



Building Capacity Webinar

Transforming the Pediatric Well-Child Visit: Developing & Testing a New Integrated Pediatric Support Platform

March 30, 2022

Presented by:

- Office of Community Child Health
- Patient Tools, Inc.
- Help Me Grow San Francisco

Today's Speakers



Scott Orsey
Associate Director for Operations,
Business Strategy, &
Institutional Engagement
Connecticut Children's Office for
Community Child Health



Alan D. Malik, Ph.D.
Founder of Patient Tools, Inc.



Zulema R. Barron
Developmental Screening Manager
Help Me Grow San Francisco

Session Objectives

- **Overview of Pediatrics Supporting Parents**
Scott Orsey – Connecticut Children’s Medical Center
- **Prototype Review**
Alan Malik – Patient Tools, Inc.
- **Pilot Implementation**
Zulema Rubalcava Barron – Support for Families of Children with Disabilities

Aims To Improve Children's School Readiness & Overall Child And Family Well-Being

By focusing on the levers of social and emotional development of children 0-3 and strengthening parent-child relationships.



PEDIATRICS
Supporting
PARENTS

- The initiative does this by partnering with primary care providers, parents, and families to transform pediatric well-child visits
- These well-child visits address children's health and development, but often miss opportunities to promote social and emotional development which is an early indicator of school readiness and is primarily driven by parent-child relationships.
- Unfortunately, structural barriers such as limited time, insufficient provider reimbursement, incompatible electronic medical records/technology inefficiencies, lack of measures to assess progress, and insufficient training for providers make it hard for the typical visit to embrace this new focus.

Enabling Conditions



PEDIATRICS
Supporting
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Financing Medicaid / CHIP State Implementation Workgroup

Partners: Center for the Study of Social Policy, Donna Cohen Ross, Manatt Health, and Family Voices

Measurement, Promotion, and Action Network Planning

Partners: Center for the Study of Social Policy, HealthySteps at ZERO TO THREE, EC PRISM at the Center for Translational Neuroscience at the University of Oregon, and Family Voices

Integrated Technology Platform (IPSP)

Partner: Help Me Grow National Center, Patient Tools, Inc.

Community Engagement & Capacity-Building Planning

Grantee: Health Leads

Early Relational Health Coordinating Hub

Grantee: Center for the Study of Social Policy

Motivation for the Integrated Pediatric Support Platform Project



Strengthen Well Child Visit

Recognition of the need and the demand for tools that can strengthen pediatric primary care well child visit

Expand Capacity to Engage Parents

Providers often facing challenges in identifying early signs of concerns and engaging parents as partners in developmental promotion and early detection

Promote Parent Awareness

Few mechanisms exist to promote parental awareness of the wide range of topics to prioritize and address with the provider, and resources to ensure parent-led agenda is prioritized during the visit

Project Goals



In Phase 2, the Pediatrics Supporting Parents initiative sought to achieve concrete changes in pediatric primary care:

- Proof point communities
- Strengthen the enabling conditions at the state and national levels
- Build momentum and create a roadmap for universal adoption of common practices in well-visits.

Help Me Grow National Center Focus



- Develop a Prototype for the Integrated Pediatric Support Platform
- Pilot test the prototype
- Complete data collection/improvement cycles to strengthen the prototype
- Analyze results and recommend next steps

Integrated Pediatric Support Platform Prototype

Child Health
Provider

Family

How can the pediatric practice support the family more efficiently and effectively?

Integrated Pediatric Support Platform Prototype

Child Health
Provider

Interviewing



Guidance

Family

Goal: Parent Led Agenda

Child
Family

Environment/Community

How can the pediatric practice support the family more efficiently and effectively?

Integrated Pediatric Support Platform Prototype

**Child Health
Provider**

Interviewing

Embedded Tools:

- SWYC
- WECS
- PEARLS
- ASQ-3
- ASQ:SE-2
- M-CHAT
- EPDS
- PCL-C/ACE
- ESQ
- ...



