

# Reach Out and Read: Evidence-Based Strategy to Promote Literacy

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*Reach Out and Read*

THE CARE AND FEEDING  
OF CHILDREN

A CATECHISM FOR THE USE OF MOTHERS  
AND CHILDREN'S NURSES

BY

L. EMMETT HOLT, M. D.

PROFESSOR OF DISEASES OF CHILDREN IN THE NEW YORK POLYCLINIC,  
ATTENDING PHYSICIAN TO THE WARD'S HOSPITAL AND THE  
WOMEN AND CHILDREN'S HOSPITAL, NEW YORK

NEW YORK:  
D. APPLETON AND COMPANY.

1892

*At what age may playing with babies be begun?*

Never until four months, and better not until six months. The less of it at any time the better for the infant.

*What harm is done by playing with very young babies?*

They are made nervous and irritable, sleep badly, and suffer in other respects.

*When should children be played with?*

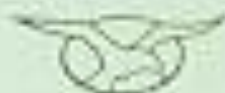
If at all, in the morning, or after the midday nap. Never just before bedtime.

PSYCHOLOGICAL CARE  
OF  
INFANT AND CHILD

By  
JOHN B. WATSON, Ph. D.

Formerly Professor of Psychology  
The Johns Hopkins University  
Author of "Behaviorism"

With the Assistance of  
ROSALIE RAYNER WATSON



NEW YORK  
W·W·NORTON & COMPANY, INC.

Publishers

1928

There is a sensible way of treating children. Treat them as though they were young adults. Dress them, bathe them with care and circumspection. Let your behavior always be objective and kindly firm. Never hug and kiss them, never let them sit in your lap. If you must, kiss them once on the forehead when they say good night. Shake hands with them in the morning. Give them a pat on the head if they have made an extraordinarily good job of a difficult task. Try it out. In a week's time you will find how easy it is to be perfectly objective with your child and at the same time kindly. You will be utterly ashamed of the mawkish, sentimental way you have been handling it.

The Common Sense  
Book of Baby  
and Child  
Care

by

Benjamin Spock, M.D.

with illustrations by  
Dorothea Fitz

DUELL, SLOAN AND PEARCE  
New York

1945



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Don't be afraid to love him and enjoy him. Every baby needs to be smiled at, talked to, played with, fondled—gently and lovingly—just as much as he needs vitamins and calories. That's what will make him a person who loves people and enjoys life. The baby who doesn't get any loving will grow up cold and unresponsive.

# Problem

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35 % OF AMERICAN CHILDREN ENTER KINDERGARTEN UNPREPARED TO LEARN, MOST LACKING THE LANGUAGE SKILLS THAT ARE THE PREREQUISITES OF LITERACY ACQUISITION

