

Pre-Empting Student Mental Health Challenges Through Early Childhood Education

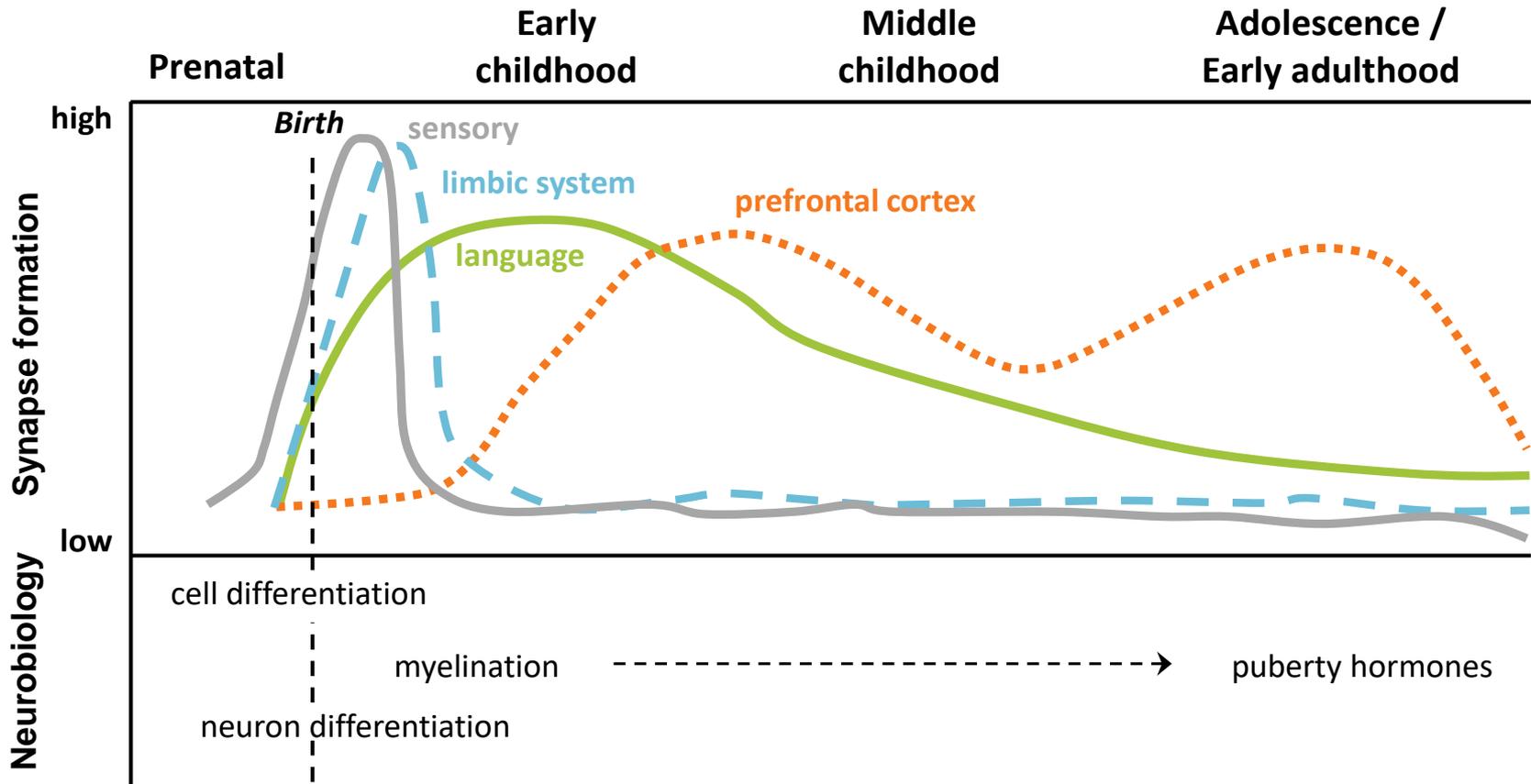
**The 50th Banff International Conference on Behavioural Science
March 18 – March 21, 2018**

Jane Bertrand, MWMFF & Atkinson Centre, OISE
Maureen Dockendorf, BC Ministry of Education and WE Charity

What we know ...

