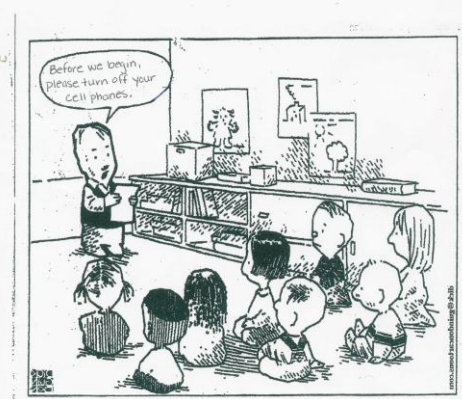




What Are We Doing To Our Children? How Societal Pressures Are Affecting Our Schools and Children

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Gesell Institute of Child Development
On the Yale University Campus
New Haven, CT



Hello from Gesell Institute of Child Development



Dr. Arnold Gesell



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New Haven, Connecticut
www.gesellinstitute.org



Brief History of Institute

- Arnold Gesell, PhD, MD, 1880 - 1961
- 1911 came to Yale, started clinic which later named Yale Child Study Center
- 1950 Gesell Institute of Child Development established by Drs. Ilg and Ames
- Gesell was first to systematically study child development with cinematography and document stages of development
- Father of Child Development and Father of School Psychology



Gesell Developmental Observation-Revised (GDO-R)

Published —1925, 1940, 1964, 1979, 2011





Gesell Institute Today

- National LEADership Conference, Oct 2010
- GDO-R published, August 2011
- Gesell Early Screener (GES) published, October 2011
- National ECE Training with US Department of Education, Fall 2011 and May 2012



Dr. Marcy Guddemi;
Dr. Jacqueline Jones, US DOE;
Linda Calarco, Board President

- Early Childhood LEADership E-Kit, March 2012



Hello from IPA/USA

CHILDREN are the foundation of the world's future.

CHILDREN have played at all times throughout history and in all cultures.



The USA Affiliate of the International Play Association:
Promoting the Child's Right to Play

www.ipausa.org
www.ipaworld.org



Child's Right to Play

UN Convention on the Rights of the Child

- 1989 international treaty that sets out universally accepted rights for children
- Supersedes 1959 Declaration of the Rights of the Child
- All children have the right to home, food, schooling, etc. and PLAY!



United States is the only country that has not ratified the 1989 Convention on the Rights of the Child!

www.childrightscampaign.org



Kids in 2012

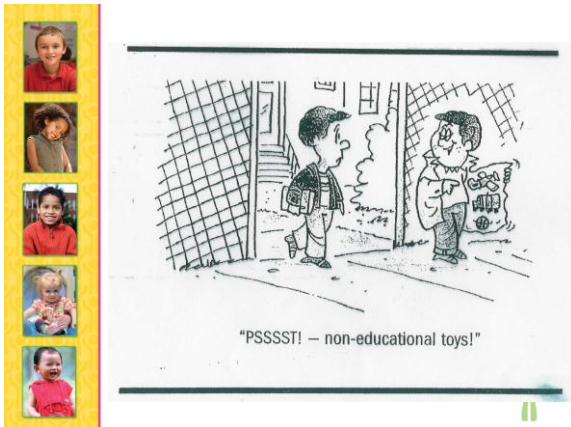
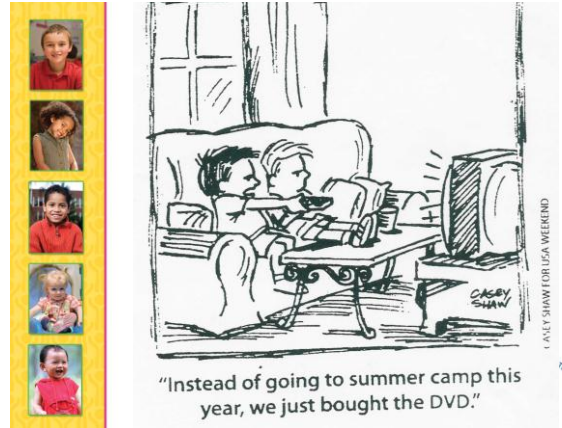
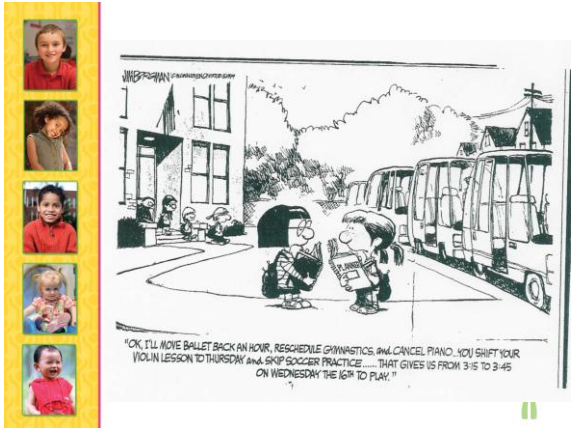


