

Protecting the Building Blocks of Early Learning: An Urgent Priority

Learning Loss Recovery Challenge

May 26, 2020





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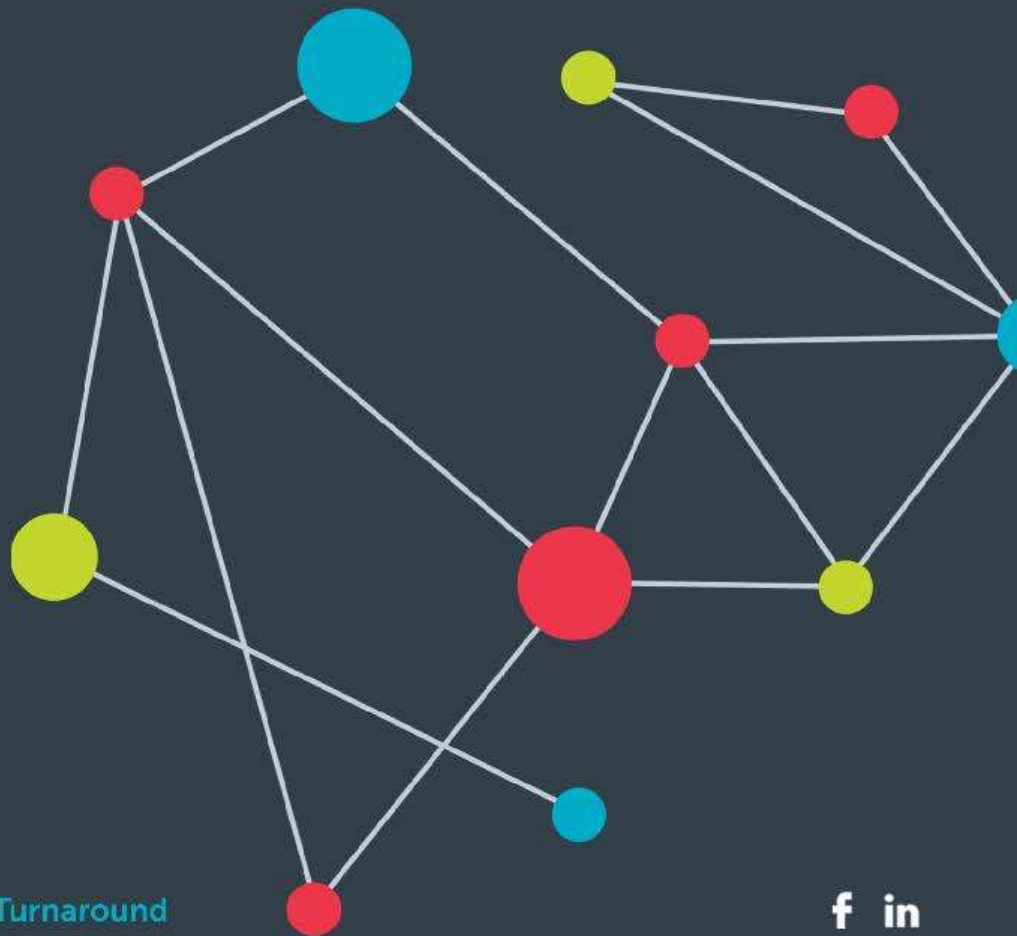
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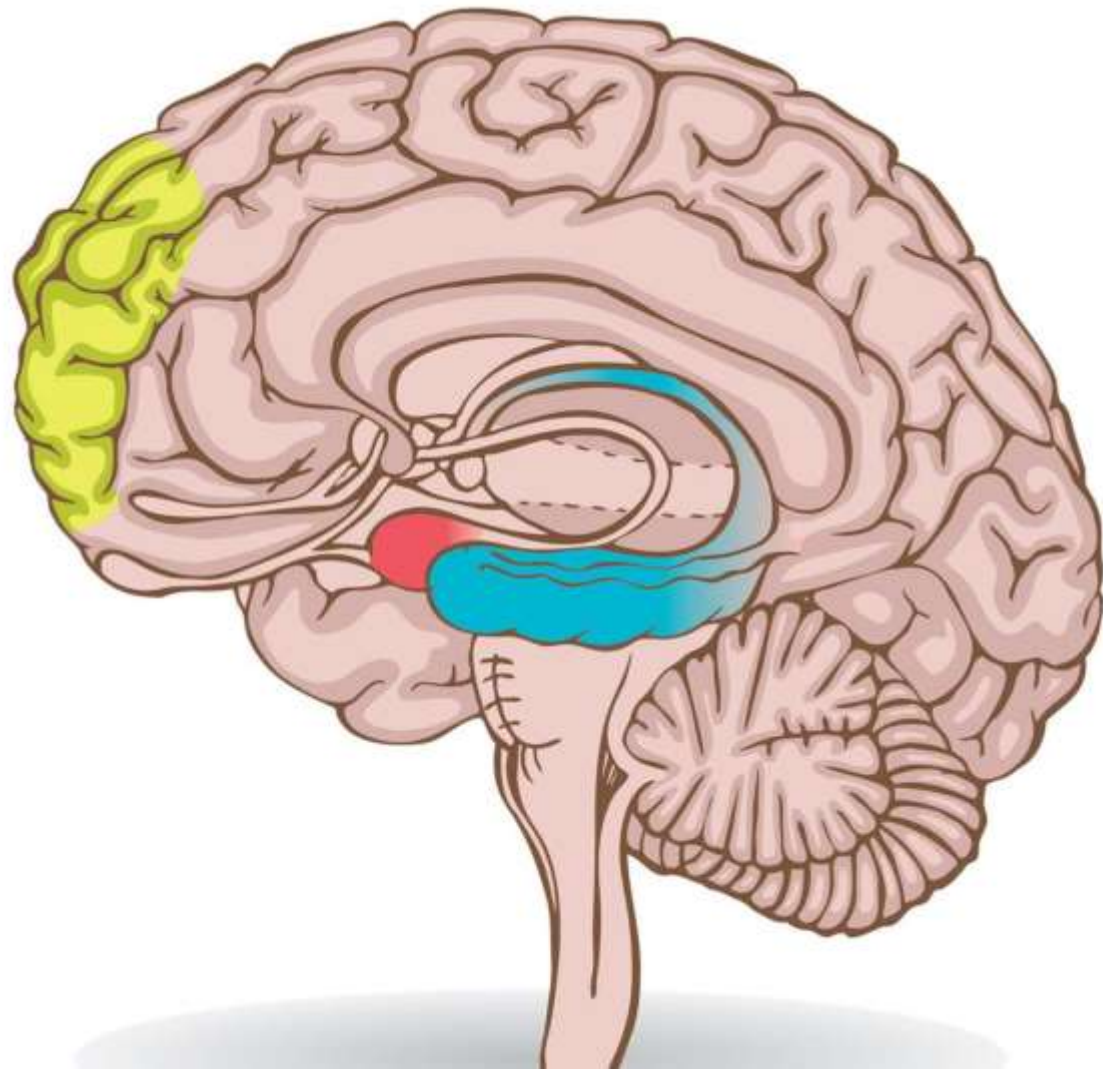