NATIONAL ACADEMY OF EDUCATION,  
1985





**SPECIAL REPORT**

# HOW A CHILD'S BRAIN DEVELOPS

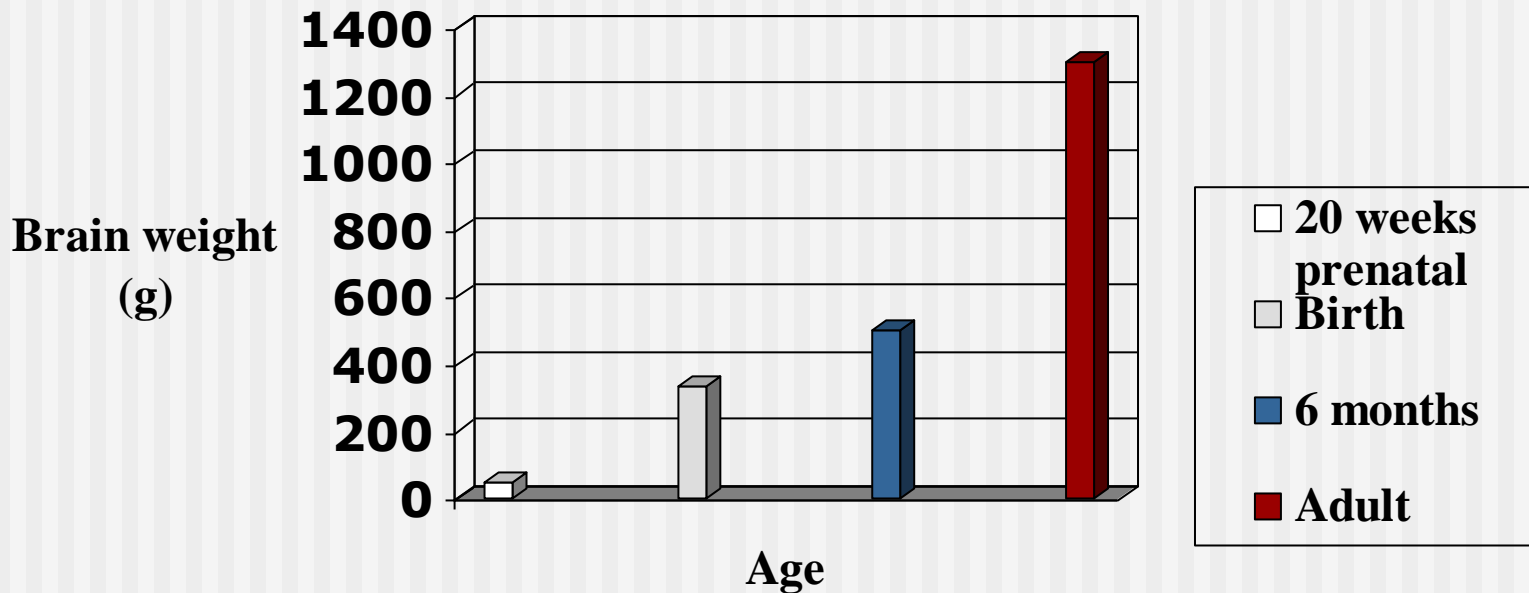
And what it means for child care and welfare reform



