

Weaving the Promotion of Early Relational Health and Child Development Into Clinical Practice:

Keystones of Development Grand Rounds With Mount Sinai



Early Childhood
Developmental
Health Systems

EVIDENCE TO
IMPACT CENTER

June 20, 2024



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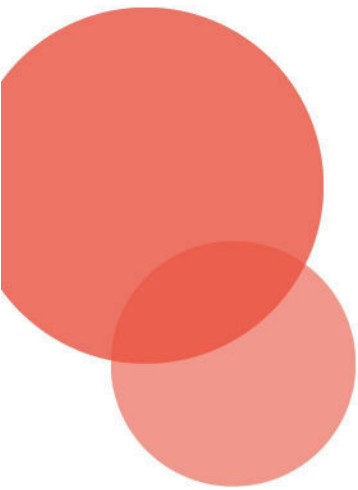
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Early Childhood
Developmental
Health Systems

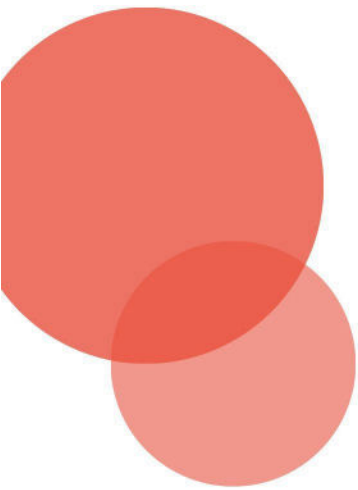
EVIDENCE TO
IMPACT CENTER



Housekeeping

- Attendees are muted for the duration of the event.
- Use the chat to introduce yourself, chime in, and ask questions! You can also submit questions through the Q&A feature.
- Today's slides are available under the Handouts tab on the eLearn event page.
- A recording will be available within 48 hours.
- CEU credits are provided for this webinar (more details on how to receive credits will be shared at the end of the presentation).





Community Health Center Early Childhood Development Awards

- The Early Childhood Developmental Health Systems (ECDHS): Evidence to Impact Center provides technical assistance to help health centers:
 - Increase the number of children ages 0-5 who receive recommended developmental screenings
 - Increase the number of children and their families assisted with accessing appropriate follow-up services
 - Build early childhood development expertise into their care teams
- Resources, event notices, and other updates are shared on the [Health Center Basecamp channel](#)



Funding Acknowledgment

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**Mount
Sinai**

Parenting Center

Keystones of Development: Weaving the Promotion of Early Relational Health and Child Development into Clinical Practice

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Sign up to get
free resources



ROUND THE ZOOM ROOM

- ✓ Name
- ✓ Role
- ✓ Institution/Location
- ✓ One thing you hope to get out of this session





DISCLOSURES AND CONFESSIONS

We have no financial disclosures or conflicts of interest with the material presented.

- As a new clinician, we sometimes made up parenting advice.
- As a parent, it can be hard to practice what we preach.
- As a provider, we find it difficult to fit in all there is to cover in a well child visit.



LEARNING OBJECTIVES

At the conclusion of the presentation, participants should be able to:

- ✓ Recognize how safe, stable, nurturing relationships serve as a foundation for optimal child development and health can buffer the adverse effects of toxic stress.
- ✓ Identify opportunities within the primary care visit to model and foster caregiver behaviors that support a child's attachment, autonomy, and self-regulation.
- ✓ Outline a specific plan to incorporate at least one new free resource or strategy that “sparks” the promotion of early relational health and child development in clinical practice.



RESEARCH HAS SHOWN...

Positive parenting behaviors lead to improved child health outcomes.



Scientific literature now recognizes **parenting** as a near-universal determinant of social, economic, and health outcomes.



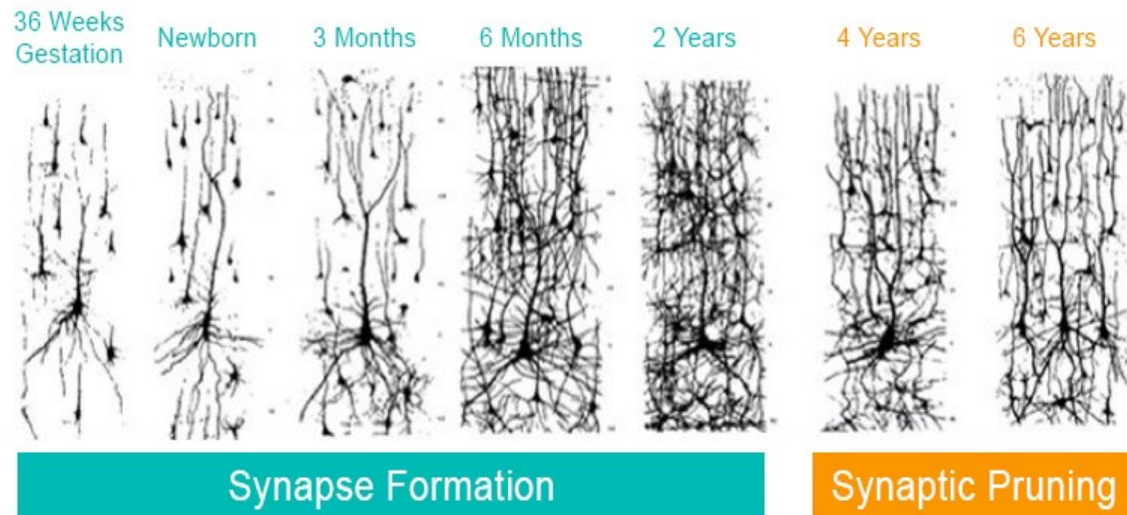
Early negative experiences and relationships with parents change the expression of genes and can modify a child's development and health in profound ways.



Pioneering research is identifying specific parenting behaviors that are associated with improved outcomes and **reduced risk of diseases** such as asthma, obesity, diabetes and heart disease.

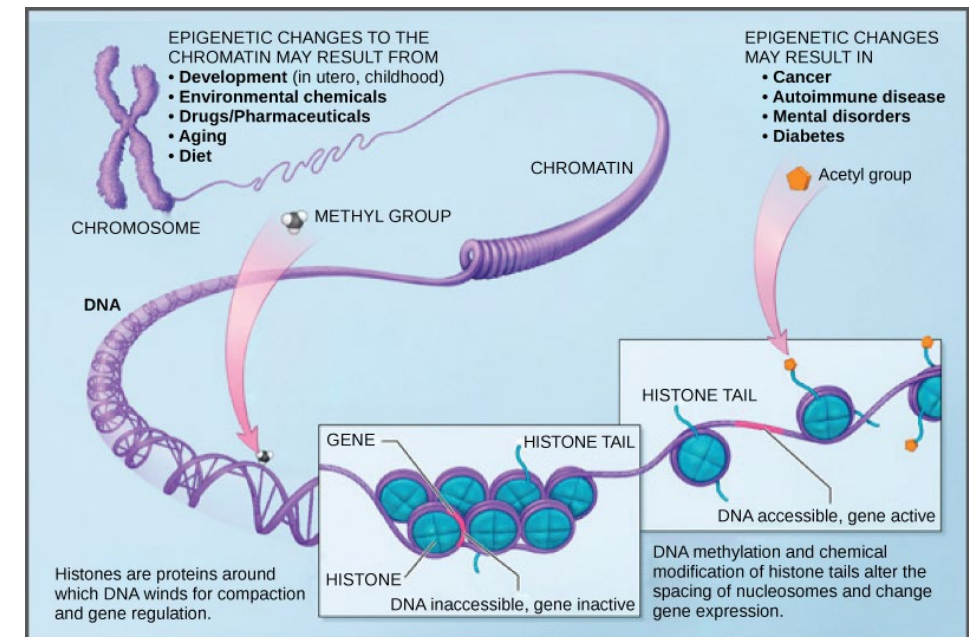


EARLY BRAIN DEVELOPMENT & THE PARENTING ENVIRONMENT



In the first few years of life, more than **1 million new neural connections** are formed every second!

Early parenting environment can program a child's future mental and physical health

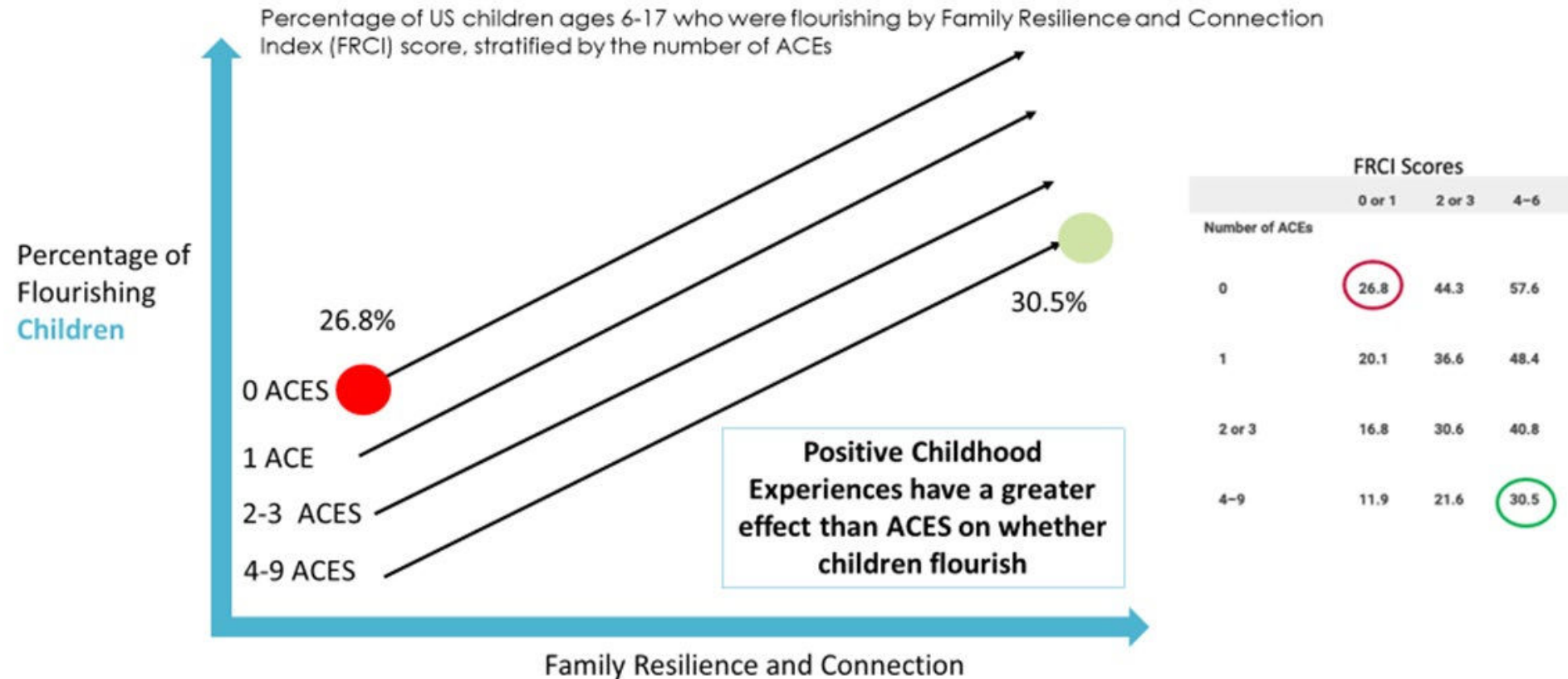


*Toxic stress alters the methylation of genes and these **epigenetic** changes increase risk of illness and disease.*



EARLY PARENTING ENVIRONMENT

Positive Childhood Experiences Mitigate the Effects of ACEs





AAP Policy Statement

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



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Preventing Childhood Toxic Stress: Partnering With Families and Communities to Promote Relational Health

Andrew Garner, MD, PhD, FAAP^{a,b} Michael Yogman, MD, FAAP^{c,d}
COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, SECTION ON DEVELOPMENTAL AND BEHAVIORAL
PEDIATRICS, COUNCIL ON EARLY CHILDHOOD

“The American Academy of Pediatrics asserts that **SSNRs** [safe stable nurturing relationships] **are biological necessities** for all children because they **mitigate childhood toxic stress** responses and **proactively build resilience** by fostering the adaptive skills needed to cope with future adversity in a healthy manner.”

