

Talk, Read, Sing: Early Language Exposure As an Overlooked Social Determinant of Health

Danielle LoRe, MD,^{a,b} Peter Ladner, BA,^a Dana Suskind, MD^a

I took note of my senior resident's polished words and facial expressions as we stood in the newborn nursery. Anxious parents consumed every word of her discharge education. They laughed as she reassured them that spit-up is normal and solemnly absorbed all the ways they could minimize the risk of sudden infant death syndrome. "Everything make sense?" she asked me later in the work room. "As the third-year medical student, it will be your responsibility to do the discharge education on this rotation."

She carefully ran through the 10-point discharge list and neatly paired each education point with supporting evidence and significance. However, the final piece of advice, "Talk, read, and sing to your infant," was not mentioned. I wondered if her omission came with an implicit prioritization. Not talking, reading, or singing to a newborn is, admittedly, less life-threatening than most recommendations on the newborn discharge list. But as I have since learned, the quantity and quality of parent-child interactions (how much and how often caregivers talk, read, and sing to their children) are key in shaping healthy brain development during the first few years of life.¹⁻³

The first 1000 days of life are a critical time for brain

development. Early experiences, transmitted via rich language and responsive interactions with a nurturing caregiver, fuel the development of neuronal connections at a rate of 1 million per second.⁴ This rate of brain growth, which is linked to skill formation in language, literacy, math, spatial reasoning, and self-regulation, will never be matched again.⁴ The more input a child receives, the stronger the neuronal connections grow, building a solid foundation for all future learning. Conversely, in the absence of such interactions, the vast neuroplasticity of the developing brain remains underused, and learning and intellectual growth are severely curtailed.¹⁻⁴

In their seminal research, Hart and Risley¹ demonstrated that children from backgrounds of low socioeconomic status (SES) heard significantly fewer words by their fourth birthday than did children from high-SES backgrounds. Additional SES-related disparities that were found include the number of conversational turns and encouragements children experienced as well as the complexity of language used by their parents. Further research reveals that cognitive disparities emerge far earlier than previously expected: infants who are born into poverty score lower on cognitive development measures



^aThe University of Chicago, Chicago, Illinois; and ^bMorgan Stanley Children's Hospital of New York-Presbyterian, New York, New York

Dr LoRe conceptualized and designed the supporting study, drafted the initial manuscript, and reviewed and revised the manuscript; Mr Ladner collected data, conducted the initial analyses for the supporting studies, and reviewed and revised the manuscript; Dr Suskind coordinated and supervised data collection and article conceptualization and critically reviewed and revised the manuscript; and all authors approved the final manuscript as submitted and agree to be accountable for all aspects of the work.

DOI: <https://doi.org/10.1542/peds.2018-2007>

Accepted for publication Jun 26, 2018

Address correspondence to Dana Suskind, MD, Department of Surgery, University of Chicago, 5841 S. Maryland Ave, MC1035, Chicago, IL 60637. E-mail: dsuskind@surgery.bsdc.uchicago.edu

PEDIATRICS (ISSN Numbers: Print, 0031-4005; Online, 1098-4275).

Copyright © 2018 by the American Academy of Pediatrics

FINANCIAL DISCLOSURE: The authors have indicated they have no financial relationships relevant to this article to disclose.

FUNDING: Supported by the Hemera Foundation, the W.K. Kellogg Foundation, and the Bucksbaum Institute for Clinical Excellence.

POTENTIAL CONFLICT OF INTEREST: The authors have indicated they have no potential conflicts of interest to disclose.

To cite: LoRe D, Ladner P, Suskind D. Talk, Read, Sing: Early Language Exposure As an Overlooked Social Determinant of Health. *Pediatrics*. 2018;142(3):e20182007

as early as 9 months old when compared with their more affluent peers.⁵ This gap grows exponentially in the early years, such that by age 5 years, less than half of children growing up in low-income families are ready for school compared with 75% of children raised in higher-income families.⁶ Over the long-term, cognitive disparities have been found to impact educational attainment, health, and occupational status.^{1,7,8}

Recent neuroimaging studies have added significantly to this body of research. The importance of conversation with children in their early years is now linked to the brain activation of the Broca area and areas of the brain that are related to narrative comprehension.⁹ Importantly, this research reveals that after controlling for SES, the quantity and quality of parental input is the key driver of language outcomes. Fortunately, parental behavior can be supported and enhanced through appropriate education.

