

## PRESENTATION GUIDE\*



\*format/content adapted from AAP Advocacy Guide Training Guide Modules

### **Educational Objectives**

This module provides a basic understanding of Early Brain and Child Development. The intent of this module is to:

- Explore a critical element of Early Brain and Child Development so that pediatricians, public health professionals, and other health care providers can use Early Brain and Child Development knowledge to create healthier life courses for their patients.

### **Resources for more information as you prepare your presentation:**

- AAP Early Brain and Child Development Resource Library (includes additional presentations, policy statements, articles, handouts, and background information on EBCD) - available at [www.aap.org/ebcd](http://www.aap.org/ebcd)

### **Overview/Schedule**

The core presentation of this module is designed to take about 60 - 90 minutes. Options for additional activities and follow up are included. A general break down of the time is as follows:

#### ***Core Presentation:***

- Welcome, introductions (5 minutes)
- Slide presentation of core concepts (25 minutes)
- Questions and answers (10 minutes)
- Closing, evaluation, and resources/opportunities (5 minutes)

#### ***Optional Materials:***

- Case study (15 minutes)
- Video clip(s)



## **Materials and Equipment**

For this module, you will need the following:

### ***If you are using PowerPoint:***

- LCD projector
- Screen or white wall for viewing the presentation
- Copy of PowerPoint with trainer notes

### ***If you are using a video clip:***

Internet connection with projector or downloaded copy of video clip

### ***Handouts and Information:***

- Copies of presentation (if desired)
- URL for AAP Early Brain and Child Development website: [www.aap.org/ebcd](http://www.aap.org/ebcd)
- Handouts from the resources listed (if desired)
- Copies of the evaluation form for each attendee

### ***Other equipment:***

- Flip chart or white board for possible use if using case study
- Markers or dry erase markers for flip chart or white board

## **Room Set-Up and Environment**

You are encouraged to set up the room in a way that promotes participation and provides a safe learning environment. Some room set-up tips to consider include:

- Setting up tables in an “u-shaped” or using round tables style to promote sharing
- Greeting attendees as they come into the room
- Playing upbeat music prior to starting the presentation
- Providing refreshments

## **Welcome and Introductions**

The welcome and introductions portion of your session are designed to give you an opportunity to greet attendees, quickly highlight the topic you will cover, and tell a bit about yourself including your expertise related to this topic.

### ***General Tips:***

- Welcome everyone.

- Acknowledge attendees' commitment to their work by using their time to attend the session.
- Briefly introduce yourself and consider sharing:
  - Your experience with EBCD
  - Ways that using EBCD knowledge with patients/clients has improved their health and well-being; and
  - Why you became interested in EBCD.
- Recognize the expertise and experience in the room.
- Encourage attendees' participation throughout the presentation.

## **Presentation**

This module provides you with a few options for presenting materials. It allows you to pick and choose which teaching medium to use based on your time, resources, and current needs. If time permits, you can select to add a case study to your presentation and/or a video clip.

### **Core Presentation: PowerPoint and Questions and Answers**

- Show PowerPoint presentation
- As you are presenting the PowerPoint, pay special attention to the notes section. The PowerPoint notes section includes key points and information for each slide. Some of the notes are intended as background and are not necessarily the language you would read or say to your audience.
- Personalize the presentation by adding your own notes or personal experience with a concept or idea
- End with questions and answers and/or discussion (see Guided Questions)

### **Option 1: Add Case Study to Presentation (15 minutes)**

The purpose of the case study is to provide an opportunity to apply EBCD to practice. The case study includes guided questions.

### **Option 2: Add a video clip**

Videos are indicated throughout the modules. These video clips can be used to introduce your presentation or as a way to conclude your presentation as both offer a summary of EBCD. For additional sources for videos related to EBCD visit the AAP Early Brain and Child Development resource library at [www.aap.org/ebcd](http://www.aap.org/ebcd).

## **Closing, and Resources/Opportunities**

The closing and resources/opportunities segment is designed to provide closure on the topic, identify possible action steps that attendees can take as a result of attending the presentation, and gives attendees time to evaluate the session.

- Thank attendees for coming.

- Remind them that they do not need to be experts in EBCD to make a difference.
- Emphasize that implementing EBCD knowledge into practice does not have to take a lot of time. Encouraging parents to engage in the 5 Rs will nurture early brain development:
  - **Read** together every day with your child (your practice can participate in Reach Out and Read and provide books to families);
  - **Rhyme**, play and cuddle with your child every day;
  - Develop **Routines**, particularly around meals, sleep, and family fun;
  - **Reward** your child with praise for successes to build self-esteem and promote positive behavior; and
  - Develop a strong and nurturing **Relationship** with your child as the foundation for their healthy development.
- Offer a few minutes for attendees to list on a blank piece of paper three actions they will make and ways they will know they achieved these actions. Ask them to share if you have time.

## Evaluation

Pass out an evaluation form and ask them to fill it out.

While the form is being filled out pass out any handouts and remind attendees to go to the AAP EBCD web site at [www.aap.org/ebcd](http://www.aap.org/ebcd) for more information.

