

# 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

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June 20, 2024



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# 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

This program was made possible through the support of the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$5,300,000 with 0% financed from non-governmental sources. The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov).





**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.

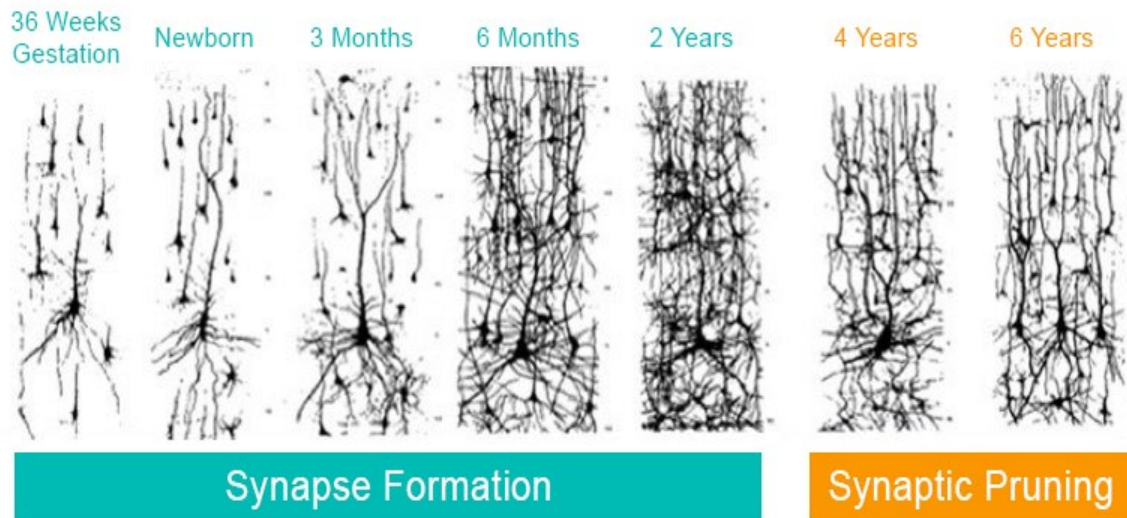


Pioneering research is identifying specific parenting behaviors that are associated with improved outcomes and **reduced risk of diseases** such as asthma, obesity, diabetes and heart disease.



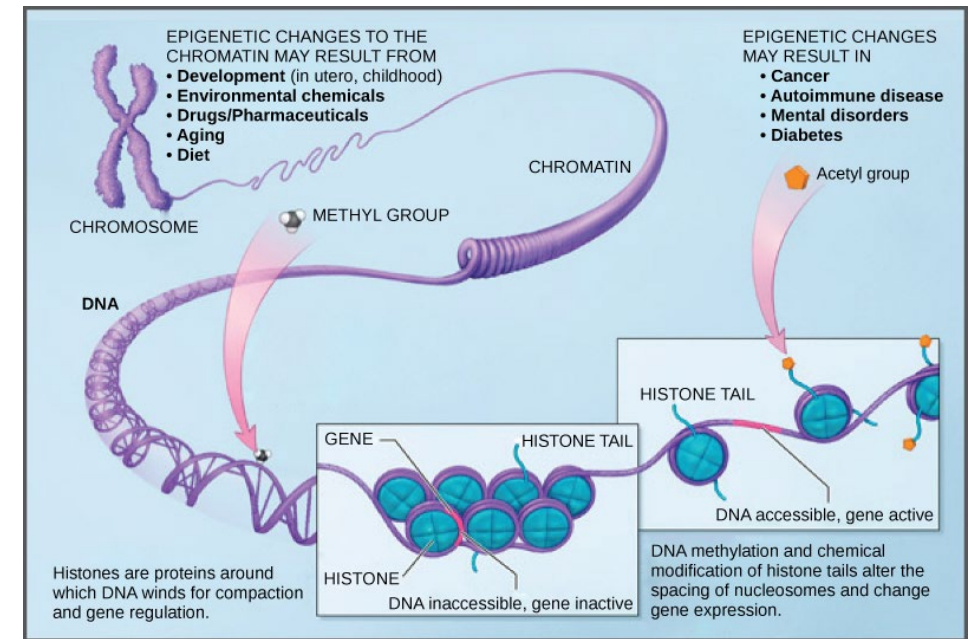


# EARLY BRAIN DEVELOPMENT & THE PARENTING ENVIRONMENT



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

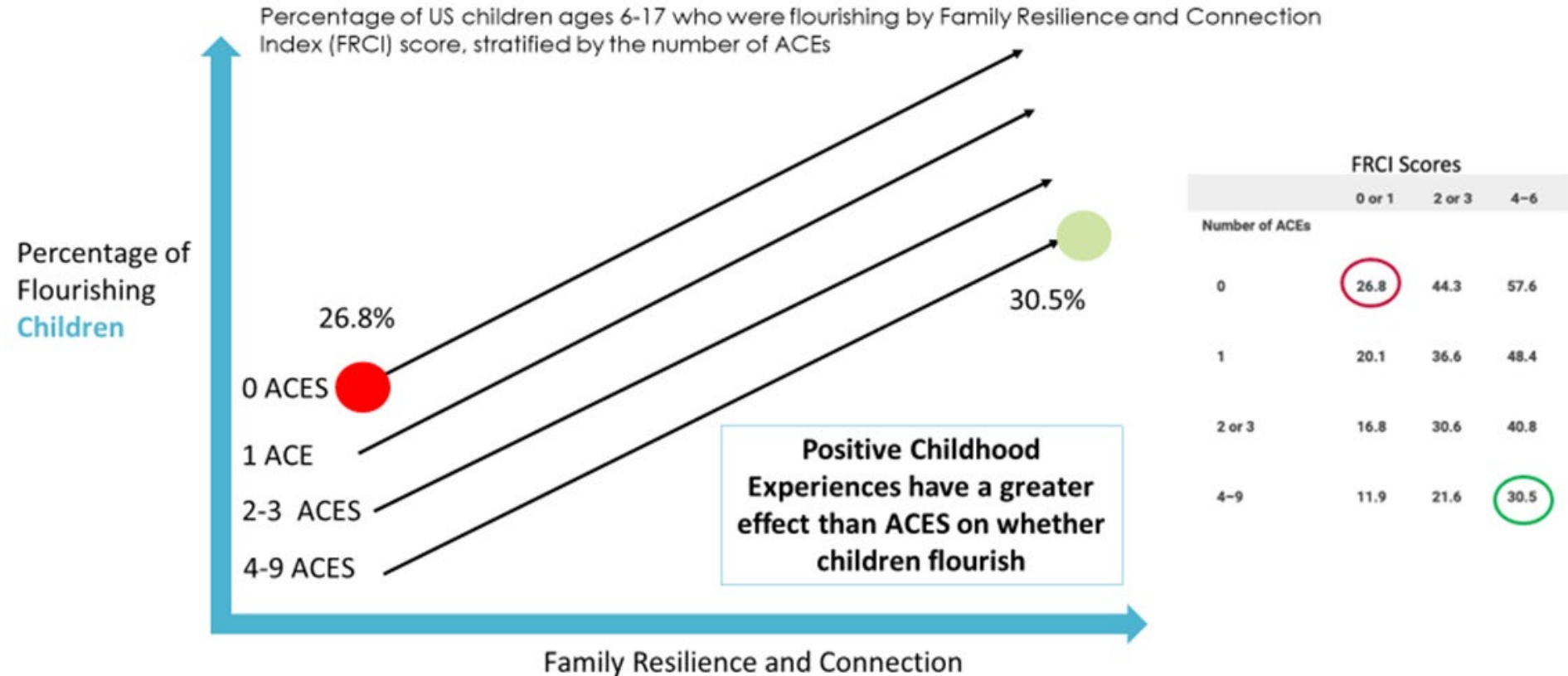


*Toxic stress alters the methylation of genes and these epigenetic changes increase risk of illness and disease.*



# 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<sup>a,b</sup> Michael Yogman, MD, FAAP<sup>c,d</sup>  
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  
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*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!

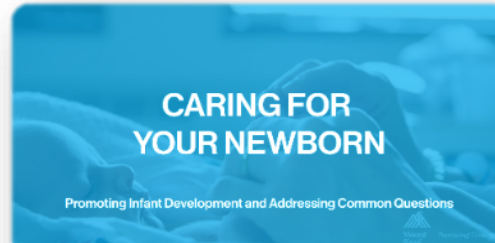
What strategies or resources are you currently using?

# 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.



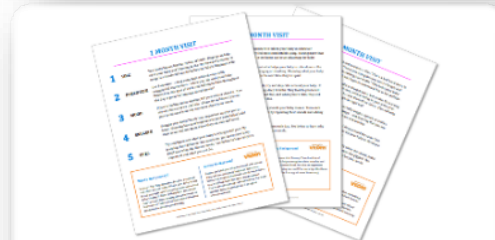
## Sparks Video Series

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.



