

Child Care Research Paper

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Caribbean Childhoods: From Research to Action is an annual publication produced by the Children s Issues Coalition at the University of the West Indies, Mona. The series seeks to provide an avenue for the dissemination of research and experiences on children s health, development, behaviour and education, and to provide a forum for the discussion of these issues.

From Neurons to NeighborhoodsThe Science of Early Childhood DevelopmentNational Academies Press

The World Book Encyclopedia

From Survive to Thrive

California Infant/toddler Learning & Development Foundations

Research Addressing Regulations and Funding

***A Director's Guide for Leading an Early Childhood Program
Solving California's Child Care Crisis
Transforming the Workforce for Children Birth Through Age 8***

Berk's signature storytelling style invites students to actively learn beside the text's "characters" who share their influential experiences and developmental milestones. Students are provided with an exceptionally clear and coherent understanding of child development, emphasizing the interrelatedness of all domains--physical, cognitive, emotional, and social--throughout the text narrative and in special features. Focusing on education and social policy as critical pieces of the dynamic system in which the child develops, Berk pays meticulous attention to the most recent scholarship in the field. Berk helps students connect their learning to their personal and professional areas of interest and their future pursuits as parents, educators, health care providers, counselors, social workers, and researchers. This is the standalone book if you want the book/access card order the ISBN below: 0205058299 / 9780205058297 Infants, Children, and Adolescents & MyDevelopmentLab with Pearson eText -- Access Card Package Package consists of 0205669115 / 9780205669110 MyDevelopmentLab with Pearson eText -- Valuepack Access Card 0205718167 / 9780205718160 Infants, Children, and Adolescents

The importance of the early years in young children's lives and the rigid inequality in literacy achievement are a stimulating backdrop to current research in young children's language and literacy development. This book reports new data and empirical analyses that advance the theory of language and literacy, with researchers using different methodologies in conducting their study, with both a sound empirical underpinning and a captivating analytical rationalization of the results. The contributors to this volume used several methodological methods (e.g. quantitative, qualitative) to describe the complete concept of the study; the achievement of the study; and the study in an appropriate manner based on the study's methodology. The contributions to this volume cover a wide range of topics, including dual language learners; Latino immigrant children; children who have hearing disabilities; parents' and teachers' beliefs about language development; early literacy skills of toddlers and preschool children; interventions; multimodalities in early literacies; writing; and family literacy. The studies were conducted in various early childhood settings such as child care, nursery school, Head Start, kindergarten, and primary grades, and the subjects in the studies represent the pluralism of the globe - a pluralism of language, backgrounds, ethnicity, abilities, and disabilities. This book was originally published as a special issue of Early Child Development and Care.

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later

social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? *Eager to Learn* explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. *Eager to Learn* presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Assessing and Improving Child Health

From Welfare to Childcare

Child Care and Child Development

Ask a Manager

Results from the NICHD Study of Early Child Care and Youth Development

The Importance of Being Little

The Early Years Foundation Stage

Although federal and state support for childcare has increased dramatically in response to welfare work requirements, low-income families are still facing difficulties balancing work and family obligations.

There is wide variation across states in the strictness of welfare work requirements and in the generosity of childcare support. In addition, the level of co-payments required and the flexibility to use subsidies for informal modes of childcare differ across states, leading families to make different childcare and employment choices. The purpose of *From Welfare to Childcare* is first to describe what

