## Reach Out and Read Milestones:
Integrating Books into the Well-Child Visit

**Example Book Type**
- **Newborn & 3-5 Day Visits**
  - Tug-at-the-heartstrings books, bonding books
    - Can be paperback
- **1 Month & 2 Month Visits**
  - Board and cloth books
  - Nursery rhymes
- **4 Month Visit**
  - Board and cloth books
  - High contrast
  - Touch and feel
  - Few to no words
- **6 Month Visit**
  - Board and cloth books
  - Baby faces or animals
  - High contrast, bright colors
- **9 Month Visit**
  - Board books
  - 1 or 2 words per page
  - Pictures of babies, animals
- **12 Month Visit**
  - Board books
  - Rhyming books
  - Picture books

### Use of Book as a Clinical Tool

#### BOOK CONTENT MATTERS LESS; THE PARENT’S VOICE IS MOST IMPORTANT
- **Newborn & 3-5 Day Visits**
  - May start to smile at hearing parent’s voice
- **1 Month & 2 Month Visits**
  - May start to smile at hearing parent’s voice
  - Holds chin up to look at book during tummy time
- **4 Month Visit**
  - Reaches for book
  - Holds chin up to look at book during tummy time
- **6 Month Visit**
  - Grabs/ throws book
  - Chews book
- **9 Month Visit**
  - Moves the book from one hand to another
- **12 Month Visit**
  - Picks up book with a pincer grasp

#### USE THE BOOK TO RELIEVE ANXIETY, MAKE CONNECTION WITH CHILD, PUT THE CHILD AT EASE

#### Relational Observations
- **Parents** attentive to baby
  - Baby calms when picked up or spoken to
  - Looks in parent’s eyes
- **Parents** use parentese
  - Engage with baby during quiet alert states
  - Infant quiets or turns to parent’s voice
  - Follows parent with eyes
- **Parent** uses parentese
  - Infant turns to voices
  - Looks for parents when upset
  - Parent and infant responsive to one another
- **Parent** shows empathy towards baby’s moods
- **Parent** and **infant** responsive to one another
- **Parent** and **child** have joyful serve/return interactions
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#### Anticipatory Guidance
- **Talk and sing with the baby during feedings, bath times and diaper changes**
  - Baby won’t be ready to read the whole book; they still enjoy reading with you
  - Will be more interactive-follow baby’s cues for more or when to stop
- **Play peek-a-boo with the book**
  - Point at and name things on pages
- **Use reading to calm baby**
  - Name things on the page, ask child to point at them
  - Use reading to calm baby

#### Model Warm, Positive Interactions, Point Out to Parents What You Are Doing and Why
- **Voice the baby’s experience “Ohh it’s chilly I know!”**
  - Use parentese
  - Use animal noises to engage with child, make the baby laugh
  - Model turn-taking, and expect baby to have reciprocal noises
  - Play peek-a-boo with the book, watch the baby laugh!
  - Model serve-and-return engagement and ask baby questions and wait for a response

### Encourage Close, Face-to-Face Conversations with Direct Eye Contact
- **Talk and sing with the baby during feedings, bath times and diaper changes**
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- **Play peek-a-boo with the book**
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### WITH ALL VISITS, TAKE THE OPPORTUNITY TO MAKE COMMUNITY CONNECTIONS AS AVAILABLE, INCLUDING THE LIBRARY, STORY TIME, PRE-SCHOOL, DAY CARE, AND MUSEUMS
- **Reach Out and Read Milestones**
  - Integrating Books into the Well-Child Visit
  - Example Book Type
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    - 1 Month & 2 Month Visits
    - 4 Month Visit
    - 6 Month Visit
    - 9 Month Visit
    - 12 Month Visit
  - Use of Book as a Clinical Tool
    - BOOK CONTENT MATTERS LESS; THE PARENT’S VOICE IS MOST IMPORTANT
    - Relational Observations
    - Anticipatory Guidance
    - Model Warm, Positive Interactions, Point Out to Parents What You Are Doing and Why
  - With all visits, take the opportunity to make community connections as available, including the library, story time, pre-school, day care, and museums

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**Reach Out & Read**

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# Reach Out and Read Milestones: Integrating Books into the Well-Child Visit