Guidance

Outputs:

- Child
- Family
- Environment/Community

Family

Actions & Linkage

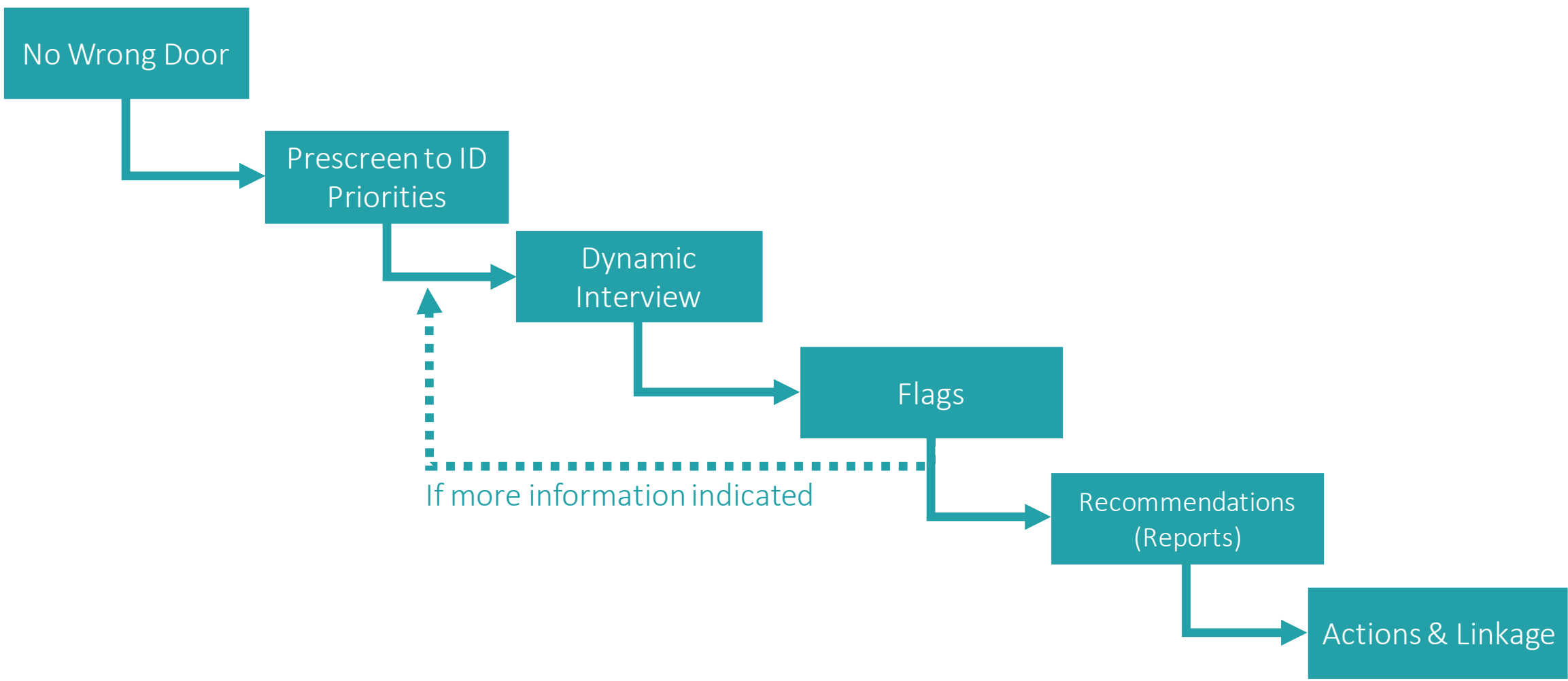
Tools / Resources:

- Bright By Text
- FINDConnect
- HMG Central Access Point
- EMR
- Early Intervention
- ...

