

Early child development: what we have learned from monitoring

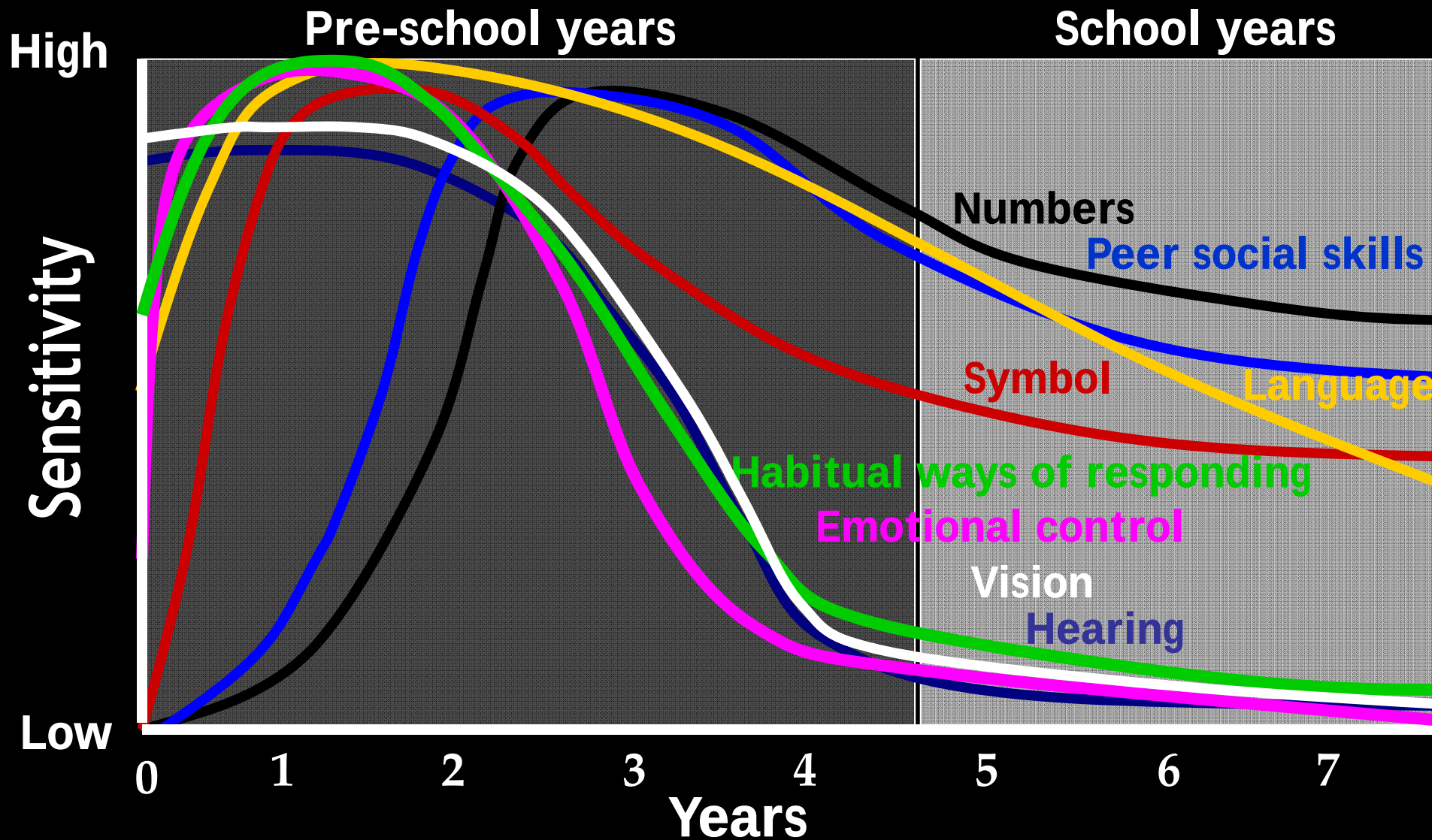
Clyde Hertzman
HELP, UBC



Why???

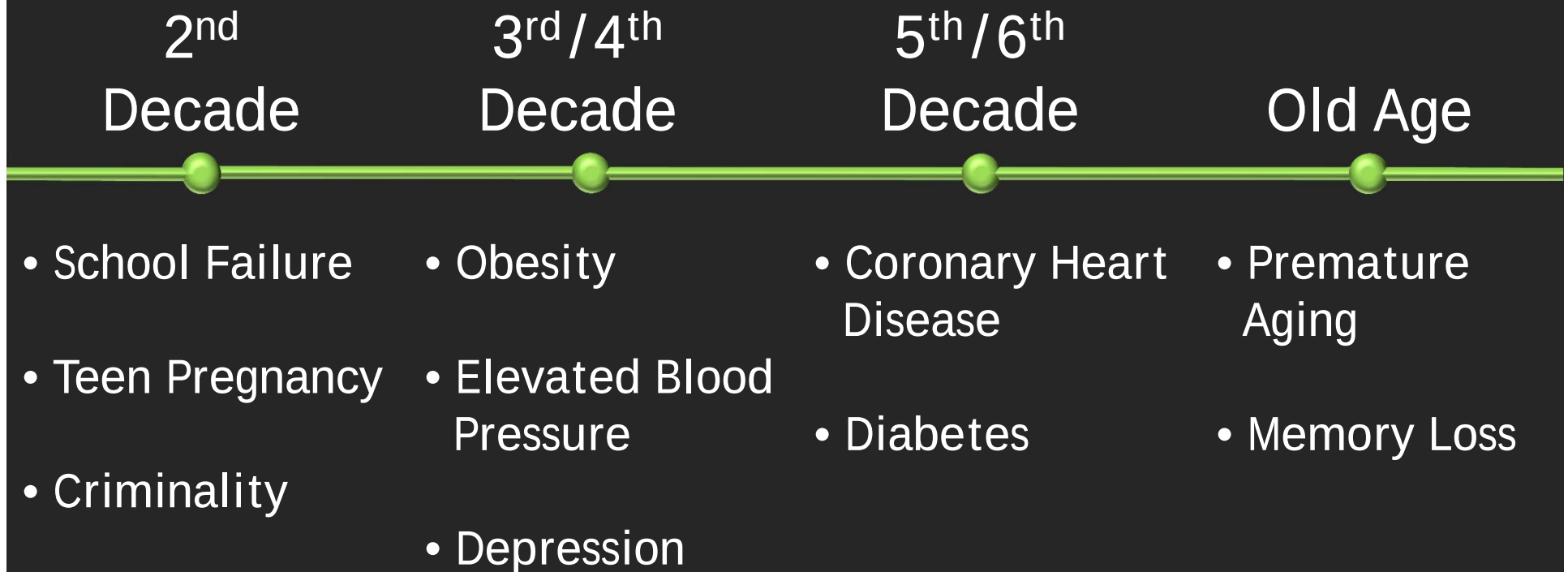
Because early human
development influences the
life course

Sensitive Periods in Early Brain Development



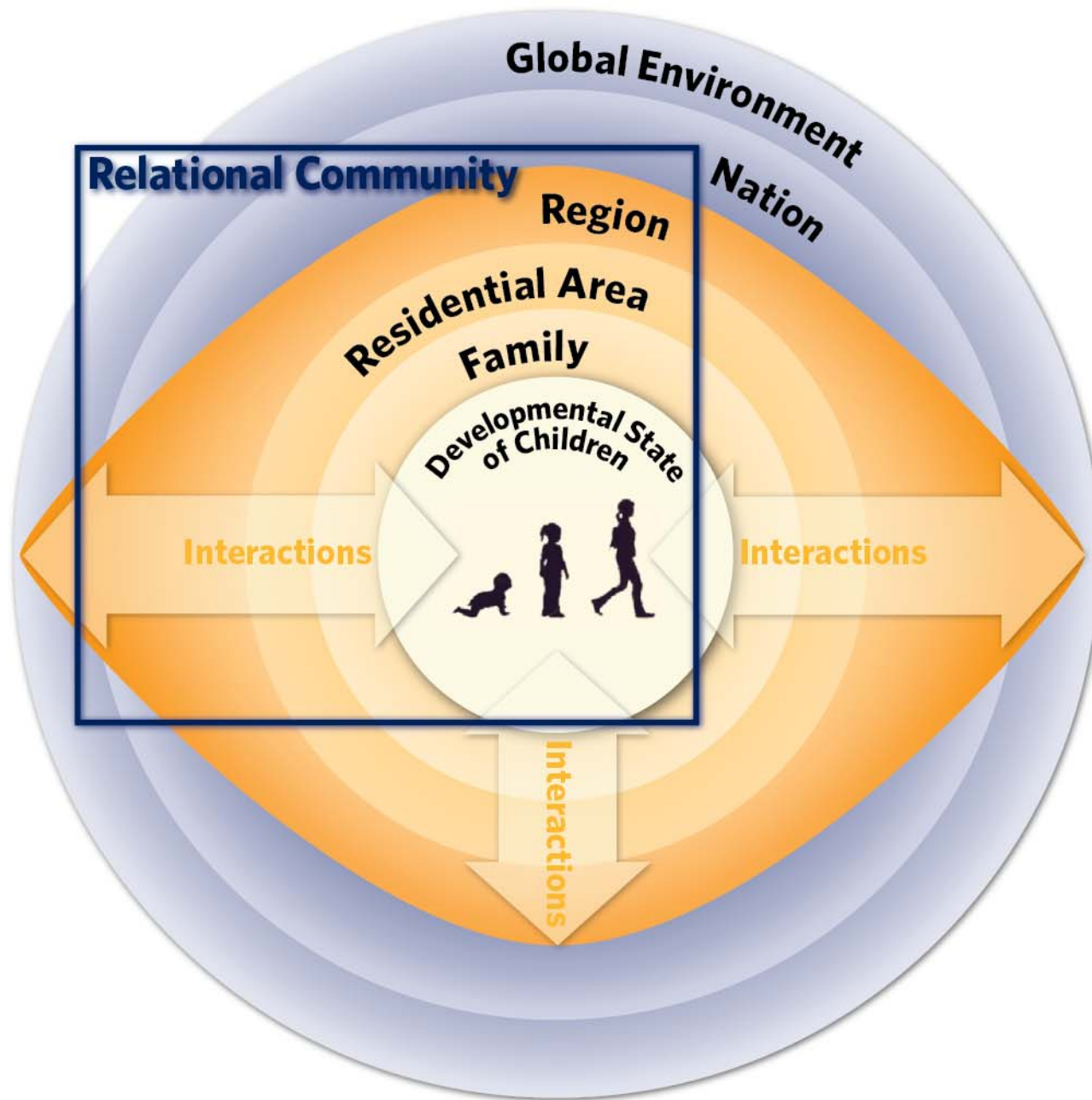
Graph developed by Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000.)

