happens next?" in familiar stories
point out letters, numbers
point out words and pictures that begin with the same sound
together, make up stories about the pictures

relate the story to your child's own experiences
let your child see you read
ask your child to tell the story
encourage writing, drawing
point out the letters in your child's name

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.

WHAT TO READ

board and cloth books;
books with baby faces;
nursery rhymes

board books; rhyming books;
picture books; books that name things

rhyming books; picture books that tell stories;
search and find books

picture books that tell longer stories; counting and alphabet books

fairy tales and legends; books with longer stories, fewer pictures

Reach Out and Read

Early Math Pilot Initiative

Support school readiness and build foundational skills in **literacy and math**:

- Integrating early math concepts into Reach Out and Read anticipatory guidance
- Using children's books to introduce early math themes to families

Early Math Knowledge

Is rooted in children's everyday experiences and interactions, beginning in infancy.

Develops as young children

- **explore, think and talk** about concrete objects and situations;
- **learn math language and skills** from others.

Forms a “concrete” foundation for symbol-based school math.

Early Math Is Broad in Scope

Includes skills and concepts related to

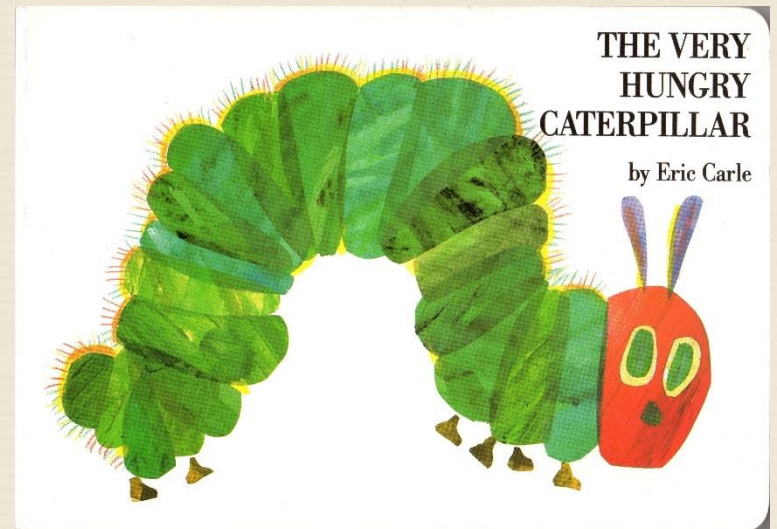
- Number
- Geometry (Shapes) and Spatial Relations
- Measurement and Comparison
- Patterns

Frye et al., 2013; Ginsburg et al., 2008; NAEYC & NCTM, 2002; National Research Council, 2009; Sarama & Clements, 2009

Book Reading and Math Talk

Children's books are full of math concepts and opportunities for **MATH TALK** about number, shapes and spatial relations, comparing and many include engaging mathematical patterns!

Let's find the math in
The Very Hungry Caterpillar



Federal Policy

In December 2015, the Every Student Succeeds Act was enacted into law, authorizing the Reach Out and Read model in federal education policy for the first time:

“...the Secretary may award grants, on a competitive basis...for the purposes of promoting literacy programs that support the development of literacy skills in low-income communities, ...including pediatric literacy programs through which, during well-child visits, medical providers trained in research-based methods of early language and literacy promotion provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy...”

Imagine re-designing the well-child visit to address two-generation issues, with Reach Out and Read as a vehicle.....

- Enhance developmental surveillance
- Establish an **emotional connection** with a **parent** to provide a safe haven
- Carefully **observe** the **child/parent interactive behavior** and reflect with the parent on what is observed
- Provide specific, contingent, positive feedback about how the **parent's interaction benefits the child**

THANK YOU... for all you do





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