Recognizing the tremendous impact of early adult-child interactions for all children, the American Academy of Pediatrics (AAP) made early brain development a part of the AAP “Agenda for Children.”¹⁰ Specifically, the AAP identifies pediatricians as having a pivotal role in creating and implementing evidence-based strategies to promote parent-child interaction and reducing toxic stress.¹¹ Through this role, pediatricians can leverage the intimate relationships they form with families to impact and ultimately prevent enduring disparities in learning, behavior, and school readiness.¹² They can empower parents with knowledge of early cognitive development and how their words and interactions influence their children’s healthy brain development. In a 2016 Policy Statement, the AAP recommends that pediatricians support parents

“to provide a rich and responsive language environment.”¹²

Frequently, however, parents do not receive this guidance. A recent survey of parents in Chicago-area Federally Qualified Health Centers revealed that conversations at the 1-month well-child visit tended to be focused on traditional preventive topics, such as feeding (85%) and the infant’s weight (72%). Significantly fewer parents reported receiving information about brain growth (26%), how infants learn (13%), and learning to talk (9%).¹³ This discrepancy in parent education influences the public’s perception of the importance of early cognitive development. In a 2012 Technical Report, the AAP echoed this need for increased public awareness, stating, “The time has come to expand the public’s understanding of brain development and shine a bright light on its relation to the early childhood roots of adult disease.”¹¹

As patient advocacy initiatives are expanded in pediatric residencies, trainees are uniquely equipped to push forward a public health approach of increasing awareness and impacting parent behavior. With long-term outcomes at stake for children, those in pediatric residency training need to more intentionally address the critical role that parents play in optimizing foundational brain development and encourage the use of evidence-based strategies and tools to educate parents.

A key first step in this regard is educating residents on the mechanisms of healthy brain development. A recent survey of pediatric trainees revealed that those who received dedicated curricula covering early learning and cognitive development had significantly more knowledge of both topics.¹⁴ Perhaps more importantly, pediatric trainees who scored higher on knowledge assessments reported talking to patients about cognitive development more frequently and

initiated these conversations earlier in a child’s life.¹⁴ To further support the priorities set forth by the AAP, we need to emphasize the importance of this topic in our formal curricula and certifying examinations.

Providing more opportunities for pediatric residents to learn effective parent-education skills via bedside clinical teaching is another critical step in intentionally embedding cognitive development into resident education. The relative absence of conversations about early cognitive development in the clinical setting perpetuates the exclusion of these topics and limits learning by example. Effective teaching involves more than telling parents, “Go talk, read, and sing to your child.” Pediatric trainees must learn how to share evidence-based strategies with parents that can lead to behavior change, such as the following:

1. Reach Out and Read, in which pediatricians use books to model optimal interactions;
2. TMW Center for Early Learning and Public Health, where parents and practitioners are taught the strategies of “tune in, talk more, and take turns” (the 3 T’s) to build a child’s brain;
3. Too Small To Fail, in which how best to talk, read, and sing to an infant are emphasized; and
4. Vroom, Mind in the Making, in which professionals and families are provided with everyday tools to inspire learning.

Ultimately, this guidance must be used to engage parents in a conversation about brain development and how they influence it. Witnessing these conversations allows pediatric trainees to see best practices in action.

By elevating the importance of foundational brain development as a public health issue that impacts all children, pediatric trainees can help shape parent investment and

work together toward preventing cognitive disparities from the start. In her *Journal of the American Medical Association Pediatrics* editorial, “Poverty’s Most Insidious Damage: The Developing Brain,” Luby¹⁵ eloquently places this issue in perspective: “Because the brain is the organ from which all cognition and emotion originates, healthy human brain development represents the foundation of our civilization. Accordingly, there is perhaps nothing more important than that a society must do than foster and protect the brain development of our children.”¹⁵ By elevating “talk, read, and sing” to the top of the newborn discharge list, future pediatricians will be ensuring that healthy brain development is the standard of care for all children.

ABBREVIATIONS

AAP: American Academy of Pediatrics
 SES: socioeconomic status

REFERENCES

1. Hart B, Risley TR. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H Brookes Publishing; 1995
2. Rowe ML. A longitudinal investigation of the role of quantity and quality of child-directed speech in vocabulary development. *Child Dev*. 2012;83(5):1762–1774
3. Golinkoff RM, Can DD, Soderstrom M, Hirsh-Pasek K. (Baby) talk to me: the social context of infant-directed

speech and its effects on early language acquisition. *Curr Dir Psychol Sci*. 2015;24(5):339–344

