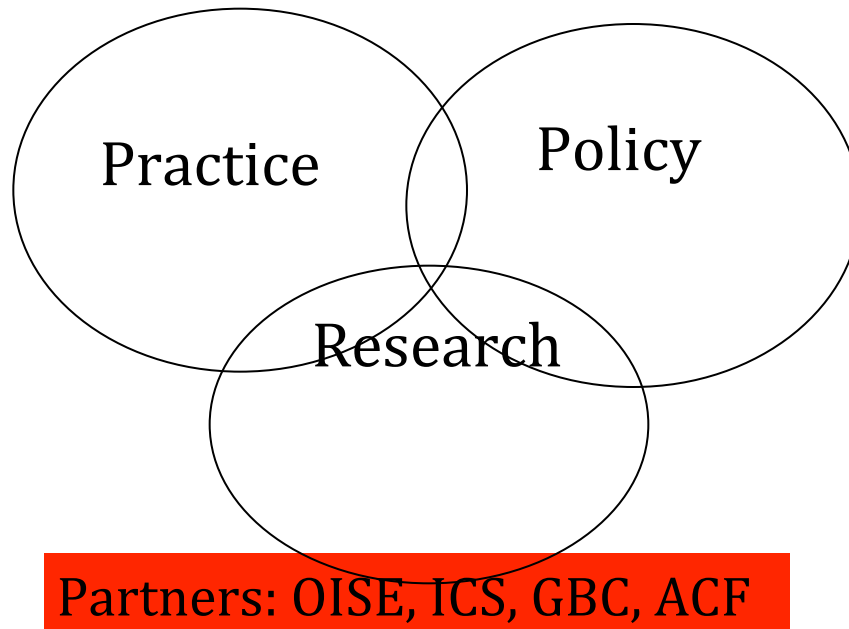


# Welcome to the Summer Institute

Thank you for coming

Thanks to Zeenat Janmohamed

Mission: Influence the development of practice and policy based on top quality research about children



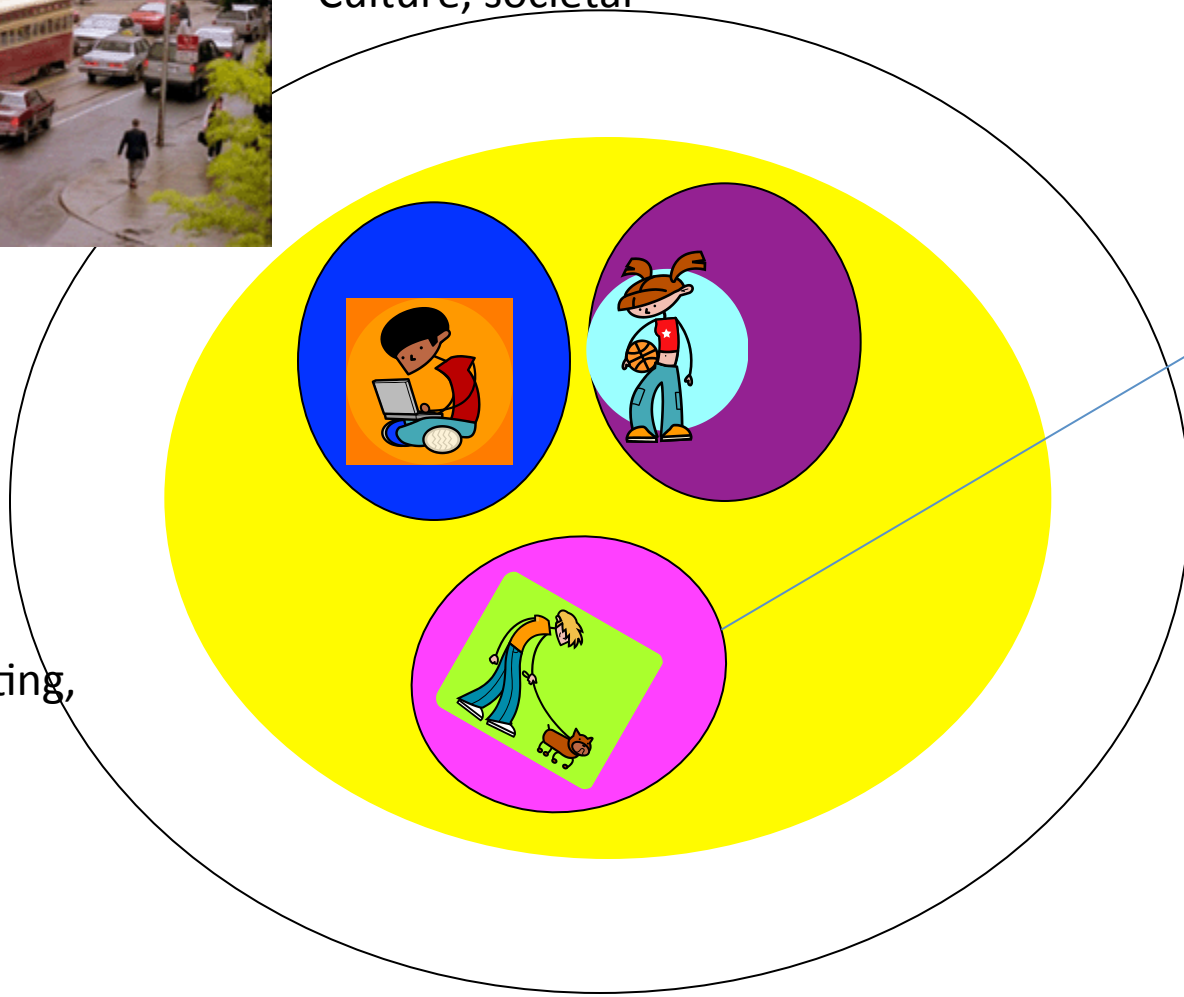
# Resource to those working in policy and practice

