



MIND IN THE MAKING: OUTREACH

FAMILIES AND WORK INSTITUTE

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SUMMARY

Mind in the Making (MITM), developed by Families and Work Institute (FWI), is an unprecedented effort to share the science of children's learning with the general public, families and professionals who work with children and families.

ACCOMPLISHMENTS TO DATE

We have developed a three-tiered approach to sustained outreach, dissemination and engagement that we call *public outreach, targeted outreach and intensive outreach*.

Public Outreach: Book, e-Book, Vook, partnerships, social media, speaking and videos

The premise of our public outreach is that we do extensive distribution of the ideas and materials in Mind in the Making, though we do not prescribe how these materials and information are used.


The **book** has sold close to 100,000 copies. It has remained in the top five books for parents on social skills for the past 19 months and is frequently in the top 100 parenting books. Likewise, the **Vook** (a video version of the book that contains videos of experiments) has established a unique place in the publishing world.

We have created **partnerships with well-respected national organizations** to distribute the book and videos. For example:

- The National Association for the Education of Young Children (NAEYC) has distributed the book and a supplemental teacher's guide to 25,500 educators.
- LifeCare has distributed the book to 13,000 new parents through its kits for new parents. In addition, we have completed a series of seven video Webinars for LifeCare to distribute to the parents of its 1,900 public and private sector employers and 20 million members worldwide.

We have done extensive **social media outreach**, including regular blogs for the following organizations:

- Mamapedia.com, CaféMom.com, HuffingtonPost.com, savvysource.com, Care2.com and many others.
- We launched our own Website: Mindinthemaking.org. We are also making videos of researchers and their experiments available through our Website, where they have been viewed a total of 151,257 times in the past 22 months.

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- In addition, our **speaking schedule** has been extensive, with 87 keynotes completed or scheduled since April 2010.
 - Since the release of the book, we have reached an audience of more than **990 million people** through our outreach activities, word of mouth, and traditional and social media outlets.

We will be creating an Activity Book to go along with the Mind in the Making book. It will detail activities that promote each of the skills. We are completing arrangements with a publisher and will begin work on that project shortly.

Mind in the Making: Experiments in Children's Learning

In September 2011, we released *Mind in the Making: Experiments in Children's Learning* with funding from the Popplestone Foundation. This two-volume series of 42 **videos** take viewers on a series of virtual “field trips” to laboratories in the U.S. and abroad and have been the cornerstone of our work. The experiments on this DVD include:


- **the hypotheses**—what the scientist wanted to investigate and why;
- **the methodology** used—what method the scientist used to answer his or her questions;
- **the key findings**—what the scientist learned by conducting this experiment or study;
- **the implications** of these findings for teaching and caring for children; and
- **references that students** can look to for more information and details about **the study**.

In addition, we have created a Mind in the Making Catalogue to accompany the videos. Featured on our website, it contains information about each principle researcher featured on the video, including the research question, run time of the video, and academic references.

Targeted Outreach: Supporting Learning Communities

The premise of the targeted outreach approach is that we support and connect **learning communities** that have convened around Mind in the Making, although we do not prescribe their approach or activities.

Since its publication in April 2010, we have observed that Mind in the Making has



emerged as an unusual and effective strategy for crossing boundaries and creating strong linkages. Throughout the country, groups of parents, educators, and other family support and health professionals have joined together to learn more about the research on children's learning from birth through age eight, and about how to use this research to promote better outcomes for children. FWI has come to think of these groups as learning communities because of their enthusiasm for learning. The ingenuity and creativity of these groups is inspiring, and we decided we wanted to connect them to provide opportunities for mutual learning.

With funding from the W.K. Kellogg Foundation, on March 11th 2011, FWI released a Request for Information (RFI) for Mini-Grants of up to \$5,000 to community, state or national nonprofit organizations that were using Mind in the Making to create learning communities. In all, we received 74 applications from 28 states. In March-April, 35 organizations from 22 states were selected for funding and notified.

Intensive Outreach: Community Engagement, Community Schools and Pediatrics


There are two premises of this more intensive approach. First, Families and Work Institute creates the materials, conducts the training in the use of the materials, and provides oversight in the use of these materials and the training. Second, these materials and training are used in settings that have a comprehensive strategy to meet the additional needs of children and families, especially those at the greatest risk.

There are four initiatives in this more in-depth and intensive approach. Each involves partnering with a sector that already reaches children and families, particularly those at risk.

Learning Modules for Educators

Mind in the Making Learning Modules for Educators is an 11-part, facilitated learning process designed to bridge the gap between research and teaching practice.

- We begin by engaging educators in an experiential process of self-reflection and self-discovery that encourages them to think about various aspects of learning in their own lives.
- We then connect the adults' experiences to the research on that type of learning in children's lives.
- We have developed videos that present the most respected and compelling child development research on that topic in an accessible way.
- We provide evidence-based activities that participants can use to promote learning in children.