4. Center on the Developing Child. Five numbers to remember about early childhood development (brief). 2009. Available at: <https://developingchild.harvard.edu/resources/five-numbers-to-remember-about-early-childhood-development/>. Accessed March 13, 2018
5. Halle T, Forry N, Hair E, et al. *Disparities in Early Learning and Development: Lessons From the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)*. Washington, DC: Child Trends; 2009. Available at: <https://www.childtrends.org/wp-content/uploads/2013/05/2009-52DisparitiesELExecSumm.pdf>. Accessed March 13, 2018
6. Isaacs JB. *Starting School at a Disadvantage: The School Readiness of Poor Children*. Washington, DC: The Brookings Institution; 2012. Available at: https://www.brookings.edu/wp-content/uploads/2016/06/0319_school_disadvantage_isaacs.pdf. Accessed March 13, 2018
7. Forget-Dubois N, Dionne G, Lemelin JP, Pérusse D, Tremblay RE, Boivin M. Early child language mediates the relation between home environment and school readiness. *Child Dev*. 2009;80(3):736–749
8. Schoon I, Parsons S, Rush R, Law J. Childhood language skills and adult literacy: a 29-year follow-up study. *Pediatrics*. 2010;125(3). Available at: www.pediatrics.org/cgi/content/full/125/3/e459
9. Romeo RR, Leonard JA, Robinson ST, et al. Beyond the 30-million-word gap: children’s conversational exposure is associated with language-related brain function. *Psychol Sci*. 2018;29(5):700–710
10. American Academy of Pediatrics. AAP agenda for children—strategic plan 2017-2018. Available at: <https://www.aap.org/en-us/about-the-aap/aap-facts/AAP-Agenda-for-Children-Strategic-Plan/pages/AAP-Agenda-for-Children-Strategic-Plan.aspx>. Accessed November 27, 2017
11. Shonkoff JP, Garner AS; Committee on Psychosocial Aspects of Child and Family Health; Committee on Early Childhood, Adoption, and Dependent Care; Section on Developmental and Behavioral Pediatrics. The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*. 2012;129(1). Available at: www.pediatrics.org/cgi/content/full/129/1/e232
12. Council on Early Childhood; Council on School Health. The pediatrician’s role in optimizing school readiness. *Pediatrics*. 2016;138(3):e20162293
13. Leung CYY, Lore D, Hundertmark AC, Leffel KR, Miller K, Suskind DL. Improving education on child language and cognitive development in the primary care settings through a technology-based curriculum: a randomized controlled trial. In: *2017 American Academy of Pediatrics National Conference & Exhibition*; September 15–19, 2017; Chicago, IL
14. Suskind DL. Pediatrics, a platform for social impact. In: *2017 American Academy of Pediatrics National Conference and Exhibition*; September 15–19, 2017; Chicago, IL
15. Luby JL. Poverty’s most insidious damage: the developing brain. *JAMA Pediatr*. 2015;169(9):810–811

Talk, Read, Sing: Early Language Exposure As an Overlooked Social Determinant of Health

Danielle LoRe, Peter Ladner and Dana Suskind

Pediatrics 2018;142;

DOI: 10.1542/peds.2018-2007 originally published online August 9, 2018;

Updated Information & Services

including high resolution figures, can be found at:
<http://pediatrics.aappublications.org/content/142/3/e20182007>

References

This article cites 8 articles, 3 of which you can access for free at:
<http://pediatrics.aappublications.org/content/142/3/e20182007#BIBL>

Subspecialty Collections

This article, along with others on similar topics, appears in the following collection(s):
Community Pediatrics
http://www.aappublications.org/cgi/collection/community_pediatrics_sub
Advocacy
http://www.aappublications.org/cgi/collection/advocacy_sub

Permissions & Licensing

Information about reproducing this article in parts (figures, tables) or in its entirety can be found online at:
<http://www.aappublications.org/site/misc/Permissions.xhtml>

Reprints

Information about ordering reprints can be found online:
<http://www.aappublications.org/site/misc/reprints.xhtml>

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



PEDIATRICS[®]

OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

Talk, Read, Sing: Early Language Exposure As an Overlooked Social Determinant of Health

Danielle LoRe, Peter Ladner and Dana Suskind

Pediatrics 2018;142;

DOI: 10.1542/peds.2018-2007 originally published online August 9, 2018;

The online version of this article, along with updated information and services, is located on the World Wide Web at:

<http://pediatrics.aappublications.org/content/142/3/e20182007>

Pediatrics is the official journal of the American Academy of Pediatrics. A monthly publication, it has been published continuously since 1948. Pediatrics is owned, published, and trademarked by the American Academy of Pediatrics, 345 Park Avenue, Itasca, Illinois, 60143. Copyright © 2018 by the American Academy of Pediatrics. All rights reserved. Print ISSN: 1073-0397.

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN[®]