“By focusing on the safe, stable, and nurturing relationships (SSNRs) that buffer adversity and build resilience, pediatric care is on the cusp of a paradigm shift that could **reprioritize clinical activities, rewrite research agendas, and realign our collective advocacy.**”

**How do we do more than just identify delays and deficits
in our primary care visits?**

**How do we promote strong, stable, nurturing
relationships and child development universally in
primary care?**



**Mount
Sinai**

Parenting Center

Our Mission

To transform the way pediatric healthcare is delivered by maximizing opportunities to promote strong parent-child relationships and early childhood development within everyday healthcare interactions.



You are
already promoting
early relationships
and child
development!

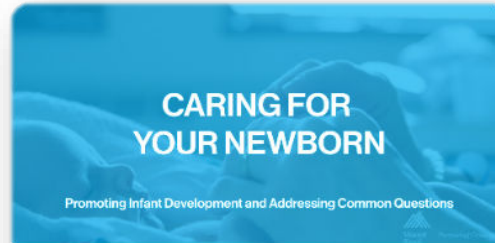
What strategies or
resources are you
currently using?

OUR RESOURCES



Keystones of Development Curriculum

An online curriculum for providers that can be completed at your own pace, plus 3 additional modules on sleep, discipline and toilet training. Eligible for 4 hours of CME credit.



Newborn Discharge Class

Share this video with postpartum families or watch it yourself to assist in newborn discharge education.



Sparks Video Series

8 minute videos for parents in English and Spanish that cover routine anticipatory guidance. Share with families or use as a resource in your continuing education.



Provider Resources



Staff Training and Physical Messaging

Interdisciplinary training on the important role of all healthcare workers in supporting child development plus printable messages that help spark meaningful interactions.



Parent Handouts

Evidence-based support on the topics parents care about most. Easily shareable or printable for your practice.



Research Collaborative

Learn more about research opportunities with KEYNET and submit a proposal.

KEYSTONES OF DEVELOPMENT



Secure
Attachment



Autonomy



Self
Regulation



Perspective
Taking



Problem
Solving



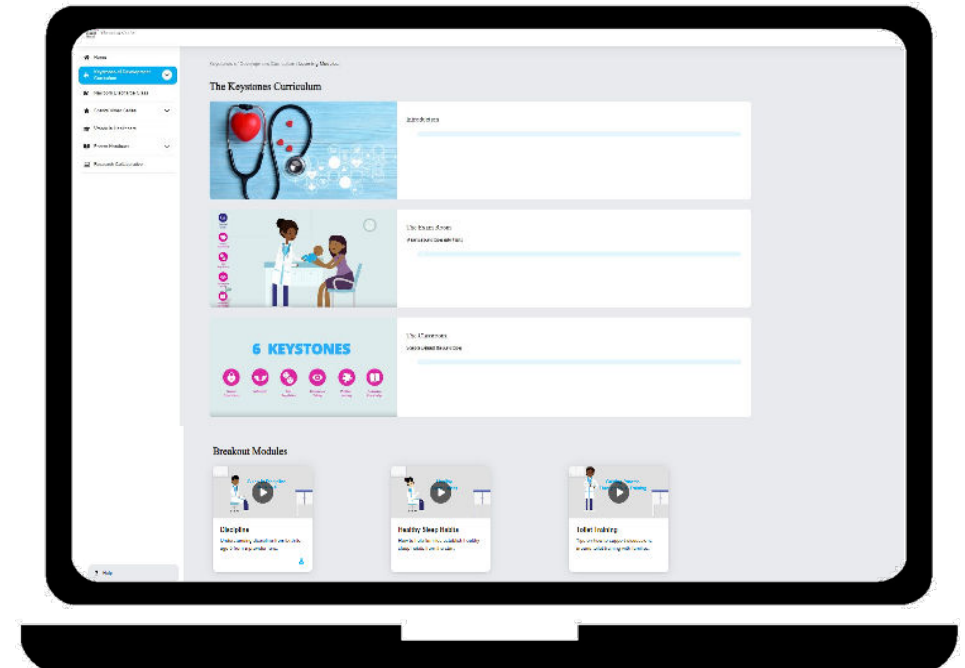
Academic
Knowledge



Provider
Resources

A free, 4-hour online curriculum that integrates the promotion of positive parenting behaviors into routine well-child visits.

- *Well supported by research*
- *Largely dependent on parent behaviors*
- *Able to be promoted through teachable moments*
- *Strongly predictive of later well-being*







CASE: NEWBORN VISIT



Secure
Attachment

A parent of a newborn comes in for their first visit. You notice the caregiver is anxious and overwhelmed, with a long list of questions. How do you answer the parent's questions in the limited time and incorporate the importance of the early parent-child relationship? **What specifically might you discuss, model, or praise?**



SECURE ATTACHMENT

A positive view of self and others and relationships based on the early experience of feeling loved, safe, protected by the primary caregiver, who serves as a "secure base" from which an infant can explore. This is a dynamic process and can improve throughout life.

- Dynamic – develops over time – involves repair
- Universal and yet can appear different
- Buffers adversity



SECURE ATTACHMENT (CONT'D)

STUDY

“Minnesota Longitudinal Study of Risk and Adaptation,”

Cohort study done by Institute of Child Development, University of Minnesota

METHOD

Followed over 200 babies from at-risk families for almost 40 years.

RESULTS

Securely attached children were more likely to have a better sense of **self reliance**, better **emotion regulation, social competence, higher self worth and higher academic success**.

*Researchers were able to predict who was **most likely to drop out of high school** based on the early attachment relationship at age three.*





PARENTING BEHAVIORS THAT PROMOTE ATTACHMENT



Warm, sensitive and reciprocal interactions
between a parent and infant dyad



Predictable and stable responses from caregiver

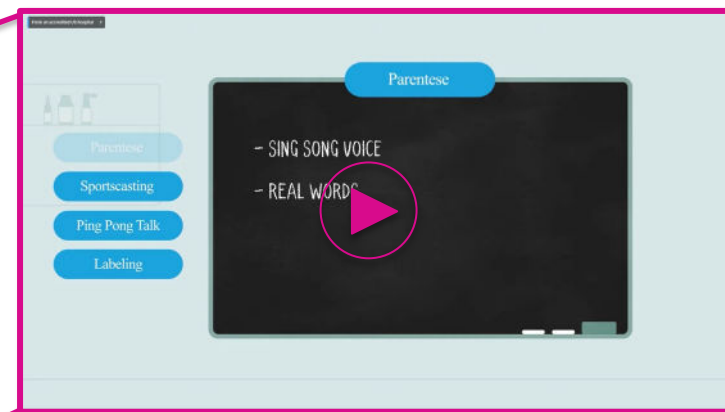
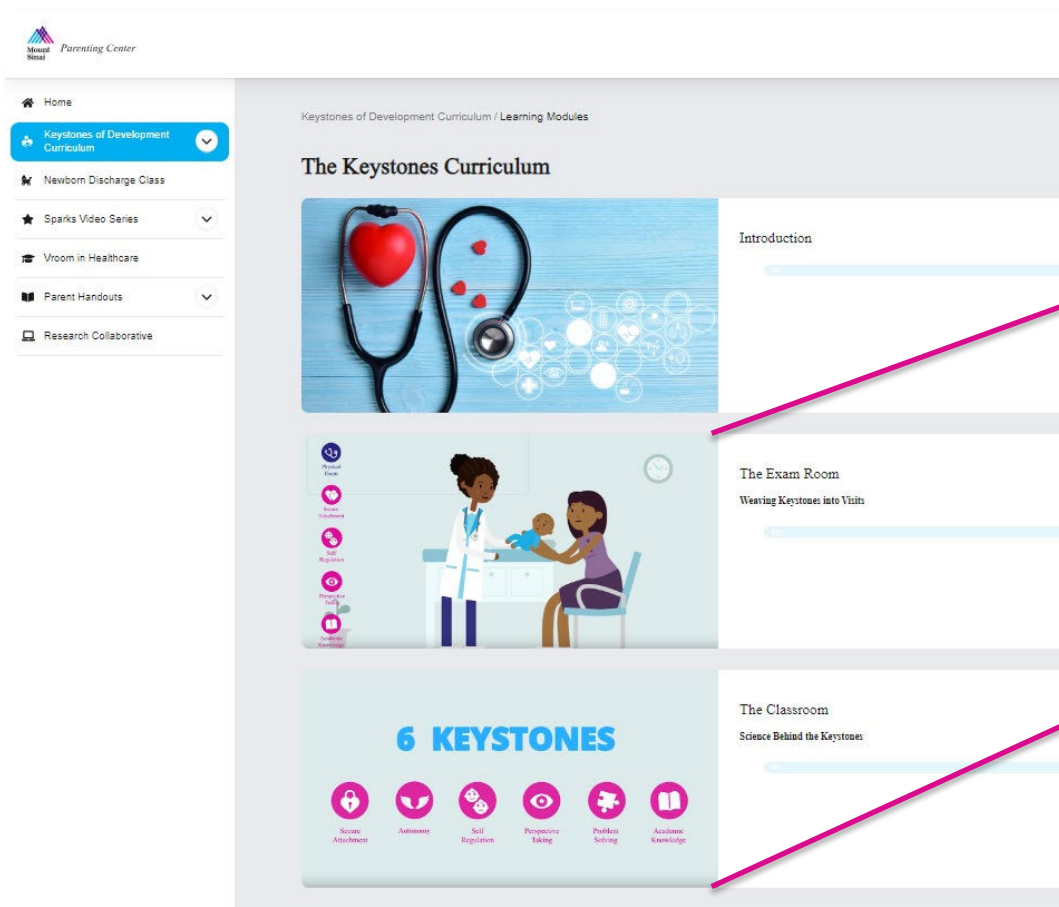