[@DrPamelaCantor](https://twitter.com/DrPamelaCantor)

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STRESS AND THE BRAIN

PREFRONTAL CORTEX

- Attention
- Concentration
- Focus

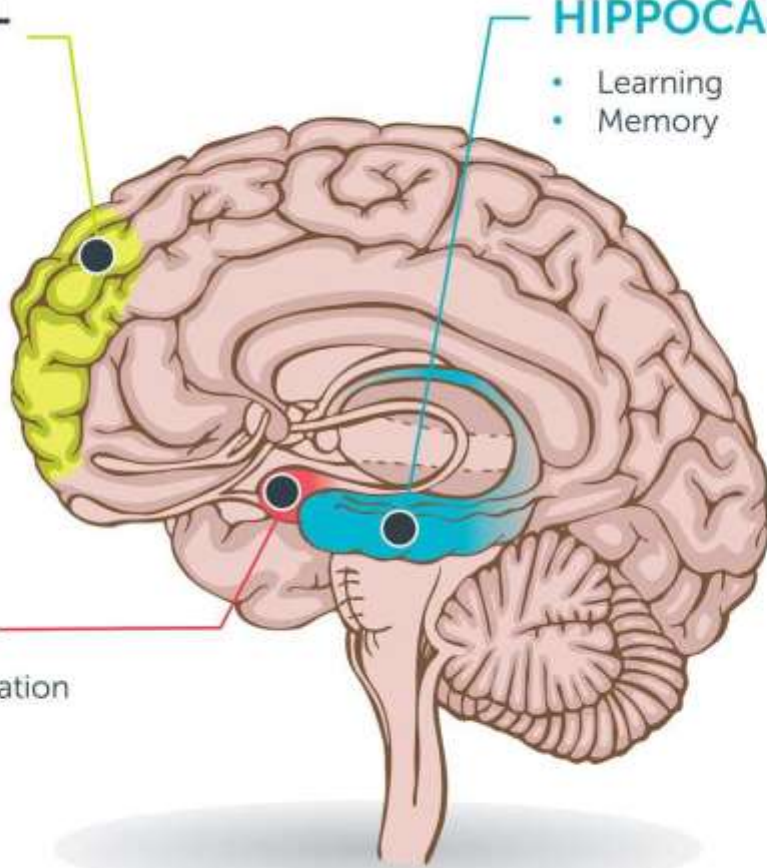
HIPPOCAMPUS

- Learning
- Memory

LIMBIC SYSTEM

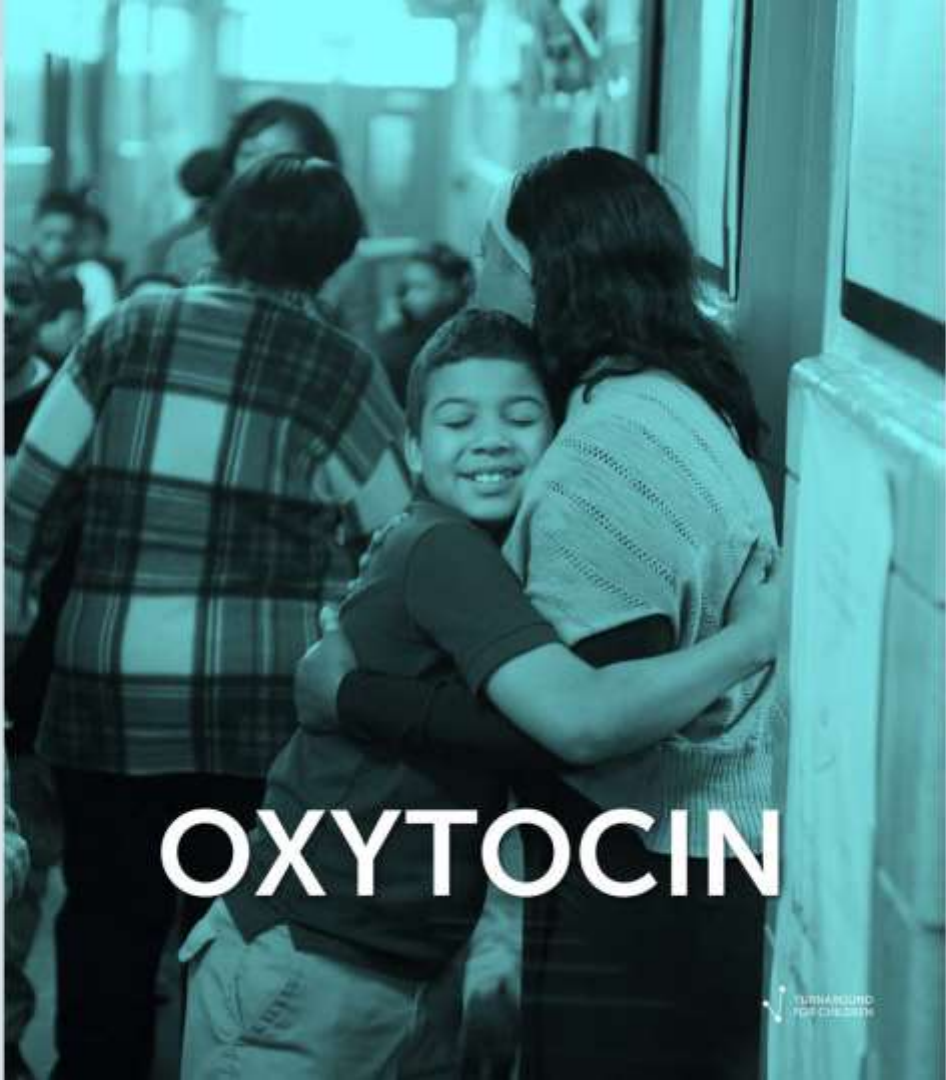
AMYGDALA

- Emotional Regulation
- Reactivity



A young boy with glasses is shown in a classroom setting, covering his eyes with his hands. The image has a red tint. The word "CORTISOL" is overlaid in white text at the bottom center.

CORTISOL



OXYTOCIN



OXYTOCIN



CORTISOL



3 THINGS TO REMEMBER ABOUT BRAIN DEVELOPMENT

Malleability

**Experience-
Dependent
Growth**

Context

THE MARSHMALLOW TEST





Science of
Learning &
Development
Alliance

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EducationCounsel
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Populace



TURNAROUND
FOR CHILDREN

Elevating science.
Advancing equity.
Transforming
education.





