

Buffett
Early Childhood
Institute
at the University of Nebraska

The Psychology of Boys at Risk
Indicators from 0-
November 5 & 6, 201
Eldorado Hotel
Santa Fe, New Mexico

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University of Nebraska

**Infant and Toddler Black Boys:
Seizing Opportunities and Minimizing Risks**

Supporting our young infants and toddler Black boys to be...

Suit and tie in 217:

<https://www.youtube.com/watch?v=D7vNEI4Br0w>

Teaching Fatherhood:

<http://www.pbs.org/pov/americanpromise/achievement-gap-videos.php>

Thank You!

- Paul Golding & the Santa Fe Boys Education Foundation
- Attendees
- Families, Children, Practitioners, & Dept Ed for the Data
- Dr. Marvin McKinney

Outline of Talk

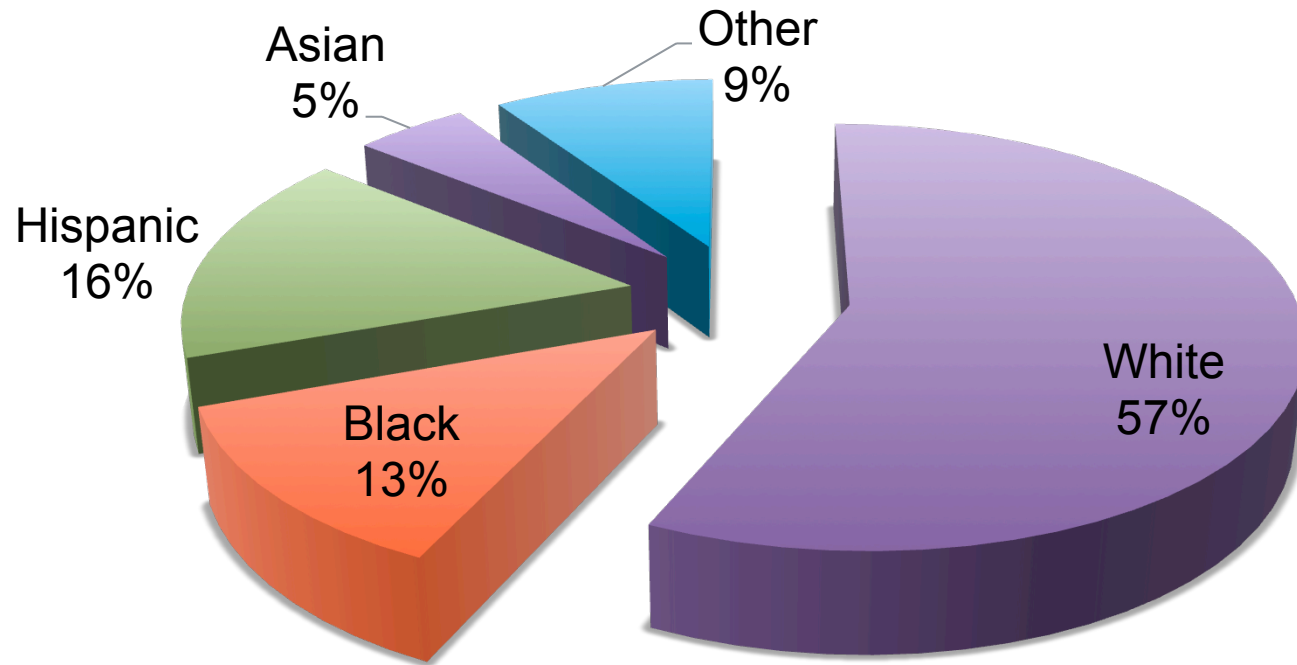
- Urgency!!
- Theory of Black Child Development
- Black Boys' Developmental Contexts and Experiences
- Keys to Optimal Development
- Implications for Policy & Practice

Take Home Points

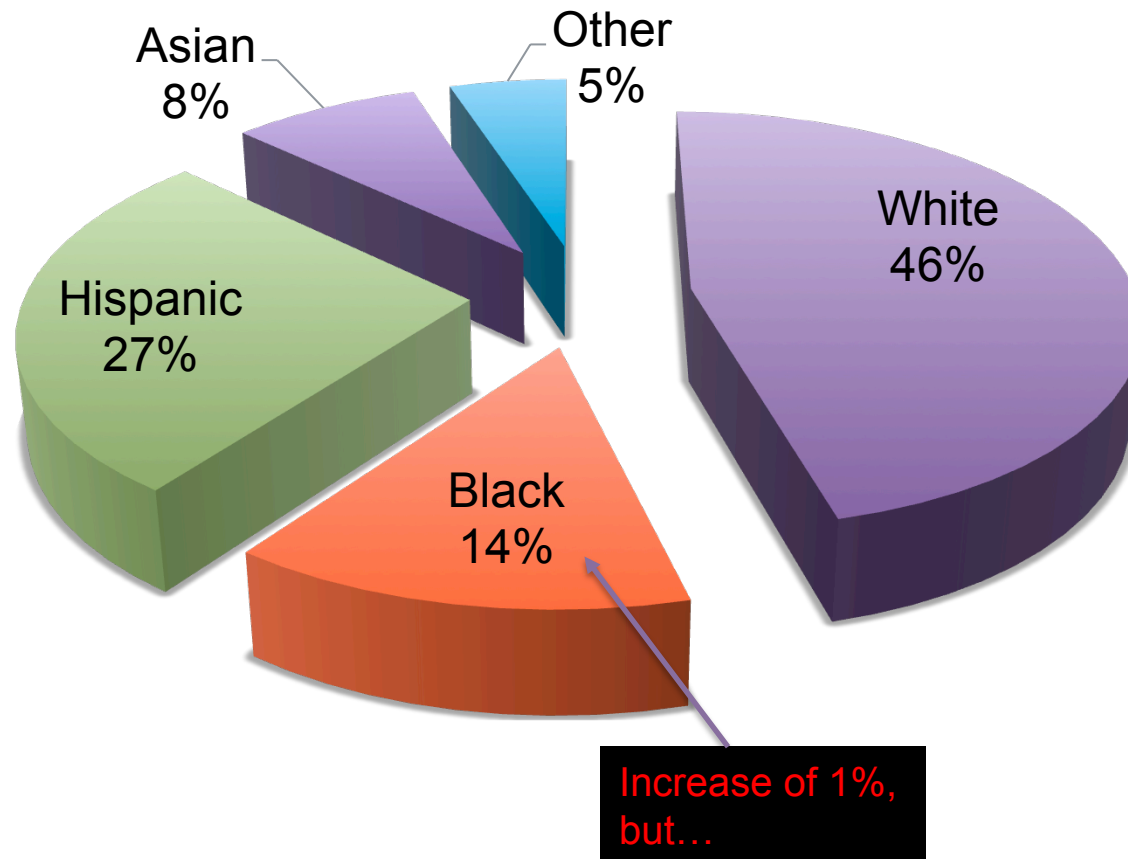
- Black boys face many challenges prior to and after birth and urgent need for focused and intentional action
- Value of uncovering and leveraging the assets of Black families and communities
- Examining the development of Black boys through integration of framework that address their unique capacities and challenges due to gender, race/ethnicity, and age, to name a few
- Historical and sociopolitical factors are impacting Black boys' optimal development pre-natally and post-natally

Some Basic Facts

U.S. Population in 2010

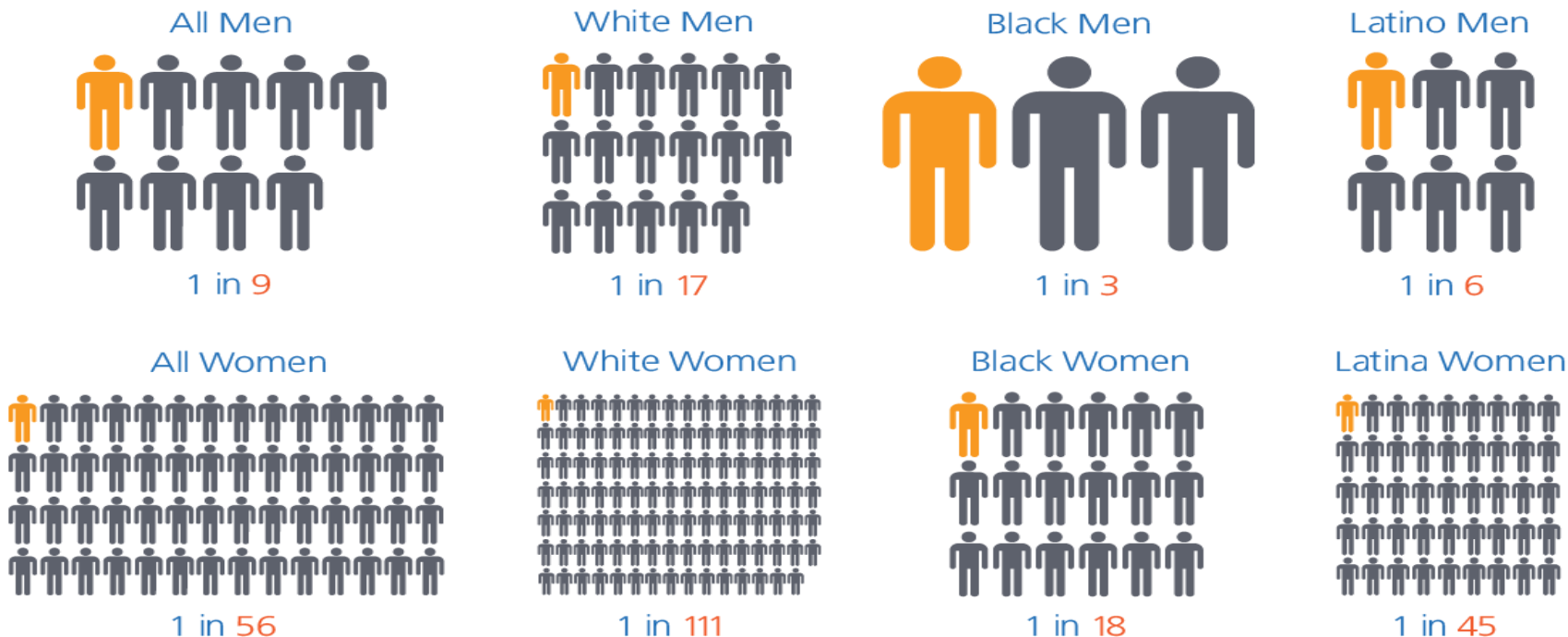


U.S. Population 2050



Blacks make up 13% of population but over 40% of prison population!