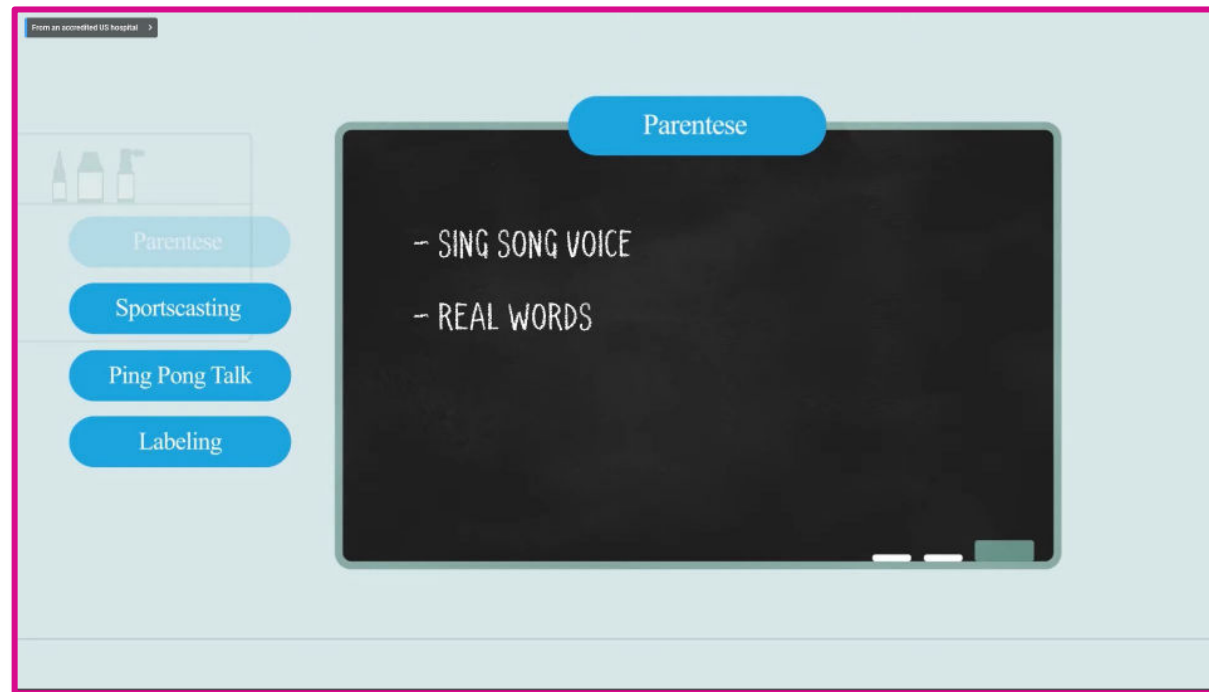
PROMOTING ATTACHMENT

Keystones of Development

Exam Room:
Newborn, 1 Month,
2 Month Visits

Classroom:
Secure
Attachment





Access video here: <https://youtu.be/IgJoYTCt4ps>



A parent video series designed to deliver standardized and high-quality anticipatory guidance that promotes positive parenting and early childhood development to all parents of children birth to age 5 through their healthcare provider.



CONNECTING WITH YOUR NEWBORN

 **Parent Video Series**

3-5 Day Visit



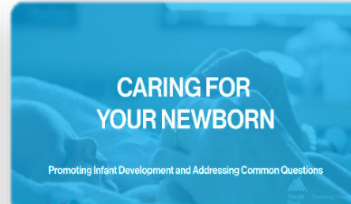
Keystones of Development Curriculum

An online curriculum for providers that can be completed at your own pace, plus 3 additional modules on sleep, discipline and toilet training. Eligible for 4 hours of CME credit.



Staff Training and Physical Messaging

Interdisciplinary training on the important role of all healthcare workers in supporting child development plus printable messages that help spark meaningful interactions.



CARING FOR YOUR NEWBORN

Promoting Infant Development and Addressing Common Questions

Newborn Discharge Class

Share this video with postpartum families or watch it yourself to assist in newborn discharge education.



Parent Handouts

Evidence-based support on the topics parents care about most. Easily shareable or printable for your practice.



Sparks Video Series

8 minute videos for parents in English and Spanish that cover routine anticipatory guidance. Share with families or use as a resource in your continuing education.



Research Collaborative

Learn more about research opportunities with KEYNET and submit a proposal.





Access video here: <https://youtu.be/Dn9bgjmRY1A>



CHILDREN'S INNER VOICE

 **Parent Video Series**

4 Year Visit



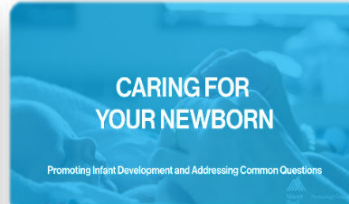
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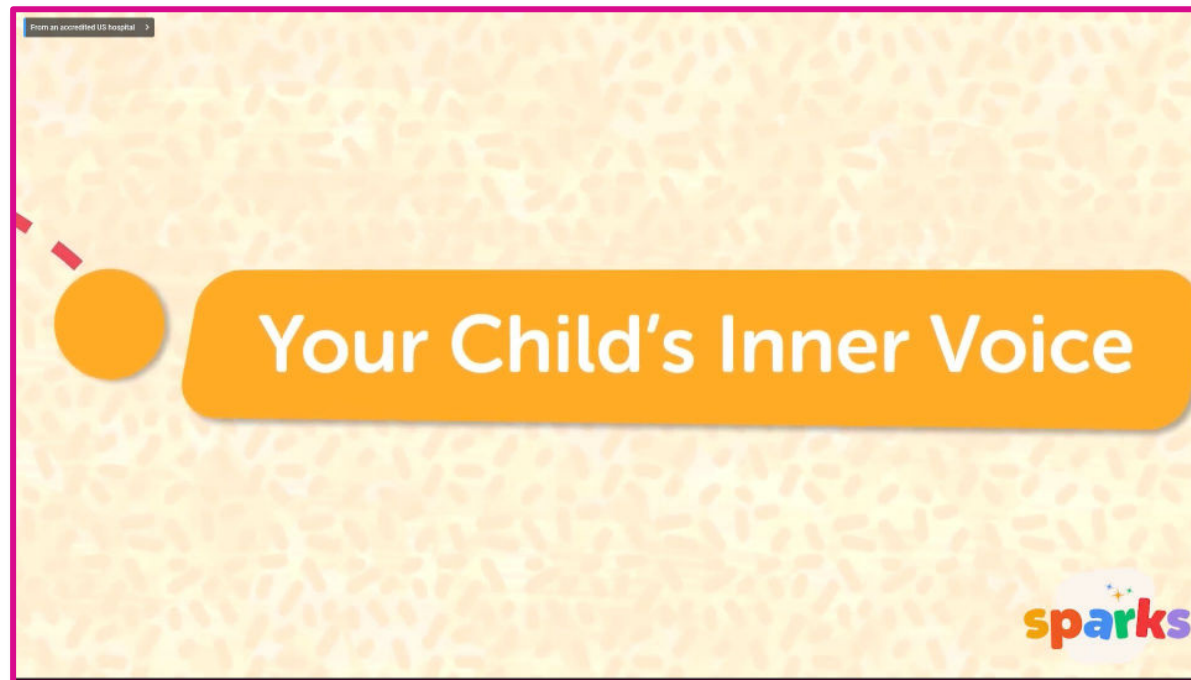
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Access video here: <https://youtu.be/EzWQtA4VG8U>



PROMOTING ATTACHMENT IN THE CLINICAL SETTING

Discuss:

- Skin to skin – “Your touch teaches your baby”
- “You can’t spoil a baby”
- Noticing cues and responding to them
- Hugs, high fives, showing delight, time-ins, reading
- Catching your child being good
- Avoid shaming older children

Model:

- Warm, positive affect, showing delight
- Back and forth interactions, using parentese

Praise what you observe...

- “He calms down so nicely when he snuggles with you”
- “Those hugs and kisses are so great for his development and actually help build his brain.”



AUTONOMY





AUTONOMY(CONT'D)

A child's sense that they are able to use their own skills in thinking and behaving.

- Explore and learn from the environment
- Confidence to take risks
- Fulfills a basic need
- Necessary to have intrinsic motivation



WHAT PARENTING BEHAVIORS PROMOTE AUTONOMY?

Autonomy Supportive Parenting...

- Let children do for themselves what they **CAN** do
- Guide and encourage children to try and do what they can **ALMOST** do
- Teach and model behavior that they **CANNOT** yet do

