GUIDED QUESTIONS

MODULE 5

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 four on advocacy and to encourage learners to think about how the information can be applied to their practice and/or training.

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

Please note: These questions are provided to serve as a starting point for your teaching and presentation use. You are encouraged to adapt these questions as you see fit to meet your learner’s needs and/or add your own questions to the list. 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.
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 associations who you might be able to partner with?

   **Helpful ways to find out about local resources and activities:**

   - If you have Wi-Fi or Internet access available have your audience members search online for advocacy organizations or community groups working on the issue.
   - Contact your local AAP chapter to find out about local advocacy and legislative activities.

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

   - Talk with colleagues about the importance of voting with children’s health and EBCD in mind.
   - Ask patient’s family about their experiences using local resources to support the healthy development of their children and the barriers they find.
   - Share information on the 5 Rs in your waiting room.
   - Let families, colleagues 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?