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Populace



APPLIED DEVELOPMENTAL SCIENCE

2018

**MALLEABILITY, PLASTICITY, AND INDIVIDUALITY:
HOW CHILDREN LEARN AND DEVELOP IN CONTEXT**

**DRIVERS OF HUMAN DEVELOPMENT:
HOW RELATIONSHIPS AND CONTEXT SHAPE
LEARNING AND DEVELOPMENT**

2019

**IMPLICATIONS FOR EDUCATIONAL PRACTICE OF
THE SCIENCE OF LEARNING AND DEVELOPMENT**



turnaroundusa.org/soldpapers

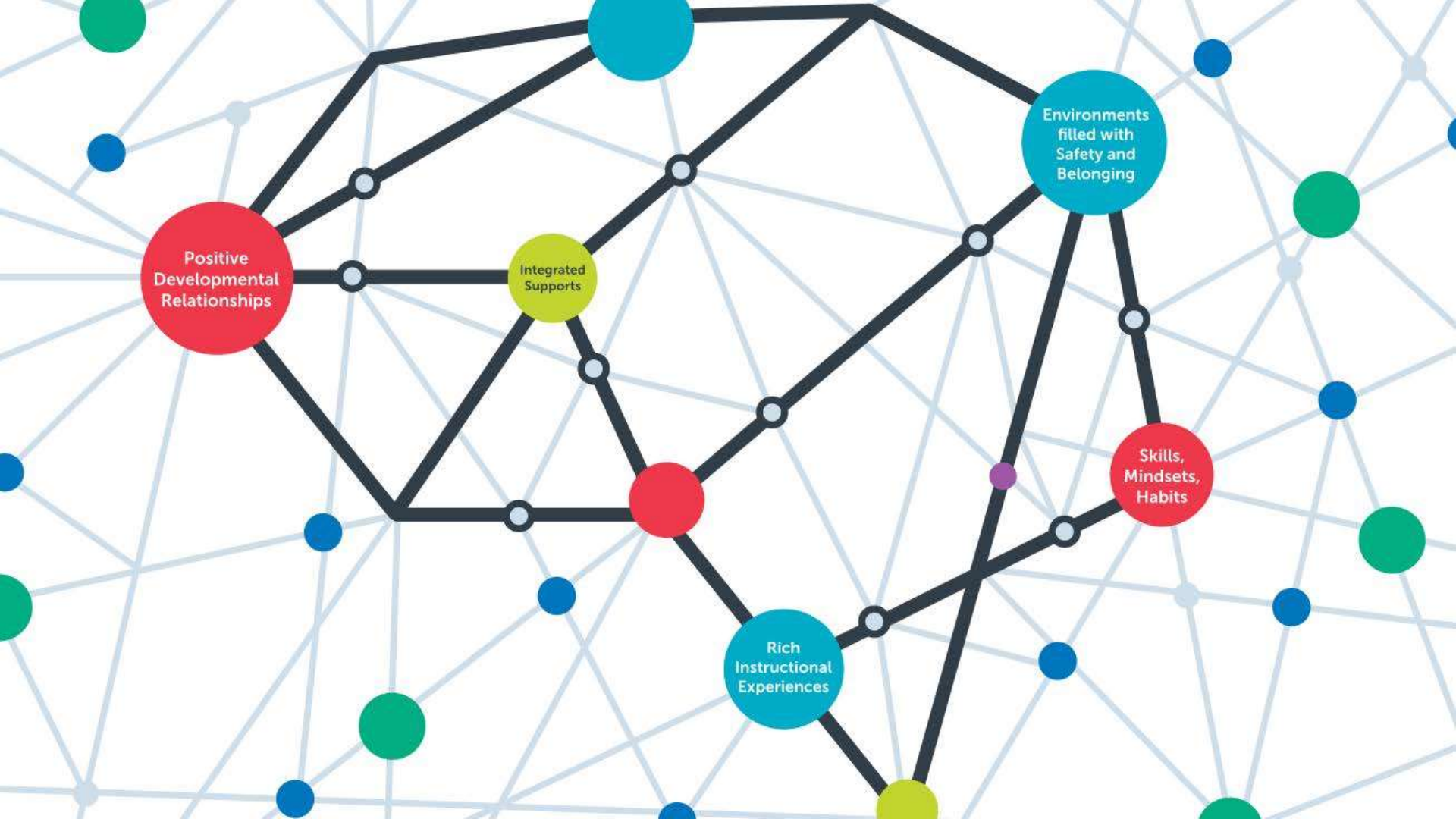
The purpose
of education
should be to
**develop the
whole child**
and the learner
inside that child.



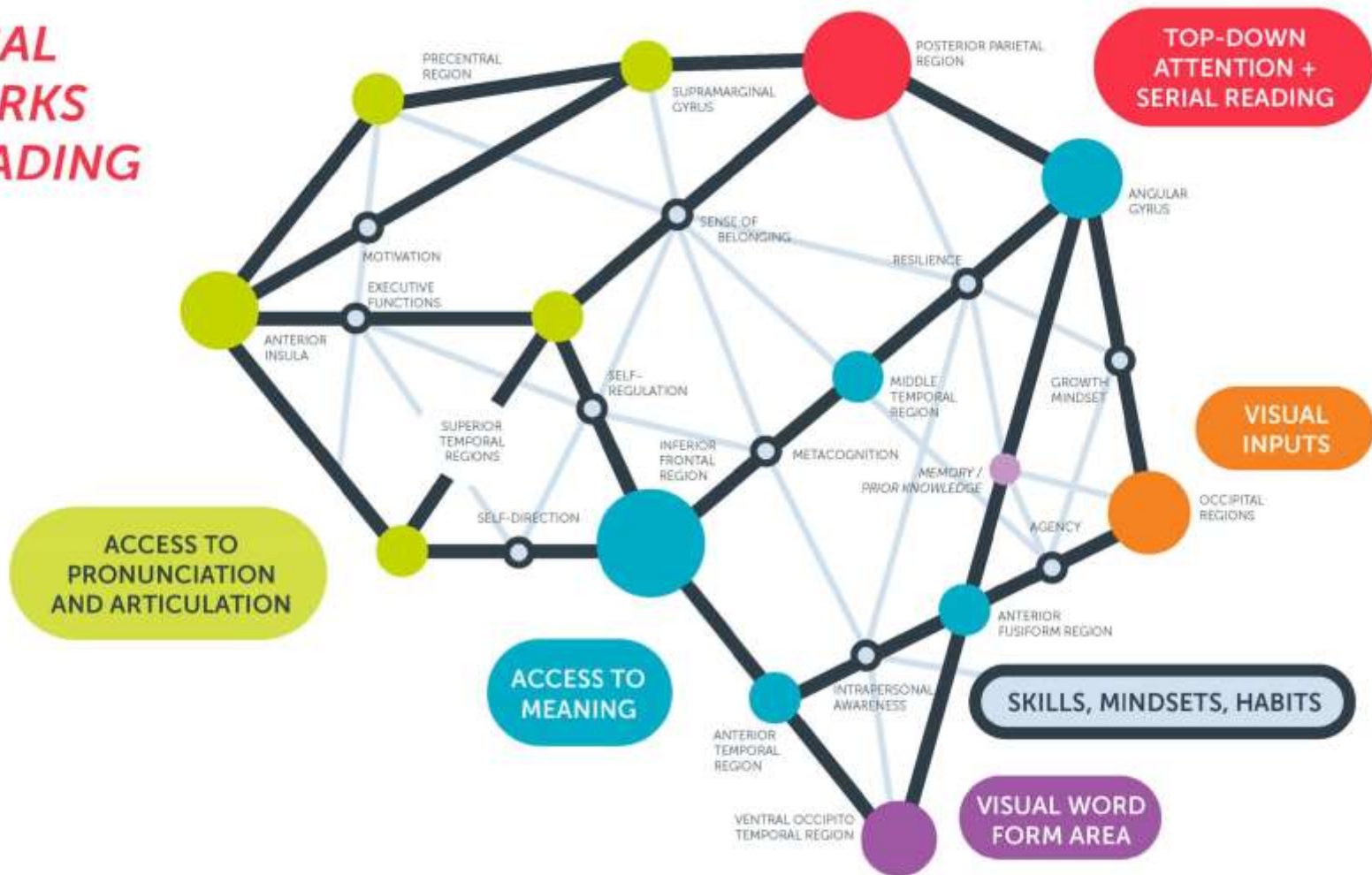
FIVE NON-NEGOTIABLES FOR WHOLE-CHILD DESIGN

