

Vroom for Child Care



Live call with PHSKC Child Care Health Program Nurses and the Vroom
Integration and Help Me Grow Systems Manager

Agenda



Welcome

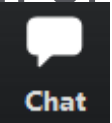
Bleach Update

Vroom for Child Cares

Q & A

Virtual Meeting Guidelines

- ❑ Please mute your microphone for this presentation. **This presentation will be recorded, so turn off your camera if you do not want to be recorded.**

- q To ask a question, click on the Chat icon at the bottom of the Zoom window and type in it. The icon looks like this: 
 - Keep your questions clear and brief.
 - Please specify where you're from in the area or the city where you provide care.

- q In addition to questions, feel free to share what's been working for you at your site.

A note about our recommendations...

You may find that there are differences in the guidance issued by local, state, and national entities. King County is currently more heavily impacted by COVID-19 than many other regions throughout the state and country. Public Health—Seattle & King County's guidance reflects our commitment to protecting the health and safety of our residents in light of our unique local circumstances.

Update: Bleach Concentrations



- The Child Care Health Program is aware that a new bleach concentration with 7.55% sodium hypochlorite is being sold at retailers such as Costco, Home Depot, etc.
- Our “Methods for Mixing Bleach” includes a recipe for the bleach concentration of 8.25-8.3% of sodium hypochlorite.
- Good news: We did the math for you! **If you purchase bleach with 7.55% concentration, you can continue to use the 8.25-8.3% recipe.** This will meet guidelines for sanitizing and disinfecting solutions.

Update: Bleach Concentration

- “Methods for Mixing Bleach” and “Changes to cleaning and disinfecting during COVID-19” can be found on our website:

