



FACE-TA Learning Community

May 11, 2017





WELCOME
and
INTRODUCTIONS

Learning Community Purpose and Goals

Purpose

- To provide short-term coaching and opportunities for peer-to-peer support

Goals

- To wrestle with FACE challenges and consider new approaches to try within your EHS/CCP effort
- To engage families and communities in the identification of challenges, brainstorming and implementation of solutions, and evaluation of change



Parent Engagement and EHS-CCP:

**A framework that
broadens views on
human behavior and
offers new tools to
support parents**

Today's Presenters:

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Mailman School of Public Health
Columbia University

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Research Professor
Institute for Human Development and Social
Change
New York University

Parent engagement: Barriers and facilitators

Barriers

- Cost and location
- Competing demands for time and resources
- Stigma – participation signals deficiency
- Gender – predominantly female spaces
- Fear of attending/sharing in groups
- Ethnic, language, and literacy barriers

Facilitators

- Eagerness to learn new skills
- Desire to do what is best for children
- Trusted program deliverer
- Positive group experience (trust, support)
- Accessibility of program
- Incentives for participating

Road map for today's webinar

- Human behavior and the science of decision making: Behavioral Economics 101
- The Getting Ready for School (GRS) Intervention
- Science to practice: Applications of BE to GRS
- Science to practice: 4 BE tools to know about
- Discussion: Views and applications from the EHS field



24
HOUR

FITNESS

24 HOUR FITNESS
QUALITY EQUIPMENT
& MORE TARGETS
IN A SINGLE DAY
AND LONG

WE HAVE CLUB
AND TRAILS

FITNESS

24
HOUR

POINT LO...
HANICAI...
TO UPPE...
LOCATE...
24 HOUR

Science of decision making: Conventional economics

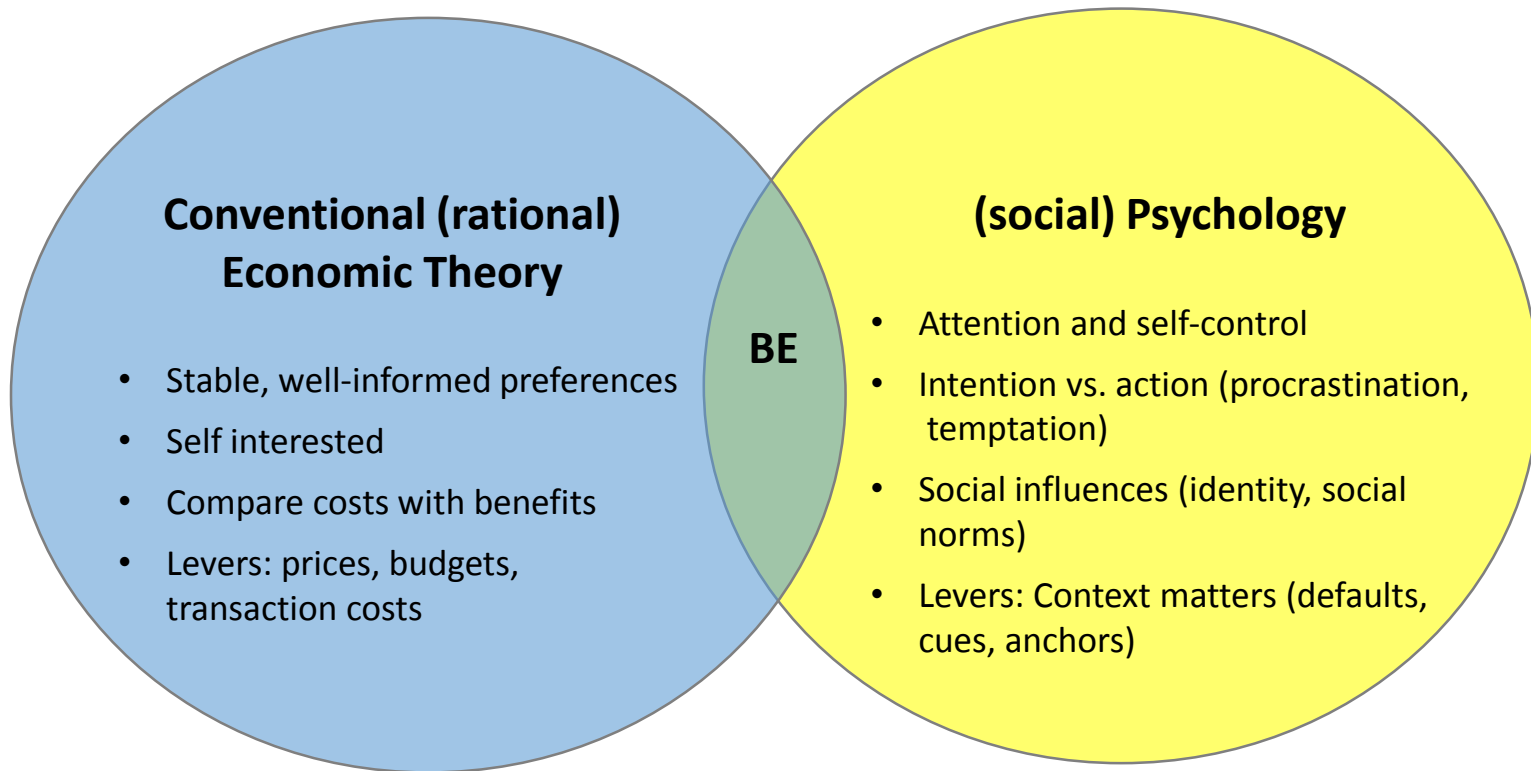
- Theory of utility maximization
- Compare costs with benefits
- Preferences are:
 - Stable (and, static)
 - Well-informed
 - Self-interested
- Levers: Prices, costs, total economic resources, and transaction costs (search/info, bargaining, enforcement)

Science of decision making: Social psychology

- Malleable preferences
- Myopic
- Impulsive
- Social
- The easy and short way out-wins the rational way
- Levers: Context matters (defaults, framing, anchors)

Applying the interdisciplinary framework of behavioral economics to parent engagement

Theory of human decision-making integrates concepts from cognitive decision-making in (social) psychology with economic theory



Behavioral economic expanded view of the science of decision making

Behavioral economics:

- Bounded rationality (Simon, 1957)
- Cognitive resources as muscles, not just inherited (limitless) capacity

Integrating psychological concepts into economic decision making

- Attention and self-control
- Intention versus action (procrastination, temptation)
- Social influences (identity, social norms)

Econ vs. Human: Parents do not always behave as “calculating” economic agents



The context of poverty

Economic resources are constrained.

Time is constrained.

Mental bandwidth is constrained.

- Is (poor) decision making the cause of poverty?
- Or, does the experience of poverty influence decision making?

How the scarcity mindset can make problems worse

<http://www.npr.org/2017/03/23/521195903/how-the-scarcity-mindset-can-make-problems-worse>



The screenshot shows the NPR website interface for a research news segment. At the top, the NPR logo is on the left, and navigation links for 'news', 'arts & life', 'music', and 'programs' are in the center. On the right, there are links for 'shop' and a search icon. Below the navigation, the segment is titled 'RESEARCH NEWS' and 'How The 'Scarcity Mindset' Can Make Problems Worse'. The audio player shows a play button, a progress bar at 6:47, and a '+ Queue' button. Below the player are links for 'Download', 'Embed', and 'Transcript'. The segment is dated 'March 23, 2017 · 5:00 AM ET' and is noted as 'Heard on Morning Edition'. The host is identified as 'SHANKAR VEDANTAM' with social media icons for Facebook and Twitter.

Poverty's influences on the decision making of caregivers (active agents for children)



Making ends meet:

- Unpredictable work hours
- Limited family support
- Hardly any savings
- Patchwork child care
- Without a stable partner

One slip and... missed appointments, high cost loans, distracted parenting, spiral into poverty

Framework: “mental bandwidth” challenges of parent engagement, heightened if income poor



Take-up
is low

Show-up
is low,
and
erratic

Failure
to
focus/be
receptive

Failure
to
follow-
through

Broadened framework on parents and parent engagement

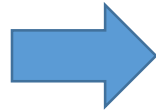
Money, time, *and mental bandwidth* as resources.

- E.g., attention and self control

Behavior and decisions respond to the environment.

- Identity creation and social influences
- Poverty comes with circumstances that can strain mental bandwidth.
- Recast parenting and parent engagement as a series of small (default or deliberate) decisions.