Lifetime Likelihood of Imprisonment



Source: Bonczar, T. (2003). *Prevalence of Imprisonment in the U.S. Population, 1974-2001*. Washington, D.C.: Bureau of Justice Statistics.





Why Should We Care About the Early Years?

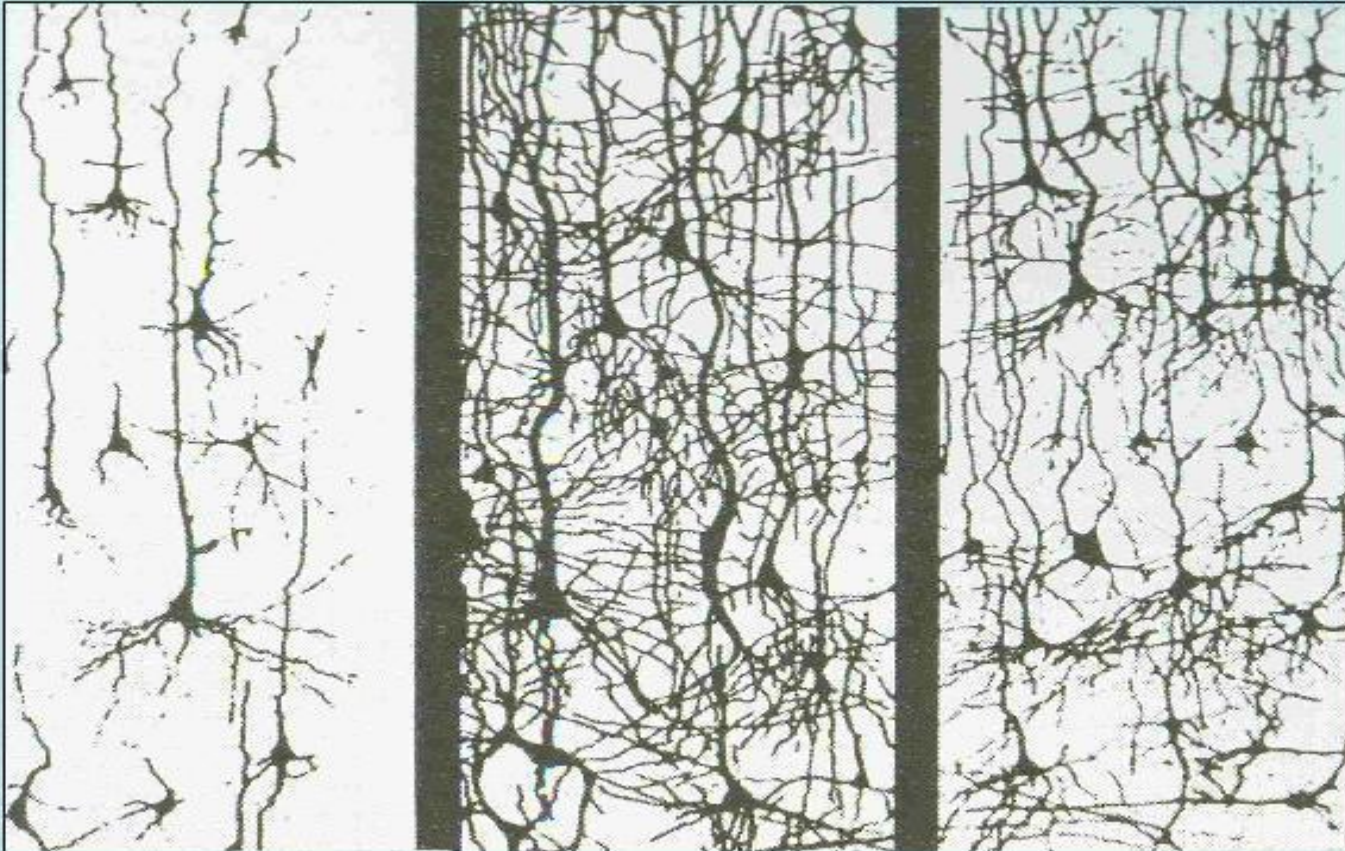
Synaptic Density

Synaptic Density

At birth

6 years old

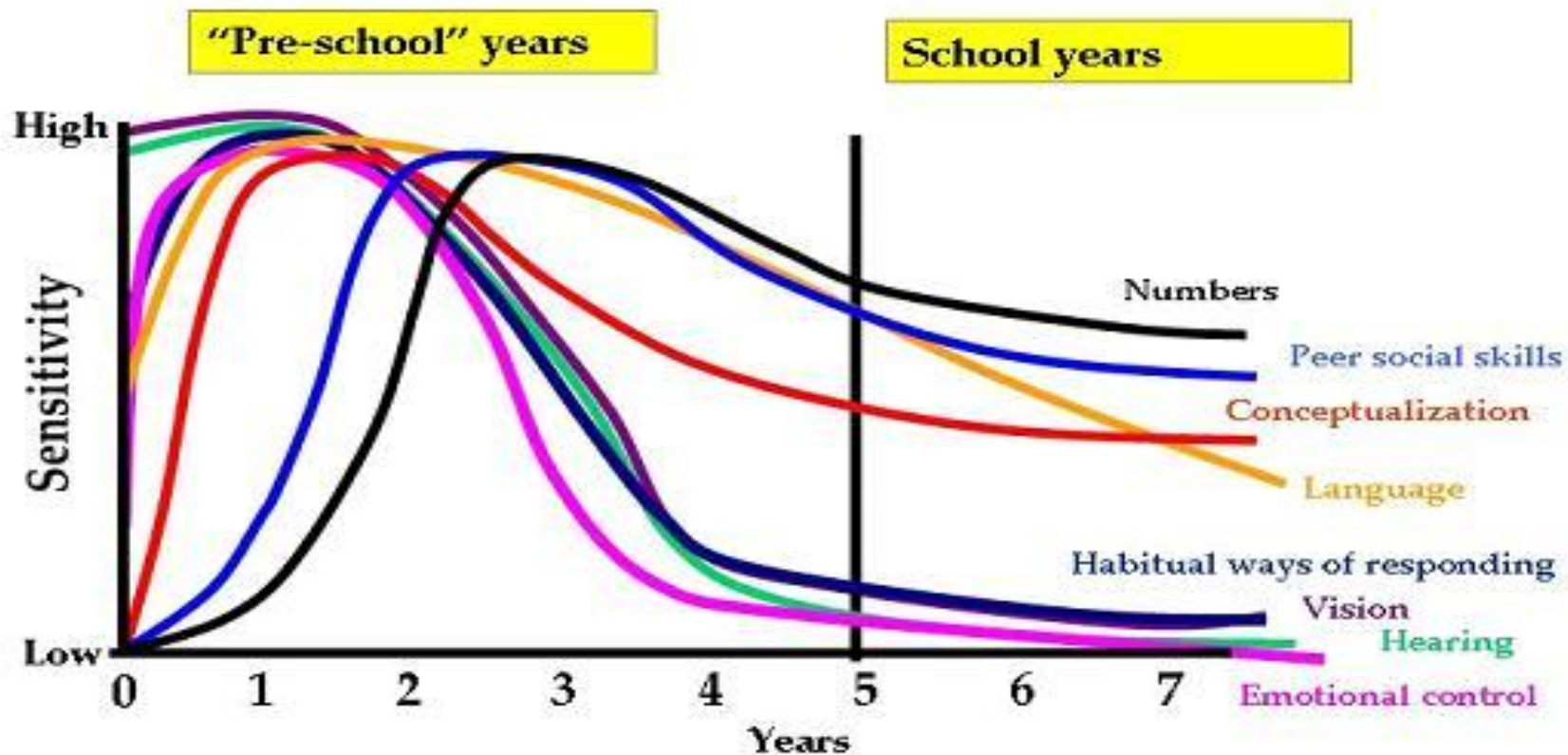
14 years old



Source: Rethinking the Brain, Families and Work Institute, Rima Shore, 1997; Founders Network slide

Early Brain Development

'Sensitive Periods' in Early Brain Development

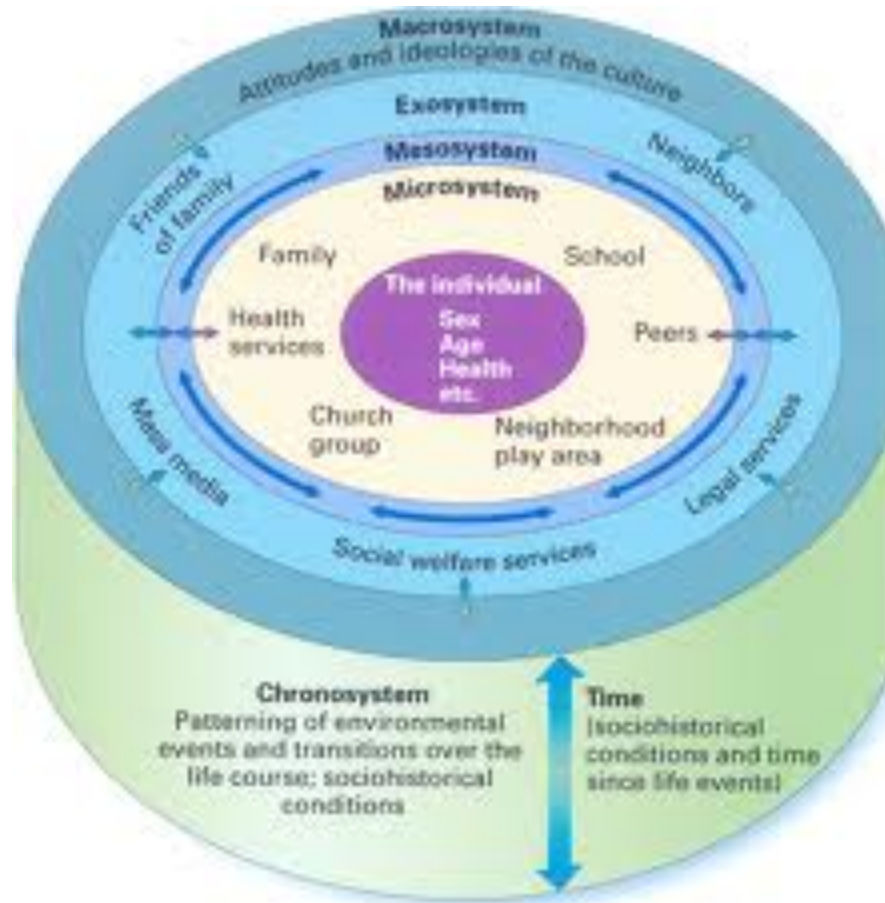


Graph developed by Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000.)