- Science of early development. Knowledge generation.
- Public education: talking to communities
- Advice on design (e.g. program evaluation)
- Partnerships (research/practice/policy) e.g .  
effects of early childcare

# Development is a complex mixture of influences



Macro influences: neighbourhood,  
Employment opportunities,  
Culture, societal



Families: parenting,  
Marital conflict



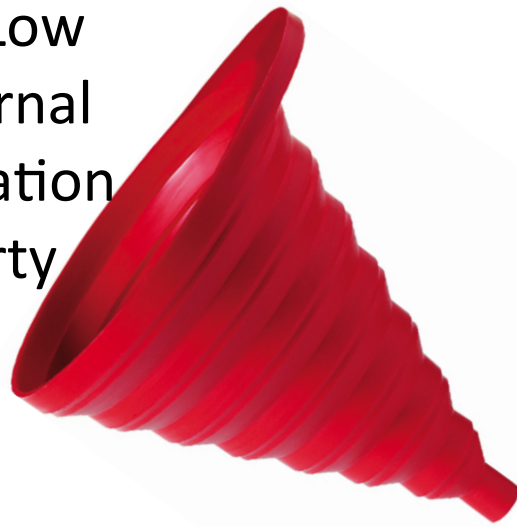
Biological and  
cognitive  
vulnerabilities  
of children

# Three findings from developmental science literature that are critical for planning services for children

- Social disadvantage leads to parenting problems which lead to poor child development.
- We must intervene in families as the family context explains so much as about early development.
- By the time children are 18 months we can make a reasonable prediction about who will show problems on school entry

