

How Insights from Behavioral Economics Can Support Re-Design and Enhance Impact of Infant Targeted Interventions

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Perspectives on Parents' Program Engagement

- **Conventional Models (conventional economics)**
 - Compare costs and benefits
 - Have a clear understanding of the enrollment process
 - Seamlessly execute positive parenting practices
- **Behavioral Economics (microeconomic theory, psychology, and neuroscience)**
 - Busy lives and distractions
 - Economic instability
 - Attention, self-control, social norms and self-perception as influencing decision-making

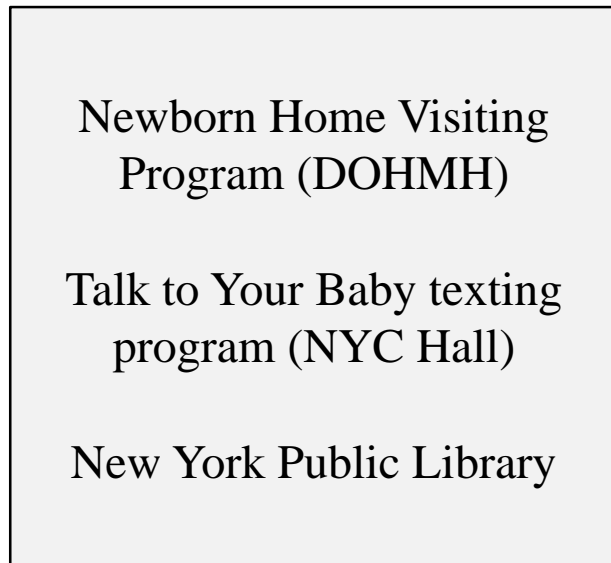
beELL™ Approach



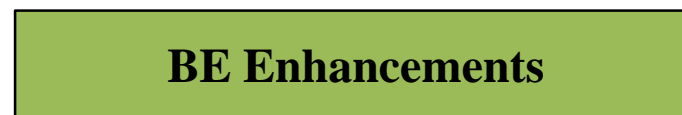
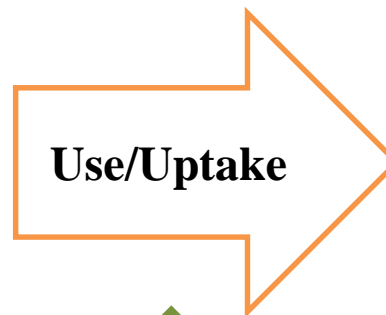
- Applying an interdisciplinary framework of behavioral economics with child development theory.
- Helping parents focus their attention on, and supporting follow through with, available resources and services.
- Optimizing impact of existing interventions through low-cost BE informed design innovations.

The **beELL**-NYC study: *Using Behavioral Economics to Support Positive Early Language and Literacy Habits Among Low Income Mothers of Infants*

NYC Existing Programs and Services



Parenting Behaviors



Random Assignment Design

NHVP First Home Visit
Enrollees ($n=411$)

Control ($n=194$)

Information via flyers and
social marketing as usual

Experimental ($n=217$)