Frameworks to Examine the Contexts of Black Boys

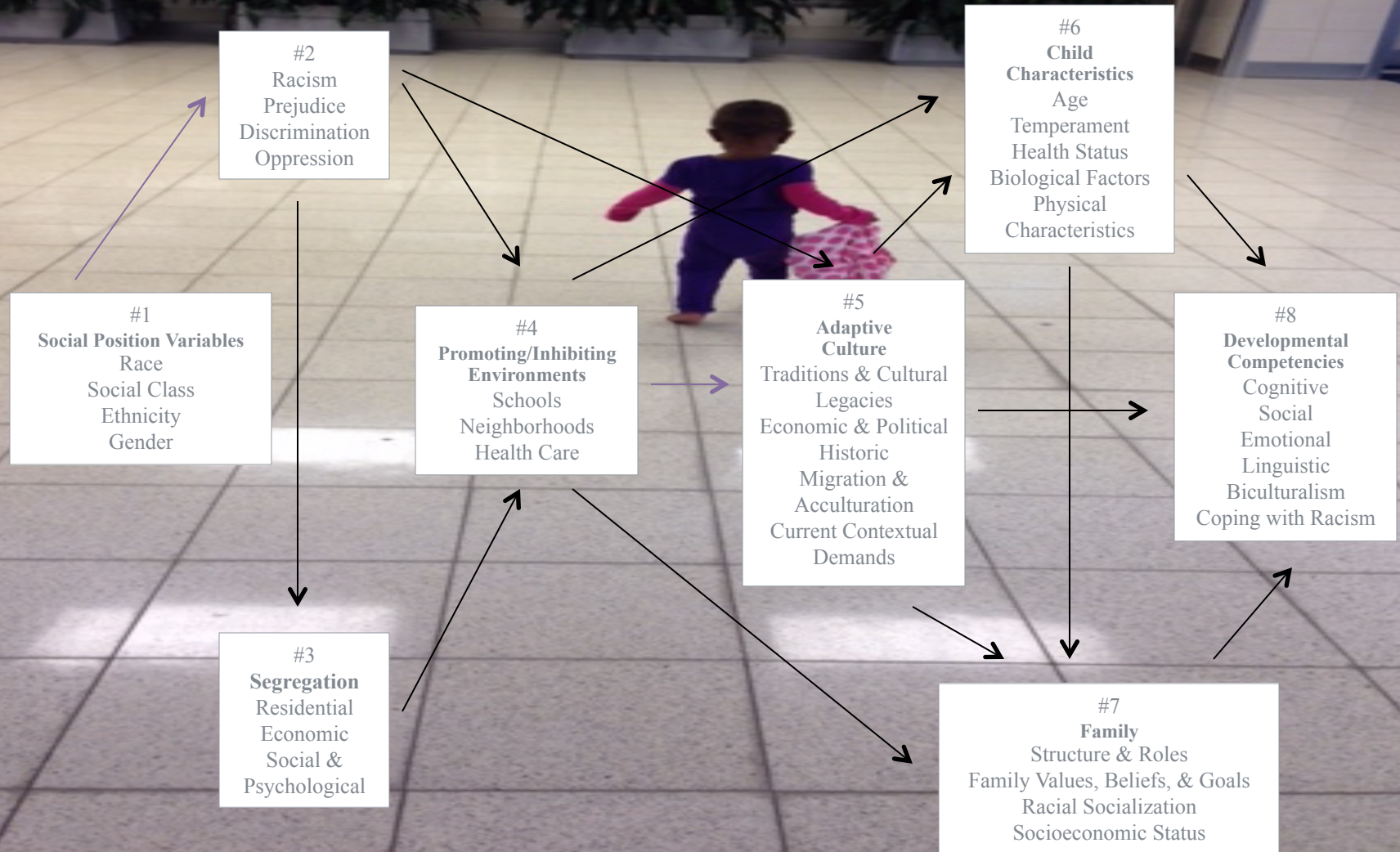


Bio-ecological Framework



Source. Bronfenbrenner, 2000

Black Child Development



García Coll, C., Lamberty, G., Jenkins, R., McAdoo, H. P., Cnric, K., Wasik, B. H., & García, H. V. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67(5), 1891-1914. doi: 10.1111/j.1467-8624.1996.tb01834.x

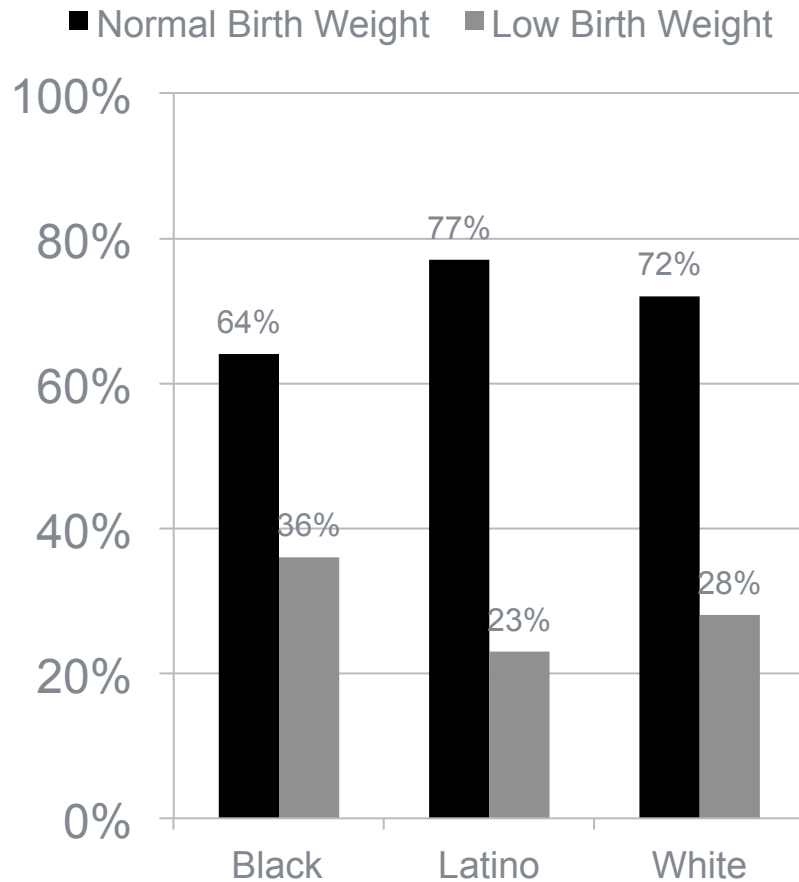


Black Children's Contexts

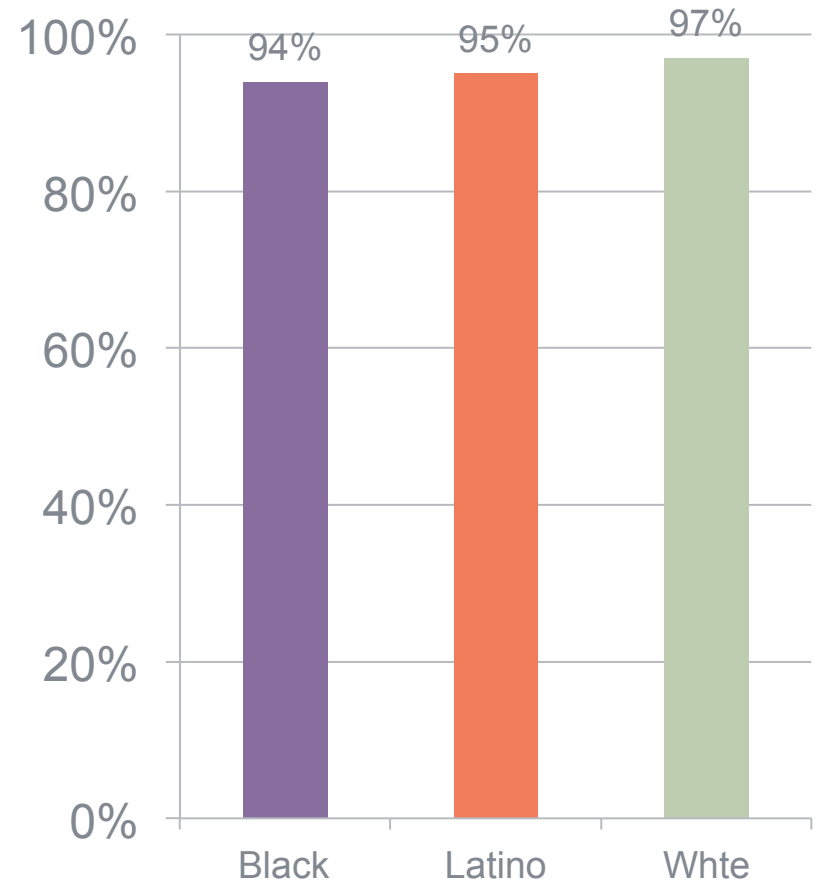
- Data from Early Childhood Longitudinal Study – Birth Cohort
- Data from approximately 900 Black boys and their families