BE framework



BE Tools

**Economic theory...plus
psychology**

Limited attention

Self control

Identity

Social influences

BE framework → BE Tools

**Economic theory...plus
psychology**

Limited attention

Self control

Identity

Social influences

**Economic plus
BE tools**

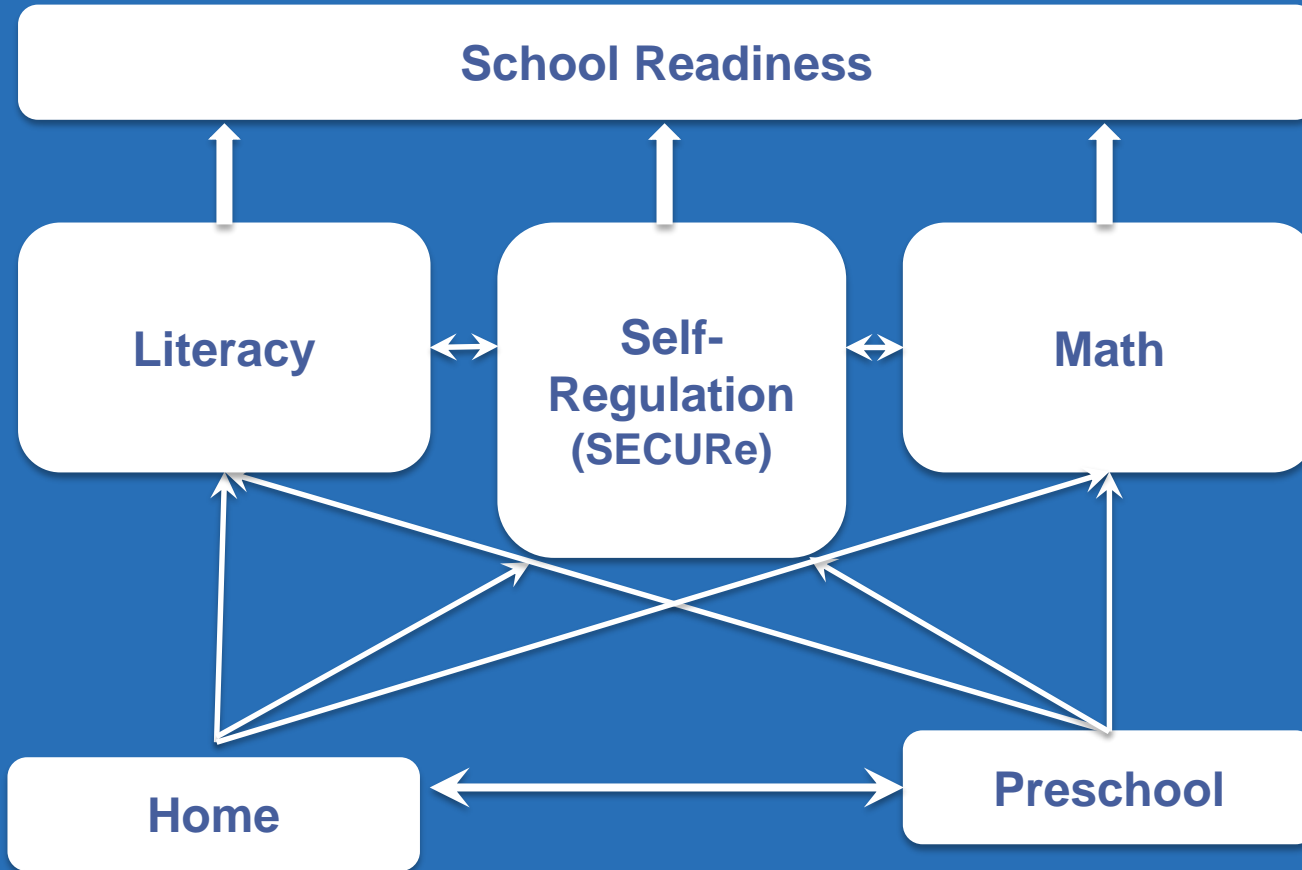
Reminders

Commitment device

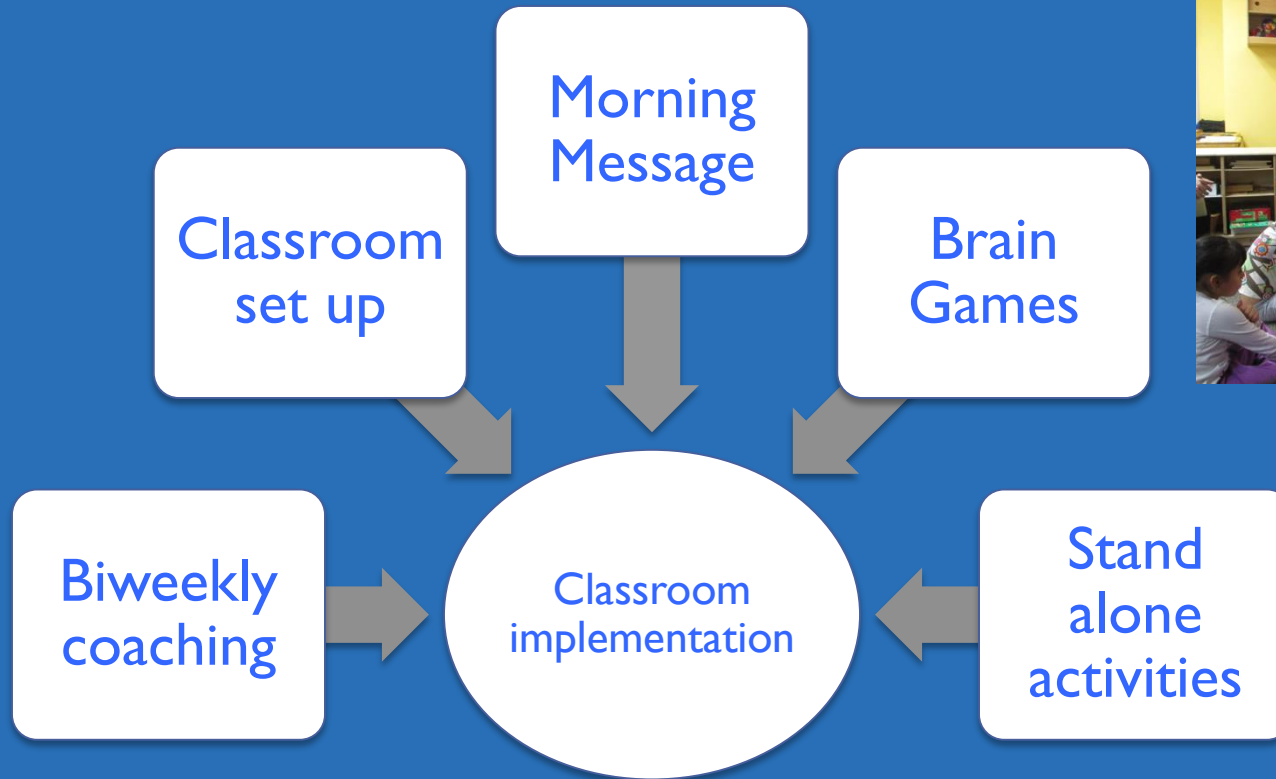
Positive affirmation

Social norm

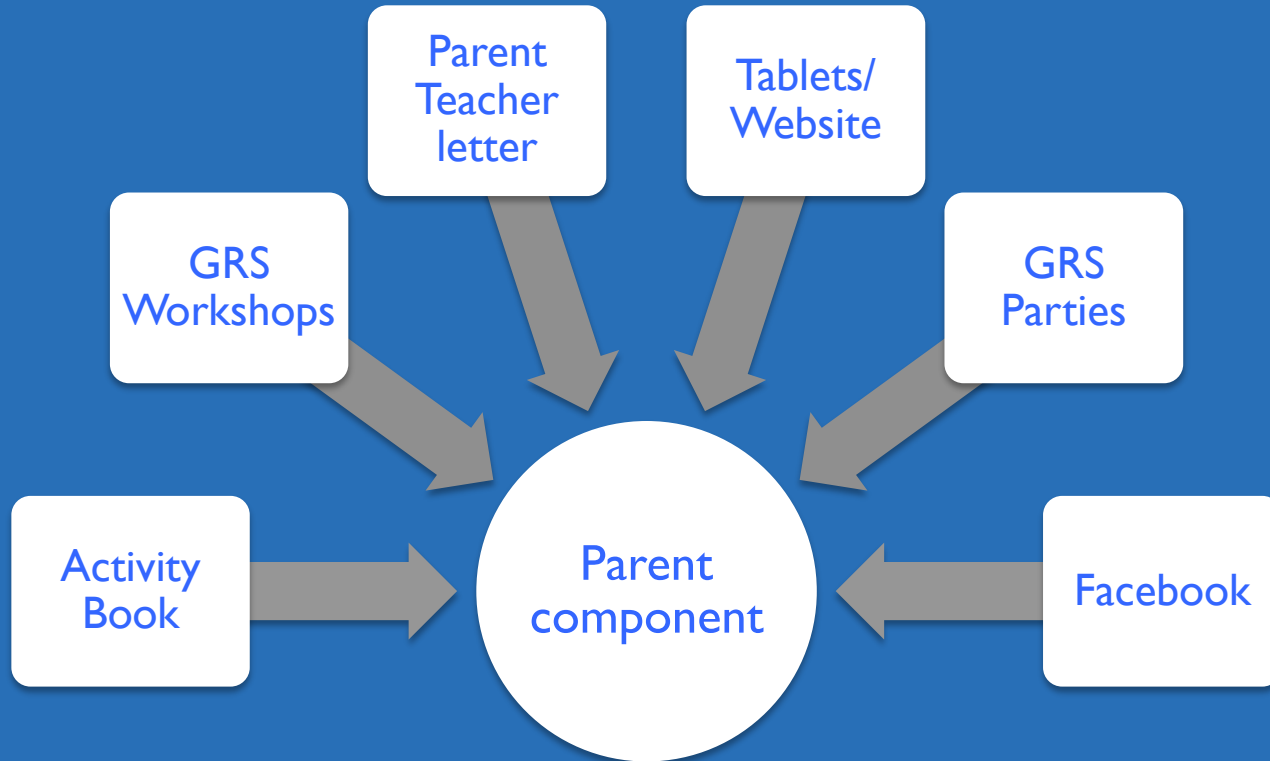
Getting Ready for School



Classroom Implementation

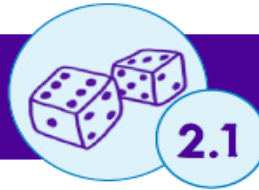


Parent Component



Completed

NUMBERS ALL AROUND



YOUR CHILD WILL LEARN MORE ABOUT THE NUMBERS 1 THROUGH 5 BY PLAYING A MATCHING GAME.

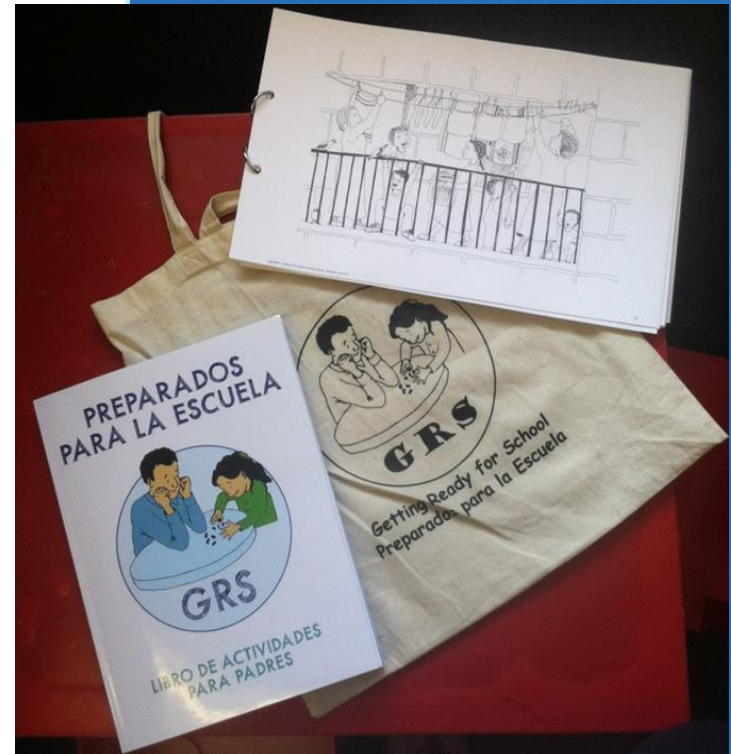
GO ON A "NUMBER HUNT!"

- Ask your child to look for something with the number 1 at home or in the neighborhood.
- When he finds it, clap and jump up and down 1 time to celebrate.
- Try looking for 2's, 3's, 4's and 5's. Celebrate each time by jumping and clapping out that number.



MAKING THIS WORK FOR YOUR CHILD

- If your child is just learning to recognize numbers, write a number on a card. He can match what he sees on the card with the numbers he sees around him.
- If your child recognizes numbers easily, have him count a group of objects in the house. (For example forks at the table, chairs). Ask him to write the number.



Workshops



Parties



Website/ Tablets



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

View Edit Translate Devel

Search for Activities Ver en Español Facilitator resources

Unit 1:



1.1 Family Names



1.2 Count to 5!



1.3 Matching Letters Game



1.4 Lots of Laundry!



1.5 Family Fun!



1.6 Getting Ready for Bed



1.7 Letters All Around



1.8 Twinkle, Twinkle, Little Star

Facebook

CUHS GRS Group 2016-17

Gr Maria v 8 hrs

Talking about feelings helps us express ourselves, and understand each other from different perspectives.
 Hablar de sentimientos nos ayuda a expresarnos y comprendernos desde diferentes perspectivas.

Find a magazine and look for pictures of people showing different feelings

Encuentre una revista y busque imágenes de personas que muestran diferentes

Like Comment

Maria Galindo ✓ Seen by 7

Write a comment...

commented on this photo.

Gr Maria April 5 at 10:21am

Gr Maria February 16 · 🌐

Practicando en casa

Like Comment Share

You and [redacted]

Gr Maria Que bien! Practicando patrones!
 Like · Reply · February 16 at 10:54am

[redacted] Fue super divertido
 Like · Reply · February 16 at 11:20am

Write a comment...