Real Life Adventures By Gary Wise and Lance Aldrich



You in kindergarten. Your kids in kindergarten.





Societal Pressures in the 2012

- Media
- Schools
- Parental



Commercial Market

"Mozart Effect"?
"Your Baby Can Read"

Research actually found that these had negative consequences for children—less language in infants

Books and Blogs Add to Parents' Confusion



<http://www.racetonowhere.com/trailers-clips>



More Media than Ever

Means of communication; such as radio and television, newspapers, and magazines; that reach or influence people widely

- Television
- Newspapers
- Magazines
- Advertisements
- Billboards
- Movies
- Books
- Cell phones
- Computers
- iPads/iPods
- Notebooks
- Laptops
- MP3 Players
- Nintendo



Media Trends

- Children spend 7 1/2 hours a day with media
- 75% of teenagers, 58% of 12-year-olds and 20% of K-2nd graders have a cell phone
- Average teenager sends 2,000+ text messages/mo. through a cell phone (67/day)
- 92% of children under 2 have an online presences
- I-pads are the rage of the four year olds!



Violence and Media

- Typical 11-year-old has seen nearly 8,000 murders on TV
- More violent, graphic, sexual, and sadistic (Media Awareness Network, 2010)
- Especially damaging to children under 8 who can't tell the difference b/w real life and fantasy (American Academy of Pediatrics, 1995)
- Children can become more aggressive and insensitive to violence, have more nightmares, and develop a fear of being harmed (American Academy of Pediatrics, 2001)



Flash Mobs

- Relative strangers plan via Twitter and Facebook to meet in a public place to do something fun, like dance to a popular song, have a pillow fight, or just hug a passing stranger
- "Fun" now includes robberies, vandalism, assaults, and violence



Social Media

- Using social sites has increased dramatically
- 22% of teens log on to their favorite site more than 10 X a day, and more than half log on to a social media site *more than once a day*
- Seventy-five percent of teenagers now own cell phones; 25% use cells for social media, 54% use for texting, and 24% use for instant messaging
- This generation's social and emotional development is occurring while on the Internet and on cellphones



Facebook Depression

- Defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression
- Can lead to suicide



Cyberbullying/ Online Harassment

- Deliberate use of digital media to communicate false, embarrassing, or hostile information about another person
- Two out of three teenagers say that cyberbullying is a serious problem. One out of three say that online bullying is worse than being bullied in person
- Cyberbullying can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and even suicide



Sexting

- Defined as sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices; usually rapidly distributed
- 20% of teens have sent or posted nude or semi-nude photographs or videos of themselves.
- Can lead to felony child pornography charges
- Additional consequences -- school suspension for perpetrators, and for victims, emotional distress with accompanying mental health conditions



General Advertising & Internet Advertising

- 1983 spent \$100 million marketing to kids, today \$17 billion spent on children's ads
- 200 junk food ads in four hours of children's Saturday morning cartoons
- TV programs actually becoming 30 minute commercials
- Web ads customized to you based on usage and demographic-based (factors as age, gender, education, marital status, etc.)
- Ads influence "what is normal"