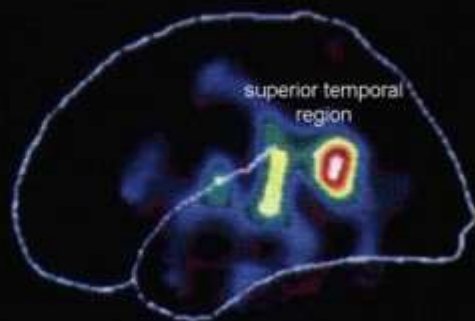


Derived from SoLD Practice Principles:
Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2019).
Implications for educational practice of the
science of learning and development.
Applied Developmental Science, 2.

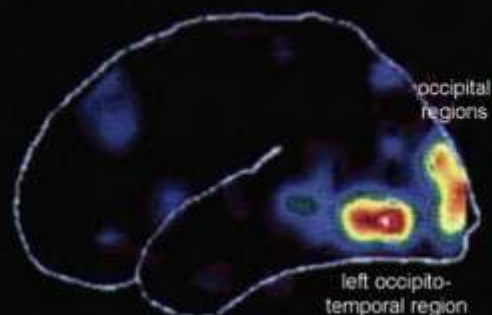


CORTICAL NETWORKS FOR READING





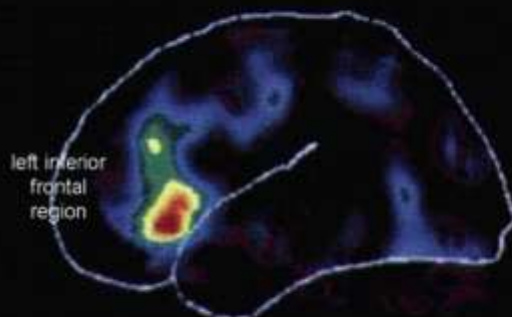
Listening to words



Reading words



Producing words



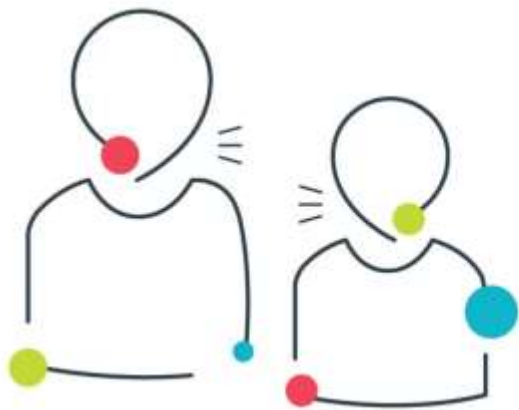
Associating words





The path to
learning
is a **calm**
brain.

R ELATIONSHIPS



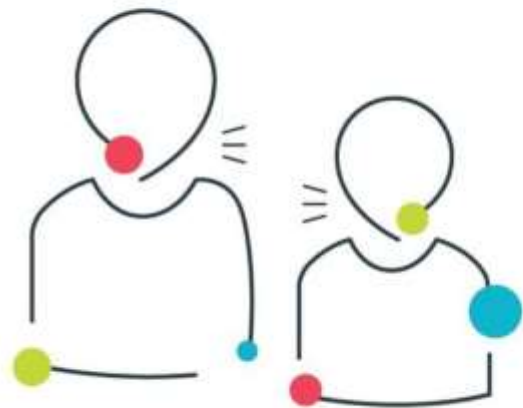
R OUTINES



R ESILIENCE



RELATIONSHIPS



- Advisories
- Family activities and meetings
- Reading time
- Opportunities for older children to mentor
- Facetime and Zoom calls
- Exercising together
- Helping others in need

ROUTINES



- Regular daily schedules
- Visible routines planners
- Students co-create plans and norms
- Prioritize physical, emotional & identity safety
- Set achievable goals for learning
- Plan things to look forward to

RESILIENCE



- Accessible tools for teachers & caregivers to reduce stress & build resilience
- Model healthy lifestyle habits
- Limit media
- Meditative practice
- Tell positive stories

