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ADVANCING INTEGRATED HEALTHCARE

# Welcome

*Care Transformation Collaborative of Rhode Island*

*Patricia Flanagan, MD, FAAP, PCMH Kids Co-chair*

*Elizabeth Lange, MD, FAAP, PCMH Kids Co-chair*

## Improving Child Health in RI Meeting | January 9, 2025

# Agenda

Topic Presenter(s)	Duration
<b>Welcome &amp; Opening Remarks</b> <i>Pat Flanagan and Beth Lange, Co-chairs</i>	5 minutes
<b>Early Childhood Café</b> <ul style="list-style-type: none"> <li>• <b>Intro</b> <i>Blythe Berger, PhD, RI Department of Health, Chief of Perinatal and Early Childhood Health</i></li> <li>• <b>Reach Out and Read</b> <i>Aimee Falso, Executive Director at Reach Out and Read, RI + Dinusha Dietrich to share experience</i></li> <li>• <b>Learn the Signs. Act Early</b> <i>Jennifer Sanchez, M.Ed., IMH-E<sup>®</sup>, CDC's Act Early Ambassador for Rhode Island</i></li> <li>• <b>Prescription 4 Play</b> <i>Shelby Anderson-Badbade, Sr Program Manager with P4P + PCHC to share experience</i></li> <li>• <b>Greatest 8</b> <i>Susan Orban, LICSW, Director, Washington County Coalition for Children + Belinda Soares from Tri-County to share experience</i></li> </ul>	45 minutes
<b>Open Discussion &amp; Next Steps</b> <i>Pat Flanagan and Beth Lange, Co-chairs</i>	10 minutes

# Pediatric Strategic Plan

**Goal 1: Improve Clinical Outcomes (preventive, chronic, complex care )**

**Goal 2: Improve Transitions of Care and care coordination for children and youth with special health care needs**

**Goal 3: Improve Coordination with community-based organizations**

**Goal 4: Strengthen team-based care; Build primary care work force, wellbeing and development**

**Goal 5: Eliminate health disparities; RI health results for kids, are among the best in the nation.**

Reach  
Out  
& Read®



RHODE ISLAND

# Reach Out and Read Rhode Island

Aimee Falso, Executive Director





# Reach Out and Read's Mission, Vision & History

We strengthen all families with young children through guidance from medical clinicians about nurturing relationships through shared reading.

We envision a world where every child has the relationships essential to learn and thrive.

Reach Out and Read RI began in 1999 with just 5 clinics and now serves nearly 70 sites across the state reaching approximately 70% of children under age 5. RORRI is part of a national network.

# Our Model

At routine health checkups from birth through 5 years, Reach Out and Read-trained medical providers:

- talk with parents about the benefits of reading aloud and engaging with their young children
- show them how to look at books and talk about the stories with their children



- encourage them to cuddle up, read together at home, and build routines around books
- and give the child a new book to take home and keep

- During the exam, providers also use the book for developmental surveillance, observing how the child and caregiver interact with the book and each other

# High Quality Books as Tools

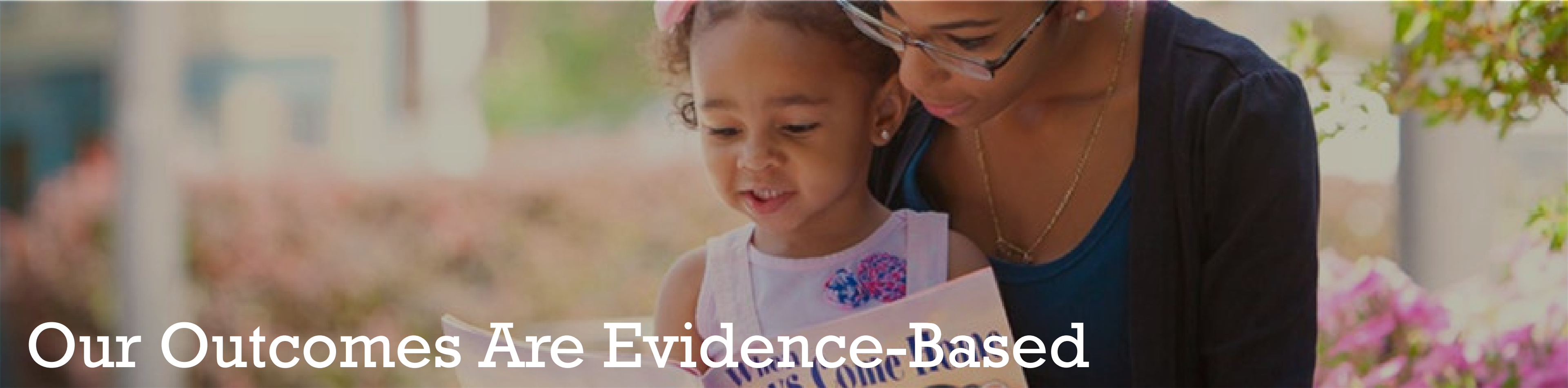
We select our books to meet children's cognitive, social, and emotional needs from birth to age 5.

In each order we prepare for our sites, we aim to provide an equal distribution of books that fall into the following 3 categories:

- **Diversity/Equity/Inclusion:** feature people of diverse races, ethnicities, family structures, and abilities;
- **Developmental concepts:** shapes, colors, numbers, animals, and vehicles;
- **Social/Emotional Learning:** emotions, feelings, and healthy early relationships.