## 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.



Provider Resources

# KEYSTONES OF DEVELOPMENT



Secure Attachment



Autonomy



Self Regulation



Perspective Taking



Problem Solving



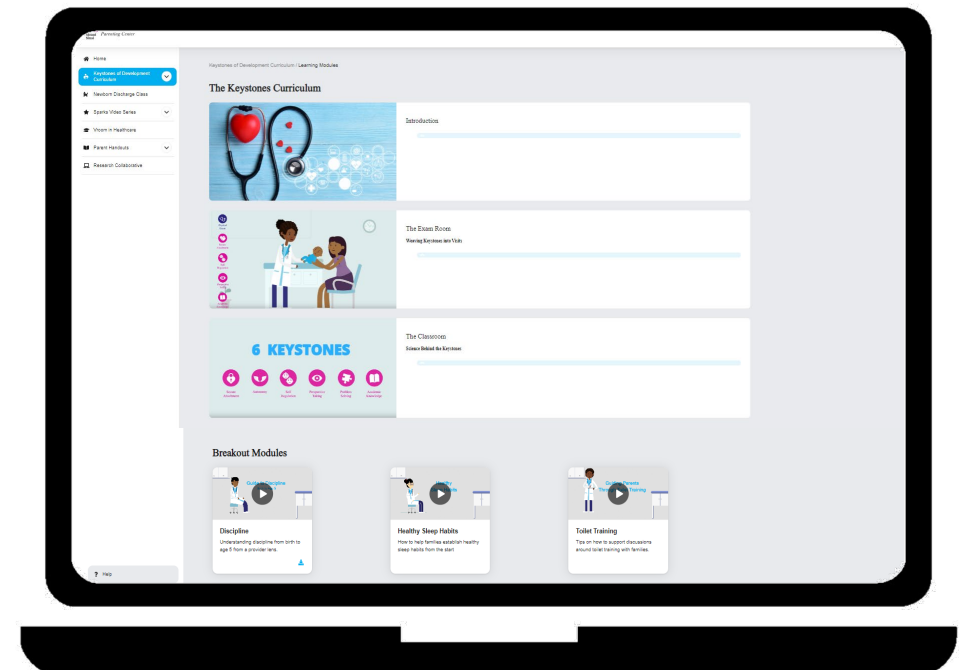
Academic Knowledge



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

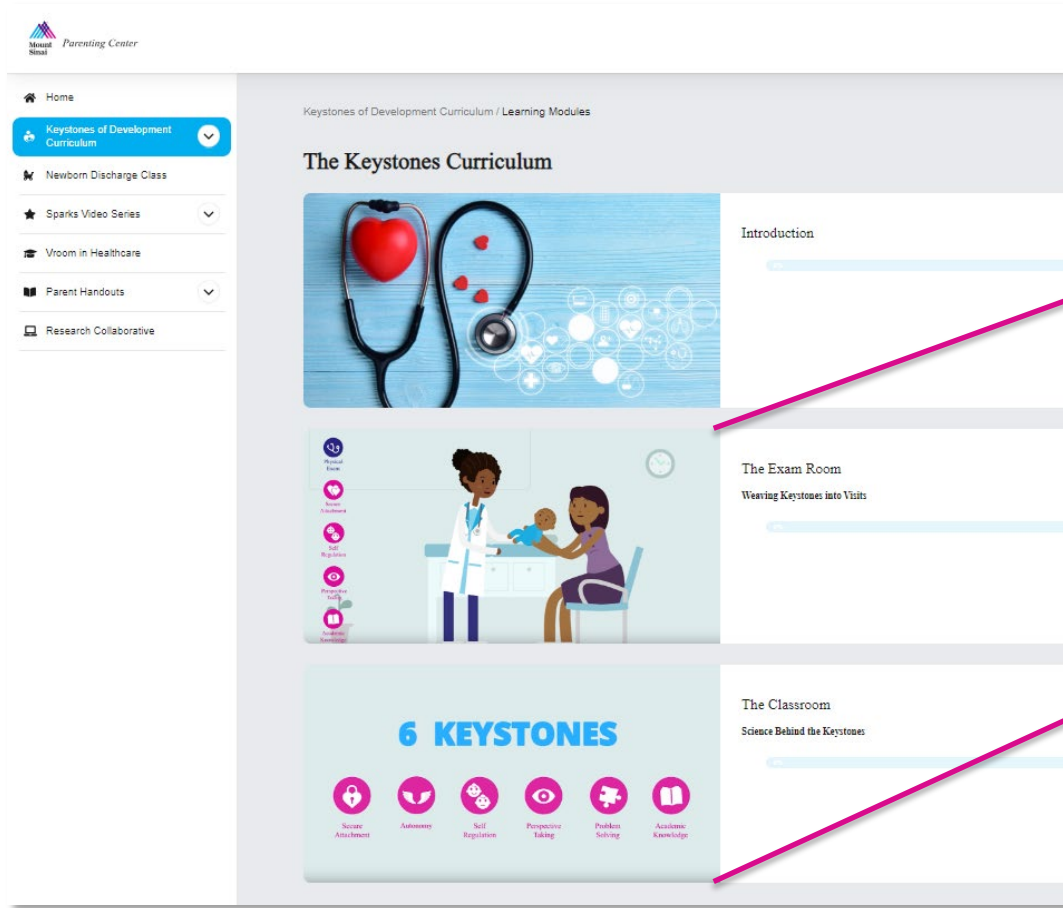


# PROMOTING ATTACHMENT

Keystones of Development

Exam Room:  
Newborn, 1 Month,  
2 Month Visits

Classroom:  
Secure Attachment



Mount Sinai Parenting Center

Home

Keystones of Development Curriculum

Newborn Discharge Class

Sparks Video Series

Vroom in Healthcare

Parent Handouts

Research Collaborative

Keystones of Development Curriculum / Learning Modules

### The Keystones Curriculum

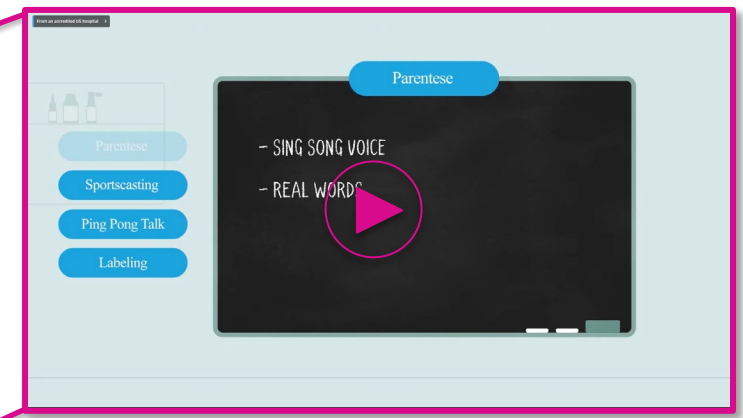
Introduction

The Exam Room  
Weaving Keystones into Visits

The Classroom  
Science Behind the Keystones

### 6 KEYSTONES

- Secure Attachment
- Autonomy
- Self-Regulation
- Perspective Taking
- Problem Solving
- Academic Knowledge



Parentese

Parentese

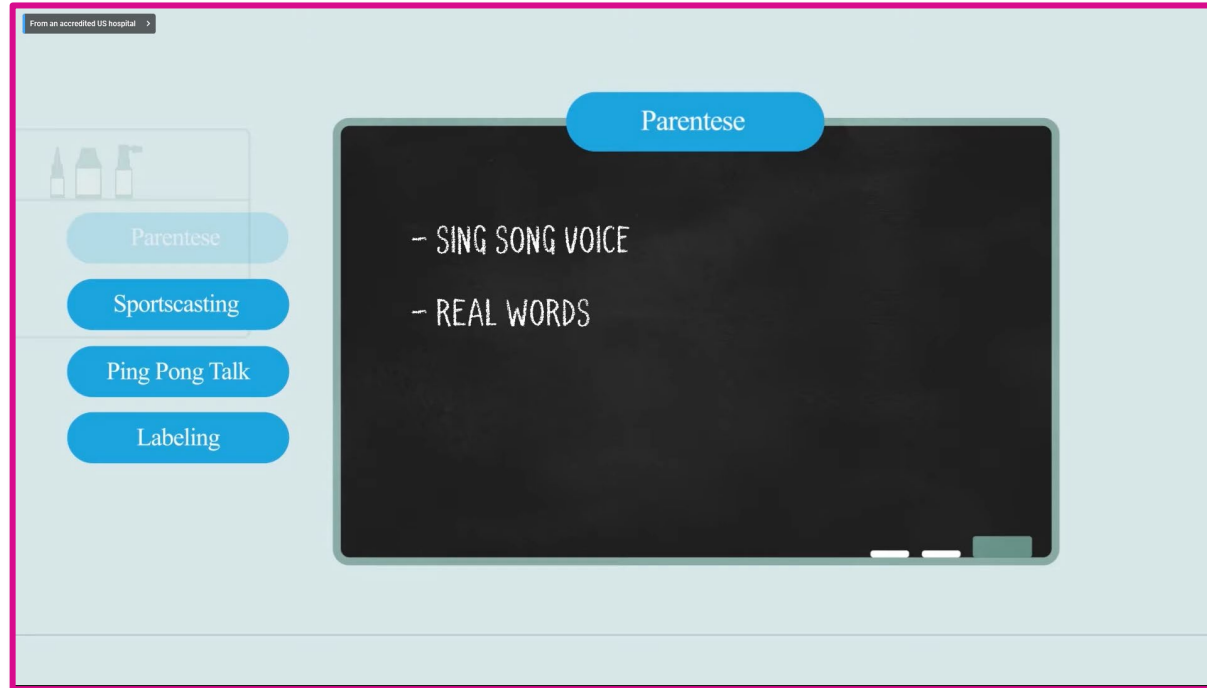
Sportscasting

Ping Pong Talk

Labeling

SING SONG VOICE

REAL WORDS



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

sparks 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.



