



Center on the Developing Child
HARVARD UNIVERSITY

Using Science to Improve Outcomes for Young Children and Families Facing Adversity

JACK P. SHONKOFF, M.D.

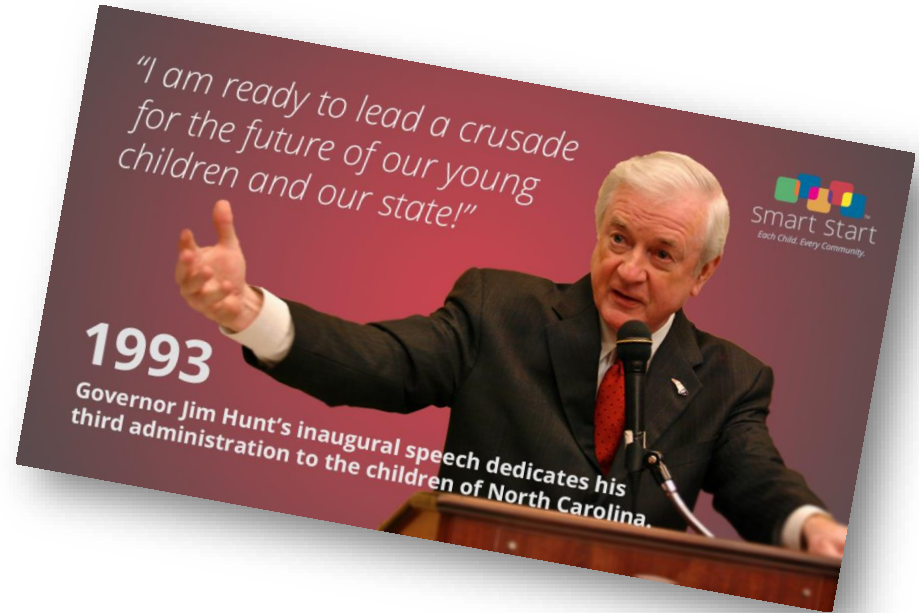
Julius B. Richmond FAMRI Professor of Child Health and Development,
Harvard T.H. Chan School of Public Health and Harvard Graduate School of Education.
Professor of Pediatrics, Harvard Medical School and Boston Children's Hospital.
Director, Center on the Developing Child at Harvard University.

What Babies and Families Need to Thrive: A Legislative Briefing and Breakfast
Raleigh, NC | February 27, 2019



@HarvardCenter

Appreciating the Rich History and Contributions of North Carolina in the Early Childhood Field



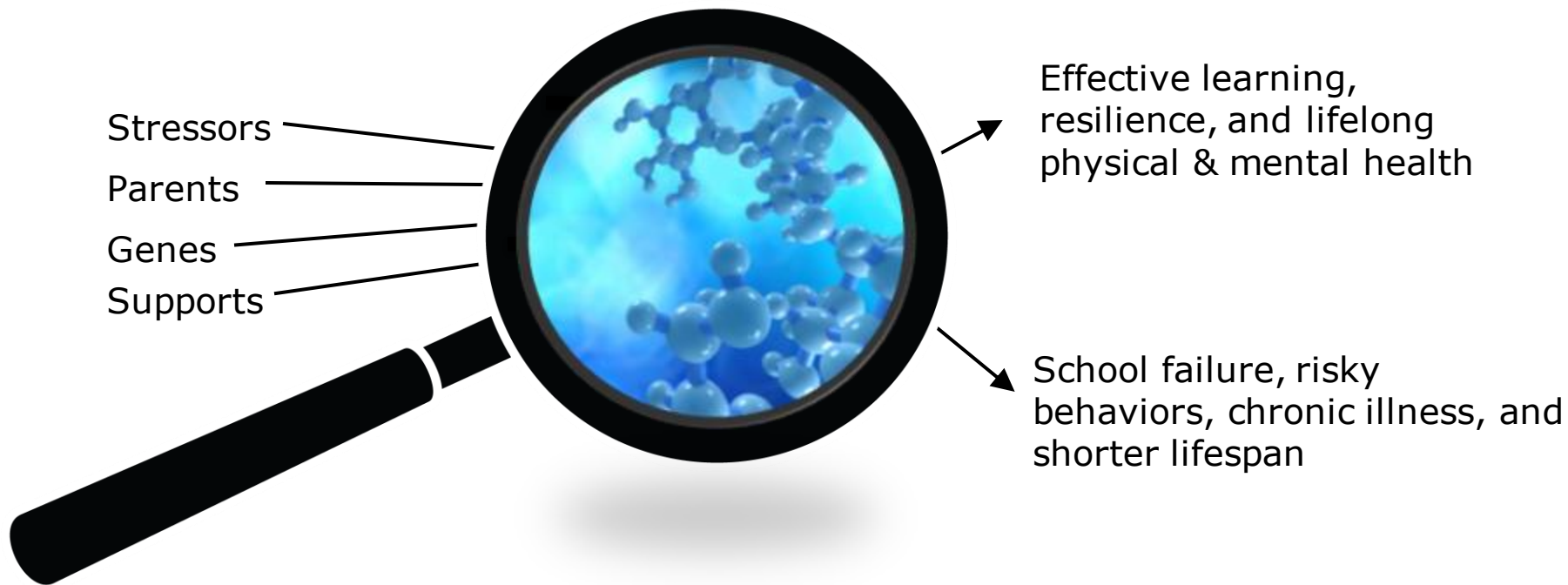
smart start
Each Child. Every Community.