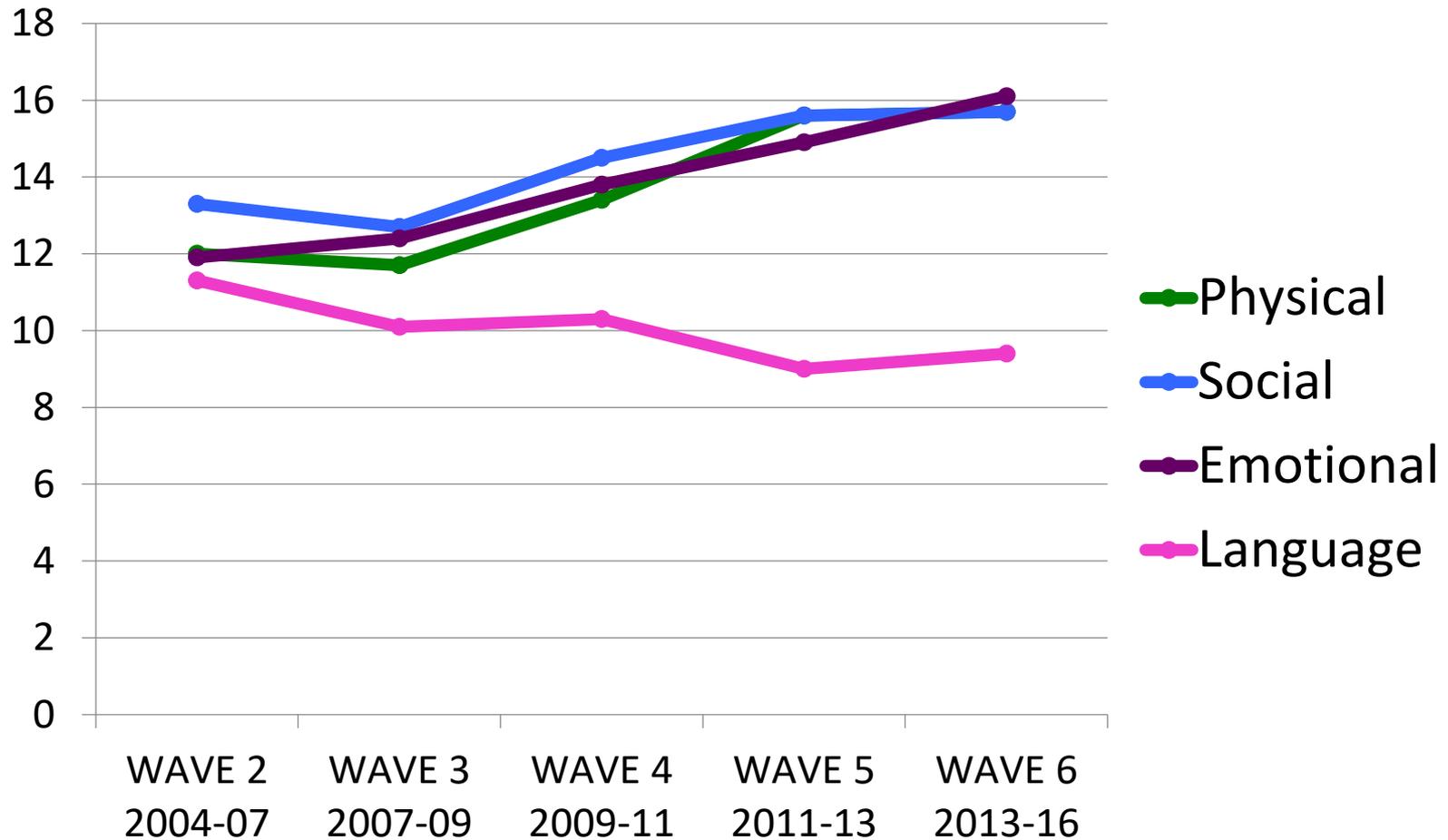
- The preschool years are an active period of neural development and an increased time of risk and opportunity.
- Social-emotional well-being at transition to school reaches forward to adolescence and adulthood
- Investing in preschool children's social and emotional development reduces the burden of mental health challenges and placement in special education

