


You Say... They Think (Early Child Development in Alberta)

You Say...	They Think...	What's Triggered in Their Minds?	What Helps?
<p>The first three years of life are a period of incredible growth: A newborn's brain is about 25 percent of its approximate adult weight. But by age 3, it has grown dramatically by producing billions of cells and hundreds of trillions of connections between these cells.</p>	<p>Biology was not my strong point. But, you've got your synapses of, you know, different things that are happening in certain areas that are working in consort with others, and perhaps there's a gene that doesn't allow that message to necessarily translate 100% to the brain so that it works the way it's supposed to.</p>	<p>Development is Complicated</p>	<p>The entire Core Story fills in gaps in understanding, including the Signature simplifying model for gene-environment interaction and Air Traffic Controller for executive function.</p>
<p>Young children living in high-risk environments need additional supports to promote their healthy growth and development. They need programs that provide high-quality, individualized, stimulating experiences in the context of strong relationships and everyday routines.</p>	<p>You know, development just happens. It's inevitable! And there is nothing that anybody can do or should do any differently than they've been doing for hundreds and thousands of years.</p>	<p>Self-Made Child (development is automatic)</p>	<p>Simplifying models of Skill Begets Skill, Environment of Relationships, Serve and Return explain how development happens; Toxic Stress explains how it can be harmed.</p>
<p>Learning begins at birth, and parents are their children's first teachers. They are role models for their children and have a strong influence on their later school success.</p>	<p>It's [what influences development] the tools you provide to your children and the example you set. So on a fundamental basis, our children don't fall very far from the tree. I see a family responsibility in guiding or shaping our children's future. But it's also what can society do, what can the community do? They support the family.</p>	<p>Family Bubble, but Role for Community</p>	<p>Value of Interdependence reinforces notion of societal responsibility; Brain Architecture concretizes development beyond the realm of morals, values and behavior.</p>
<p>Poverty can have long term consequences for young children. It can disrupt children's development and negatively impact their educational advancement, their ability to lead productive lives and become responsible citizens. And yet thousands of young children feel the effects of poverty every day.</p>	<p>I have grandparents who were in Europe during the war and they grew up during a really bad time, but you know they learned to overcome that and realize that they could overcome huge challenges and it probably gave them strength later on too. And I think you learn skills to get you through those situations.</p>	<p>Stress is Beneficial</p> 	<p>Use the Toxic Stress simplifying model to explain the negative effect of stress on the developing brain.</p>

You Say... They Think (Children's Mental Health - Alberta)

You Say...	They Think...	What's Triggered in Their Minds?	What Helps?
<p>The suffering experienced by children with mental health needs and their families has created a health crisis. Growing numbers of children are suffering needlessly because their emotional, behavioral, and developmental needs are not met.</p>	<p>I see children as little people. Poor mental health to me is like like a little person that has to deal with more adult things.</p>	<p>Children are Little Adults</p>	<p>Use the Brain Architecture simplifying model to explain how the development process works and how children's brains are different than adults'.</p>
<p>Children's mental health problems are very common, and the onset of major mental illness can occur as young as age 7.</p>	<p>Those kids are so young. I don't think you've even developed much of a personality, let alone a mental health profile. I don't know that you could diagnose something yet.</p>	<p>Kids Don't Have Mental Health</p>	<p>Use the Toxic Stress simplifying model shows how excessive stress damages the developing brain, and how buffering that stress supports mental health.</p>
<p>Opportunities are available to prevent mental health disorders before they occur. Effective prevention includes strengthening families and individuals by building resilience and skills, and promoting mental health in schools.</p>	<p>Mental illness is about all of the chemical causes or that kind of thing. Mental health is about confidence and self-esteem. But you need good mental health to be a well-rounded individual, to function.</p>	<p>Mental Illness is Chemical and/or Mental Health is about Feelings, but it's also about Functioning</p>	<p>Use the Leveling simplifying model to explain how children's mental health affects their functioning, and to reinforce this cultural model, and show how interventions can improve functioning.</p>
<p>Mental healthcare is dispersed across multiple systems: schools, primary care, the juvenile justice system, child welfare and substance abuse treatment. But the first system is the family.</p>	<p>We can't blame everything on every parent, because some parents do the best they can and they end up in these situations with children that are unresponsive and isolated. But on the other side, being in a good community setting and getting involved in activities is important.</p>	<p>Government and communities have a role to play, along with parents.</p>	<p>Use value of Interdependence to clarify the importance for society, and value of Ingenuity to encourage and support a public response.</p>