Bilingual books are currently offered in 9 different languages





# Our Outcomes Are Evidence-Based

Parents are 2.5x more likely to read to their children

Families are 2.5x more likely to report enjoying reading together

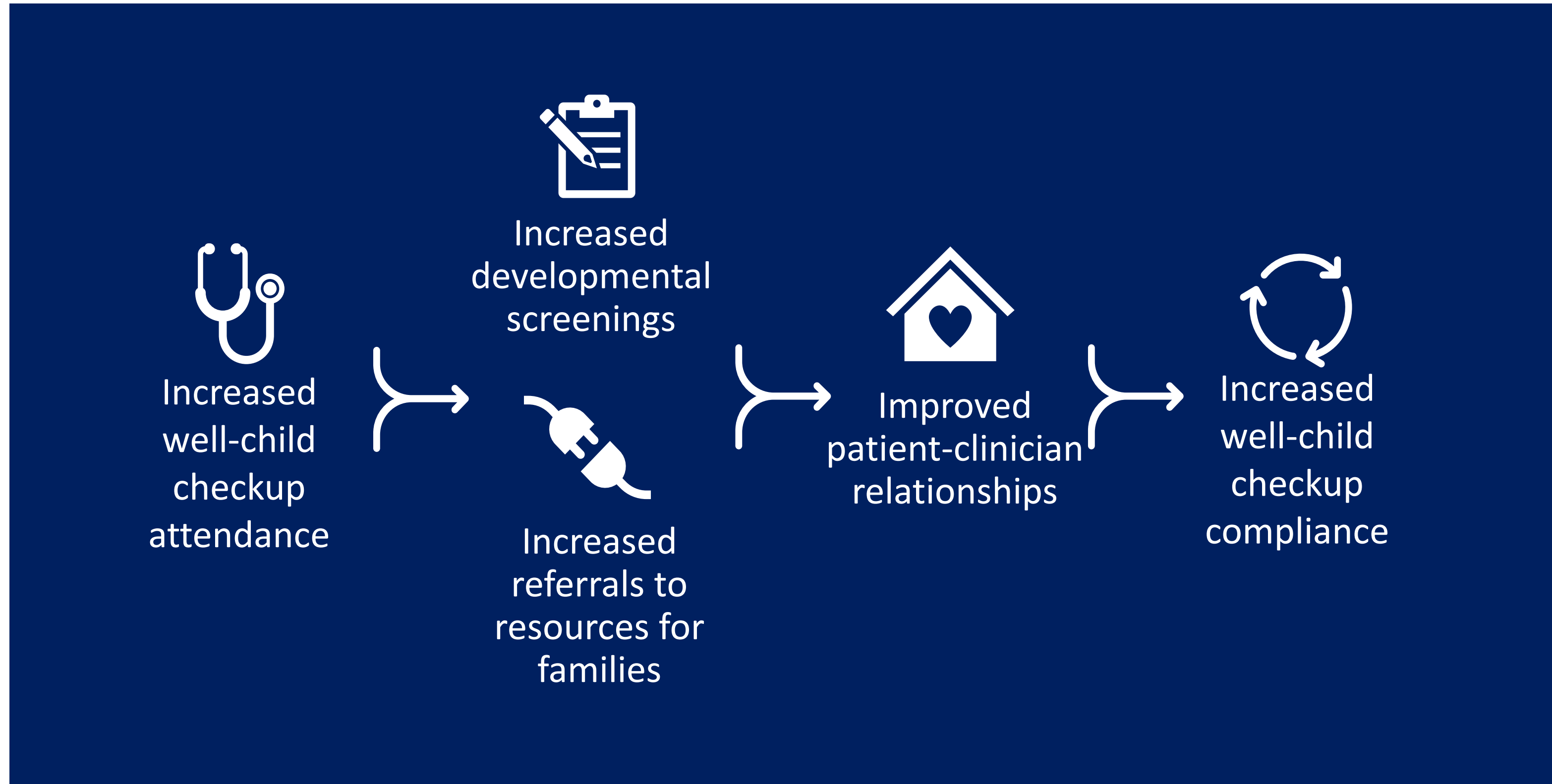
Children's language development is improved by 3-6 months

Children's language ability improves with increased exposure to Reach Out and Read

Reach Out and Read is the only national early literacy model endorsed by the American Academy of Pediatrics for both literacy development and the prevention of toxic stress in children.



# We Enhance Other Components of Well-Child Checkups



# We Give Children the Best Start to Life

Reach Out and Read gives parents and caregivers the skills and tools to create everyday moments with their young children through reading aloud.

Parents and caregivers engage with their young children through reading aloud every day.

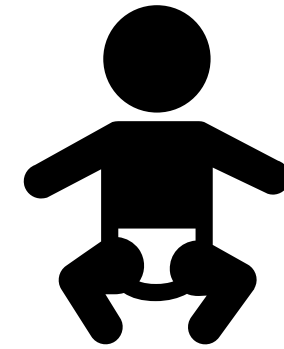
Children are supported through safe, stable, and nurturing relationships.

Positive impact on early childhood development and school readiness.

Positive impact on long-term health and well-being.



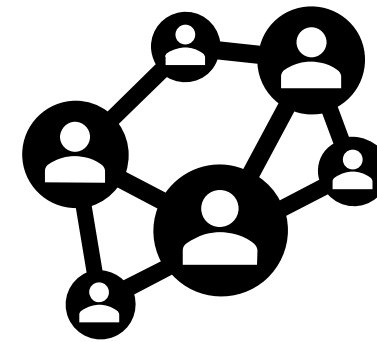
# Impact in Rhode Island



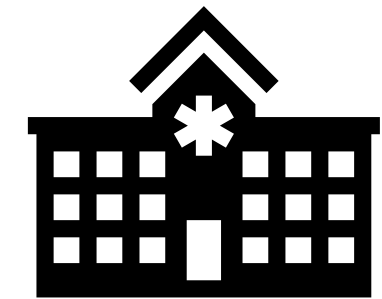
50,000 children



100,000 new books



450 trained medical  
providers



70 program sites

Smithfield Pediatrics

Dinusha Dietrich, MD

Board member and chair of our Provider  
Advisory Council

Joined Reach Out and Read RI in 2006

700 well-child visits per year of children  
ages birth to 5

Receives additional funding to provide  
books to children ages 6-10





# Promoting Early Identification of Developmental Delay and Disability: An Overview of Developmental Surveillance, Screening, and CDC's Developmental Milestones

Jennifer Sanchez, M.Ed  
LTSAE Ambassador for RI

*The findings and conclusions in this presentation are those of the authors and do not necessarily reflect the official position of the Centers for Disease Control and Prevention.*



# Presentation Objectives

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- Recognize that many children with developmental delays and disabilities are not identified as early as they could be.
- Understand the difference between developmental surveillance and developmental screening.
- Identify how surveillance and screening together improve early identification of developmental delays.
- Learn to use evidence-informed CDC *Learn the Signs. Act Early.* (LTSAE) developmental milestones and/or other resources to support surveillance and screening in the medical home.



# Why Monitor Development?

**Developmental disabilities are common and often not identified before school age<sup>1</sup>**

- **1 in 6** (3–17 years of age) has a developmental disability<sup>2</sup>
- **1 in 36** (8-year-olds) is estimated to have autism spectrum disorder<sup>1</sup>
- Developmental disabilities are even more common among children from low-income households, with **1 in 5 children** experiencing a developmental disability<sup>2</sup>

1. Maenner, MJ, et al. CDC, *MMWR Surveillance Summary* 03/2023

2. Zablotsky, B, et al, *Pediatrics* 2019





# Developmental Surveillance, Screening, and Early Identification





# Developmental Surveillance vs. Screening

## Surveillance

- Ongoing/longitudinal, occurs at each well-child visit
- Uses developmental milestones as a way of assessing a child's skills
- Families and early childhood professionals also monitor development (team approach)
- No scores, no risk categorization
- Can support the need for any additional developmental screening

## Screening

- Administered by early childhood professionals
- Recommended at specific ages
- Validated screening tools
- Also recommended if there are concerns when monitoring or at other times
- Provides a risk categorization/scores
- Not diagnostic
- Helps determine if additional diagnostic evaluations are needed
- May be used to qualify for state early intervention programs

Learn the Signs.  
Act Early.





## Detailed information on American Academy of Pediatrics (AAP) recommendations can be found in the Clinical Report

- In January 2020, the American Academy of Pediatrics recommended clinical guidance to conduct developmental surveillance and screening this is the most recent update to prior guidance since 2006.