Neural pathways under construction



British Columbia Early Development Instrument – EDI

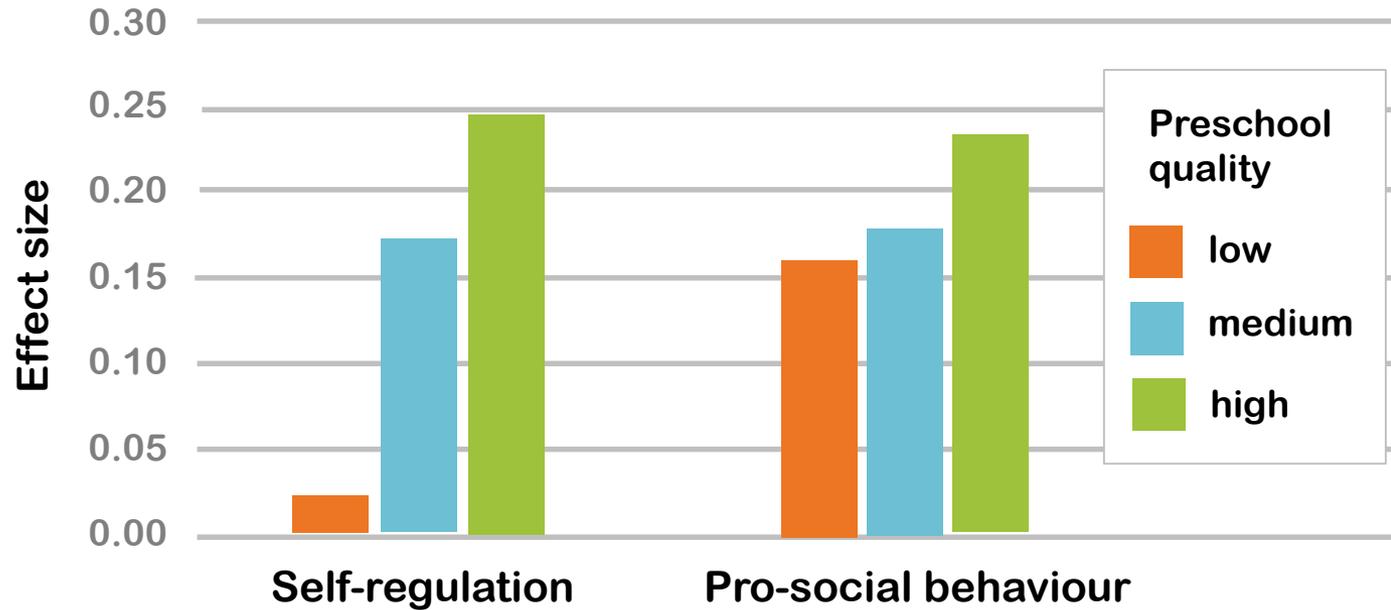
% of children vulnerable



Early Childhood Education...

...opportunities for children to be together on a regular basis with other children guided by early childhood educators and an intentional pedagogy ...

