



## **Science to Practice: Building the Skills Adults Need for Life**

### Webinar #4

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Facilitated by:

Al Race, Center on the Developing Child, Harvard University

LaDonna Pavetti, Center on Budget and Policy Priorities

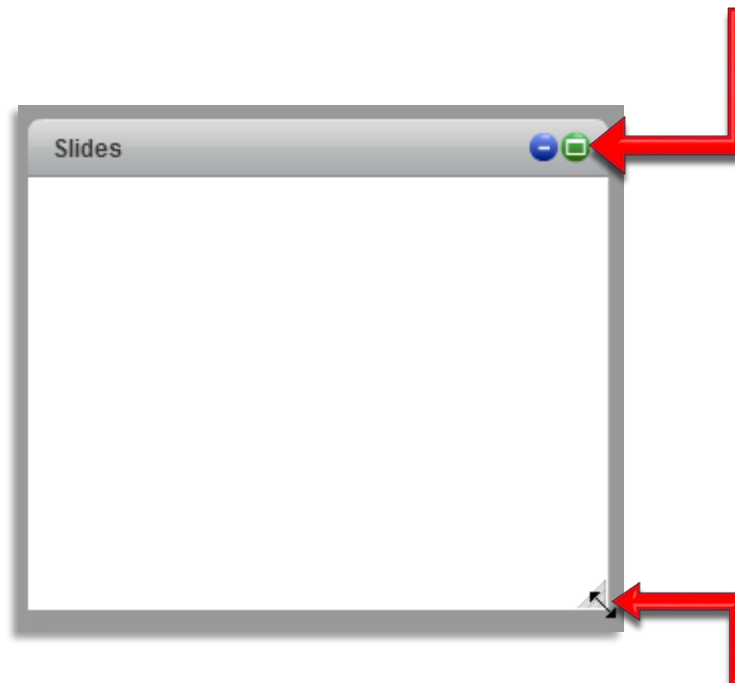
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September 20, 2017 2:00 – 3:00 p.m., PDT

# Expand Event Windows

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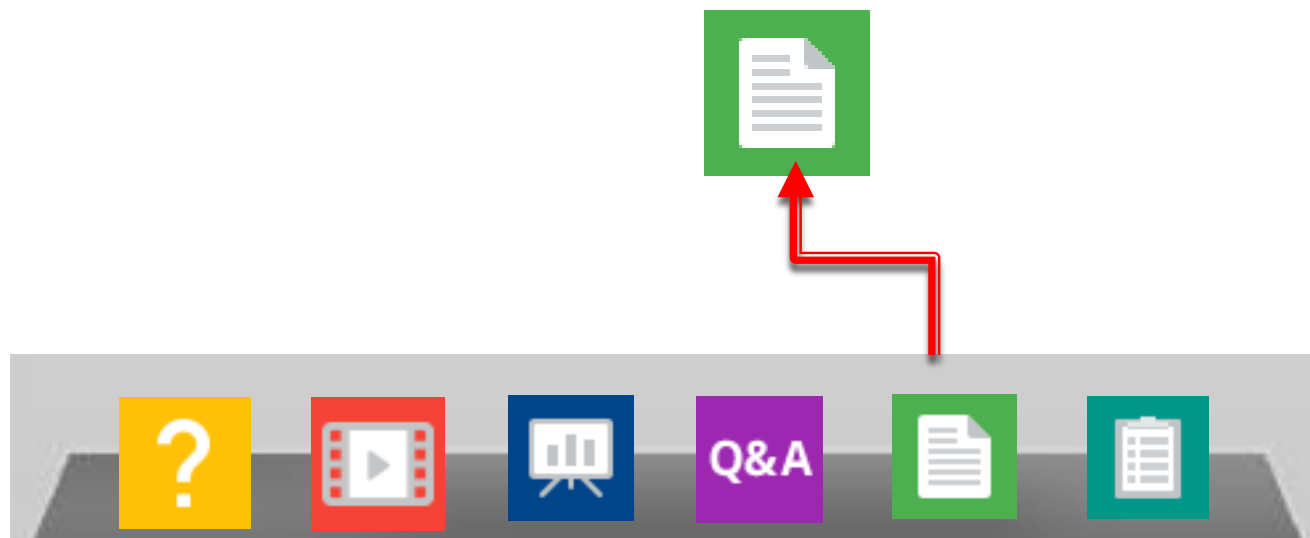


- To adjust the slide size, drag the bottom right corner of the window.

# Event Materials and Recording

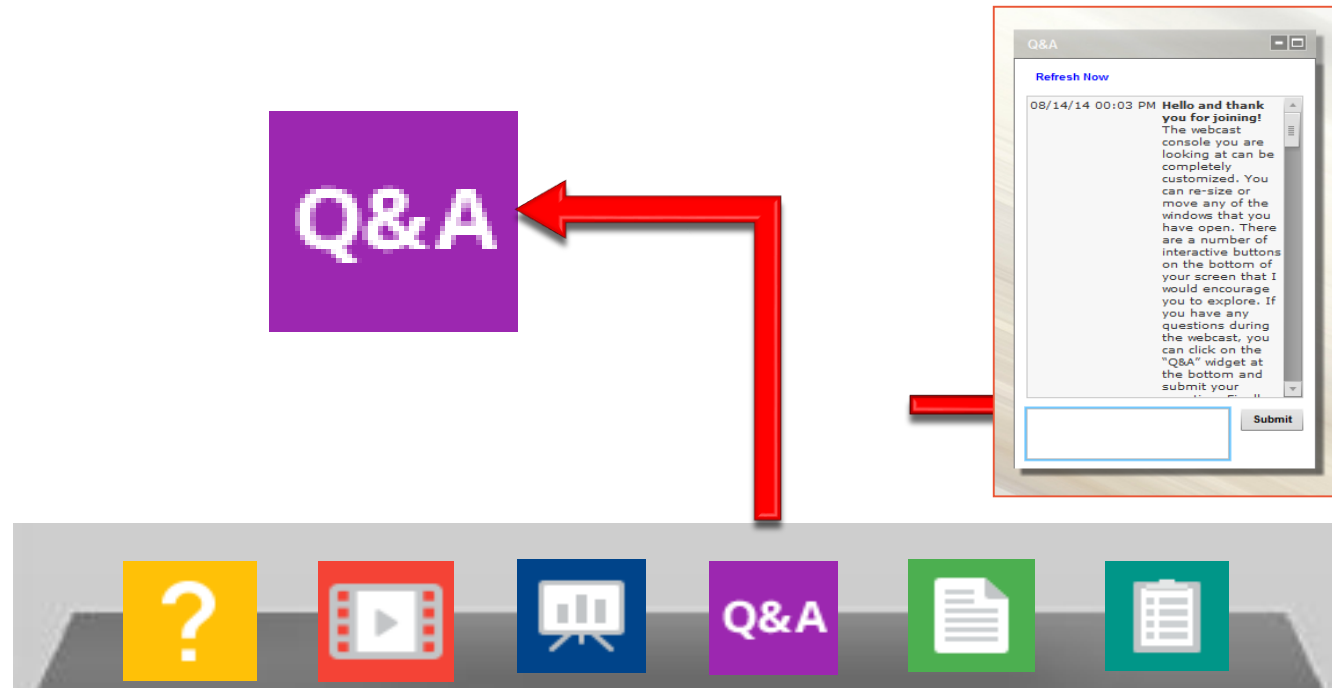
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- The event recording will be available about one day after the webcast, and you can access it using the same audience link used for the live webcast.
- The recording will also be posted to the website.
- To download the slide deck and materials for this presentation, click the Resource List widget at the bottom of your screen.



# Q&A

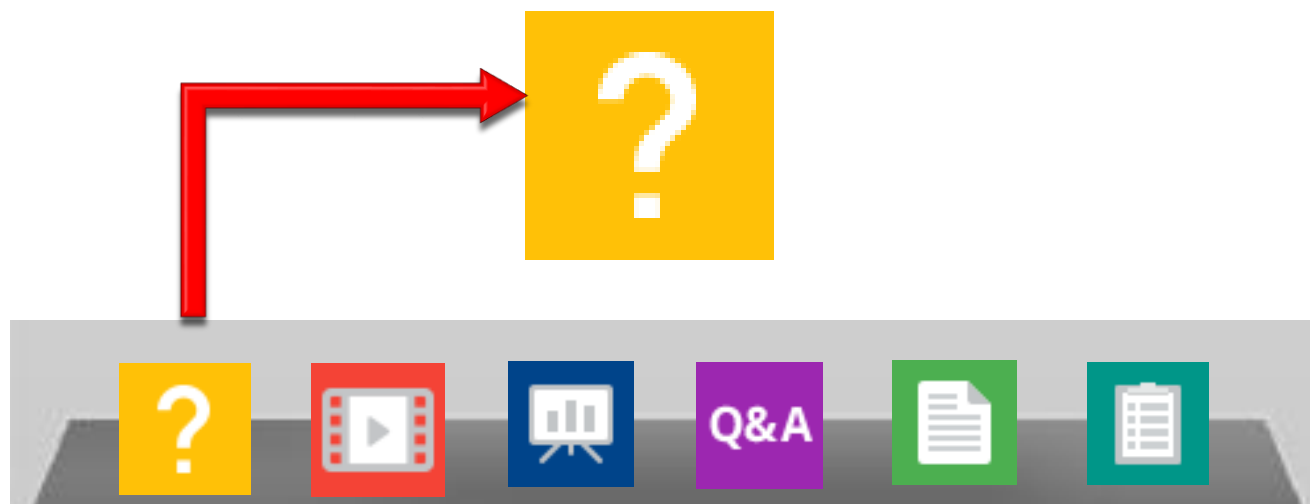
- To pose a question to the presenters or the group at any time, click on the question-and-answer (Q&A) widget at the bottom and submit your question.
  - *Please note: only our presentation team can see your questions; they are not viewable by other attendees.*



# Technical Assistance

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- If you are experiencing technical difficulties, please visit our webcast help guide by clicking on the Help widget below the presentation window.
- You can also click on the Q&A widget to submit technical questions.