Plus BE
Enhancements

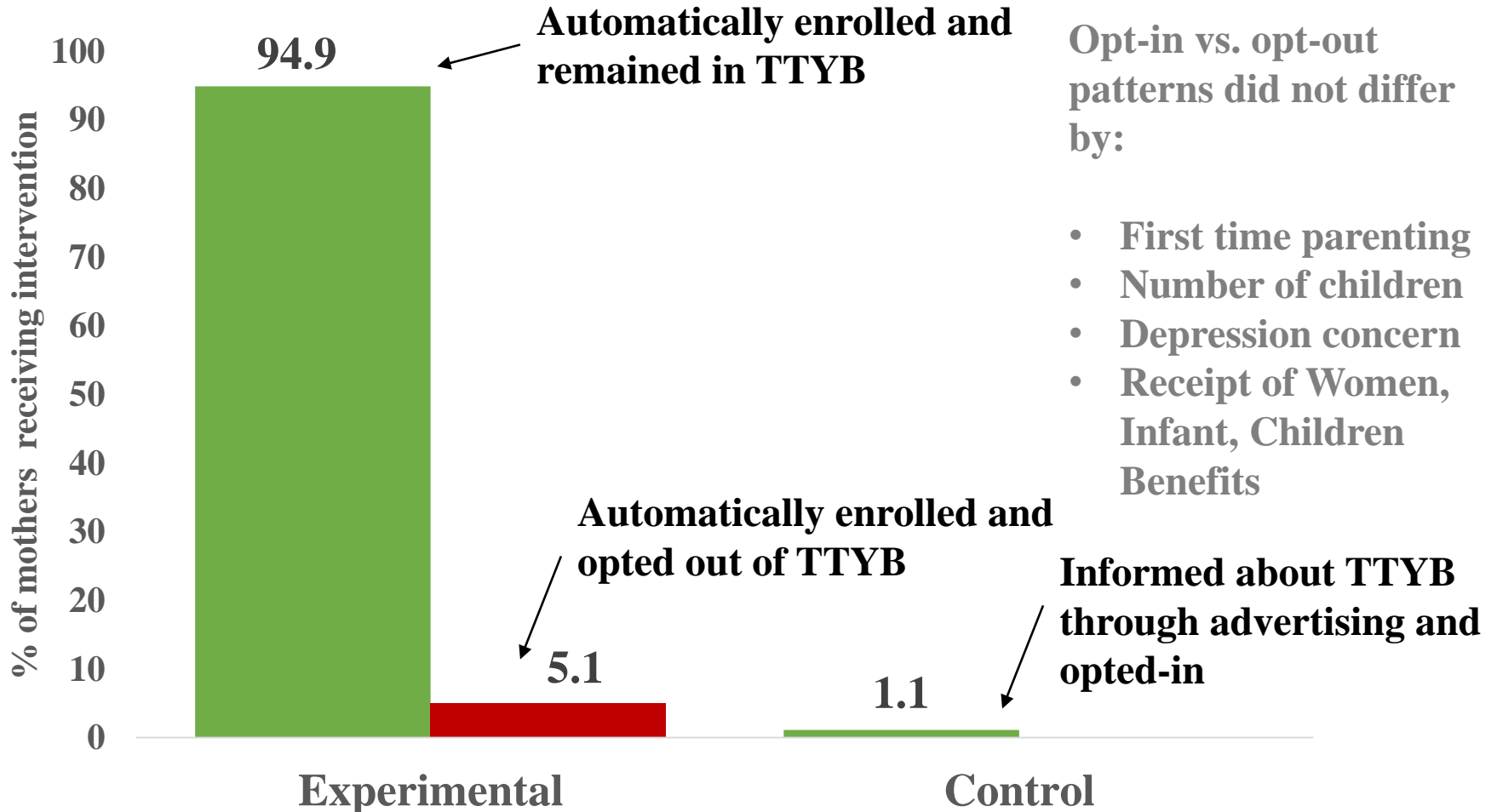
Three key BE enhancements

1. Shifting default to opt-out
2. Positive Affirmation
3. Small Incentives

Default options and inertia

- Voluntary involvement (opt-in) is the default choice in most early childhood programs.
- Inertia, uncertainty and competing demands often lead to decisions that maintain status quo.
- In our randomized controlled study, we set the default to automatic enrollment (opt-out) for the experimental group.
- Parents can voluntarily decline participation by texting “STOP”.

Default options matter



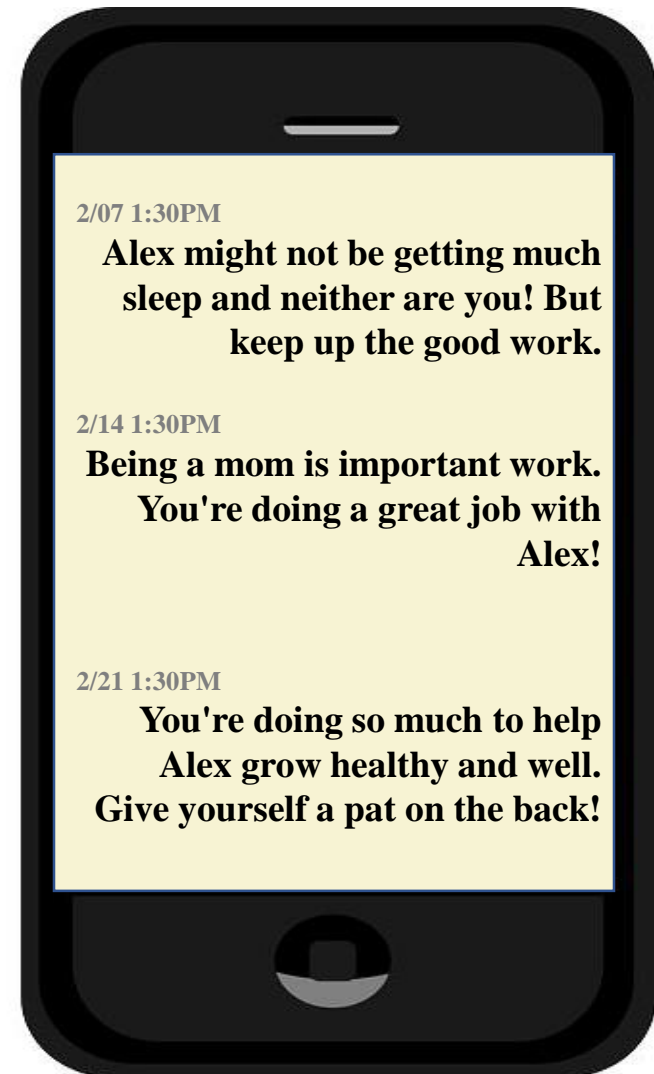
Affirmations to positively invoke parenting identity