www.kingcounty.gov/childcare

3. SANITIZE

Food Surfaces, Kitchen, Classroom

Using: SODIUM HYPOCHLORITE

8.25-8.3%

¼ teaspoon BLEACH

1 quart cool water

2 minute contact time

3. DISINFECT for COVID-19

Body Fluids/Bathroom/
High Touch Surfaces

Using: SODIUM HYPOCHLORITE

8.25-8.3%

1 Tablespoon BLEACH

1 quart cool water

1-2 minute contact time

PROMOTING BRAIN DEVELOPMENT THROUGH EVERYDAY ACTIVITIES



Best Starts for
KIDS

Devon Love

Vroom Integration and Help Me Grow Systems Manager

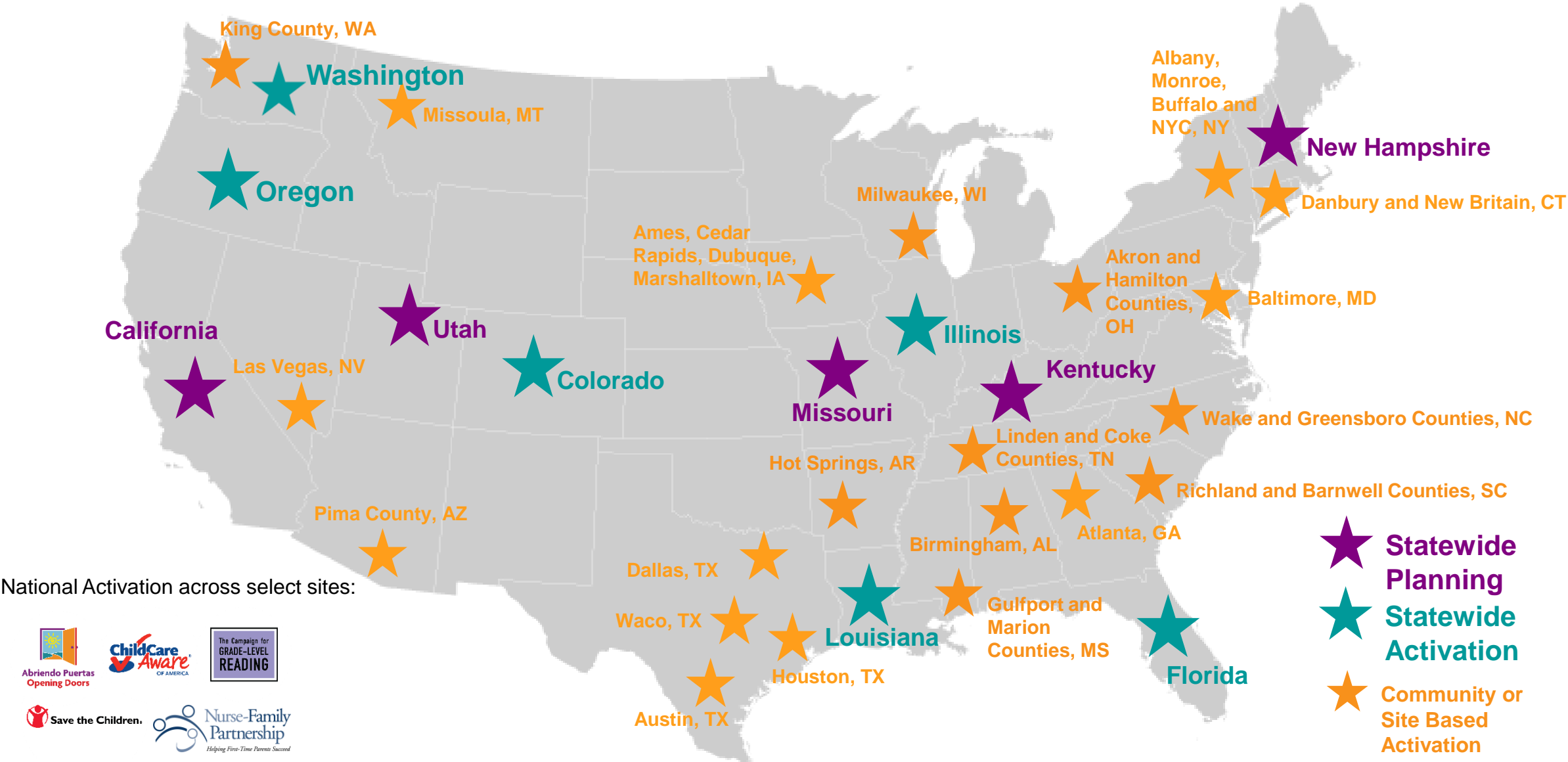
OBJECTIVES

What this presentation will cover:

- *The basics of Vroom, including the science behind the brain-building tips and materials.*
- *Suggestions for creating brain-building moments using Vroom with kids and families.*

All children should have joyful, enriching early experiences that fuel their innate desire to learn, and foster the skills and mindsets for lifelong success.

Vroom Communities in the US



Science Advisors

Leaders in
neuroscience,
psychology,
behavioral economics,
parenting, and
early childhood
development



Dr. Lawrence Aber, Ph.D.
Professor of Applied
Psychology
NYU Steinhardt



Dr. Clancy B. Blair, Ph.D.
Professor of Cognitive
Psychology
NYU Steinhardt



Dr. Laurie M. Brotman, Ph.D.
Director,
Center for Early Childhood
Health & Development,
NYU Langone



Dr. Adele Diamond, Ph.D.
Tier 1 Canada Research Chair
Professor of Developmental
Cognitive Neuroscience,
University of British Columbia



Dr. Anne Fernald, Ph.D.
Director,
Language Learning Lab
Stanford University



Ellen Galinsky
President and Co-Founder
Families and Work Institute



Dr. Alison Gopnik, Ph.D.
Professor of Psychology,
University of California,
Berkeley



Dr. Megan R. Gunnar, Ph.D.
Director, Human
Developmental Psychobiology
Lab
University of Minnesota



Dr. Kathryn A. Hirsh-Pasek, Ph.D.
Director, Infant and Child
Laboratory,
Temple University



Dr. Patricia K. Kuhl, Ph.D.
Co-Director, Institute for
Learning and Brain
Sciences
University of
Washington



Dr. Megan McClelland, Ph.D.
Professor of Child
Development
Oregon State University



Dr. Andrew N. Meltzoff, Ph.D.
Co-Director, Institute for
Learning and Brain Sciences,
University of Washington



Dr. Jack P. Shonkoff, M.D.
Director, Center on the
Developing Child
Harvard University



Dr. Philip Zelazo, Ph.D.
Nancy M. and John E. Lindahl
Professor at the Institute of
Child Development
University of Minnesota