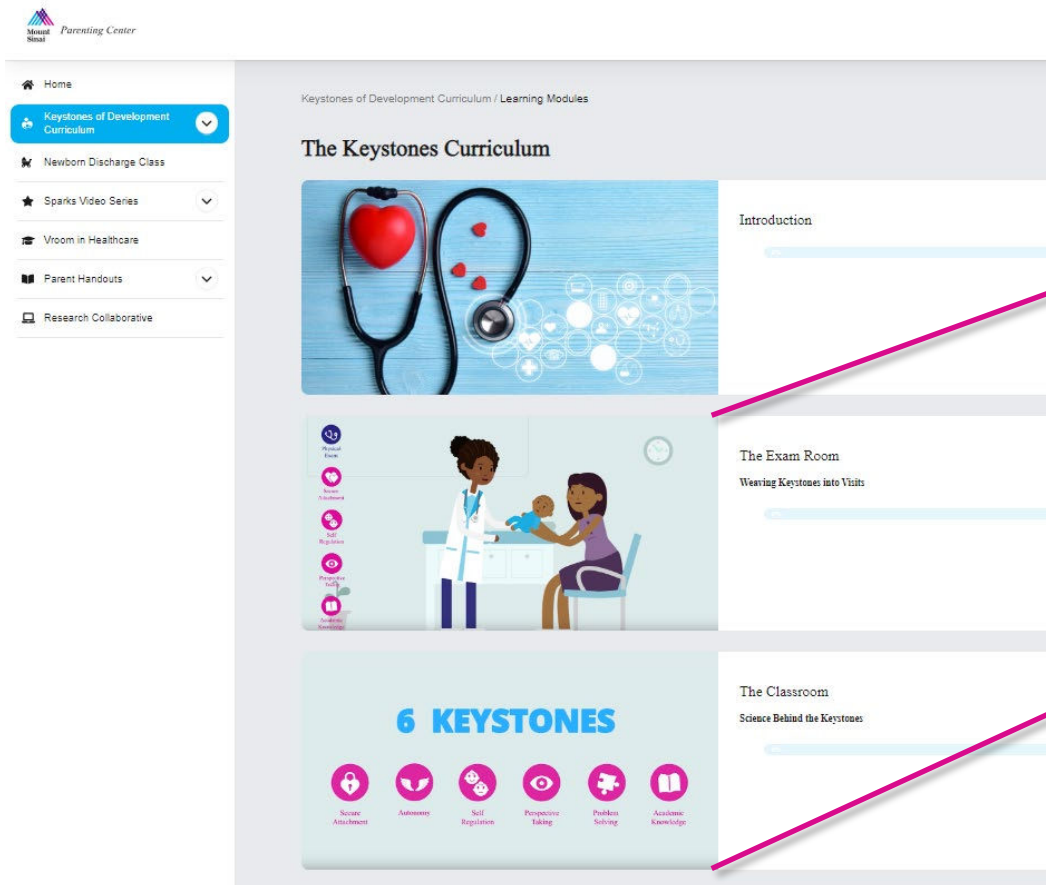


PROMOTING AUTONOMY: KEYSTONES

Keystones of Development

Exam Room: 4 Month, 6 Month, 9 Month Visits

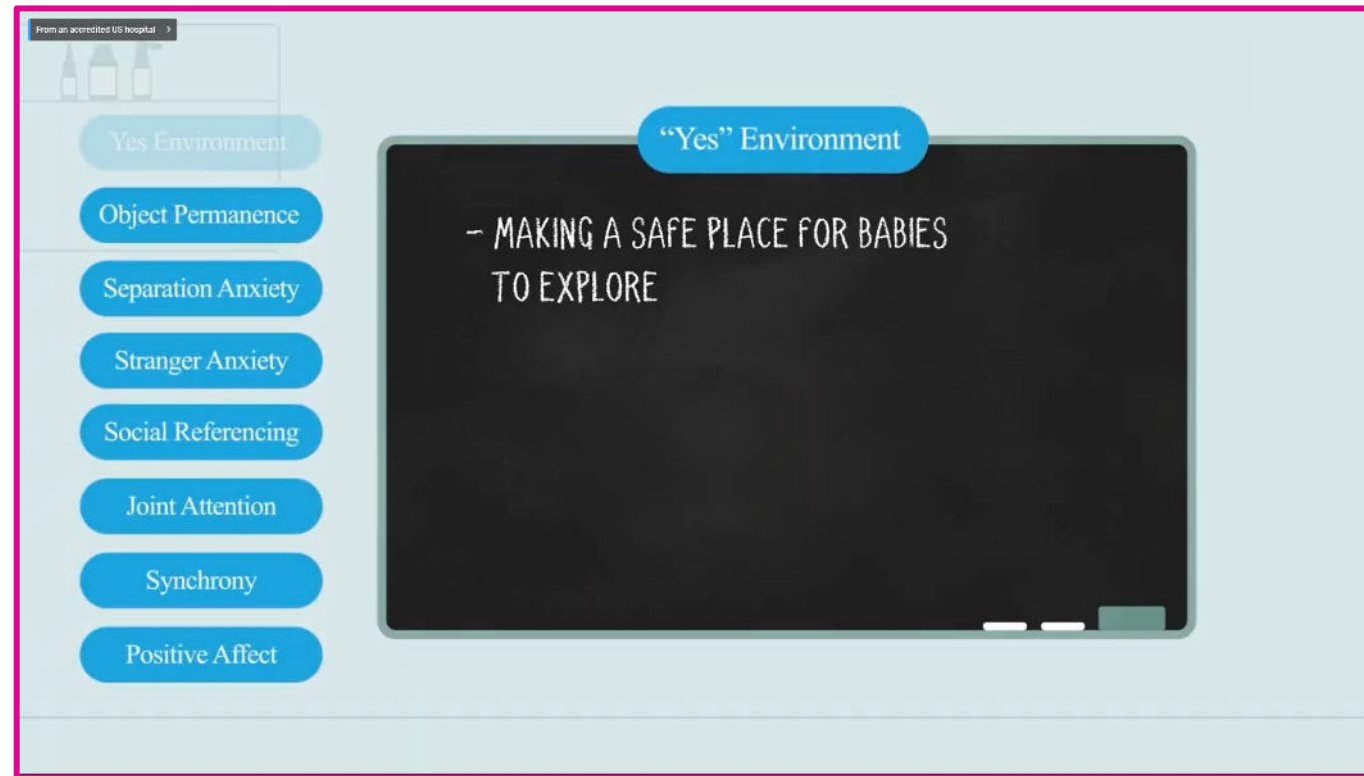
Classroom: Autonomy



The screenshot displays the 'The Keystones Curriculum' page on the Mount Sinai Parenting Center website. The page features a sidebar with navigation links: Home, Keystones of Development Curriculum (selected), Newborn Discharge Class, Sparks Video Series, Vroom in Healthcare, Parent Handouts, and Research Collaborative. The main content area is titled 'The Keystones Curriculum' and includes an 'Introduction' section with a stethoscope graphic, 'The Exam Room' section with an illustration of a doctor and parent, and 'The Classroom' section with an illustration of a child. A '6 KEYSTONES' section at the bottom lists: Secure Attachment, Autonomy, Self Regulation, Perspective Taking, Problem Solving, and Academic Knowledge. A pink line connects the 'The Exam Room' section to a video player on the right.



The screenshot shows a video player interface. On the left, a list of topics is displayed: Yes Environment (selected), Object Permanence, Separation Anxiety, Stranger Anxiety, Social Referencing, Joint Attention, Synchrony, and Positive Affect. The video content area shows a blackboard with the text 'Yes Environment' and '- MAKING A SAFE PLACE FOR BABIES TO EXPLORE'. A large pink play button is centered over the video.



Access video here: <https://youtu.be/rIhS46t2vus>



PROMOTING AUTONOMY: SPARKS

sparks Parent Video Series

15 Month Visit



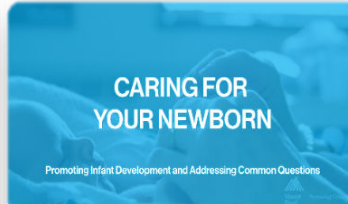
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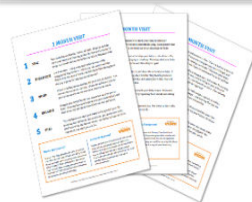
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Parent Handouts

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Research Collaborative

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Access video here: <https://youtu.be/79br6phFmHM>



PROMOTING AUTONOMY: PARENT HANDOUTS

Parent Handouts

15 MONTH VISIT

- 1 ALLOW** Let your little one practice brushing their own teeth...or brush yours while you do theirs. Giving your child independence and "jobs" can help your child to feel in control and important.
- 2 MESS** Let your child make a mess when eating. Throwing or playing with food is normal at this age. Your child is exploring the world, so don't get too upset and remember they aren't trying to misbehave.
- 3 REDIRECT** When your child is upset, try distracting them with something or someone else around them. Remember that they are too young for any punishments, but can be distracted with a book, toy, song, turning the lights on and off, going for a walk or a silly dance.
- 4 EAT** Have meals together as a family whenever you can. Eating together teaches kids a lot and is a wonderful time to talk and connect as a family.
- 5 LABEL** Giving a name to everything around your child builds important skills before school. Talk about colors and textures in your everyday life - like "the sky is blue" or "that cracker is scratchy." Practice games with labeling too! See below to learn why this is important and what you can do.

Body Parts

Vroom™ Tip: Take a moment to label different parts of your child's body. You can start with their head, eyes, nose, ears, and move down! To make it more fun, you can kiss or tickle each part while you label it.

Brainy Background



Your baby learns about the world through you. Playing this way helps them feel love through your touch and attention. They also learn new words. For more tips like these, download the free app at www.Vroom.org!

2 YEAR VISIT

- 1 CHOICE** Give your child choices whenever possible - like, "do you want the red plate or the blue plate." Limit it to 2 options and make sure both are possible. Letting your child feel in control will help improve their behavior and build independence.
- 2 PRETEND** Playing dress-up and pretend is an important part of learning about how others think and feel. Imagining to be someone else and do their job takes a lot of focus and energy and can build important social skills for school.
- 3 POTTY** Know the signs that your child might be ready to potty train. These include having interest in the potty, knowing the difference between being wet and dry, being able to follow simple instructions, pooping around the same time every day and knowing related body parts.
- 4 ACCEPT** Ignore picky eating and try not to force your child to eat. Avoid battles over food. Talk about healthy food options and praise your child whenever they make good choices.
- 5 MOVE** Play games that involve movement. This helps your child practice attention, focus and self-control.

Homemade Play

Vroom™ Tip: What can you find in your house to play pretend with your child? Offer them clothes, blankets, empty boxes, or clean and safe kitchen objects to use. Follow their lead and see where it takes you. If you need to, you can give them ideas like, "Should we build a boat or pretend to cook dinner?"

Brainy Background



Playing pretend is a great way for your child to explore ideas and practice language skills. They also get to try on different roles, like being a parent or a baby, and to see the world through other people's eyes. This is an important skill for getting along with others. For more tips like these, download the free app at www.Vroom.org!





PROMOTING AUTONOMY IN THE CLINICAL SETTING

Discuss:

- Tummy time
- Creating a “yes” environment
- Using the word “explore”
- Allowing child directed play
- Encouraging the child to help with routines (put on coat)

Model:

- Asking patient questions
- Giving choices
- Asking patients for their thoughts on how to do things (i.e. how do you think you could be healthier in your eating?)
- Asking parents questions about what they think works best for their child

Praise what you observe...

- “It is so great how you allow her to explore the room”
- “Thank you for letting her answer my questions”



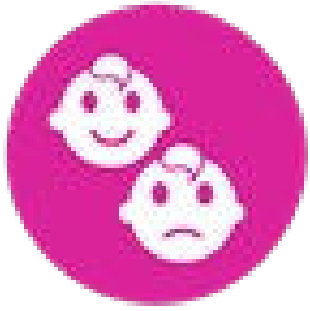


SELF-REGULATION/EXECUTIVE FUNCTION SKILLS





CASE: 2 YEAR VISIT



Self Regulation

During a visit with a 2-year-old, their caregiver shares that the child is not listening at home and requiring lots of time-outs. The parent also notes that the child has been having meltdowns when they don't get their way, and they find themselves threatening to take away their favorite toys. **What are some approaches to helping the parent understand developmental expectations and strategies to help promote self-/co-regulation?**



SELF-REGULATION

The child's increasing skill in managing their emotion, behavior, and attention in order to achieve goals.

Allows children to:

- Plan
- Focus
- Hold information in their mind while they use it (working memory)
- Juggle multiple tasks successfully (cognitive flexibility)

The brain needs these skills to:

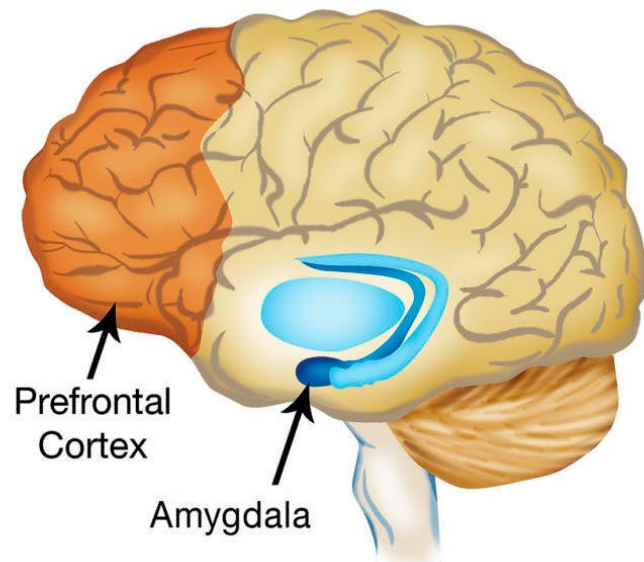
- Filter distractions
- Prioritize tasks
- Set and achieve goals
- Control impulses (inhibitory control)

These skills are crucial for school readiness and life success



HOW DOES SELF-REGULATION DEVELOP?

We are not born with these skills, but we are born with the capacity to develop them through the right experiences and practice.



Prefrontal Cortex=Wizard Brain

Complex mental processing, empathy, judgement

Amygdala/Limbic System=Lizard Brain

Fight or flight, acts on emotions and instincts

How do we encourage “connections” between the two areas?



