

 Early Brain and Child Development
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A Program of the American Academy of Pediatrics

Understanding Early Brain and Child Development and Reducing Toxic Stress

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Pediatric Advisor
PA Chapter American Academy of Pediatrics
ECELS/Healthy Child Care PA
www.ecels-healthychildcarepa.org

Pennsylvania Chapter Child Care Contact
National Executive AAP Member of the Council on Early Childhood

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Time for A Polling Question:

What is your role?

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Objectives:

- Discuss the basic research of Early Brain and Child Development (EBCD) and the negative impact of toxic stress and adverse childhood experiences
- Understand the life time effects of toxic stress and adverse childhood experiences on education, health and productivity

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Objectives:

- Promote positive parenting, high quality child care environments and identify other supports which can buffer toxic stress
- Access Pennsylvania specific early childhood supports which exist in the Office of Child Development and Early Learning (OCDEL) to promote optimal EBCD.

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The Foundation of a Successful Society is Built in Early Childhood

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First Five Years Fund YouTube Video

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First Five Years Fund YouTube video

<http://www.youtube.com/watch?v=Eis-CLs6ds8>

For your use as “champions” of the real difference quality early childhood environments provide!

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Brain Architecture Supports Lifelong Learning, Behavior, and Health

- Brains are built over time, starting in the earliest years of life. Simple skills come first; more complex skills build on top of them.
- Genes provide the basic blueprint, but experiences (both before birth and after) influence how or whether genes are expressed. The study of this collaboration of genes and environment is called epigenetics.

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Brain Architecture

- Both emotional well-being and social competence are necessary to attain cognitive abilities; together all 3 are the bricks and mortar of childhood development.
- A strong foundation in the early years improves the odds for positive outcomes and a weak foundation increases the odds of later difficulties.

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“Executive Function” Skills

Skills which are necessary to learn optimally over time include:

- working memory
- Self-control
- task flexibility
- problem solving
- planning

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“Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence”

Center on the Developing Child HARVARD UNIVERSITY

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Foundation for Executive Function Skills is Built in Early Childhood

- **Self-Control** – ability to filter thoughts and impulses to resist temptations and distractions
- **Working Memory** – ability to hold and manipulate information in our heads over short periods of time
- **Mental Flexibility** – adjusting to changing demands, priorities, or perspectives

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The Development of Executive Function

- Children are not born with these skills, they are born with the potential to develop them and they continue to develop through adulthood
- Executive function then, describes the skills needed to successfully navigate the day-to-day in our increasingly complex world.

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Critical Factors in Developing a Strong Foundation for Executive Function Skills

- **A safe and stable environment, including nutritious food**
- **Relationships** – consistent reliable adults who support and protect children and model and engage them in building executive function skills
- **Activities** - the opportunity to engage in activities that reduce stress, foster social connection, incorporate vigorous physical activity and increase the complexity of skills at the right speed for each child

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Adult/Child relationships involving “Serve & Return” Builds Brains and Skills

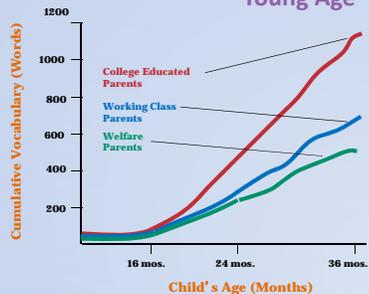
- Ongoing, reliable interaction with trusted adults is essential for the development of healthy brain circuits
- Systems available in PA. that support the quality of relationships in early care settings, communities, and homes that help build brain architecture



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Barriers to Educational Achievement Emerge at a Very Young Age



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Data Source: Hart & Risley (1995)
Slide Source: © 2011, Center on the Developing Child at Harvard University

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Early Childhood Stress Influences Developmental Outcomes

- Positive Stress Response**
 - Brief increases in heart rate, mild elevations in stress hormone levels; important to development in the context of stable and supportive relationships
- Tolerable Stress Response**
 - Serious and temporary, but impact buffered by supportive relationships and safe environments
- Toxic Stress Response**
 - Prolonged activation of stress response systems in the absence of protective relationships; disrupts brain architecture, increases the risk of stress-related physical and mental illness

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“Toxic Stress”

- Increases in cortisol/norepinephrine, which results in a chronic “fight or flight” response
- Changes in brain architecture (as well as other organs)
- Hyper-responsive stress response, decreased ability to remain calm and cope with repeated further stress

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“Toxic Stress”

- Chaos, violence and chronic adversity create “toxic stress”.
- “toxic stress” disrupts the brain circuits required for executive functioning and triggers impulsive, “act-now-think-later” behavior.