### 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.



### 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.





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





# CHILDREN'S INNER VOICE

sparks Parent Video Series

4 Year 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.



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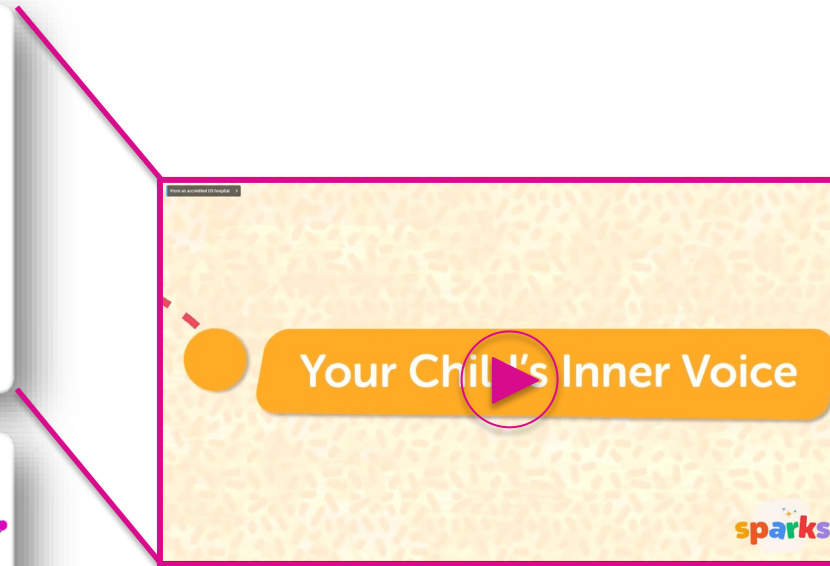
### Parent Handouts

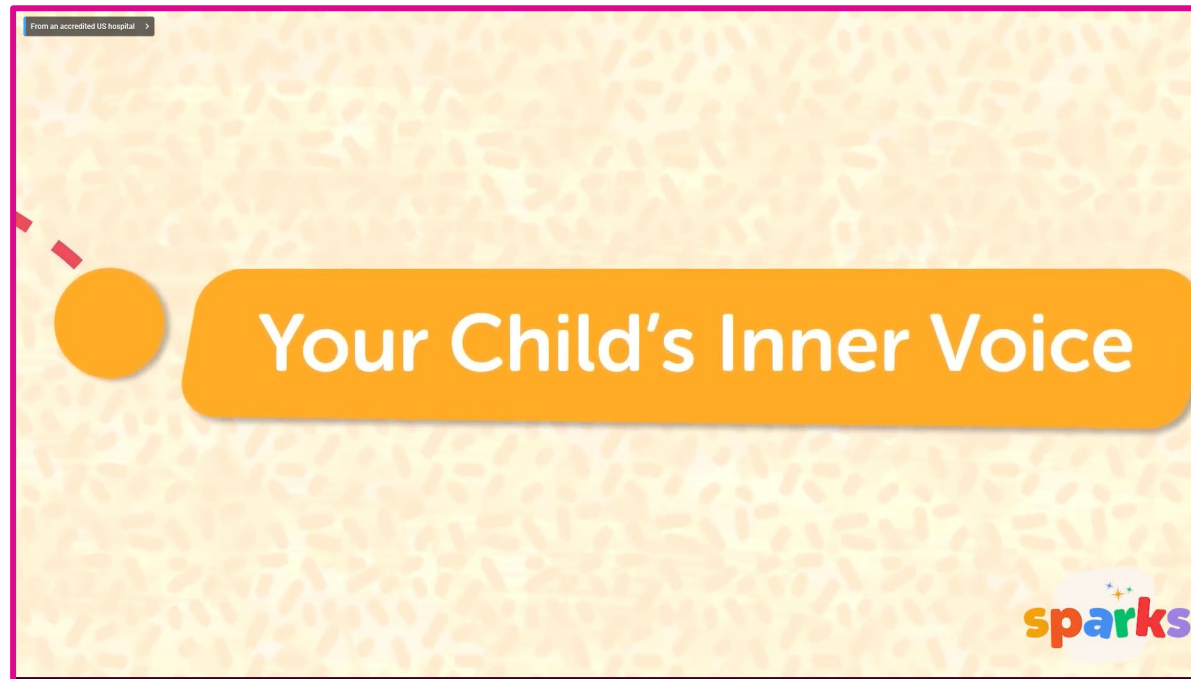
Evidence-based support on the topics parents care about most. Easily shareable or printable for your practice.



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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

