

Module 5: Guided Questions

Early Brain and Child Development Advocacy: An Opportunity to Change Childhood Outcomes

Overview

These guided questions are designed to expand on the content provided in module five and to encourage learners to think about how the information on toxic stress can be applied to their practice, community, and/or training.

These questions can be used in either large group decisions and in small break-out groups by giving each group a question(s) and asking them to report back to the larger group.

Please note that these questions are provided to serve as a starting point for your teaching and presentation use. You are encouraged to adapt these questions to meet your learner's needs and/or add your own. Sample responses are provided. However, the responses provided should not be viewed as the only way to answer the questions.

The source for many of the questions and answers below is the AAP's online Advocacy Guide and Training Modules available at <http://www2.aap.org/commpeds/CPTI/training-modules.cfm?module=2>

1. Partnerships are key to advocacy work. By working together more can be accomplished than working alone. Think about EBCD issues you see in your work that you would like to change, support, or raise awareness. What are some local resources, groups or association who you might be able to partner with?

- Contact your American Academy of Pediatrics (AAP) or American Public Health Association (APHA) chapter to find out about local and state advocacy opportunities.
- Connect with your local health department to identify possible partners.
- Join the Head Start or Early Head Start Health Services Advisory Committee. More information can be found at: <https://eclkc.ohs.acf.hhs.gov/health-services-management/article/health-services-advisory-committee>
- Organize a group of colleagues at the hospital(s), clinic, or managed care organization where you serve patients and brainstorm community activities and resources.

2. What are some opportunities within your daily work – including talking with patient’s families, colleagues, and friends that can serve as ways to be an advocate for EBCD?

- Ask families of patients about their experiences using local resources to support the health development of their children. Look for successes and challenges that you may be able to share and improve.
- Share information on the 5 Rs in your waiting room. (See module)
- Let families, colleagues from state and local community partners, and friends know that you are available to speak on EBCD issues
- Provide information on local resources that are available in your community and share with colleagues the importance of supporting these organizations.

3. What are some of your personal stories that highlight the importance of EBCD and the first 1000 days?

- Focus on ways that resources and supports to families have improved a child’s executive functioning.
- Share stories that show how interventions have empowered families to work on school readiness skills at home.
- Include ways the voice and perspective of families and child care providers have improved access to needed health and developmental interventions.
- Talk about high quality local early care and education programs and the ways they supported early brain and child development.
- Cite some examples of how community partnerships have improved public health for young children and their families.