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Stable, Nurturing Relationships Buffer Toxic Stress

- Learning how to cope with moderate, short-lived stress can build a healthy stress response system
- Toxic stress (when the body’s stress response system is activated excessively) can weaken brain architecture
- Without caring adults to buffer children, and teach them coping skills, toxic stress can have long-term consequences for learning, behavior, and physical and mental health



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Prevalence of Adverse Childhood Experiences (ACE)

	Girls (n=9,367)	Boys (n=7,970)	Total (17,337)
Abuse			
– Emotional	13.1%	7.6%	10.6%
– Physical	27.0%	29.9%	28.3%
– Sexual	24.7%	16.0%	20.7%
Household Dysfunction			
– Mother Treated Violently	13.7%	11.5%	12.7%
– Household Substance Abuse	29.5%	23.8%	26.9%
– Household Mental Illness	23.3%	14.8%	19.4%
– Parental Separation or Divorce	24.5%	21.8%	23.3%
– Incarcerated Household Member	5.2%	4.1%	4.7%
Neglect *			
– Emotional	16.7%	12.4%	14.8%
– Physical	9.2%	10.7%	9.9%

*Wave 2 data only (n=8,667)
Source: Kaiser ACE Study, 1995-1997. Data from: www.cdc.gov/nccdphp/ace/demographics

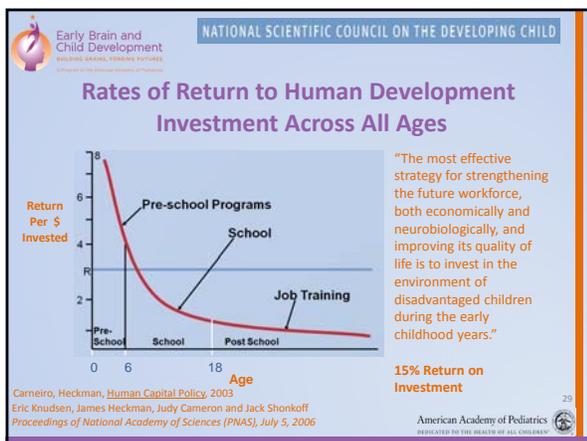
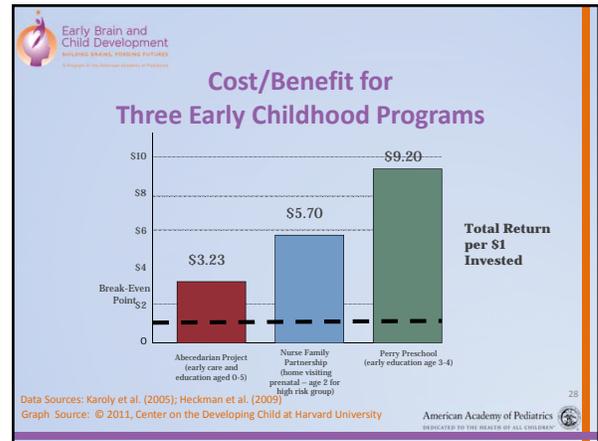
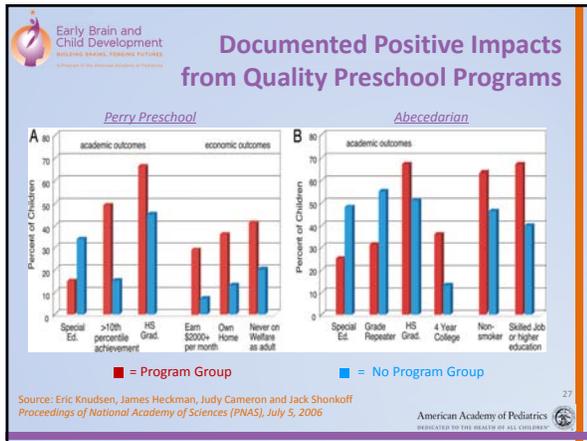
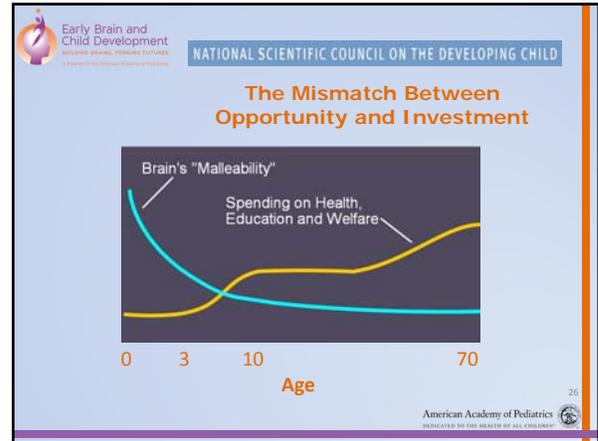
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Relationships are a VITAL SIGN!