# Welcome and Introductions

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**LaDonna Pavetti**

**Center on Budget and Policy Priorities**

**Co-Principal Investigator, CalWORKs Strategic Initiative**

# Webinar Series

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This fourth webinar is designed to help you learn how to support adults in building core capabilities for success.

The remaining webinars will feature county-to-county sharing on issues beyond the tools and resources.

Webinar Wednesdays – 2:00 p.m. PDT	
Today	<b>Science to Practice: Building the Skills Adults Need for Life</b>
October 11	Using SAWS Data to Manage Programs
October 25	Strategies to Help Families Stay in Engaged

# Objectives for Webinar

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**During this webinar we will**

- Review the vision for CalWORKs 2.0 and the science behind the framework**
- Examine the links between early childhood and adult capabilities**
- Hear about the impacts of stress on adult capabilities**
- Explore ways to strengthen or restore adult capabilities**



# Your Questions

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- Ask a question at any time during the webinar using the Q&A box.
- We will respond during the webinar or afterward.
- We might answer some of your questions in future webinars.



# Science Behind the Vision for CalWORKs 2.0

## Moving California's most vulnerable families forward

Creating a goal-oriented service delivery system to guide families toward economic and life success.

**Strategic Initiative:** Define vision for CalWORKs 2.0 and beyond, and advance county practice in propelling families forward by articulating a framework informed by 20 years of what works best and for whom, and succeeds by considering unique whole-family needs in making service delivery decisions.

### CalWORKs 1.0

#### Compliance-oriented and work-first driven

##### Early Legislation:

- Prescribed service delivery
- Commitment to behavioral health
- Support for education & training

##### Expanded Program Options:

- Housing Support Program
- Family Stabilization Program
- Expanded Subsidized Employment

##### Policy changes

- Time limits
- OCAT

### Outside influences

- (1) Whole family approach;
- (2) Executive function;
- (3) Behavioral insights;
- (4) New evidence-based practices
- (5) Implementation science

### CalWORKs 2.0

#### Goal -achievement oriented and driven by tools to support unique family needs

##### Strategic Initiative Resources:

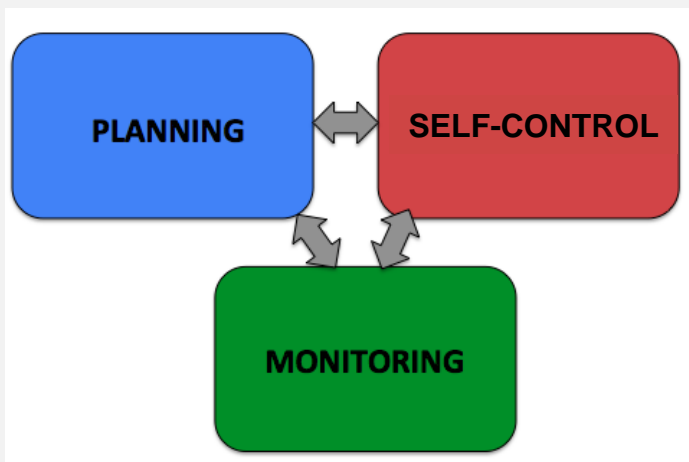
- Systematic approach to organizational and client goal setting
- Intentional Service Selection guides cases
- Service mapping and month counting to streamline delivery
- County driven CQI – Road tests
- Learning – County Peer Sharing/Support

#### Two-generation goal achievement-oriented and driven by fully integrated tools and data

##### Putting it all together:

- Shift culture to a whole family focused approach
- Advocacy for additional resources to:
  - Integrate SI tools (and OCAT) into SAWS
  - Increase services and supports to serve youth
  - Continually expand evidence-based practice

# Webinar 3: Executive Functioning in CalWORKs Tools



Webinar 3: Executive Functioning  
Silvia Bunge  
Building Blocks of Cognition Laboratory  
[www.calworksnextgen.org](http://www.calworksnextgen.org)

**My Goal-Plan-Do-Review**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**PLANNING**

**GOAL** What do I want to do?  
Why do I want to do it?

**PLAN** How will I do it? When? Where?  
What might get in my way?

**DO** What small first step will I take?  
How will I reward myself?  
Who will I check in with?

I will do it by: \_\_\_\_\_

**SELF-CONTROL**

**REVIEW REVIS**  
How did it go?

**MONITORING**  
What could I do differently next time?

# Your Responses from Webinar 3

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**Given both the importance of building strong executive functions in children and the CalWORKs whole-family vision, please share some examples of how you engage the whole family in your work today.**

- Our county offers a family stabilization program that addresses the whole family unit**
- We try to incorporate success throughout the family when we think about its goals**
- Provide referrals to community resources and family counseling**
- We do not do much to engage children**

# Presenter

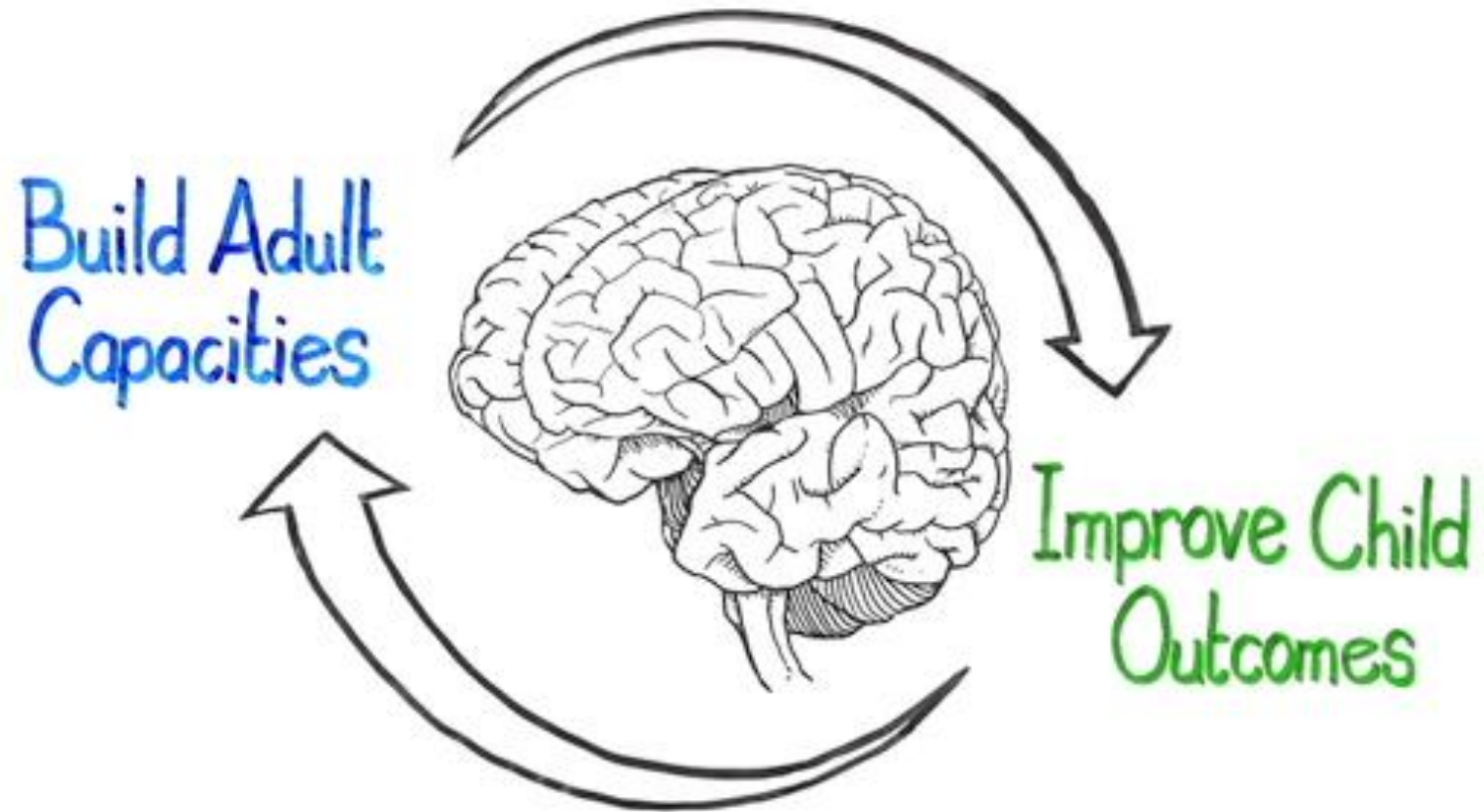
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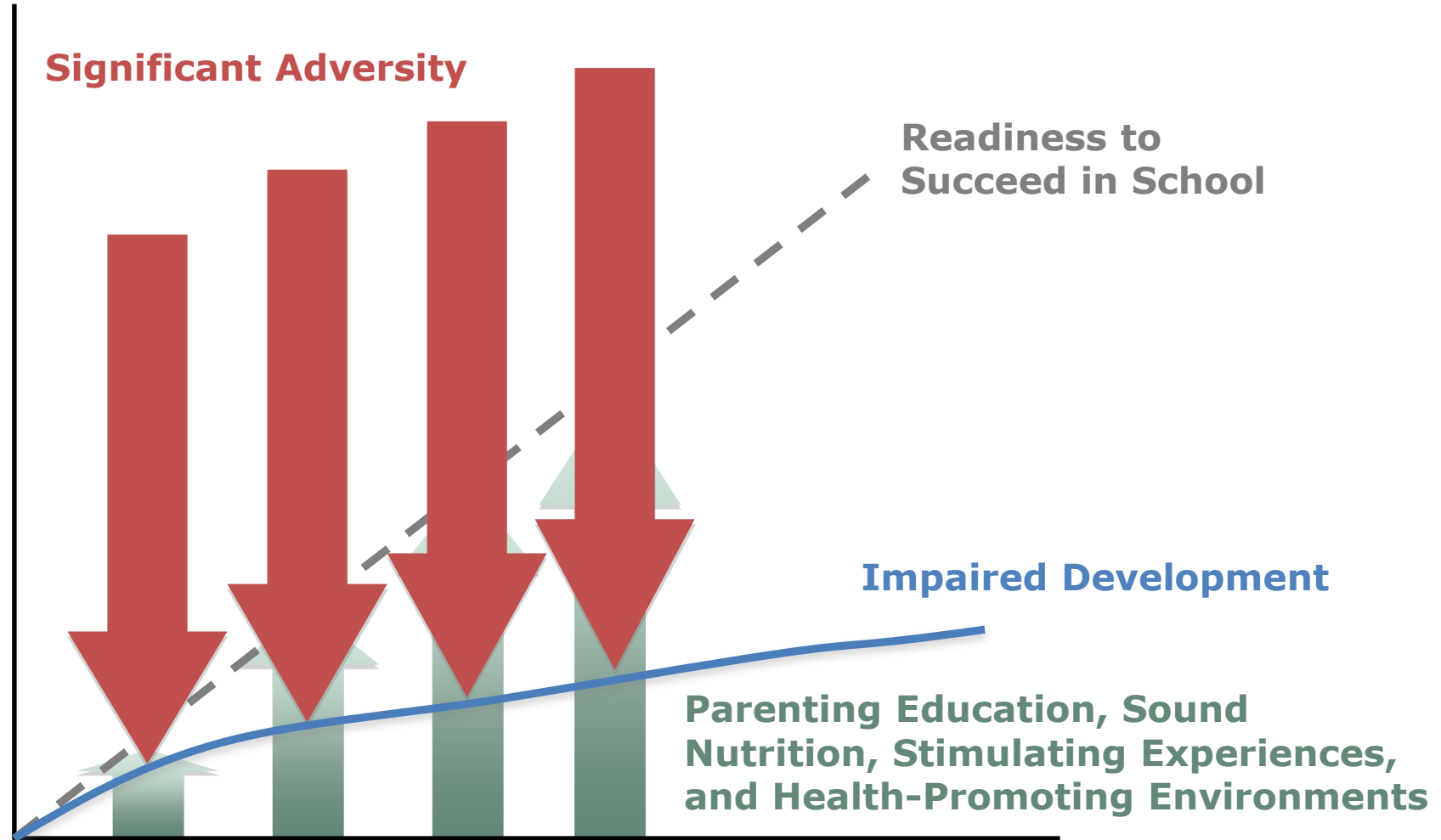
## AI Race

