BELLE Study Sample

Enrollment process:

- Consecutive sample
- Mother newborn dyads
- Urban public hospital

Primary eligibility criteria:

- Primary language: English or Spanish
- Singleton, full-term, uncomplicated birth
- Well child care at our institution

BELLE Study design:

Factorial, 2-step randomization

Re-randomize at 3 years

0-3 years

Enrollment

n=675*

VIP: 0-3

n=225

Control

n=225

3-5 years

VIP: 3-5

Control

54 mo

Parenting Assessment

VIP: 3-5

Control

Randomize at birth

Note: 225 families in 3rd group (BB) not included in analysis

Promotion of Parenting and School Readiness Using Pediatric Primary Care as an Innovative Platform

AL Mendelsohn, C Brockmeyer Cates, A Weisleder, S Berkule Johnson, AM Seery, C Ford Canfield, HS Huberman, BP Dreyer

New York University School of Medicine and Bellevue Hospital Center, Department of Pediatrics

Background

Pediatric Primary Care: An Underutilized Platform for Preventive Interventions

- Population-wide: most US children receive primary care; all need immunizations prior to school entry
- Early in childhood: period of rapid brain development; intervention likely to be most effective
- Dose: 15+ visits over first 5 years
- Build on existing relationships: families place value on relationship with health care provider
- Build on parent goals: development/behavior key concern of parents attending health care
- At low cost: families already attend health care visits; limited travel and infrastructure costs

The Video Interaction Project

Ongoing Work & Future Directions

Background

Poverty Related Disparities in School Readiness

- Children in poor households begin falling behind in language development from the time they say their first words, at about 1 year, with an increasing gap as they get older (Hart & Risley, 1995).
- Early disparities persist with 48% of poor children experiencing reading difficulties in 4th grade compared to 18% of non-poor children (US Dept of Education, NCES, 2012).
- The early emergence and long-term persistence of poverty-related disparities in development and school readiness underscore the need for effective interventions prior to school entry (e.g., Hart & Risley, 1995; Hillemeier, 2009; NICHD, 2005).

Study Sample at Enrollment (n=450)

VIP Control

Low SES 91% 91%
Latina/Hispanic 92% 89%
Born outside US 88% 83%
Married/partner 83% 83%
Education (Last grade completed)
10.0 10.5
First born child 42% 43%

Note: No significant differences between VIP and Control groups at time of enrollment

VIP Impacts on School Readiness

Summary & Discussion

Summary of Current VIP Findings

- VIP 0-3
  - Impacts on parent-child interactions, family stressors, and child EI eligibility and self-regulation
  - Impacts on parent verbal responsivity and child self-regulation sustained long-term (through age 54m)
- VIP 3-5
  - Preliminary impacts on parent verbal responsivity and child self-regulation
  - Impacts of VIP 0-3 and VIP 3-5 are independent
  - Suggests additive impacts for those receiving both interventions

Reach Out and Read

VIP Research

Ongoing Research

BELLE Study Design

Factorial, 2-step randomization

Randomize at birth

Next Steps for VIP

- Ongoing analyses of impacts of VIP on child development
- Assessments of narrative ability, executive functions
- Learning long-term impacts of VIP as children followed since birth
- Direct observation of children in their classrooms
- Permission to obtain NY standardized test results
- Using cutting-edge technology (LENA) to understand how parents use what they learn from VIP at home (PI: Weisleder)
- Impact on toxic stress through hair cortisol biomarkers (PI: Canfield)

Next Steps for FAMILY

- Randomization at age 3
- 12-18 month follow-up
- Direct observation of children in their classrooms
- Permission to obtain NY standardized test results

The Video Interaction Project

The Video Interaction Project is an ongoing research project aimed at improving the quality of interactions between parents and children through the use of technology. The project focuses on understanding how parents can provide effective support to their children's development, particularly in the areas of language, cognitive, and social-emotional skills. The project employs a variety of methods, including observation, parental training, and technology-based interventions, to enhance parent-child interactions and ultimately improve children's readiness for school and life. The research findings from the Video Interaction Project have significant implications for early childhood education, informing best practices and policy recommendations to support children's development and readiness for school and life. The project's long-term goal is to develop and implement effective interventions that can be widely adopted to improve children's outcomes and reduce disparities in developmental milestones.