# Social disadvantage leads to poor parenting which leads to poor child development.

1. Macro risk: Low maternal education poverty

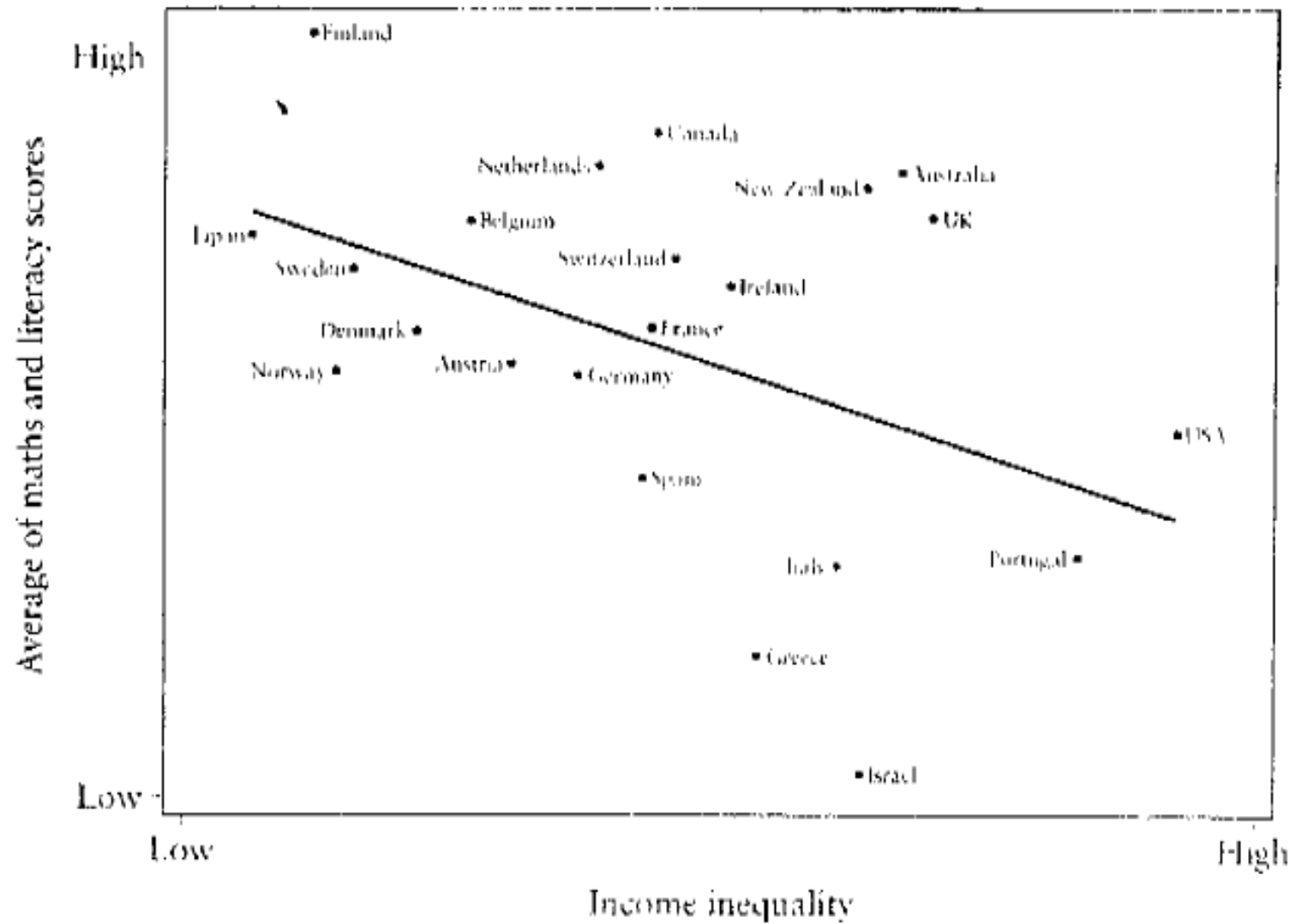