# Postnatal Growth of the Human Brain

*Not only size but increased connections*

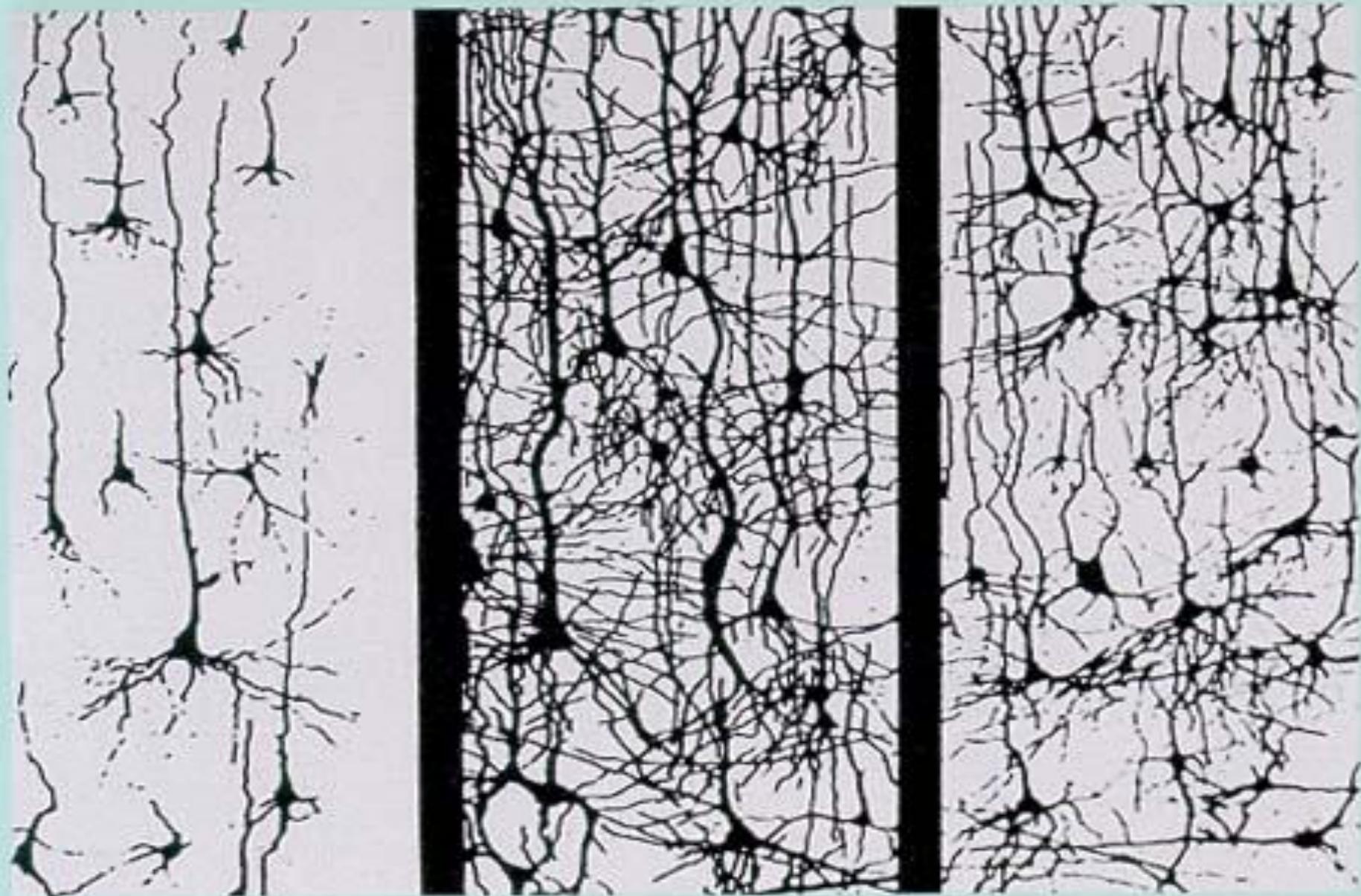
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At Birth

6 Years Old

14 Years Old



# Hart & Risley, T.R. (1995)

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In a typical hour, the average child would hear:

	<u>Hour</u>	<u>Week</u>
Welfare:	616 words	61,000 words
Working class:	1,251 words	125,000 words
Professional:	2,153 words	215,000 words