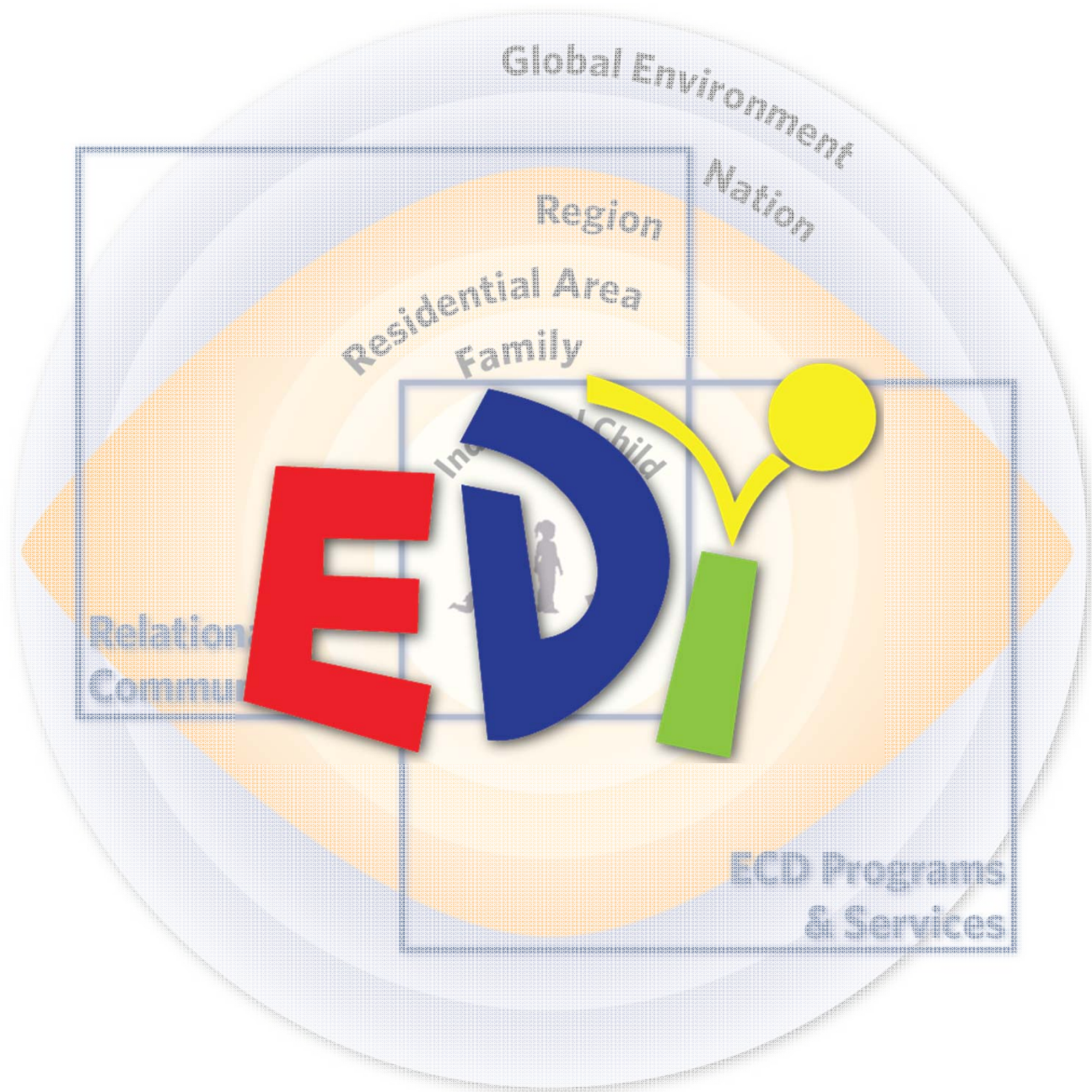
Life Course Problems Related to Early Life



Why???