1993

Governor Jim Hunt's inaugural speech dedicates his third administration to the children of North Carolina.

Photos: FPG Child Development Institute of the University of North Carolina at Chapel Hill; Smart Start

21st-Century Science Offers a Compelling Platform for Catalyzing Innovation in Policies & Programs



Responsive Relationships and Positive Experiences Build Sturdy Brain Architecture



Core Capabilities for School, Work & Parenting are Built Over Time Through Modeling, Coaching & Practice



Executive function and self-regulation skills constitute a foundational set of capabilities that help us:

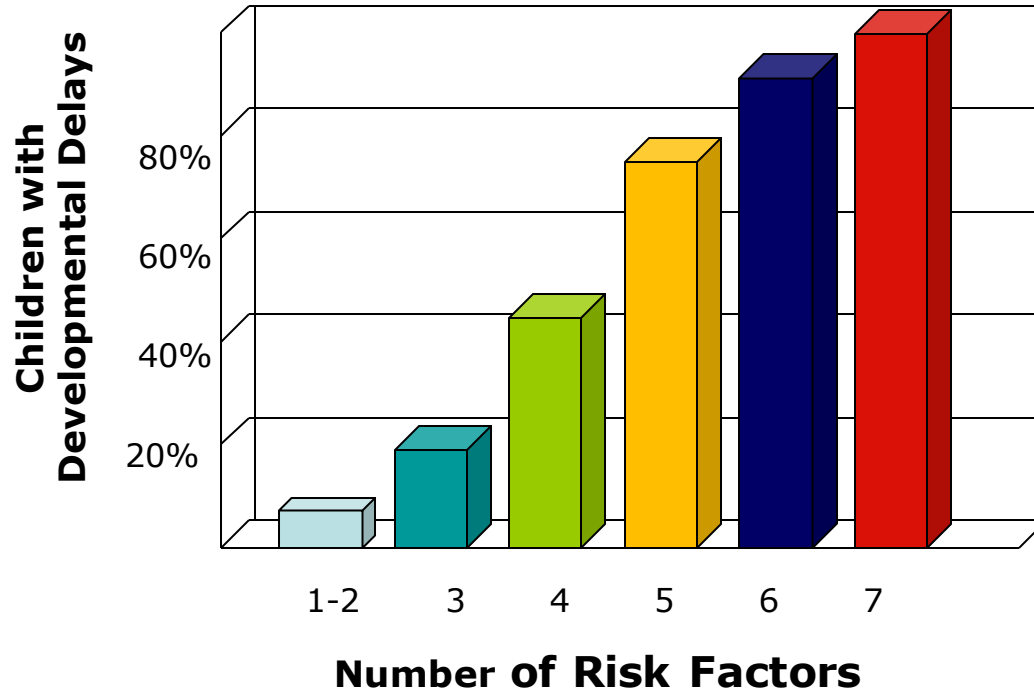
- focus and sustain attention
- set goals, make plans, and monitor actions
- make decisions and solve problems
- follow rules, control impulses, and delay gratification