*“Promoting Optimal Development: Identifying Infants and Young Children With Developmental Disorders Through Developmental Surveillance and Screening”*

*(Lipkin and Macias)*

<https://doi.org/10.1542/peds.2019-3449>

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# Earlier Intervention is Better

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- Evidence shows that the earlier a child is identified to have a developmental disability or delay, the sooner interventions and family supports can start
  - It is **never** “too late” to start services and supports
- Intervention can improve skills, abilities, future school performance, long-term self-care
- Other benefits of early identification & intervention
  - Families understand their child’s strengths, and areas in which they may need support





# Introduction to *Learn the Signs. Act Early.*



# Learn the Signs. Act Early. (LTSAE)

**Mission:** To improve early identification of developmental delays and disabilities by promoting developmental monitoring and screening so children and their families can get the services and support they need.



# Program Benefits

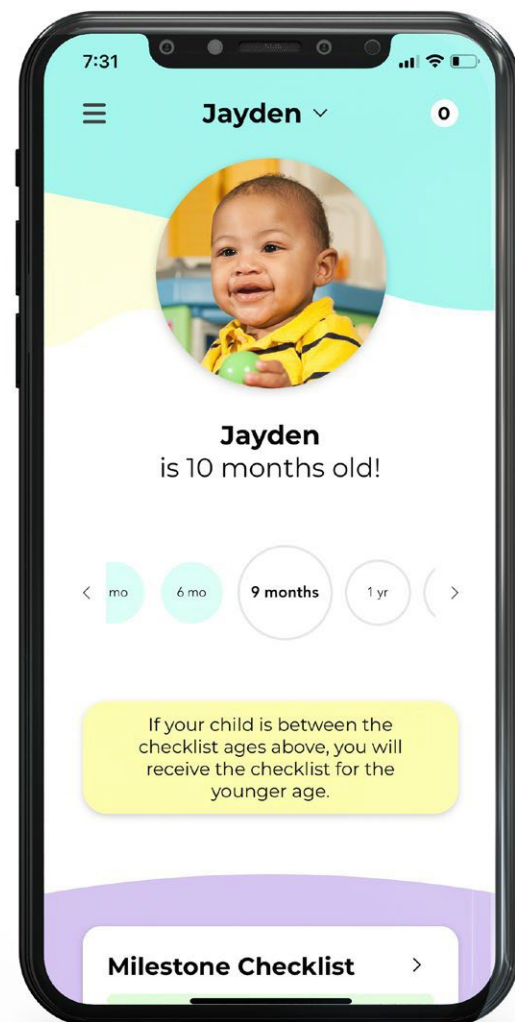
- Is evidence-informed
- Includes milestones **MOST** ( $\geq 75\%$ ) children are expected to achieve by given ages
  - Any missed milestone is cause for discussion or action
  - Approach allows for
    - Discussions on milestones **most** children meet
    - In-depth/targeted surveillance when missing milestones
    - Discussion of concerns not captured by milestones (open-ended questions)
- Avoids the “wait and see” approach, and encourages screening as a possible next step
- Meets the needs of parents and professionals related to developmental monitoring

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# CDC's Milestone Materials

## Health Communication Tools for Developmental Surveillance



### Your child at 15 months

Child's Name \_\_\_\_\_ Child's Age \_\_\_\_\_ Today's Date \_\_\_\_\_

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by 15 months. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

**What most children do by this age:**

- Social/Emotional Milestones**
  - Copies other children while playing, like taking toys out of a container when another child does
  - Shows you an object she likes
  - Claps when excited
  - Hugs stuffed doll or other toy
  - Shows you affection (hugs, cuddles, or kisses you)
- Cognitive Milestones (learning, thinking, problem-solving)**
  - Tries to use things the right way, like a phone, cup, or book
  - Stacks at least two small objects, like blocks
- Language/Communication Milestones**
  - Tries to say one or two words besides "mama" or "dada," like "ba" for ball or "da" for dog
  - Looks at a familiar object when you name it
  - Follows directions given with both a gesture and words. For example, he gives you a toy when you hold out your hand and say, "Give me the toy."
  - Points to ask for something or to get help
- Movement/Physical Development Milestones**
  - Takes a few steps on his own
  - Uses fingers to feed herself some food

**Other important things to share with the doctor...**

- What are some things you and your child do together?
- What are some things your child likes to do?
- Is there anything your child does or does not do that concerns you?
- Has your child lost any skills he/she once had?
- Does your child have any special healthcare needs or was he/she born prematurely?

**You know your child best.** Don't wait. If your child is not meeting one or more milestones, has lost skills he or she once had, or you have other concerns, act early. Talk with your child's doctor, share your concerns, and ask about developmental screening. If you or the doctor are still concerned:

- Ask for a referral to a specialist who can evaluate your child more; and
- Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at [cdc.gov/FindEI](http://cdc.gov/FindEI).

For more on how to help your child, visit [cdc.gov/Concerned](http://cdc.gov/Concerned).

Don't wait. Acting early can make a real difference!

