eccdc
early childhood community development centre
Understanding the Early Years

The Science of Early Child Development Workshop - Handout

Glory Ressler, Coordinator
Marion Trent-Kratz, Researcher

Agenda

- Introductions, Agenda, Learning Outcomes
- Overview of Knowledge on Early Brain Development
- Local Information and Discussion
- Overview for Accessing and Using *The Science of Early Child Development*
- Closing and Evaluation

Learning Outcomes

1. Increase understanding of early brain development and the influence that caregivers/service providers have in healthy brain development and functioning.
2. Understanding of local information and how it impacts your services/programs.
3. Learn how to access and use The Science of Early Child Development.

Early Brain Development

- Stimulating experiences in the early years influences healthy brain development and functioning.
- Early brain development is impacted by:
  - Quality of nurturing and stimulation – healthy development
  - Stress (cortisol) - unhealthy brain development

The Role Caregivers/Service Providers Play

- Knowledge of brain development leads to:
  - knowing how to create learning environments that support healthy brain development;
  - knowing how to prepare children for entering school;
  - knowing when a child's development differs;
  - awareness of children's limitations;
  - avoiding the negative effects of stress and frustration when children are unable to do a learning activity; and
  - helping support parents to develop awareness and basic skills for supporting their children's healthy brain development and functioning

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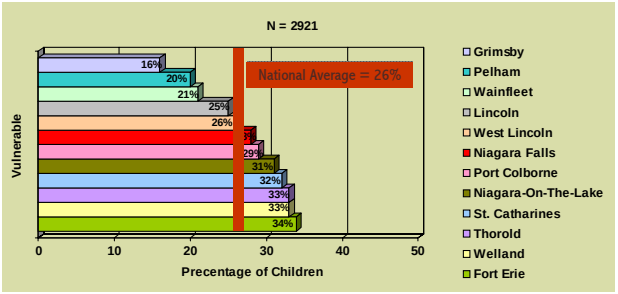
Local Information

- Unhealthy early development is related to:
  - environments with multiple risk factors (e.g. low-income, instability, etc.);
  - living in extremely unhealthy environments; and
  - Receiving little or no external stimulation (McCain & Mustard, 1999).
- Early brain development is impacted by:
  - children in neighbourhoods with multiple risk factors scored below the national averages on school readiness domains;
  - more children were considered vulnerable in areas with poor economic and social conditions;
  - these children are likely to have trouble adjusting to school, may be academically unsuccessful, and have later challenges with employment (UEY & OEYNR, 2005).

Niagara Region's Municipalities 2006: % of Vulnerable Children



Discussion

1. Do the overall local findings coincide with your experience?
2. Do you have any additional information or insights on early brain development?
3. How will you use this information to inform and improve your services/programs?

The Science of Early Child Development

Thank you!

Kindly complete an evaluation.
With appreciation, Glory & Marion.

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