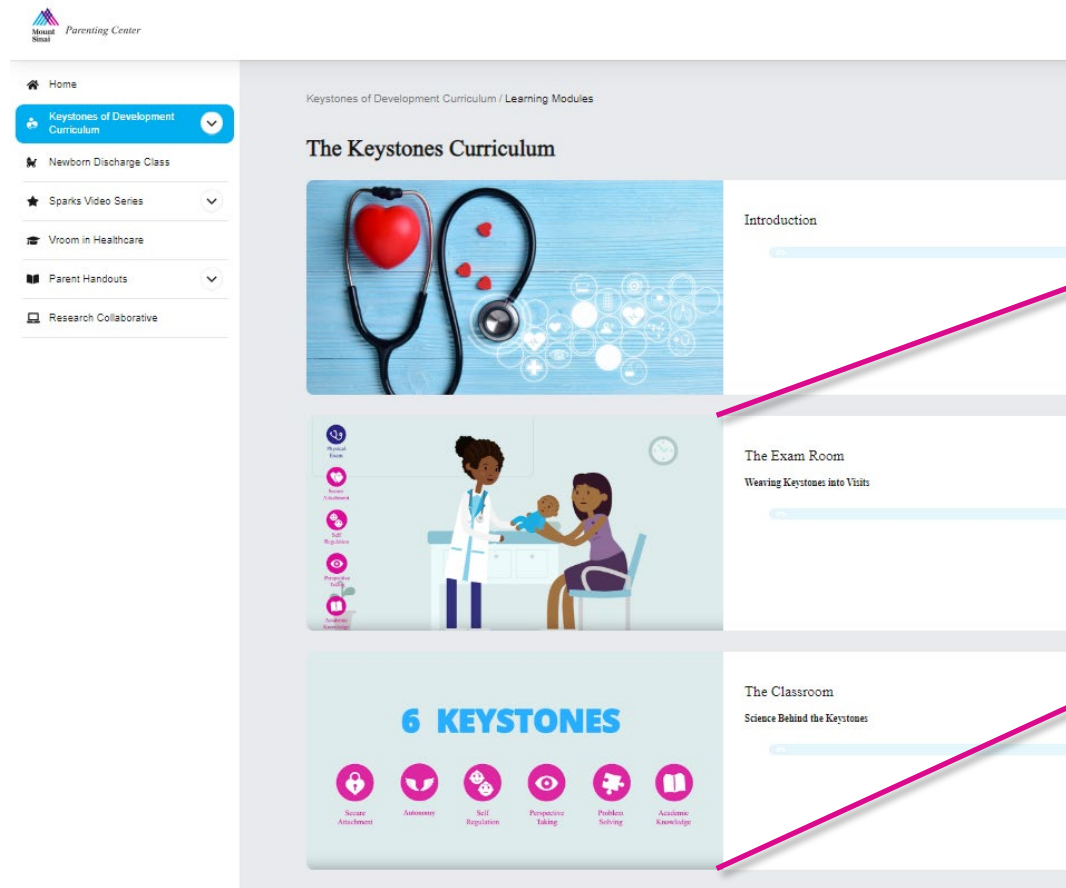


# PROMOTING AUTONOMY: KEYSTONES

Keystones of Development

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

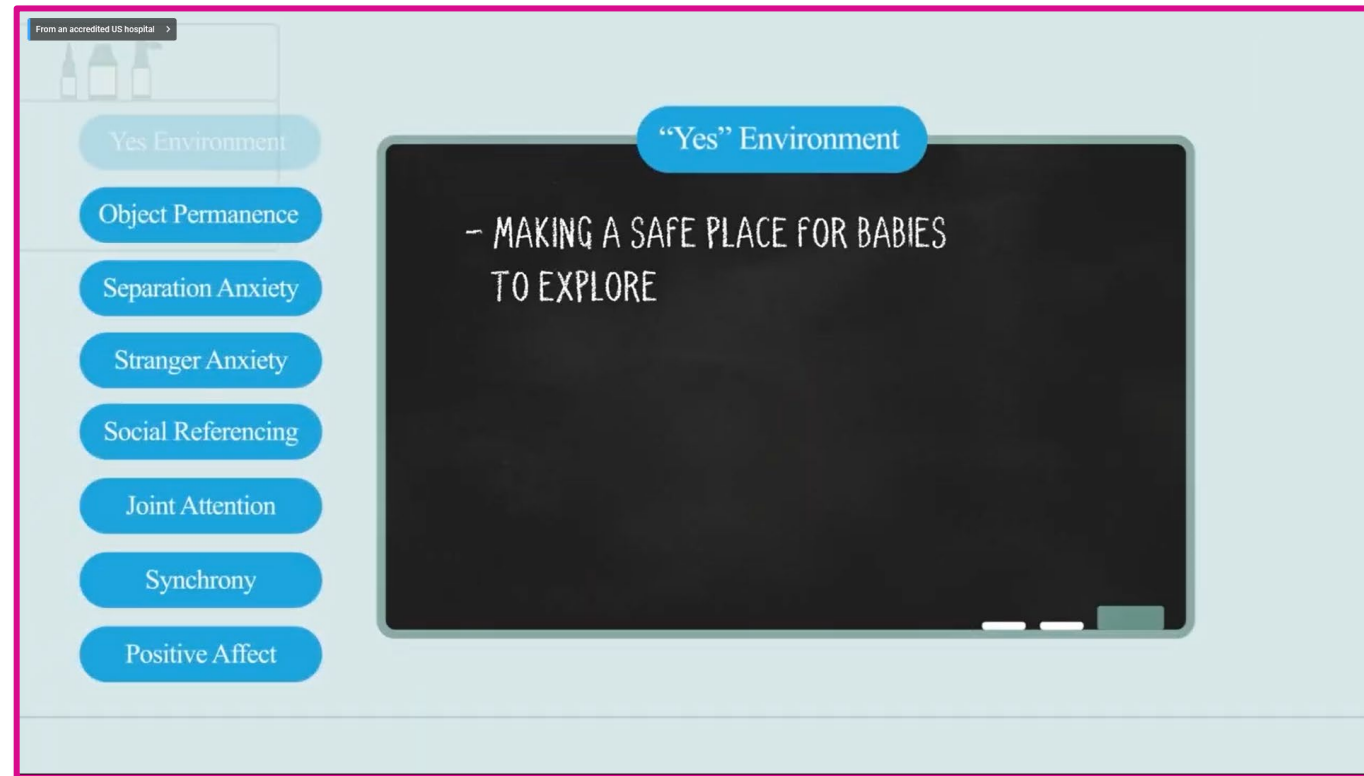
Classroom: Autonomy



The screenshot shows the 'The Keystones Curriculum' website. The left sidebar contains navigation options: 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 main sections: 'Introduction' with a stethoscope and heart icon, 'The Exam Room' with an illustration of a doctor and parent, and 'The Classroom' with an illustration of a child. Below these sections is a '6 KEYSTONES' section with icons for Secure Attachment, Autonomy, Self-Regulation, Perspective Taking, Problem Solving, and Academic Knowledge.



The screenshot shows a video player interface. On the left, there is a list of video topics: Yes Environment (selected), Object Permanence, Separation Anxiety, Stranger Anxiety, Social Referencing, Joint Attention, Synchrony, and Positive Affect. The main video area displays the title 'Yes Environment' and the subtitle '- MAKING A SAFE PLACE FOR BABIES TO EXPLORE'. A large play button is centered on the video.



The screenshot shows a video player interface. On the left side, there is a vertical list of blue buttons with white text: "Yes Environment", "Object Permanence", "Separation Anxiety", "Stranger Anxiety", "Social Referencing", "Joint Attention", "Synchrony", and "Positive Affect". The top button, "Yes Environment", is highlighted with a darker blue background. In the center of the video frame, a blackboard-style slide is displayed with the text: "– MAKING A SAFE PLACE FOR BABIES TO EXPLORE". Above the blackboard, a blue pill-shaped button contains the text "Yes Environment". At the top left of the video player, there is a small grey box with the text "From an accredited US hospital" and a right-pointing arrow.

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





# PROMOTING AUTONOMY: SPARKS

sparks Parent Video Series

15 Month 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.



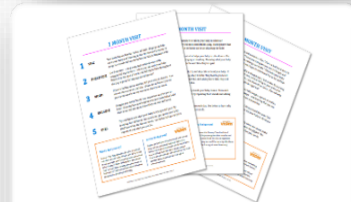
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### Research Collaborative

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



# PROMOTING AUTONOMY: PARENT HANDOUTS

Parent Handouts

## 15 MONTH VISIT

<b>1</b>	<b>ALLOW</b>	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.
<b>2</b>	<b>MESS</b>	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.
<b>3</b>	<b>REDIRECT</b>	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.
<b>4</b>	<b>EAT</b>	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.
<b>5</b>	<b>LABEL</b>	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.

<p><b>Body Parts</b></p> <p>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.</p>	<p><b>Brainy Background</b> <small>powered by vroom</small></p> <p>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 <a href="http://www.Vroom.org">www.Vroom.org</a>!</p>
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## 2 YEAR VISIT

<b>1</b>	<b>CHOICE</b>	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.
<b>2</b>	<b>PRETEND</b>	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.
<b>3</b>	<b>POTTY</b>	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.
<b>4</b>	<b>ACCEPT</b>	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.
<b>5</b>	<b>MOVE</b>	Play games that involve movement. This helps your child practice attention, focus and self-control.

<p><b>Homemade Play</b></p> <p>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?"</p>	<p><b>Brainy Background</b> <small>powered by vroom</small></p> <p>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 <a href="http://www.Vroom.org">www.Vroom.org</a>!</p>
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For more resources, scan or visit [www.mountsinai parenting.org/1st-para-vis](http://www.mountsinai parenting.org/1st-para-vis)





# 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:*

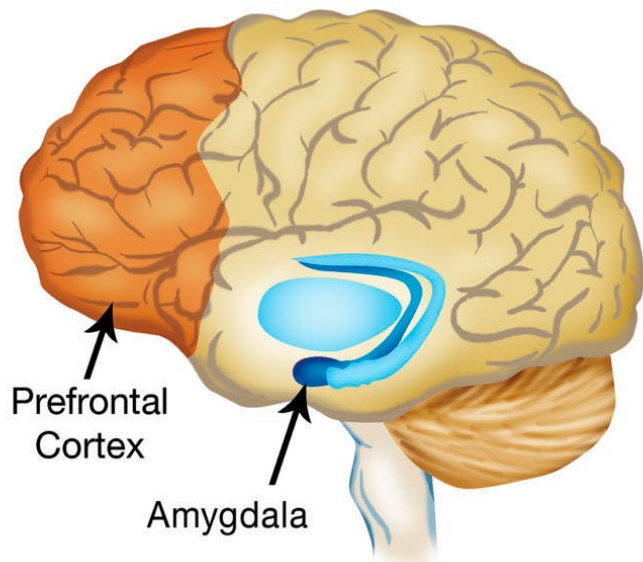
- Filter distractions
- Prioritize tasks
- Set and achieve goals
- Control impulses (inhibitory control)