Because human development
is an emergent property of
experience at all levels

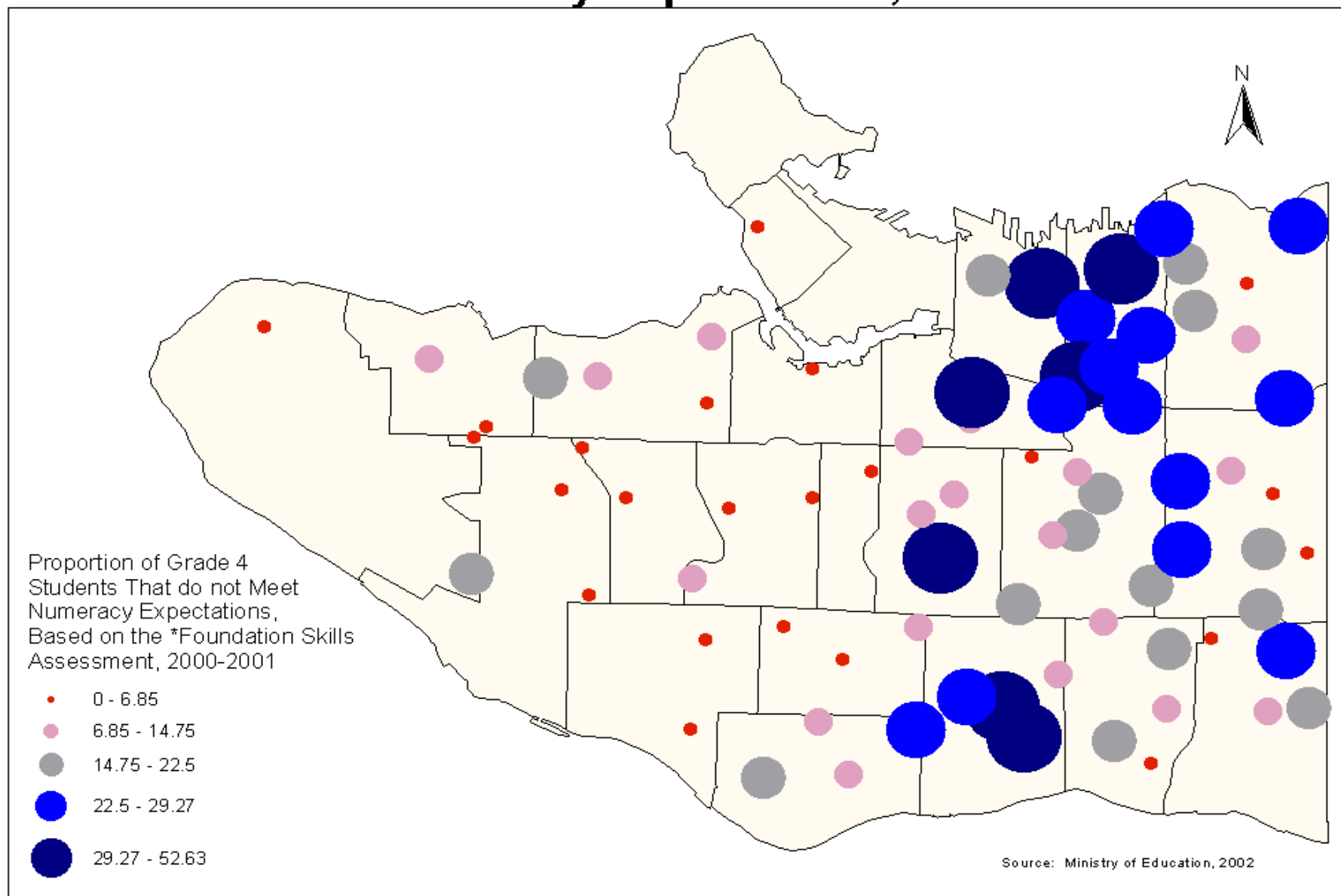




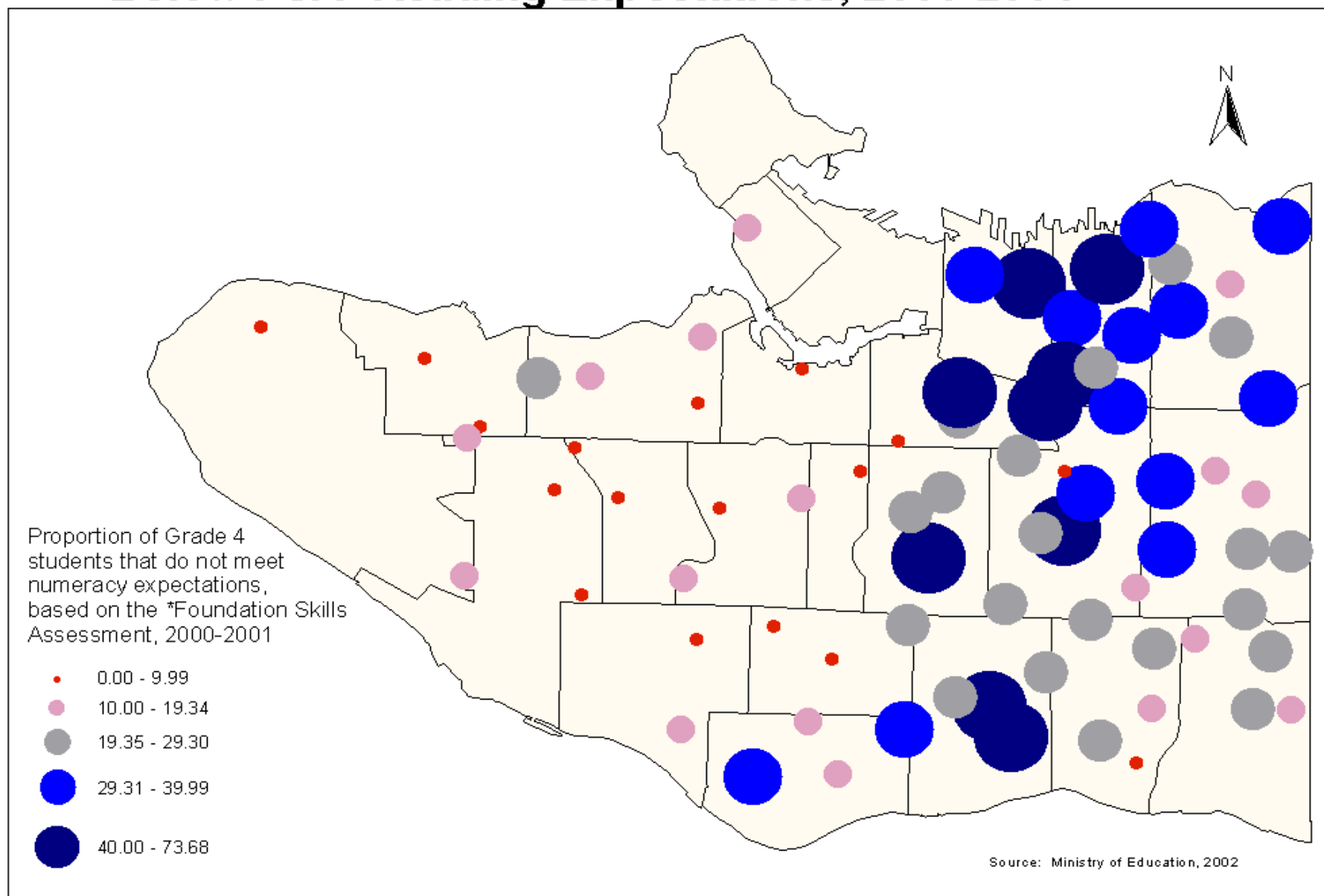
Why???

Because human development
does not care about institutional
boundaries

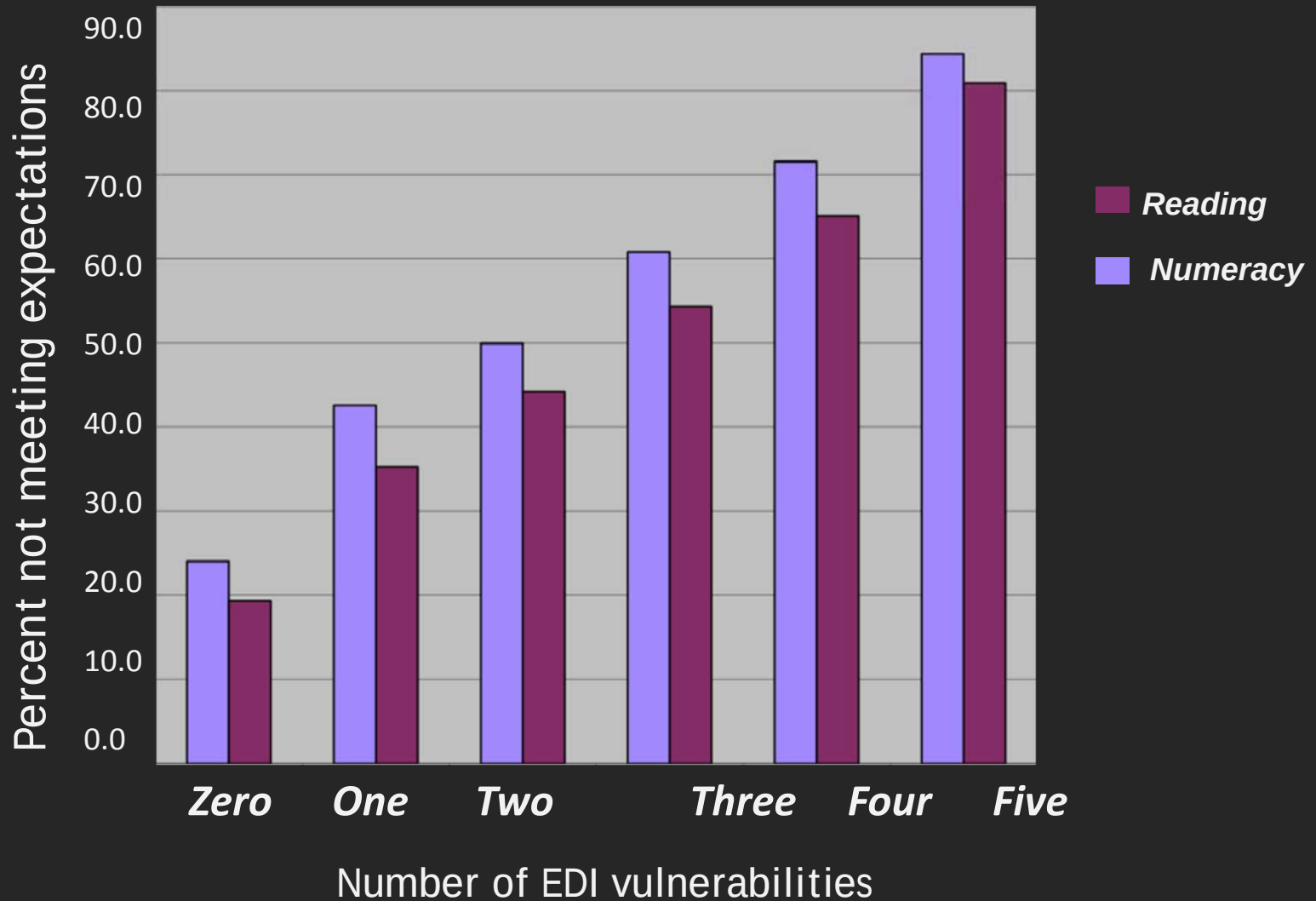
G.3/Proportion of Grade 4 Students Scoring Below FSA* Numeracy Expectations, 2000-2001