- Parenting advice information can be threatening, particularly for parents who feel stigmatized or judged.
- Parents who receive positive affirmations express higher levels of interest in parenting programs than parents who do not.

Positive affirmation during NHVP 2nd home visit

“Being a new mom can feel overwhelming sometimes, but you’re doing a great job.”

What was one new thing (baby’s name) has done since I saw you last week? Something that made you smile?”

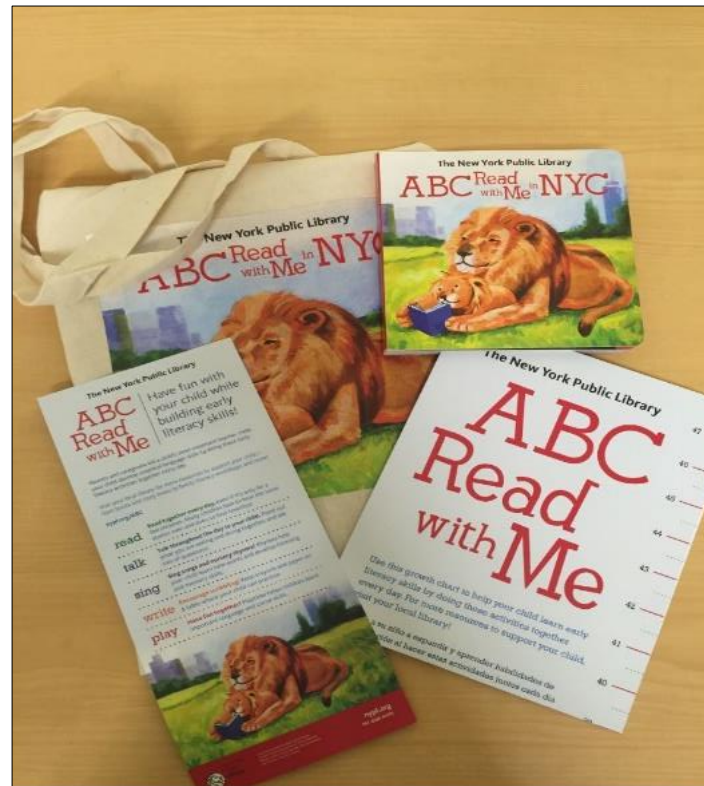


Small Incentives to bring future benefits to the present



*Wishing you
and Mylo too,
Happiness in everything you do.*

Books are FUN at every age. Mylo can chew on them!
Put Mylo in your lap. Help Mylo hold the book.
Point to the pictures. Make silly animal sounds.
And explore!



Small Incentives plus

The library is a **fun** place for you & your child!

The library has **FREE**



books, music, movies, games, computers & WiFi

Come meet other families like yours & help your baby grow!



New York Public Library
beLL-NYC

Date: _____

Application for a Children's Library Card (Ages 0-11)

PART I. PLEASE READ THE STATEMENT & WRITE YOUR NAME ON THE LINE PROVIDED TO BE COMPLETED BY THE CHILD

I will take good care of the books & other items that I borrow from the library.

