Toxic Stress and Promising Interventions

I was in line at the deli counter after work one evening last week. The deli was understaffed and there was quite a line, so, I found myself people watching for several minutes. I watched two couples who hadn't seen each other in quite a while get caught up on what had been happening in their lives. I witnessed an older gentleman give up on trying to pronounce Gruyere, relying instead on just pointing at the block of cheese through the glass counter. Then, I noticed a beautiful little girl. She appeared to be four or five years old. I first noticed her because of the natural rings in her hair, and then, because she was unselfconsciously doing a little dance while waiting for her mother's deli number to be called.

Her mother and her father appeared to be in conflict. The mother wanted the father to place her deli order while she did the rest of the shopping. He didn't want to end up in a separate line getting a sub sandwich for himself. The girl was adorable, and I wasn't the only one being entertained by her movements. I caught grins on the faces of several of the others waiting in line. Our eyes quickly turned to frowns as we heard a voice snap, "Quit it! Can't you be still for even one minute?" The little girls face dropped as she heard her mother's words. She looked as if she'd been slapped. She said quietly, "But Mama... I'm just dancing." To which her mother replied, "I said, quit if you won't stop! Mama... I'm just dancing." To which her mother replied, "I said, quit if you won't stop!"

The situation got worse when the girl arrived at her mother's side. He looked at her and said, "Leave me alone, go stand with your father. If the won't help me, at least he can watch you." The libron didn't make eye contact with the girl, so she didn't see the hurt that was so evident to the rest of us. The situation got worse when the girl arrived at her father's side. He looked at her and said, "Leave me alone, go stand with your mother." To which the mother replied, "Oh great! Just great. I'm stuck with her all day and you can't even manage to pitch in for 5 minutes!" In the matter of a few moments, the little girl went from happy to sultry and withdrawn. My heart just broke for her. She didn't know her mother and father's displeasure was with each other, we all watched her internalize it and blame herself. I placed my order and went on with my shopping, but it was hard to shake the image of the little dancer girl. I hoped that what I witnessed was a rare lapse in parenting, not an example of how the little dancer girl was regularly treated.

The very next day, I headed to New Orleans for the Zero to Three Conference. At the conference, I attended a session led by Dr. Sarah Wartman, a professor at the University of Denver and an Aspen Ascend Fellow. At that session, I learned the fear I was feeling for the little dancer girl was well founded. It turns out that childhood toxic stress can be the cause of serious health and mental health difficulties later in life.

CONTINUE READING

~ Beth Duda, The Patterson Foundation, Director, SCGLR

Moving the Needle: The Mind in the Making Learning Network

NOTE: Facilitator institute applications due by 1/13

Contemporary views on how the human brain works have changed over the last century. The brain is now described as a dynamic, complex, interactive organ that is not only responsible for the physical processes of the body but also for the cognitive and emotional states. This new understanding of the brain has implications for how we view learning and development, and how we design educational interventions. In this session, participants will explore the latest research on brain development and how it can inform educational practice.

The Mind in the Making

Contemporary views on how the human brain works have changed over the last century. The brain is now described as a dynamic, complex, interactive organ that is not only responsible for the physical processes of the body but also for the cognitive and emotional states. This new understanding of the brain has implications for how we view learning and development, and how we design educational interventions. In this session, participants will explore the latest research on brain development and how it can inform educational practice.

There are several ways to support brain development in early childhood. One approach is through the use of Brain-Gain (Glenn). Brain-Gain is a strategy designed to help children develop the ability to think, learn, and remember. The strategy involves engaging children in activities that stimulate their brains, such as solving puzzles, playing games, and reading books.

Brain-Gain can be implemented in a variety of settings, including early childhood programs, schools, and homes. The key to success is to create a supportive environment that encourages children to explore their minds and engage in learning activities. When children are given opportunities to think critically and creatively, they are more likely to develop strong cognitive skills and a love of learning.

The Mind in the Making Learning Network

The Mind in the Making Learning Network is a community of educators, researchers, and practitioners who are committed to improving outcomes for young children. The Network is focused on fostering an understanding of how the brain develops and how this knowledge can be used to inform educational practice.