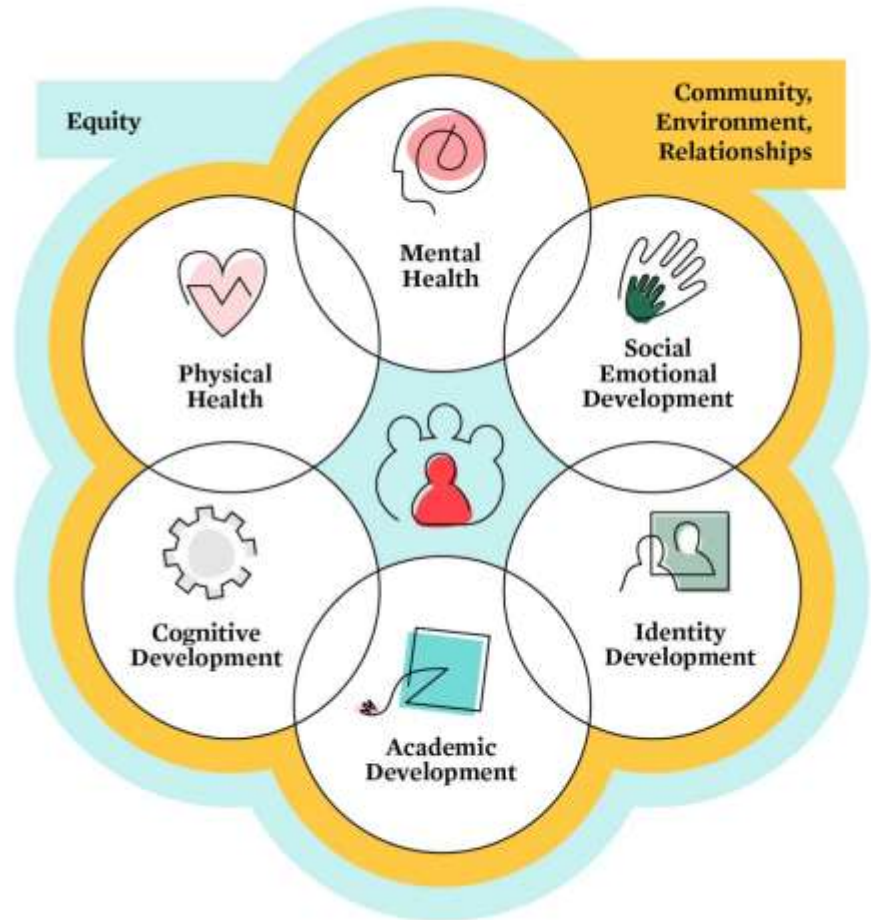
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Password: potential



CHAN
ZUCKERBERG
INITIATIVE

Educating the Whole Child

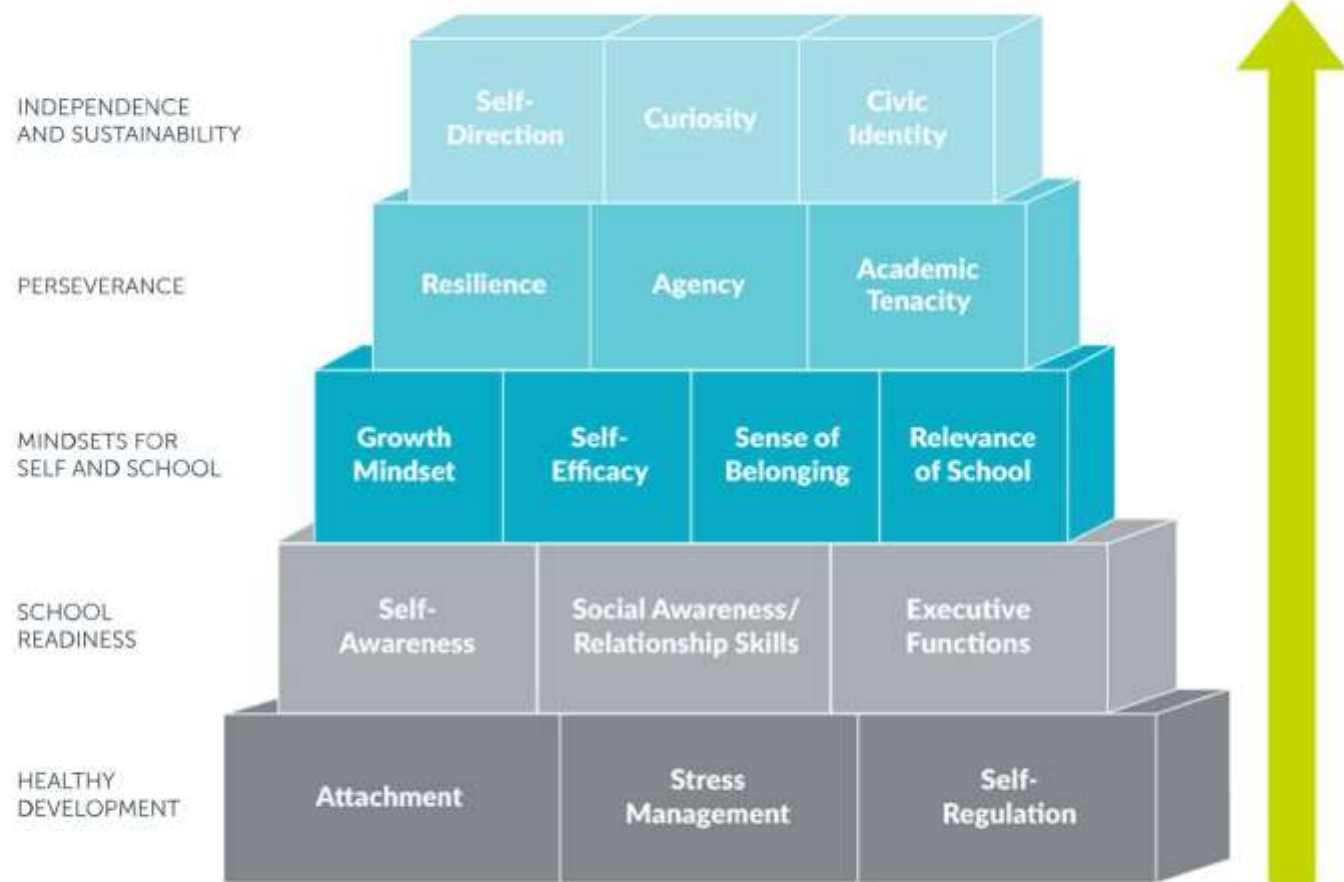




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FOR CHILDREN

BUILDING BLOCKS FOR LEARNING

A Framework for
Comprehensive
Student
Development





Context
shapes the
expression of
our genetic
potential.



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**RAPID ASSESSMENT
OF PANDEMIC IMPACT
ON DEVELOPMENT
EARLY CHILDHOOD
HOUSEHOLD SURVEY**



RAPID - Early Childhood

Rapid Assessment of Pandemic Impact on Development (RAPID) - Early Childhood

Philip A. Fisher, PhD

Director, Univ of Oregon Center for Translational Neuroscience

Philip H. Knight Chair and Professor of Psychology



RAPID-EC Funders



PRITZKER

Children's Initiative



RAPID-EC PROJECT

RAPID ASSESSMENT
OF PANDEMIC IMPACT
ON DEVELOPMENT
EARLY CHILDHOOD
HOUSEHOLD SURVEY

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- Goal is to listen to voices of parents and other caregivers in households with young children, in order to inform policy
- Weekly survey of over 1000 households with at least one child age 5 and under
- Nationally representative in terms of geography, income, race
- 10 minute paid Qualtrics questionnaire completed via computer or smartphone
- Recruitment sources include Parents Together, KINEDU, Facebook, Mturk
- Results posted on Medium.com (<https://medium.com/rapid-ec-project>)
- Also publishing policy briefs beginning May 2020

