



Division of Developmental Pediatrics

Beyond Bedtime Stories: Children's Books as a Tool for Teaching Developmental Pediatrics Across the Professional Continuum

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We will not discuss off label use or investigational use in this presentation.



Workshop Objectives *(the storyline we're shaping)*

After attending this workshop, participants will be able to...

- Discover the benefits of utilizing children's books for advancing professional skills while also teaching child development both in general pediatrics and developmental and behavioral pediatrics education.
- Utilize children's books and brief book-based interactions for teaching specific developmental concepts and clinical assessment of child development as well as explore the opportunities for structured observation of learners and provision of real-time, meaningful feedback through children's books and book-based interactions of learners with pediatric patients and families.
- Take home a toolkit for incorporating children's books into a new or existing curriculum for teaching developmental pediatrics across different levels of medical and interdisciplinary training.

Workshop Goals *(the milestones in our narrative)*

1. Demonstrate how children's books and brief book-based interactions can be used as an effective, interactive, and accessible teaching tool to build connection, to teach developmental milestones across different levels of interdisciplinary training in pediatrics, and to share and generate ideas for incorporating them into pediatric education curricula.
2. Provide a structured, stepwise approach to integrating children's books into specific curriculum elements that advance understanding of developmental concepts and address different learners' needs based on their level of training and discipline.



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What is this workshop about? What is it not about? (*the CliffsNotes edition*)

Books can be used as a tool to *teach* child development:

- Empower learners to comfortably engage and interact with children and caregivers
- Observe parent-child interactions
- Teach developmental milestones
- Inform developmental assessment and facilitate delivery of diagnosis and recommendations to caregivers
- Gather data for timely feedback and evaluation of learners



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Chapter One

Using early literacy as a window into child development and early relational health



Children's books are magic...

- *Children's books are written works and accompanying illustrations produced to entertain or instruct young people. They are doorways to delight, information, engagement and empathy.*
- Books and storytelling bring joy and spark connection!
- Evidence of benefits of early literacy and established early literacy models that promote shared reading and using books as a tool to assess child development



Mural street art (Books Are Magic, Brooklyn, NY)



POLICY STATEMENT Organizational Principles to Guide and Define the Child Health Care System and/or Improve the Health of all Children

American Academy
of Pediatrics
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Literacy Promotion: An Essential
Component of Primary Care Pediatric
Practice: Policy Statement

Perri Klass, MD, FAAP; Anna Miller-Fitzwater, MD, MPH, FAAP; Pamela C. High, MD, MS, FAAP; COUNCIL ON EARLY CHILDHOOD

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DEPARTMENT OF
PEDIATRICS

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*Time to flip back
through the pages...*



...or better yet, *“leaf through your memories...”*



[insert QR CODE here for interactive activity]

What is your favorite childhood book?

What is your experience with shared reading?

How many of you had children or already had significant exposure to children by the time you started your professional career in pediatrics?

Chapter Two

Children's book and brief book-based interactions & Professional Developmental Milestones





Setting the scene

- Exposure to pediatric patients and confidence in interactions is variable
 - Medical students have limited exposure to infants and preschool-aged children in their daily lives and this affects their confidence when entering pediatric rotations¹
 - Clinical placements may inadequately prepare undergraduate students to communicate with children²
 - Pediatric residents perceive communication competencies as important and a priority for learning, yet report a lack of confidence in advanced communication skills³
 - Implementation of Reach Out and Read online training at our institution led to significant increase in pediatric resident knowledge, confidence, and practice behaviors in using books as a tool to assess child development
- Need for early identification and intervention and building those skills in those that work with pediatric patients (*particularly* in the setting of the DBP workforce shortage)

Children's books as a tool to *teach* child development (DBP Edition)

- We all know that a book can be used as a tool to assess child development but how about using children's books and brief book-based interactions as a tool in experiential learning and to assess professional milestones in the context of developmental pediatrics?
- Children's book and literacy-based teaching aligns with competency-based education in developmental pediatrics

How can children's books be used at different levels of training?

Learner (Characters)	How can a book be used?
Medical students (particularly those interested in pediatrics, DBP); APPs, social workers, psychologists, or anyone who works with learners at any level of training	• Empower learners to comfortably engage and interact with children and caregivers • Observe parent-child interactions
Residents: pediatrics, medicine-pediatrics, family medicine, psychiatry	• Teach developmental milestones
Fellows: DBP, NDD, AGP, NICU, PM&R	• Inform developmental assessment and facilitate delivery of diagnosis and recommendations to caregivers
DBP Fellowship and Rotation/Clerkship directors, DBP faculty, General Pediatric faculty	• Feedback and evaluation of the learner • Curriculum development • Quality improvement



Small Group Activity

- Each group gets:
 - An age-specific book (e.g., board book, picture book, early reader)
 - Worksheet to identify typical and atypical developmental skills and parent-child interaction
- Task:
 - Identify typical and atypical developmental skills that can be identified for your group's age range
 - Brainstorm teaching strategies for different learner disciplines and levels



Small Group Activity

- Example to be provided by facilitators



Small Group Discussion

- How could you use a children's book and brief book-based interactions to teach development per level of learner (e.g. graduate, postgraduate, interdisciplinary)?
- How can books be used in different clinical settings and opportunities?
 - Outpatient (General Pediatrics, Specialty)
 - Inpatient



Large Group Discussion

- Debrief
- Share ideas for curriculum development

Chapter Three

Teaching and Evaluating Learners





Large Group Activity

Interactive Role-Play: Teaching across Learner Levels

How does teaching differ at each level?



Large Group Discussion

- Brainstorm strategies for structured observation and feedback through children's book-based interactions
 - What are strategies for giving feedback to learners?
- What challenges do faculty face in teaching development using children's books and book-based interactions?

Chapter 4

Implementation & Bookmarks



Brainstorming Activity:

YOUR (Institution's) Edition

In your small groups, discuss:

- How are children's books and book-based interactions used at your institution? If yes, how? If not, how can this approach be applied at your institution?
- What barriers exist in implementing this approach and how could they be addressed?
- How could you assess the impact of a literacy-based approach to teaching development?

As a large group, share 1-2 of your group's key ideas

Toolkit to be accessible via QR Code (to be provided at tables)

Epilogue



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- Our institution's practice and recent DBP fellow's scholarly project
 - **Summarize and Setting up for a Sequel...**
 - Write down one thing that you will do with what you learned today.
 - Exchange contact details if interested in collaborating on a multi-site project aimed at using children's books and brief book-based approaches in pediatric education curricula.

Sources (Acknowledgments)

¹ Uther P, Thomson J, Bartlett AW, Kennedy SE. Medical student interactions with children in their daily lives. Arch Dis Child Educ Pract Ed. 2024 Nov 21;109(6):297-300. doi: 10.1136/archdischild-2022-324750. PMID: 38862200.

² Sullivan C, Condrón C, Mulhall C, Almulla M, Kelly M, O'Leary D, Eppich W. Preparing for Pediatrics: Experiential Learning Helps Medical Students Prepare for Their Clinical Placement. Front Pediatr. 2022 Mar 4;10:834825. doi: 10.3389/fped.2022.834825. PMID: 35311060; PMCID: PMC8931532.

³ Rider EA, Volkan K, Hafler JP. Pediatric residents' perceptions of communication competencies: Implications for teaching. Med Teach. 2008;30(7):e208-17. doi: 10.1080/01421590802208842. PMID: 18777421.



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PLEASE HELP us improve the quality of our education and/or document it's relevance by completing the survey!



Thank You

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