SELF-REGULATION (CONT'D)

- STUDY** Mischel, Walter, et.al, “*Delay of Gratification in Children.*”
Science, 244 (4907), pp. 933-938
- METHOD** Administered variety of tests in laboratory to 4 year olds using marshmallows in effort to measure early **self control**.
- RESULTS** Those 4-year-old children who **delayed gratification longer** had higher educational attainment, higher SAT scores, reduced risk of drug use, improved self esteem and were less likely to exhibit aggressive behaviors.





WHAT PARENTING BEHAVIORS PROMOTE EXECUTIVE FUNCTION SKILLS AND SELF-REGULATION?

To help with Behavioral, Emotional, Attentional Self-Regulation

- Labeling emotions and allowing emotions
- Sensitive caregiving
- Promoting autonomy and scaffolding
- Consistent routines and healthy sleep
- Identifying and avoiding triggers for distraction
- Offering and rewarding delayed gratification reliably
- Positive discipline
- Impulse control games (Simon says, freeze dance, red light/green light)
- Mindfulness

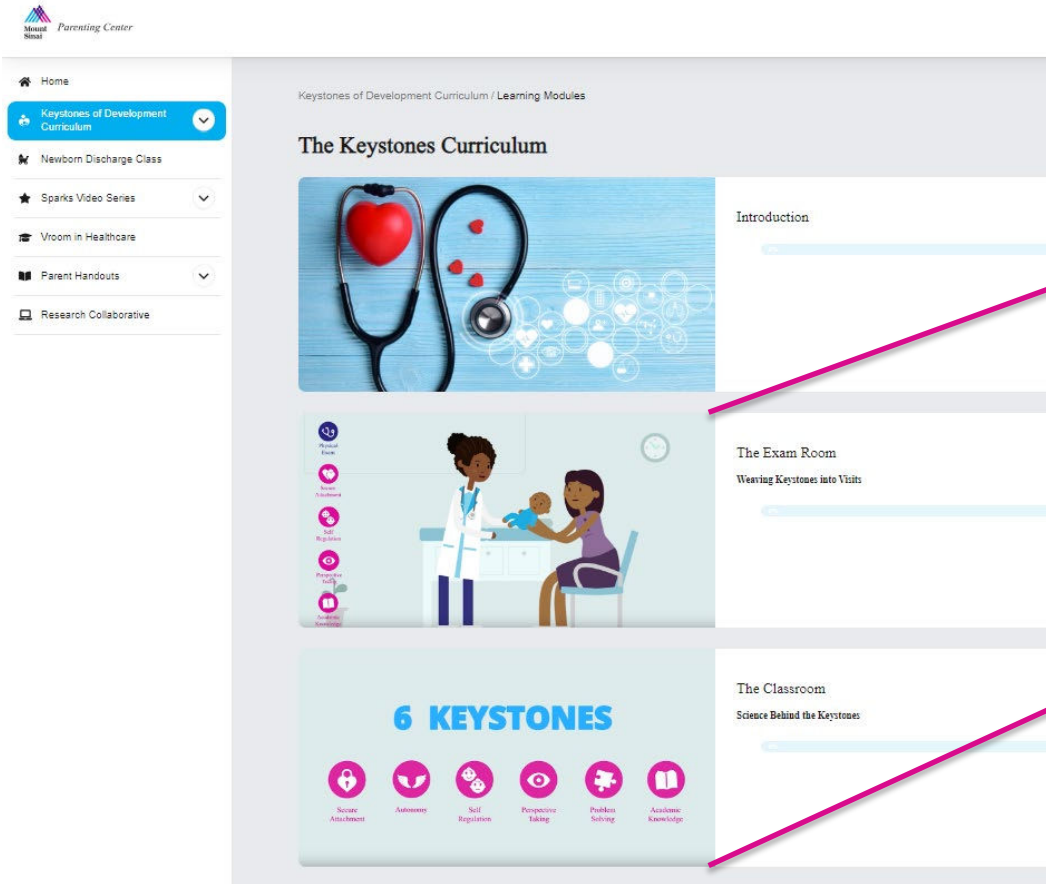


PROMOTING SELF-REGULATION: KEYSTONES

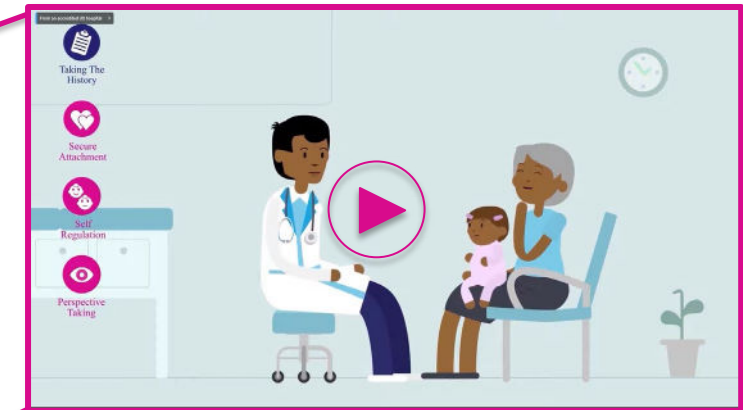
Keystones of Development

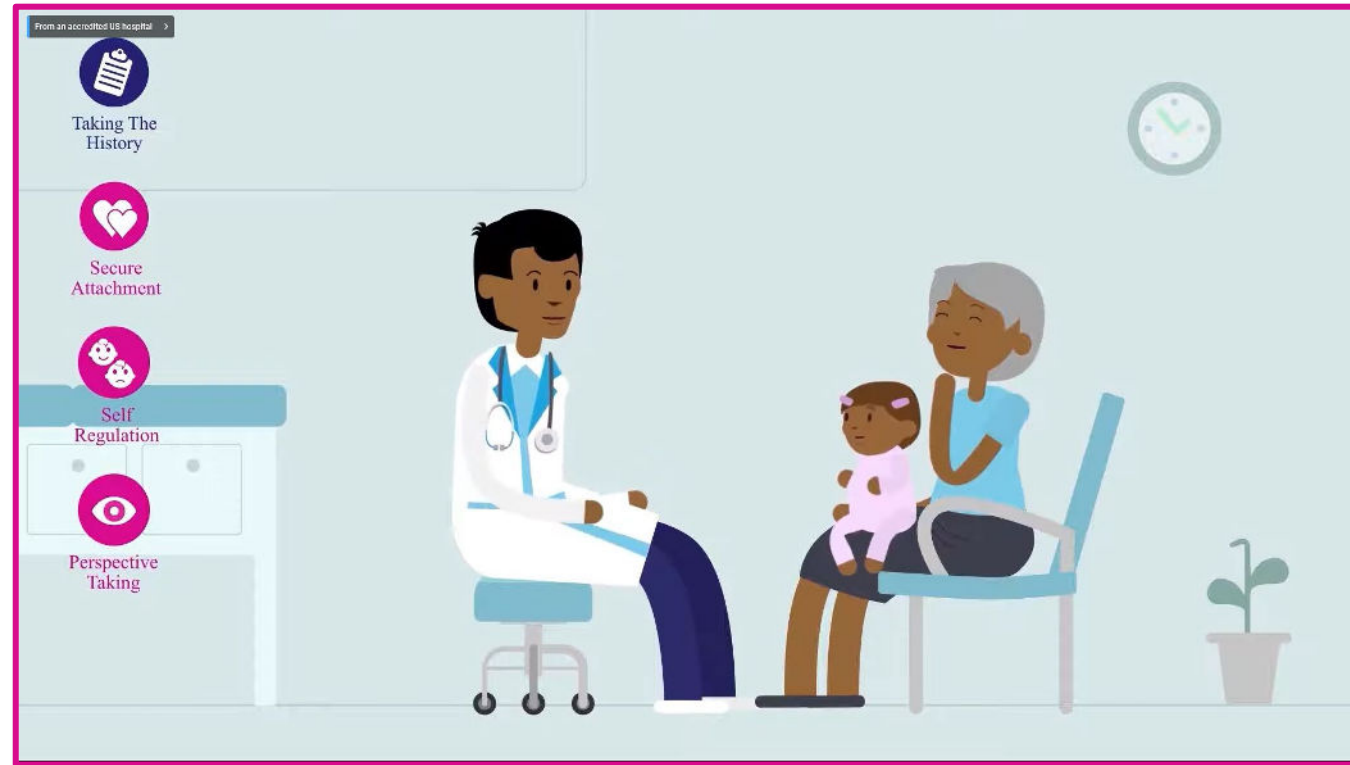
Exam Room: 12 Month, 15 Month, 18 Month

Classroom: Self-Regulation



The screenshot displays the 'Keystones of Development Curriculum / Learning Modules' page. The left sidebar contains navigation links: Home, Keystones of Development Curriculum (selected), Newborn Discharge Class, Sparks Video Series, Vroom in Healthcare, Parent Handouts, and Research Collaborative. The main content area is titled 'The Keystones Curriculum' and features three sections: 'Introduction' with a stethoscope graphic, 'The Exam Room' with a doctor and parent graphic, and 'The Classroom' with a graphic titled '6 KEYSTONES'. The '6 KEYSTONES' are listed as: Secure Attachment, Autonomy, Self-Regulation, Perspective Taking, Problem Solving, and Academic Knowledge. Each keystone is represented by a circular icon with a corresponding symbol.





Access video here: <https://youtu.be/RjMdKG3rHhc>



SPARKS: SETTING LIMITS & TAKING A BREATH

 **Parent Video Series**

15 Month Visit



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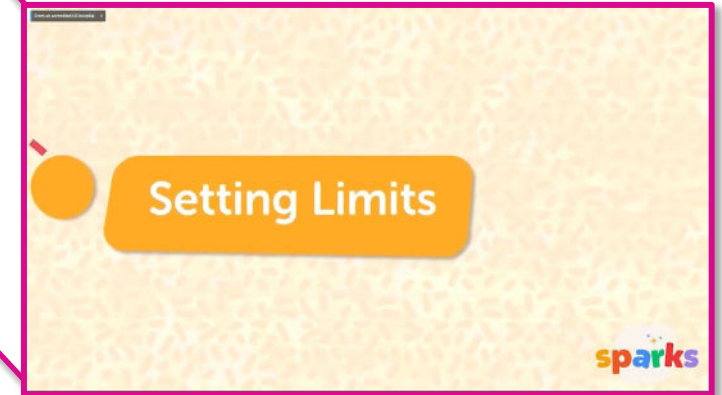
Sparks Video Series