OVERALL CHANGES IN WELL-BEING FOR HOUSEHOLDS WITH YOUNG CHILDREN

RAPID ASSESSMENT
OF PANDEMIC IMPACT
ON DEVELOPMENT
EARLY CHILDHOOD
HOUSEHOLD SURVEY

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R



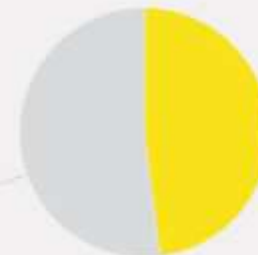
CAREGIVER
MENTAL
HEALTH



68%
of caregivers report
an increase in stress



HOUSEHOLD
ECONOMIC
SECURITY



48%
of caregivers report
a decrease in family
income

R



BASIC
HOUSEHOLD
NEEDS



22%
of caregivers report
difficulty paying
for basic necessities



FAMILY
PHYSICAL
HEALTH

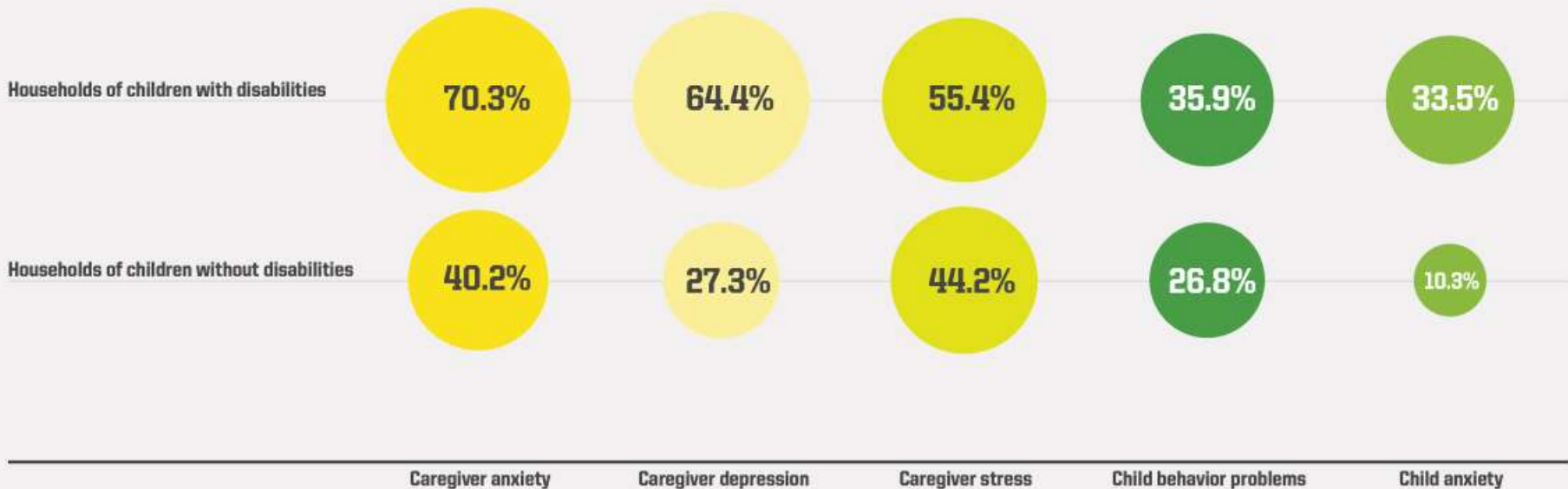


34%
of caregivers report
delaying seeking
healthcare

R

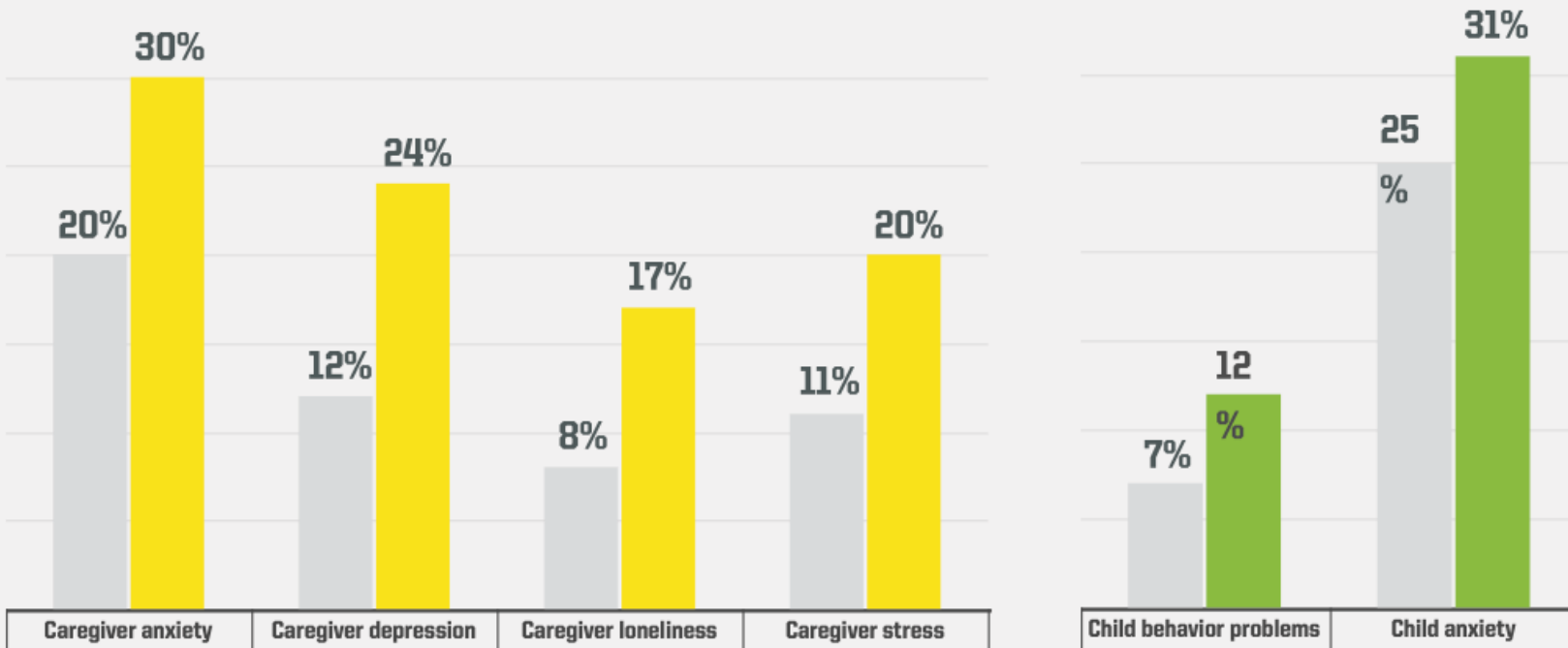
HOUSEHOLDS IN WHICH A YOUNG CHILD HAS A DISABILITY