**Deputy Director and Chief Knowledge Officer  
Center on the Developing Child at Harvard University**

# How Did We Get Here?



# Current Conceptual Framework Guiding Early Childhood Policy and Practice

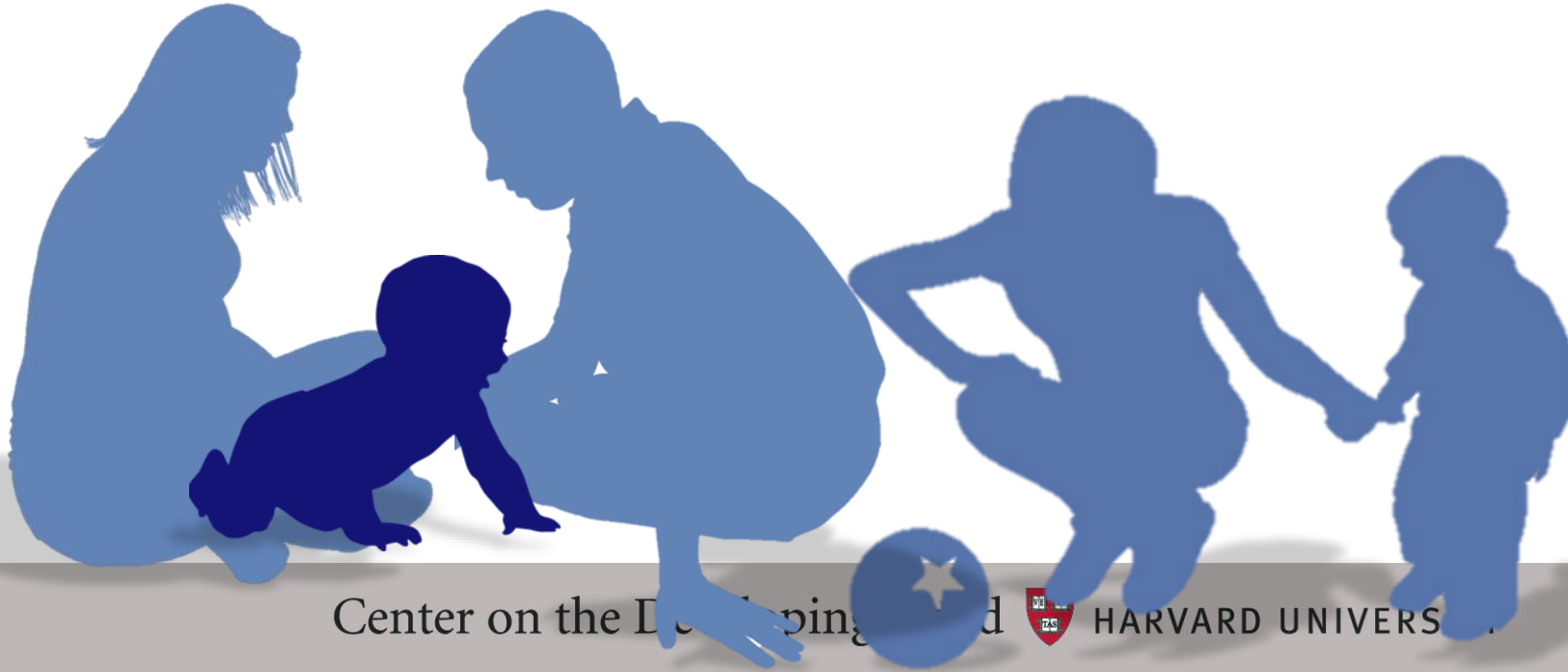


2012

# Creating a New Paradigm for Early Childhood Policy and Practice

Early experiences affect lifelong health **and** learning

Healthy development requires protection **and** enrichment





# Generating Hypotheses to Guide New Intervention Strategies

Early experiences affect lifelong health *and* learning

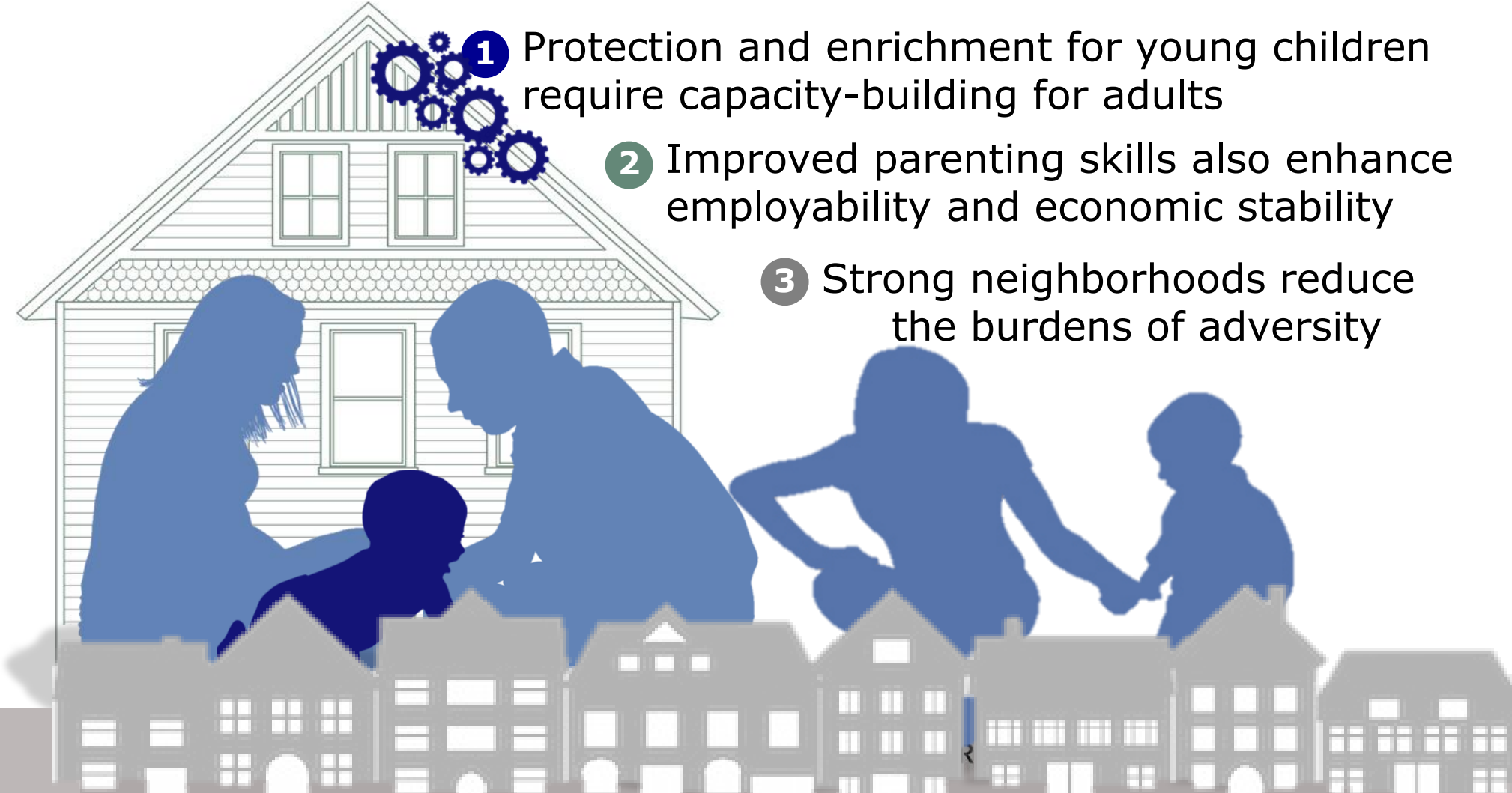
Healthy development requires protection *and* enrichment