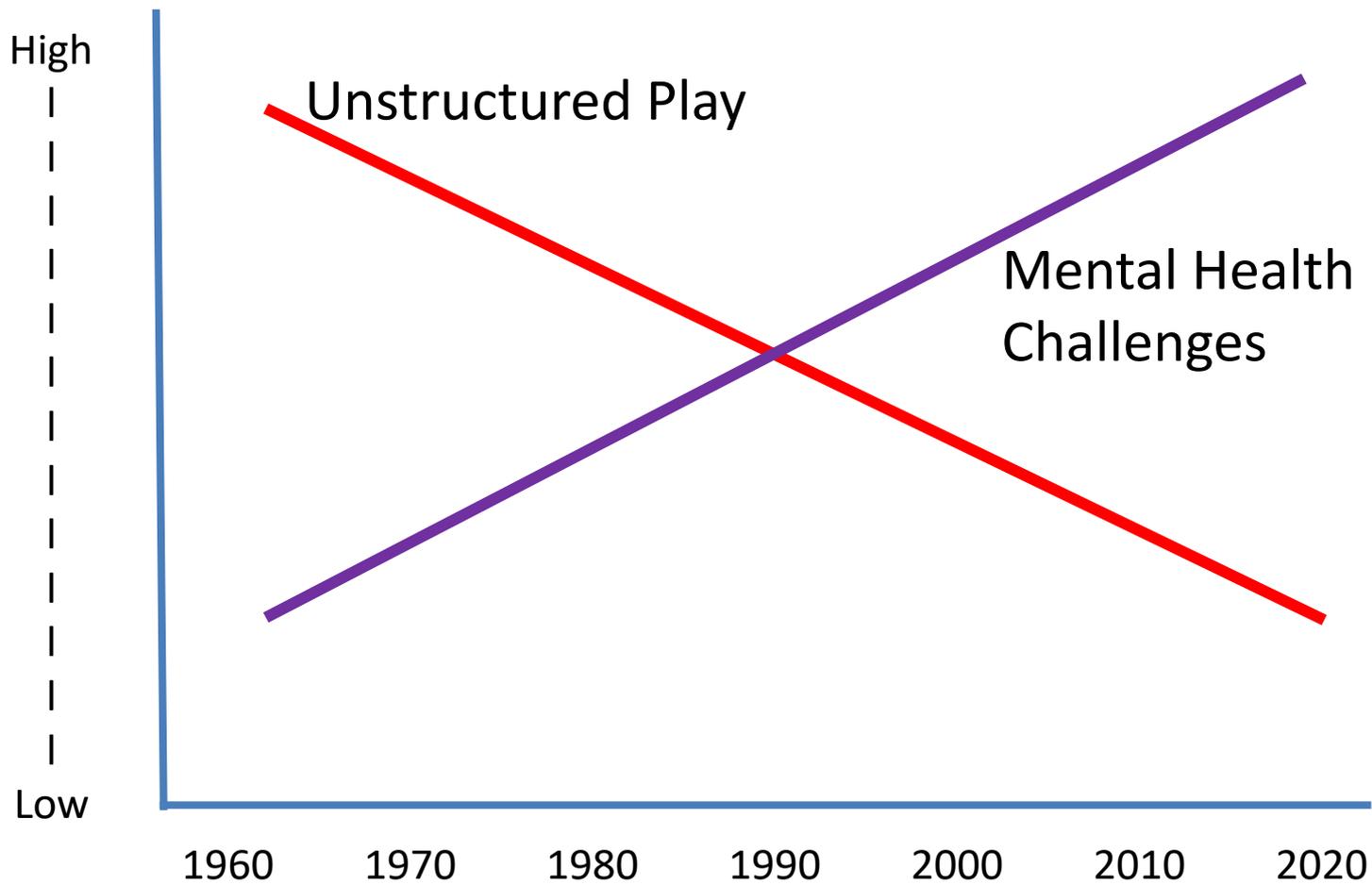
Preschool quality and self-regulation and pro-social behaviour (age 11)



Sylva et al, 2010

ECE can support later mental health when...