CAREGIVER AND CHILD MENTAL HEALTH



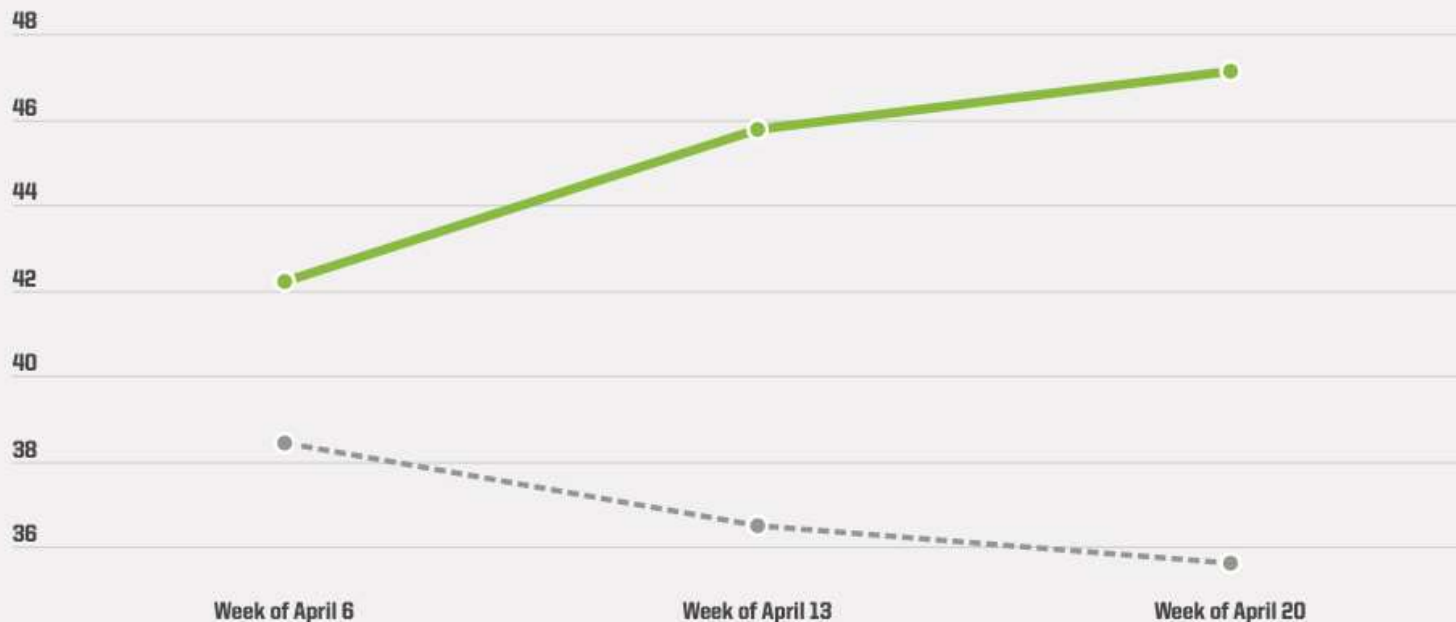
LOW INCOME HOUSEHOLDS

LOW INCOME HOUSEHOLDS REPORT HIGHER MENTAL HEALTH DIFFICULTIES



LOW INCOME HOUSEHOLDS

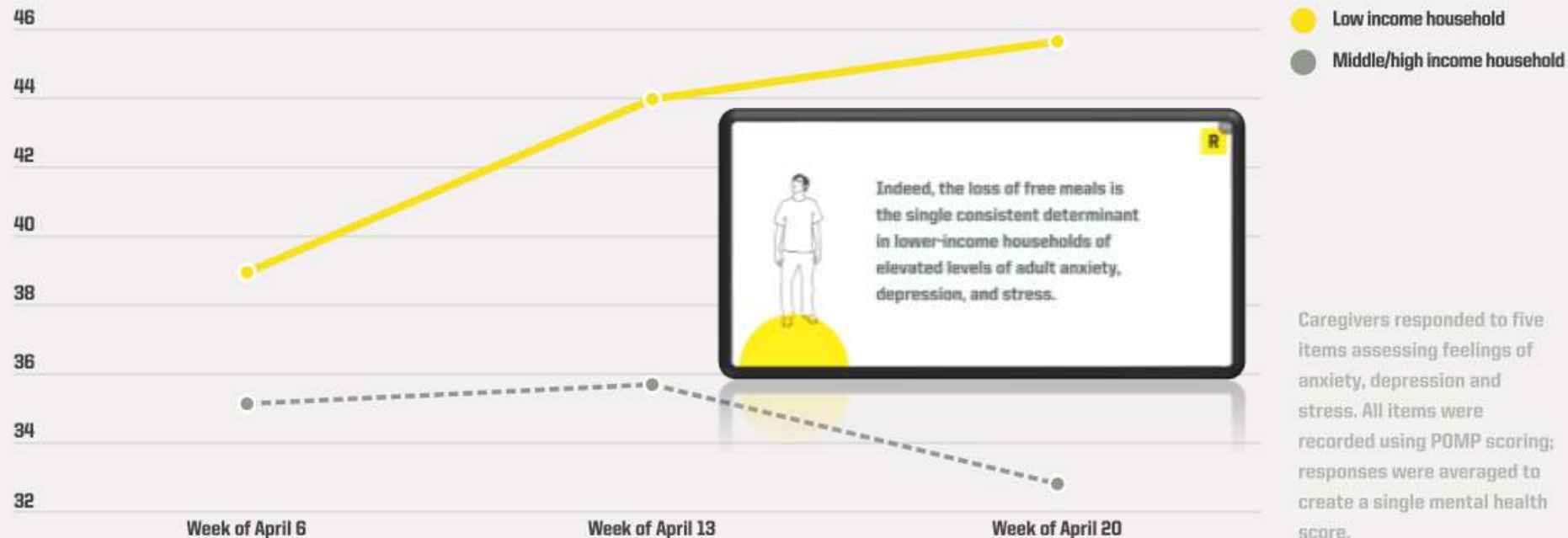
LOW INCOME HOUSEHOLDS REPORT HIGHER MENTAL HEALTH DIFFICULTIES IN CHILDREN



Caregivers responded to a single item measuring child behavior problems, and a single item measuring child anxiety. This figure shows the average response to each item for each group, each week of the study.

LOW INCOME HOUSEHOLDS

LOW INCOME CAREGIVERS REPORT HIGHER MENTAL HEALTH DIFFICULTIES



WELL-CHILD VISITS ARE IMPORTANT FOR:

- Tracking growth and development
- Disease prevention
- Early identification and intervention for developmental disabilities and disorders
- Screening for child mental health, maternal post-partum depression, and caregiver-child relational health



PEDIATRIC WELL-CHILD VISITS

75%

**OF CAREGIVERS FEAR
CONTRACTING COVID-19
DURING WELL-CHILD VISITS**

27% report missing at least one well-child visit



R

27%

**OF CAREGIVERS REPORT
MISSING AT LEAST
ONE WELL-CHILD VISIT**

The single biggest reason for missing visits was concerns about being exposed to COVID-19 was endorsed by close to 75% of caregivers.