Child Characteristics

Birth Weight

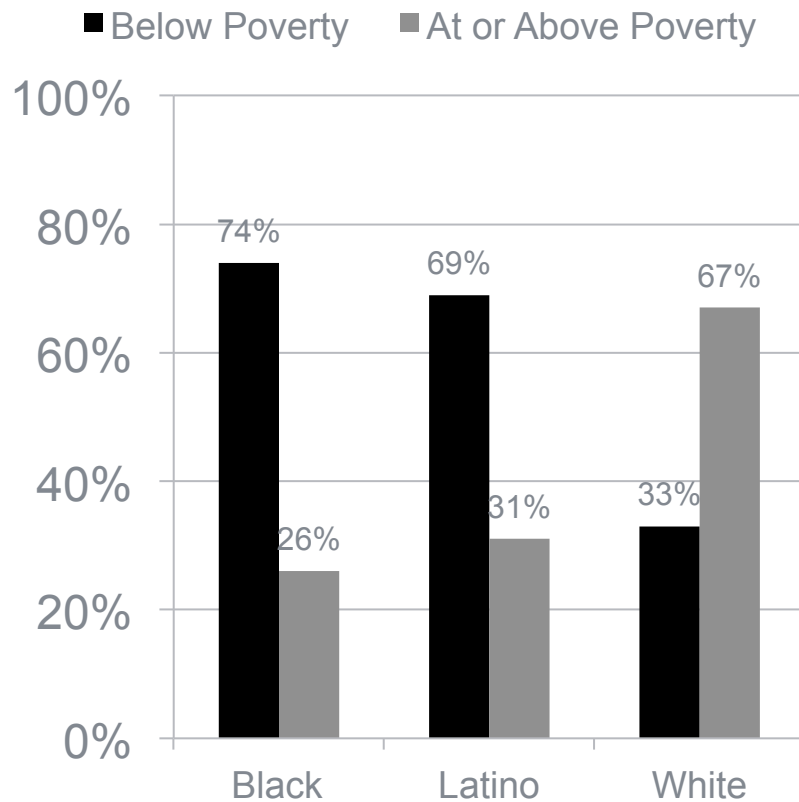


Good to Excellent Health Status

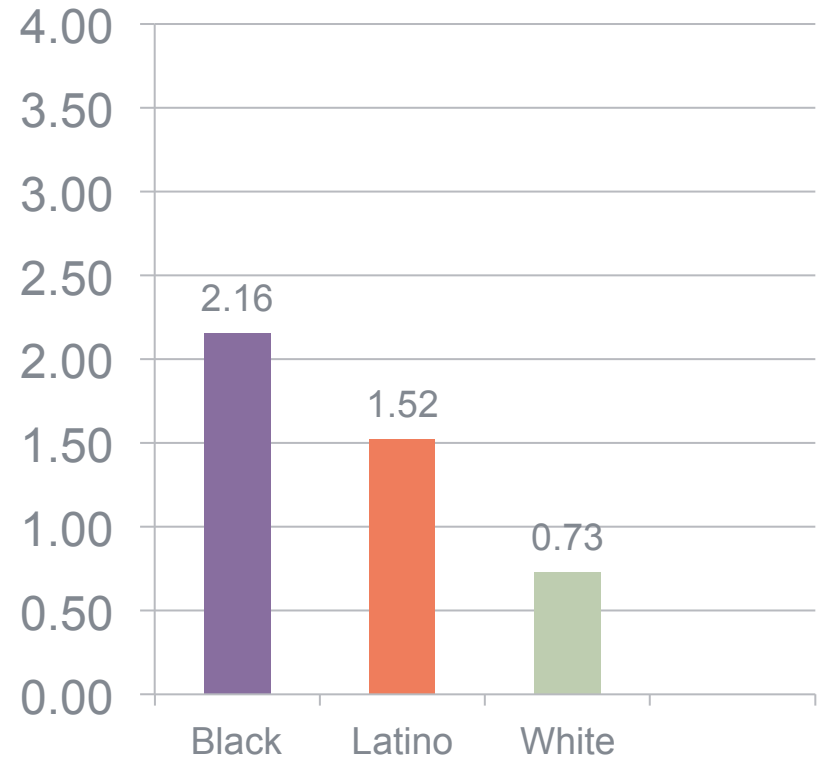


Social Position

Living in Poverty

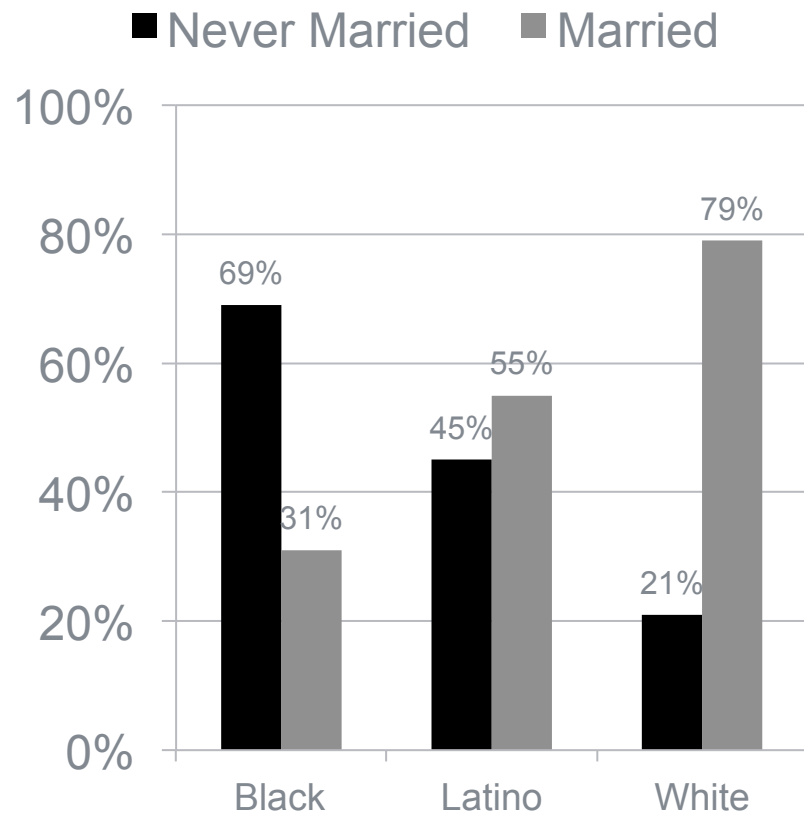


No. Public Assistance Used (0-4)

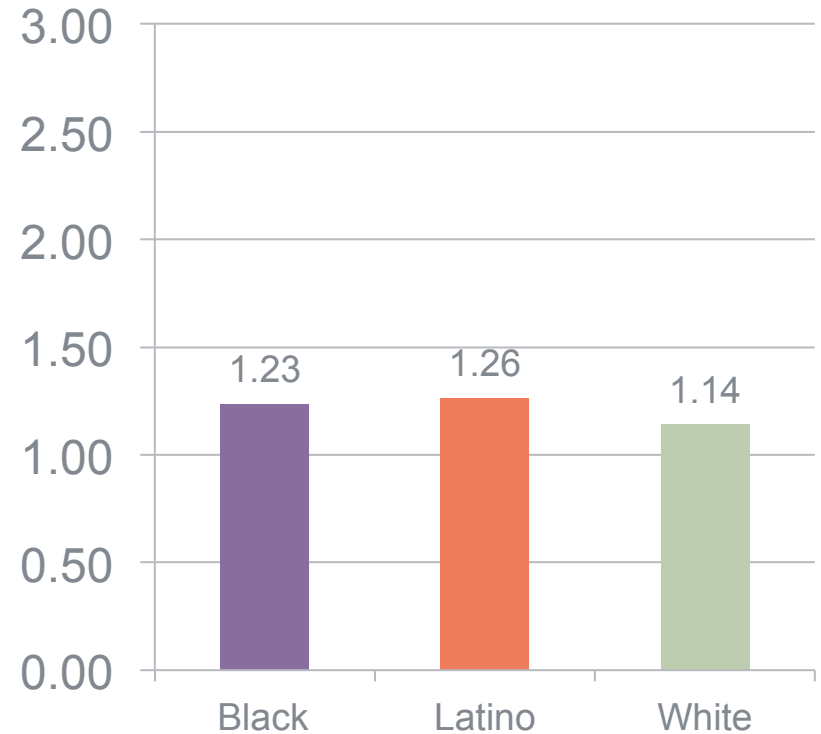


Social Position

One-Parent Households

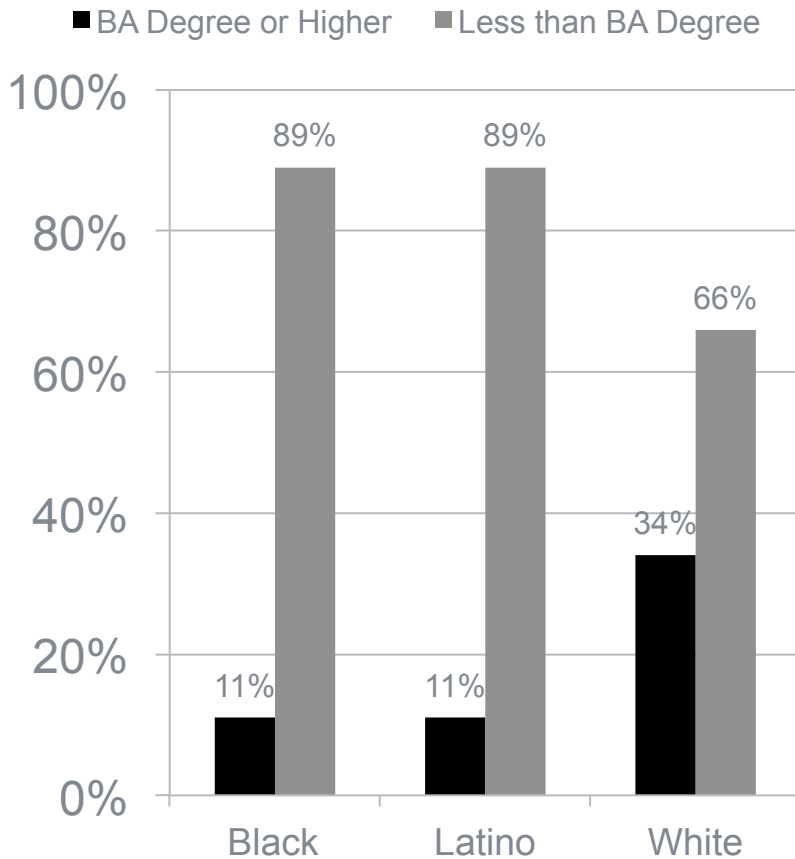


Food Insecurity (0-3)