- Children's play and relationships with each other are central
- Early identification of mental health problems
- Educators are intentional about social-emotional learning and well-being



An emerging consensus...

There is growing concern amongst academics, professionals, policy makers and community leaders alike that the decline in free play opportunities may be a contributing factor to increasing rates of childhood obesity, and to the alarming increase in the incidence of anxiety, stress and depression in young children.

Jane Hewes, 2014

Play can ...

- reduce stress, increase calmness
- recalibrate biological regulatory systems
- maintain social & emotional equilibrium
- build coping skills and resilience
- produce subjective feeling of well-being

Early Childhood Education can...

- offer regular opportunities for play with other children – organize physical, social and temporal environment
- encourage educators to carefully observe children at play
- allow children to work through anxieties and challenges

Effective Provision of Preschool Education, UK

...medium and especially high quality preschool can serve as a protective factor for children identified as having a SEN (special educational needs) and benefit their overall-around social/behavioural development throughout their years in primary school...

Sylva et al, 2010

Early Identification & Intervention

Intervention can address the at-risk child's developmental deficits directly (e.g., improving emotion regulation skills) or indirectly by changing the child's environment (for example by providing parental training). Targeted programs combining parent and child intervention in the preschool years have resulted in improved parenting and decrease in children's negative behaviour. Interventions can be universal (offered to all children - e.g., a whole child care or kindergarten group) or target specific problems and the children who have them. Universal programs in preschool can improve children's emotion regulation and reduce later aggression. A multi-modal intervention for aggressive boys in kindergarten was shown to improve high-school graduation and reduce criminality 15 years later.

<http://www.child-encyclopedia.com/aggression/synthesis>

Education Endowment Foundation

Early Years Toolkit

- *A small number of studies have assessed the impact of specialized programs for children with emotional or behavioural difficulties. On average, these programs show a moderate positive impact on learning.*
- *Again, there are some indications that programs involving professional development for staff are associated with greater improvements.*
- *In addition, the quality of implementation of the program and the degree to which early years professionals and other staff were committed to the approach appeared to be important.*

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/social-and-emotional-learning-strategies/>

Changing Results for Young Children

A Joint Initiative: BC Ministry of Education and United Way

- The early years are a transitional point in development – one in which there is an increased time of risk – as well as an opportunity for positive growth and development.
- There is an inextricable link between young children' social emotional competence and life and school success – this link becomes particularly salient during the transition to kindergarten.
- Research points to the importance of fostering young children's social and emotional development.

CR4YChildren Goals

- identify, explore and apply a strengthened understanding of quality practices associated with increasing the social and emotional well-being of young children
- establish and/or strengthen a culture of inquiry through the use of documentation, collaborative reflection and a supportive 'community of practice' amongst early childhood and kindergarten educators
- improve social-emotional outcomes for children
- increase collaboration to strengthen coherence between community and school-based early years educators
- improve pedagogical continuity between the Early Years Sector and Primary education

Key Components of CR4YChildren

- 3 provincial cross-district sites (2 – 3 school districts at each site)
- 24 participants at each site: 8 community-based ECEs, 8 Strong Start ECEs, 8 Kindergarten educators
- Six 1/2 day monthly sessions that provide release time and a facilitator with expertise in collaborative inquiry, social and emotional learning, and facilitation
- Educators document their approaches and activities within a case-study framework (participants identify a ‘wonder child’)
- Research and evaluation



CR4YC: Changing Results for Young Children

CR4YR

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CHANGING RESULTS FOR YOUNG CHILDREN, UNCATEGORIZED

CR4YC OKANAGAN

CR4YC SOUTH VANCOUVER ISLAND – SITE PROFILE

🕒 NOVEMBER 12, 2017 👤 WEBADMIN 💬 LEAVE A COMMENT

Changing Results for Young Children (CR4YC) South Vancouver Island – Site Profile