### Milestone Moments

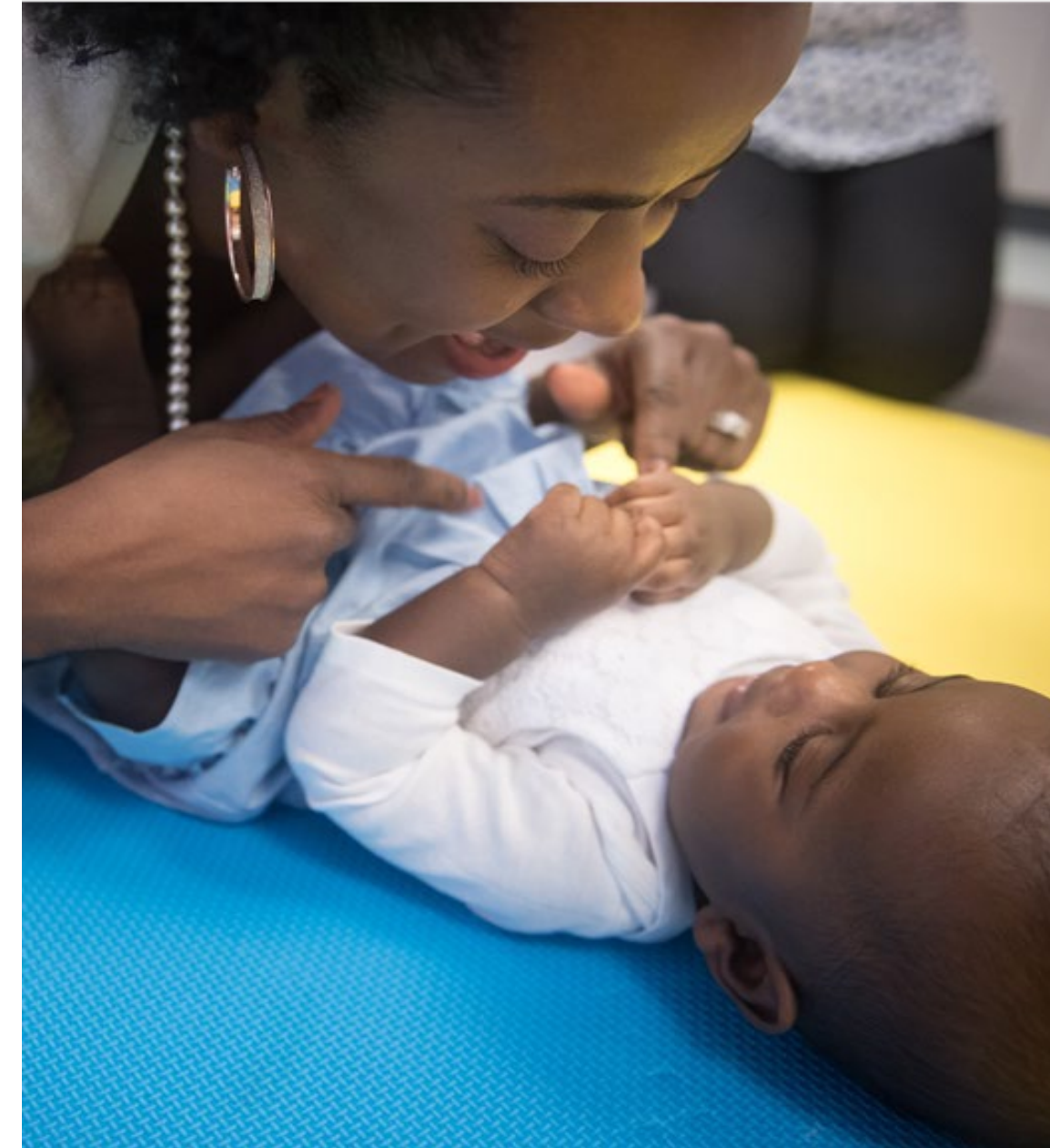
**Milestones Matter!**

Look inside for milestones to watch for in your child and tips for how you can help your child learn and grow from birth to age 5.

[www.cdc.gov/ActEarly/Materials](http://www.cdc.gov/ActEarly/Materials)

# Additional Checklist Features

- Open-ended questions (*new*)
- Guidance for what to do when there is a developmental concern
- Tips and activities for developmental promotion and early relational health (*revised/expanded*)
- Reminders about well visits and developmental screening ages
- Anticipatory guidance on what to expect by the next age checklist



Learn the Signs.  
Act Early.







# More than Milestones

Learn the Signs.  
Act Early.



# Open-Ended Questions

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## **Other important things to share with the doctor**

- What are some things you and your child do together?
- What are some things your child likes to do?
- Is there anything your child does or does not do that concerns you?
- Has your child lost any skills they once had?
- Was your child born prematurely?
- Does your child have any special healthcare needs?




# Reminders for Visits & Screenings

- The checklists align with well-child check-up (health supervision visits)
- Informs families
  - ✓ about developmental surveillance at **each** visit
  - ✓ when general developmental (9, 18, and 30 months) and autism screenings (18 and 24 months) are due
- The *Milestone Tracker* app reminds families of upcoming recommended well-visits, to schedule an appointment, and to complete the checklist

## Your child at 30 months\*

Child's Name \_\_\_\_\_ Child's Age \_\_\_\_\_ Today's Date \_\_\_\_\_

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by 30 months. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.



**What most children do by this age:**

**Social/Emotional Milestones**

- Plays next to other children and sometimes plays with them
- Shows you what she can do by saying, "Look at me!"
- Follows simple routines when told, like helping to pick up toys when you say, "It's clean-up time."

**Language/Communication Milestones**

- Says about 50 words
- Says two or more words, with one action word, like "Doggie run"
- Names things in a book when you point and ask, "What is this?"
- Says words like "I," "me," or "we"

**Cognitive Milestones (learning, thinking, problem-solving)**

- Uses things to pretend, like feeding a block to a doll as if it were food

**Social/Emotional Milestones**

- Shows simple problem-solving skills, like standing on a small stool to reach something
- Follows two-step instructions like "Put the toy down and close the door."
- Shows he knows at least one color, like pointing to a red crayon when you ask, "Which one is red?"

**Movement/Physical Development Milestones**

- Uses hands to twist things, like turning doorknobs or unscrewing lids
- Takes some clothes off by himself, like loose pants or an open jacket
- Jumps off the ground with both feet
- Turns book pages, one at a time, when you read to her

**\* It's time for developmental screening!**  
At 30 months, your child is due for general developmental screening as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

**Other important things to share with the doctor...**

- What are some things you and your child do together?
- What are some things your child likes to do?
- Is there anything your child does or does not do that concerns you?
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1. Ask for a referral to a specialist who can evaluate your child more; and
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For more on how to help your child, visit [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

# Relatable and Accessible



- Family-friendly language at a 5th–7th grade reading level
- Milestones observable in natural settings
- Cognitive testing of the milestones done with family
- Available in [multiple languages](#)
- Free and accessible

Learn the Signs.  
Act Early.

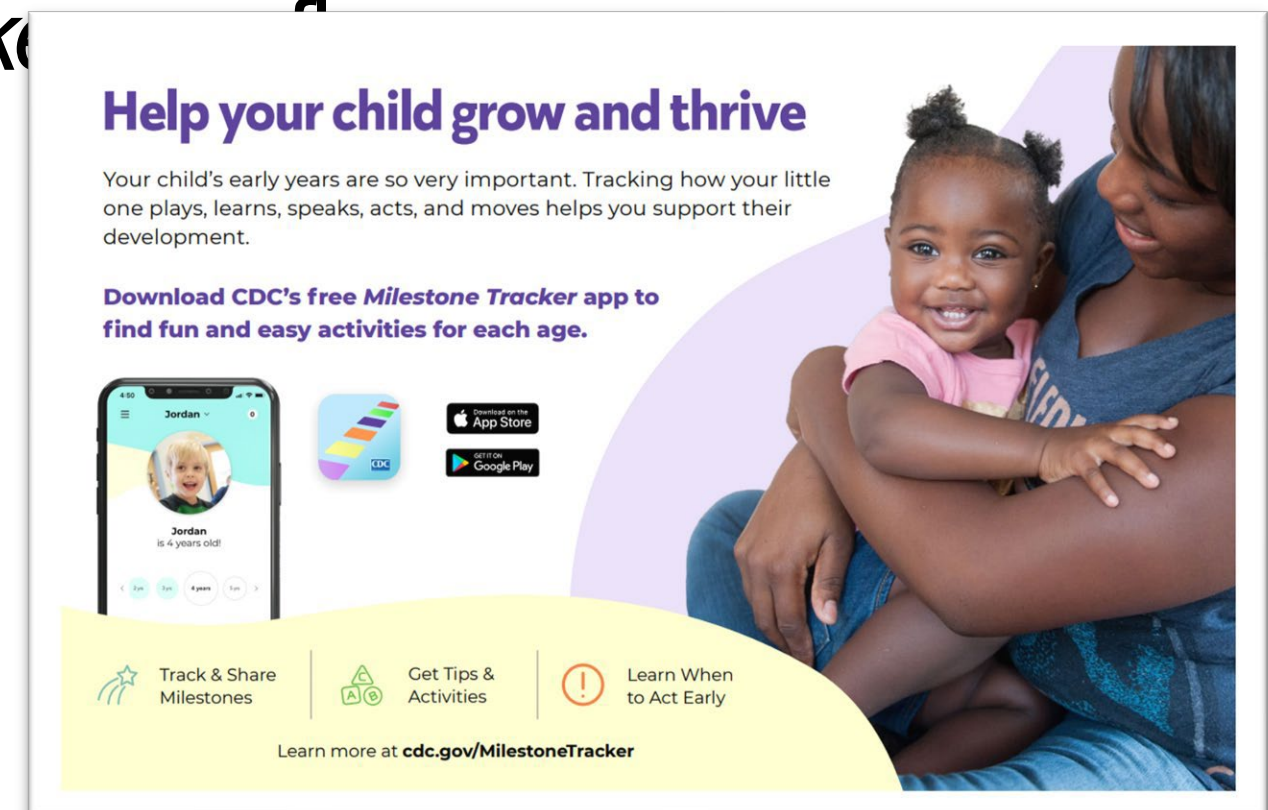


# What Can I Do Today?

- Download *CDC's Milestone Tracker* app
- [Order](#) *Milestone Moment* booklets and *Milestone Tracker*
- [Email](#) your Act Early Ambassador
- Share a [social media](#) message  
(Find under videos, social media, and web buttons)