Vroom Core Principles

1. Be positive and inspiring
2. Aim for attainability
3. Lead with the science
4. Meet parents where they are



Brain Architecture



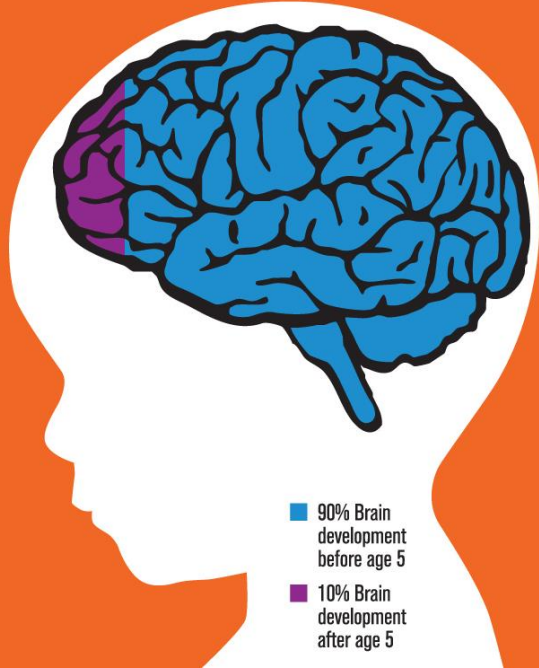
- Early experiences affect the development of brain architecture, which provides the foundation for all future learning, behavior, and health.



Let's Talk About Numbers!

90%

**of a child's brain
development
happens
before age 5**



■ 90% Brain
development
before age 5
■ 10% Brain
development
after age 5

Source: Harvard Center for the Developing Child

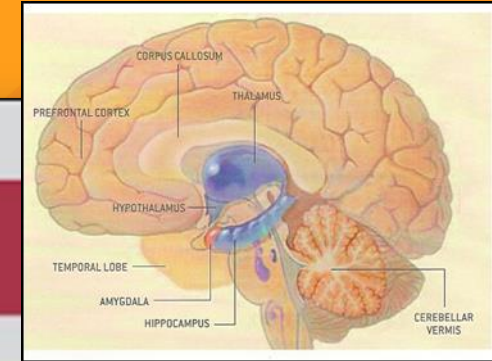
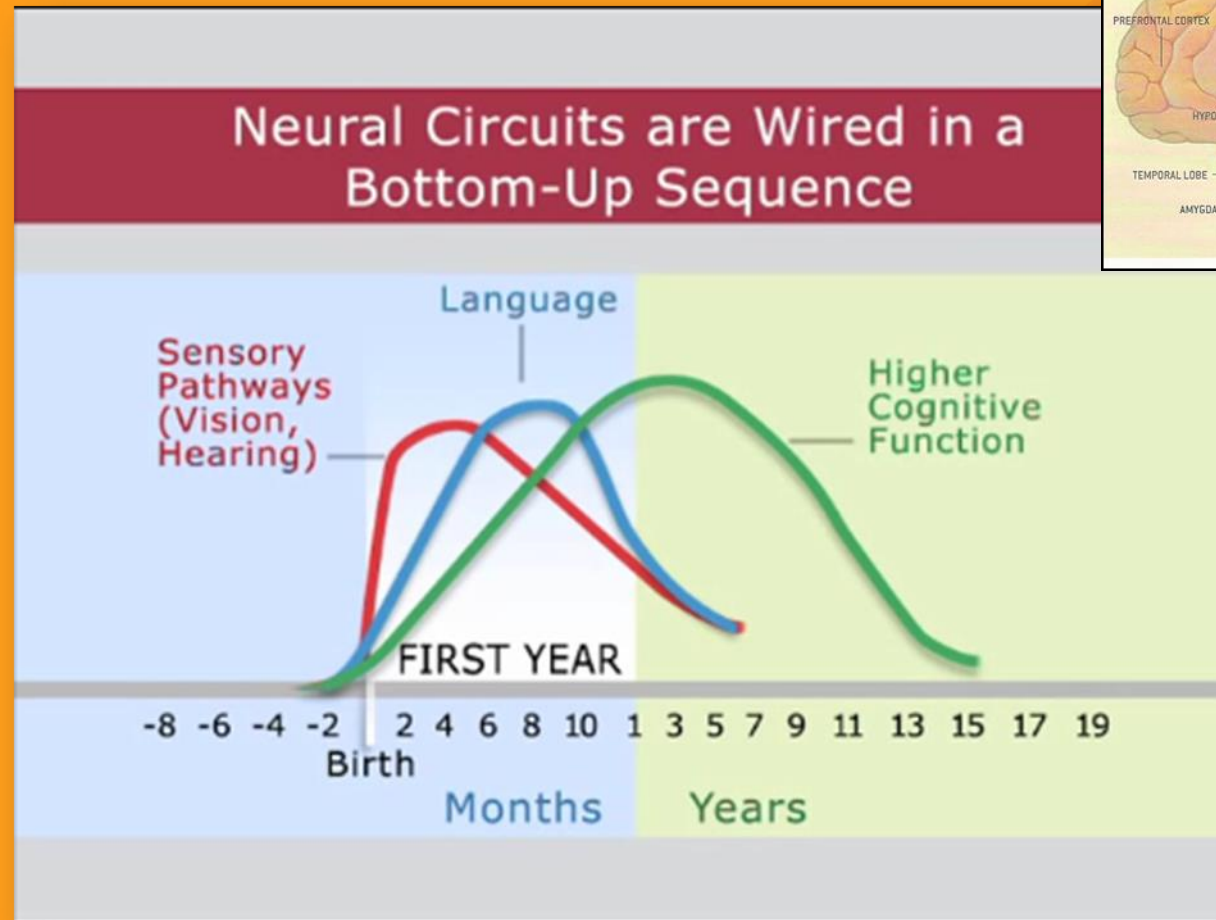
The brain forms as many as