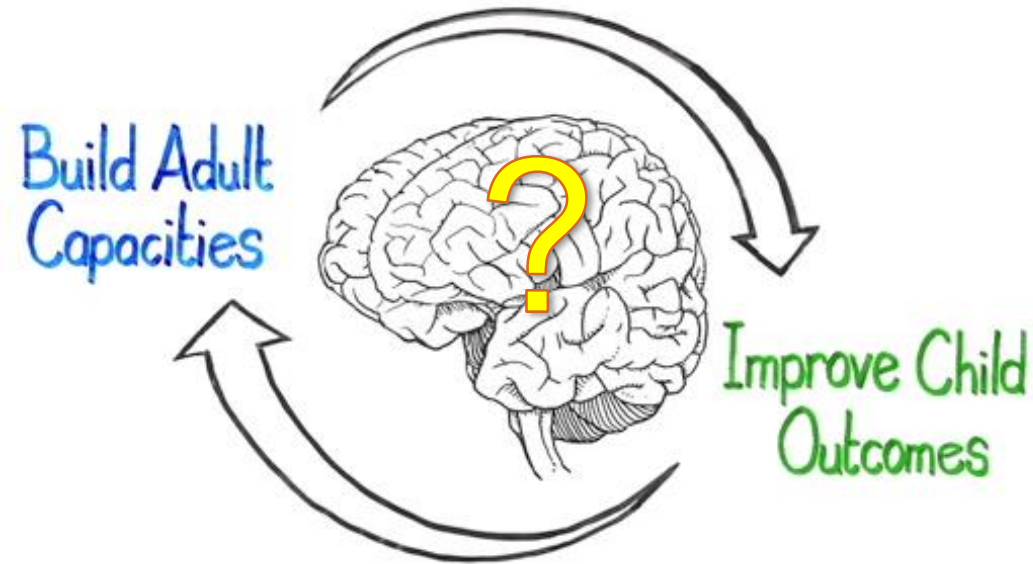
**1** Protection and enrichment for young children require capacity-building for adults

**2** Improved parenting skills also enhance employability and economic stability

**3** Strong neighborhoods reduce the burdens of adversity



# Creating a New Framework for Intergenerational Policies and Programs



What are the foundational capabilities adults need to be successful parents, workers, and citizens?

What do we know from different sources about how to strengthen those capabilities?

# Core Skills for Life: An “Air Traffic Control System” in the Brain



Executive function and self-regulation are a foundational set of capacities 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

*After infancy, two major spurts in skill development: ages 3-5 and 15-25*

2015

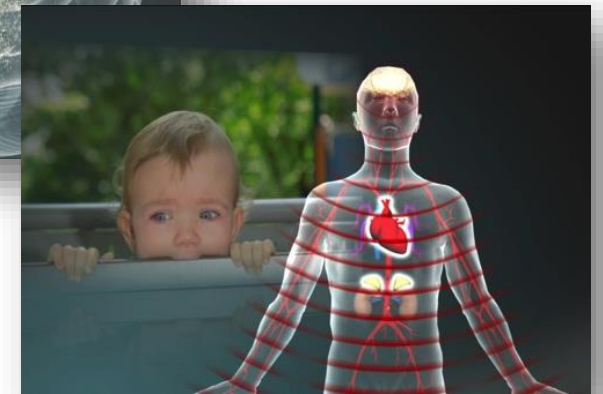
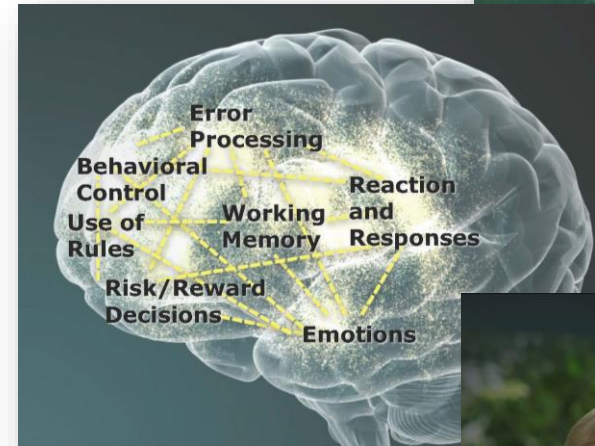


2016



# Three Key Science Concepts that Affect the Development of Core Capabilities

- 1** Responsive relationships and positive experiences build strong brain architecture.
- 2** The core capabilities we all use to thrive in school, at work, and in the home are built over time through practice and modeling.
- 3** Serious adversity disrupts the development process and our ability to use these core capabilities.



# The Biology of Adversity: Three Levels of Stress

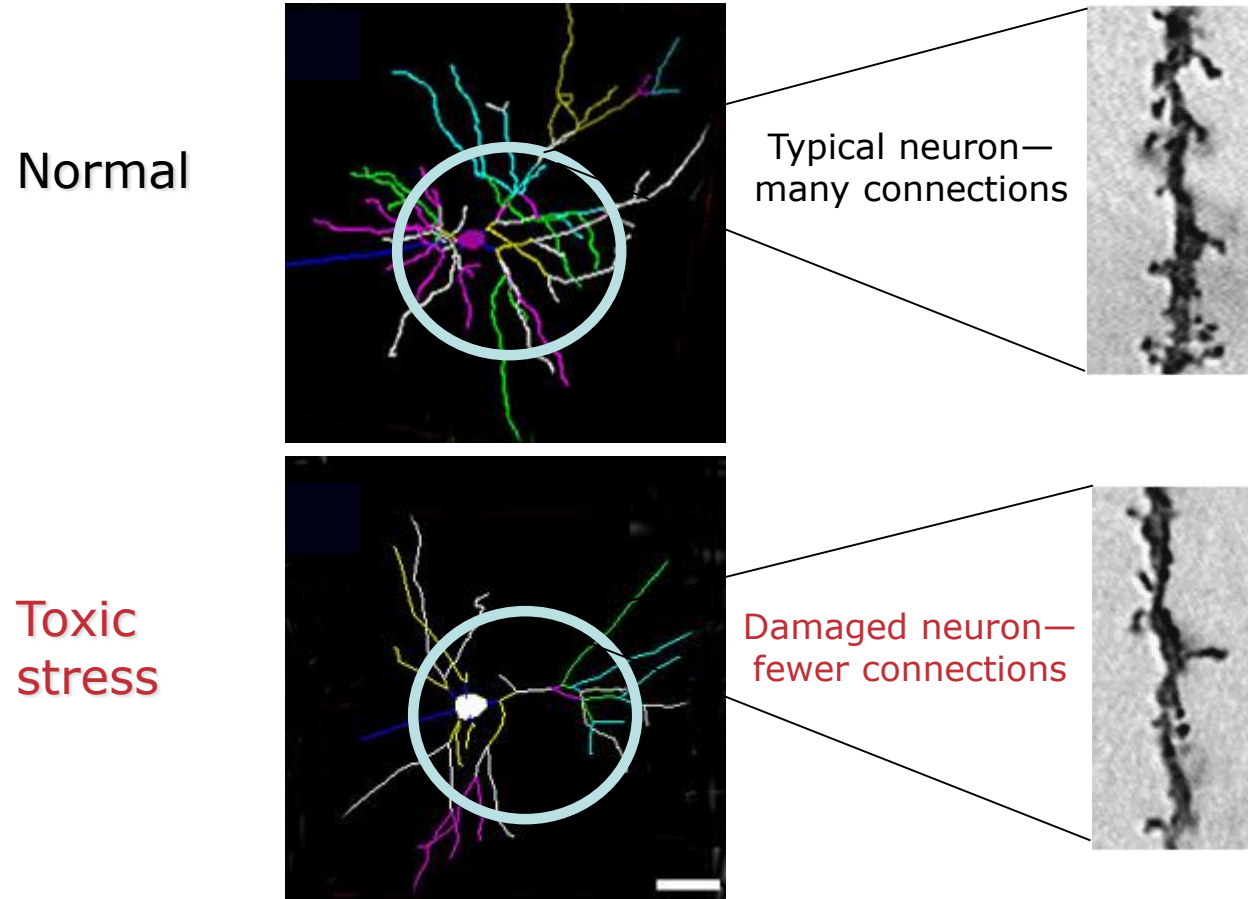


Brief increases in heart rate,  
mild elevations in stress hormone levels.

Serious, temporary stress responses,  
buffered by supportive relationships.

Prolonged activation of stress response  
systems in the absence of protective  
relationships.