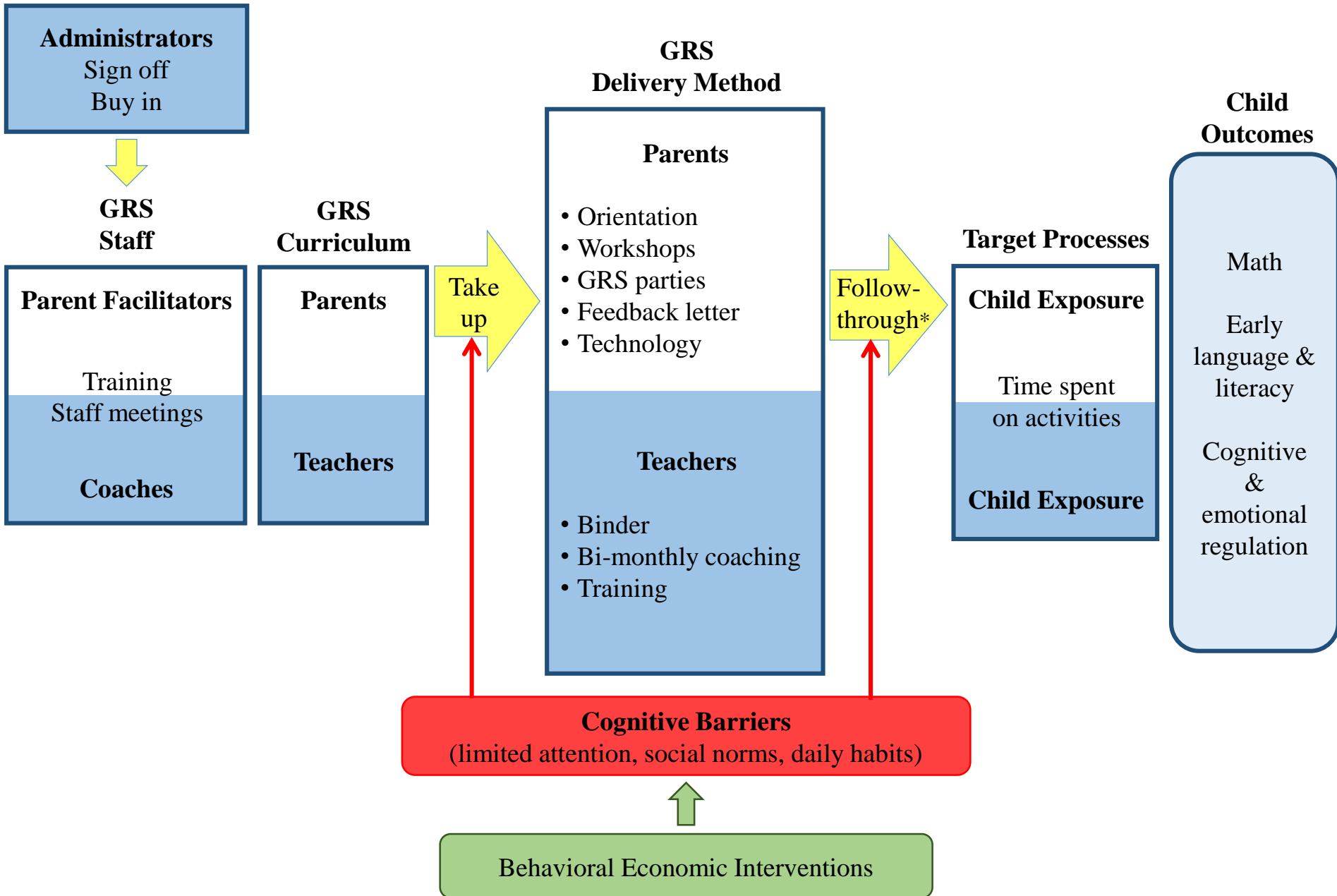
beELL-GRS Research Questions

1. How do parents engage in the play-based early childhood curriculum, Getting Ready for School (GRS)?
2. How can insights from behavioral economics inform design of the GRS program experience in ways that improve parent engagement?
 - What impact can the application of (low-cost) tools from behavioral economics have on parent attendance at GRS events?
 - What impact can BE interventions have on time spent by parents on GRS activities outside of the classroom?

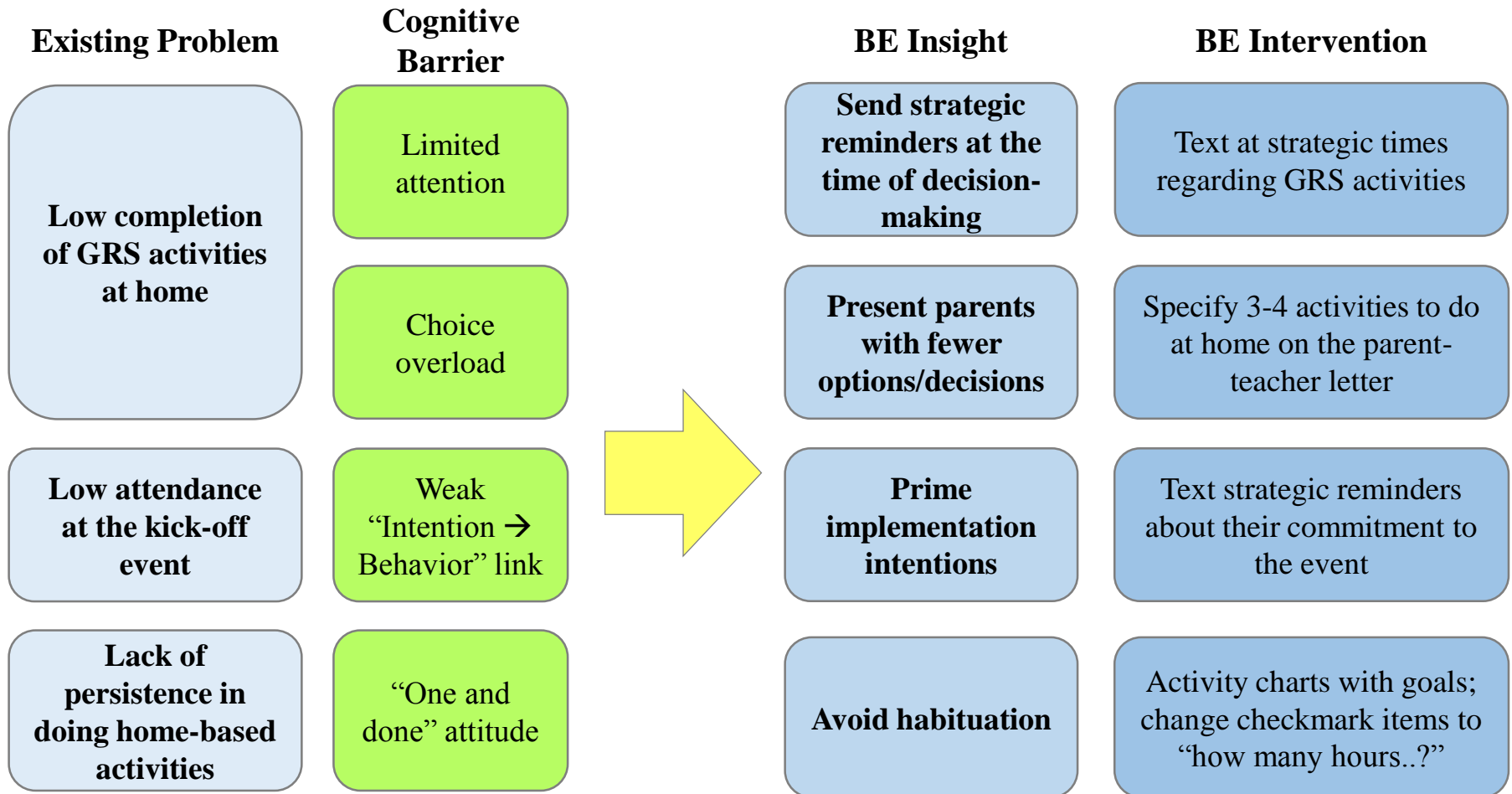
Research Process

1. Understand the logic model underlying GRS
2. Map the GRS experience in practice
3. Collect data on parent engagement, perceptions, and interactions
4. Identify problems that are amenable to BE interventions and solutions
5. Create and experimentally test BE intervention(s)
6. Evaluate outcomes
7. Re-test intervention(s)