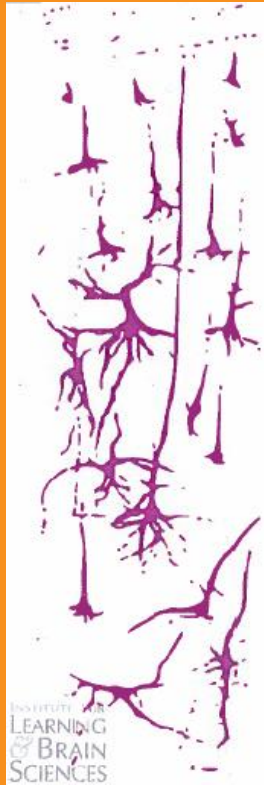
**neural connections per second
before the age of 5.**

Sequential Brain Development in the First Three Years

National Science
Council of the
Developing Child,
Center on the
Developing Child,
Harvard University



Brain Development Progression



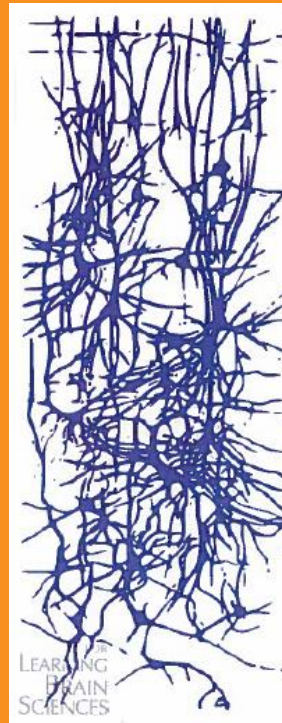
Newborn



1 Month



3 Months



6 Months



1 Year



2 Years



4 Years



6 Years

Promoting Positive Relationships

Positive relationships with caring adults are essential for brain development.

“When we talk about how the environment affects young children, we’re really talking about most importantly the human environment and we’re talking about relationships. There is no healthy social, emotional and cognitive progression in the absence of relationships. There is no development without relationships!”

—Jack P. Shonkoff, Harvard University

<http://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

Key Scientific Principle: Serve and Return Interaction

- Serve and return interactions shape brain architecture. When an infant or young child babbles, gestures, or cries, and an adult responds appropriately with eye contact, words, or a hug, neural connections are built and strengthened in the child's brain that support the development of communication and social skills.



Key Scientific Principle: Executive Function Life Skills



- Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.



What Are Executive Function Skills?

FOCUS

being able to pay attention

WORKING MEMORY

being able to keep information in mind in order to use it

COGNITIVE FLEXIBILITY

being able to adjust to shifting needs and demands

INHIBITORY CONTROL

being able to resist the temptation to go on automatic and do what we need to do to achieve our goals

Look

Children use their eyes to learn. See what catches your child's eye and talk about it. Or connect eye-to-eye, then smile, chat, hug, or make funny faces!