## Example Book Type

<table>
<thead>
<tr>
<th>15 Month &amp; 18 Month Visits</th>
<th>24 Month &amp; 30 Month Visits</th>
<th>3 Year Visit</th>
<th>4 Year Visit</th>
<th>5 Year Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board books</td>
<td>Board books</td>
<td>Paperbacks</td>
<td>Paperbacks</td>
<td>Paperbacks</td>
</tr>
<tr>
<td>Simple rhymes,</td>
<td>Simple rhymes,</td>
<td>Counting and alphabet</td>
<td>Storyline with beginning/middle/end</td>
<td>Longer stories with fewer pictures</td>
</tr>
<tr>
<td>predictable text</td>
<td>predictable text</td>
<td></td>
<td>Challenging vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

## Use of Book as a Clinical Tool

**Encourage parents to let the child choose which books to read. Let them explore topics they like!**

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<thead>
<tr>
<th>15 Month &amp; 18 Month Visits</th>
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<th>4 Year Visit</th>
<th>5 Year Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turns board book pages</td>
<td>Uses 2 word phrases</td>
<td>Uses 3 word phrases</td>
<td>Uses 4 word sentences</td>
<td>Counts 10 objects</td>
</tr>
<tr>
<td>Holds and walks with book</td>
<td>Turns book pages</td>
<td>Answers “what”, “where”, and “what’s happening” questions</td>
<td>Identifies numbers</td>
<td>Names letters</td>
</tr>
<tr>
<td>picks up book</td>
<td>Answers “what’s that”</td>
<td></td>
<td>Answers “why”, “how” and “would” (would you do that) questions</td>
<td>Answers “what’s happening” questions</td>
</tr>
<tr>
<td>Looks at picture when</td>
<td>questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>named.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Relational Observations

**Use the book to relieve anxiety, make connection with child, put the child at ease**

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</tr>
</thead>
<tbody>
<tr>
<td>Parent and child show</td>
<td>Parent-child interactions show complexity, delight, turn-taking, mutual problem solving</td>
<td>Parent-child interactions are complex, playful, and emotionally sensitive</td>
<td>Parent and child have conversations about feelings and every day life</td>
<td>Parent and child engage in warm and responsive interactions</td>
</tr>
<tr>
<td>turn-taking, verbal and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-verbal exchanges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit shared attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>over book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Anticipatory Guidance

**Parent and toddler show turn taking, verbal and non-verbal exchanges; exhibit shared attention over book**

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</thead>
<tbody>
<tr>
<td>Smile and answer when</td>
<td>Ask what colors are on</td>
<td>Ask “where’s the dog?” or “what is that?” when</td>
<td>Ask “what happens next?” in familiar stories</td>
<td>Point out the letters in your child’s name</td>
</tr>
<tr>
<td>your child speaks or</td>
<td>the page</td>
<td>reading together</td>
<td>Make reading interactive</td>
<td>Relate the story to your child’s life and experiences</td>
</tr>
<tr>
<td>points</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let your child help turn</td>
<td>Ask about size—which is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the pages</td>
<td>the biggest, smallest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Modeling

**Model warm, positive interactions, point out to parents what you are doing and why**

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<th>4 Year Visit</th>
<th>5 Year Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point out when baby</td>
<td>Model interactions:</td>
<td>Model</td>
<td>Model interactions:</td>
<td>Model interactions:</td>
</tr>
<tr>
<td>turns pages, praise</td>
<td>“Does the cow say bark</td>
<td>interactions:</td>
<td>“What is this girl</td>
<td>“What is this book</td>
</tr>
<tr>
<td>development</td>
<td>bark? Or does he say</td>
<td>“What do you</td>
<td>doing? What would you</td>
<td>about? What do you</td>
</tr>
<tr>
<td></td>
<td>moo?” Use humor. “No, that’s silly!”</td>
<td>see on this page?”</td>
<td>do if you saw her doing</td>
<td>think will happen next?</td>
</tr>
<tr>
<td></td>
<td></td>
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## Relational Observations

**With all visits, take the opportunity to make community connections as available, including the library, story time, pre-school, day care, and museums**

Adapted from the AAP Bright Futures Guidelines, 4th Edition by the Reach Out and Read Curriculum Development Working Group. Clinics may have different visit schedules. Adapt as necessary.