The GRS Logic Model & Key Points of Decision-Making

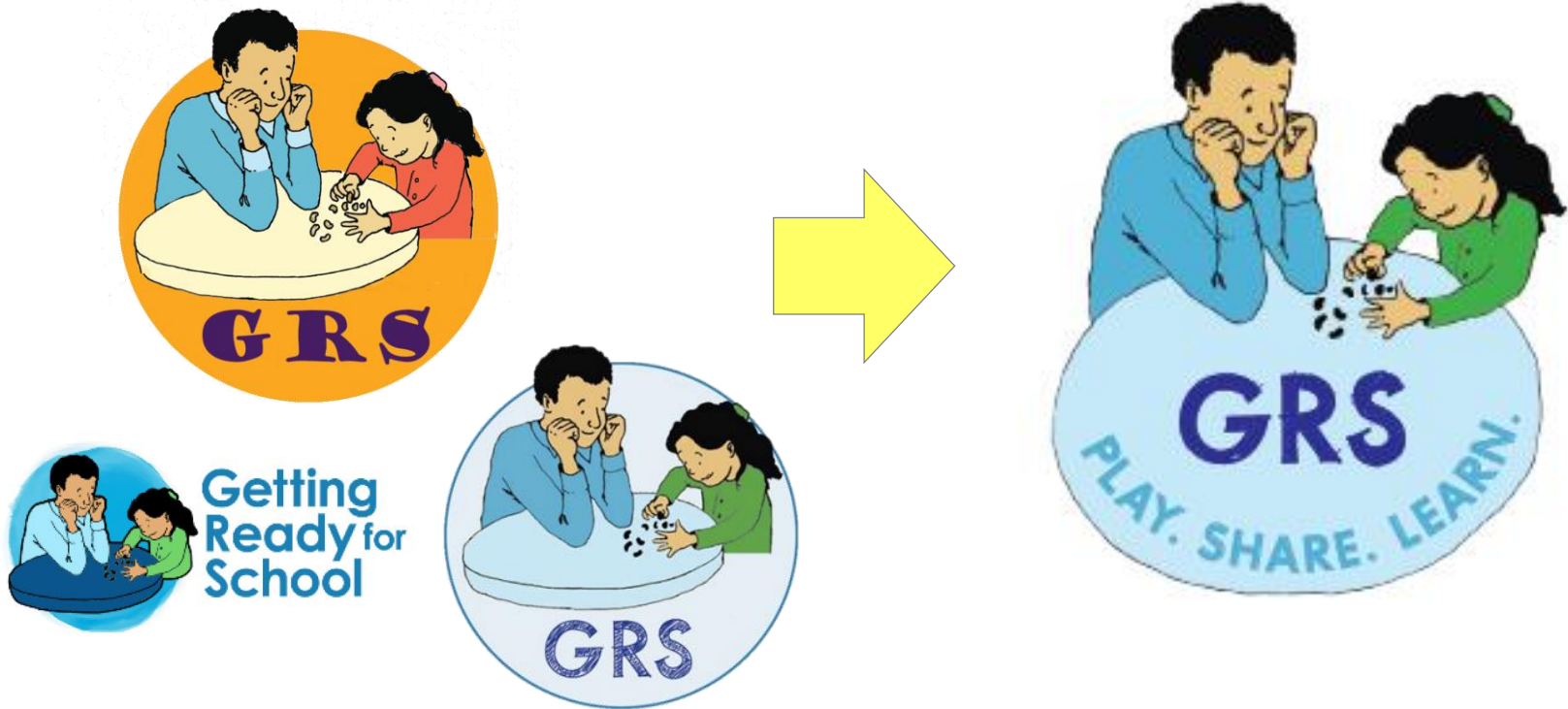


BE Insights into GRS Parents' Decision-making Barriers



Slogan: BE-Infused GRS Branding

- A new action-oriented tagline **PLAY. SHARE. LEARN** was introduced with all parents to facilitate consistent branding of GRS with the adapted logo



BE-Infused Invitations to GRS Kickoffs



BE-Infused Invitations

Intervention

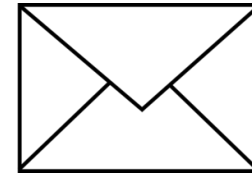
GRS
PLAY. SHARE. LEARN.

You are Invited!
Join your **TEACHER** and other families in your child's class.
Receive a **GRS GIFT BAG**.
Hear more about fun activities to support your child's learning.

Classroom: Parent room
Date: Oct 15th
Time: 8:30-10:00AM

YOU are your child's first and most important teacher!