Take Turns

Children learn from taking turns when you play, talk, or explore. After they go, take your turn. Then repeat: they go, you go, they go, you go!



Chat

Children's brains light up when you talk, sing, or make sounds back and forth with them. So chat about your day, food, and what's around you, or string sounds together for a fun conversation!



Stretch

Children's brains grow strong when you help them stretch their learning further. Keep a moment going: ask your child a question that starts with what, when, where, how, or why!



Follow

Young children learn best when you follow their lead. Tune into your child's words, sounds, ideas, and movements! Then respond with your own words and actions.



Take Time to Watch



Take a minute today to watch your child. Pay attention to what they look at. How do they move? What do they sound like? What are they learning? Even when you're busy, responding to what they are learning deepens your connection with them.

Suggested Age

0 - 5 years

Brainy Background™



When you're in tune with your child, you'll be able to pay attention to their needs and interests. This deepens the trust between you. Your child needs this security to reach out into the world to explore, experiment, discover, and learn.

#30

vrom.org

Making Brain Connections

- Language – combine language with creativity to connect both sides of the brain!
- Math – build strong brain connections through music!
- Science – children are natural scientists! Let them make predictions, experiment, and observe!
- Art – playing, singing, dancing, and drawing are all forms of art!
- Motor skills – connect movement with learning! Children are more likely to remember a story if they hear it, clap out syllables, or draw their own pictures
- Social-Emotional Development – help children develop healthy relationships and explore their environments!

From *Brain-Based Early Learning Activities*, p25-37

Making Connections



Making Connections is at the heart of learning: being able to figure out what's the same, what's different, and sorting these things into categories. Making unusual connections is also at the core of creativity.

In a world where people can Google information, those who can see the connections will go beyond knowing information to using it.

Letter Lookout

Ages 4-5

Pick a letter with your child and try to find it everywhere you go. Take turns calling it out when you see it. If they see an apple for the letter A, then you have to find something next. See how many things you can find. Four? Ten? More?

Brainy Background

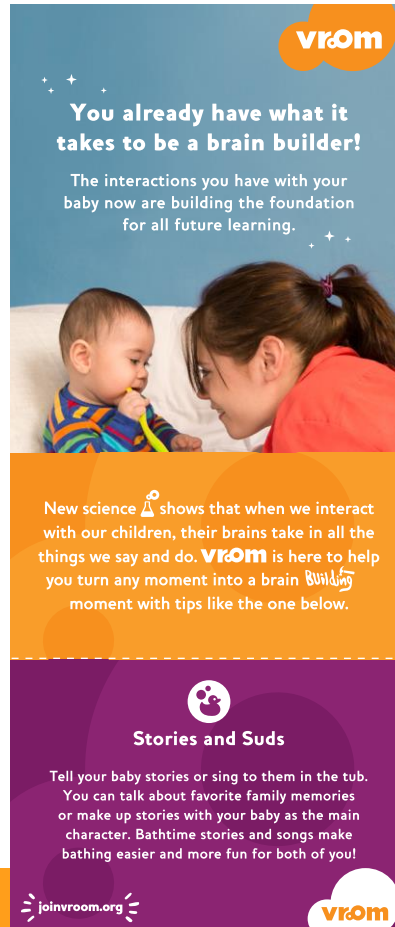
"I Spy" games like this one are great brain builders. They make your child aware of their environment and teach them to make connections between similar things. You can try this game with letters, colors, shapes—anything really!

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Sampling of Vroom Physical Tools