These skills begin in infancy with major spurts at ages 3-5 and 15-25 years

Toxic Stress Disrupts the Development of the Brain and Other Biological Systems



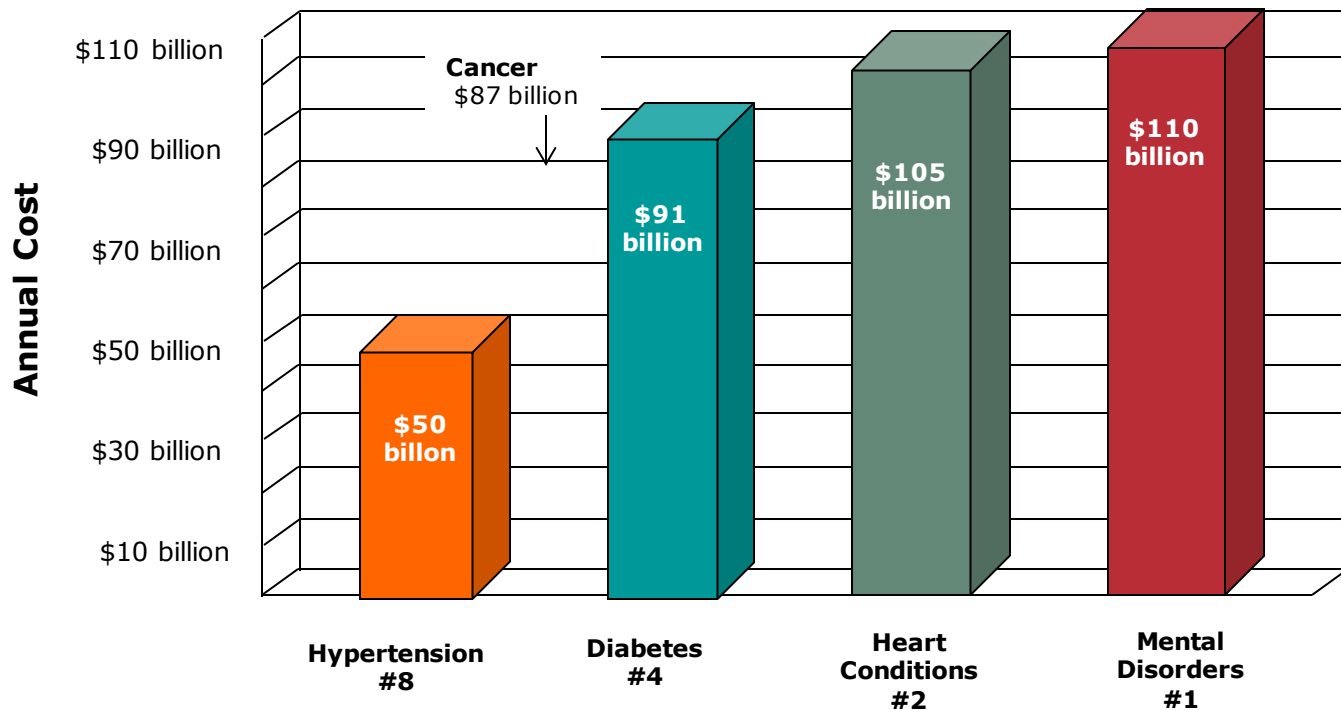
Significant Adversity Impairs Development in the First 3 Years



Source: Barth, et al. (2008)

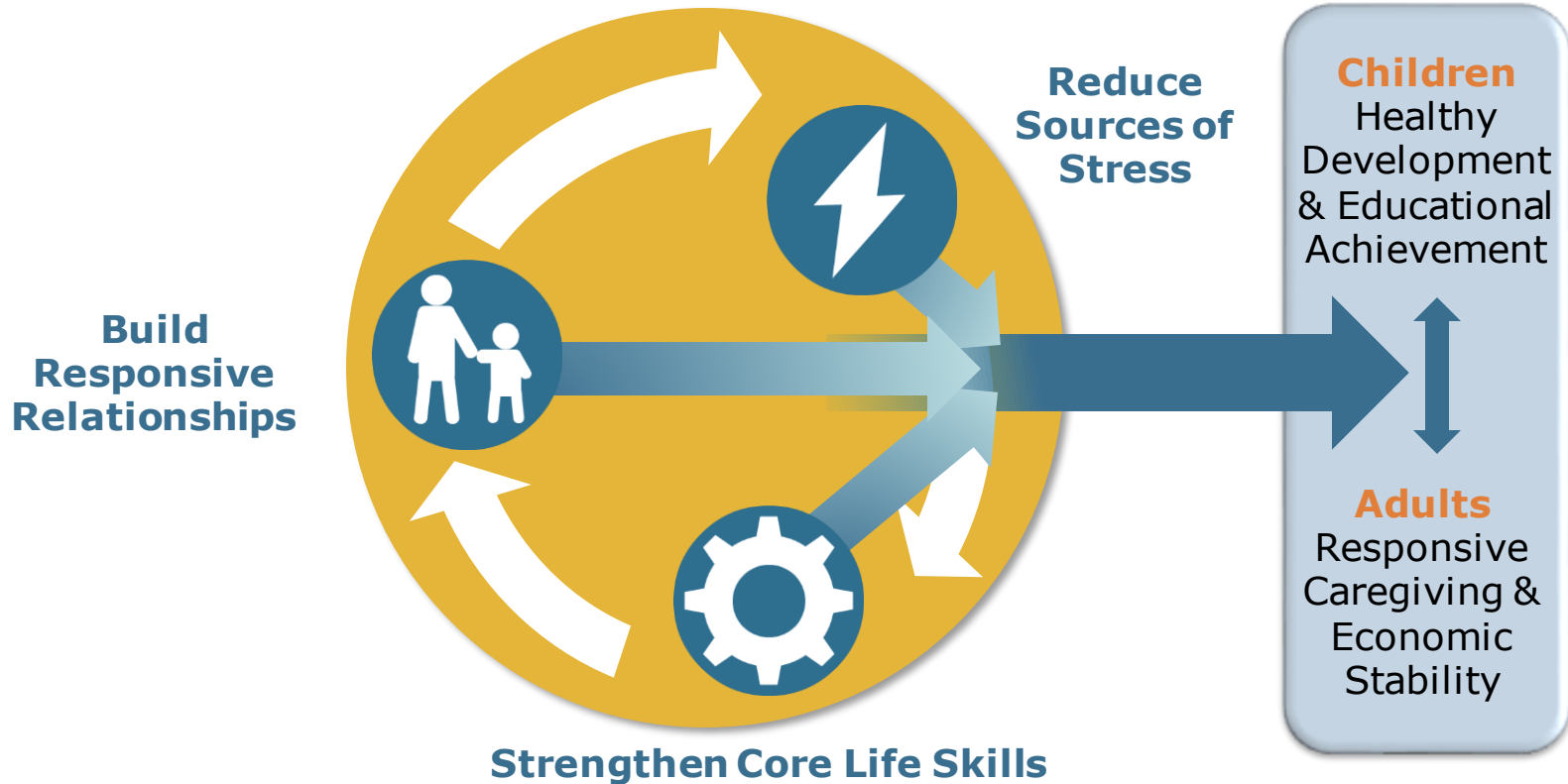
Adult Diseases Associated With Childhood Adversity Dominate U.S. Health Care Costs