*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

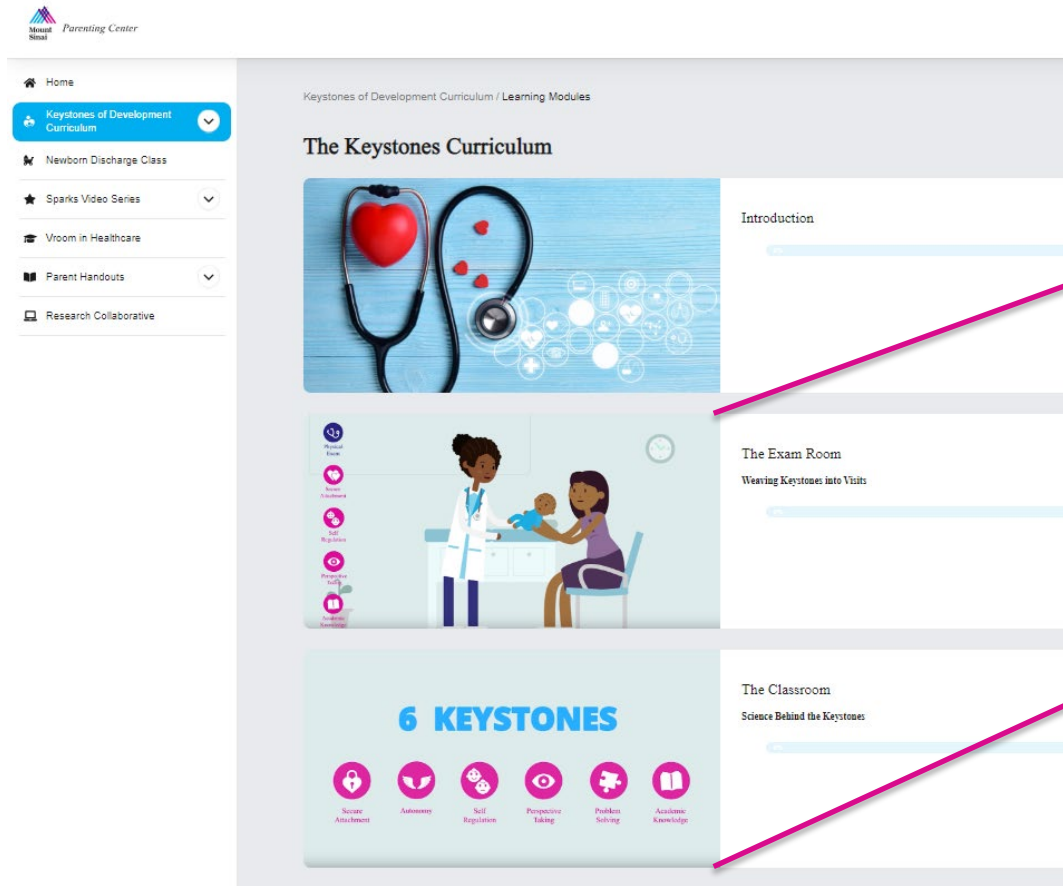


# PROMOTING SELF-REGULATION: KEYSTONES

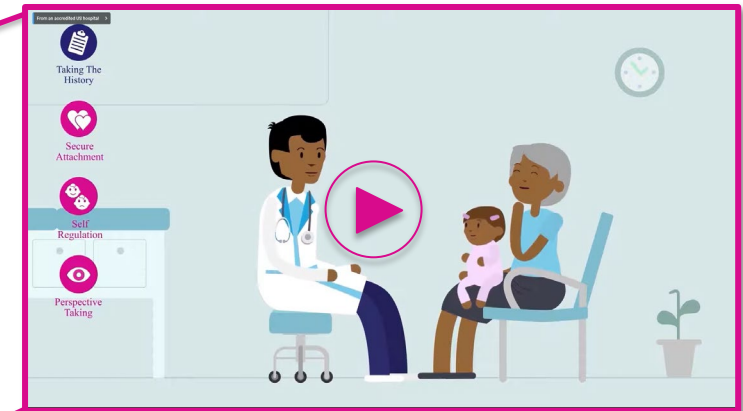
Keystones of Development

Exam Room: 12 Month, 15 Month, 18 Month

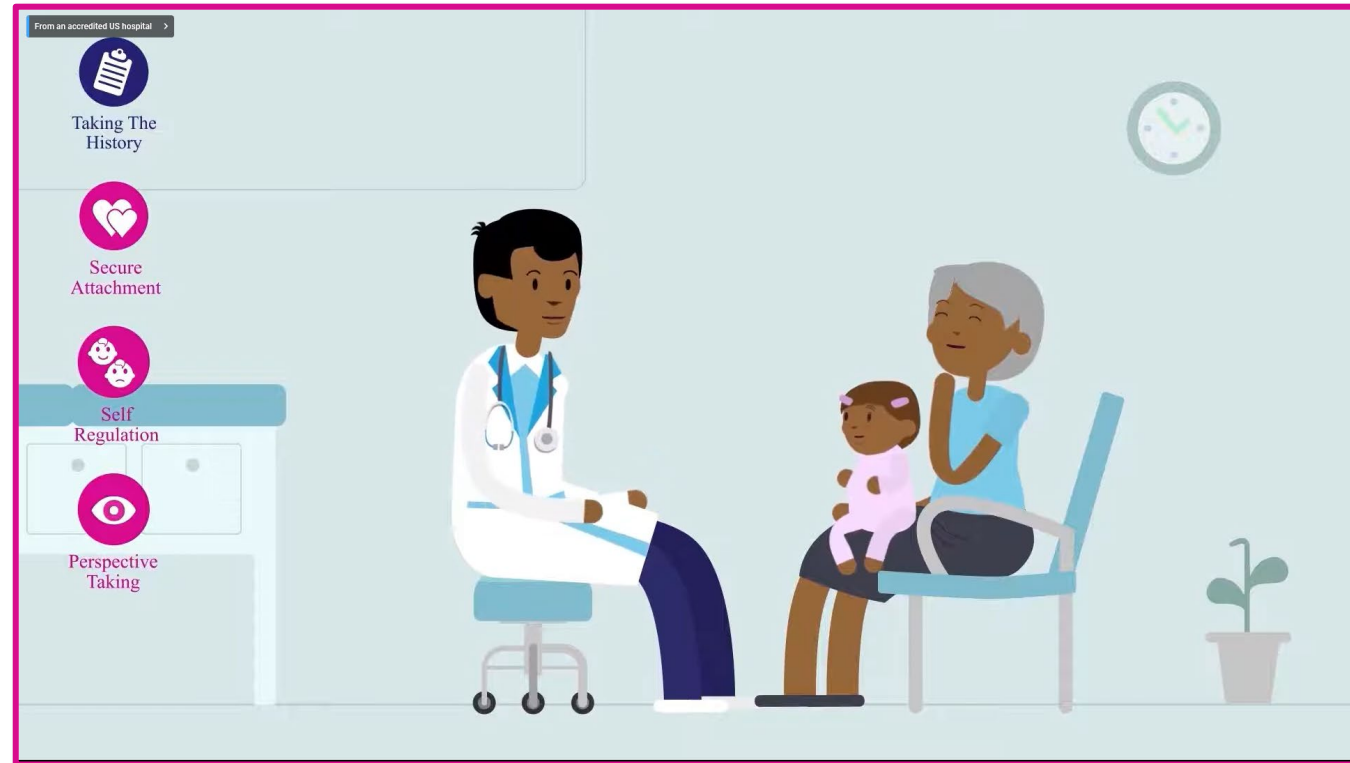
Classroom: Self-Regulation



The screenshot shows a web application interface for the 'Keystones of Development Curriculum'. On the left is a navigation menu with options: 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 main sections: 'Introduction' with a stethoscope graphic, 'The Exam Room' with an illustration of a doctor and a parent, and 'The Classroom' with an illustration of a classroom. A '6 KEYSTONES' section at the bottom lists: Secure Attachment, Autonomy, Self-Regulation, Perspective Taking, Problem Solving, and Academic Knowledge.



This is a zoomed-in view of the 'The Exam Room' section. It features a central illustration of a doctor sitting at a desk with a young girl and her mother. A large play button icon is overlaid on the illustration. To the left of the illustration is a vertical sidebar with icons for 'Taking The History', 'Secure Attachment', 'Self-Regulation', and 'Perspective Taking'. The 'Self-Regulation' icon is highlighted with a pink circle.



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





# SPARKS: SETTING LIMITS & TAKING A BREATH

 Parent Video Series

15 Month 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.



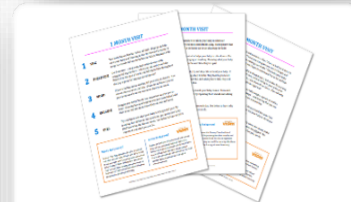
### Staff Training and Physical Messaging