changes occurred in childcare following the 1996 welfare reform legislation, and then to analyze how federal welfare and subsidy policies influence the availability, accessibility, and quality of childcare arrangements for single mothers with young children. National in scope, it focuses on how the reforms influence the way that children are cared for when their mothers leave welfare and enter the workforce. This book is suitable for national, state, and local policymakers, non-profit organizations that study and attempt to influence public policy, and scholars interested in family and social policy issues. It can be used as a text in graduate level courses on welfare, poverty, and children and public policy. As seen in Time, USA TODAY, The Atlantic, The Wall Street Journal, and on CBS This Morning, BBC, PBS, CNN, and NPR, iGen is crucial reading to understand how the children, teens, and young adults born in the mid-1990s and later are vastly different from their Millennial predecessors, and from any other generation. With generational divides wider than ever, parents, educators, and employers have an urgent need to understand today's rising generation of teens and young adults. Born in the mid-1990s up to the mid-2000s, iGen is the first generation to spend their entire adolescence in the age of the smartphone. With social media and texting replacing other activities, iGen spends less time with their friends in person—perhaps contributing to their unprecedented levels of anxiety, depression, and loneliness. But technology is not the only thing that makes iGen distinct from every generation before them; they are also different in how they spend their time, how they behave, and in their attitudes toward religion, sexuality, and politics. They socialize in completely new ways, reject once sacred social taboos, and want different things from their lives and careers. More than previous generations, they are obsessed with safety, focused on tolerance, and have no patience for inequality. With the first members of iGen just graduating from college, we all need to understand them: friends and family need to look out for them; businesses must figure out how to recruit them and sell to them; colleges and universities must know how to educate and guide them. And members of iGen also need to understand themselves as they communicate with their elders and explain their views to their older peers. Because where iGen goes, so goes our nation—and the world.

BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, Third Edition, is a streamlined foundations textbook that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, "Teacher Talk" boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, "Brain Research" boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards,

diversity, DAP, professionalism, and ethics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The Essentials

What Happens to Young Children When Mothers Exchange Welfare for Work?

Contemporary Issues in Early Childhood

Conclusions and Recommendations of the Child Welfare Committee: Research report on child welfare

Music in the Lives of Young Children

Economics of Child Care

Childhood Today

Examine the work of five groundbreaking education theorists—John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky—in relation to early childhood. Theories of Childhood provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition reflects current academic learning standards and includes new understandings of Vygotsky's work. It is a popular guide to help early childhood professionals be aware of the theories behind good child care practices. It is also a widely-used text in undergraduate programs, community college courses, and training workshops that focus on early development and education. Carol Garhart Mooney has been an early childhood educator for more than forty years. She is also the author of Theories of Attachment, Use Your Words, and Swinging Pendulums.

During the last decade there have been major advances in research in child welfare, the largest specialty within social work. The focus of this research has been on improving current child welfare practices and programs that protect children from abuse and neglect. The major policy and program changes in the child welfare system have been guided by these research studies, spurred by federal and state emphasis on monitoring child welfare outcomes and identifying best practices. This landmark collection gathers those research developments- and how they have been translated into policies, programs, and practice- in a single volume for the first time. Duncan Lindsey, one of the nation's foremost child welfare scholars, and Aron Shlonsky have assembled a case of the giants in the field who analyze developments in adoption, foster care, risk assessment, CPS work, welfare reform, poverty, decision making, and epidemiological studies. The final section of the book details new approaches to programs designed to combat child maltreatment and child poverty. This volume, with its unparalleled breadth, depth, and up-to-date content, will define the state of the field and serve as an invaluable reference for child welfare scholars and practitioners alike.

From the creator of the popular website Ask a Manager and New York's work-advice columnist comes a witty, practical guide to 200 difficult professional conversations—featuring all-new advice! There's a reason Alison Green has been called "the Dear Abby of the work world." Ten years as a workplace-advice columnist have taught her that people avoid awkward conversations in the office because they simply don't know what to say. Thankfully, Green does—and in this

incredibly helpful book, she tackles the tough discussions you may need to have during your career. You'll learn what to say when • coworkers push their work on you—then take credit for it • you accidentally trash-talk someone in an email then hit “reply all” • you're being micromanaged—or not being managed at all • you catch a colleague in a lie • your boss seems unhappy with your work • your cubemate's loud speakerphone is making you homicidal • you got drunk at the holiday party **Praise for Ask a Manager** “A must-read for anyone who works . . . [Alison Green's] advice boils down to the idea that you should be professional (even when others are not) and that communicating in a straightforward manner with candor and kindness will get you far, no matter where you work.”—*Booklist (starred review)* “The author's friendly, warm, no-nonsense writing is a pleasure to read, and her advice can be widely applied to relationships in all areas of readers' lives. Ideal for anyone new to the job market or new to management, or anyone hoping to improve their work experience.”—*Library Journal (starred review)* “I am a huge fan of Alison Green's Ask a Manager column. This book is even better. It teaches us how to deal with many of the most vexing big and little problems in our workplaces—and to do so with grace, confidence, and a sense of humor.”—*Robert Sutton, Stanford professor and author of The No Asshole Rule and The Asshole Survival Guide* “Ask a Manager is the ultimate playbook for navigating the traditional workforce in a diplomatic but firm way.”—*Erin Lowry, author of Broke Millennial: Stop Scraping By and Get Your Financial Life Together*

Supporting Parents of Children Ages 0-8
Child Welfare Outcomes ...

