



Key Reports and Research

Research on brain development shows the necessity of focusing on education and care from birth to five years when children's brains are experiencing significant growth.

Caring for Infants and Toddlers

http://www.futureofchildren.org/usr_doc/vol_11_no_1_no_photos.pdf

The Future of Children reports on a number of significant issues dealing with early childhood development, care and education. *Development in the First Years of Life* is an in-depth look at the physical, social, emotional and mental developments of the first three years. *Caring for Our Youngest: Public Attitudes in the United States* presents poll results that examine Americans' beliefs about early childhood education and care and how social supports can be created to optimally support those views. *Federal and State Efforts to Improve Care for Infants and Toddlers* dissects the ins and outs of government aid to families and how that aid could be expanded and more effectively applied.

The Carolina Abecedarian Project

<http://www.fpg.unc.edu/~abc/summary.cfm>

The Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill conducted a longitudinal study examining the effects of quality early childhood education and care on several outcome measures including health, education and career success at 20 years old. This Executive Summary incorporates policy recommendations that reflect the value of cohesive and thoughtful early childhood experiences. This landmark study has been essential for proving the worth and necessity of well-funded and accessible education for infants, toddlers, and three and four year olds.

Chicago Longitudinal Study

<http://www.waisman.wisc.edu/cls/index.htmlx>

The *Study Overview* of the Chicago Longitudinal Study is an addition to the body of data that is being collected on the effectiveness of government funded pre-kindergarten programs. This study emphasizes parent-child and school-child interactions and how those relationships lead to positive life practices and achievements in children.

The Developing Brain and Early Learning: The United States' Reach Out and Read Model

<http://adc.bmjournals.com/cgi/reprint/88/8/651?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&author1=klass&andorexactfulltext=and&searchid=1&FIRSTINDEX=0&sortspec=relevance&resourcetype=HWCIT>

The research behind the Reach Out and Read model is discussed along with implications for early literacy development in young children. The authors encourage application of the principles underlying Reach Out and Read for anyone who believes in the importance of early childhood literacy promotion.

Developmental Milestones of Early Literacy

http://www.reachoutandread.org/FileRepository/RORmilestones_English.pdf

Reference the developmental milestones for children you care about through this quick and informative chart that has specific information for 6 month to 3 year olds and older. The research findings presented here are translated into behavioral norms for parents that are likely useful for all early childhood caregivers.

Early Brain Development and Child Care: Discoveries about the Growth and Development of the Young Child's Brain have Important Implications for Child Care

<http://www.nccic.org/hcca/nl/jan99/earlybra.html>

This report from the National Child Care Information Center meshes what scientific research tells us about early brain development with application of those findings in childcare and healthcare settings. Early care providers and health professionals will find this site especially informative.

Efficacy of Pediatric Office-Based Interventions to Support Literacy Development

http://www.reachoutandread.org/FileRepository/Research_Summary.pdf

The literacy approach used by Reach Out and Read is supported by the research findings featured in this document. When beginning efforts in your community to encourage literacy, use this research to bolster your arguments in favor of exposure and access to literacy beginning with children's earliest health care visits.

Get the Facts from Smart Start

<http://www.ncsmartstart.org/parents/brain.htm>

Clear and concise explanations regarding the value of early brain development as related to early childhood interpersonal experiences. Start here to get a grasp on why advocacy groups are critical to the success of today's children.

The High/Scope Perry Preschool Study

http://www.highscope.org/Research/PerryProject/PerryAge40_SumWeb.pdf

Outcomes of a 40-year longitudinal study are evidence of the effectiveness of pre-kindergarten education programs for children living in poverty. Questions and answers are given to explain the applicability of the findings of this project to overall conclusions about the value of early childhood education.

How Children Learn, excerpt from *How People Learn: Brain, Mind, Experience and School*

<http://newton.nap.edu/html/howpeople1/ch4.html>

An in-depth look at the interaction between theories of the mind and development and the role of outside agents provides clarity about trends in conceptualizations of children's learning. Don't miss the Guiding Children's Learning section about two-thirds of the way through to understand the importance of early interactions between child and caregivers.

Literacy Promotion: Technical Assistance

http://www.aap.org/compeds/state_resources/litpromo.pdf

Pediatricians and health care professionals look here for practical tools for incorporating literacy into early care and education. In developing your own literacy program, connect with local volunteer programs to reach as many children as possible.

Science, Policy and the Young Developing Child: Closing the Gap Between What We Know and What We Do

<http://www.ounceofprevention.org/downloads/publications/shonkoffweb.pdf>

Ounce of Prevention Fund and The Heller School for Social Policy and Management at Brandeis University provide this report that sheds light on common misconceptions about early childhood education and development and presents a view of the disconnect between what we know children need and what societies and communities provide. The charge of this report is to shift perceptions and practice to be more compatible with the research on brain and mind development.