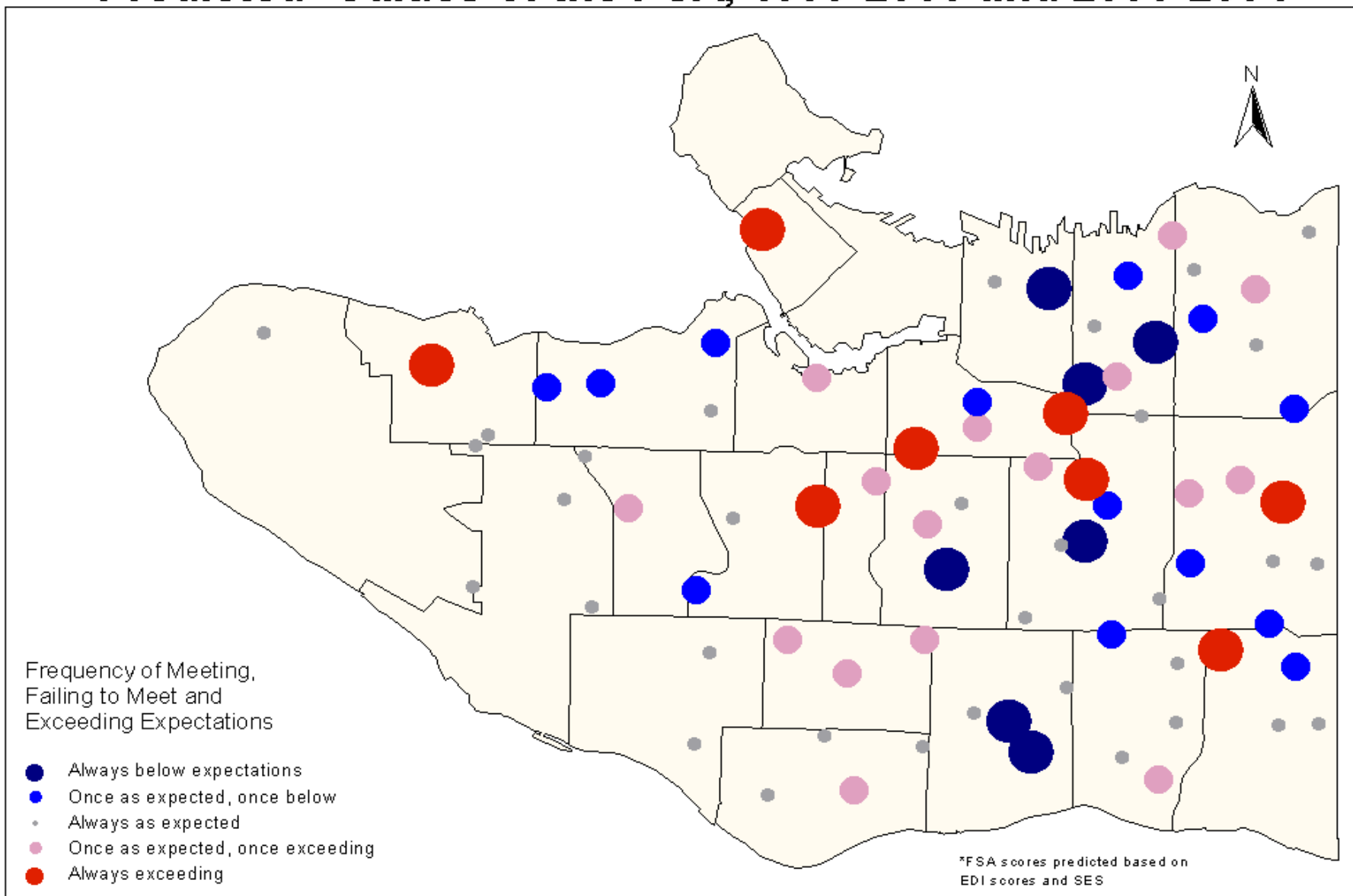
G.4/Proportion of Grade 4 Students Scoring Below FSA* Reading Expectations, 2000-2001



Linkage of EDI to Success in Grade 4



G.5/Frequency of Meeting, Failing to Meet and Exceeding Predicted* Values of the FSA, 1999-2000 and 2000-2001





A Population Based Measure

What Does the EDI Measure?