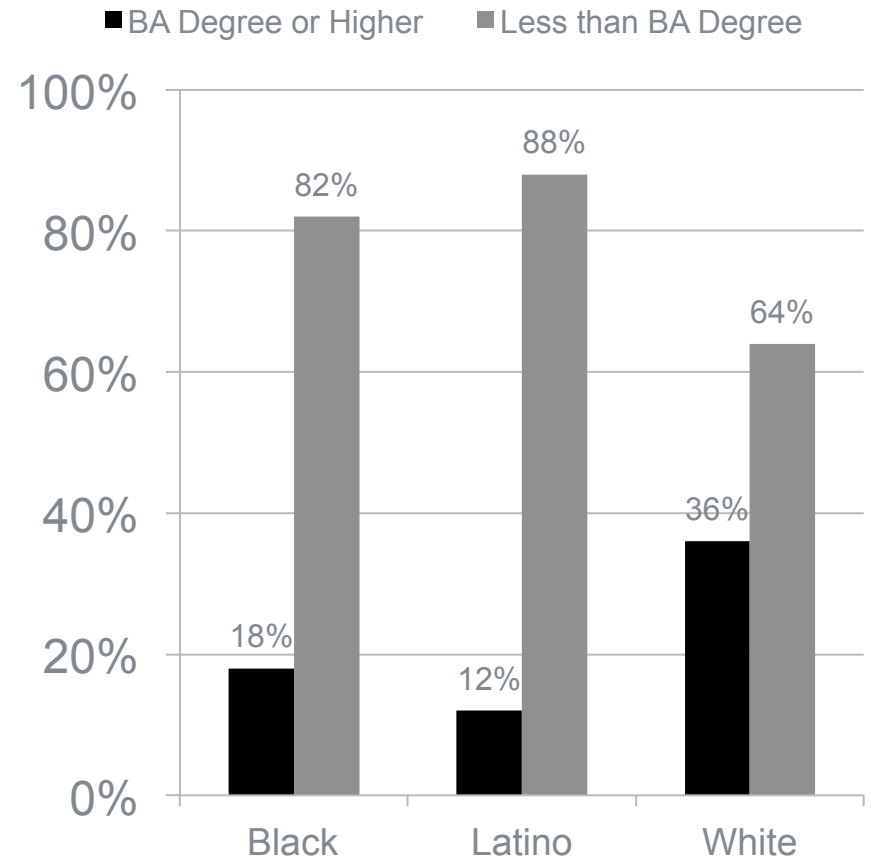


Social Position

Mother Education Status

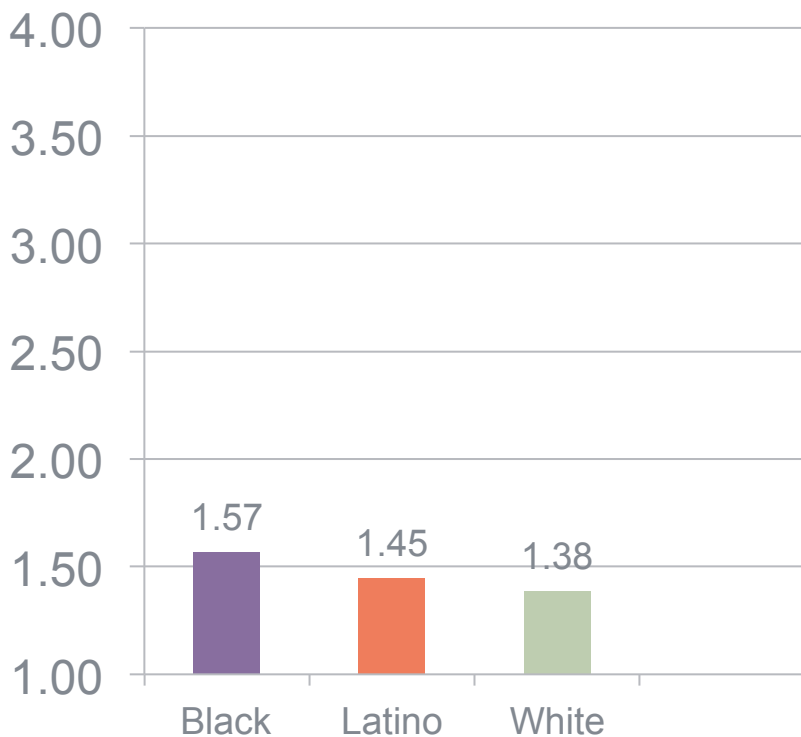


Father Education Status

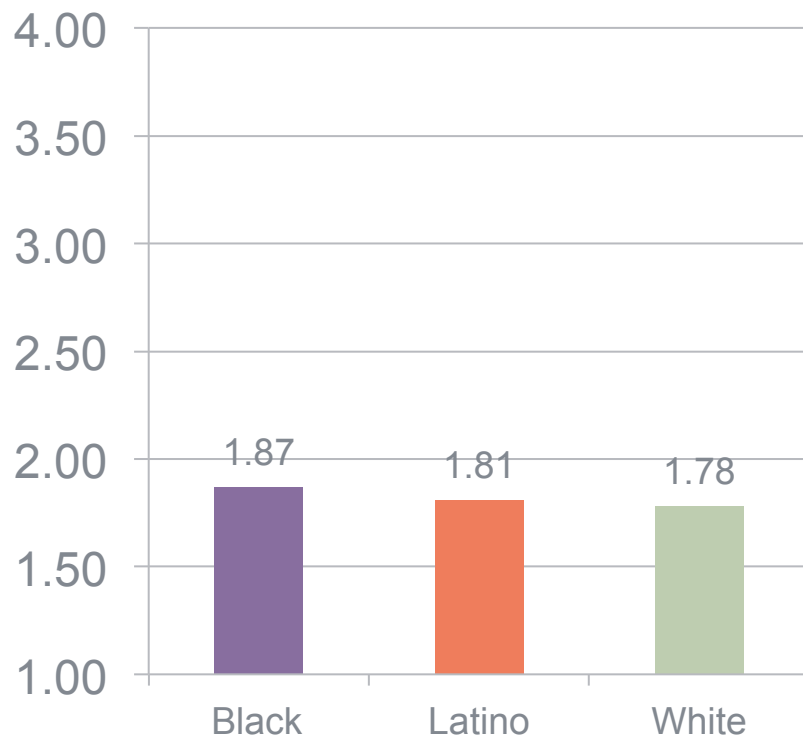


Disruptive Home Environment

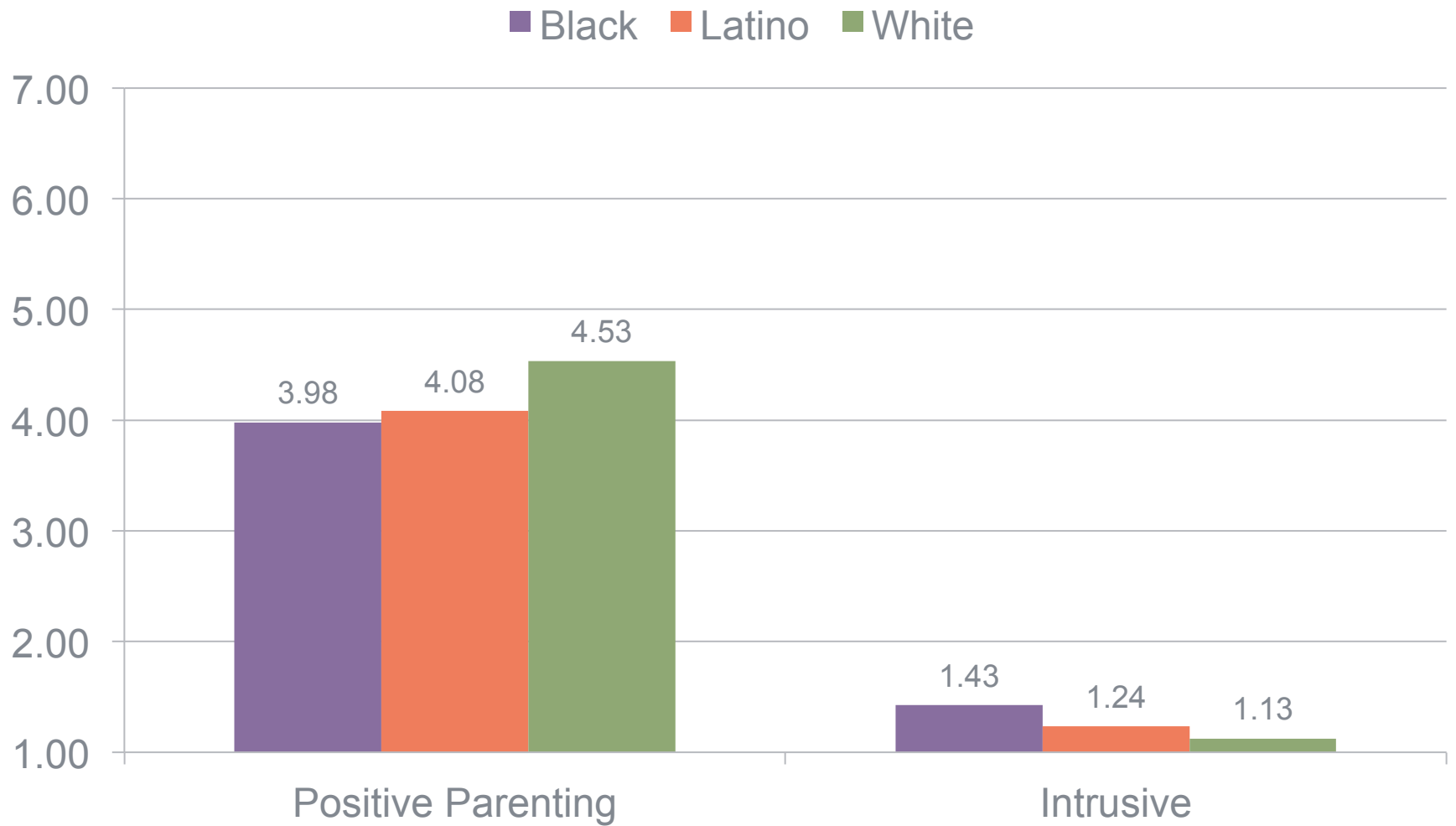
Depressive Symptomatology (1-4)