2. Non optimal parenting

3. Adverse effects on children and parents

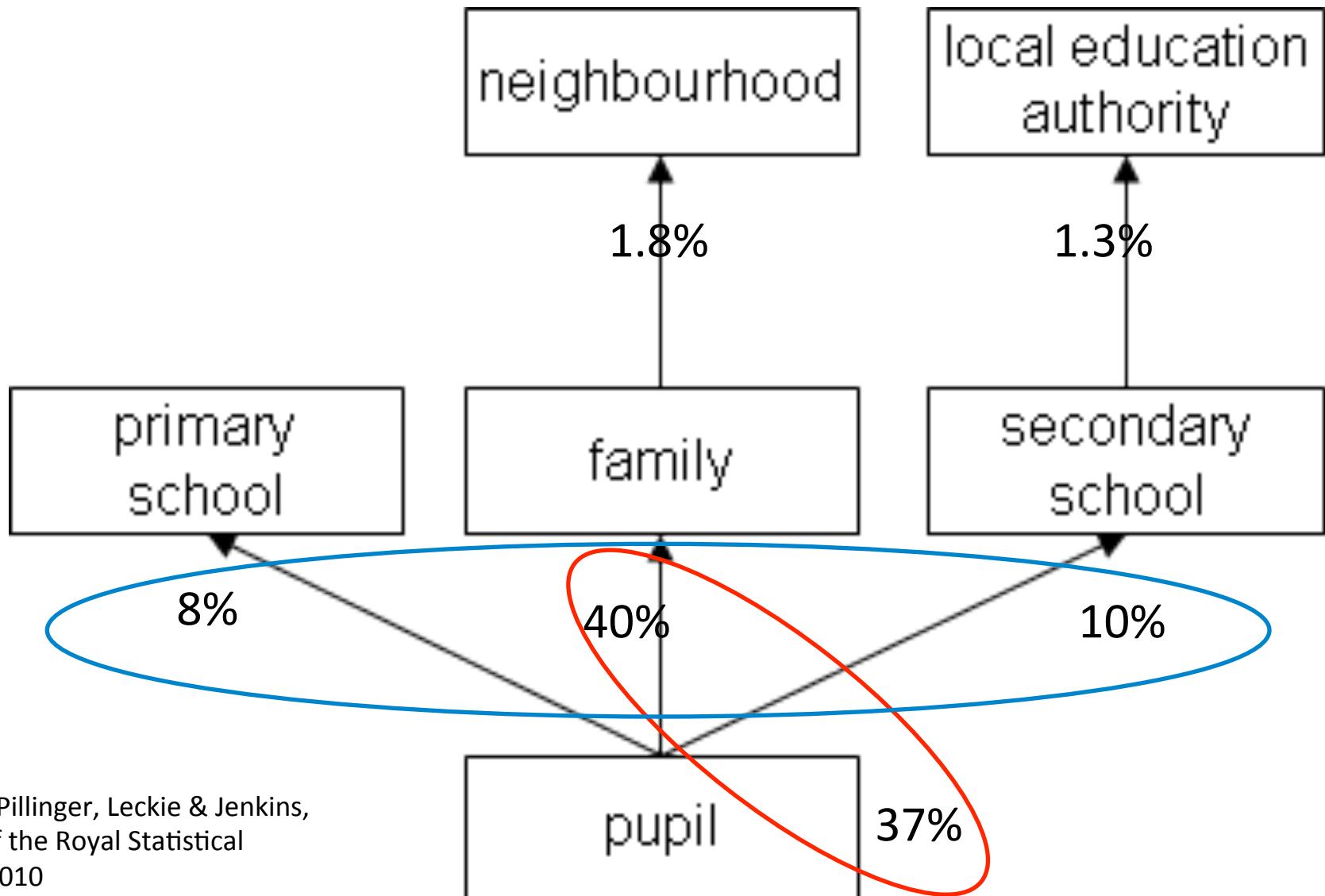


## THE SPIRIT LEVEL