In the South Vancouver Island region, we begin – and continue – by acknowledging that we are inquiring together on the traditional territories of many Coast Salish nations:

- **WSÁNEĆ** First Nations (Saanich), including:
 - **BOKEĆEN** – Pauquauchin Band
 - **STÁ,UTW** – Tsawout Band
 - **WJOLEŁP** – Tsartlip Band
 - **WSÍKEM** – Tseycum First Nation
- **Lkwungen** Nation (Songhees)
- **Xsapsam** (Esquimalt)
- **T'Sou-ke** First Nation (Sooke)
- **Scia'new** First Nation Beecher Bay
- **Pacheedaht** First Nation



Lisa Kinshella @kinshella_lisa · Nov 6
@sd63schools @CR4YC CR4YC - 2nd Southern Vancouver Island meeting at Songhees Early Children's Centre - provocation table #provocations



CASE STUDIES, CHANGING RESULTS FOR YOUNG CHILDREN

LOWER MAINLAND GROUP EXPLORES QUALITY PRACTICES

🕒 OCTOBER 18, 2017 👤 WEBADMIN 💬 LEAVE A COMMENT

Exploring quality practices to increase the Social and Emotional Well-Being of Young Children



CHANGING RESULTS FOR YOUNG CHILDREN

GETTING STARTED: PROJECT FOUNDATIONS

🕒 SEPTEMBER 24, 2017 👤 WEBADMIN 💬 LEAVE A COMMENT



Changing Results for Young
Children

A Joint Partnership: Ministry of Education
and United Way of the Lower Mainland
2017/18

RESEARCH AND SEL RESOURCES

🕒 SEPTEMBER 17, 2017 👤 WEBADMIN 💬 LEAVE A COMMENT



At the CR4YC Leads meeting last week Kim Schonert-Reichl highlighted key research and resources on SEL and early childhood development. She encouraged us to share widely. Thanks, Kim!



Research and Evaluation

Focused on 7 facets of Social and Emotional Well-Being with Intentionality

- Building relationships; friends
- Kindness and empathy (caring for others)
- Personal well-being – sense of joy and happiness
- Sense of identity – “who I am”
- Self-regulation (connecting actions/results; taking responsibility)
- Contributing to classroom community
- Sense of personal efficacy (advocates for self; addresses own needs)

CR4YC RESEARCH FORMS

🕒 SEPTEMBER 24, 2017 👤 SJEROSKI 💬 LEAVE A COMMENT

Research and Evaluation: CR4YC

Evaluation of the first year of CR4YC will be based on:

Case studies of approximately 80 children (one for each ECE/teacher) that focus on Social and Emotional Learning and are connected to the **Social and Personal Core Competency**



- Instruments:
 - Case Study Cover Sheet
 - Observations of Social and Personal Competence
 - Case Study Summary (not included in this file)

ECEs'/teachers' observations and reflections about the strategies they use to develop and support SEL for children/groups (approximately 200 separate observations collected throughout the project)

- Instruments:
 - Recording and Reflecting on Teaching/Support
 - Advice/messages to colleagues (not included in this file)

CHANGING RESULTS FOR YOUNG CHILDREN

IT'S HERE, IT'S NOW! A FOCUS ON EARLY LEARNING AND CARE IN BC

AUGUST 30, 2017 LEAVE A COMMENT



BC school districts have sustained the **JOY, passion and promise** of CR4YR in many ways. Students and teachers continue to benefit from locally developed extensions and adaptation including more CR4YR (readers) groups, CR4AR (adolescent readers), CR4OR (other readers), CR4YW (writers), CR4YM (mathematicians) – and there are probably

Tweets by @CR4YC



CR4YC @CR4YC
Changing Results 4 Young Children: It's here, it's now. @jenadelvecchio @sheffer61 @careynickerson @kimschon @ cr4yr.com/2017/08/30/its...



Sep 3, 2017

CR4YC
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