*Baby's first smile is just as important as the first step. Learn when to expect these and other milestones [www.cdc.gov/Milestones](http://www.cdc.gov/Milestones)*

*Check out @CDCgov's tips on how to talk to your doctor about #developmental #concerns: [www.cdc.gov/Concerned](http://www.cdc.gov/Concerned)*



**Help your child grow and thrive**

Your child's early years are so very important. Tracking how your little one plays, learns, speaks, acts, and moves helps you support their development.

**Download CDC's free *Milestone Tracker* app to find fun and easy activities for each age.**

Track & Share Milestones | Get Tips & Activities | Learn When to Act Early

Learn more at [cdc.gov/MilestoneTracker](http://cdc.gov/MilestoneTracker)



Learn the Signs.  
Act Early.

# Questions?



Jenn Sanchez

[jsanchez@ric.edu](mailto:jsanchez@ric.edu)

Learn the Signs.  
Act Early.





# Sources



# AAP Resource Links

**“Milestones Matter: Don’t Underestimate Developmental Surveillance”**

<https://shop.aap.org/milestones-matter-dont-underestimate-developmental-surveillance/>

**“Innovative Strategies for Improving Developmental Surveillance and Screening”**

<https://shop.aap.org/innovative-strategies-for-improving-developmental-surveillance-and-screening/>

**“Identifying and Caring for Children with Autism Spectrum Disorder: A Course for Pediatric Clinicians”**

<https://shop.aap.org/identifying-and-caring-for-children-with-autism-spectrum-disorder-a-course-for-pediatric-clinicians/>

**Family-friendly Referral Guide to Next Steps**

“Developmental Concern? Next Steps for Families and Caregivers”

[https://downloads.aap.org/AAP/PDF/LTSAE\\_FamilyFriendlyGuide\\_form%20updated%2010-22.pdf](https://downloads.aap.org/AAP/PDF/LTSAE_FamilyFriendlyGuide_form%20updated%2010-22.pdf)

**Clinician Tip Sheet**

“Identifying Risks, Strengths, and Protective Factors for Children and Families a Resource for Clinicians Conducting Developmental Surveillance”

[https://downloads.aap.org/AAP/PDF/LTSAE\\_PediatriciansResourceGuide.pdf](https://downloads.aap.org/AAP/PDF/LTSAE_PediatriciansResourceGuide.pdf)

**Additional AAP resources**

<https://www.aap.org/dss-patient-care>

**Brief Team Training:**

[https://downloads.aap.org/AAP/PDF/Developmental\\_Surveillance\\_Spark\\_Training\\_Presentation\\_FINAL\\_10.2020.pdf](https://downloads.aap.org/AAP/PDF/Developmental_Surveillance_Spark_Training_Presentation_FINAL_10.2020.pdf)

Learn the Signs.  
Act Early.





# CDC Resource Links

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**Download the *Milestone Tracker* app:**

<https://www.cdc.gov/ncbddd/actearly/milestones-app.html>

**Order Milestone Moment Booklets, *Milestone Tracker* App flyers, milestone brochures, and books:**

<https://www.cdc.gov/ActEarly/Orders/>

**Download and print milestone checklists and other resources:**

<https://www.cdc.gov/ActEarly/Materials>

**Email your *LTSAE* Ambassador:**

<https://www.cdc.gov/ncbddd/actearly/ambassadors-list.html>

Learn the Signs.  
Act Early.



# Prescription for Play



# About the program

**Prescription for Play** is a program coordinated by Weitzman Institute, with funding from the LEGO Foundation, for healthcare providers in the U.S. seeing **18-to-36-month old patients** during primary care well child visits. The **goal** of the program is to promote learning through play as a standard part of pediatric primary care everywhere.



# Program Reach

Since December 2021:

- Over **2.5 million play kits** distributed to children
- **4,700+** medical professionals enrolled
- **1,600+** organizations engaged
- Present in all **50** states and **2** U.S. territories
- National caregiver advisory group



# Program Details

Program participation includes:

- Free LEGO® DUPLO® brick kit (designed by pediatricians!)
- Caregiver Education Materials
- Virtual Hub of Program Resources and CME Trainings
  - Including **Prescribing Play: Why and How** and **Science of Play** series
- Implementation Toolkit (Manual, Sample Workflows and Scripts)
- Additional Program Support form Program Specialists

To learn more, please visit: [www.Rx4Play.org](http://www.Rx4Play.org)



# Prescription for Play Research in the Field

## Research Briefs

1. Feasibility and Pilot Study of Embedding Prescription for Play in Well-Child Visits
2. Multi-Site Case Study of the Process and Outcome Measures of Prescription for Play

## A Preliminary Study of Prescription for Play on Developmental Concerns

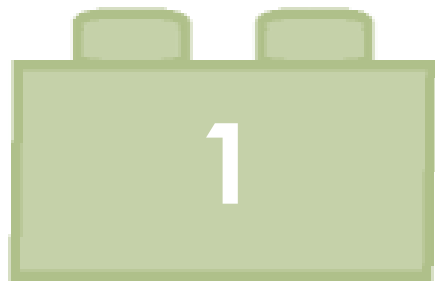
*Clinical Pediatrics*  
Oo M et al. 2024

Scan to see  
the briefs  
here



Scan to  
read the full  
article

# How to get started...



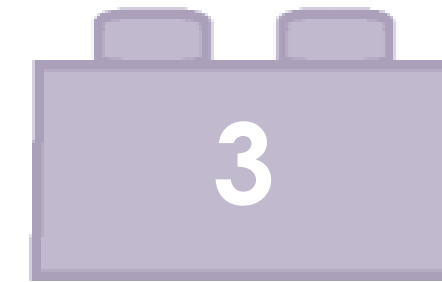
## Enroll on Rx4Play.org

- *Lead provider or site coordinator enroll in portal for free*



## Complete the training

- *Lead provider or site coordinator complete mandatory training*
- *Other interested providers enroll & train too*



## Order play kits

- *Follow order form to order free play kits for your site*

# How it works in practice...







8 SKILLS FOR A LIFETIME OF MENTAL WELLNESS



# Collaborative Effort



With funding support from:



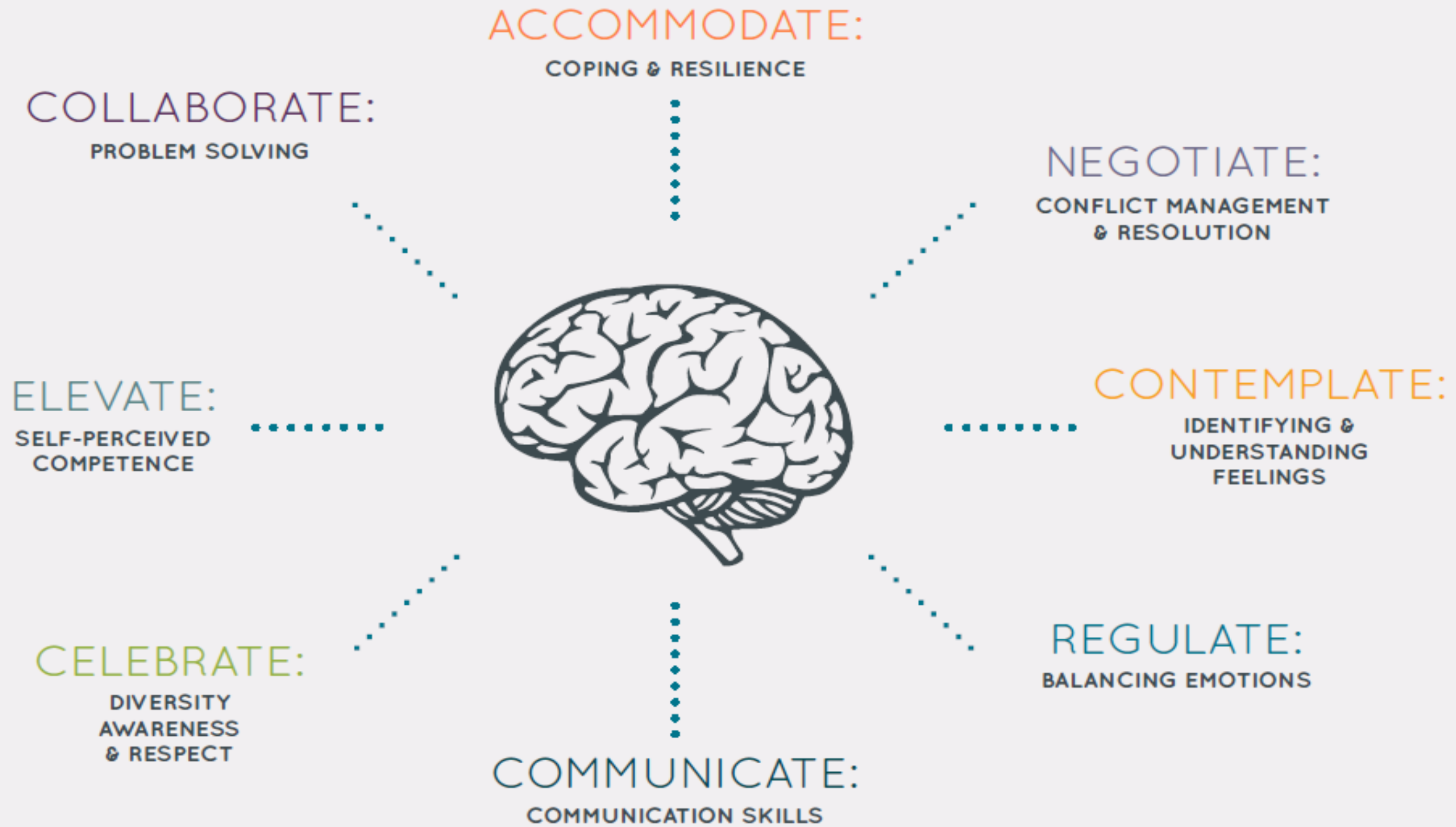
# Goal of The Greatest 8™

To support lifelong mental health and well being by ensuring that parents, caregivers and practitioners have the training and resources they need to promote social-emotional competence in children ages 0-8



# THE 8 CORE SKILLS

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# 8 Empirically Supported Skills Linked to:

- ▶ Higher levels of academic achievement – fewer struggles with reading/ writing
- ▶ Increased communication skills
- ▶ Better social relationships, including peer relationships
- ▶ Increased independence and confidence
- ▶ Increased empathy and openness/acceptance
- ▶ AND Improved mental health and resilience



# 8 skills for a lifetime of health and wellness



## COMMUNIC8:

How well does a child communicate their thoughts and feelings with others?



Communication Skills



## CONTEMPL8:

Can a child recognize their emotions and the emotions of others around them?



Identifying & Understanding Feelings



## REGUL8:

Can a child manage strong emotions?



Balancing Emotions

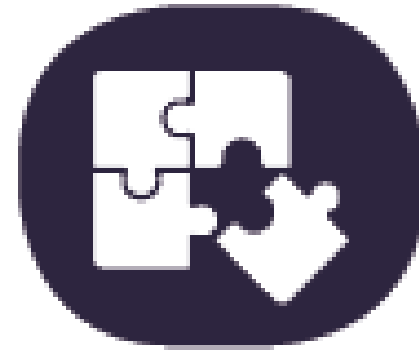


## ELEV8:

How confident is a child in their abilities?



Self-Perceived Competence

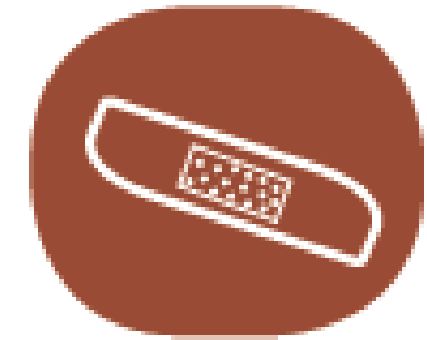


## COLLABOR8:

What does each child do when problems arise?



Problem-Solving



## ACCOMMOD8:

Can a child bounce back after encountering difficult experiences?



Coping & Resilience

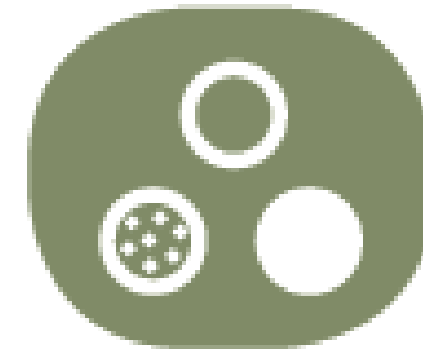


## NEGOTIA8:

Can a child solve problems independently?



**Conflict Management/Resolution**



## CELEBRA8:

How does each child react to new people and experiences?