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



### 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.



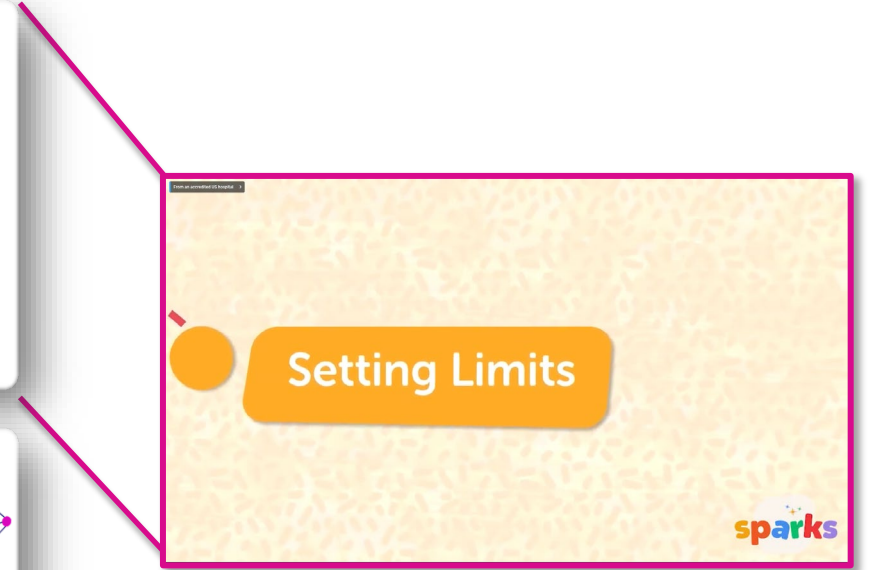
### Sparks Video Series

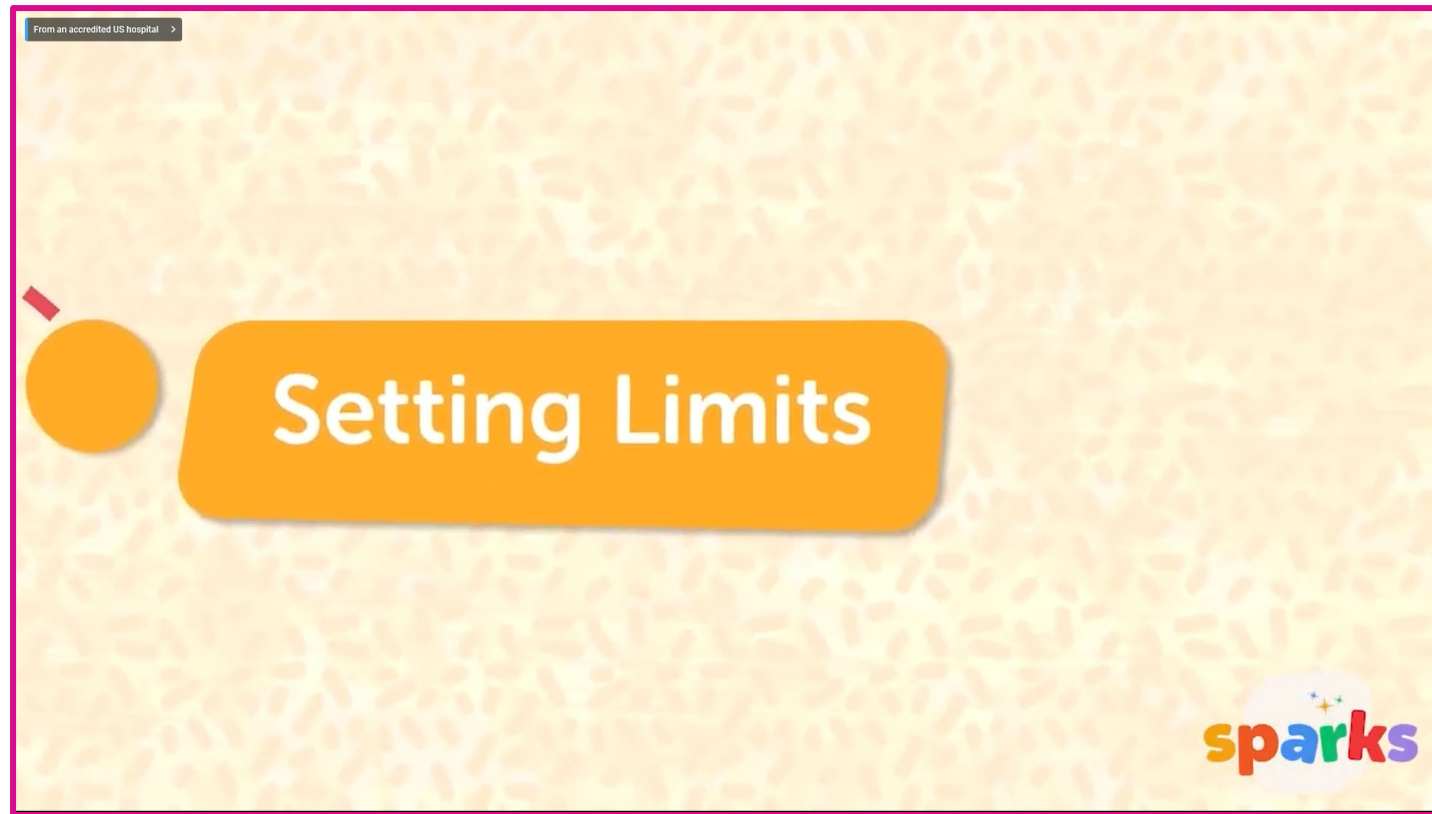
8 minute videos for parents in English and Spanish that cover routine anticipatory guidance. Share with families or use as a resource in your continuing education.



### Research Collaborative

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





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

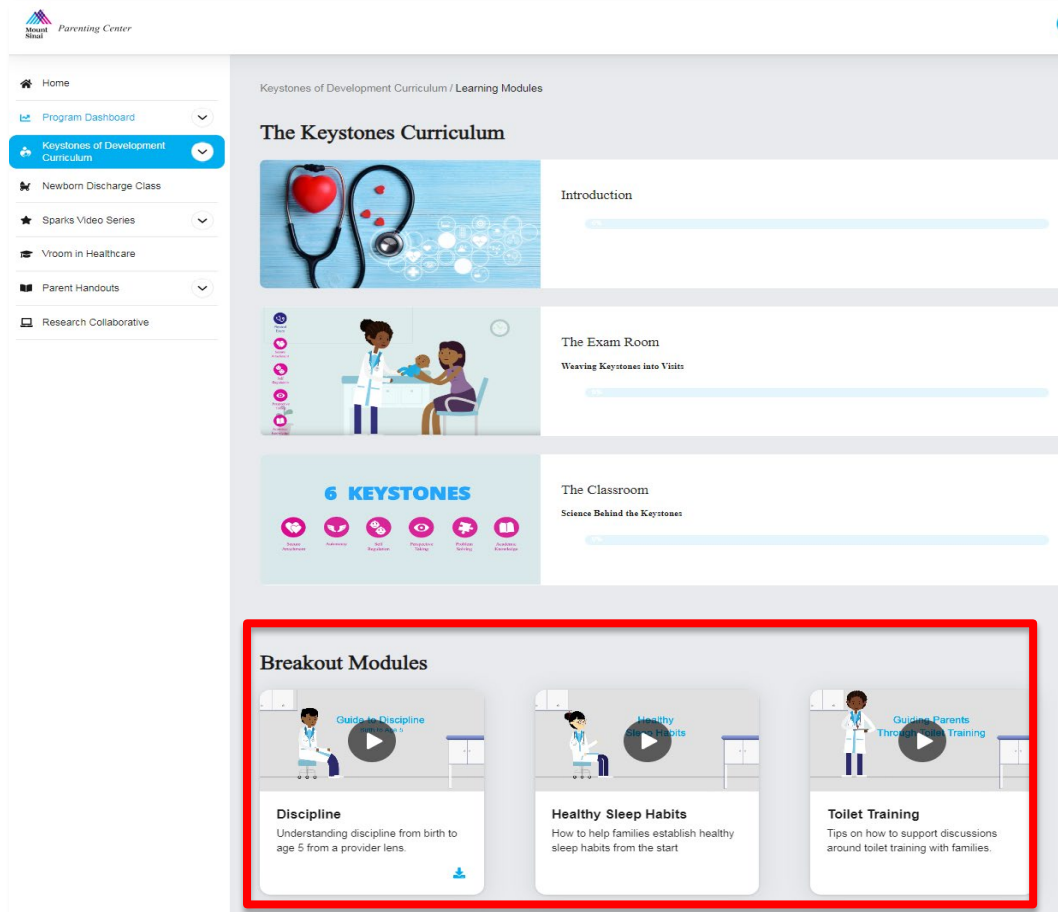
## **Praise:**

- Good routines, good sleep habits, positive opposites

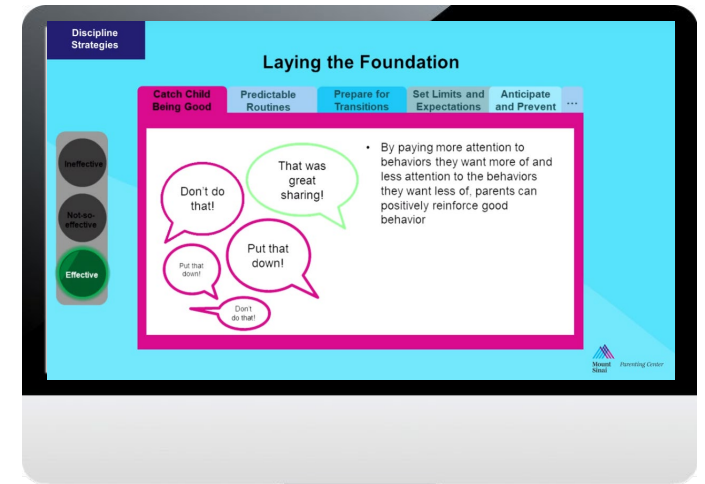


# ADDITIONAL KEYSTONES TRAININGS:

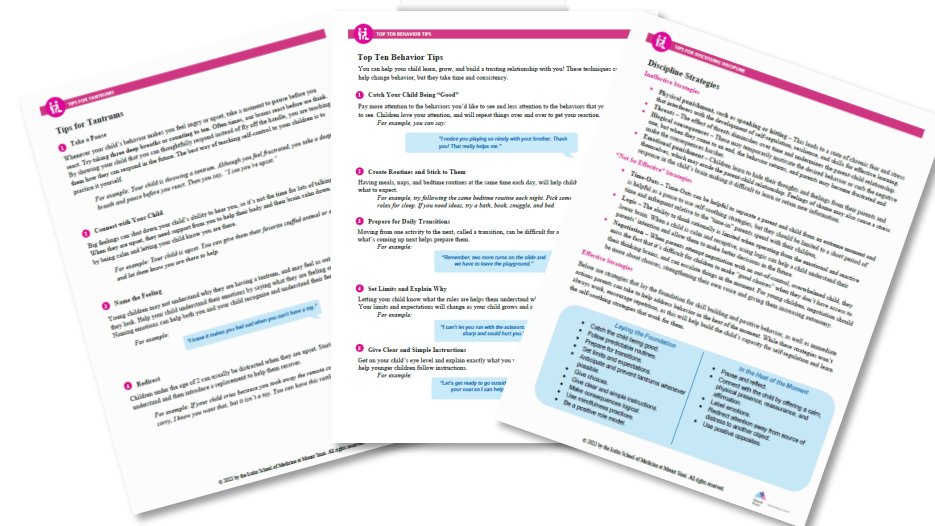
- Discipline
- Sleep
- Toilet Training



The screenshot shows the Mount Sinai Parenting Center website. The main content area is titled 'The Keystones Curriculum' and includes sections for 'Introduction', 'The Exam Room', and 'The Classroom'. Below these is a section for '6 KEYSTONES' with icons for Sleep, Feeding, Potty Training, Predictable Routines, Positive Parenting, and Discipline. A 'Breakout Modules' section is highlighted with a red border, featuring three video thumbnails: 'Discipline', 'Healthy Sleep Habits', and 'Toilet Training'.