The Network is supported by the Mind Institute at the University of Wisconsin. The Mind Institute is a global leader in research on the brain and its role in learning and development. The Institute conducts cutting-edge research and provides training and resources to educators and policymakers around the world.

Looking for a Christmas present that could last a lifetime? Reading is a great gift for kids. Reading books is a way to engage children's minds and provide them with an opportunity to learn new words and concepts. It also helps to build their confidence and self-esteem. Reading is an important part of early childhood learning and development. In this session, participants will explore the benefits of reading to children and how to make it a regular part of their daily routine.
As part of the SCGLR School Readiness Network, The Suncoast Campaign for Grade-Level Reading is partnering with Mind in the Making.

Parents, providers, and teachers learning together — Mind in the Making shares the science of children’s learning with the general public, families, and professionals who work with children and families. The Seven Essential Skills Training Modules are a set of eight modules which draw on brain development research to inform practices that lead to better outcomes for children through the promotion of essential skills that takes place in the prefrontal cortex of the brain. Learning together helps forge a common language around the science of how children learn, an empowering experience for parents that helps build competencies and confidence.

The Seven Essential Skills Training Modules are intended for parents, caregivers, and early childhood practitioners, including early care & learning and elementary administrators and staff.

Thanks to the generosity of The Patterson Foundation:

- Thirty members of our region will be selected to receive a full scholarship for the Mind in the Making (MITM) Facilitator Institute to be held February 28 – March 2, 2017.
- Upon completion of the MITM Facilitator Institute, the facilitators will receive support to offer MITM trainings throughout the region.
- Ongoing trainings, knowledge sharing opportunities, and network support will be provided to the facilitators by The Suncoast Campaign for Grade-Level Reading.

Interested individuals, agencies, and organizations are encouraged to attend one of three upcoming information sessions prior to applying:

- Wednesday, January 4 from 6:30p–7:30p at Gulf Gate Library, 7112 Curtis Ave, Sarasota, FL 34231
- Thursday, January 5 from 8:30a–9:30a at United Way of Manatee County in downtown Bradenton, 1701 Tamiami Tr, Bradenton, FL 34205
- Thursday, January 5 from 6:30p–7:30p via Video Conference. Link and password upon registration.

Reservations to these sessions are necessary and can be made by sending your name, email address, phone number, and date of your selected information session to Beth Duke, Director of the Suncoast Campaign for Grade-Level Reading (941) 952-1413 or bduda@thepattersonfoundation.org.

The Funniest Tweets From Parents This Week via THE HUFFINGTON POST

Click on the Tweet below to read an apropos poem by Shel Silverstein.

Click on the Tweet below to read more of the funniest Tweets!

The Patterson Foundation respects your privacy and will not share or sell your contact information.

We look forward to sharing engaging news and updates with you. The Patterson Foundation values your privacy and will not share or sell your contact information.

Research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn and to master the more complex subject matter they encounter in the fourth grade curriculum.

Ongoing trainings, knowledge sharing opportunities, and network support will be provided to the facilitators by The Suncoast Campaign for Grade-Level Reading.

The Funniest Tweets From Parents This Week via THE HUFFINGTON POST

Click on the Tweet below to read an apropos poem by Shel Silverstein.

Click on the Tweet below to read more of the funniest Tweets!

We thank forward to sharing engaging news and updates with you. The Patterson Foundation values your privacy and will not share or sell your contact information.

Research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn and to master the more complex subject matter they encounter in the fourth grade curriculum.

Ongoing trainings, knowledge sharing opportunities, and network support will be provided to the facilitators by The Suncoast Campaign for Grade-Level Reading.

The Patterson Foundation respects your privacy and will not share or sell your contact information.

We look forward to sharing engaging news and updates with you. The Patterson Foundation values your privacy and will not share or sell your contact information.

Research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn and to master the more complex subject matter they encounter in the fourth grade curriculum.

Ongoing trainings, knowledge sharing opportunities, and network support will be provided to the facilitators by The Suncoast Campaign for Grade-Level Reading.