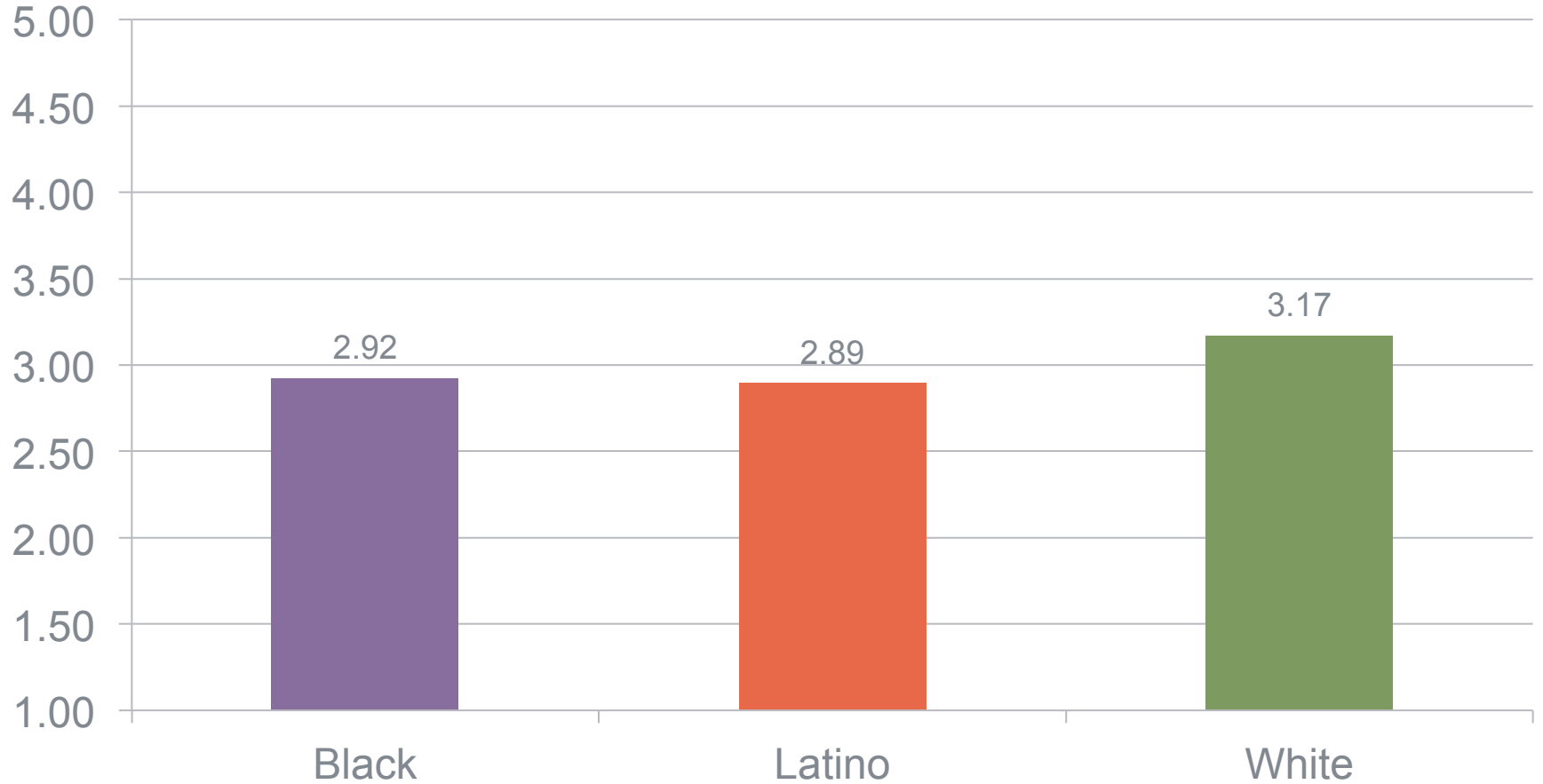
No. Adult Arguments (1-4)