Included Tools and Innovations

Bright-by-Text
Brookes Ages and Stages Questionnaire Third Edition (ASQ -3)
Brookes Ages and Stages Questionnaire: Social-Emotional Second Edition (ASQ:SE-2)
Brookes Environmental Screening Questionnaire (ESQ)
Edinburgh Postnatal Depression Scale (EPDS)
Pediatric ACEs and Related Life Events Screener (PEARLS)
Modified Checklist for Autism in Toddlers Revised (M-CHAT-R)
The Survey of the Well-Being of Young Children (SWYC)
Welch Emotional Connection Screen (WECS)
Welch Emotional Connection Screen-Parent Report (WECSPR)

Integrated Pediatric Support Platform



Prototype Domain Selection

	ASQ-3	ASQ:SE-2	SWYC	EPDS	M-CHAT-R	ESQ	ACE	SDoH
Communication Delay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Delay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Delay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cognitive Delay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional Delay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Delay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate Autism Flag	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACE Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Development Concerns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postpartem Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety - Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Safety - Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Safety - Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Safety - Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development		Behavior			Parent & Family		Environment & Community	

Prototype Implementation Using Patient Tools

The image displays four distinct implementation models for patient tools, each represented by a light green rounded rectangle. Each panel features a title, a set of icons representing the technology, and a brief description of the model's benefits.

- Simplified:** Shows icons of a laptop, a tablet, and a smartphone. The text below reads "Cloud-based, get started now".
- On-Demand:** Shows icons of a server tower, a desktop monitor, a tablet, and a smartphone. The text below reads "Download Patient Tools apps to meet your needs".
- EMR Integrated:** Shows icons of server racks, a desktop monitor, a tablet, and a smartphone. The text below reads "Automatically initiate and get lab results".
- Community Network Integrated:** Shows icons of a laptop, a tablet, a smartphone, and a desktop monitor. The text below reads "Connect across practices and agencies".

Prototype Pre-Visit Report

PREPARING FOR A SUCCESSFUL VISIT



PEDIATRICS
Supporting
PARENTS

You have indicated the following as concerns:

- | | |
|--|-----|
| Are there any questions or concerns you want to talk about today?
<i>Sally is not sleeping well</i> | Yes |
| Does your baby play with sounds or seem to make words?
<i>She seldom tries</i> | No |

Before Visit:

- Celebrations, additional concerns, or challenges?
- Changes, observations, or updates about:
 - Medical or behavior
 - Medications, treatments, labs, etc.
 - Social interaction or friendliness
- Update your clinician or physician about work with other clinicians or physicians and specialists.

During Visit - who, how and what to discuss:

- **Who** will attend the visit? **Who** will be virtual?
 - Child?
 - Family members or other caregivers?
 - Other providers?
- **How** would you like to participate in the visit & **What** to discuss:
 - Comfortable helping with physical exam?
 - Demonstrate or share home schedule?
 - Would your child like to share during visit?
- Did you notice anything during the exam that your clinician or physician may not have noticed?

NEXT STEPS

BEFORE FINISHING THE VISIT, YOU AND YOUR CLINICIAN OR PHYSICIAN PROVIDER CAN:

- Discuss the **plan**. Pause How do you feel about the plan?
- Discuss next steps
- Discuss **who will be responsible** for each part of plan.
- Discuss the **next appointment**: virtual or in-person. Set up a schedule!
 - Do you have a preference?
 - Needs of your child and family?
- Do you have **any needs that were not discussed**?

Additional Celebrations, Concerns, Challenges or Follow-Up Notes?

Disclaimer: Patient Tools, Inc. is a technology company that provides screening tools for development, mental health, behavioral health, and other issues. Patient Tools does not provide any medical, psychological, or professional services to its customers or users. For an accurate medical or mental health diagnosis, please see a qualified professional. Patient Tools employees, consultants and agents shall not be liable for any claims or damages, and expressly

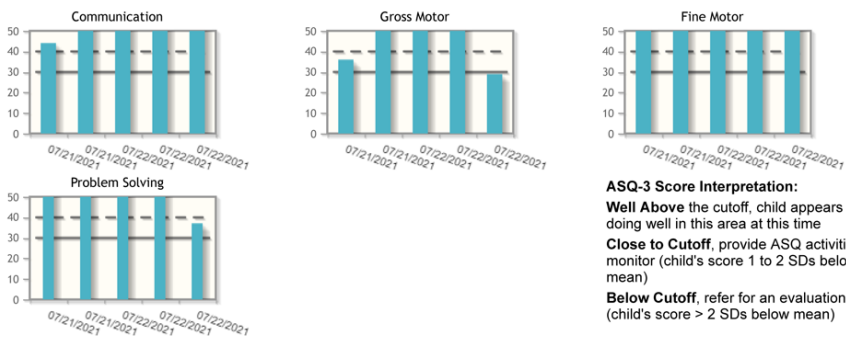
Prototype Clinical Report

Report: Clinical
 Patient ID:
 Date: 7/22/2021 3:34:29 PM Device: 7/22/2021 3:34:14 PM