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- Each participant works on her or his Individual Development Plan throughout the Modules.

The Learning Modules for Educators were originally created in 2006 and were extensively revised this summer and released in September 2011. The revised Modules include the following topics:


- Beginning a Learning Journey
- Essential Connections
- Focus, Self-Regulation and Learning
- SEI Together—Social, Emotional and Intellectual Learning
- SEI Together—Understanding and Responding to Children’s Individual Differences
- SEI Together—Building Confidence and Competence
- SEI Together—How We Learn to Understand Others’ Thoughts and Feelings
- SEI Together—Beyond the ABCs—Communicating, Creating and Making Sense of the World
- SEI Together—Connections Count—Encouraging Curiosity, Scientific Problem-Solving and Math
- SEI Together—Stress and Learning
- Summing It Up, Memory and Engaged Learning
- Individual Development Plan (IDP) Workbook
- Learning Goals and Outcomes of the Mind in the Making Learning Modules for Educators
- Principles of Facilitated Learning

The videos that accompany each Module were also revised over the summer.

FWI has found that the Learning Modules for Educators have several unique strengths:

- They bring the best child development knowledge to teachers through compelling videos and discussion.
- They help teachers become more intentional learners about learning—their own and children’s.
- They help teachers learn to observe children and adapt their teaching practices to be more “responsive,” a research concept whereby teachers elaborate and extend what the children are learning.

The Learning Modules have been evaluated by both researchers and practitioners. Those evaluations have focused on educators’ responses to the training experience as well as changes in their early childhood education knowledge, beliefs and practices.



The findings from those studies have shown positive attributes of Mind in the Making professional development; specifically, that this training is a positive experience for educators, increases educators' knowledge and improves classroom practice.

The Modules have or are being used statewide in the following states: Arizona, Florida, Ohio, Oklahoma, Massachusetts, Nebraska, New Jersey, New Mexico, New York, Pennsylvania, Rhode Island and West Virginia.

Community Engagement

The second initiative is a **Community Engagement Approach**. We have created new Modules from the book, called the Seven Essential Skills Modules. These are stunning, creative PowerPoints with embedded videos. We are using these with communities that are working to convene and engage families and professionals on behalf of children. These modules have been designed as a way to have families and educators learn and work together on behalf of children.

After piloting and refining the Seven Essential Skills Modules in Baltimore, we have requests to take this approach into the following cities: Albuquerque, New Mexico; Boston, Massachusetts; Camden, New Jersey; Miami, Florida; Omaha, Nebraska; and others.

Community Schools

The third initiative focuses on **community schools**. Titled “Mind in the Making and Community Schools: Crossing Boundaries and Creating Strong Linkages for Children Birth through Eight and their Families,” it is a collaborative project with The Children’s Aid Society’s National Center for Community Schools and the Institute for Educational Leadership. It has just received four years of funding from the W.K. Kellogg Foundation.

Our overall goal is to work in a total of six to seven communities over the course of four years, bringing Mind in the Making to an estimated 15,000 people.

Goal 1: Integrate MITM and the Seven Essential Life Skills into the Early Childhood and Community Schools (ECCS) Linkages Projects in Oklahoma and Oregon, and the Children’s Aid Society’s community schools in New York.

Goal 2: Expand the MITM and Seven Essential Life Skills work with community school initiatives into three to four additional communities.

Goal 3: Use the MITM Learning Modules for Educators as a means of going deeper in approximately three sites.

Goal 4: Create a Web-based, credit-bearing curriculum for the Seven Essential



Life Skills.

Goal 5: Widely share lessons learned from using MITM and the Seven Essential Life Skills as a focal point for educational innovation in community schools and for educators and families throughout the country.

Goal 6: Promote an evaluation of the community-based work with MITM.

Pediatricians

The fourth initiative focuses on **pediatricians** and is tentatively titled “Prescriptions for Learning.” In conjunction with the American Academy of Pediatrics, the first step has been to select an advisory group. It is headed by:

David Willis, MD

Medical Director and Co-Founder
The Artz Center for Developmental Health and Audiology
Portland, Oregon

Dr. Willis is on the Executive Committee of the American Academy of Pediatrics’ Section on “Early Education and Child Care,” and is the current Chair of AAP’s Early Brain and Child Development Strategic Initiative.

In our numerous meetings with our advisors, we have discussed five approaches in the development of materials for this partnership:

- 1. Development of Materials for Well Child Visits**
- 2. Development of Videos and Materials for Waiting Rooms**
- 3. Development of Materials for Home Visiting Programs**
- 4. Using Pediatricians as Spokespersons for Quality Child Care**
- 5. Development of Materials for Pediatric Training and Residency**

We will determine the most feasible approaches to begin this work together, which we will launch in 2012.