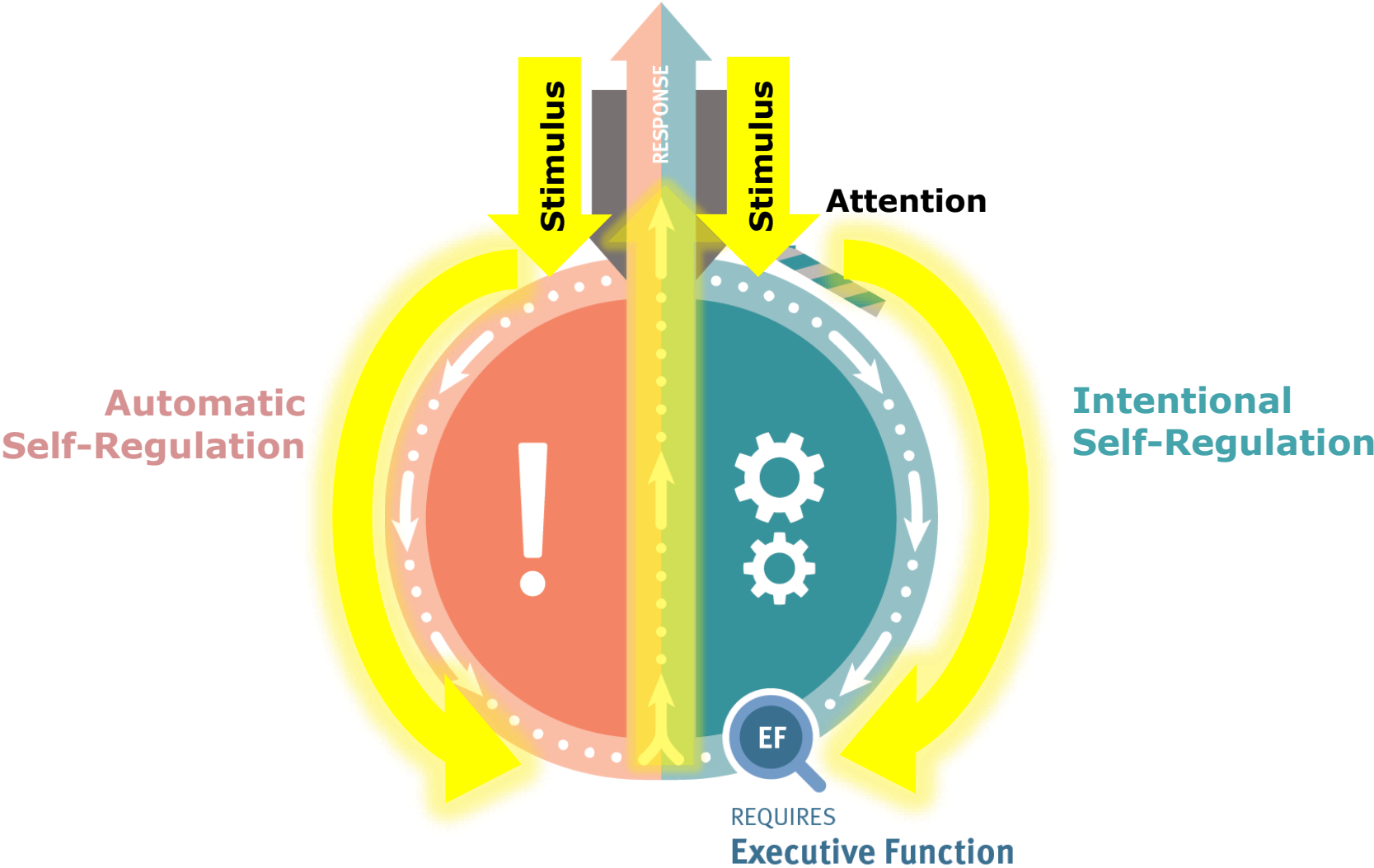
# Toxic Stress Changes Brain Architecture



Prefrontal Cortex and Hippocampus

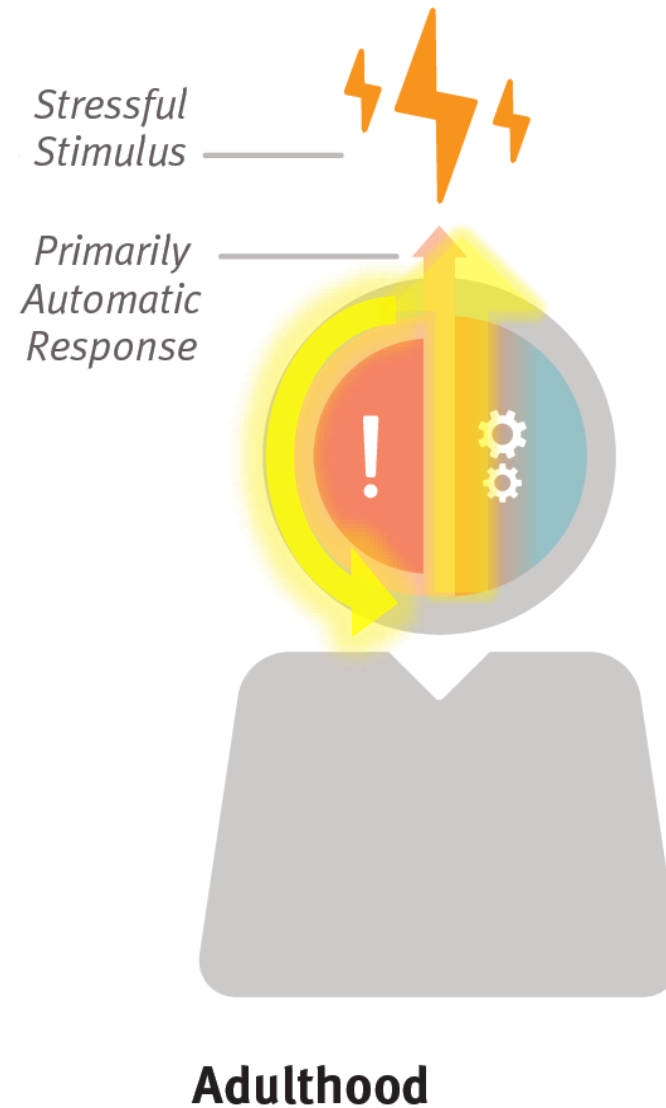
Neuron depiction: Morrison & McEwen (2008)  
Photo: Bock, et al. (2005)