## Resources

- AAP Early Brain and Child Development Resource Library (includes additional presentations, policy statements, handouts, articles, and background on EBCD) available at [www.aap.org/ebcd](http://www.aap.org/ebcd)
- Center for the Developing Child. (n.d.) Five Numbers to Remember about Early Childhood Development. Boston, MA: Author. Retrieved from <https://developingchild.harvard.edu/resources/five-numbers-to-remember-about-early-childhood-development/#cps>
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- Center for Disease Control and Prevention. (n.d.) *Learn the Signs. Act Early for Healthcare Providers*. Atlanta, GA: Author. Retrieved from: [https://www.cdc.gov/ncbddd/actearly/pdf/LTSAE\\_Physician\\_Pager-508.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/LTSAE_Physician_Pager-508.pdf)
- Center for Disease Control and Prevention. (n.d.) *Free Milestone Tracker App Poster*. Atlanta, GA: Author. Retrieved from: <https://www.cdc.gov/ncbddd/actearly/powerpoint/Milestone-Tracker-App-Slide.pptx>
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- American Academy of Pediatrics (n.d.). *Early Education – The 5 R's*. Elk Grove Village, IL: Author. Retrieved from: <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/EBCD/Pages/Five.aspx>
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## Video clips

- [Brain Hero video clip](#) from The Center on the Developing Child at Harvard University (3 minutes)  
Highlights how actions taken early in life can influence later outcomes for both the child and the community and why EBCD is so important.
- [Science in Seconds: Early Brain Development](#) from Alberta Family Wellness Initiative (4.35 minutes)  
Provides an overview of the critically sensitive periods in early brain development and the impact childhood life attachments can have on a person's long-term ability to manage stress and conflict.
- [Executive Function: Skills for Life and Learning](#) from The Center on the Developing Child at Harvard University (5:35 minutes)  
See how executive function supports individuals' ability to manage interactions and engage in learning.



- [Saving Brains, A Grand Challenge](#) from The Center on the Developing Child at Harvard University (9:12 minutes)  
Learn how to unlock the potential of brain development for a wider population during the early years.
- [Brain Builders](#) from The First Five Years Fund (3:19 minutes)  
Provides an introduction to how brain development occurs and the ecobiodevelopmental perspective.
- [Still Face Experiment](#) by Dr. Edward Tronick (2:49 minutes)  
Demonstrates of an experiment regarding the relationship between caregivers and infants.
- [How Early Life Experience is Written into DNA](#) from Ted Talks by Moshe Szyf (16:35)  
Describes of Michale Meaney's Mouse experiment and the implications for early brain and child development.
- [Brain Architecture](#) from The Center on the Developing Child at Harvard University (1:57 minutes)  
Offers a description of brain architecture and typical development.
- [Toxic Stress](#) from The Center on the Developing Child at Harvard University (1:52 minutes)  
Defines the impact of toxic stress of early brain and child development.
- [Resilience: The Biology of Stress & the Science of Hope](#) from KPJR Films. (2:12 minutes)  
Provides a broad overview of resilience using research from Dr. Jack Shonkoff and the Center for the Developing Child at Harvard University.
- [Building Adult Capabilities to Improve Child Outcomes: A Theory of Change](#) from The Center on the Developing Child at Harvard University. (5:19 minutes)  
Presents the theory of change for work to promote optimal outcomes for vulnerable children and families.
- [Medical Compliance Starts at Birth](#) from the Heckman Equation (2:00 min)  
Part of an advocacy kit for health services in early childhood, this video shares research to support the importance of comprehensive services for young children and their families.
- [Flint's Fight for America's Children](#) by Dr. Mona Hanna-Attisha from Ted Med (16:06 minutes)  
Shares the work of Dr. Hanna-Attisha and colleagues in Flint Michigan to support children and families in poverty during a community wide health crisis.

### Useful Websites:

- Act Early. Learn the Signs: <https://www.cdc.gov/ncbddd/actearly/index.html>
- Ready4K <https://ready4k.parentpowered.com/sign-up-parents.html>





- Vroom <https://www.vroom.org>
- Birth to Five, Watch Me Thrive: <https://www.acf.hhs.gov/e.cd/child-health-development/watch-me-thrive>
- Text for Baby: <https://www.text4baby.org>
- Reach Out and Read: <http://www.reachoutandread.org>
- Too Small to Fail: <http://toosmall.org>
- Three Million Words: <https://tmwcenter.uchicago.edu>
- Bright Futures: <https://brightfutures.aap.org/Pages/default.aspx>
- Ready4K: <https://ready4k.parentpowered.com/sign-up-parents.html>
- ParentCorps: <https://med.nyu.edu/pophealth/divisions/cehd/parentcorps>
- Assuring Better Child Health & Development: <http://www.coloradoabcd.org>
- The Commonwealth Fund: <http://thecommonwealth.org>
- Community Care of North Carolina: <https://www.communitycarenc.org>
- First Five Years Fund: <https://www.ffyf.org/the-need/brain-development/>
- Child First: <http://www.childfirst.org>
- The Chicago Parent Program: <http://www.chicagoparentprogram.org>
- The Two-Generation Approach – Ascend at the Aspen Institute: <http://ascend.aspeninstitute.org/two-generation/what-is-2gen/>
- Delaware Help Me Grow: <http://dethrives.com/help-me-grow>
- Children’s Trust Fund: [http://www.ct.gov/ctf/guestaccount/registration\\_form.asp](http://www.ct.gov/ctf/guestaccount/registration_form.asp)
- Centering Pregnancy: <https://www.centeringhealthcare.org/what-we-do/centering-pregnancy>
- Healthy Steps: <https://www.healthysteps.org>
- Child Care Aware of America: <https://childcareaware.org>
- Nurse Family Partnership: <https://www.nursefamilypartnership.org>
- National Library of Medicine, Community Health Maps: <https://communityhealthmaps.nlm.nih.gov>

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