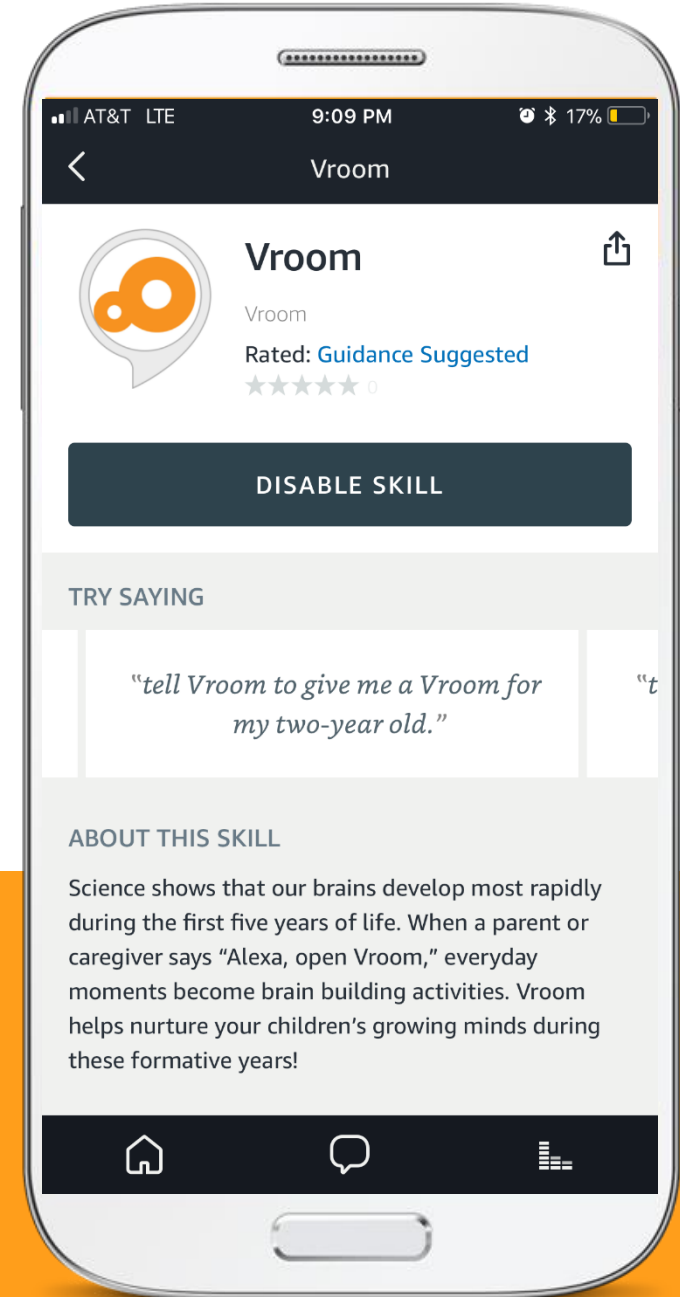
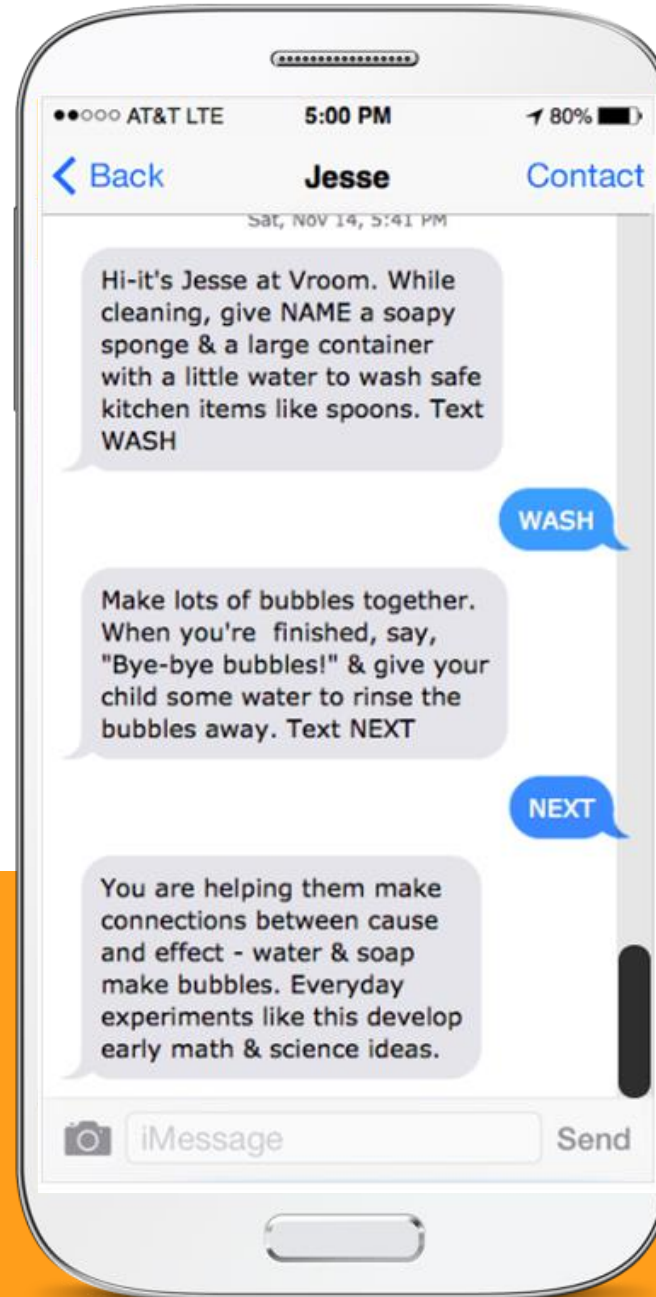
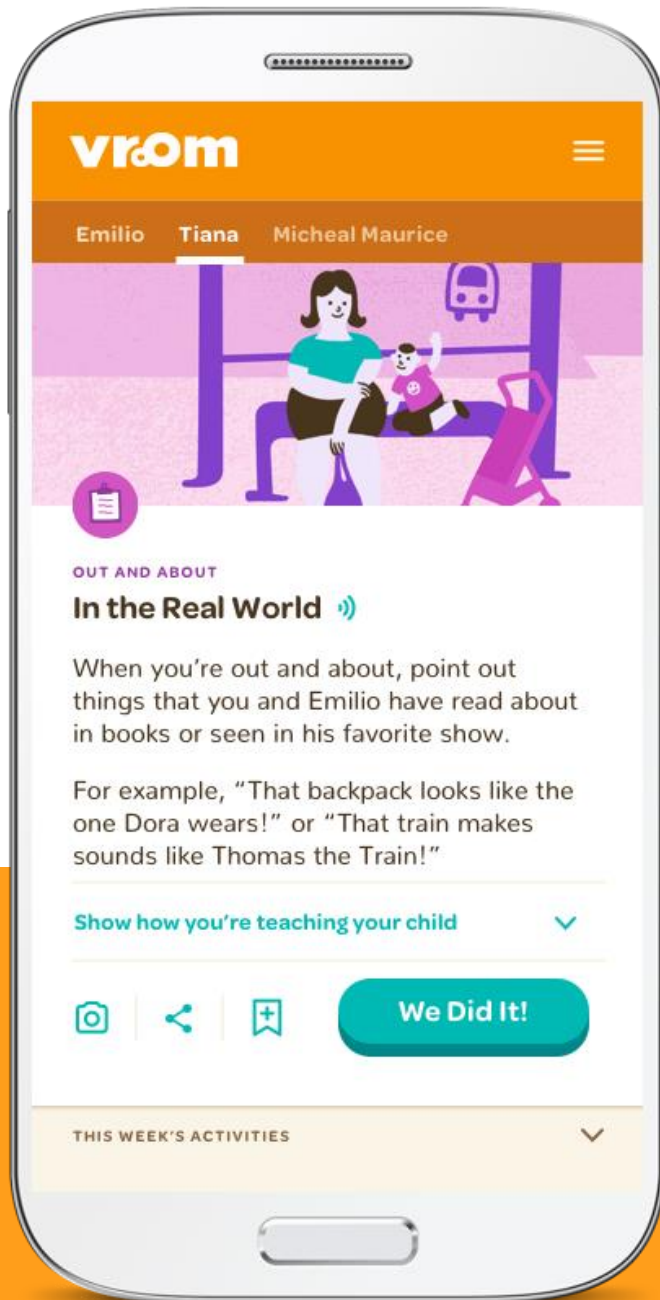
Flyers



Postcards & Mailers



Tip Card Sets



Devon Love
Vroom Integration and Help Me Grow Systems Manager

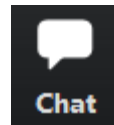
devon.love@kingcounty.gov

(206) 263-7901

www.vroom.org

Questions from Providers

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- To send your question to the chat box, click the enter key.
 - Please keep your questions clear and brief.
 - Please specify where you're from in the area or the city where you provide care.
- ❑ Please avoid using identifiable health information in your question such as name, birthday, gender, etc.
- ❑ In addition to questions, feel free to share what's been working for you at your site.

Wrap Up

- Public Health - Seattle & King County (PHSKC) COVID-19 page:

www.kingcounty.gov/covid

www.kingcounty.gov/childcare

- Watch for a follow-up email with these slides and resources from community partners, including DEEL, BSK, CCR, and CCA.
- Please take the survey via the URL in the chat box.