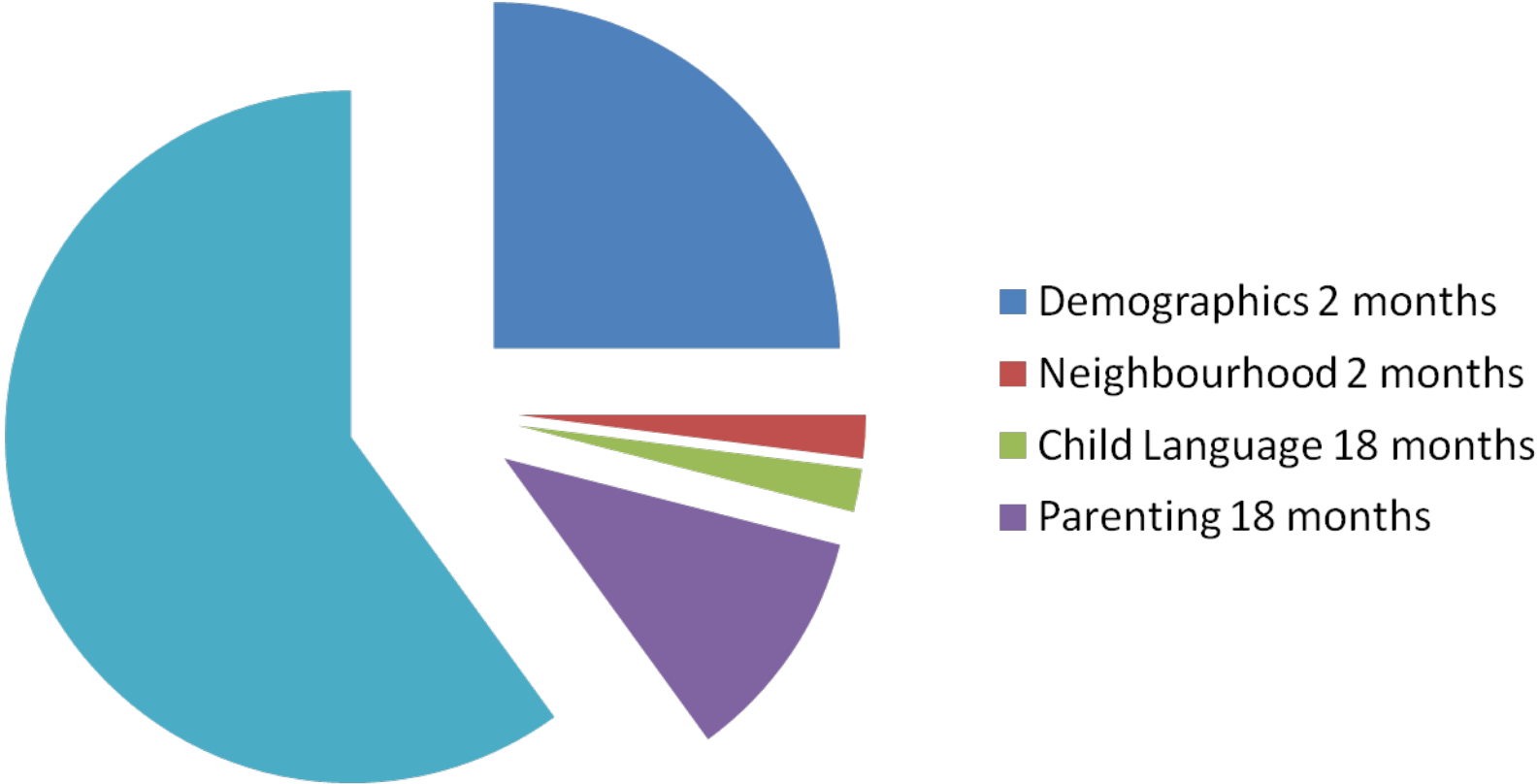
Wilkinson and Pickett, 2009

We must intervene in families as the family context explains so much as about development.