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- Approaches that Build Healthy Brains and Combat Toxic Stress**
- Positive parenting education through Home visitation programs.
 - Incorporate formalized social-emotional learning into early learning experiences
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Approaches that Build Healthy Brains and Combat Toxic Stress

- 5 Rs-related to early literacy and relationship building; read, rhyme, routines, reward, and relationship-developed by the AAP Early Brain and Child Development Leadership work group

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Every Day Every Child: 5 Rs of Early Childhood

- ROUTINES – help children know what to expect of us - what is expected of them
- READING together – daily

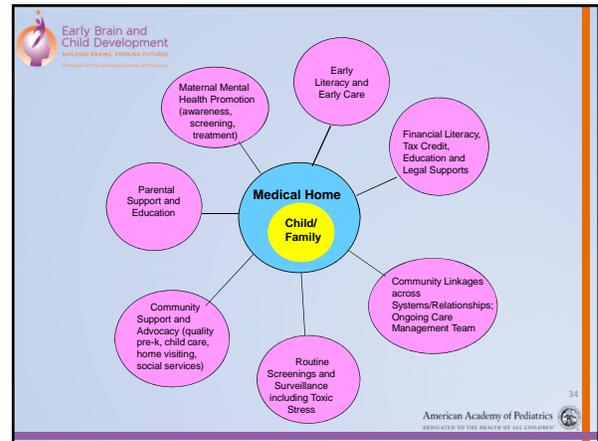
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5 R's continued

- RHYMING, playing and cuddling
- REWARDS for everyday successes – PRAISE is a powerful reward, one “time in”, for every “time out”
- RELATIONSHIPS, reciprocal and nurturing – foundation of healthy child

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Young Children and Their Families Need New Champions

“The time has come for fresh leadership in both the public and private sectors to address significant inequalities in opportunity, beginning in the earliest years of life, as both a moral responsibility and a critical investment in our nation’s social and economic future.”

Jack P. Shonkoff, M.D., Center on the Developing Child. Presentation 1/18/07.

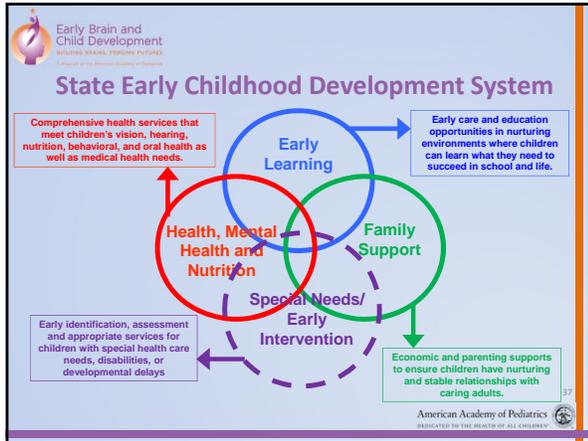
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Time for a Polling Question

Early Childhood Systems Supports

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Pennsylvania's Early Childhood Systems

Office of Child Development and Early Learning
OCDEL
(joint venture of the Department of Public Welfare and Department of Education)
www.papromiseforchildren.com

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OCDEL

4 Bureaus:

1. Certification Services
2. Child Care Subsidy
3. Early Learning Services
4. Early Intervention

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Bureau of Certification Services

Regulations cover the bare minimum requirements for health and safety of children in out of home group care

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Bureau of Child Care Subsidy

- Pennsylvania's program=Child Care Works
- Child Care Works Helpline: 1-877-4-PA-KIDS.

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Child Care Information Service(CCIS)

- Acts as the hub of early care and education information for all families, assisting and counseling parents on quality child care and early learning options that best meet their needs.
- Learn about Keystone STARS, PA Pre-K Counts, Early Intervention, Head Start/Early Head Start, Home Visiting programs.

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Child Care Information Services (CCIS)

- Request listing of child care programs in your area, based on wide variety of criteria to meet your family's needs.
- Request information on other family services such as: Women, Infants and Children (WIC); Supplemental Nutrition Assistance Program (SNAP), Children's Health Insurance Program (CHIP) and more.