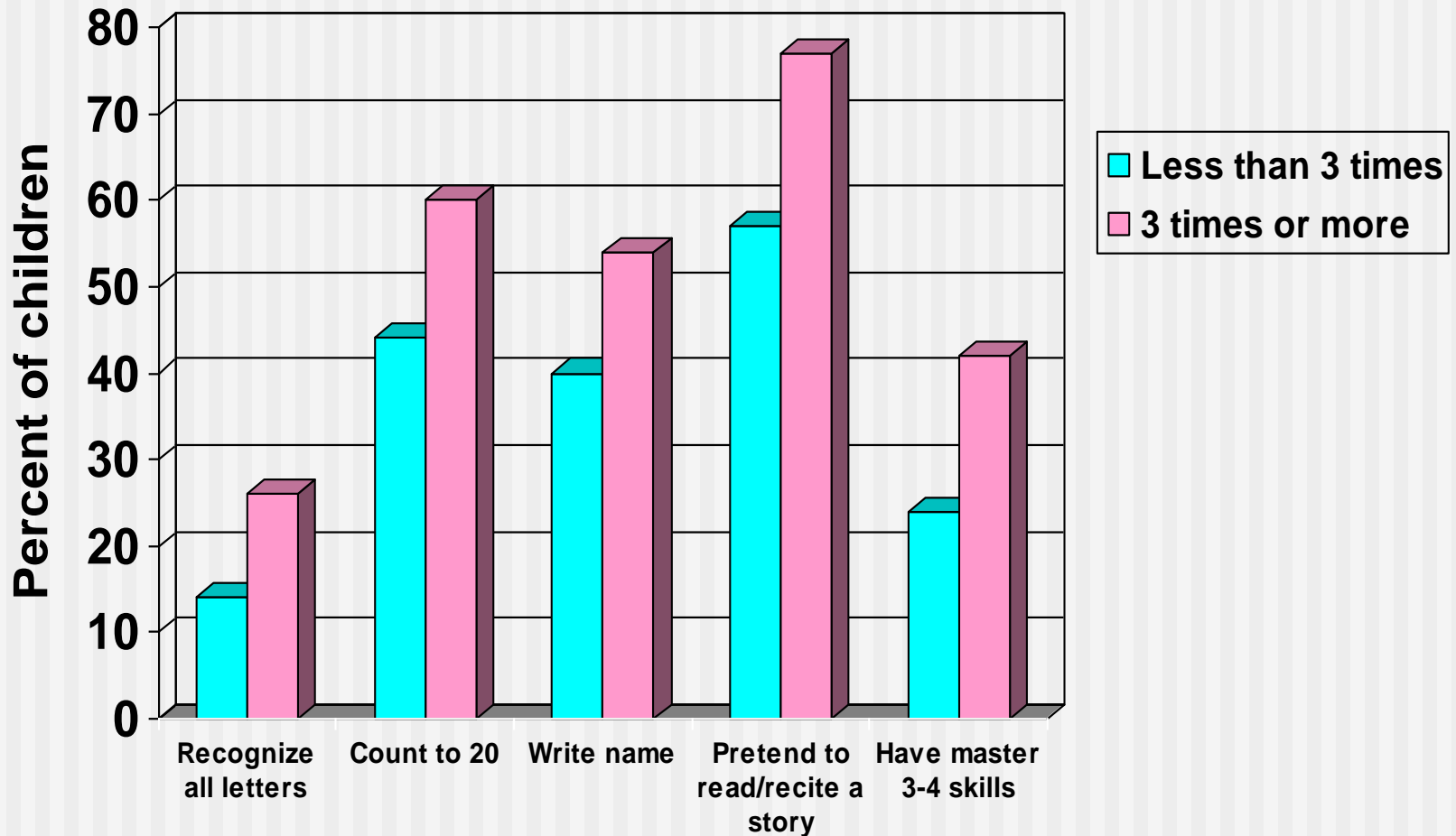
# Vocabulary at age 3:

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Professional:	1100 words
Working class:	700 words
Welfare:	500 words

# Benefits of Reading Aloud and School Readiness

(National Center for Educational Statistics, 1999)



# Benefits of Reading Aloud

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- Reading aloud to children:
  - Promoting physical contact and positive interaction
  - Stimulates imagination
  - Fosters language development
  - Promotes reading skills
  - Motivates children to love books
  - Enhances attention span
  - Encourages memory