GETTING READY FOR SCHOOL



Envelope: Increases sense of importance

Reference to teacher and other parents highlights social norm for attendance



Reframed as an invitation, not a flyer



Priming parent identity as a teacher

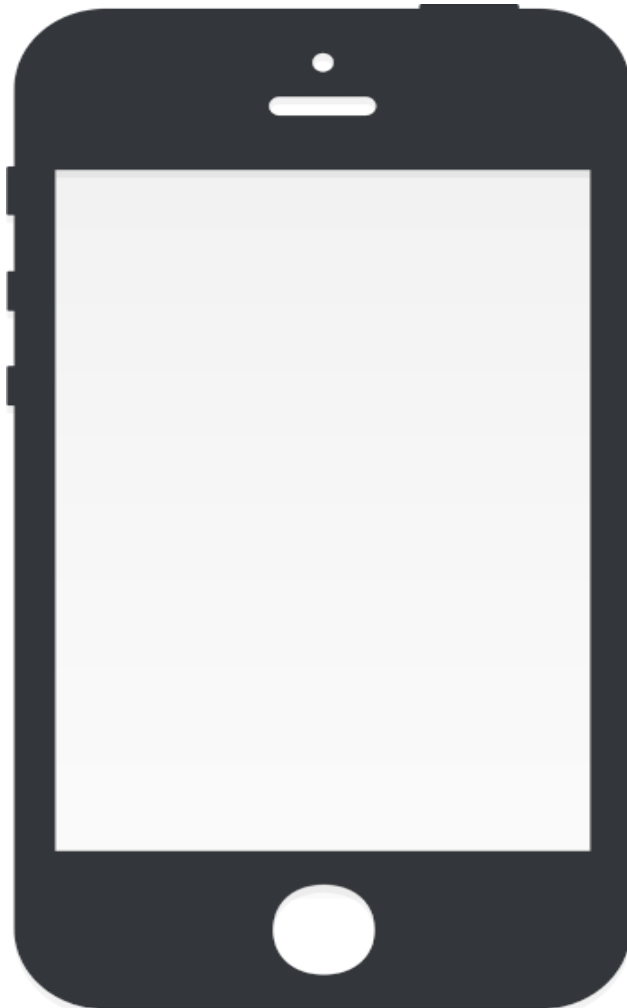


Personalized hand-written information, focuses attention

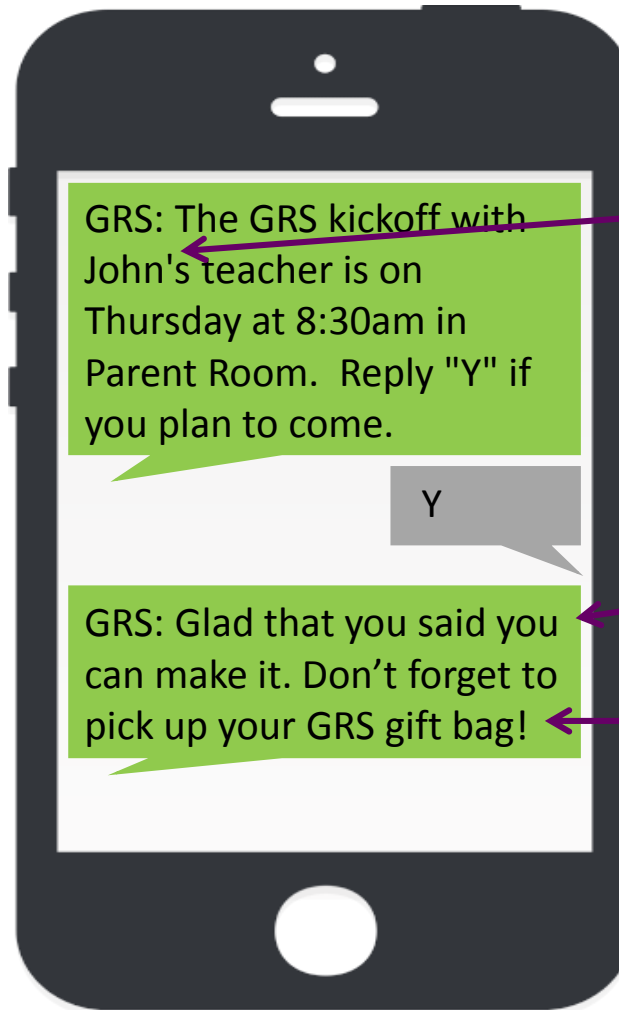


BE-Infused Text Reminders

Control



Intervention



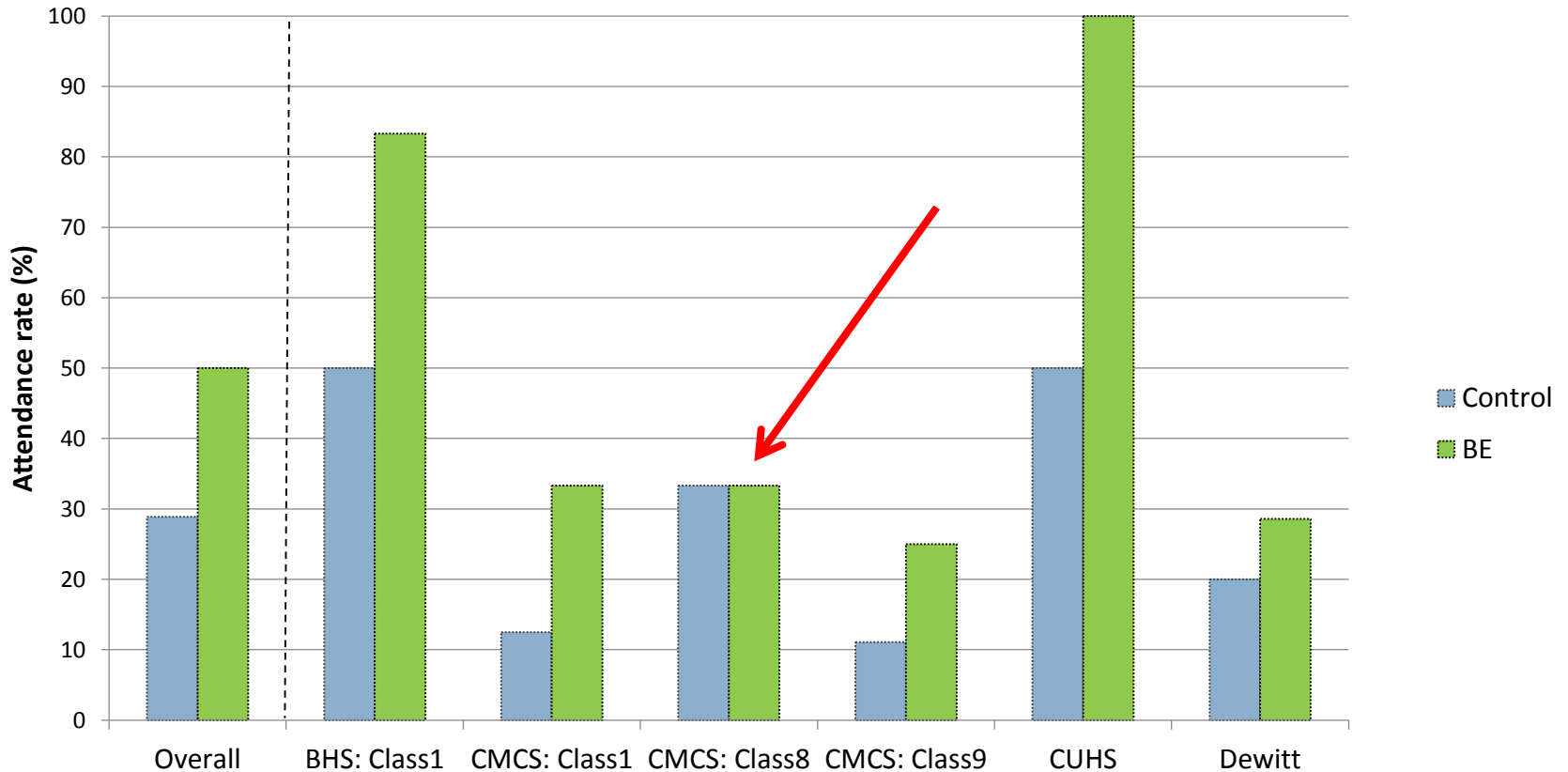
Personalized implementation intention

Reminder of one's commitment

Rewards

BE Intervention Impacted Kickoff Attendance

For all but one classroom, the BE intervention increased GRS kick-off attendance



¹Data from two classrooms were removed from analysis due to intervention contamination (the teacher personally accompanied all caregivers who were present to the kick-off meeting)

BE-Infused Weekly activity Charts

- Weekly assignments from teacher to families

Control: Letter

Intervention: Letter + Goal Chart

FAMILY ACTIVITIES

In school your child is learning:

- _____
- _____
- _____

You can help!

Work on these activities this week:

- _____ (p. ____)
- _____ (p. ____)
- _____ (p. ____)
- You can pick other activities too!

Play, Share, Learn, and HAVE FUN!

Ms. _____

Please return this part and talk to the teacher about it!

Your child's name: _____ Your name: _____ Relationship to child: _____

I tried these activities (check the box):

- _____
- _____
- _____
- Did you try any other activities? *List them here:* _____

How much time did you spend on GRS activities this week (check one)?

Less than 15 minutes 15 - 45 minutes More than 45 minutes