Parenting



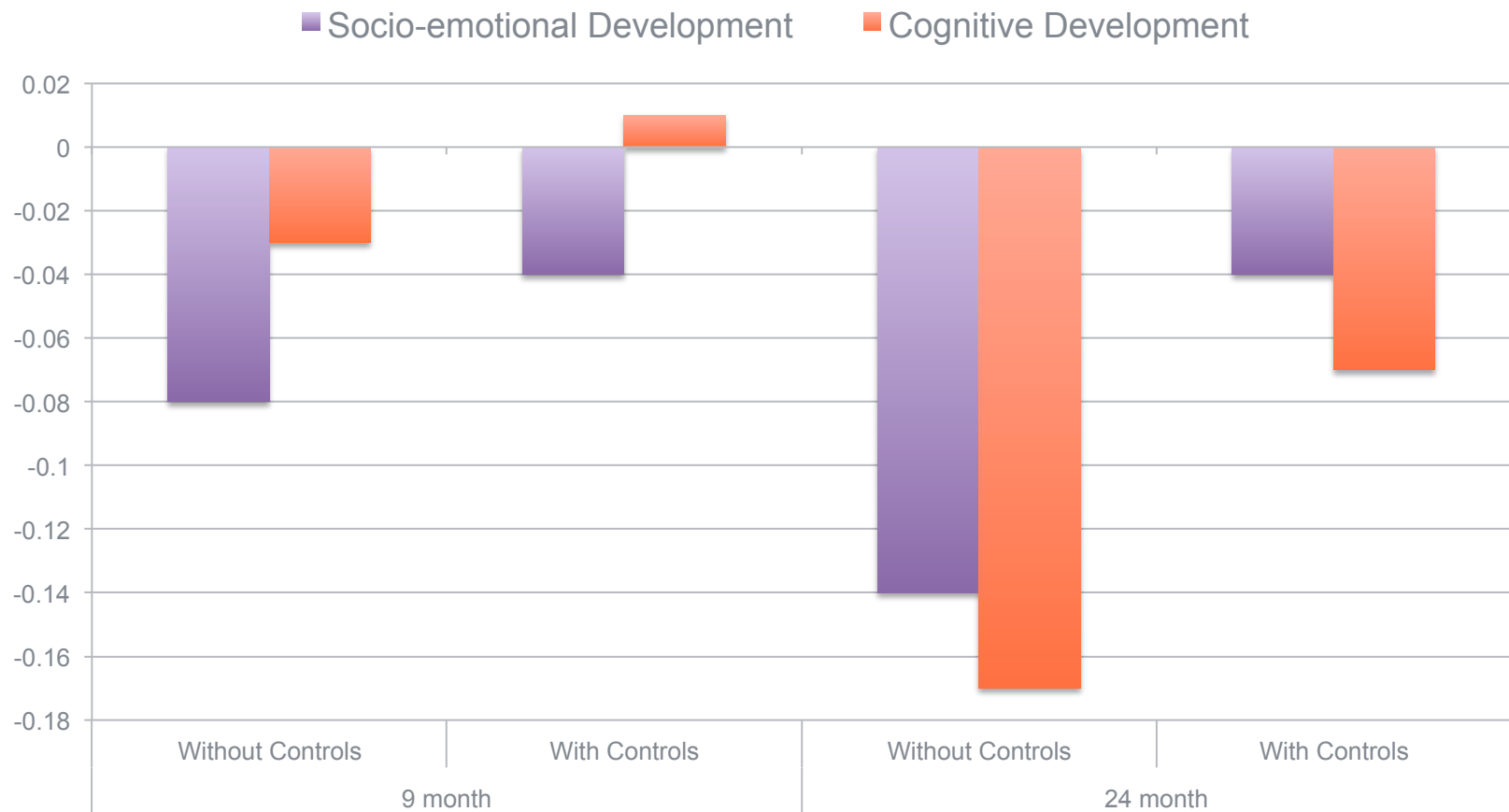
Parenting: Literacy Activities



**Early differences
translate to later
outcome
differences!**

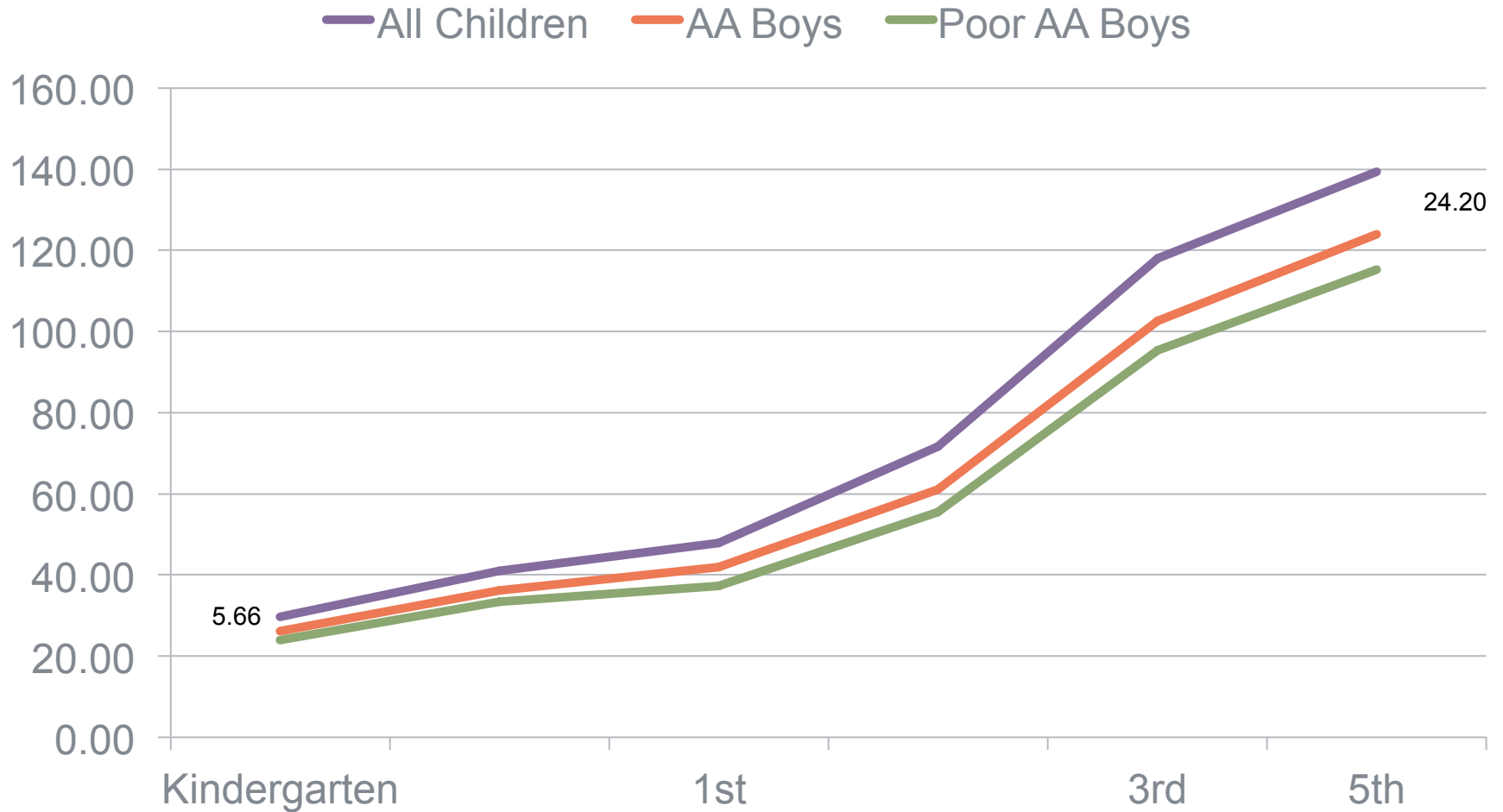


Differences between Black and White Boys at 9 and 24 months



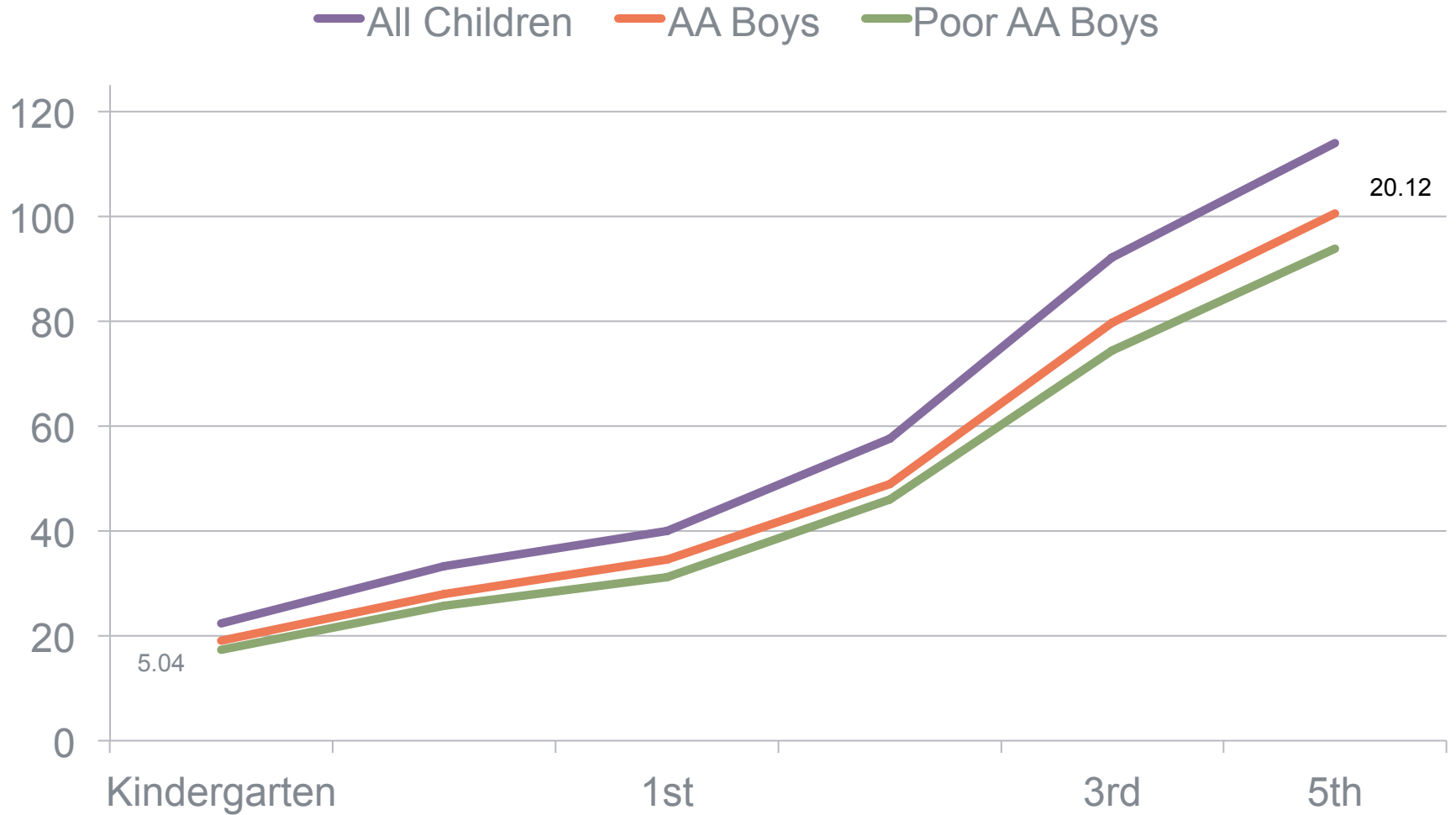
Source. Aratani, Y., Wight, V. R., & Cooper, J. L. (2011). *Racial gaps in early childhood: Socio-emotional health, developmental and education outcomes among African-American boys*. New York, NY: National Center for Children in Poverty.

