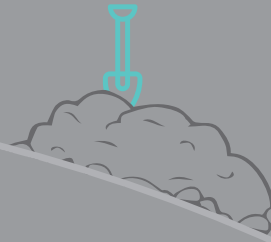
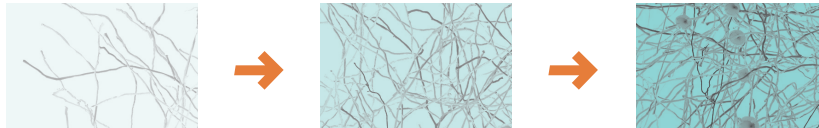


Brains *are* Built...Not Born.

Brains are built
OVER TIME,
in
the **BEGINNING.**



**In the FIRST FEW YEARS of life, more than 1 MILLION
NEW NEURAL CONNECTIONS are formed every second.**



These neural connections, the brain's architecture, are formed through the interaction of genes and baby's environment and experiences. These critical interactions with adults *lay the foundation* for all later learning, behavior and health.

Brains are built
on a **FOUNDATION**
of **EARLY EXPERIENCES.**



**90% OF BRAIN DEVELOPMENT
happens from BIRTH TO 5 years old.**

While genes provide a *blueprint* for brain architecture, neural connections must be reinforced by repeated use.

Not all children have the **SAME** EARLY EXPERIENCES.

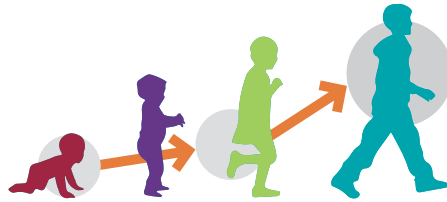
If the **BRAIN ARCHITECTURE** does not form as expected,
it will lead to **DISPARITIES IN LEARNING & BEHAVIOR.**

As a child grows older, the
brain's ability to change in
response to experiences
DECREASES



And the amount
of effort that such
change requires
INCREASES

Gaps between advantaged and disadvantaged children begin emerging as early as 9 months of age. For example, by age 3, low-income learners have half the vocabulary of their high-income peers. Gaps continue to widen, leaving disadvantaged children up to two years behind by age 5.



A child's **ABILITY** to learn, grow & thrive are
INTERTWINED throughout their life course.

Connections that form early provide either a strong or weak foundation for the connections that form later. The mental and physical health, social skills and cognitive capacities laid in a child's earliest years are critically important for success in school, the workplace and the larger community.

References

- 1 Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.
- 2 Center on the Developing Child (2009). Key Concepts: Brain Architecture (Brief). Retrieved from www.developingchild.harvard.edu.
- 3 Center on the Developing Child (2007). The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do. Retrieved from www.developingchild.harvard.edu.
- 4 The Campaign for Grade Level Reading. The 30 Million Word Gap: The Role of Parent-Child Verbal Interaction in Language and Literacy Development. Retrieved from <http://gradelevelreading.net>.
- 5 ZERO TO THREE (2017). The Basics of Infant and Early Childhood Mental Health: A Briefing Paper. Retrieved from www.zerotothree.org

GroundworkOhio.org



@GroundworkOhio

SHANNON JONES

Executive Director
SJones@GroundworkOhio.org

LYNANNE GUTIERREZ

Policy Director & Legal Counsel
LWolf@GroundworkOhio.org

JULIA HOHNER

Communications & Policy Associate
JHohner@GroundworkOhio.org

172 E. State Street, Suite 400 • Columbus, Ohio 43215
Groundwork Ohio is a fiscally-sponsored project of Community Initiatives