Parenting Matters

Children's Health, the Nation's Wealth

Child Welfare Research

The children of the cost, quality, and outcomes study go to school

Challenges and Opportunities: A Workshop Report

"This is an urgently needed book that explores a number of different concepts of childhood in 21st century. The book throughout considers enduring topics and new concepts of childhood, and initiates a number of questions that students of education, childhood and early childhood studies can engage as lines of inquiries. The book offers a multidisciplinary approach of the child today, that influences practice, policy, and education, and offers diverse dimensions to provoke our thinking." - *Dr. Ioanna Palaiologou, Institute of Education, University College London* How we understand what 'childhood' means in today's society is constantly changing, and the rate of this change is unprecedented. This new edited book explores what it really means to be a child of the 21st century, and how we as professionals, researchers, parents and adults can understand an environment seemingly in constant flux. Each chapter seeks to explore and problematise some of the different 'labels' that we give to children in an attempt to understand their contemporary experiences. From the Regulated Child to the Stressed Child to the Poor Child the book covers a wide array of key

issues in contemporary childhood, including obesity, risk, special needs, wellbeing and poverty. The pace of change in childhood can be daunting but this book helps students, practitioners and researchers to explore and understand the variety of issues affecting children in the UK and all over the world.

Palaiologou has chosen essays for this collection which will stimulate critical awareness and discussion of the early years foundation stage. She provides an interesting background to the politics, policy and legislation which underpin and inform the EYFS. This book covers policy and pedagogy, assessment, communication and more.

This important work presents the results of the most comprehensive scientific study to date of early child care and its relation to child development. In one volume, a critical selection of material from the most salient journal articles is brought together with new overviews and a concluding commentary. Provided is a wealth of authoritative information about the ways in which nonmaternal care is linked to health, psychological adjustment, and mother-child bonds in the first six years of life. The study addresses the full complexity of this vital issue, taking into account a range of family characteristics as well as the quality of child care experiences. An essential resource for developmentalists, early child care specialists, and educators, this volume offers compelling new perspectives on practice, policy, and research.

Who's Minding the Kids?

A Unifying Foundation

An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky

The NICHD Study of Early Child Care

A Roadmap to Reducing Child Poverty

Annual Report

Daycare

"David Blau has chosen seven economists to write chapters that review the emerging economic literature on the supply of child care, parental demand for care, child care cost and quality, and to discuss the implications of these analyses for public policy. The book succeeds in presenting that research in understandable terms to policy makers and serves economists as a useful review of the child care literature....provides an excellent case study of the value of economic analysis of public policy issues." —Arleen Leibowitz, Journal of Economic Literature

"There is no doubt this is a timely book....The authors of this volume have succeeded in presenting the economic material in a nontechnical manner that makes this book an excellent introduction to the role of economics in public policy analysis, and specifically child care policy....the most comprehensive introduction currently available." —Cori Rattelman, Industrial and Labor Relations Review

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other

issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, *From Neurons to Neighborhoods* presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