**Diversity Awareness/Respect**



# The Greatest 8™

Created with today's busy and digitally connected parents in mind

## TMS

Weekly Texts:

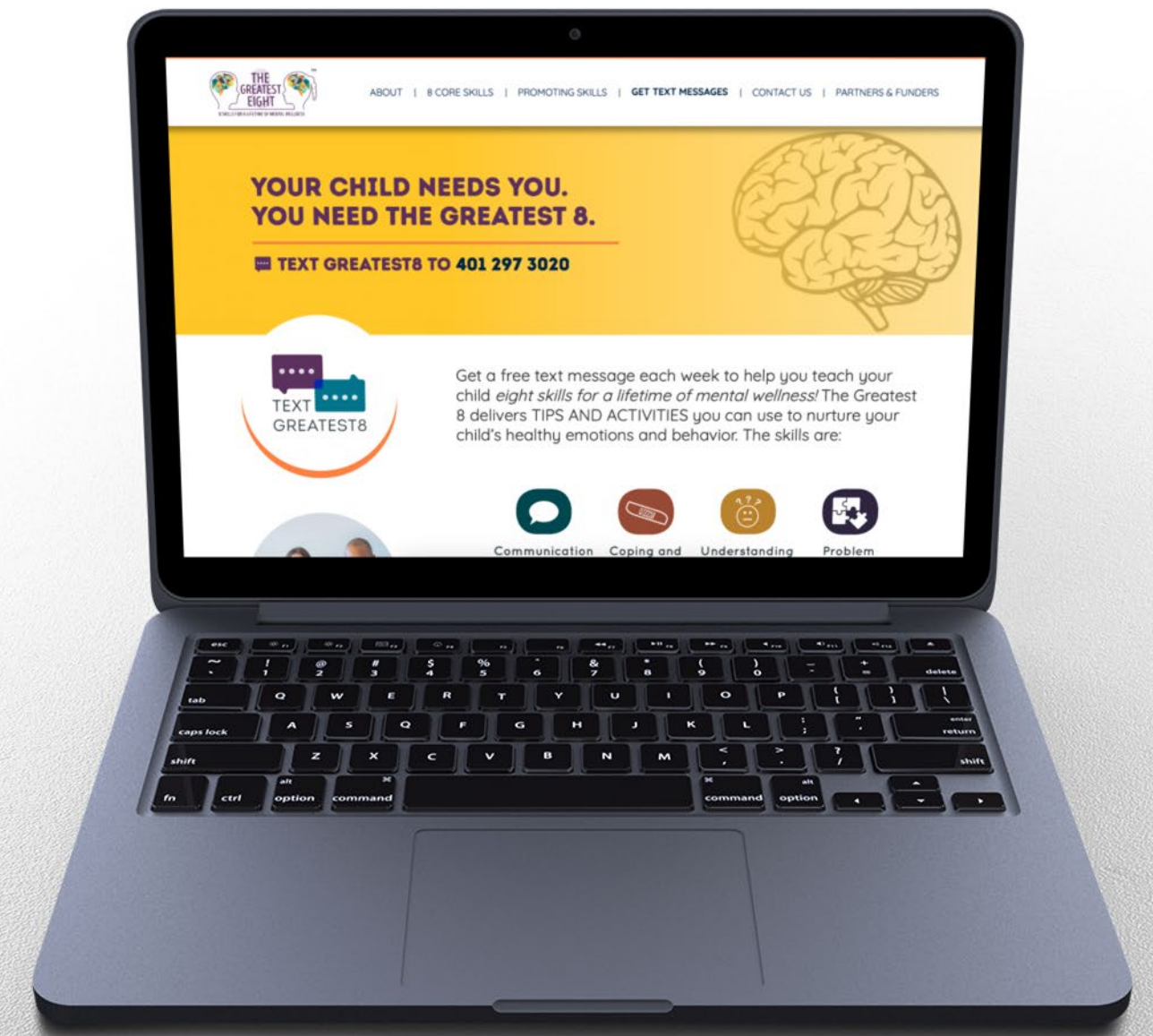
- Actionable tips
- Activity suggestions
- Helpful reminders
- Available in English & Spanish
- Link to G8 website for more content

## Website

Information is:

- Research-based
- Easily accessed
- User friendly
- Wide reaching
- Translatable in <100 languages!

**Content is Age Appropriate!**



# The Greatest 8™

Created with today's busy and digitally connected parents in mind

## Blogs and Podcasts

Parent-written blogs:

- Add a parent voice
- Engaging podcasts with parent/experts

## Workshops

Held with:

- Parents
- Physicians
- Child Care Providers, etc.





# TEXT GREATEST8 TO 401 297 3020

Get **FREE TIPS**  
to teach your kids  
mental wellness skills.  
[thegreatest8.org](http://thegreatest8.org)



Spread the word about  
our **Text Messaging  
Service (TMS)** for  
weekly tips!

Subscribers select  
language for texts  
**(English or Spanish)**

Only known TMS  
focused exclusively on  
building mental health  
skills in young children

# ÚNETE A UNA COMUNIDAD DE FAMILIAS LATINAS UNIDAS POR EL ÉXITO DE SUS HIJOS



Comunicaciones



Afrontamiento  
y resiliencia



Comprender  
los sentimientos



Resolución  
de problemas



Confianza  
autopercebida



Resolución  
de conflictos



Equilibrar  
las emociones



Conciencia  
y respeto de  
la diversidad

Inscríbete gratis para recibir mensajes de texto semanales con actividades y consejos para fomentar las emociones y comportamientos saludables de tu hijo.

Fortalece su resiliencia con habilidades que los preparan para el éxito. Para más información visita [www.thegreatest8.com](http://www.thegreatest8.com)

Envía mensaje a  
"Greatest8"

Al 401-297-3020



Escanéame



# Sample Message

(The Greatest 8) Talk about emotions whenever you can, like on walks or at meals. Even if your child uses few words, it's important to talk about emotions. More at



**Identifying and Naming Feelings - The Greatest Eight**  
[tapit.us](http://tapit.us)

# Text Messaging Service Evaluations

Parents appreciate the weekly tips & reminders

Few disenroll from the service!

Currently, we have ~1,500 subscribers

Our 3-year goal = 20,000 subscribers



# Why Engage the Pediatric Health Community?

Pediatric health care providers, insurers, home visitors, and community health workers can educate parents about **The Greatest 8™** skills as part of your efforts to support children's healthy development. You are in a **front-line position** to:

1. **Identify need, model and promote healthy behaviors, and prevent crises**
2. **Destigmatize seeking support**, identify and link parents/ to available (local!) resources/ supports
3. **Empower parents/caregivers to play a greater role in their children's health mental health development**



Parents/Caregivers often don't know to ask questions about their child's behavior – or TO WHOM? By opening the conversation on your end, parents learn they can come to you.



# Follow us on social media:



 [@greatesteight](https://www.facebook.com/greatesteight)

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# Help Us Spread the Word!