Social
Competence

Emotional
Maturity

Language
& Cognitive

Communication Skills

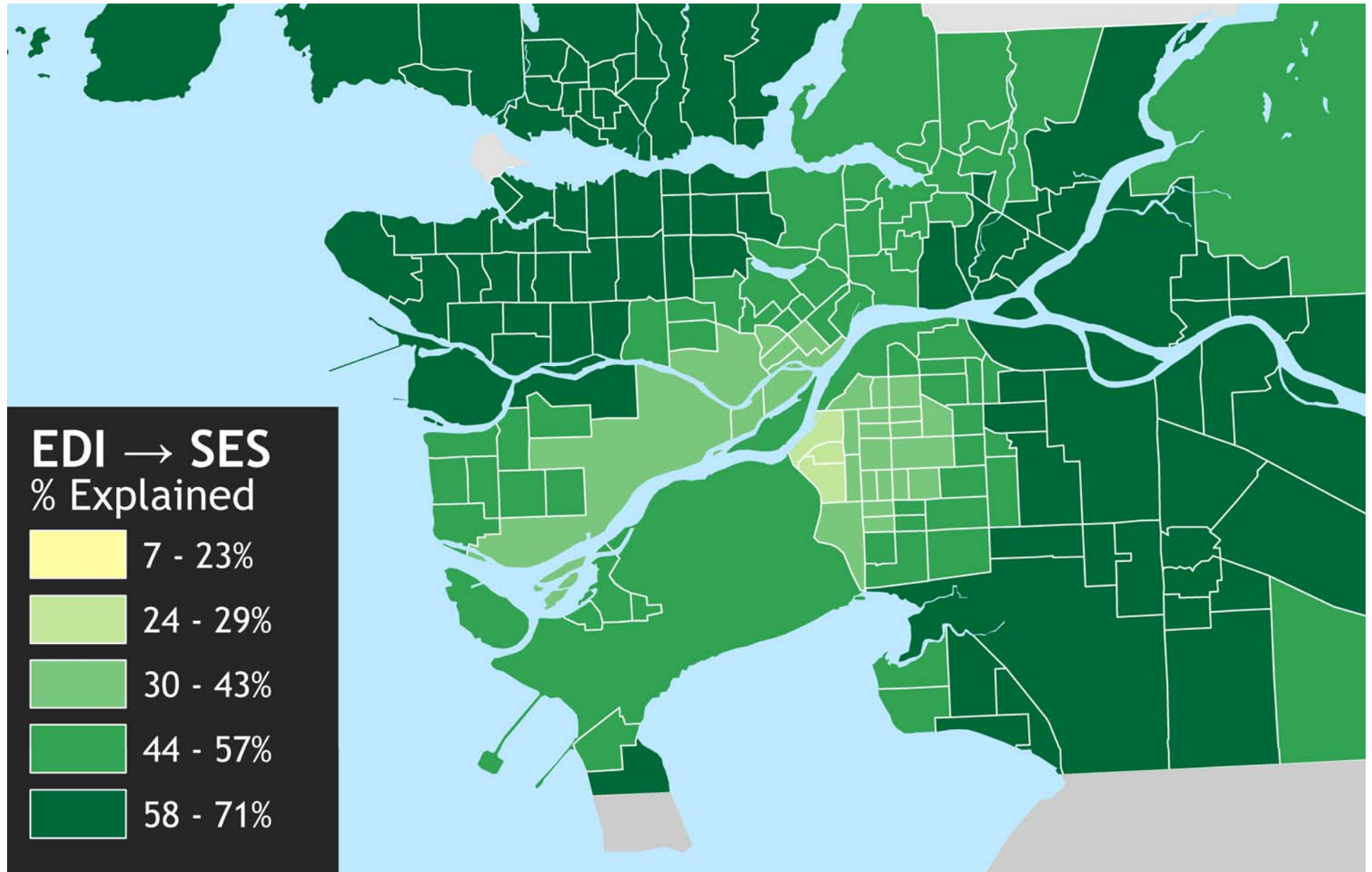
Physical Health
& Well-Being



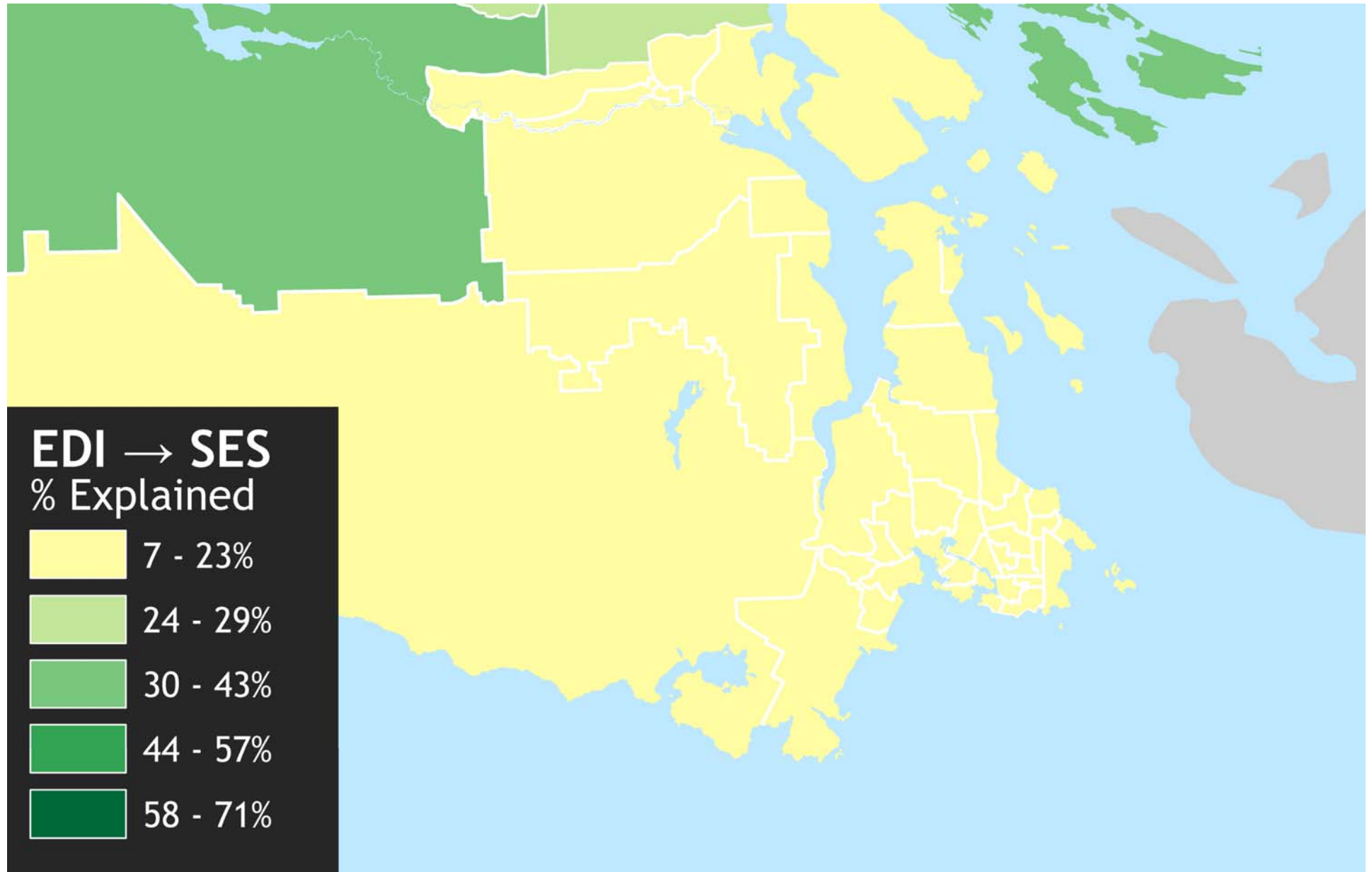
What the maps reveal...

- Large local area differences in the proportion of developmentally vulnerable children
- The high proportion of avoidable vulnerability
- The degree to which socioeconomic context explains and does not explain variations in early development
- Which communities are doing better or worse than predicted.....to set up the study of 'why'

EDI → SES Relationship



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- Proportionate universality in programs and policies

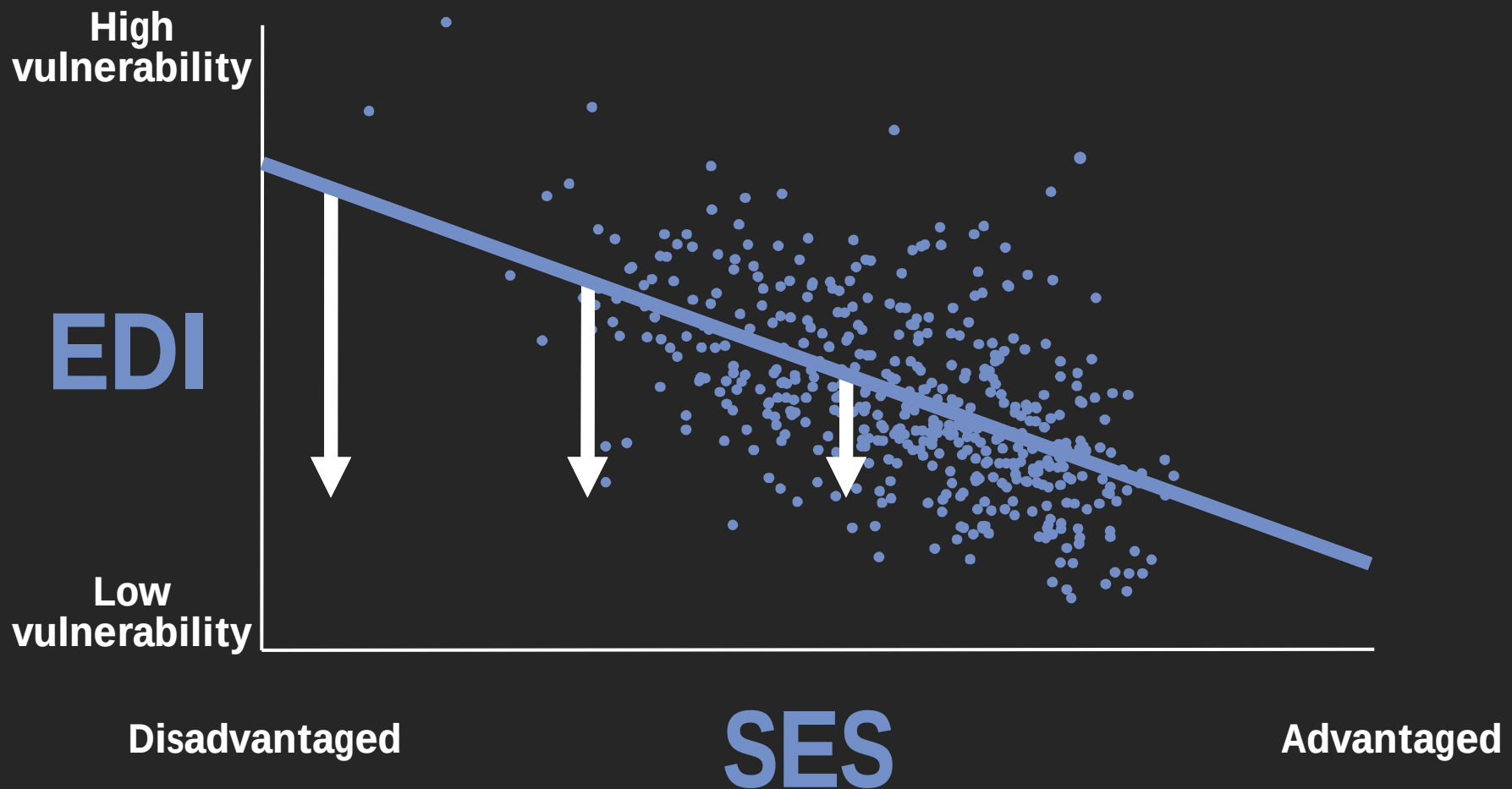
On average, disadvantaged communities
have poorer outcomes,
However, most vulnerable children live
elsewhere