The presentation slide is titled 'Laying the Foundation' and is part of a 'Discipline Strategies' series. It features a central graphic with speech bubbles containing phrases like 'Don't do that!', 'That was great sharing!', 'Put that down!', and 'Put that down!'. To the right, text explains that by paying more attention to behaviors they want more of and less attention to behaviors they want less of, parents can positively reinforce good behavior. The slide also includes a 'Catch Child Being Good' section with a 'Predictable Routines' tab.



Three overlapping handouts are shown. The top one is 'Top Ten Behavior Tips' with a list of strategies like 'Catch Your Child Being Good' and 'Create Routines and Stick to Them'. The middle one is 'Discipline Strategies' with a list of strategies like 'Physical punishment' and 'Time-outs'. The bottom one is 'Give Clear and Simple Instructions' with a list of strategies like 'Check for understanding' and 'Prepare for transitions'.





# SPARKS USER GUIDE

**Spotlight on: What Parents Experience**

Tantrums are commonly frustrating for parents, yet they are a natural, normal part of a child's development. In a world that offers so much control in the pajamas, or to world offers a While this does the why 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**

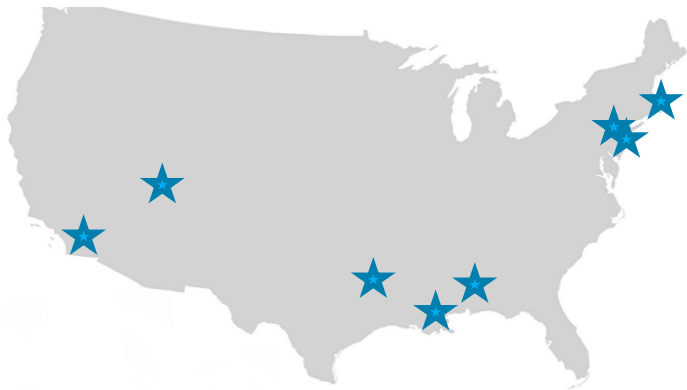
- **Discussing discipline and limit-setting** is a good way to begin a discussion:
  - Would you be open to discussing this?
  - On a scale from 1 to 10, how confident, how would you feel about discussing challenging behavior?
  - What questions do you have about setting?
  - When you think about discipline, what do you want to see in your child's behavior?
  - What is the benefit of limit-setting for you as some of the
- **Affirm parents' decision to set limits** and the potential negative consequences.
- **Acknowledge that toddlers are still learning.** For this reason, toddlers often test limits.
- **Suggest alternatives to discipline:**
  - Use positive reinforcement (praise, walk) rather than punishment (time-out, house).
  - Give attention to the child when they are with you.
  - Pause/take a short break when you are very angry yourself.
  - Enforce limits consistently. If a child is on a shelf for an hour, they should be on a shelf for an hour.
- **Ask what parents do to manage their own stress** and how mindfulness strategies can help.

**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



Academic Pediatrics  
Volume 22, Issue 1, January–February 2022, Pages 151-159



## Evaluating the *Keystones of Development* - An Online Curriculum for Residents to Promote Positive Parenting in Primary Care

Blair Hammond MD <sup>a, b</sup> ✉, Aliza W. Pressman PhD <sup>a, b</sup>, Carrie Quinn MD <sup>a, b</sup>, Mariel Benjamin LCSW <sup>a, b</sup>, Hiershenee B. Luesse PhD <sup>c</sup>, Leora Mogilner MD <sup>a, b</sup>