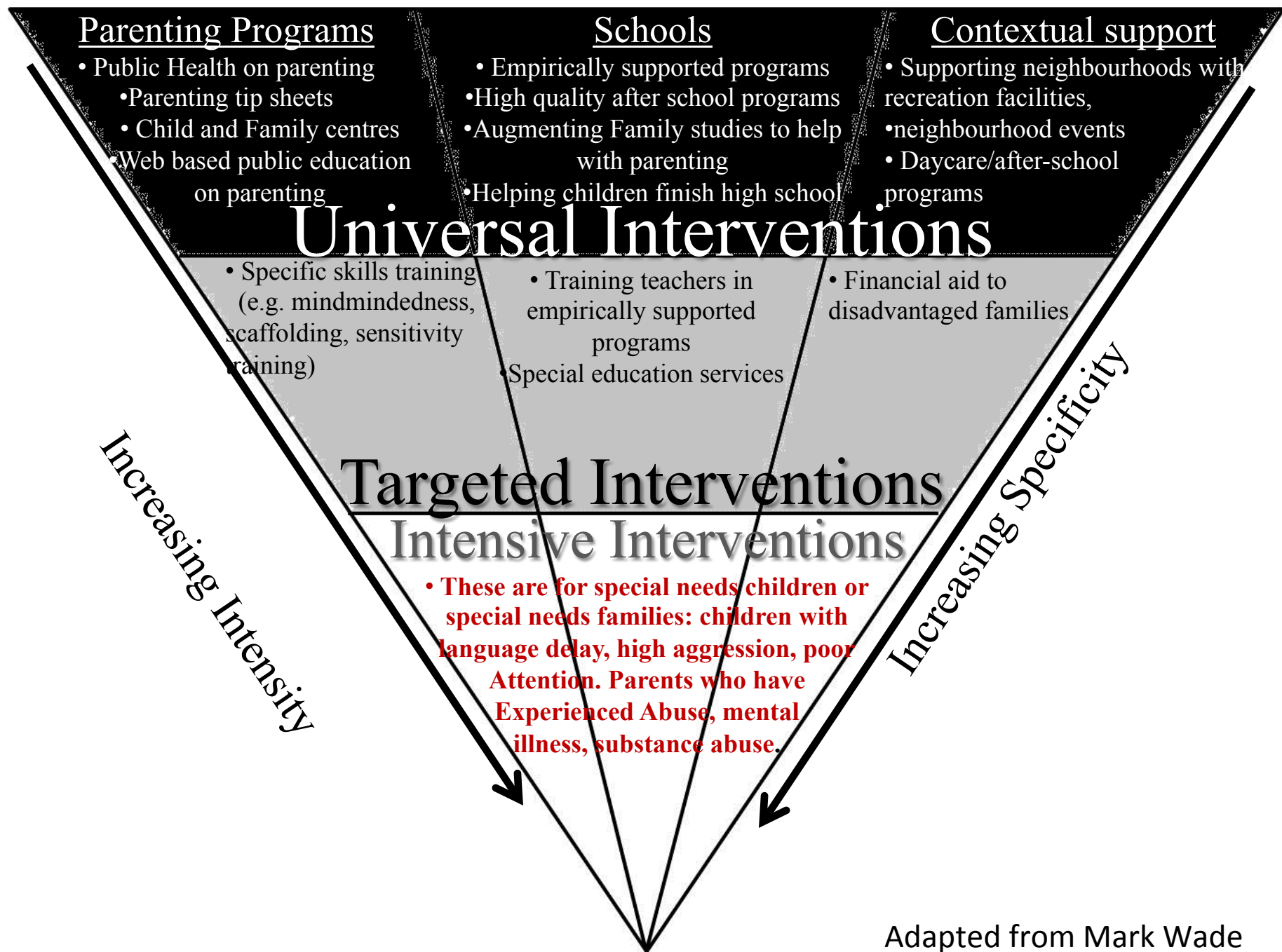


By 18 months we can make a reasonable prediction about who will show problems on school entry



# What are the implications of these findings?

- Social disadvantage leads to parenting problems which lead to poor child development. **As social disadvantage is central to child development, prevention programs must address this.**
- We must intervene in families as the family context explains so much as about early development.
- **How do we best do family intervention ? What about for hard to reach families?**
- By the time children are 18 months we can predict around half the variation in problems on school entry and these problems are persistent. **We need both universal and targeted programs.**



Adapted from Mark Wade