Socioeconomic
Disadvantage

Socioeconomic
Advantage

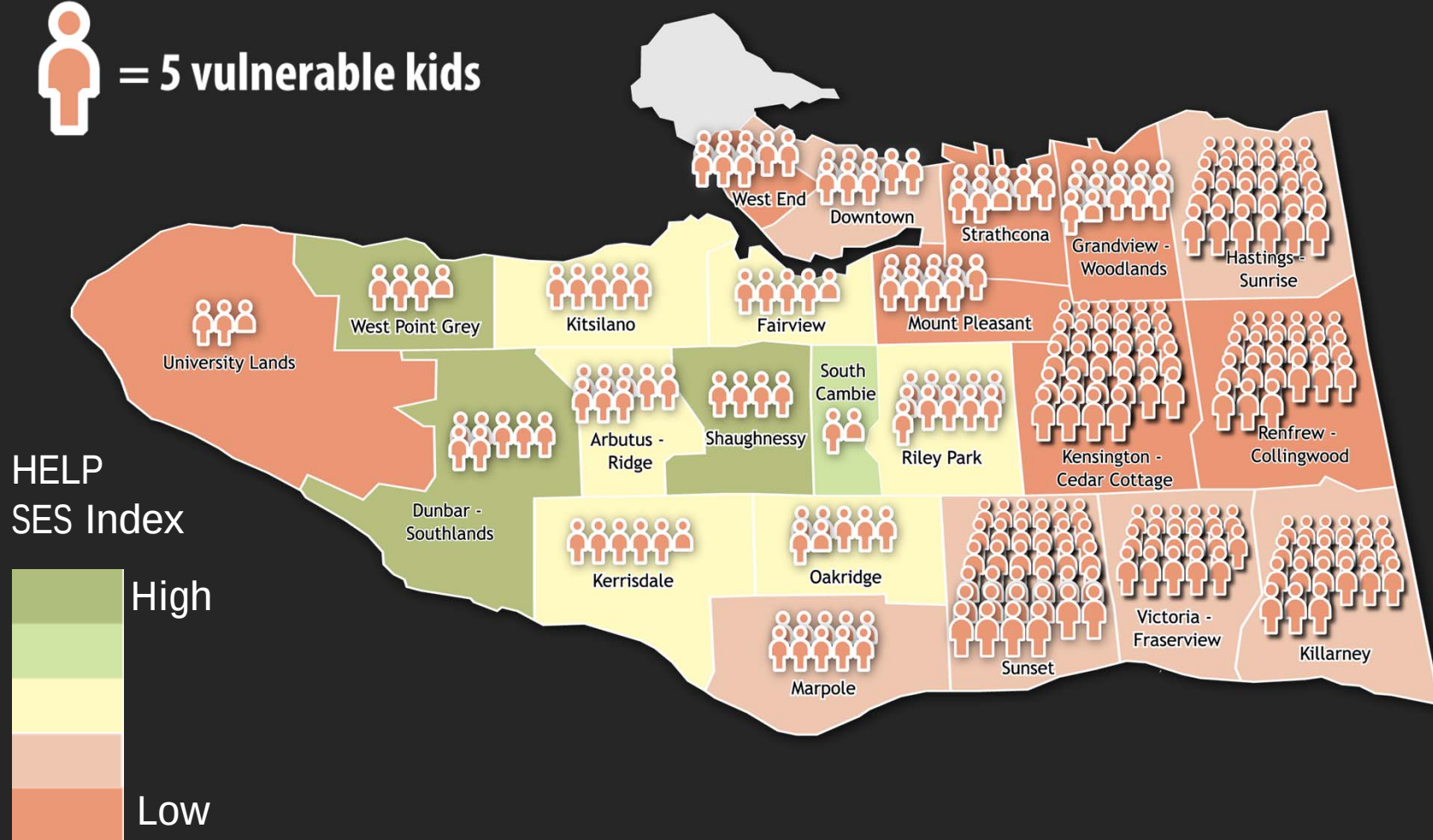
What does it take to reduce inequality?



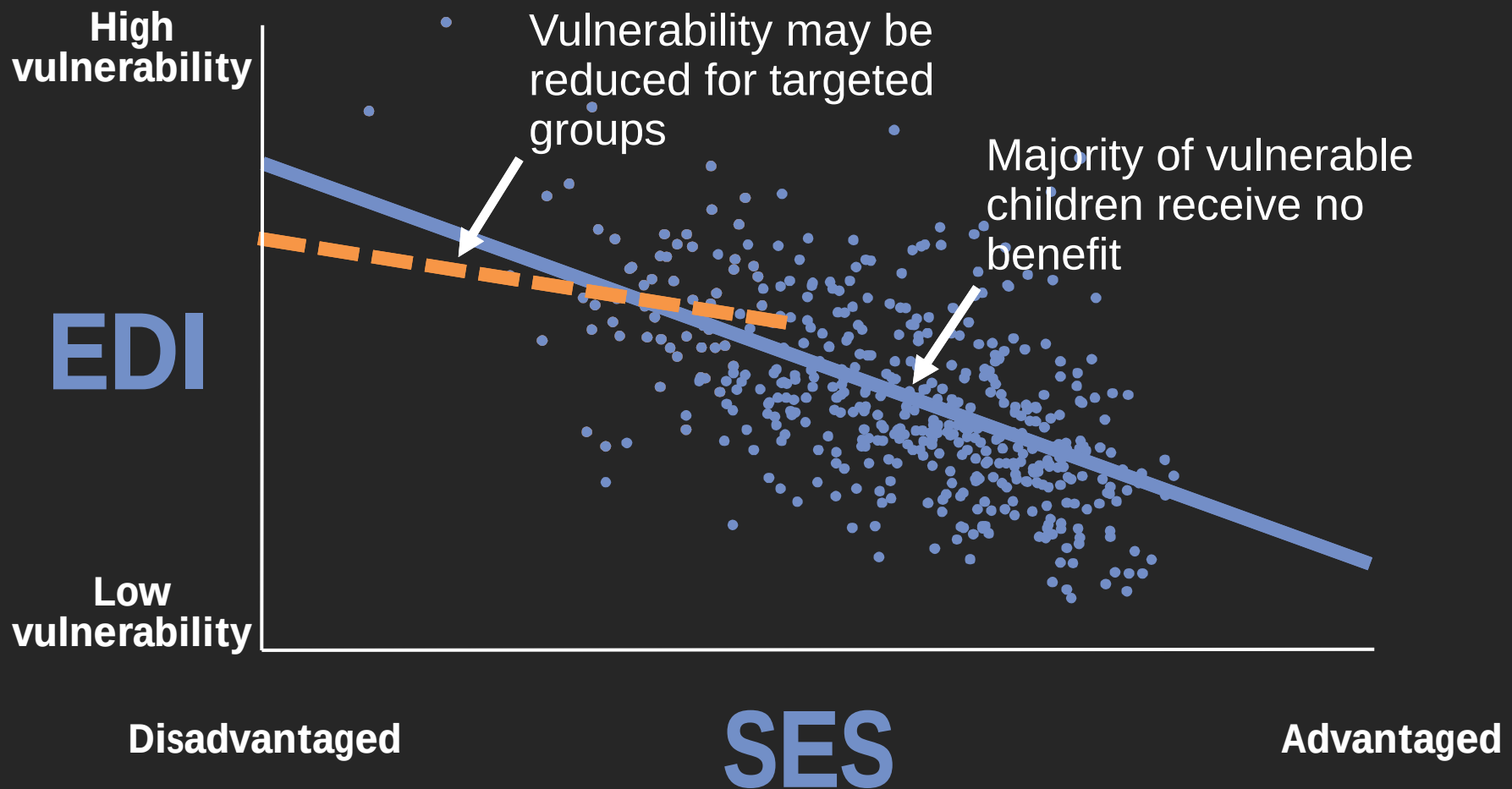
Vulnerable children are distributed across communities and the SES spectrum



= 5 vulnerable kids



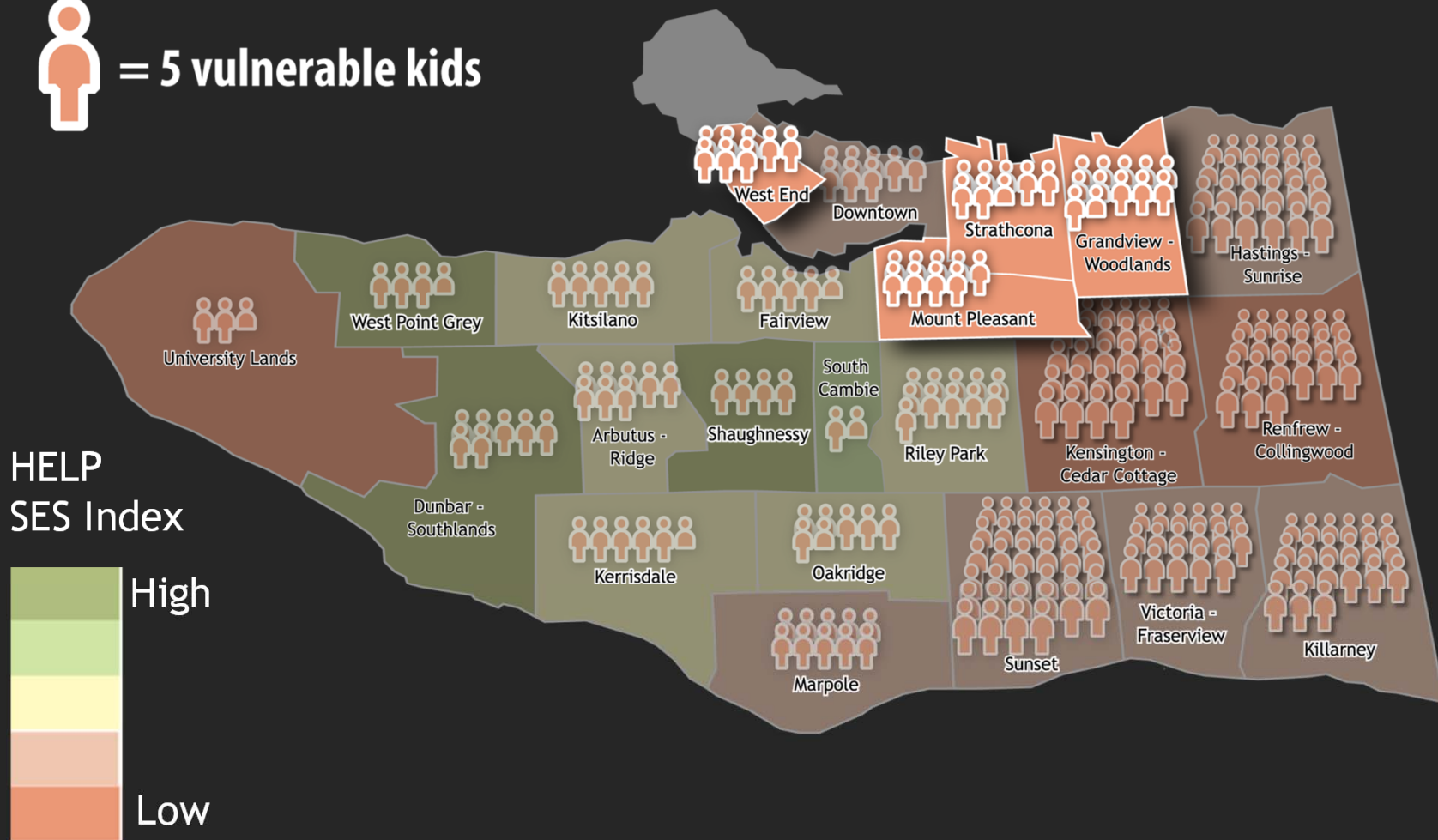
Targeted programs?