Reading: Kindergarten to 5th grade



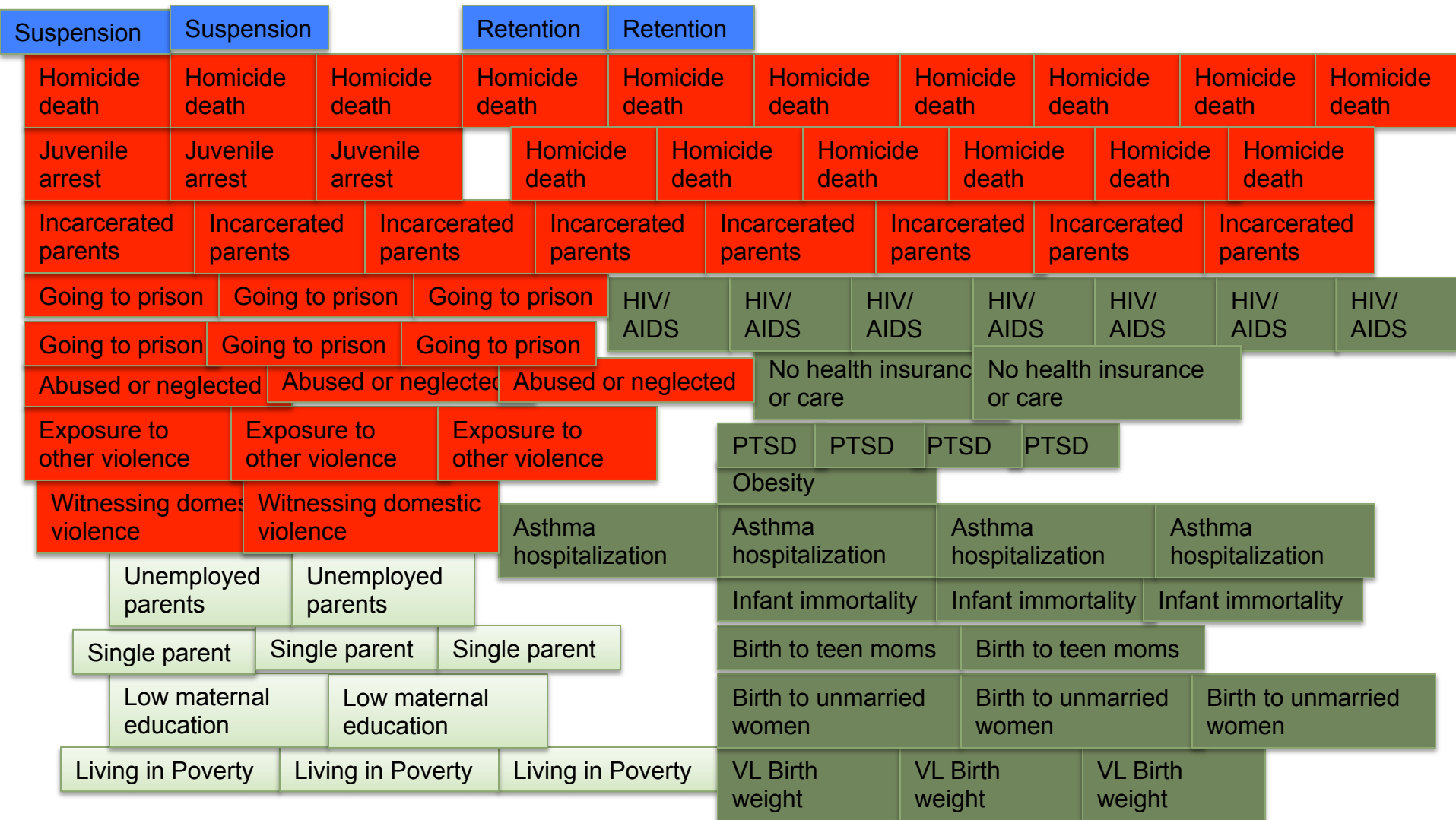
Source: ECLS-K

Math: Kindergarten to 5th grade



Source: ECLS-K

Odds Stacked Against Black Boys



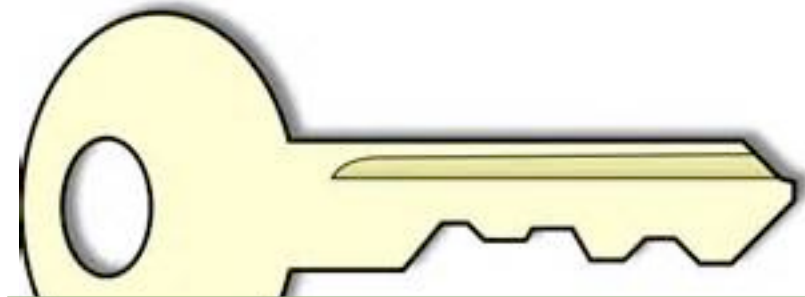
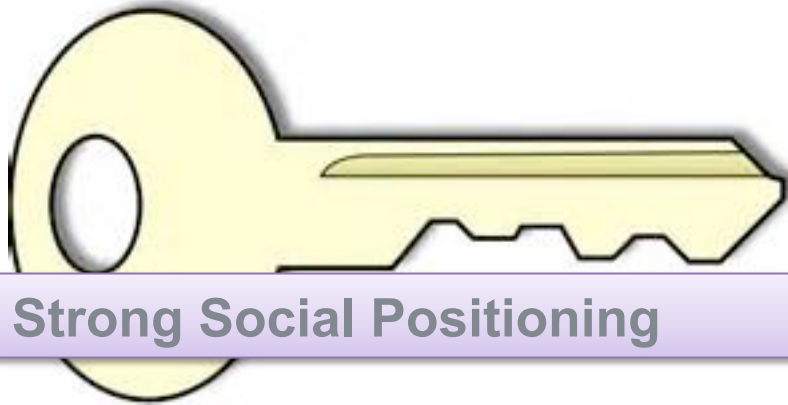
Overcoming Obstacles in the Midst of Challenges



What matters the most for young black boys' early development?



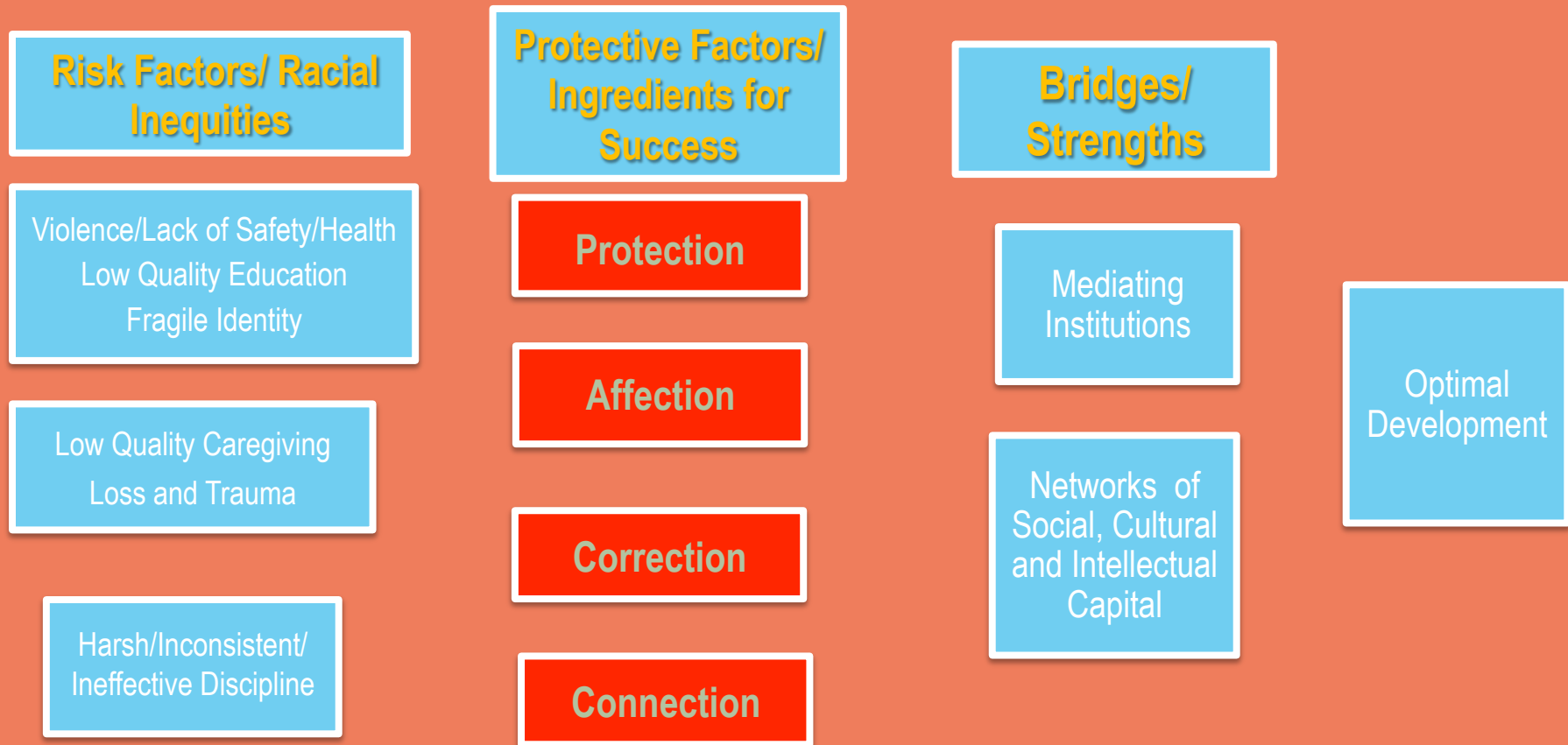
What is the key for Black boys in the first three years of life?



Findings Support What We Know

- Early years are critical (e.g., Shonkoff & Phillips, 2000)
- Language is important (Pungello et al., 2010)
- Sensitive interaction and attachment between child and primary caregiver is important (Ainsworth, 1969; Bowlby, 1958, 1988, Iruka, 2009)
- Toxic stress and multiple risks regardless of type diminish optimal child development (Burchinal et al., 2000; Sameroff et al., 1998)
- Black children, especially boys face additional risk (Davis, 2003; Noguera, 2003; McLoyd, 1998)
- High quality ECE is helpful (NICHD ECCRN, 2002; Vandell et al., 2010)
- However, family social position and parenting largest predictor (Burchinal et al., 2011)

Pathway to address the opportunity gap for Black boys – Vision of P.A.C.C.



*Adapted from Stevenson, Davis, Abduk-Kabir, 2001; Winn & Stevenson, 2005)

Developmental Transition (couple of points)



Infant/Toddler

- Toxic Stress
- Family Processes
- Provision of multiple and varying experiences



Preschool

- Develop regulatory skills (e.g., EF)
- Incorporate curriculum promoting higher order thinking & skills
- Cultural competence and relevancy of ECE (how of quality)



School-age

- Transition
- School and teacher bias
- Student motivation and engagement
- School and classroom curriculum and processes

Potential Practice Agenda

- Family Support – strengthening families to support their boys' development pre- and post-natally
 - Address issues of mental health, violence, and isolation
- Consideration of mothers and fathers in programming and services for families
- Understand how social position can impact family and parent functioning, influencing boys' development

Potential Policy Agenda

- Ensuring access to high quality health care and early education programs/services for mothers and boys
- Integrate of early childhood programs and services into one system of care
 - Simultaneously addressing social positioning and parenting
- Economic policy focused on stabilization of Black families and supporting economic self-sufficiency

Research Agenda

- Deeper understanding about the relationship between social positioning and parenting
- Exploring the long-term impact of how historical socio-politics on children and families (e.g., health care, ESEA)
- Discerning how systems and institutions can set Black boys onto a pathway of excellence rather than pathway to prison

Conclusion

- LOVE of and for Black boys and males
- Begin early, begin well
- Begin to focus on Black boys that are successful and resilient and “mimic”
- Social Position & Parenting
- Holistic view of Black boys – there are many successful black boys and males, we just need to SEE them



There are vast OPPORTUNITIES to change the trajectories of our Black boys!





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Start early. Start well.