I didn't have time to do GRS activities this week. Please tell us why: _____

GETTING READY FOR SCHOOL THIS WEEK

Child's name: _____ Return by: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Use the stickers to show your teacher what GRS activities you did this week:

 LITERACY  MATH  SELF-REGULATION

★ Favorite activity: _____

How much time did you spend on GRS activities this week (check one)?

Less than 15 minutes 15-45 minutes More than 45 minutes

I didn't have time to do GRS activities this week. Please tell us why: _____

GETTING READY FOR SCHOOL THIS WEEK

PLAY. SHARE. LEARN.

USE THIS BOOK!

GETTING READY FOR SCHOOL

GRS

PLAY. SHARE. LEARN.

FUN ACTIVITIES FOR CAREGIVERS AND CHILDREN

What we did this week in class:

This week's activities for your child:

Activity Name	Pages
10 minutes _____	_____
10 minutes _____	_____
10 minutes _____	_____

BONUS:
Your favorite activity: _____

★ Reach the goal of 30 minutes or more this week on GRS activities!

From: _____

Self-report of time spent on GRS activities

BE-Infused activity Charts




Intervention: Letter + Goal Chart

GETTING READY FOR SCHOOL THIS WEEK

Child's name: _____ Return by: _____

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GETTING READY FOR SCHOOL THIS WEEK

USE THIS BOOK!

GETTING READY FOR SCHOOL

PLAY. SHARE. LEARN.

GRS

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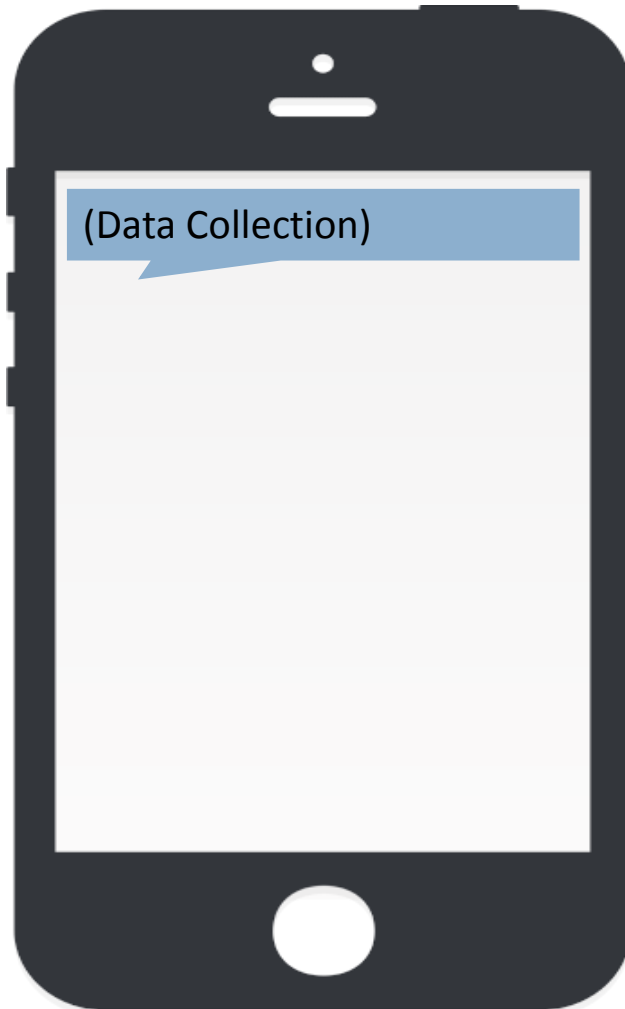
Broken down into three 10 minute chunks to cue 30+ minutes total

Calendar reinforces expectation of daily completion vs. "one and done" attitude fostered by old checkboxes

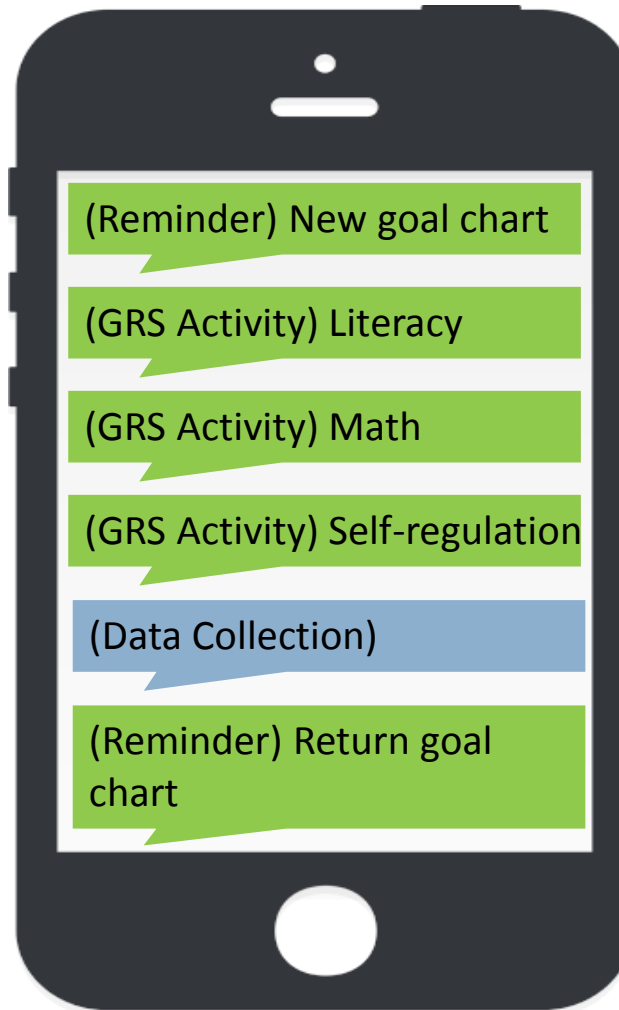
Icons reduce literacy demands; Stickers invite children's direct participation