"Christakis . . . expertly weaves academic research, personal experience and anecdotal evidence into her book . . . a bracing and convincing case that early education has reached a point of crisis . . . her book is a rare thing: a serious work of research that also happens to be well-written and personal . . . engaging and important." --Washington Post "What kids need from grown-ups (but aren't getting)...an impassioned plea for educators and parents to put down the worksheets and flash cards, ditch the tired craft projects (yes, you, Thanksgiving Handprint Turkey) and exotic vocabulary lessons, and double-down on one, simple word: play." --NPR The New York Times bestseller that provides a bold challenge to the conventional wisdom about early childhood, with a pragmatic program to encourage parents and teachers to rethink how and where young children learn best by taking the child's eye view of the learning environment To a four-year-old watching bulldozers at a construction site or chasing butterflies in flight, the world is awash with promise. Little children come into the world hardwired to learn in virtually any setting and about any matter. Yet in today's preschool and kindergarten classrooms, learning has been reduced to scripted lessons and suspect metrics that too often undervalue a child's intelligence while overtaxing the child's growing brain. These mismatched expectations wreak havoc on the family: parents fear that if they choose the "wrong" program, their child won't get into the "right" college. But Yale early childhood expert Erika Christakis says our fears are wildly misplaced. Our anxiety about preparing and safeguarding our children's future seems to have reached a fever pitch at a time when, ironically, science gives us more certainty than ever before that young children are exceptionally strong thinkers. In her pathbreaking book, Christakis explains what it's like to be a young child in America today, in a world designed by and for adults, where we have confused schooling with learning. She offers real-life solutions to real-life issues, with nuance and direction that takes us far beyond the usual prescriptions for fewer tests, more play. She looks at children's use of language, their artistic expressions, the way their imaginations grow, and how they build deep emotional bonds to stretch the boundaries of their small worlds. Rather than clutter their worlds with more and more stuff, sometimes the wisest course for us is to learn how to get out of their way. Christakis's message is energizing and reassuring: young children are inherently powerful, and they (and their parents) will flourish when we learn new ways of restoring the vital early learning environment to one that is best suited to the littlest learners. This bold and pragmatic challenge to the conventional wisdom peels back the mystery of childhood, revealing a place that's rich with possibility.

Welcome to Your Child's Brain
Theory and Practice

Review of Child Development Research

Eager to Learn

The Science of Early Childhood Development

Research in Young Children's Literacy and Language Development

An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

How children think is one of the most enduring mysteries--and difficulties--of parenthood. The marketplace is full of gadgets and tools that claim to make your child smarter, happier, or learn languages faster, all built on the premise that manufacturers know something about your child's brain that you don't. These products are easy to sell, because good information about how children's minds really work is hard to come by. In their new book, neuroscientists Sandra Aamodt and Sam Wang separate fact from fiction about the inner workings of young minds. Marrying results from new studies and classic research, Aamodt and Wang provide the most complete answers out there on this subject. It liberates readers from superstitions and speculation, such as Freud's idea that all relationships are modeled on one's mother, or that it's not safe to eat sushi while pregnant. And it will reveal new truths about everything from how to make your baby sleep, to why we love to snuggle, to how children learn, forget, play, talk, walk, and feel. Welcome to Your Child's Brain is eye-opening and necessary, soon to become a staple for parents and children alike.

This annotated anthology documents historical trends and basic findings regarding music in early childhood education, development, and care. The papers in this volume discuss the main research trends of musical engagement with early children, such as music in the family, employing music in child care, and musical skill and development. This collection hopes to stimulate further reflections on the implementation of music in daily practice. The volume represents many facets of research from different cultural contexts and reflects trends and projects of music in early childhood. The findings incorporate a historical perspective with regards to different topics and approaches. The book provides practitioners and researchers of music education, music development, and music psychology, an opportunity to read a selection of articles that were previously published in the journal Early Child Development and Care. Each paper concludes with an annotation note supplied by the principle author addressing how they see their article from the perspective of today.

Providing High-quality Family Child Care

The Belmont Report

Beginning Essentials in Early Childhood Education

A Data-Driven Guide to Better, More Relaxed Parenting, from Birth to Preschool

iGen

Theories of Childhood, Second Edition

A Head-start in Life?

The strengths and abilities children develop from infancy through adolescence are crucial for their physical, emotional, and cognitive growth, which in turn help them to achieve success in school and to become responsible, economically self-sufficient, and healthy adults. Capable, responsible, and healthy adults are clearly the foundation of a well-functioning and prosperous

society, yet America's future is not as secure as it could be because millions of American children live in families with incomes below the poverty line. A wealth of evidence suggests that a lack of adequate economic resources for families with children compromises these children's ability to grow and achieve adult success, hurting them and the broader society. A Roadmap to Reducing Child Poverty reviews the research on linkages between child poverty and child well-being, and analyzes the poverty-reducing effects of major assistance programs directed at children and families. This report also provides policy and program recommendations for reducing the number of children living in poverty in the United States by half within 10 years.