The parent has indicated the following as concerns:
 Are there any questions or concerns you want to talk about today? Yes
Sally is not sleeping well
 Does your baby play with sounds or seem to make words? No
She seldom tries

Domain	Child's Score	Cutoff Score	Score Interpretation
Communication	60	15.64	Well Above Cutoff: Normal
Gross Motor	20	21.49	Below Cutoff: Refer
Fine Motor	60	34.5	Well Above Cutoff: Normal
Problem Solving	35	27.32	Close to Cutoff: Monitor
Inflexibility	4		Above Average
Irritability	2		Below Cutoff
Routine	4		Above Average
Social Interaction	0		Negative
PEARLS Part 1	4		High Risk
PEARLS Part 2	3		

Status Over Time:
 Scores are adjusted to a common scale for comparison across age groups. Less than 30 = Below Cutoff; 30 to 40 = Close to Cutoff; and above 40 are normal, Well Above Cutoff



Overall Section:

Uses both hands & legs equally well	Yes	Baby plays with sounds or seem to make words	No
Feet flat on the surface most of the time	Yes	Have concerns baby is too quiet or does not make sounds like other babies	No
Family history of hearing impairment	No	Vision concerns	No
Recent medical problems	No	Have concerns about behavior	No
Other concerns	No		

Communication
 Child says one word in addition to "Mama" and "Dada" Yes 60
 When asked "Where is ...?", baby looks at the object Yes 10

Fine Motor
 Baby picks up a crumb or Cheerio with the tips of his thumb and a finger Yes 60
 Baby puts a small toy down, and then takes hand off the toy Yes 10
 Child picks up a crumb or Cheerio with the tip of their thumb and a finger Yes 10

Gross Motor
 With support standing, baby picks up a toy from floor Sometimes 20
 With support standing, baby lowers themselves with control Not Yet 5
 Baby walks along furniture holding on with only one hand Sometimes 0
 Child takes several steps holding both hands for balance Sometimes 5
 Child takes several steps holding one hand for balance Sometimes 5
 Child stands up without support and takes several steps Not Yet 0
 Sometimes 5

Problem Solving
 Baby claps small toys together (like "Pat-a-cake") Sometimes 35
 Baby pokes/tries to get crumb/Cheerio inside clear bottle Sometimes 5
 After watching you hide a small toy, baby finds it Sometimes 5
 Child copies putting small toy, into a bowl or box Yes 10
 Child drops two small toys into a container Sometimes 5
 Child copies your scribbling Sometimes 5

BPSC Inflexibility
 Does your child have a hard time being with new people Somewhat 4.0
 Does your child have a hard time in new places Not at all (1)
 Does your child have a hard time with change Very Much (2)
 Does your child mind being held by other people Somewhat (1)

BPSC Irritability
 Does your child cry a lot Not at all 2.0
 Does your child have a hard time calming down Somewhat (1)
 Is your child fussy or irritable Not at all (0)
 Is it hard to comfort your child Somewhat (1)

BPSC Routine
 Is it hard to keep your child on a schedule or routine Not at all 4.0
 Is it hard to put your child to sleep Somewhat (1)
 Is it hard to get enough sleep because of your child Very Much (2)
 Does your child have trouble staying asleep Somewhat (1)

Prototype Parent Takeaway Report

Report: Parent Takeaway
 Patient ID:
 Date: 7/22/2021 3:34:29 PM Device: 7/22/2021 3:34:14 PM

You shared the following, are you still concerned?