# How Excessive Stress Affects Core Capabilities

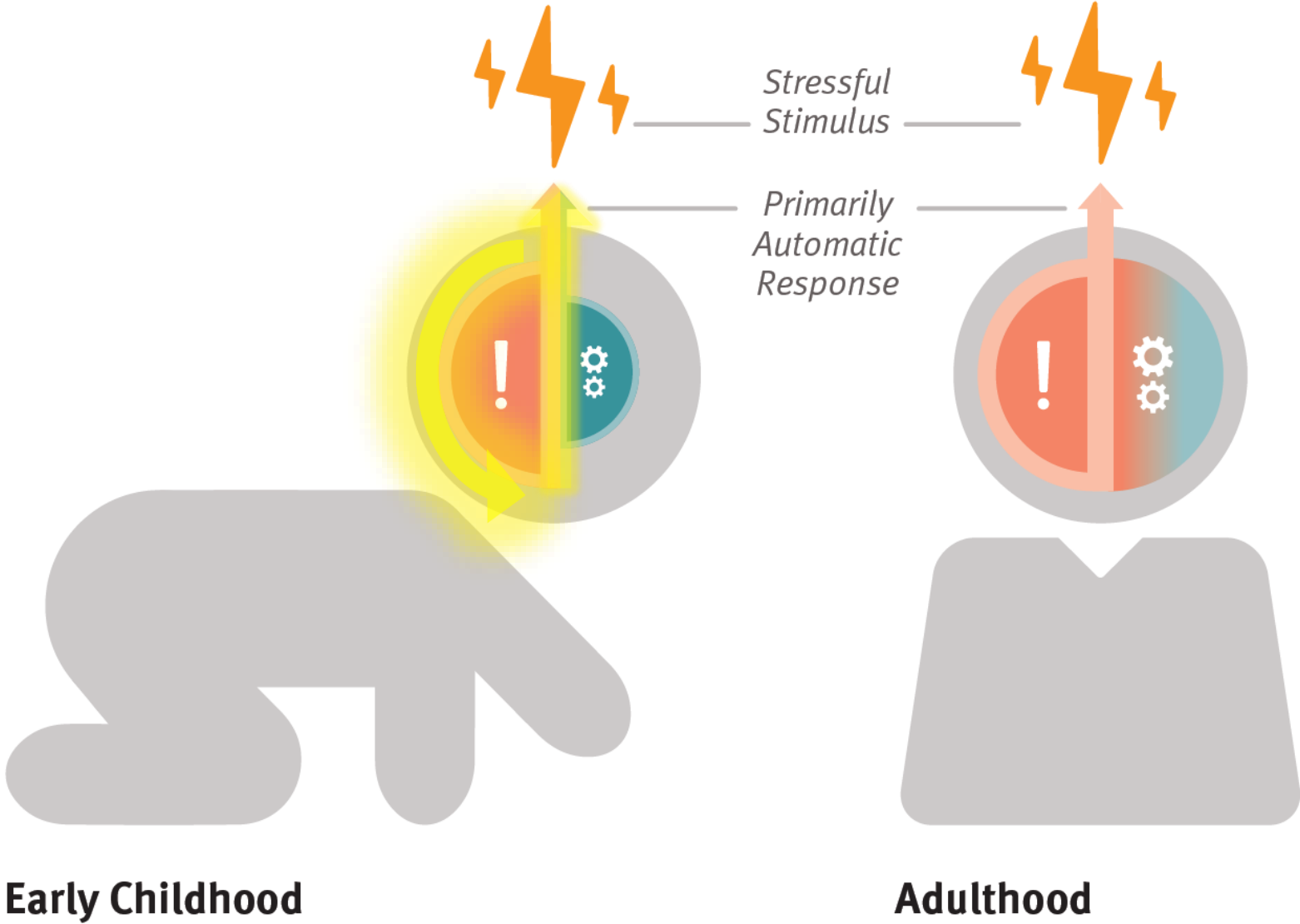




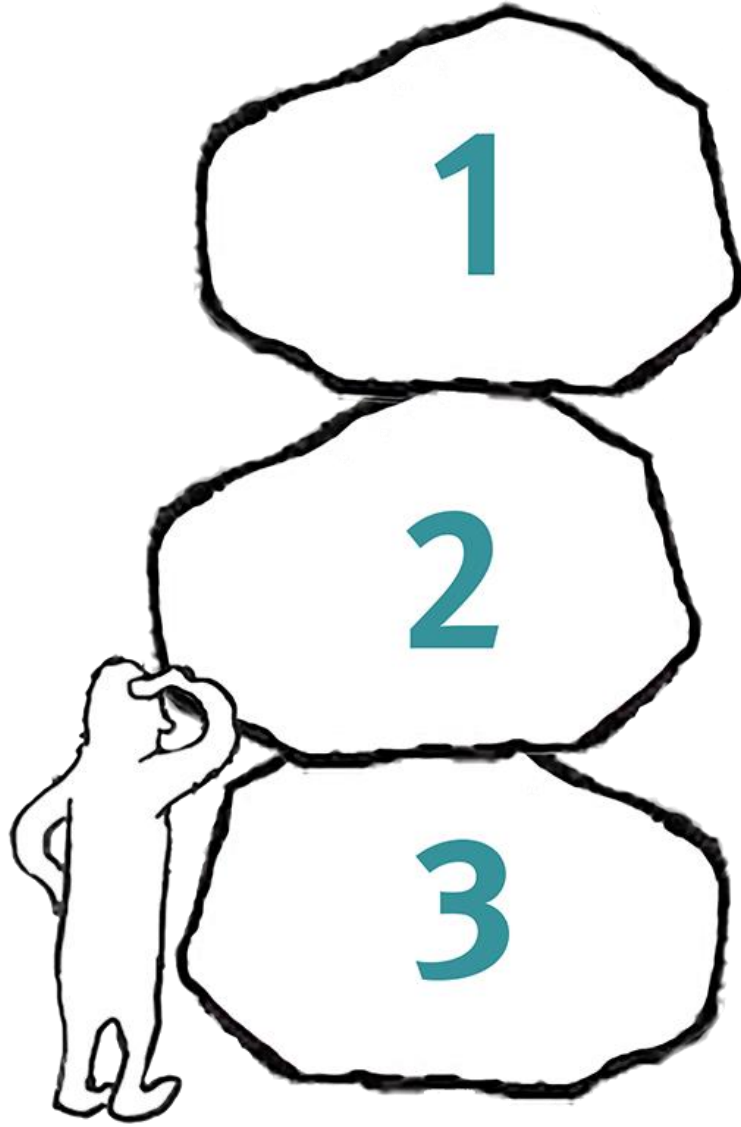
# How Excessive Stress Affects Core Capabilities



# How Excessive Stress Affects Core Capabilities



# The Triple Burden



**A steady supply of highly stressful circumstances** with important consequences continually activates the stress response.

**A stress response system that is easily aroused and that remains on high alert** depletes cognitive resources, impairs self-regulation, and imposes a high burden on health and well-being.

The stigma and shame associated with poverty and involvement in public services reinforce people's **belief that they are fundamentally flawed and unable to change their condition.**

# Poll Question

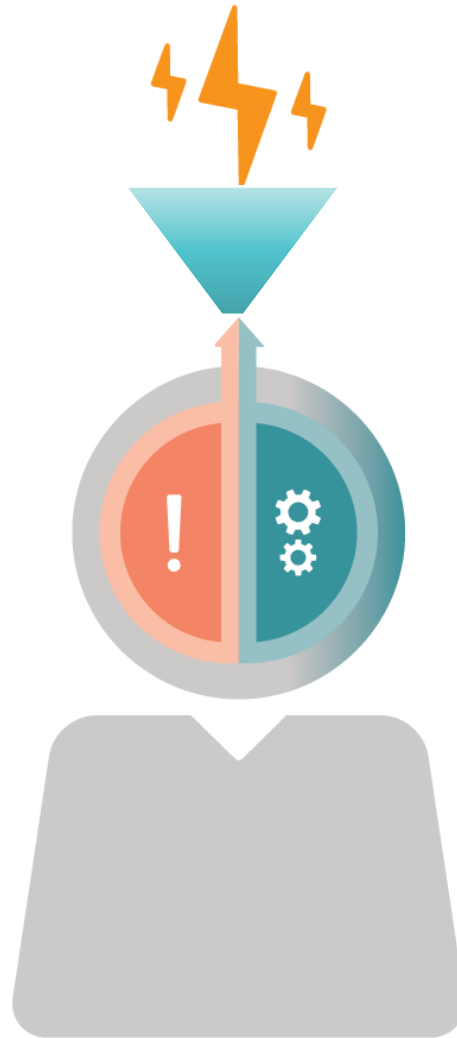
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**How often do you think stress is a contributing factor in your customers' ability to set and achieve goals?**

- Rarely**
- Some of the time**
- Most of the time**
- All of the time**

# How We Can Strengthen or Restore These Capabilities

**Two approaches** can reset the balance of self-regulation in adulthood.



- Provide training in specific skills aligned to the context in which they will be used.
- Teach strategies for reassessing a stressful situation and considering alternatives.
- Teach strategies for recognizing and interrupting automatic responses.
- Target the skills that can override automatic responses (goal-setting, motivation, and decision making).
- Build on small successes.

# How We Can Strengthen or Restore These Capabilities

**Two approaches** can reset the balance of self-regulation in adulthood.



**Environmental approaches** reduce exposure to stressful experiences.

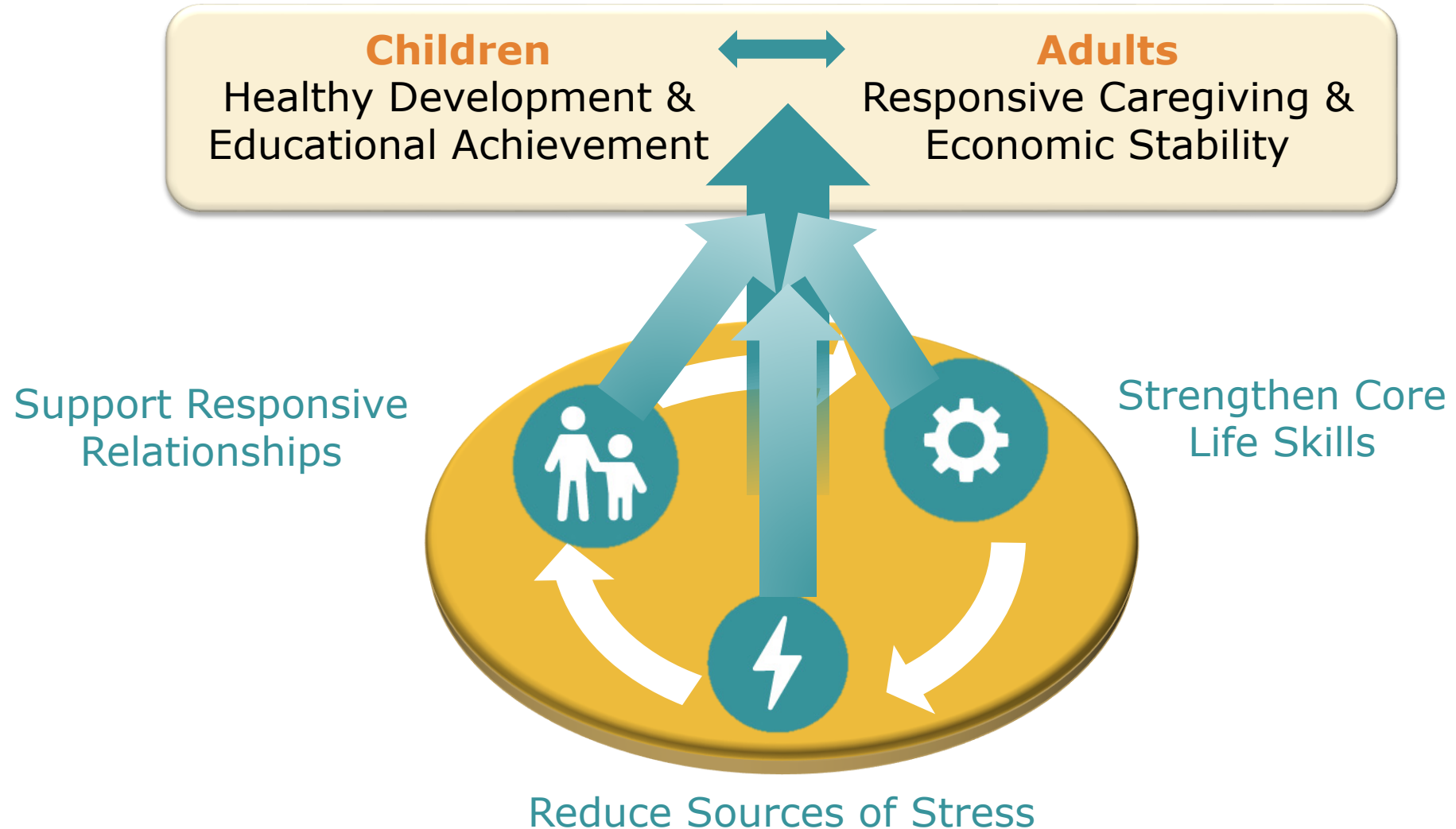


- Streamline application forms and processes.
- Create accessible materials in many formats.
- Use clear language and break down tasks into steps.
- Bundle together services, funding, and applications from different agencies and providers.
- Eliminate barriers to program reentry.