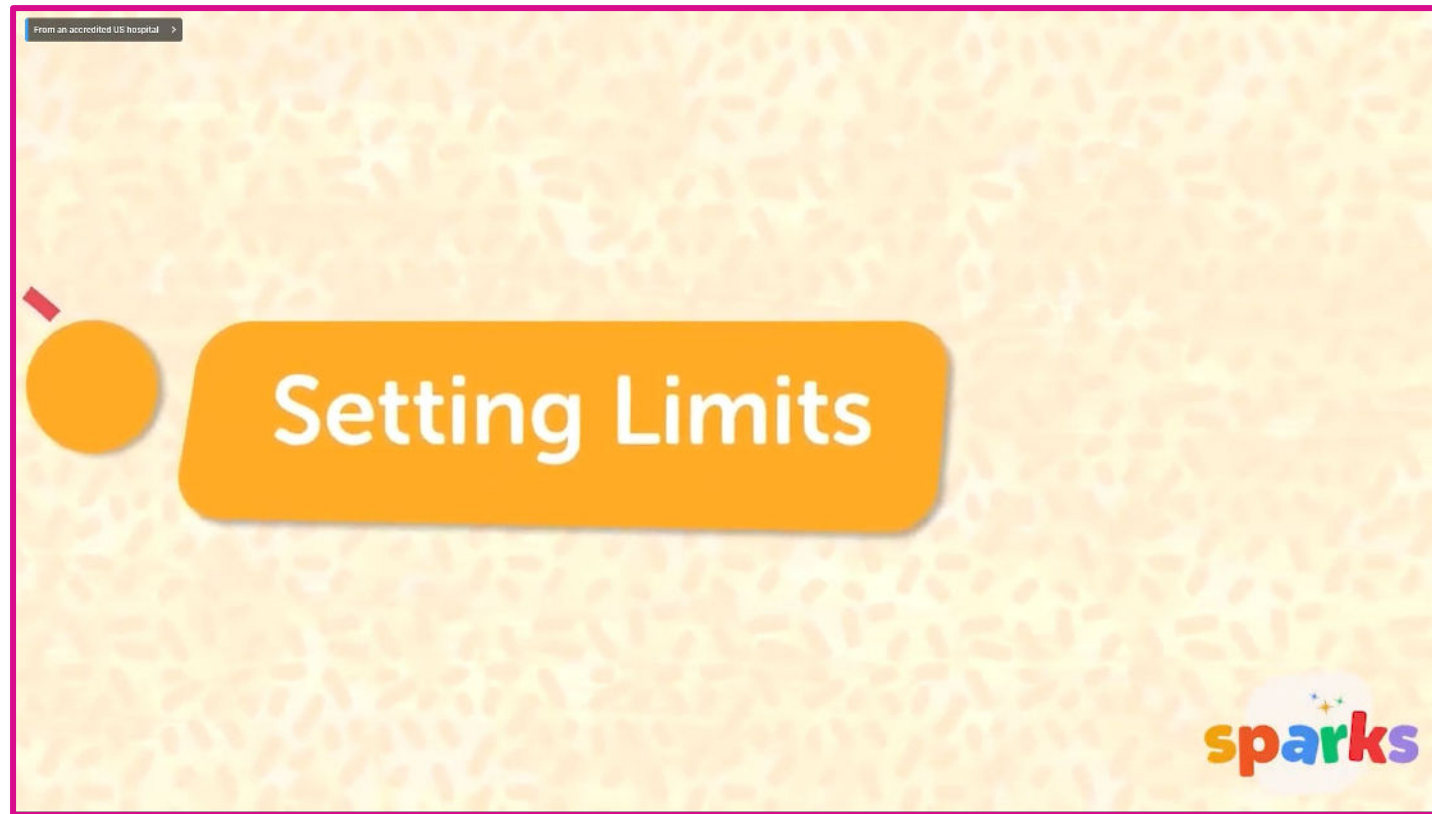
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Access video here: <https://youtu.be/ScXnKyD8TtI>



PROMOTING SELF-REGULATION IN THE CLINICAL SETTING

Discuss:

- Creating routines
- Positive discipline strategies
 - Pausing – responding instead of reacting
 - Positive opposites
 - Paying more attention to wanted behaviors
 - Logical consequences
- Co-regulation – emotions are contagious
- Using games like freeze dance, Simon says, red light-green light

Model:

- Labeling emotions ("name it to tame it" - all emotions are ok, all behaviors are not)
- Model transition objects like a pacifier
- Mindfulness activities

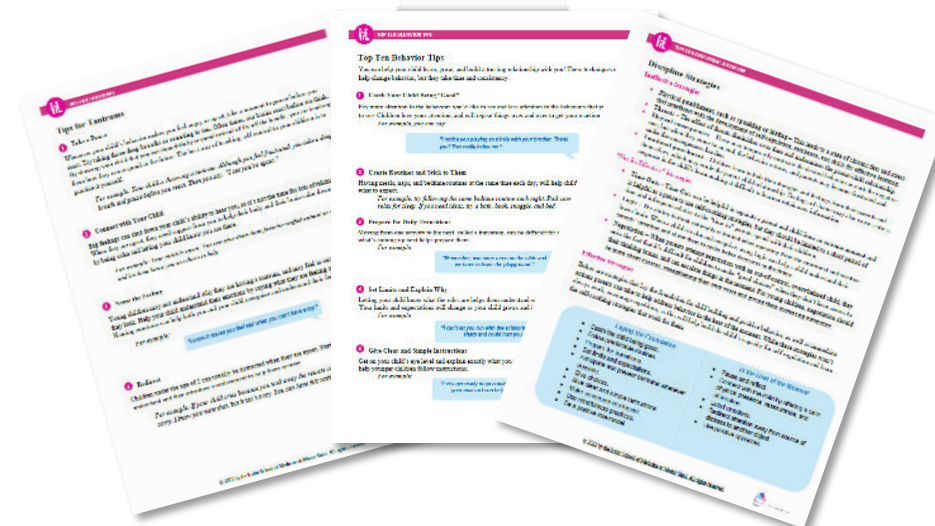
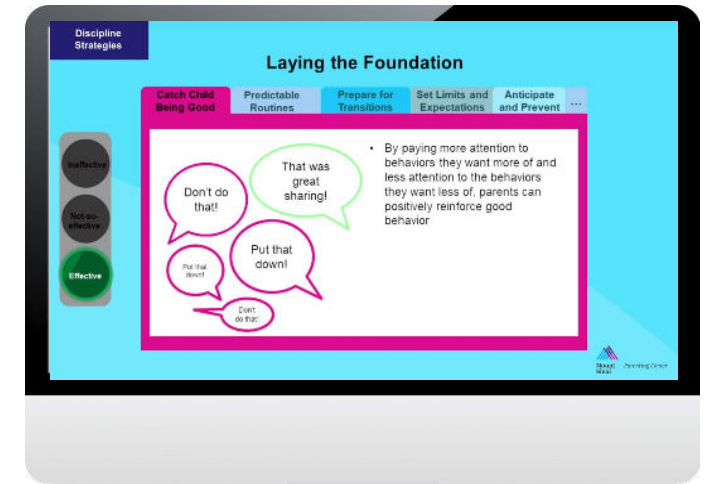
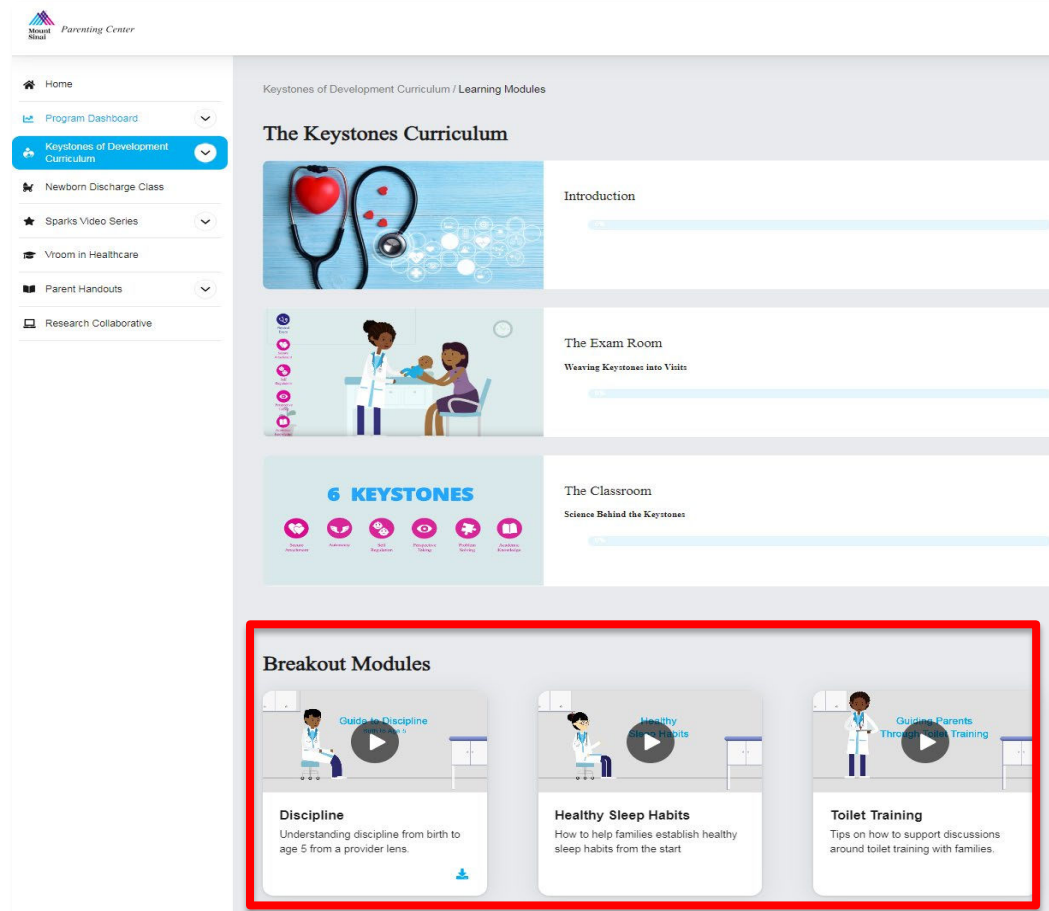
Praise:

- Good routines, good sleep habits, positive opposites



ADDITIONAL KEYSTONES TRAININGS:

- Discipline
- Sleep
- Toilet Training





SPARKS USER GUIDE

Spotlight on: What Parents Experience

Tantrums are core easily frustrated and yet able to do. As Can't say what I'm At the same time can do (climb, natural, normal In a world that control in the pajamas, or to world offers a While this de the why beh compassion behavior can happen in a



Some key messages to introduce regarding challenging behavior include the following:

- **Challenging behavior is normal.** It doesn't mean a child is bad or trying to intentionally aggravate their parent. Because the part of a child's brain responsible for self-control and memory is still immature, parents will probably have to set the same rule or limit hundreds of times before a child has the ability to follow the rule all on their own. **Probe** to explore how parents experience their child's challenging behavior.
- **Learning to set age-appropriate limits is a normal part of being a parent.** It doesn't mean they are "bad parents" for "having" to set a limit. Parents set many limits everyday—from making sure children take necessary medication to stepping in if their toddler pulls the cat's tail. Limits are part of everyday life and help children learn the expectations of their family, community, and culture. **Probe** to explore how parents feel about limit-setting (comfort, discomfort, avoidance, etc.).
- **Many parents did not experience compassionate limit-setting as children themselves.** This history can affect parents in different ways—from consciously or unconsciously repeating those patterns, to avoiding limit-setting altogether. This history may also mean parents lack knowledge about other ways to discipline. **Probe** to ask how parents are managing challenging behavior. **Ask** if they'd like to learn more about age-appropriate limit-setting for toddlers.
- **It's important to set limits that help children learn what they *should* do, and not just what they *shouldn't*.** For example, telling a child not to hit or having them sit on a chair for hitting does not teach a child *what to do instead* when they are angry or overwhelmed. **Ask** about common behavior challenges parents are encountering. **Explore** ways of teaching the child a more appropriate replacement behavior. **Behavior is often a communication.** The behavior a child is using may be challenging, but helping parents wonder what the meaning is (what the child may be asking for or trying to avoid) can guide them to the best response. **Ask** parents to share a recent tantrum and talk through what happened before, during, and after. **Explore:** What might the child have been communicating through that behavior?