# The Mission of Reach Out and Read

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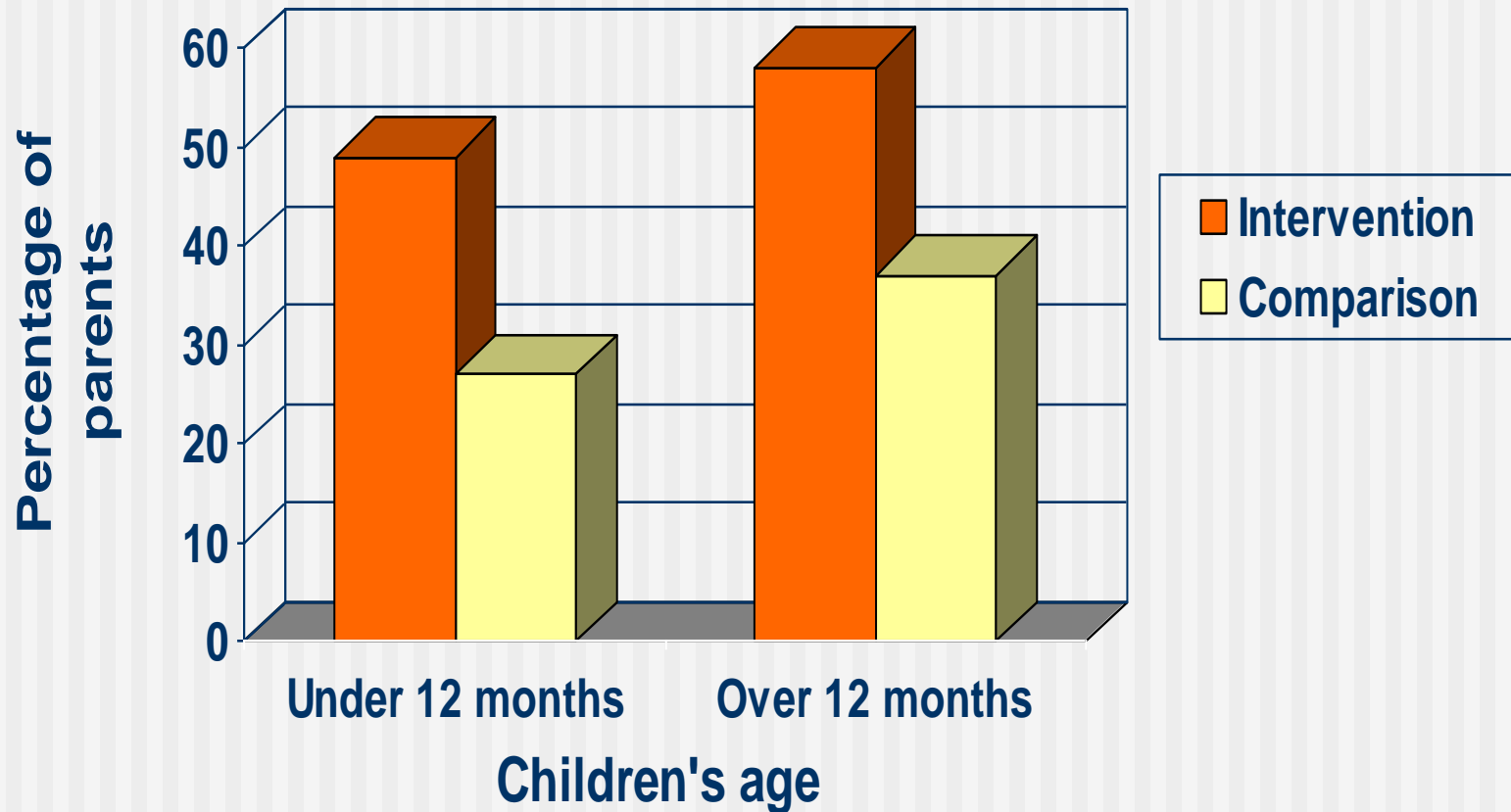
To make literacy promotion a standard part of pediatric primary care, so that children grow up with books and a love of reading so they are ready to learn when they enter school.