# Translating the Science Concepts into Three Principles for Policy and Practice



# How the Three Principles Work Together





# Using the Principles as a New Lens



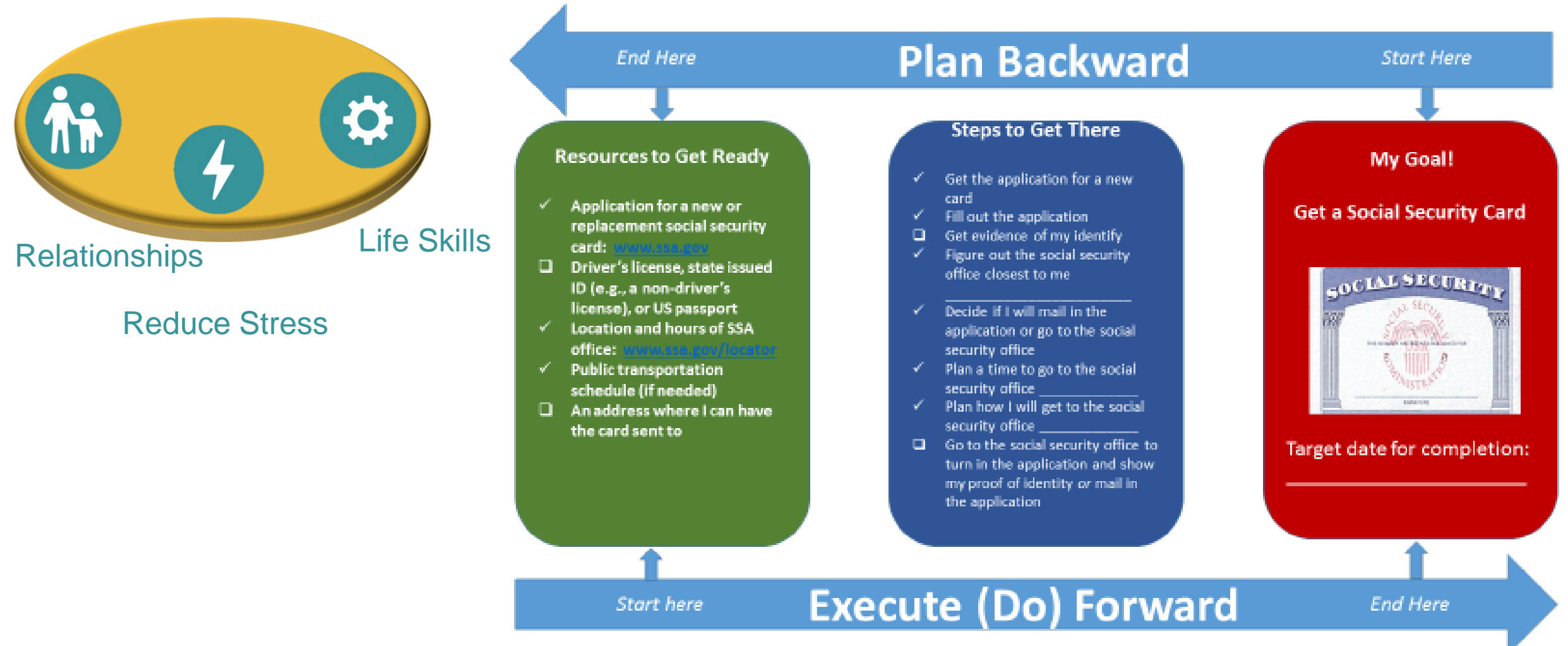
As a method of inquiry about  
**current practices**

As a set of tests applied to  
**proposed changes**

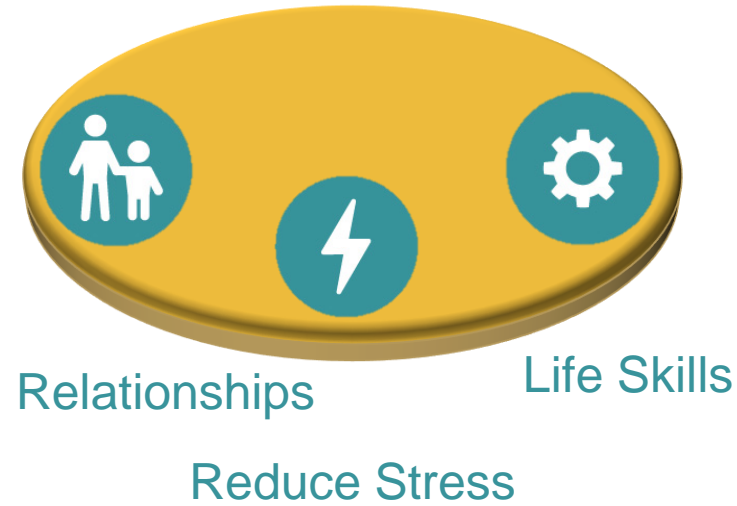
As an organizing framework for  
**new ideas**

How does this practice either support or work against these principles?

# Strategy: Complete Steps in Office Before Customer Leaves



# Strategy: Develop Planning and Self-Monitoring Skills



**My Goal-Plan-Do-Review**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**GOAL**

What do I want to do?  
Why do I want to do it?

**PLAN**

How will I do it? When? Where?  
What might get in my way?

**DO**

What small first step will I take?  
How will I reward myself?  
Who will I check in with?

I will do it by: \_\_\_\_\_

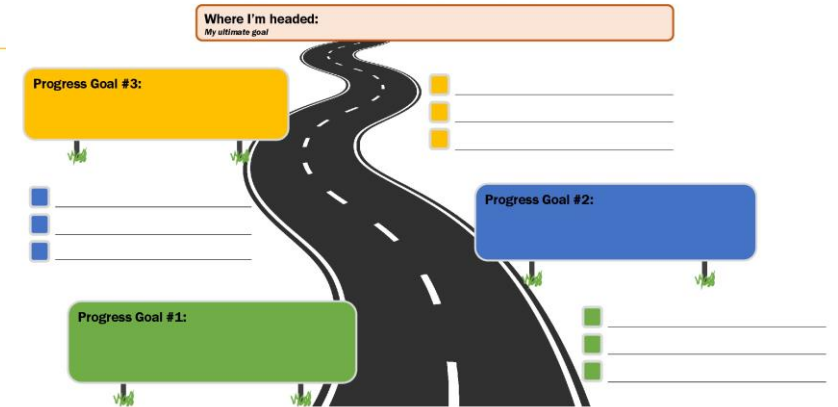
**REVIEW  
REVISE**

How did it go?

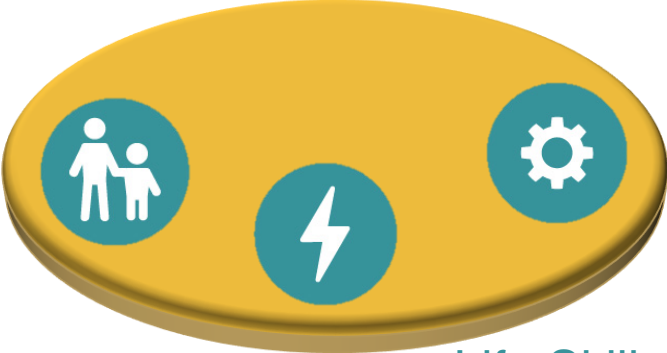
  
  

What could I do differently next time?

## My Road Map



# Strategy: Build Relationships by Planning Together



Relationships

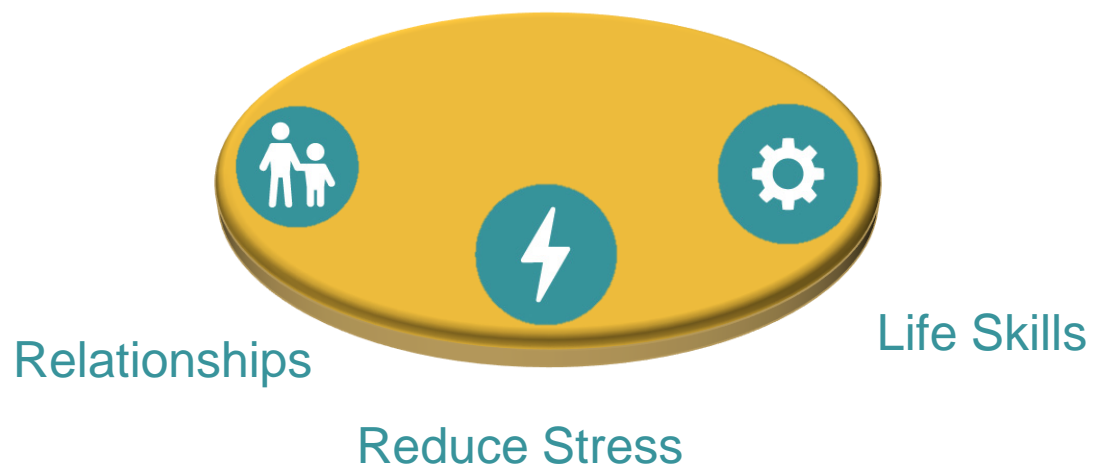
Life Skills

Reduce Stress



# Strategy: Provide Mental Health Supports for Mothers

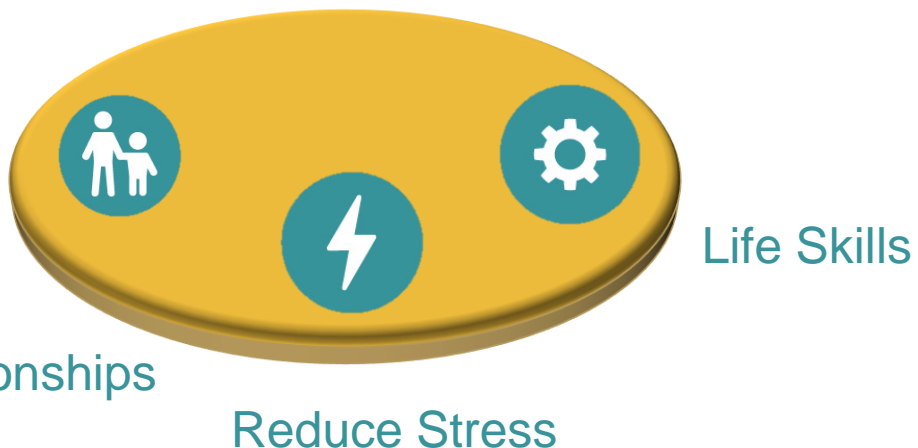
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- Activities and supports to address mental health in mothers (Mental Health Outreach for MotherS (MOMS) Partnership)
- Cognitive behavioral therapy – teach strategies to reduce stress
- Build supportive relationships with other moms and children