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On-line subsidy and other services:

- COMPASS=Commonwealth of Pennsylvania's Access to Social Services (online application for many health and human service programs)
- <http://www.dpw.state.pa.us/applyforbenefits>

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Time for a Polling Question

Early Learning GPS
(Guiding Parents Smoothly)

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Bureau of Early Learning Services

- Infant, Toddler and Preschool Early Learning GPS (Guiding Parents Smoothly)
- Keystone STARS Quality Rating Improvement System
- Early Childhood Mental Health Consultant

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Bureau of Early Learning Services

- Child Care Health Consultation
- PA AAP ECELS
- Other Early Learning Programs and Home Visitation Programs

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Early Learning GPS

- Available @ www.papromiseforchildren.com
- Interactive Tool developed by OCDEL for parents/guardians

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Early Learning GPS

- 4 sections: Your Child’s Brain, Your Child’s Development, You and Your Child and When Your Child is not With You.
- Downloadable worksheets available:
 - fun activities to help your child grow
 - dealing with challenging behaviors

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Keystone STARS



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Keystone STARS

- A 12 year old voluntary quality improvement program in which early learning programs teachers are encouraged and supported to improve child outcomes
- Pennsylvania geographically divided into 5 regions for support=Regional Keys

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Keystone STARS

For state map of regions, go to www.pakeys.org

Click on “site map” (top red box)
Then click on “Regional Keys”

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Keystone STARS

- Northeast
- Northwest
- South Central
- Southeast
- Southwest

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Keystone STARS

www.papromiseforchildren.com

Select “Choosing a Program” from top bar
Click on “Keystone STARS”
Search for a Keystone STARS program by county or zipcode

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Early Childhood Mental Health Consultation

- Originally established to reduce the number of children expelled from early care and education settings due to challenging behavioral issues

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Early Childhood Mental Health Consultation

- Available to STARS programs through each Regional Key
- Requires parental permission
- Free of charge to the early learning program

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Early Childhood Mental Health Consultants

On-site (at child care) support including:

- Observation
- Social/emotional and/or developmental screening if needed
- Individualized Action Plan

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Early Childhood Mental Health Consultation

On site supports continued:

- Referral to additional community supports
- Facility wide professional development

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Early Childhood Mental Health Consultation

- Further information available at: www.pakeys.org
- Click on “Early Childhood Programs”
- Scroll down on side bar to “EC Mental Health”

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Child Care Health Consultation

Child Care Health Consultants (CCHCs)
Health Professionals who provide training, support and monitoring in child care sites of infectious disease reduction, injury prevention, safe sleep, nutrition, oral health, physical activity, emergency preparation, medication administration and the care of children with special health care needs

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Child Care Health Consultation

- Limited availability through the Regional Keys for Keystone STARS programs
- PA AAP ECCLS maintains a registry of independent CCHCs and provides training and support for those providing CCHC

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ECCLS/Healthy Child Care PA

- Consultation (with experienced staff concerning all aspects of health and safety in child care) for any non-parental caregiver and health professionals
1-800-24-ECCLS
www.eccls-healthychildcarepa.org

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ECCLS/Healthy Child Care PA

- Training (with self learning modules (SLM) for Child Care Providers)-newest modules are on-line and interactive- 22 topics

Examples: Asthma, Food Allergies, Children with Special Health Care Needs, Managing Challenging Behavior in Young Children

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Developmental Screening and Early Intervention

- Upon entry into STARS 2, 3 and 4 programs and many departments of the Office of Children, Youth and Families-perform Ages and Stages Questionnaire (ASQ).
- Results of these screenings may be brought to the pediatrician or other primary care provider by parents for further evaluation

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Developmental Screening and Early Intervention

- CONNECT Helpline: 1-800-692-7462
- makes a direct link to county Early Intervention program or local preschool Early Intervention program (school district) for further evaluation

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EI: Early Intervention Program for Infants and Toddlers (IDEA Part C)

- A system of services that **helps babies and toddlers with developmental delays or disabilities**
- Serve eligible children from birth through age 3

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EI: Early Intervention Program for Infants and Toddlers (IDEA Part C)

Eligible children have an **Individualized Family Service Plan (IFSP) developed by a team of professionals with the family**

- Services vary based on individual child's needs; may include: assistive technology, audiology or hearing services, medical services, nutrition services, PT, speech therapy, psychological services, and/or counseling and training for the family

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Next Steps for You!

(How do you buffer "toxic stress"?)

- Discuss family supports with young children's parents-reducing stress for parents benefits the entire family!
- Provide parents with the PA Promise for Children website information and use it yourself for education and information about local family supports.

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Next Steps for You!

- Discuss quality child care options with parents-the quality of care children receive each day is vitally important!
- When necessary, refer children for further evaluation to Early Intervention Services for developmental support.

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Next Steps for You!

- Support and advocate politically for quality early childhood services in Pennsylvania and nationally to build healthy brains and combat toxic stress!

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Q & A Comments?

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Wrap Up

- For University of Pittsburgh CME or PA Key credit, fax your completed evaluation form to ECELS at 484-446-3255 by **10/1/2015**. (Form is at www.ecels-healthychildcarepa.org in Professional Development tab, select Webinars)
- For PA Key Credit, after submitting your evaluation, ECELS sends an email with instructions about steps to complete in PD Registry
- Email any unanswered questions or comments you'd like to share with ECELS or the presenters to: ecels@paaap.org

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