For more info or to obtain promotional materials, contact Susan Orban at [wccc@washcokids.org](mailto:wccc@washcokids.org)

# Discussion



# What's next *"It's up to us"*

## Asthma Quality Improvement Initiative

CHWs or Medical Assistants interested in an Asthma Basics Training Program can spend 2 days in-person (9 hours total) to enhance their skills in asthma education, empowering them to better support patients and help reduce emergency department and hospital visits. **Applications are due January 17. For more information, click [here](#).**

## Expanding Pediatric Integrated Behavioral Health Capacity

This initiative will support up to three pediatric practices that either have no integrated behavioral health (IBH) services or wish to expand existing capacity. An IBH clinician from the Foundation for Integrated Care (FIC) will be provided to the practice, at no cost, for up to 20 hours per week for 12 months. The clinician is available for warm hand-offs, evaluations, short-term treatment, resource assistance, and referrals for higher levels of care. Practices will receive a \$10,000 stipend to support staff time for implementation. **Call for applications will be issued in January 2025 with kickoff in February 2025.**

## Optimizing Team-Based Care Primary Care

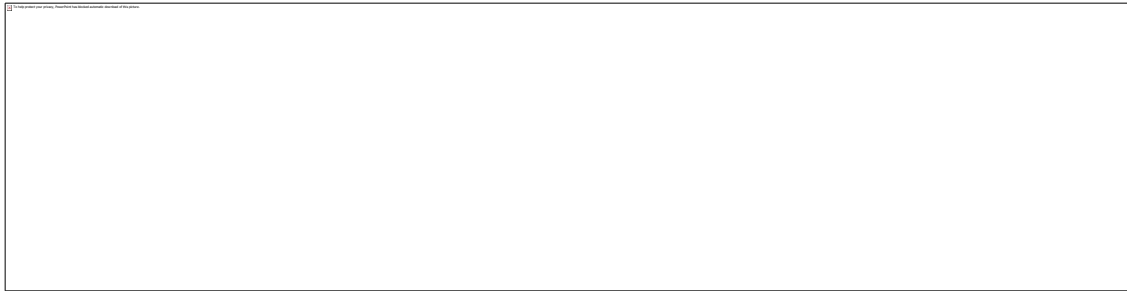
This 12-month initiative seeks to revolutionize team-based care across 10 Patient-Centered Medical Homes in Rhode Island. Partnering with the Art of Medical Leadership, this program extends beyond traditional leadership-focused training to engage the entire primary care team in building collaboration, trust, and sustainable care practices. Through self-paced videos, virtual sessions, and in-person workshops, participants will gain practical tools to enhance psychological safety, address implicit bias, improve communication and operationalize team-based care. Practices will receive a \$10,000 stipend. **Call for applications starts on January 20th, 2025.**

## Enhancing Knowledge, Confidence, and Comfort in Working with LGBTQ+ Youth

This initiative aims to establish a learning collaborative that enhances pediatric providers' knowledge, confidence, and skills in delivering culturally competent care. LGBTQ+ youth often encounter stigma, discrimination, and inadequate healthcare, contributing to higher rates of mental health challenges, substance use, and suicide. This year-long program includes six months of interactive, virtual education on topics such as understanding gender identity, mental and physical health challenges, and creating inclusive healthcare environments. The second phase focuses on implementing quality improvement (QI) projects, equipping healthcare teams with tools to create affirming practices. Practices will receive a \$7,000 stipend. **Call for applications will be issued in February 2025 with kickoff in April 2025.**

## Optimizing a Behavioral Health Approach to Manage Children's Anxiety in Pediatrics

CTC-RI will launch a 12-month Pediatric Anxiety ECHO© program aimed at equipping pediatric providers with the knowledge, skills, and resources to better identify, manage, and treat anxiety within the medical home. Participants can choose between two tracks: a comprehensive program with practice facilitation, quality improvement projects, and case presentations (\$5,000 practice stipend), OR ECHO© only participation (\$2,500 practice stipend). The program will cover a range of topics, including anxiety disorders, comorbidities, and evidence-based interventions, fostering improved confidence, collaboration, and care coordination among providers while empowering families to support their children's mental health. **Call for applications starts in February 2025 with kickoff in May 2025.**



# PIP 2025

**PediPRN Intensive Program (PIP) is a free mental health training for pediatric primary care practitioners (PPCPs).**

Empowering pediatricians to support children's mental health.

*The goal of the PIP is to increase PPCPs knowledge about and comfort with diagnosing and treating mild to moderate mental health conditions in their patients.*

**Dates:**

- March 7th --- 12:00 - 5:00pm at Bradley Hospital
- March 21st --- 12:00 - 1:00pm via Zoom
- April 4th --- 12:00 - 1:00pm via Zoom
- April 11th --- 12:00 - 1:00pm via Zoom
- April 25th --- 12:00 - 1:00pm via Zoom
- May 1st --- 12:00 - 1:00pm via Zoom
- May 15th --- 12:00 - 1:00pm via Zoom

**REGISTER TODAY!!**

\*\* if you are interested in participating on a different day/time, please click the link above to provide your contact information and complete the quick feedback poll regarding the day/time that would work best for you. We will use this feedback for planning for our next series!

**WHAT IS INCLUDED:**

- One half-day in-person seminar at Bradley Hospital
- +
- Six teleconference sessions (didactics/cases)

Agenda details will be released in January. The half-day seminar will cover advanced assessment and treatment of youth ADHD, anxiety and depression.

Additional topics we are planning to include ASD, sleep, somatization, managing difficult conversations, and DEI.

**For more information visit our website**

**Our mailing address is:**

Pediatric Psychiatry Resource Network (PediPRN)  
1011 Veterans Memorial Pkwy  
Riverside, RI 02915-5061

[Add us to your address book](#)

PHONE: 401-432-1KID (1543)  
WEBSITE: <http://www.pediPRN.org>  
EMAIL: [PediPRN@lifespan.org](mailto:PediPRN@lifespan.org)



# Friendly Reminders of Upcoming Meetings...

Date	Meeting
Jan 16th	<p>Best Practices in Team-Based Care, 8:00-9:00AM, Register in advance for this meeting series: <a href="https://ctc-ri.zoom.us/j/93572867243?pwd=L1h2dDkvc2VMeklRRW1iRlZ2NnJTQT09">https://ctc-ri.zoom.us/j/93572867243?pwd=L1h2dDkvc2VMeklRRW1iRlZ2NnJTQT09</a> Meeting ID: 935 7286 7243; Passcode: 646876; One tap mobile: 6468769923,,93572867243#,,,,,0#,,646876#</p> <p><i>CME credits available</i></p>
Feb 6th	<p>Virtual Coffee Break with Pat &amp; Beth, 7:30-8:00AM <a href="https://ctc-ri.zoom.us/j/95963024930?pwd=NHMzOGVZdEkzdTQyVk0yZE9CW80dz09">https://ctc-ri.zoom.us/j/95963024930?pwd=NHMzOGVZdEkzdTQyVk0yZE9CW80dz09</a> Meeting ID: 959 6302 4930; Passcode: 646876; One tap mobile: 6468769923,,95963024930#,,,,,0#,,646876#</p>
Mar 14th	<p>Breakfast of Champions, 7:30-9:00AM Register in advance for this meeting series: <a href="https://ctc-ri.zoom.us/meeting/register/tZUqdeCqrT0sGN0bQMf5VdMBLCx9PRh0zl2F">https://ctc-ri.zoom.us/meeting/register/tZUqdeCqrT0sGN0bQMf5VdMBLCx9PRh0zl2F</a></p> <p><i>CME credits available</i></p>