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Suggestions for Residents

- **Discussing discipline and limit** some of the question types to begin a discussion:
 - Would you be open to
 - On a scale from 1 to 10, how confident, how would you feel about challenging behavior?
 - What questions do you have?
 - What are you hoping to see?
 - When you think about discipline, do you want to see a challenging behavior or other ideas about discipline?
 - What is the benefit of discipline to you?
- **Affirm parents' decision to** term negative consequences.
- **Acknowledge that toddler** down. For this reason, tin
- **Suggest alternatives to sp**
 - Use positive oppo (walk) rather than (house).
 - Give attention to with.
 - Pause/take a sh very angry yours parenting decisi
 - Enforce limits — through on. If a on a shelf for an
- **Ask what parents do to** breaths can give them mindfulness strategies

Prompts for Preceptors

- **Discuss the major shift in the parent's role as toddlers assert their independence.** Becoming a discipline figure/limit-setter, and feeling confident in this role, will be a steep learning curve for many parents. **Probe:** Do residents feel confident discussing child-rearing issues like challenging behavior and limit-setting with parents? What questions or concerns arise for them when discussing spanking and discipline?
- **Explore the connection between parental self-regulation and discipline.** One way to keep young children safe is helping parents recognize that staying calm while limit-setting is a critical part of their parenting role. What may be intended to be a mild correction can intensify into maltreatment or abuse if the parent is dysregulated/enraged while limit-setting. **Suggest** that residents review simple mindfulness strategies parents can use "in the moment" before responding to their children's behavior. **Encourage** residents to point out when they see parents responding to challenging behavior in appropriate ways: "The way you distracted him with the toy car is such a great strategy to shift them away from unwanted behaviors at this age." **Ask** residents if they observed any challenging behavior during the visit and have them **reflect** on the parent(s)' response.
- **Probe for behavioral, developmental, or parenting topics where residents need more information.** Were there questions that came up in the visits that residents didn't feel prepared to answer? What resources might be available to them to build this content knowledge?
- **Use reflection as a tool for learning about promoting parent-child relationships.** Consider questions like: As you think back over the visit, what went well? Is there anything that you felt didn't go so well? What might you say or do differently the next time?

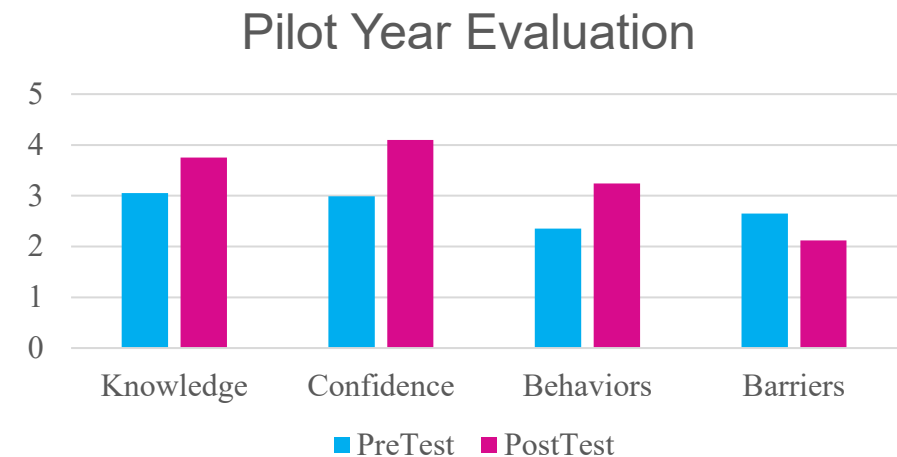
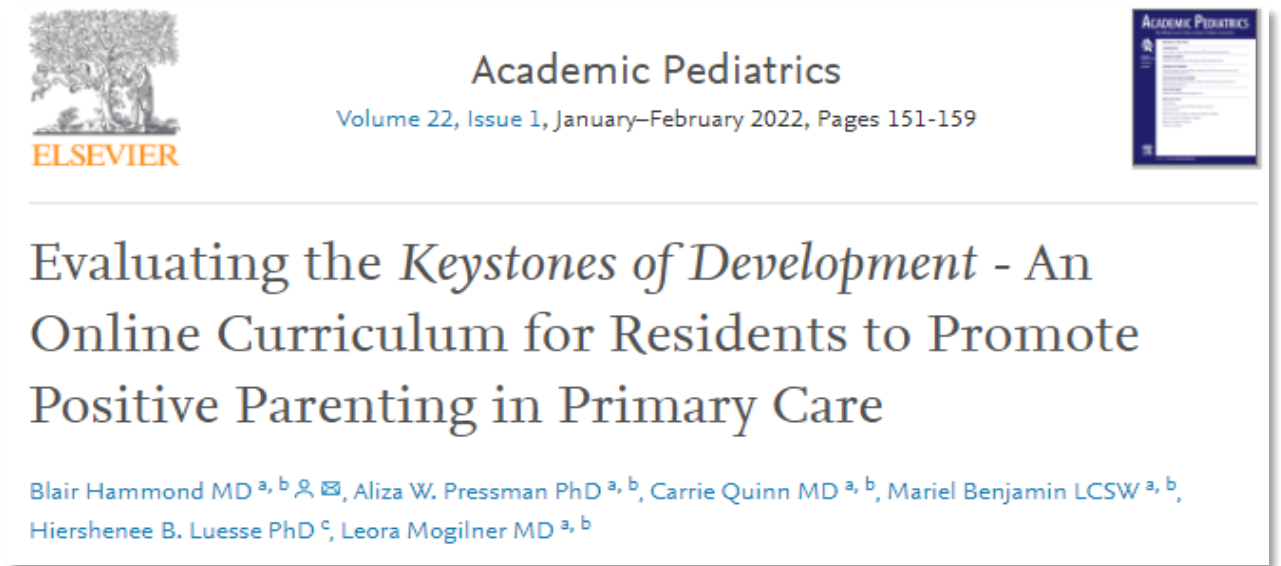


2018-2019 PILOT STUDY



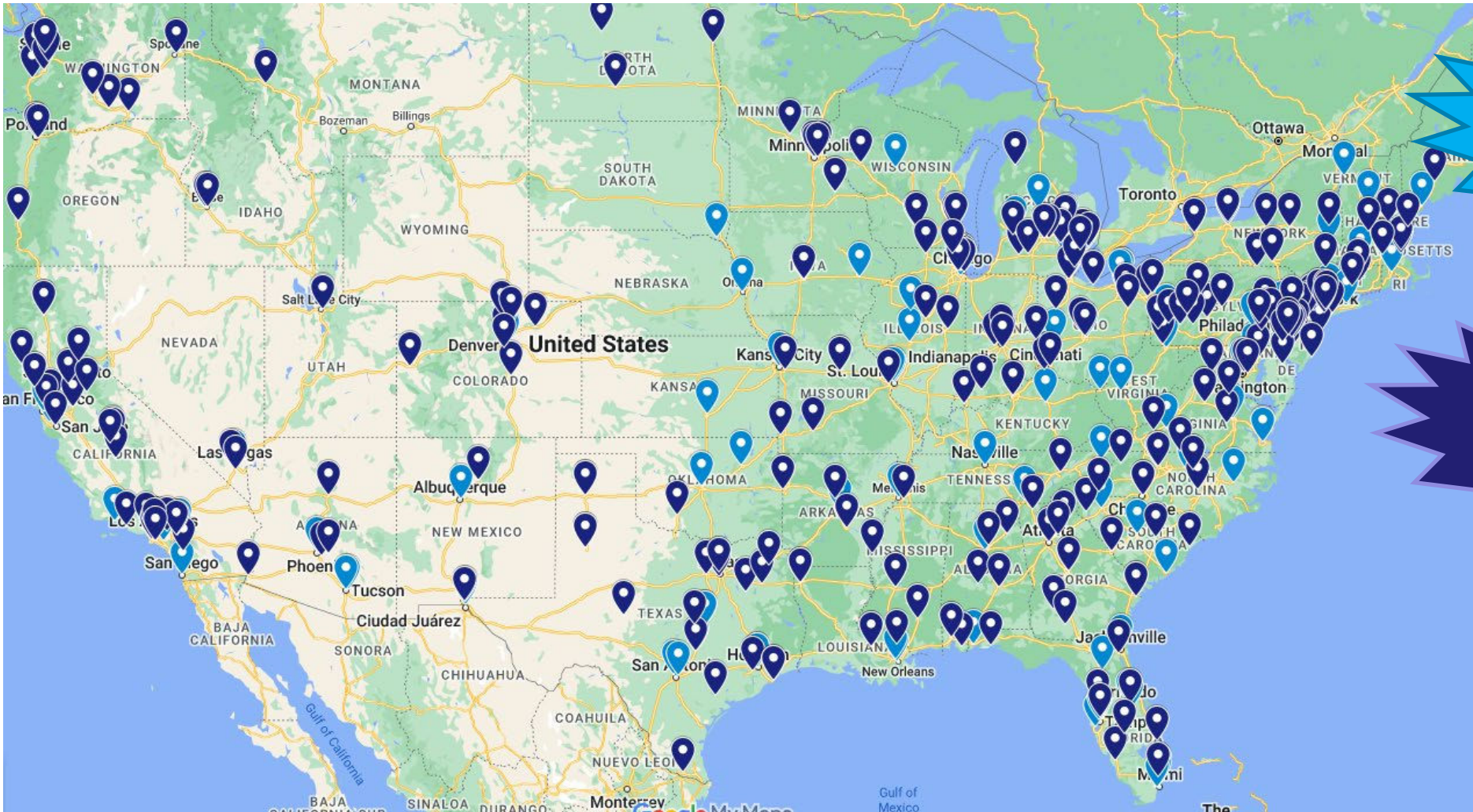
108 residents completed the curriculum
 67 residents completed pre/posttest

23% increase in Knowledge
 37% increase in Confidence
 38% increase in Behaviors
 20% reduction in Perceived Barriers