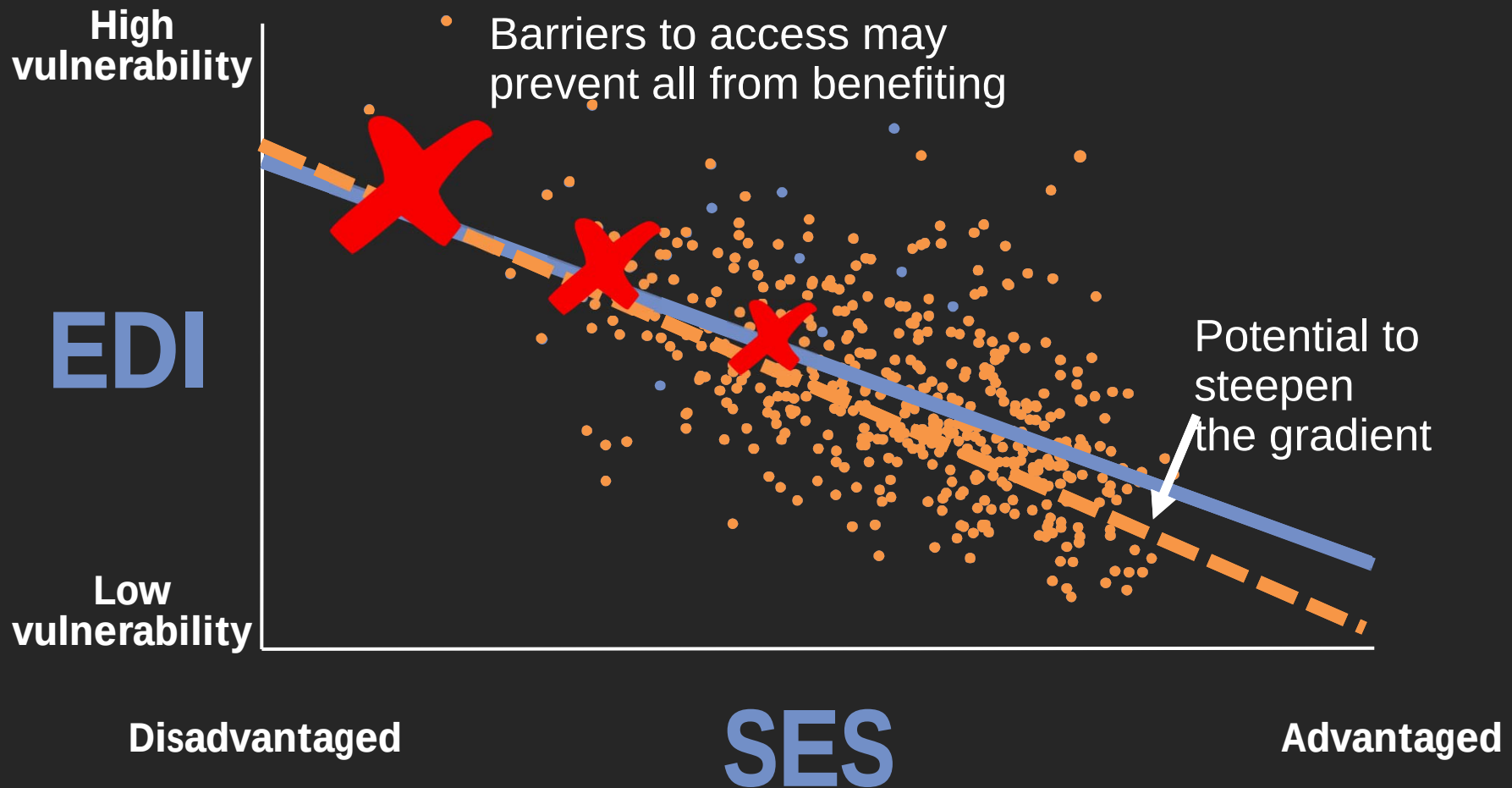
Targeting programs towards low SES leave many vulnerable children without access



= 5 vulnerable kids

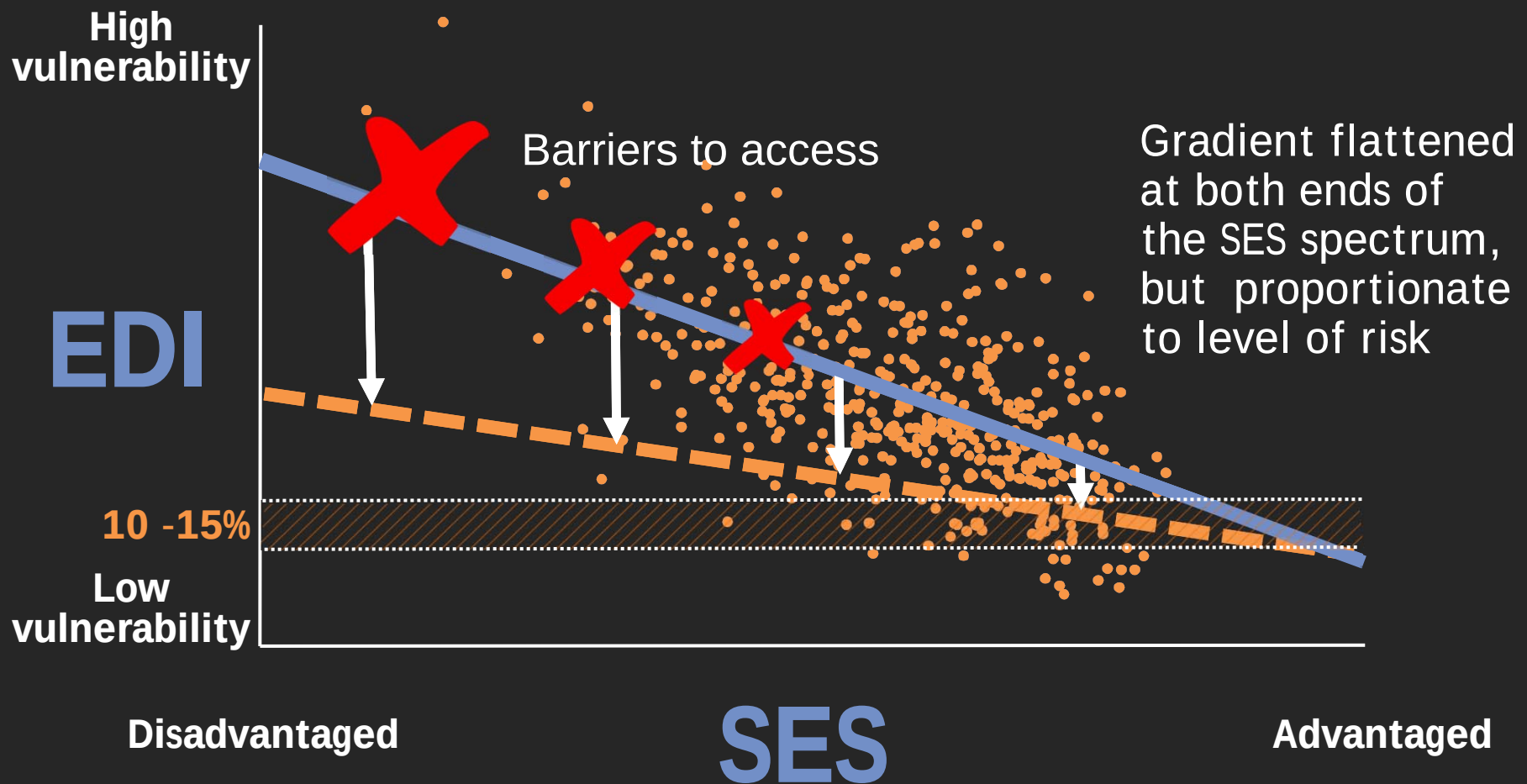


Universal programs?