Are there any questions or concerns you want to talk about today? Yes
Sally is not sleeping well

Does your baby play with sounds or seem to make words? No
She seldom tries

Results		
Domain	Child's Score	Score Interpretation
Communication	60	Well Above Cutoff: Normal
Gross Motor	20	Below Cutoff: Refer
Fine Motor	60	Well Above Cutoff: Normal
Problem Solving	35	<i>Close to Cutoff: Monitor</i>
Inflexibility	4	Above Average
Irritability	2	Below Cutoff
Routine	4	Above Average
Social Interaction	0	Negative
PEARLS Part 1	4	
PEARLS Part 2	3	

Recommended links and resources:
 None Specified

Clinician Recommended Plan:
 Observe and schedule next routine well-child visit
 Age appropriate ASQ activity sheets
 Repeat ASQ in ___ months
 Refer to local Early Intervention/ECSE Development Agency
 Arrange a follow-up visit for a repeat developmental & medical screening
 Other _____

Report: Parent Takeaway Date Uploaded: 7/22/2021 3:34:29 PM
 ID: Name:



12 Month Visit

Here are some suggestions that may be of value to your family.

HOW YOUR FAMILY IS DOING

- If you are worried about your living or food situation, reach out for help. Community agencies and programs such as WIC and SNAP can provide information and assistance.
- Don't smoke or use e-cigarettes. Keep your home and car smoke-free. Tobacco-free spaces keep children healthy.
- Don't use alcohol or drugs.
- Make sure everyone who cares for your child offers healthy foods, avoids sweets, provides time for active play, and uses the same rules for discipline that you do.
- Make sure the places your child stays are safe.
- Think about joining a toddler playgroup or taking a parenting class.
- Take time for yourself and your partner.
- Keep in contact with family and friends.

FEEDING YOUR CHILD

- Offer healthy foods for meals and snacks. Give 3 meals and 2 to 3 snacks spaced evenly over the day.
- Avoid small, hard foods that can cause choking — popcorn, hot dogs, grapes, nuts, and hard, raw vegetables.
- Have your child eat with the rest of the family during mealtime.
- Encourage your child to feed herself.
- Use a small plate and cup for eating and drinking.
- Be patient with your child as she learns to eat without help.
- Let your child decide what and how much to eat. End her meal when she stops eating.
- Make sure caregivers follow the same ideas and routines for meals that you do.

ESTABLISHING ROUTINES

- Praise your child when he does what you ask him to do.
- Use short and simple rules for your child.
- Try not to hit, spank, or yell at your child.
- Use short time-outs when your child isn't following directions.
- Distract your child with something he likes when he starts to get upset.
- Play with and read to your child often.
- Your child should have at least one nap a day.
- Make the hour before bedtime loving and calm, with reading, singing, and a favorite toy.
- Avoid letting your child watch TV or play on a tablet or smartphone.
- Consider making a family media plan. It helps you make rules for media use and balance screen time with other activities, including exercise.

FINDING A DENTIST

- Take your child for a first dental visit as soon as her first tooth erupts or by 12 months of age.
- Brush your child's teeth twice a day with a soft toothbrush. Use a small smear of fluoride toothpaste (no more than a grain of rice).
- If you are still using a bottle, offer only water.

Help Me Grow San Francisco



Help Me Grow San Francisco brings together families, health care providers, and early educators to ensure that all children receive developmental screenings in early childhood, and that those who need it receive access to early intervention services