Center on  
 Budget  
and Policy  
Priorities

# Strategy: Build Family Routines



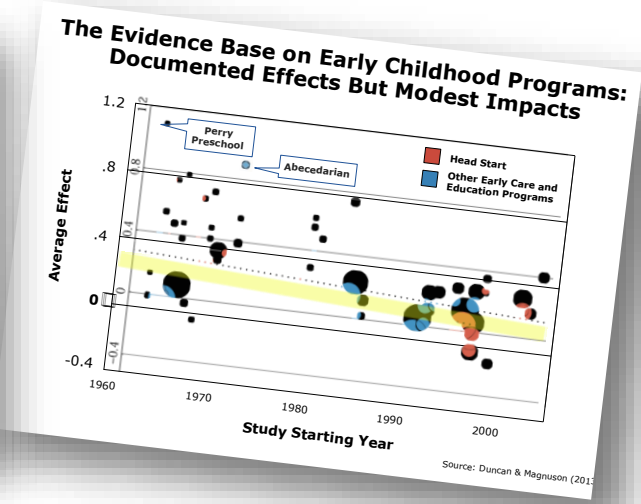
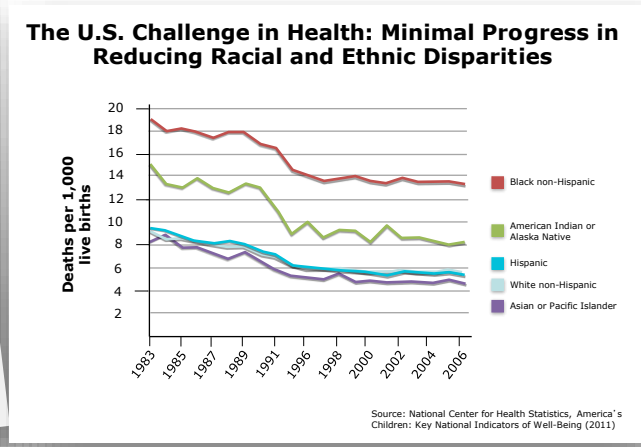
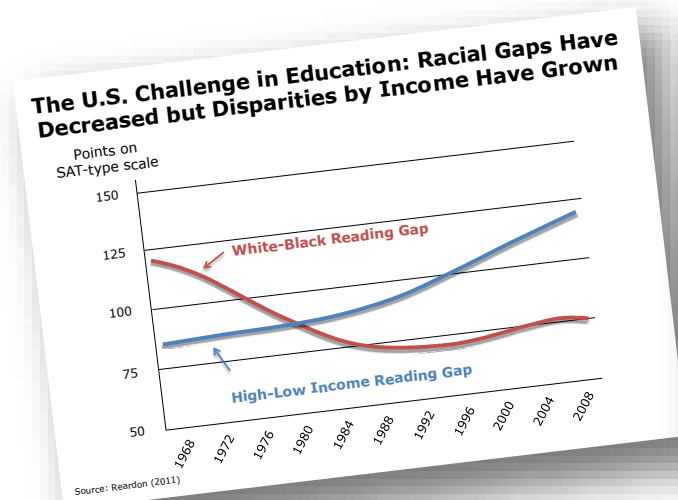
- **Ready4Routines** is a workshop that helps families improve engagement with their children
- **Parent coaching and activity cards**
- **Help build executive function (EF) skills in adults and children by changing the little things parents do every day**
- **“My kids got a calmer Mom out of this.”**
- **Center on the Developing Child, Harvard University**

# Your Feedback

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- What strategies have you used to reduce stress for customers in your county? (For example streamlining processes, making services more accessible, eliminating barriers to entry, or using clear language)
  
- Respond in the Q&A box.

# The Need to Innovate: Our Solutions Have Not Kept Pace with Our Challenges



Preventable disparities in children's learning, health, and later economic productivity are large and (in some cases) growing.

Best practices make a difference, but they are not big enough and haven't increased substantially in 50 years.

Creative change agents are innovating in different places, without a clear pathway to broader impact at scale.



# Any Healthy Field Requires a Full Spectrum of Approaches to Move Forward

Meeting standards and increasing access

Delivering state of the art

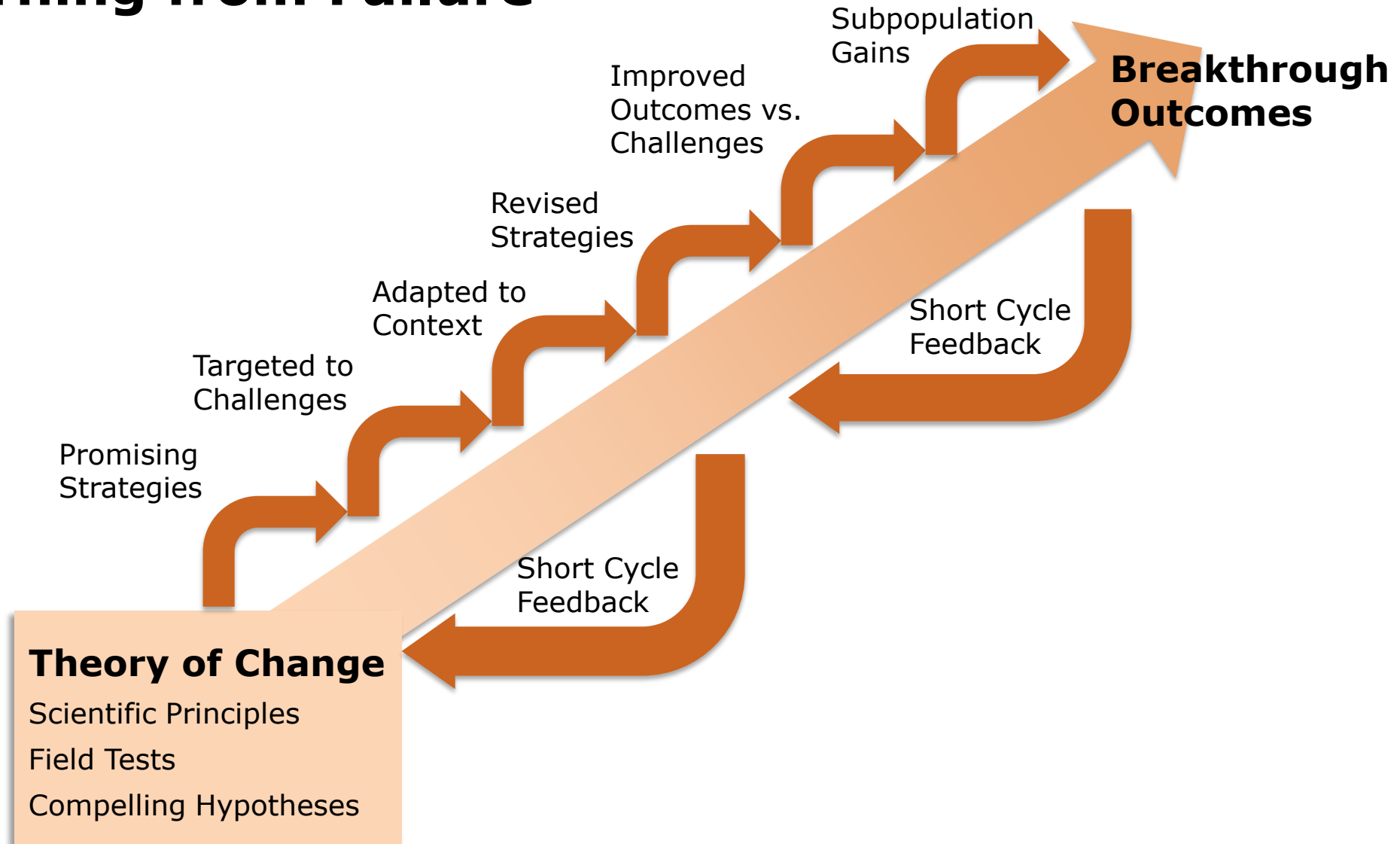
Basic quality issues that must be addressed

Adapting and scaling the most promising new strategies

Generating and testing new ideas across sectors

(Adapted from Everett Rogers, *Diffusion of Innovations*, 2003)

# The Road to Breakthroughs Is Through Rapid-Cycle Iteration and Learning from Failure



**“If you always do what you always did,  
you will always get what you always got.”** Source unknown.





# Center on the Developing Child HARVARD UNIVERSITY

The screenshot displays the website's navigation menu with 'Science' and 'Innovation & Application' highlighted. The main content area features a 'NEW REPORT' titled 'From Best Practices to Breakthroughs: A Science-Based Approach to Promising Future for Young Children'. Below this, there are sections for 'Science' and 'Innovation & Application', each with a 'Key Concepts' and 'Deep Dives' or 'Innovation in Action' sub-section. The 'Science' section includes text about 21st-century science and early childhood risks, while the 'Innovation & Application' section discusses using science to increase opportunities for all children.

[www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

 @HarvardCenter

# Open Time for Your Questions

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