Proportionate Universality

Universal access at a **scale** and **intensity** that addresses barriers at every level



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- The degree to which socioeconomic context explains and does not explain variations in early development
- Which communities are doing better or worse than predicted.....to set up the study of 'why'
- Proportionate universality in programs and policies
- Trace change over time

Lessons Learned

Business as usual does not
lead to progress

School Districts

Wave 4 EDI

Vulnerable on One
or More Scales

Percentage of children vulnerable
on one or more scales of the EDI

0 - 16

17 - 23

24 - 28

29 - 34

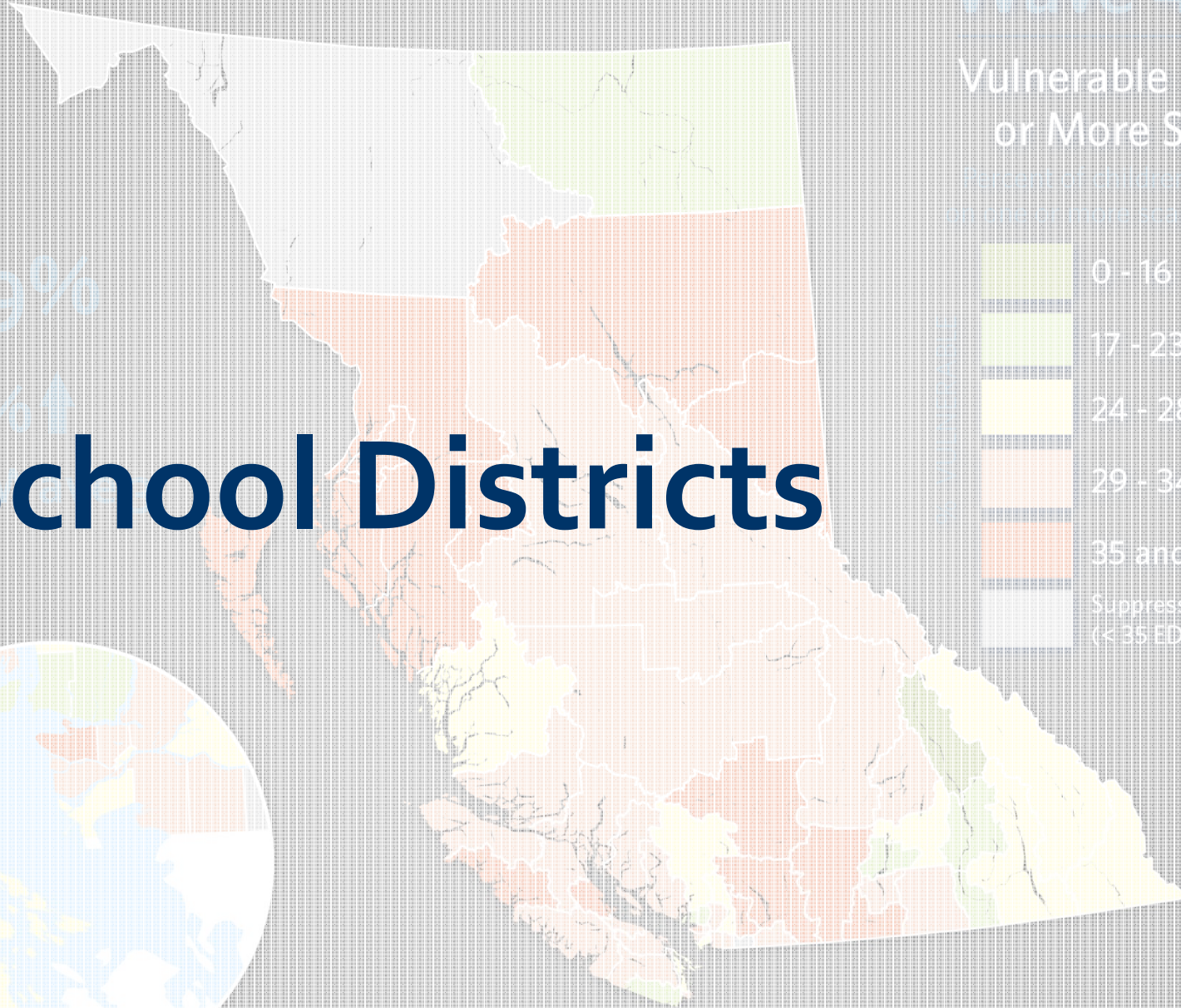
35 and above

Suppressed
(< 35 EDI Children)

BC
30.9%

2.2%↑

From 2014



Lessons Learned

Local action has not led to sustained progress in ECD, but wherever sustained progress has occurred, local action has been essential.

Lessons Learned

Local ecologies for children really do function as complex adaptive systems.

Lessons Learned

Proportionate universality best
implemented locally

Lessons Learned

Cross-sectional comparisons of test scores conceal more than they reveal.



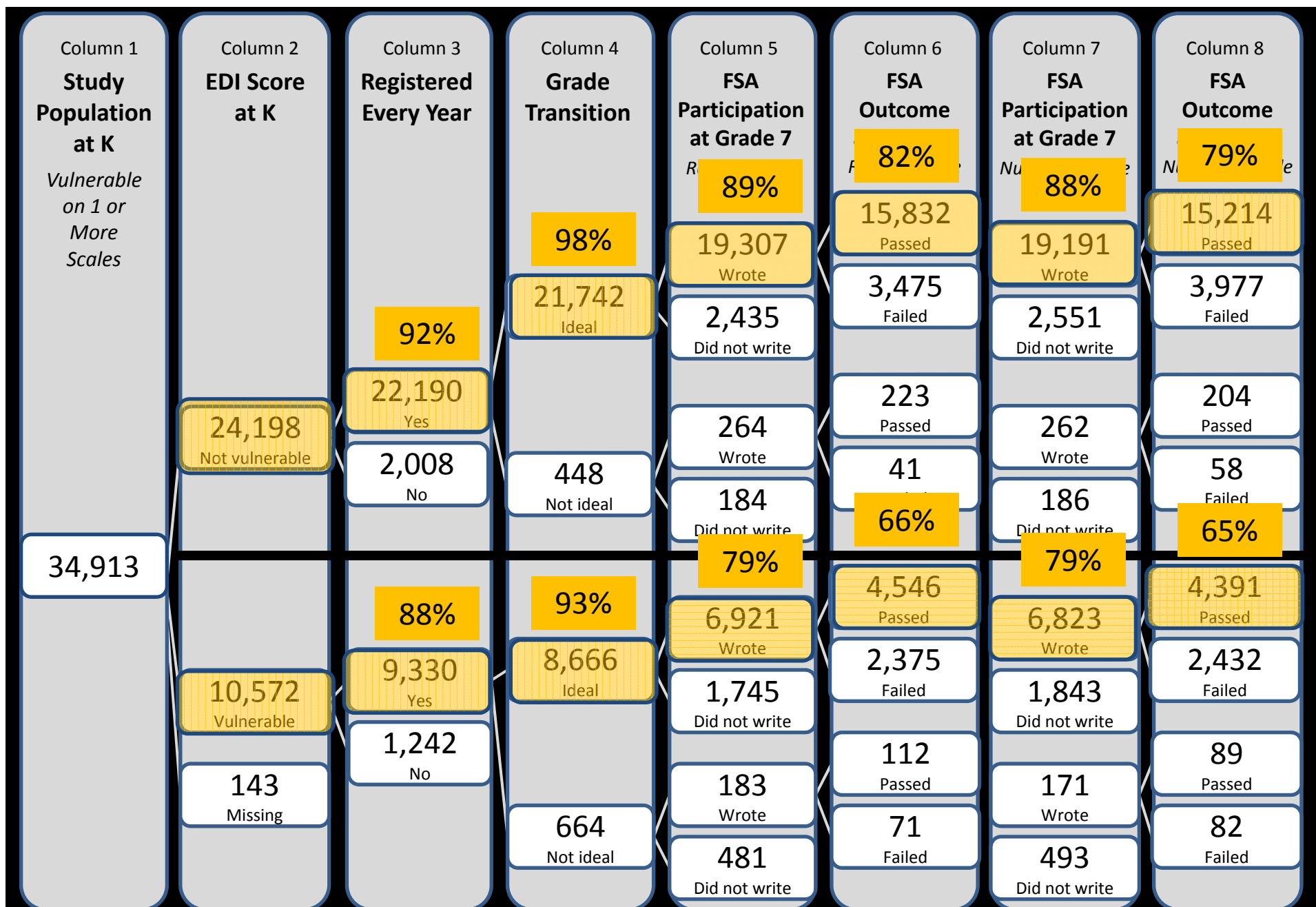
Starting ready for
school?

Registered every year?

Progressing through
grade levels?

Participating in school
assessments?

Passing school
assessments?



Studying Children's Development Over Time

Source: J.E.V. Lloyd & C. Hertzman (2012)
Manuscript under review

HUMAN
EARLY LEARNING
PARTNERSHIP

Thank You

www.earlylearning.ubc.ca