OUR REACH

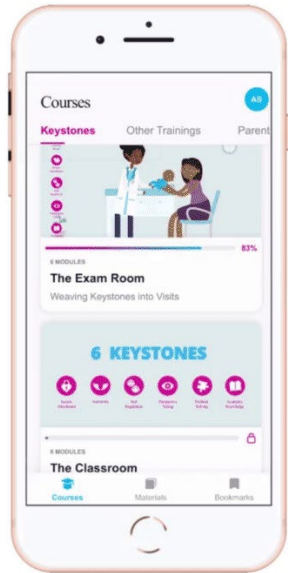


**193
pediatric
programs**

**317 family
medicine
programs**



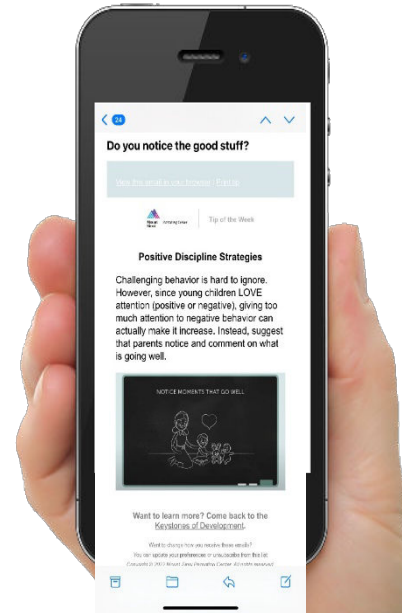
ADDITIONAL RESOURCES



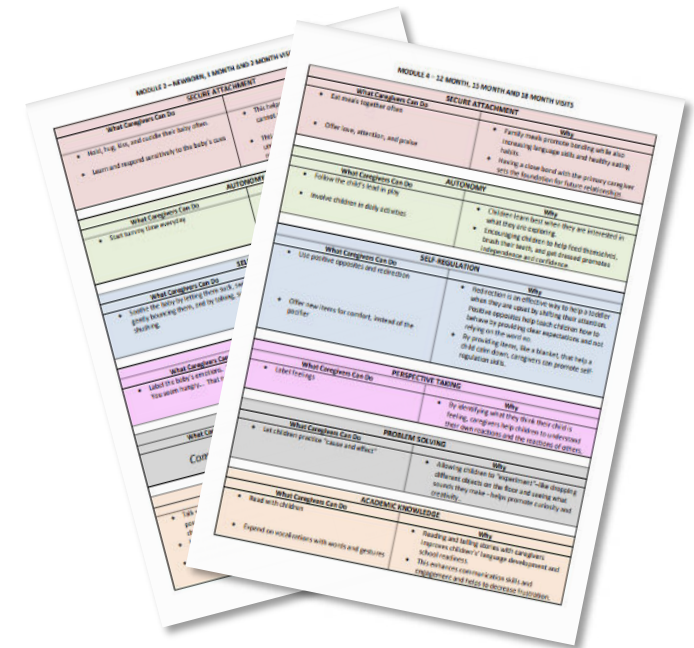
Keystones of Development mobile app



Continuing Medical Education credit



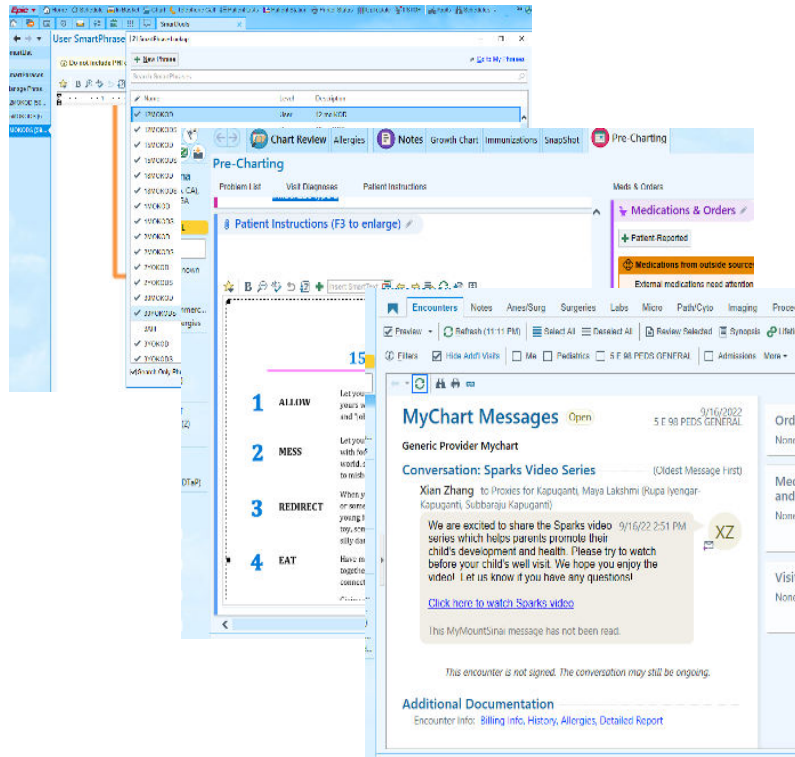
Tip of the Week



Summary Sheets



INCORPORATING INTO PRACTICE



Electronic medical record templates



Flyers



Handouts



VROOM + HEALTHCARE

We all have our moments with families

Each interaction can have an **impact**





ENHANCING OUR HEALTHCARE MOMENTS

Moments Matter

Use your everyday moments to help build strong families.



Name That Feeling



Did You Know?

All feelings are OK here.



Have You Tried...

Trying to figure out what your child is feeling right now? Say the feeling out loud. Are they cold? Tired? Play around with different ways to help your child feel comforted.

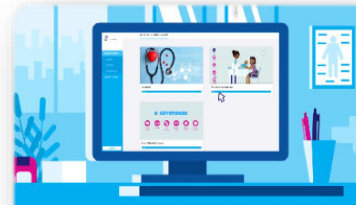


It's Science!

Responding to your child's feelings helps them get to know their own emotions and makes them feel understood.



ARE YOU COLD?



Keystones of Development Curriculum

An online curriculum for providers that can be completed at your own pace, plus 3 additional modules on sleep, discipline and toilet training. Eligible for 4 hours of CME credit.



Staff Training and Physical Messaging

Interdisciplinary training on the important role of all healthcare workers in supporting child development plus printable messages that help spark meaningful interactions.

CARING FOR YOUR NEWBORN

Promoting Infant Development and Addressing Common Questions

Newborn Discharge Class

Share this video with postpartum families or watch it yourself to assist in newborn discharge education.



Sparks Video Series

8 minute videos for parents in English and Spanish that cover routine anticipatory guidance. Share with families or use as a resource in your continuing education.



Research Collaborative

Learn more about research opportunities with KEYNET and submit a proposal.



Access video here: <https://youtu.be/CYZ-a-QyKKA>



CONNECT WITH OTHERS

THE MOUNT SINAI PARENTING CENTER INVITES YOU TO THE KEYSTONES MONTHLY FORUM



TOPIC: Navigating 2-Year Visits

As we deep dive into the 2-year visit, we will explore ways to integrate Keystones concepts and resources into your everyday clinical practice to enrich your well child visits!

WEDNESDAY 4/24
12:00PM - 1:00PM EST

[ADD TO CALENDAR](#)

Connect with a community of medical educators using Keystones of Development. Together, we can share best practices, address challenges, and learn new ways to deepen resident education.



Every Moment Matters: What's Yours?

Share the science on snuggles.

Skin to skin has been shown to help with many things such as temperature regulation, weight gain, sleep, heart rate and blood pressure. It also helps lower parental stress and can strengthen the parent-child bond.

Join our April training session
and learn how you can make the most of your next moment!

Spark Connections

We all have a role to play in a child's life. Let's do more with the moments we have.

Vroom in Healthcare is a widespread visual messaging and training campaign to use everyday healthcare moments to spark brain building interactions between caregivers and children.
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Want to change how you receive these emails?
You can [update your preferences](#) or [unsubscribe from this list](#).



Provider
Resources



REFLECTION



One thing you hope to incorporate into your practice and/or teaching



Any barriers/questions/concerns about incorporating this into practice?



THANK YOU

Thank you to the Mount Sinai Parenting Center team:



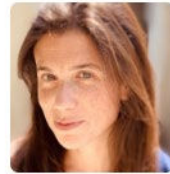
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Executive Director



Blair Hammond, MD
Co-Founding Director and Director of Medical Education



Aliza W. Pressman, PhD
Co-Founding Director and Director of Clinical Programming



Mariel Benjamin, LCSW
Director of Programs



Alice Bradley
Associate Director of Operations and Team Management



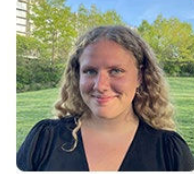
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Manager of Growth and Outreach



Chelsea McGowen
Project Manager



Nora Engeldrum
Project Coordinator



Roxanna Morse
Program Assistant

Thank you to those who made the Sparks Parent Video Series possible:



Leslie Arreola-Hillenbrand
Founder, Latinx Parenting



Mariel Benjamin, LCSW
Director of Programs, Mount Sinai Parenting Center



Misty Boyd, PhD
Young Child Wellness Expert, Chickasaw Nation Department of Health



Justin Coloma
Spanish Language Filmmaker, Coloma Productions



Blair Hammond, MD
Co-founding Director & Director of Medical Education, Mount Sinai Parenting Center



Nevin Heard, PhD
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Nia Heard-Garris, MD, MSc
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Benjamin Hoffman, MD, FAAP CPST-I
Chairperson, AAP Council on Injury Violence and Poison Prevention



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Developmental-Behavioral Pediatrician, Rutgers Robert Wood Johnson Medical School



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Senior Parent Advisor, Mount Sinai Hospital



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Executive Director, Kraft Center for Community Health Director, First 1,000 Days Program



Provider Resources

Questions

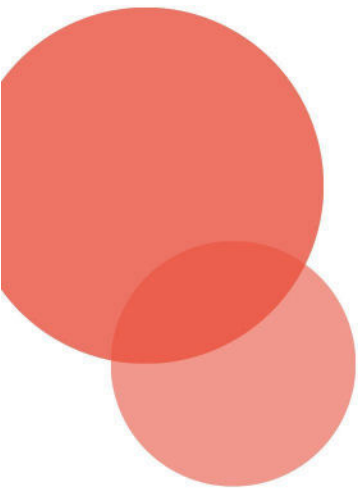


Webinar Feedback Survey

- Please take a moment to complete a brief survey to support the Evidence to Impact Center in improving its trainings and technical assistance offerings and assessing program outcomes over time.
- The survey is anonymous, voluntary, and should take **no longer than 10 minutes** to complete.

To complete the survey, please click on the link in the chat or scan the QR code below on a mobile device.





CEUs

- Go to the “Contents” tab on the event page.
- Select “CEU Survey.”
- Enter the verification code provided at the end of the survey. (Code is case sensitive.)
- Complete the quiz.
- Once all items are completed the certificate will become available for download.
- You have 30 days to return to the event page and complete items for CEU credit.

Event page link: [https://elearn.zerotothree.org/products/keystones-of-development-grand-rounds-with-mount-sinai#tab-product tab contents](https://elearn.zerotothree.org/products/keystones-of-development-grand-rounds-with-mount-sinai#tab-product%20tab%20contents) 5



Upcoming Center Webinars

Registration Now Open

- **July 11, 4 PM EDT:** *Partnering With Existing Early Childhood Developmental Screening Initiatives*
 - Not Health Center-specific
 - Register here:
<https://elearn.zerotothree.org/products/partnering-with-existing-early-childhood-developmental-screening-initiatives#tab-product> tab overview

Save the Date

- **August 8, 4 PM EDT:** *Learn the Signs. Act Early with CDC*
 - Designed for Health Centers
 - Registration will be shared on Basecamp



Thank you again for joining us!

Please scan the QR code to complete the feedback survey and visit the Health Center Basecamp channel for more resources and information.