Early childhood care and education (ECCE) settings offer an opportunity to provide children with a solid beginning in all areas of their development. The quality and efficacy of these settings depend largely on the individuals within the ECCE workforce. Policy makers need a complete picture of ECCE teachers and caregivers in order to tackle the persistent challenges facing this workforce.

The IOM and the National Research Council hosted a workshop to describe the ECCE workforce and outline its parameters.

Speakers explored issues in defining and describing the workforce, the marketplace of ECCE, the effects of the workforce on children, the contextual factors that shape the workforce, and opportunities for strengthening ECCE as a profession.

From the author of *Expecting Better* and *The Family Firm*, an economist's guide to the early years of parenting. "Both refreshing and useful. With so many parenting theories driving us all a bit batty, this is the type of book that we need to help calm things down." —LA Times "The book is jam-packed with information, but it's also a delightful read because Oster is such a good writer."

—NPR With *Expecting Better*, award-winning economist Emily Oster spotted a need in the pregnancy market for advice that gave women the information they needed to make the best decision for their own pregnancies. By digging into the data, Oster found that much of the conventional pregnancy wisdom was wrong. In *Cribsheet*, she now tackles an even greater challenge: decision-making in the early years of parenting. As any new parent knows, there is an abundance of often-conflicting advice hurled at you from doctors, family, friends, and strangers on the internet. From the earliest days, parents get the message that they must make certain choices around feeding, sleep, and schedule or all will be lost. There's a rule—or three—for everything. But the benefits of these choices can be overstated, and the trade-offs can be profound. How do you make your own best decision? Armed with the data, Oster finds that the conventional wisdom doesn't always hold up. She debunks myths around breastfeeding (not a panacea), sleep training (not so bad!), potty training (wait until they're ready or possibly bribe with M&Ms), language acquisition (early talkers aren't necessarily geniuses), and many other topics. She also shows parents how to think through freighted questions like if and how to go back to work, how to think about toddler discipline, and how to have a relationship and parent at the same time. Economics is the science of decision-making, and *Cribsheet* is a thinking parent's guide to the chaos and frequent misinformation of the early years. Emily Oster is a trained expert—and mom of two—who can empower us to make better, less fraught decisions—and stay sane in the years before preschool.

The Early Childhood Care and Education Workforce

Using Research to Improve Child Care for Low-income Families

Perspectives on Family, Friend, and Neighbor Child Care

Reading to Young Children

Educating Our Preschoolers

Infants, Children, and Adolescents

Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us

Tells how children are affected by daycare and advises parents on how to select the best daycare facilities

Theory meets practical tips in this guide for leaders of early childhood programs

Children's health has clearly improved over the past several decades. Significant and positive gains have been made in lowering rates of infant mortality and morbidity from infectious diseases and accidental causes, improved access to health care, and reduction in the effects of environmental contaminants such as lead. Yet major questions still remain about how to assess the status of children's health, what factors should be monitored, and the appropriate measurement tools that should be used. *Children's Health, the Nation's Wealth: Assessing and Improving Child Health* provides a detailed examination of the information about children's health that is needed to help policy makers and program providers at the federal, state, and local levels. In order to improve children's health--and, thus, the health of future generations--it is critical to have data that can be used to assess both current conditions and possible future threats to children's health. This compelling book describes what is known about the health of children and what is needed to expand the knowledge. By strategically improving the health of children, we ensure healthier future generations to come.

Research, Programs, and Policy

How to Navigate Clueless Colleagues, Lunch-Stealing Bosses, and the Rest of Your Life at Work

Cribsheet

What Young Children Really Need from Grownups

How the Mind Grows from Conception to College

Ethical Principles and Guidelines for the Protection of Human Subjects of Research :

Appendix

An Annotated Anthology of Research Papers from Early Child Development and Care

The basic information family child care providers need to run a successful program in a warm, welcoming setting for children and their families. Makes a major contribution to current research on children by providing a broad view of up-to-date, authoritative material in many different areas. Contributors have selected and interpreted the relevant material in reference to the practitioner's interests and needs. The chapters, written by prominent specialists, cover various topics in child development from early periods of socialization to the development of higher mental processes, and include two chapters dealing with genetic and neurophysiological bases of behavior.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

From Neurons to Neighborhoods
Advances for Practice and Policy