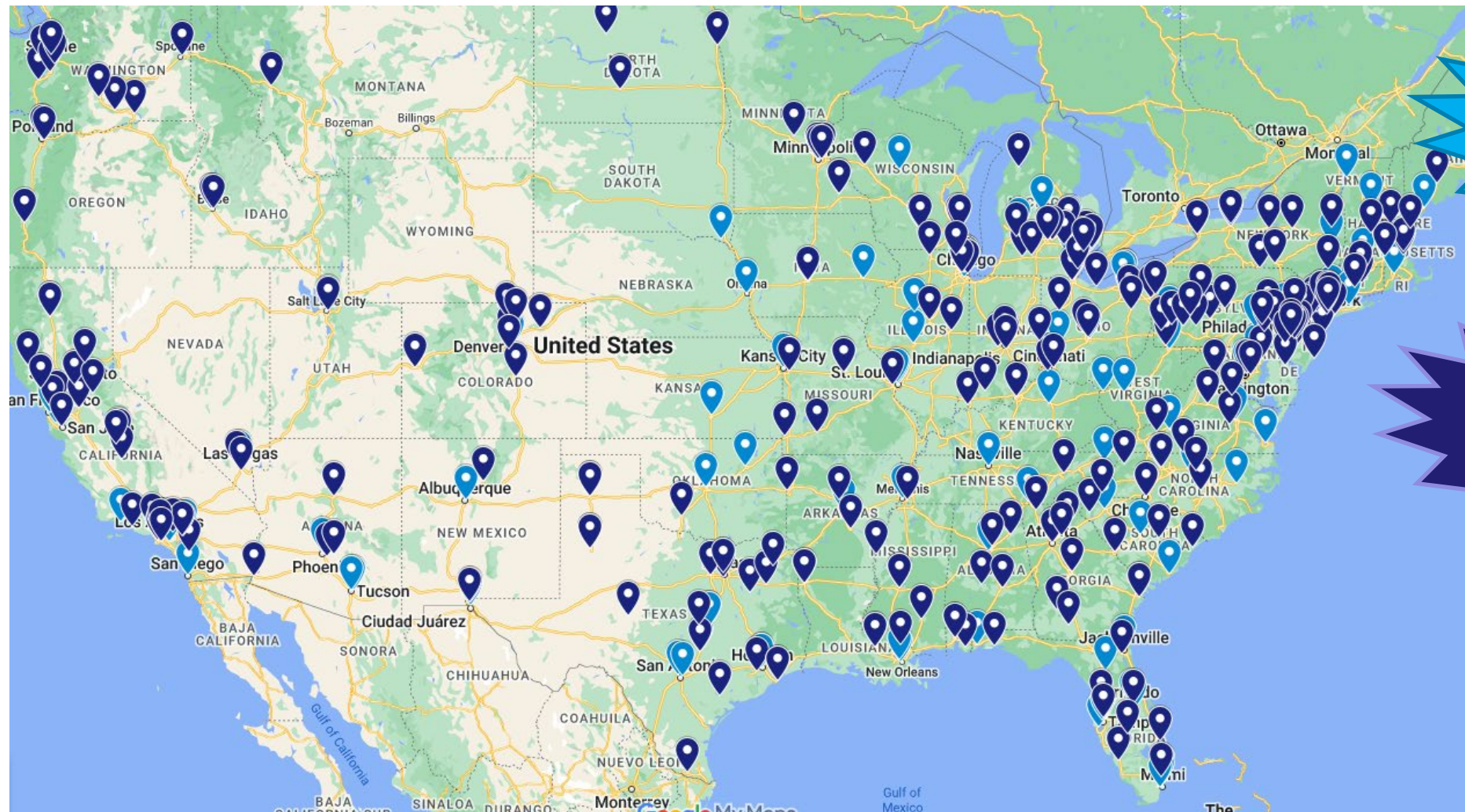
### Pilot Year Evaluation







# OUR REACH

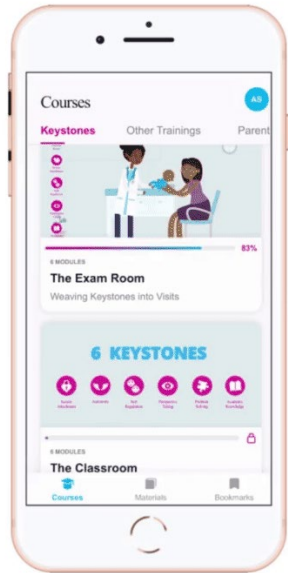


**193**  
pediatric  
programs

**317**  
family  
medicine  
programs



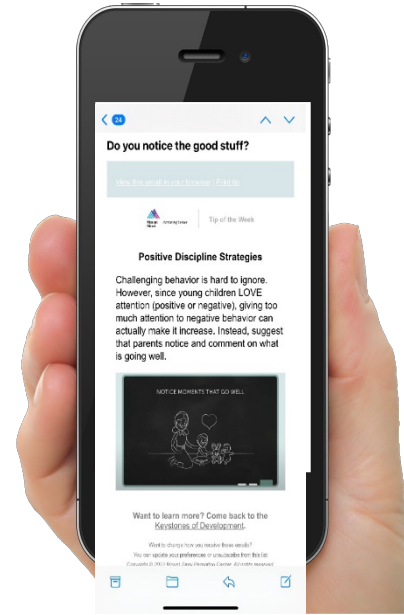
# ADDITIONAL RESOURCES



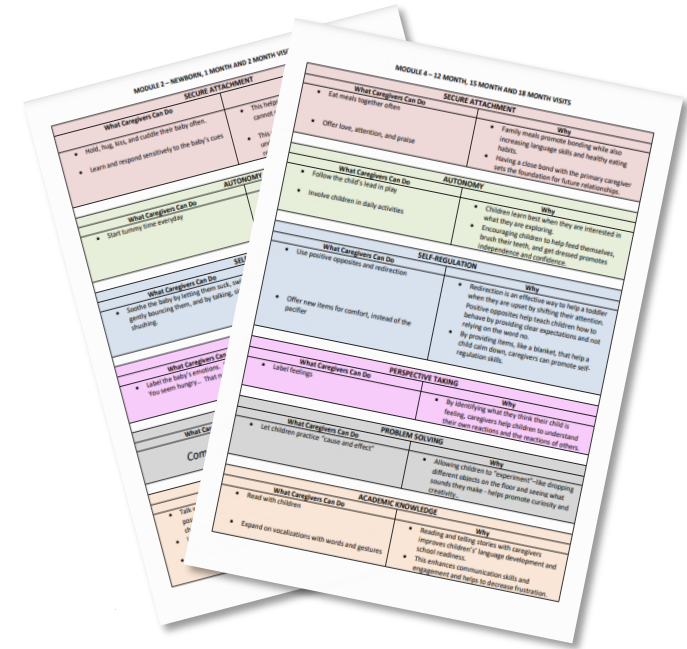
**Keystones of Development mobile app**



**Continuing Medical Education credit**



**Tip of the Week**

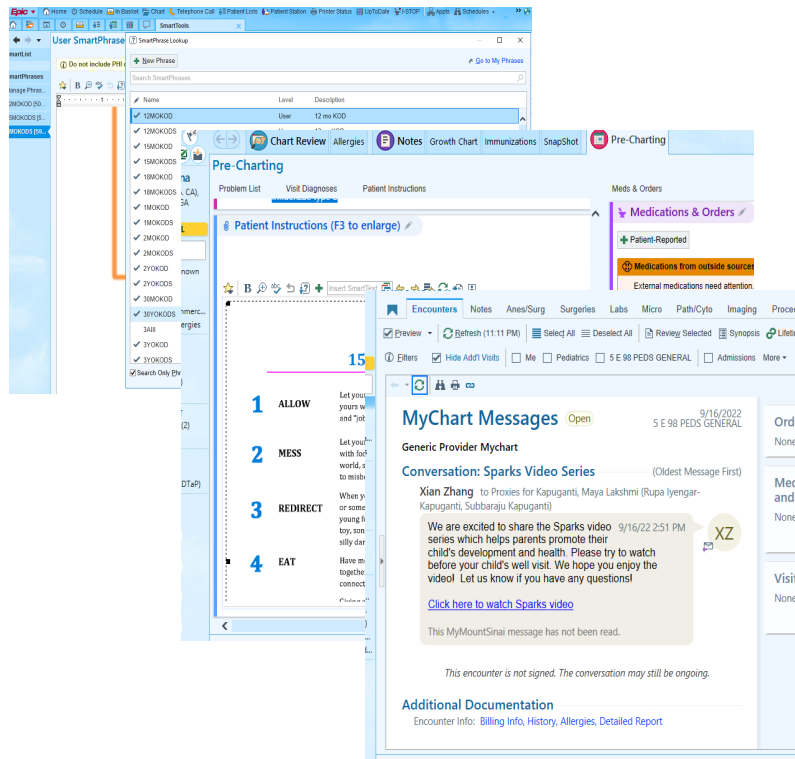


**Summary Sheets**





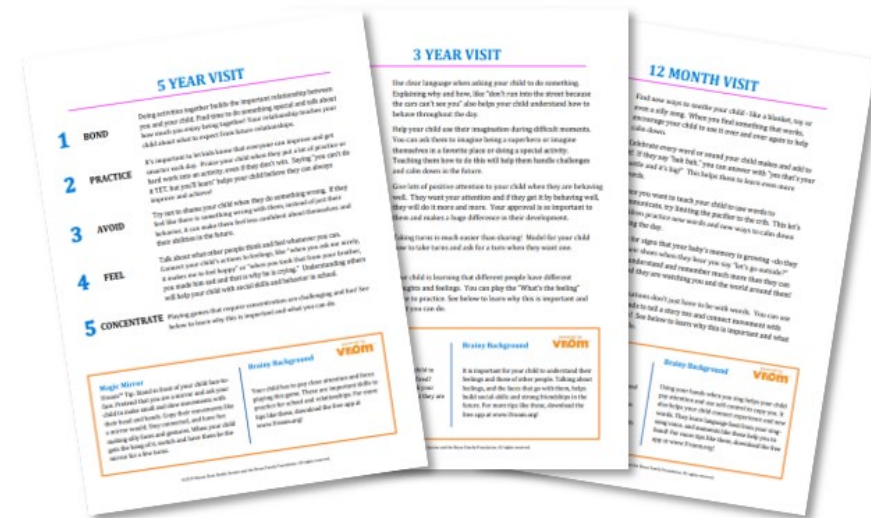
# INCORPORATING INTO PRACTICE



**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.

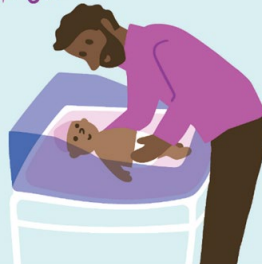


#### It's Science!

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



ARE YOU COLD?



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### CARING FOR YOUR NEWBORN

Promoting Infant Development and Addressing Common Questions

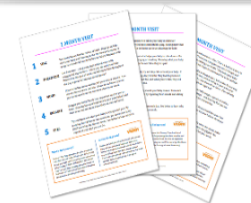
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### Research Collaborative

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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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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:



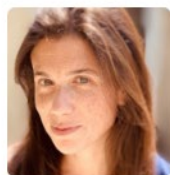
**Carrie Quinn, MD**  
Executive Director



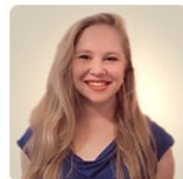
**Blair Hammond, MD**  
Co-Founding Director and Director of Medical Education



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



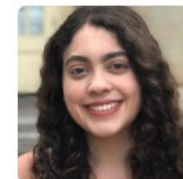
**Mariel Benjamin, LCSW**  
Director of Programs



**Alice Bradley**  
Associate Director of Operations and Team Management



**Sneha Grover, MHA**  
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**  
Assistant Professor of Clinical Counseling, Roosevelt University



**Nia Heard-Garris, MD, MSc**  
Chair and founding member, AAP Section on Minority Health, Equity, and Inclusion



**Benjamin Hoffman, MD, FAAP CPST-I**  
Chairperson, AAP Council on Injury Violence and Poison Prevention



**Manuel Jimenez, MD, MS, FAAP**  
Developmental-Behavioral Pediatrician, Rutgers Robert Wood Johnson Medical School



**Andrea Johnston**  
Senior Parent Advisor, Mount Sinai Hospital



**Kathy Kinsner, MS Ed**  
Senior Manager of Parent Resources, Zero to Three



**Laura Krug, LCSW**  
Director of Training and Technical Assistance, HealthySteps



**Nicole Lang, MD**  
Pediatrician, Washington Pediatric Associates



**Rebecca Parlakian, MA, Ed.**  
Senior Director of Programs, Zero to Three



**Scott Peterman**  
English Language Filmmaker, Petermania Production



**Aliza Pressman, PhD**  
Co-founding Director & Director of Clinical Programming, Mount Sinai Parenting Center



**Carrie Quinn, MD**  
Executive Director, Mount Sinai Parenting Center



**Nikki Shearman, PhD**  
Chief of Strategic Initiatives, Reach Out and Read



**Joshua Sparrow, MD**  
Executive Director, Brazelton Touchpoints Center



**Elsie Taveras, MD, MPH**  
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.

