Proposed Symposium for 2013 AAAS, Boston MA

Toward Accelerating School Readiness and Cumulative Academic Performance, Birth to 10

Organized by: David L. Featherman, University of Michigan, Ann Arbor MI

American children underperform many counterparts in the developed world on international metrics of educational competence. Among American children, those from low-income households and families of color or with English-language challenges underperform others at school entry, and gaps in school readiness and early performance have proven difficult to overcome with cumulative interventions and sustainable outcomes. The School Reform and Beyond Project (SRB), a ten-year collaboration among researchers from several institutions and practitioners, is addressing these challenges by drawing from and innovating at the intersection of the developmental and intervention sciences. SRB's ultimate goal is to take to national scale a sustainable, efficient, and developmentally integrated set of evidence-based interventions that accelerate learning of all children from birth onward. SRB's integrated interventions include: (1) elevating school readiness by supporting and resourcing parents to more effectively prepare infants and toddlers from birth for healthy, successful entry to pre-K; (2) maximizing the start to schooling (pre-K up to middle school) by integrating the best evidence-based strategies for promoting academic proficiency with strategies to promote social and emotional development and self-regulated learning. The symposium presents the rationale, design, and early testing of the SRB model of integrated interventions.

Moderator: Deborah A. Phillips, Georgetown University, Washington, DC

Speakers:

Frederick Morrison, University of Michigan, MI.

A Neuro-Behavioral Model for Developing Executive Functioning and Self-Regulation as Bases for Early School Success

Stephanie M. Jones, Harvard, MA

SECURé, a School-based Social-emotional Intervention with Impact on Literacy in Pre-K through 3rd Grade

Lisa Genetian, Ideas 42 and the Brookings Institution, Washington DC.

Incentivizing Parent-Child Interactions for School Readiness, Lessons from Behavioral Economics

Discussant: John Lawrence Aber, New York University, NY