# PlayReadVIP Logic Model

## Inputs
Resources needed

### PlayReadVIP National Center, NYU Grossman School of Medicine
- Program: development, adaptation, refinement
- Training: Certification, fidelity, train-the-trainer
- Implementation: TA, data (reporting, electronic health record)
- Research & evaluation
- Sustainability

### PlayReadVIP Coach
- Nonclinical paraprofessionals, often with bachelor's or associate's degree (including community health workers)
- Typically from community served

### Delivery System
- Initially developed for pediatric primary care (well-child visit, birth-age 3 )
- Extension to age 5 available
- Adaptable across settings/populations: remote, community centers, home visiting, family child care, cultural, developmental disabilities, global
- Relatively low cost

### Program Materials
- Manualized curriculum
- Visit-specific Parent Guide pamphlets
- Video recording equipment
- Age-appropriate, culturally informed toys/books
- Available in English, Spanish & multiple languages

### Partners & Funding
- Healthcare & community partners
- Research & academic institution partners
- Federal, state, local & philanthropic funding
- Medicaid reimbursement opportunities (e.g., community health workers)

## Activities
What PlayReadVIP does

### 1:1 Coaching at Well-Child Visits
- Brief sessions with coach and family
- Universal offering/delivery; no prior participation required
- Coach builds strong relationship with family
- Strengths-based, family centered, culturally aligned

### Videotaping & Guided Review
- Coach records ~3 min video of parent/caregiver-child play/reading interaction
- Coach and parent watch video together immediately after recording
- Coach reinforces positive interactions; identifies opportunities for growth using strengths-based feedback
- Copy of video taken home for review and sharing with other caregivers

### Structured Discussion Through Parent Guide
- Support observation and self-reflection
- Discuss child development, suggest activities, promote goal setting & planning for home
- Suggest strategies for play, reading, daily routines
- Promote collaborative home planning for play, reading & daily routines

### Provide Toys & Books to Take Home
- Age-appropriate, culturally informed toy or book provided at each session
- Supports pretend play, shared reading, daily routines at home

## Outputs
Products & Reach

### Families Served
- Delivery to families with young children
- Extensive reach to low-income, underserved families
- Flexible engagement of parents and other caregivers

### Materials Distributed
- Provision of Parent Guide pamphlets Provision of age-appropriate toys and books
- Video recordings of parent-child interactions shared with families

### Program Fidelity
- Coach completes training course
- Coach receives certification
- Ongoing supervision / maintenance of fidelity

## Short-Term Outcomes

### Early Relational Health
- ↑ Responsive, stable, safe, warm parent-child interactions
- ↑ Shared reading/play & verbal responsivity
- ↓ Screen time
- ↓ Physical punishment & harsh parenting

### Parenting Self-Efficacy
- Parents recognize their role in supporting child development
- ↑ Confidence in parenting
- ↑ Goal setting & planning for home interactions

### Parenting Knowledge & Skills
- ↑ Knowledge of child development
- ↑ Skills in play, shared reading & daily routines
- ↑ Understanding of child's development needs & cues

### Access to Learning Materials
- Families have age-appropriate, culturally informed toys, books & resources
- ↑ Home learning environment quality & cognitive stimulation

### Parenting Stress & Wellbeing
- ↓ Parenting stress
- ↓ Maternal depressive symptoms

## Long-Term Outcomes

### Parent-Child Relational Health
- ↑ Quality & quantity of parent-child interactions
- ↑ Quality of parent-child relationship
- ↑ Family engagement in early learning

### Cognitive & Language Development
- ↑ Cognitive/language development
- ↑ Readiness to learn at school entry
- ↑ Reading, math skills in elementary school
- ↓ Need for Early Intervention evaluations

### Self-Regulation & Behavior
- ↓ Behavior challenges (e.g., disruptive, hyperactive behaviors)
- ↑ Attention & executive function

### Social-Emotional Development
- ↑ Social-emotional development
- ↓ Need for early intervention referral
- ↓ Mental health challenges

### Sustained Impacts
- Impacts sustained up to 3 yrs post-program
- Additive impacts observed across the birth–3 program and the 3–5-year extension
- ↓ Achievement gap for children in poverty

PlayReadVIP
You are your child's VIP