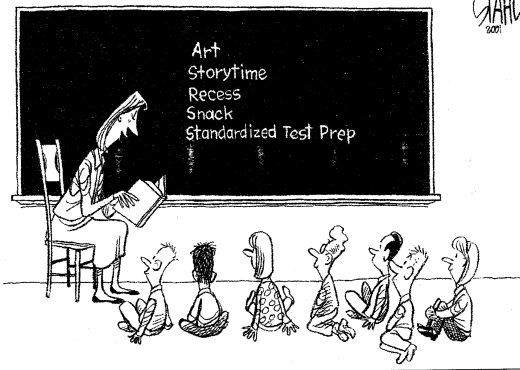


Social Media & Law

- Minimum age for most social media sites is 13 years old—do parent know this?
- Set by COPPA--Children's Online Privacy Protection Act
- Falsifying age is common practice, only one half of all teenagers post their real age on social websites
- Yet, two out of five post the name of the city where they live exposing possible identity
- If parents do not stop these practices, they are **essentially condoning it**



USA TODAY - WEDNESDAY, FEBRUARY 28, 2001 - 15



By Jeff Stahlter (jstahlter@mcnypost.com), The Cincinnati Post, for USA TO

Recent School Trends

- “No Child Left Behind” practices
- More testing/more teaching to test
- “Drill-and-Kill” phenomenon
- Merit pay based on test scores
- Push-down curriculum



Kindergarten Is New First Grade!

- Crisis in the Kindergarten in America
- All children must be readers by K end
- Sit in desks and “learn”
- Teaching to the test—isolated “facts”
- Recess is absent in many schools



“Play is the Child’s Work”

- Why are we ignoring everything research tells us about how young children learn?
- Active, hands-on learning is not valued
- Respecting child development gone
- Children have not changed!



Results Reported in Harvard Education Letter-Online, October 2010

Volume 26, Number 5
September/October 2010

Kids Haven’t Changed; Kindergarten Has

New data support a return to “balance” in kindergarten
By LAURA PAPPANO



New Haven teacher Elise Goodhue tries to fit play into the rigors of kindergarten



Top 10 stories of 2010



Gesell Developmental Observation Study

- In 70’s/80’s 25% of all K screened with GDO
- GDO last renamed in 1979
- Customers dwindling because current legislation demands more research-based and scientifically-based products in schools
- Former research did not meet today’s APA standards
- Necessary to re-establish the credibility of Gesell Institute nationally





National Technical Study

- 23 States, 53 Schools and Centers
 - private (55%) and public (45%)
- 1287 children age 3-6 years
 - matching US Census demographics
- Sample of Convenience
 - 79% current GDO customers
- Examiners received training
 - Mean of 7 years GDO experience
- 101 Examiners
 - 88% had BS or MA



National Technical Study

- Collected data on
 - 17 Tasks of ©2007 GDO assessment
 - 70 pilot items
 - Parent questionnaires
 - Teacher questionnaires Examiners followed script
- Examiners did not score
- Data entry/scrubbing in house
- McREL served as research supervisor and conducted analysis







Components in Tech Report

- Survey of Current Users
- Focus Groups
- Bias Review
- Content Validity
- Construct Validity
- P-Values
- Inter-item Correlations
- Reliability
- Inter-rater Reliability



Children Are Not Developing Faster or Sooner

- Results surprisingly consistent with Gesell's original work
- Children still meet important developmental milestones at same time; e.g., copying forms:

	2 years
	3 years
	4 years
	5.5 years



What Are We Doing @ Crisis in Education?

- Childhood Alliance position paper: Crisis in Kindergarten: Why Children Need to Play in School
- www.allianceforchildhood.org
- www.usplaycoalition.clemson.edu
- Gesell's LEADership Conference and subsequent E-Kit
- National Association of Elementary School Principals request more EC training
- PreK 3 to Grade 3 Movement



What Will You Do?

GESELL INSTITUTE
www.gesellinstitute.org