# Three Components of Reach Out and Read

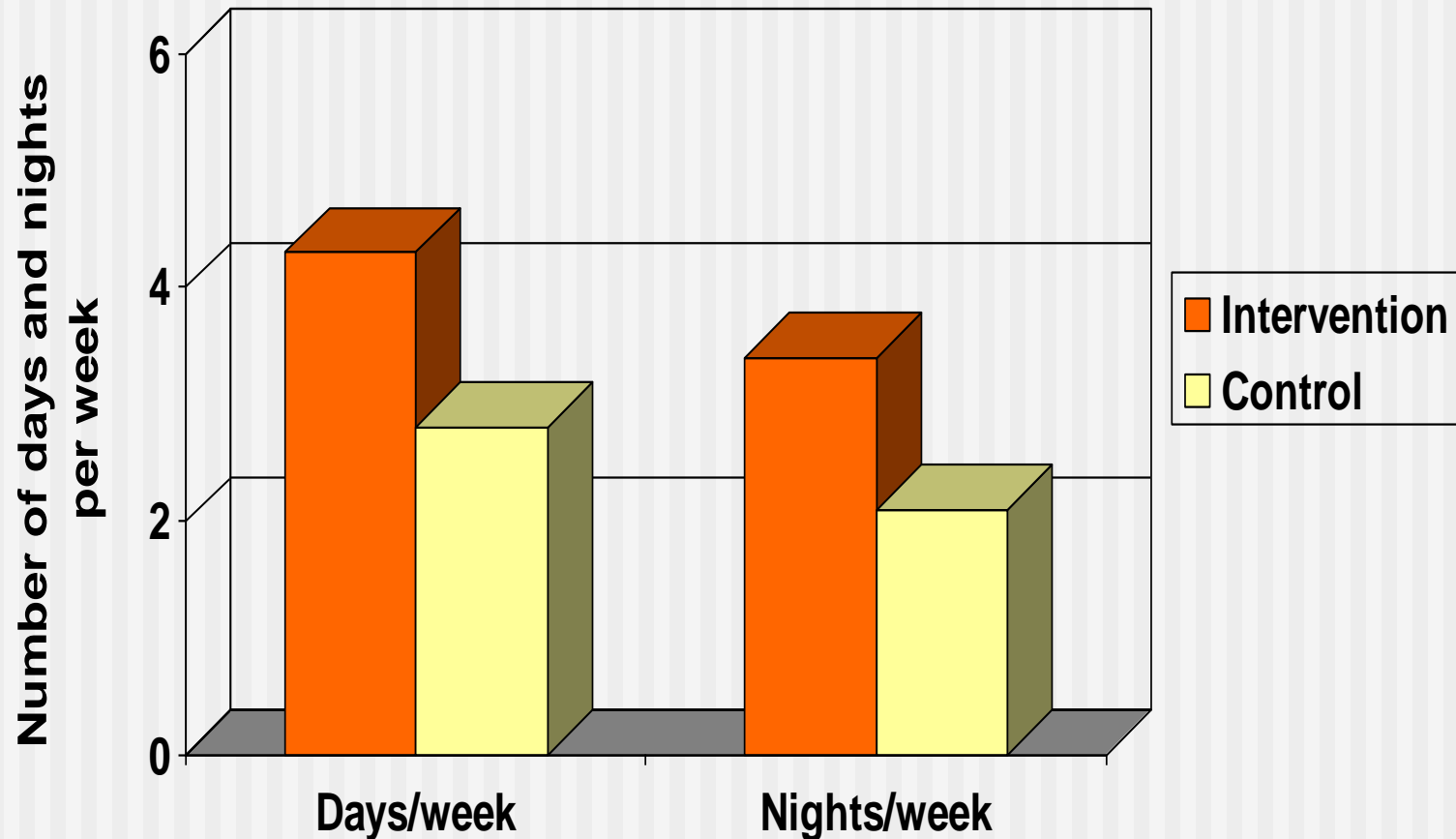
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- Medical providers **encourage parents** to read aloud and offer anticipatory guidance
- At every health supervision visit, a child aged 6 mos.- 5 years receives a new **developmentally-appropriate book**
- Community linkages: volunteer readers, libraries

