



#### The Science of Early Child Development Workshop - Handout

Glory Ressler, Coordinator Marion Trent-Kratz, Researcher

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- 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

- 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 <u>The Science of Early Child Development</u>.

#### ● ● 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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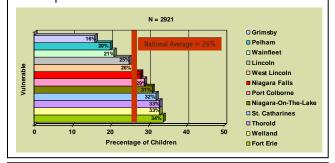
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#### **Local Information**

- 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



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#### 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

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#### Thank you!

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











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