



Baby Talk: Resources to Support the People Who Work with Infants and Toddlers

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Want to Stay Up to Speed on the Latest Early Brain Research?

The Center on the Developing Child has recently launched the Brain Architects Podcast. With the goal of sparking conversations and action steps among parents, caregivers, and those who work with children, the podcast will share both new and established findings in the science of early childhood development and delve into Center concepts and principles. Each episode will feature Center Director Dr. Jack Shonkoff and panelists will include pediatricians, community advocates, directors of childcare programs, and members of the National Scientific Council on the Developing Child. Click [here](#) to learn more and to subscribe. First issue - https://developingchild.harvard.edu/resources/the-brain-architects-podcast-brain-architecture-laying-the-foundation/?utm_source=newsletter&utm_medium=email&utm_campaign=january_2020

Baby and Adult Brains ‘Sync Up’ During Play

Have you ever played with a baby and felt a sense of connection, even though they couldn’t yet talk to you? New research suggests that you might quite literally be “on the same wavelength,” experiencing similar brain activity in the same brain regions, according to recent findings from the Princeton Baby Lab. Read more at https://www.princeton.edu/news/2020/01/09/baby-and-adult-brains-sync-during-play-finds-princeton-baby-lab?fbclid=IwAR2GU9DcQ3H59IEG5mAmwgZyfBBTN_7dggPNIPxEW8kuPC6r89Fvs85UiRc

What Do Infant and Toddler Caregivers Need to Know and Be Able to Do?

A recent review of the literature shares what is known about the links between infant/toddler (I/T) teacher or caregiver competencies and outcomes in several areas (child, family, teacher/caregiver, classroom, and/or program). The review examines two categories of studies that sought to link I/T teacher/caregiver competencies to outcomes: 1) studies that examined interventions targeting I/T teacher/caregiver competencies; and 2) studies that examined associations between existing I/T teacher/caregiver competencies and outcomes. Discover what they found at <https://www.acf.hhs.gov/opre/resource/competencies-of-infant-and-toddler-teachers-and-caregivers-a-review-of-the-literature>

Look What a Difference Reading With Your Young Child Can Make

Shared reading between family members and very young children, including infants, is associated with stronger vocabulary skills for nearly all children by age 3, say physicians at Rutgers Robert Wood Johnson Medical School. According to research published in *The Journal of Pediatrics*, this is true also for children who genetically may be vulnerable to barriers in learning, and behavior development. Learn more at <https://www.sciencedirect.com/science/article/pii/S0022347619308418>

Interested in Evidence-Based, Actionable Information About How to Support Children?

The Positive Parenting Newsfeed project produces eight monthly video news reports in [English and Spanish](#) based on the latest child development research. While not all videos are specific to young children, many are. Sign up for email notifications at <https://childtrends.us16.list-manage.com/subscribe?u=2dcd6a778a067d2b0f01fd186&id=e664b29091> You can also view the collection of videos to date at <https://positiveparentingnews.org/>

Baby Talk is a free, one-way listserv that is distributed monthly. Each issue features high quality, readily available, and free resources. Resources [highlighted in yellow](#) are available in English and Spanish. To join the listserv, send an email with no message or signature block to subscribe-babytalk@listserv.unc.edu

All or part of Baby Talk may be freely shared or copied. For more information, please contact Camille Catlett at camille.catlett@unc.edu