4 of Top 10 Most Costly Diagnoses = \$356 billion

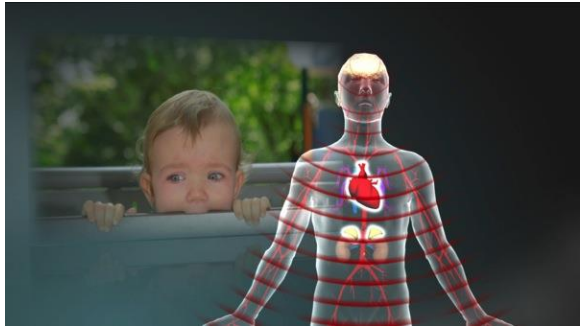


Source: Agency for Healthcare Research and Quality (2014)

Science Suggests 3 Design Principles to Improve Outcomes for Children and Parents—But the Devil is in the Details!



Leveraging Science to Launch a New Era in Early Childhood Investment Requires Fresh Thinking & New Ideas



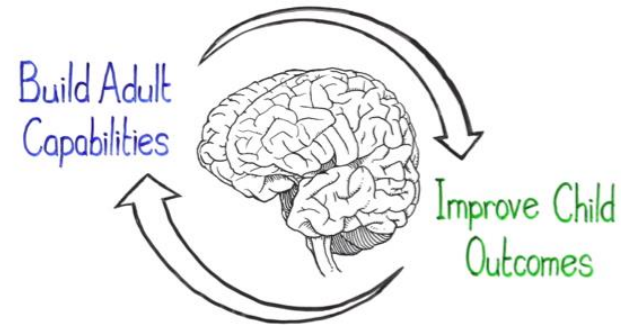
Greater attention must be focused on the prenatal period and first 2 years after birth.

Early experiences affect lifelong health, not just learning.

Healthy development requires protection, not just enrichment.

Achieving far better outcomes for young children facing adversity requires that we:

- support the adults who care for them to transform their own lives; and
- strengthen the capacity of communities to support families raising children under difficult circumstances.





Center on the Developing Child HARVARD UNIVERSITY

The collage displays three overlapping screenshots of the Center on the Developing Child website. The leftmost screenshot shows a navigation menu with 'About', 'Science', and 'Innovation & Application', and a featured article titled 'Tipping the Scales: The Game' with a 'View Game' button. The middle screenshot is titled 'Science' and contains text about 21st-century science frontiers and the importance of responsive relationships in early childhood. The rightmost screenshot is titled 'Innovation & Application' and contains text about using development science to increase opportunities for all children. Below the text in the rightmost screenshot are two columns: 'Key Concepts' with a balance scale diagram and 'Innovation in Action' with a photo of a woman and child.

www.developingchild.harvard.edu



@HarvardCenter