BE-Infused Texts Reinforce Behavior

Control



Intervention



Personalized
e.g. "Try out a
GRS literacy
activity with
John"

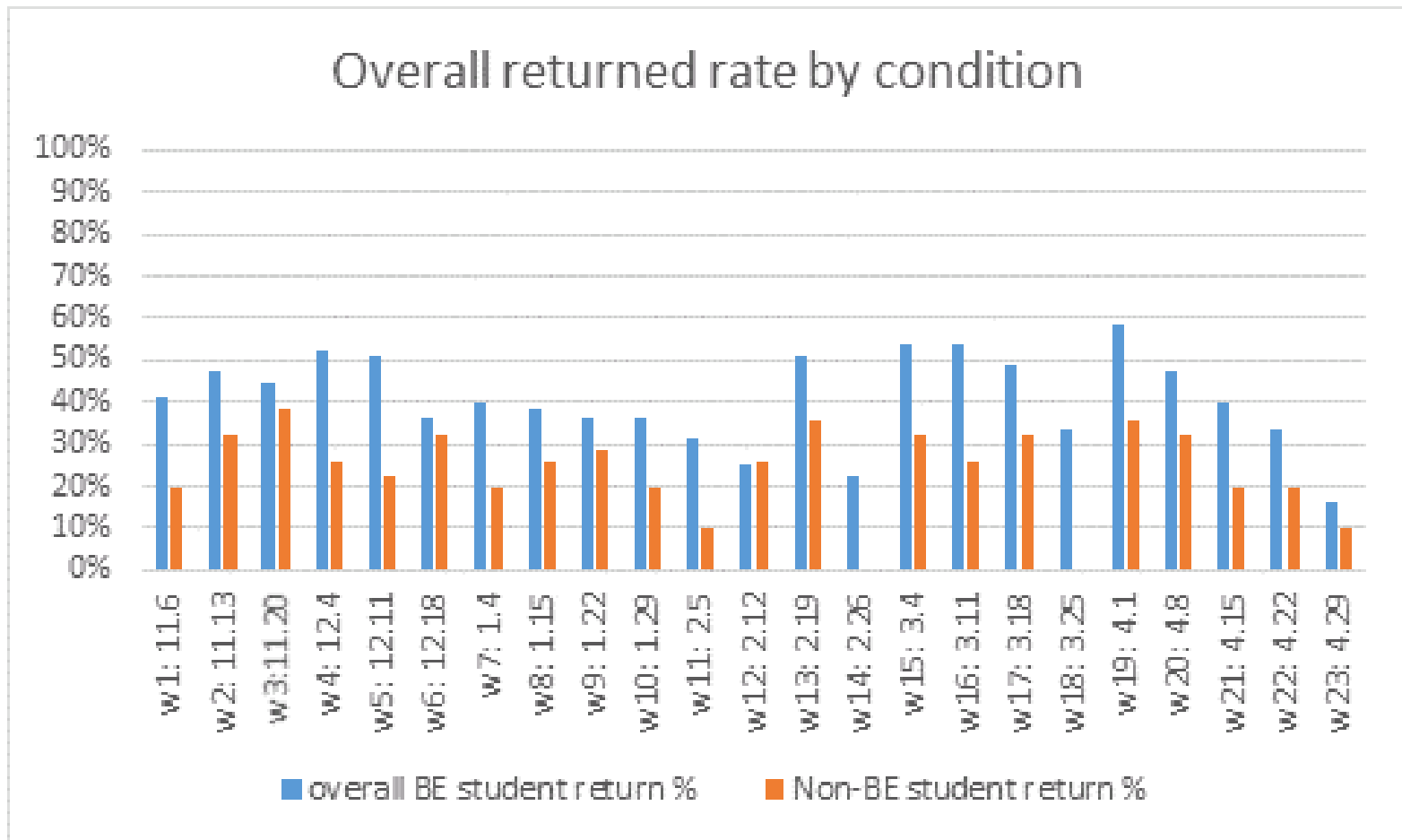
Calendar of BE-Infused Texts

Intervention group only

FRIDAY	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>Week 1</p> <p>5PM GRS: Goal charts were sent home today! Have your child use a sticker every time you do a GRS activity together.</p>		<p>1PM GRS: GRS fun begins today! Try out a GRS literacy activity with John.</p>		<p>7:30PM GRS: What John is learning now really matters. GRS is a great way for kids to learn math..</p>	<p>7:30PM GRS: Sometimes it's hard to focus. GRS can help your child learn how to pay attention - that's called self-regulation.</p>	<p>7:30PM GRS: Goal charts are due tomorrow! Don't forget to have John give it to Ms. Lisa.</p>
<p>Week 2</p> <p>5PM GRS: Goal charts were sent home today! See the new activities assigned for this week!</p>		<p>1PM GRS: GRS activities can be done with John anytime, anywhere, with anyone!</p>		<p>7:30PM GRS: Early reading gives John a head start in life. Children who read for 10 minutes every day are 22% more likely to finish high school.</p>	<p>7:30PM GRS: Ask John to show you a favorite GRS activity.</p>	<p>7:30PM GRS: Goal charts are due tomorrow! Don't forget to have John give it to Ms. Lisa.</p>

BE Intervention Improved Return Rate

The BE intervention almost doubled the return rate of weekly parent-teacher feedback (over 6 months) from 24% to 41%; Maintained level in year 2



Example of BE feedback form

GRS Activities at Home November



Thank you for returning your GRS activity charts in November. GRS activities can be done with your child anytime and anywhere. Have your child use a sticker every time you do a GRS activity together. Don't forget to return your activity charts next time as well!

The chart below shows you the number of stickers you put on your GRS activity chart each week. We also show you the average number of stickers for the month.

Here's how much time you spent with Luis on GRS activities last month:

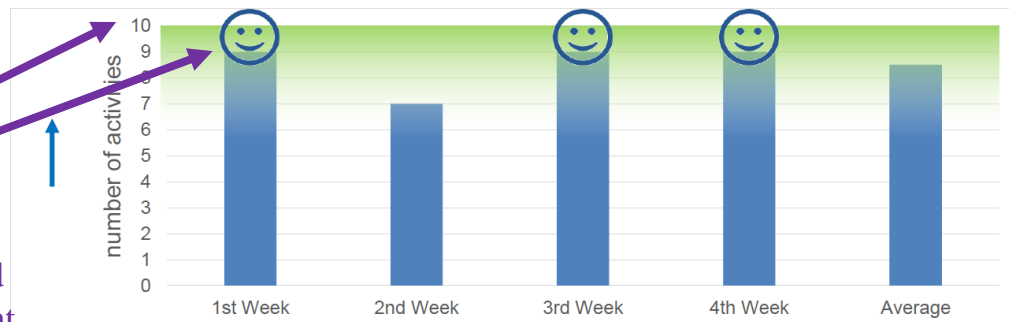


Chart depicts weekly goals and signals attainment

Personalized feedback – based on parents' report

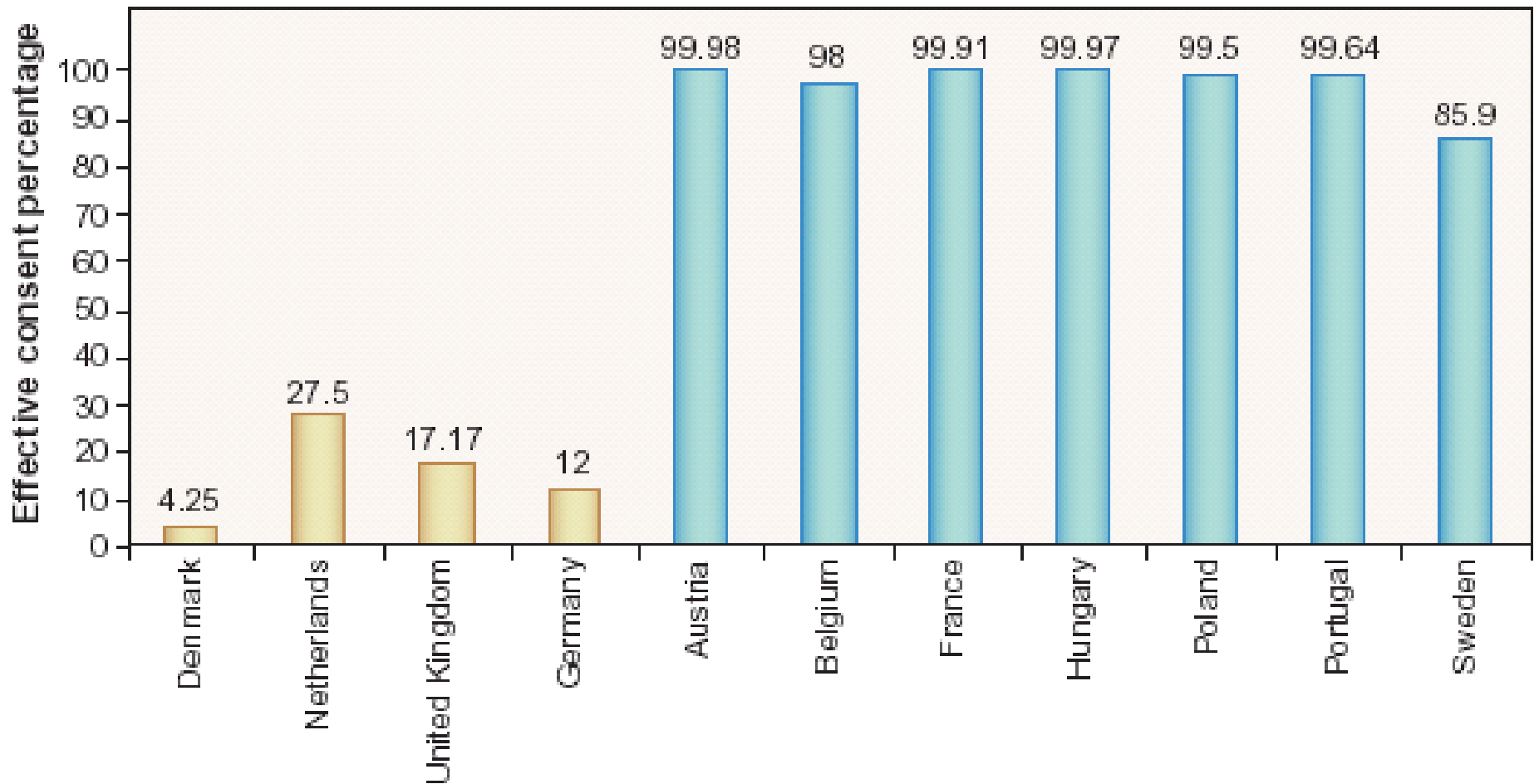
Science to Practice: 4 other examples of BE tools

- Defaults
- Identity and affirmation
- Small incentives; quantifying future benefits
- Social cues and influences

Defaults:

Pre-set courses of action that take effect if nothing is specified by the decision maker

Defaults



Effective consent rates, by country. Explicit consent (opt-in, gold) and presumed consent (opt-out, blue).

Identity and affirmation

Identity

Testing identity salience in the context of welfare benefits programs

When exiting a soup kitchen, randomly exposed to:

	Neutral condition	Positive affirmation condition
Stopped to consider (%)	44	58
Of those, took information (%)	36	79**
Total take up (%)	16	46

Small incentives; quantifying
future benefits

Small incentives

beELL-NYC Gift package

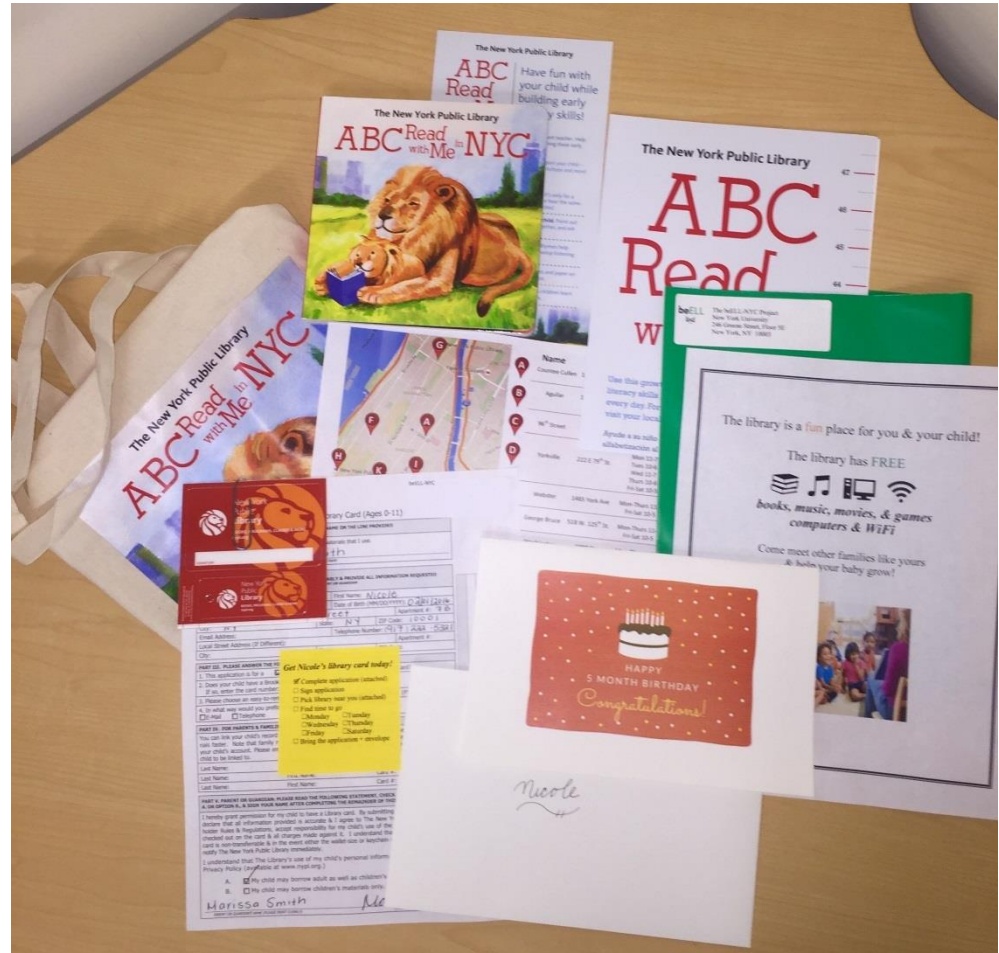
- birthday card
- Prepopulated library card
- Library gift packet

beELL-GRS

Gift bag at kick off meeting

beELL-ParentCorps

"praise magnet"



Social influences

Social influences

Opower utility bills

Last 3 Months Neighbor Comparison | You used **32% MORE** than your efficient neighbors



HOW YOU'RE DOING:

- GREAT 😊😊
- GOOD** 😊
- MORE THAN AVERAGE 😐

*kWh: A 100-Watt bulb burning for 10 hours uses 1 kilowatt-hour.

Social influences

Priming in message content:

“Parents of children like yours...”

“Parents like you....”

Peer-to-peer outreach (ParentCorps)

ParentCorps parent feedback: “I want to hear about other parents experiences before I try it”

Insights for practice

- Importance of a diagnostic process
- Offer a range of ways for families to engage
- Move away from events and measure sustained engagement (including efforts at home)
- Tailored solutions that can be easily implemented and scaled up
- Gateway event
- Power of personalization
- Designing to support good habits (marshalling behaviors parents already do or want to do) vs. telling parent what to do

Launching a few discussion points

- Supporting engagement among teen parents
- Supporting engagement among working parents
- Expanding perception of programs as more than a place to “drop off” children



EHS-CCP Learning Community Reminders

Reminders

1. Mon, May 15 at Noon – Call w/ Stephanie Myers
2. Wed, May 17 – Names of team to Becky (3 people)
3. One-on-One Calls with Deborah on Zoom
 - Tues, May 30 11a -- KidZKount
 - Tues, May 30 1p – CAPK
 - Wed, May 31– 9a – CAPE
 - Wed, May 31– 10a – PLAZA
 - Wed, May 31– 1p – CHILD START
4. Fri, June 16 – All day meeting in Oakland

Reminders

For the June 16th Meeting:

1. Three-person team, at least one child care partner
1. 20-min team presentation on one (or more) aspect of your FACE work since we met in March, 2017
1. Identify a practice challenge and prepare to facilitate a 30-min conversation (per team) among meeting participants to surface strategies to test (*share topic with Deborah during May check-in calls*)

THANK YOU



Save the Children