R

RAPID ASSESSMENT
OF PANDEMIC IMPACT
ON DEVELOPMENT
EARLY CHILDHOOD
HOUSEHOLD SURVEY



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RAPID-EC

Questions? Interested?

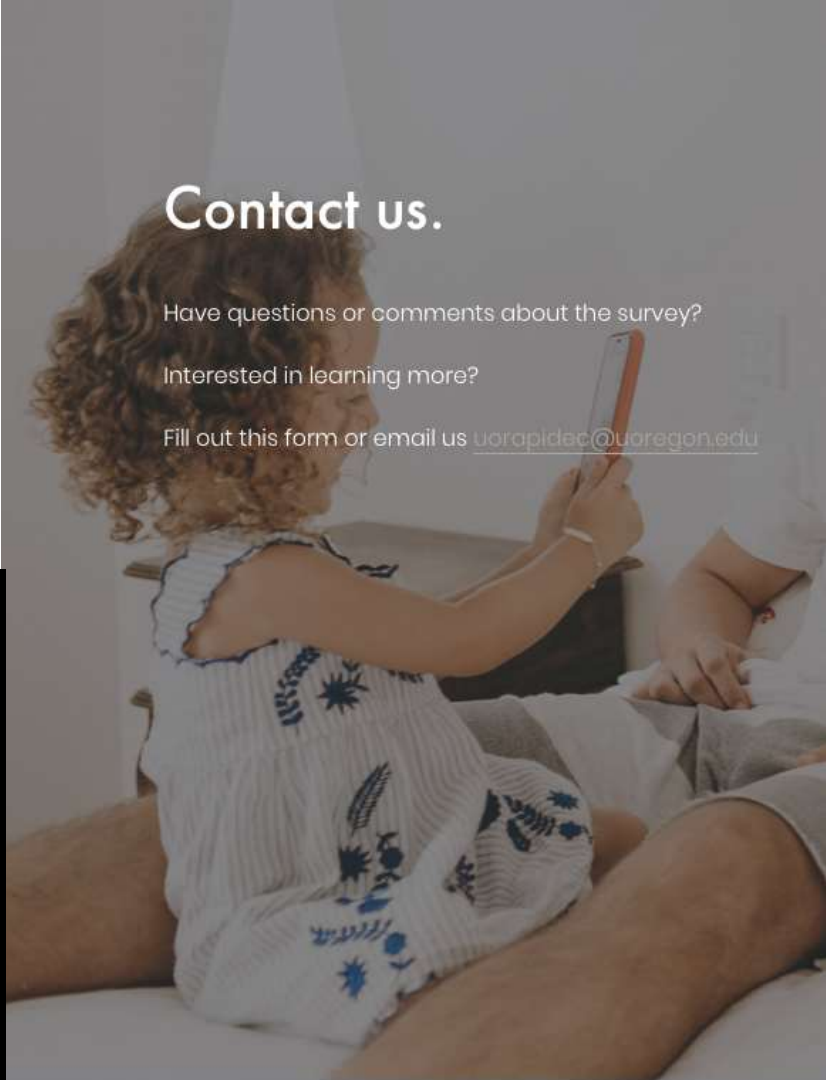
Contact us or email uorapidec@uoregon.edu

Contact us.

Have questions or comments about the survey?

Interested in learning more?

Fill out this form or email us uorapidec@uoregon.edu





Reflections on “Building Back Better”

Elena Rivera, MPH
Senior Health Policy and Program Advisor
Children's Institute

Themes



Families &
Relationships



Disparities



Urgency to
Act Now



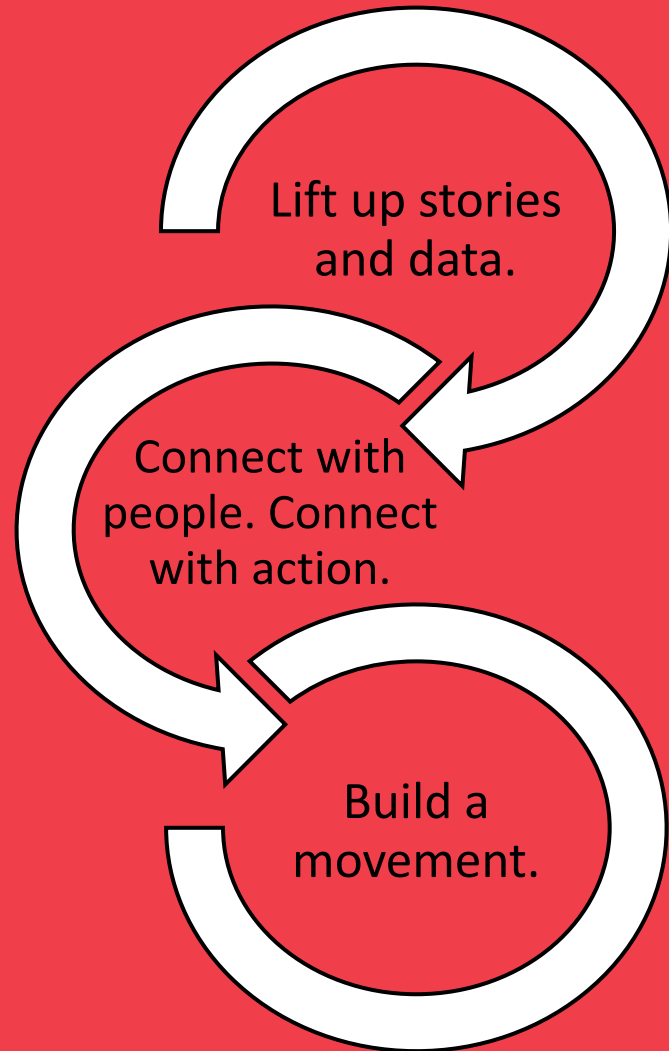
Greatest Challenge

Children are especially vulnerable to trauma.

Long-term impacts of the pandemic on children may be ignored or underestimated.

Opportunity

“Build back better” by holding families at the center, focusing on equity, and acting now.



Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars

PARTNERS WEBINAR

Underconnected yet Eager to Learn: Confronting Digital Inequities

Tuesday, May 26, 3 p.m. ET/12 p.m. PT

PARTNERS WEBINAR

The Science of Learning Loss and Opportunities for Recovery

Tuesday, June 2, 3 p.m. ET/12 p.m. PT

PARTNERS WEBINAR

Supporting Parents at Home --- An Essential Step to Mitigating Learning Loss

Tuesday, June 9, 3 p.m. ET/12 p.m. PT

