Incorporation of an early literacy intervention into the inpatient workflow is feasible.

Such programs may promote parental neurodevelopmental focus.

**RESULTS: LANGUAGE INPUT AND PARENTAL FEEDBACK**

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Control</th>
<th>BWB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Older siblings (%)</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Age of parent (years)</td>
<td>34 ± 5.8</td>
<td>34 ± 5.8</td>
</tr>
<tr>
<td>Age of infant (months)</td>
<td>9.4 ± 3.6</td>
<td>7.2 ± 4.5</td>
</tr>
<tr>
<td>Parents completed college (%)</td>
<td>60%</td>
<td>100%</td>
</tr>
</tbody>
</table>

On average, parents in the BWB intervention were older, more highly educated, and had more children at home than did control parents.

**How often did you read to your child?**

- Control: During Admission 60%, After Discharge 20%
- BWB: During Admission 80%, After Discharge 80%

**What did you like about reading to your baby in the hospital?**

- Control: 78% liked the stories, 84% helped my baby develop
- BWB: 91% enjoyed it, 87% helped my baby develop

**How many children’s books are in your home?**

- Control: 50%, 51-100%, >100%
- BWB: 70%, 51-100%, >100%

**Enrollment Criteria**
- Critical CHD
- PICU admission < 1 year of age
- Enrollment: 4 Months - Follow-up survey (7)

**Parental feelings of efficacy**
- It helped my baby develop
- I liked the stories
- I felt more relaxed and happy myself

**LIMITATIONS AND FUTURE DIRECTIONS**

- Small numbers
- Differences in control vs. interventional group
- Less than 100% enrollment
- Differing in control vs. interventional group
- Staffing issues

**Future Directions**
- Extend program to all PICU patients with child life
- Further investigate impact on parental self-efficacy and engagement in the PICU

**CONCLUSIONS**

- Early literacy interventions can be incorporated into the inpatient workflow of children with critical CHD
- Early literacy interventions:
  - Encourage parents to read to sick infants in the PICU, not just at home
  - Make parents more aware of the neurodevelopmental needs of children with complex cardiac conditions
  - Are appreciated by parents
  - Provide avenues for typical infant – parent interaction

**RESULTS: THEMATIC ANALYSIS**

When asked to talk about their babies, all parents in both groups focused on their child's medical status and heart disease:
- "He’s almost 5 months old and he has hypoplastic left heart syndrome."
- "He is very medically complex between the heart, cleft palate and GI issues..."

When asked why they read to their child:
- BWB parents cited neurodevelopmental focus
- Control parents cited other reasons

- "General baby wellness, they want babies to do what other babies are doing, like it"
- "You cannot move her after a major surgery with the tubes, so reading could help a little bit in a way when she is hearing. Or the parent can find something to do."

"...he is very medically complex between the heart, cleft palate and GI issues..."

No control parents mentioned development

**LIMITATIONS**

- Small numbers
- Differences in control vs. interventional group
- Less than 100% enrollment
- CQD restrictions
- Staffing issues