Strengthening Families and enabling ALL children
to reach their full potential

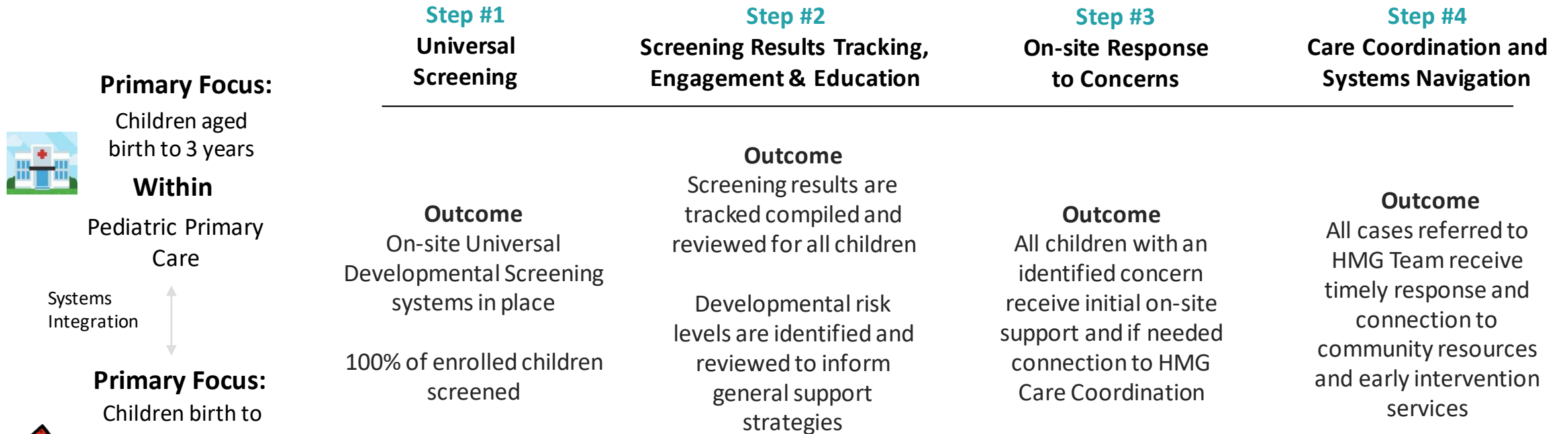
Screen

Engage

Respond

Connect

Help Me Grow San Francisco: An Intentional Two-Pathway Approach to an Equitable, High Quality System of Developmental Screening & Service Connection



Vision: Families, health care providers, and early educators work together to ensure that all children receive **developmental screenings at the earliest point possible**, screening results inform ongoing support strategies, and children who need it are **linked to formal early intervention services**.

Piloting the Integrated Pediatric Support Platform

- **Bayview Child Health Center** - clinic part of the larger South of Market Health Center (FQHC) serving families from one of the most under-resourced neighborhood in San Francisco
- **Prior to IPSP, the clinic offered screens through typical in-office, paper versions** - and reported that it caused some workflow issues, when/if the parent was needed to assist with taking patient vital signs and audio/vision testing, therefore they did not work on the screen and often prolonged the visit.
- **Clinic reported that they were always trying to minimize the time between a patient entering the office and getting face to face with their provider:**

“Screens, as important as they are, require the time and attention of our patient’s guardians, slowing down/delaying vital signs and other physical interventions performed in the clinic. It is not uncommon for a parent to ignore physical screens completely in lieu of helping a medical assistant perform the aforementioned interventions. Getting easy to read and accessible screeners and removing all barriers/distractions to the screening process is a general way to describe how to improve our screening process (ex. Getting screens done ahead of time via IPSP).”

“I see a lot of potential with this service, and with proper staffing and training I bet it would improve the quality of life of our practice...As far as our providers are concerned, so long as the content in the screeners moving from paper to electronic are the same, and it doesn’t lengthen visit times, they’d be happy with a change.”



Integrated Pediatric Support Platform

Challenges and Lessons Learned

- Timing is still key! The pandemic affected the ability to have continuation of conversations and disrupted any progress for sites that were on the verge of becoming pilot sites. In hindsight, trying to add a new process to workflows during a pandemic is not recommended or ideal.
- Health Care settings are busy! A 3-month pilot turned out to be insufficient time to recruit, train, and implement (even with another 3 month extension).
- Technology is intriguing, but challenging! Technology adoption is a very complex decision-making process and pediatric needs do not necessarily drive the IT agenda. It was also challenging to iterate benefits of using the IPSP while not being integrated into EHR's; the disruption of existing workflows while adding more duties to already understaffed clinics became a constant concern for interested in sites, even when offered incentives like monetary stipends and purchasing new laptops/tablets to implement.



Next Steps and Future Considerations

- Pilot Test Expansion
- Continued IPSP Development
- IP and Licensing
- Practice Recruitment

Discussion

