Reach Out and Read Minnesota

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Too Few Parents are Reading to Their Children

Percentage of Children Age 0-5 Read to Daily, by Family Income
(NATIONAL SURVEY OF CHILDREN’S HEALTH, 2003)

Low-income children are at a disadvantage before school begins

A TYPICAL MIDDLE-CLASS 5-YEAR-OLD IS ABLE TO IDENTIFY 22 LETTERS
AND SOUNDS OF THE ALPHABET, COMPARED TO JUST 9 LETTERS FOR A
CHILD FROM A LOW-INCOME FAMILY.
(ROBERTS, 2006)

LOW-INCOME CHILD’S LETTER RECOGNITION (22 LETTERS)

LOW-INCOME CHILD’S LETTER RECOGNITION (9 LETTERS)
Too many of our children aren’t ready

- 34% of American children entering kindergarten today lack the basic language skills they will need to learn to read

- Children who have not developed some basic literacy skills by the time they enter school are 3 – 4 times more likely to drop out in later years

- 88% of 1st graders who are below grade level in reading will continue to read below grade level in 4th grade

- 2/3 of students who cannot read proficiently by the end of fourth grade will end up in jail or on welfare
Enter Reach Out and Read MN

- Reach Out and Read (ROR) was founded in Boston in 1989

- It arrived in Minnesota in 1997
  - 2 clinics in Minneapolis

- ROR–MN grew to 31 in 2005
  - ROR–Minnesota Coalition was formed to provide support to interested clinics and existing sites throughout the state
So what is Reach Out and Read MN??

Mission
To prepare America’s youngest children to succeed in school by partnering with medical providers to prescribe books and encourage families to read together.

Vision
We are working toward the day when all children in Minnesota enter kindergarten supported by highly engaged parents, performing at grade level, and prepared to excel.
ROR’s Three-Part Model

Provider Guidance

In the exam room:
- providers speak to parents about the importance of reading aloud
- offer age-appropriate literacy tips and encouragement

Prescribe a Book

At each well child regular checkup from 6 months through 5 years of age the child receives a new, culturally- and developmentally-appropriate book to take home and keep

Parents Read Aloud at Home

At home, parents incorporate advice received during well child visits and make reading aloud part of their family’s daily routine
How We Reach Children and Families

Consistent Access

- Nearly 90% of all young children see a child health provider at least annually for a check-up
  - only 33% are in a childcare setting

Valued Relationship

- Parents view health care provider as a trusted advisor

Early Engagement

- Program engages children early, during the critical period of brain development from birth through age 5
# ROR is an Evidence-Based Program

16 published, peer-reviewed research studies support the efficacy of our model.

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<thead>
<tr>
<th>Proven Effects on Children</th>
<th>Proven Effects on Parents</th>
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<tr>
<td>• Score 3 to 6 months ahead of their non-ROR peers</td>
<td>• Demonstrate significant change in:</td>
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<tr>
<td>• Have more books in their homes</td>
<td>• how frequently they read to their children</td>
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<td>• Grow up with highly-engaged parents</td>
<td>• the likelihood they reported reading as a favorite family activity</td>
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<td>• Enter kindergarten with foundational language skills</td>
<td>• their perception of their child’s pediatrician as helpful</td>
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<td>• their overall beliefs and attitudes about the importance of reading aloud</td>
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Numerous studies demonstrate that parent-child reading & talking builds size and richness of a child’s vocabulary before school entry.

Children at risk include:
- those in poverty
- minority children
- children in non-English-speaking households

Literacy Promotion in Primary Care Pediatrics: Can We Make a Difference? (High, Pediatrics 2000)

- Evaluated the impact of a clinic-based literacy program, based on the ROR model, on parent-child book sharing

- Measured “Child-Centered Literacy Orientation (CCLO)”
  - Reading aloud as child’s or parent’s favorite activity, or if they were usually read to at bedtime

- Prospective study: 205 low-income families
  - 106 Intervention
  - 99 Control
Frequency of Reading Aloud
(High et. al., Pediatrics 2000)
Change in Parent–Child Book Sharing
(High et. al., 2000)

Number of days and nights per week

Days/week

Nights/week

Intervention

Control
Attitudes Toward Reading
(High et. al., 2000)

Percentage

1 of 3 favorite activities of parents
1 of 3 favorite activities of children

- Intervention
- Control
Immigrant parents less likely to read to their children: study

BY KATHRYN DOYLE
NEW YORK Mon Jun 2, 2014 2:10pm EDT

(Reuters Health) - Minority children often lag behind their peers

Primary Care Strategies for Promoting Parent-Child Interactions and School Readiness in At-Risk Families

The Impact of a Clinic-Based Literacy Intervention on Language Development in Inner-City Preschool Children

Addressing Disparities in School Readiness Through Promotion of Parenting in Well-Child Care

Addressing the Social Determinants of Health Within the Patient-Centered Medical Home Lessons From Pediatrics
Summary of Research

- Reach Out and Read (ROR) significantly and positively influences the literacy environment of children.

- Children participating in ROR have increased language development compared with non-participating children.
  - Those from minority, low income and immigrant families show the greatest gains.

- Children and families who are involved in ROR rate their experience and satisfaction with their providers higher than those who do not.
Reach Out and Read MN – Today

- Serve ~92,500 children at ~150 clinics
  - 1:5 children <4 yo in MN
  - 1:4 low income children <3 yo
  - 60% in Twin Cities, 40% in Greater MN
- Distribute 157,000 books/year
- ~1,300 providers involved
  - Receive required training
  - Have opportunities for professional development

Reach out & Read!
Celebrating 25 years!
Sign up and spread the Word!!

www.reachoutandread.org

https://www.facebook.com/ReachOutandReadMN

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References


• Regalado, M, and NHalfon. "Primary care services promoting optimal child development from birth to age 3 years: review of the literature." Archives of pediatrics & adolescent medicine 155.12 (2001):1311–1322