# Percent of Parents Engaging Frequent Book Sharing (Sanders et al., 2000)

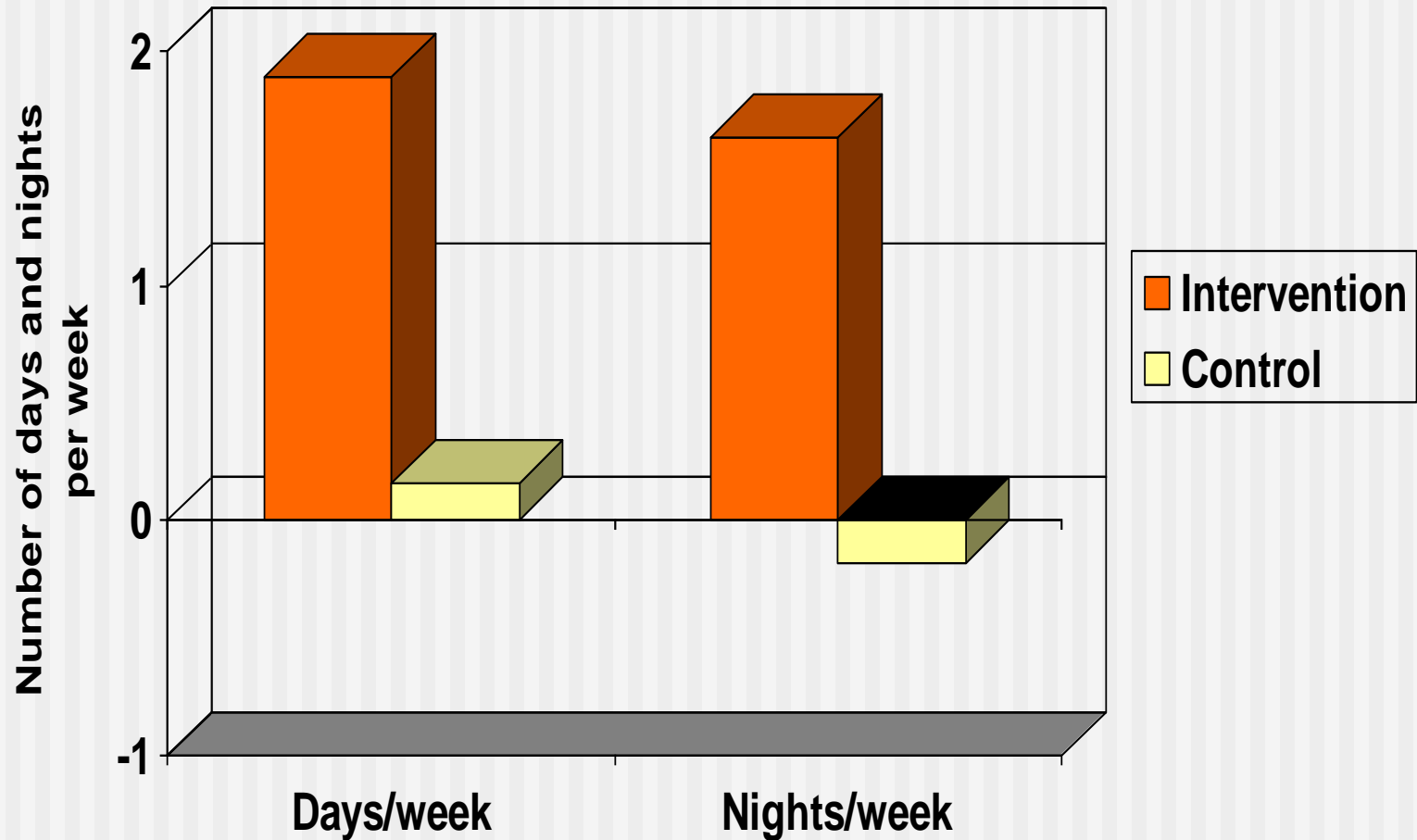


# Frequency of Reading Aloud (High et. al., 2000)

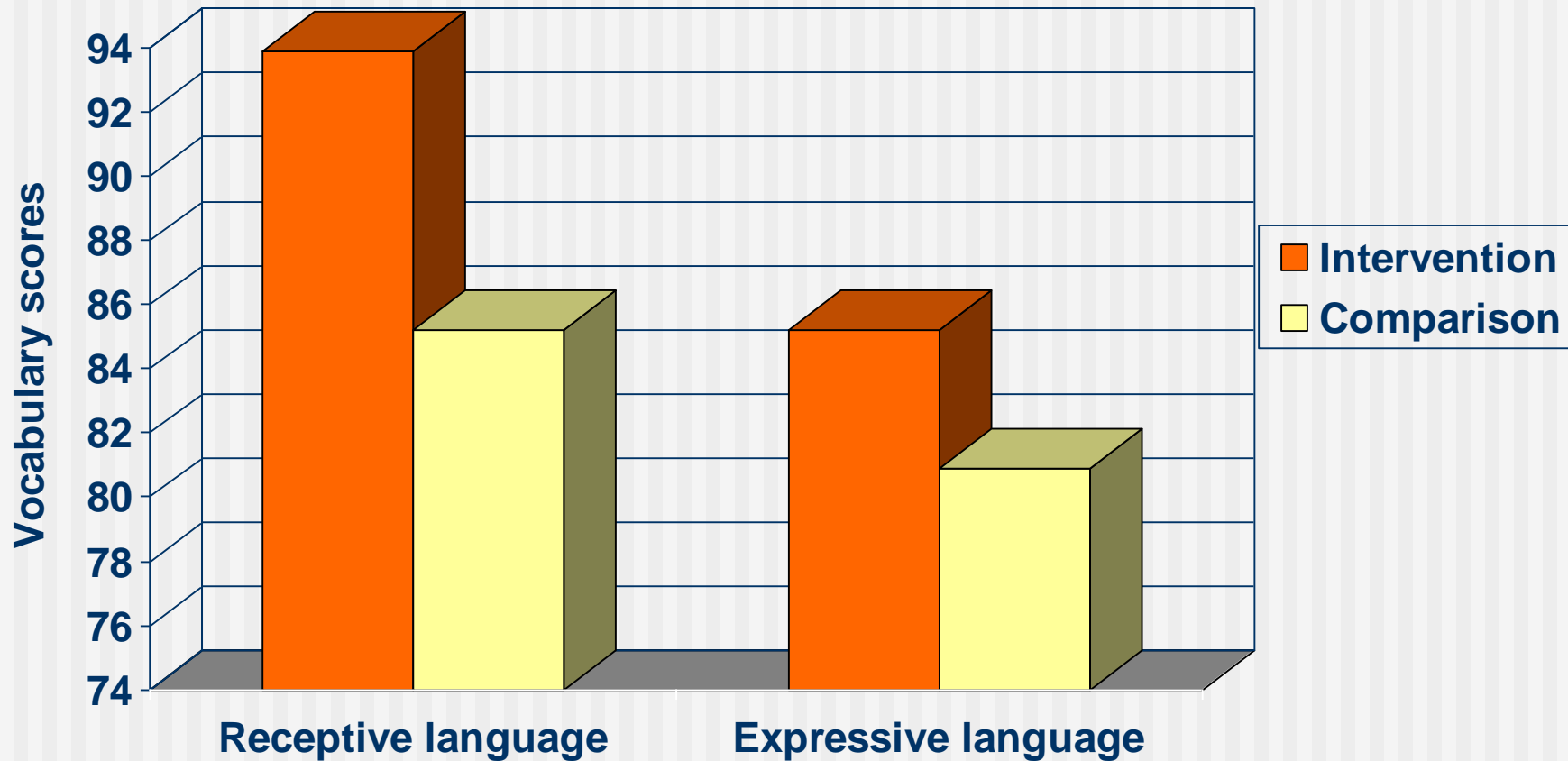


# Change in Parent-Child Book Sharing

(High et. al., 2000)



# Children's Expressive and Receptive Language Competencies (Mendelsohn et al., 2001)



# Lessons from Katrina: Helping Children Cope with Significant Stress

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1. Attention of parent
2. Physical closeness
3. Routines