PART II. CHILD'S NAME & ADDRESS: THE ADDRESSER OF THIS APPLICATION MUST BE THE PARENT OR GUARDIAN OF THE CHILD

Last Name: Edwards **Get Skyler's library card today!**
 Middle Name or Initial: _____
 Permanent Street Address: 4 _____
 City: NY _____
 Email Address: _____
 Local Street Address (If Different): _____
 City: _____

Complete application (attached)
 Sign application
 Pick library near you (attached)
 Find time to go
 Monday Tuesday
 Wednesday Thursday
 Friday Saturday
 Bring the application + envelope

PART III. PLEASE ANSWER THE FOLLOWING QUESTIONS

1. This application is for a _____ card?
 2. Does your child have a Brooklyn ID card? If so, enter the card number: _____
 3. Please choose an easy-to-remember four-digit personal identification number (PIN): _____
 4. In what way would you prefer your child to receive notices from The Library?
 E-Mail Telephone

PART IV. FOR PARENTS & FAMILIES

You can link your child's record to those of his or her family members to help check out Library materials faster. Note that family members will not be able to see the status of, or items borrowed on, your child's account. Please enter the requested information for each family member you wish your child to be linked to.

Last Name: _____ First Name: _____ Card #: _____
 Last Name: _____ First Name: _____ Card #: _____
 Last Name: _____ First Name: _____ Card #: _____

PART V. PARENT OR GUARDIAN: PLEASE READ THE FOLLOWING STATEMENT, CHECK THE BOX BESIDE OPTION A, OR OPTION B, & SIGN YOUR NAME AFTER COMPLETING THE REMAINDER OF THIS APPLICATION

I hereby grant permission for my child to have a library card. By submitting this application, I declare that all information provided is accurate & I agree to The New York Public Library's Cardholder Rules & Regulations, accept responsibility for my child's use of the card, all library materials checked out on the card & all charges made against it. I understand that use of my child's library card is non-transferable & in the event either the wallet-size or keychain card is lost or stolen, I will notify The New York Public Library immediately.

I understand that The Library's use of my child's personal information is governed by its Privacy Policy (available at www.nysl.org).

A. My child may borrow adult as well as children's materials.
 B. My child may borrow children's materials only.

FOR LIBRARY USE ONLY
 Home Library Location Code: _____
 Home Region: _____
 Patch Type: _____
 Initial of Program Type (if applicable): _____

FORM 1116.52 (1/17, OCT 2011)



Name	Address	Hours	Story Time
A Countee Cullen	104 W. 136 th St.	Mon-Thurs 10-8 Fri-Sat 10-5	Thurs 11-12 Fri 11-12:30
B Aguilar	174 E. 110 th St.	Mon 10-6 Tues-Thurs 10-7 Fri-Sat 10-5	Mon 11 (bilingual) Fri 11 Sat 10:30
C 96 th Street	112 E. 96 th St.	Mon-Thurs 10-7 Fri-Sat 10-5	Wed 10:30, 11:15
D Yorkville	222 E 79 th St.	Mon 11-7 Tues 10-6 Wed 11-7 Thurs 10-6 Fri-Sat 10-5	Tues 10:15
E Webster	1465 York Ave	Mon-Thurs 11-7 Fri-Sat 10-5	Wed 11-12
F George Bruce	518 W. 125 th St.	Mon-Thurs 11-7 Fri-Sat 10-5	Mon, Tues, Thurs 11:15
G Washington Heights	1000 St. Nicholas Ave.	Mon-Thurs 10-7 Fri-Sat 10-5	Mon, Wed 10:30
H Morningside Heights	2900 Broadway	Mon-Thurs 10-7 Fri-Sat 10-5	Tues 11:15
I Harlem	9 W. 124 th St.	Mon-Thurs 10-7 Fri-Sat 10-5	Wed 11-12
J 125 th St.	224 E. 125 th St.	Mon-Thurs 11-7 Fri-Sat 10-5	Wed 11:30

BE enhancements to support infant-targeted interventions

Goal	BE Intervention
<ul style="list-style-type: none">• To counter inertia in uptake	<ul style="list-style-type: none">• Automated enrollment in TTYB
<ul style="list-style-type: none">• To redirect attention	<ul style="list-style-type: none">• Parenting tips and reminders
<ul style="list-style-type: none">• To strengthen self-perception	<ul style="list-style-type: none">• Positive affirmation
<ul style="list-style-type: none">• To approximate interpersonal contact	<ul style="list-style-type: none">• Personalization
<ul style="list-style-type: none">• To bring future benefits to the present	<ul style="list-style-type: none">• Small incentives

How can BE enhancements help shape parent-infant language interactions?



beELL[™]: nudging children to a better start



Thank you!

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