smart baby: soil

Weapon focus

*Remembering Trauma*
Harvard University Press (Cambridge, MA)

Loftus, EF *et al* (1987). Some facts about weapon focus
*Law & Hum Behav* 11: 55-62

The weapon focus effect revisited: The role of novelty.
*Legal & Crim Psych* 3: 287-303

Effects of breast feeding on brain function

Breast milk and subsequent intelligence quotient in children born preterm
*Lancet* 339: 261 - 264

Der G, Batty GD, Deary IJ. (2006)
Effect of breast feeding on intelligence in children: prospective study, sibling pairs analysis, and meta-analysis
*BMJ.* 2006;333(7575):945

Kramer, MS *et al* (2008)
Breastfeeding and child cognitive development: new evidence from a large randomized trial
*Arch Gen Psych* 65(5): 578 - 584

Speak to your child a lot

Hart B & Risley TR. (1992)
American parenting of language-learning children: persisting differences in family-child interactions observed in natural home environments.

Hart B, Risley TR. (1980)
*In vivo* language intervention: unanticipated general effects.
Connell PU (1987)
An effect of modeling and imitation teaching procedures on children with and without specific language impairment.
*J Speech Hear Res* 30(1): 105 - 113

Training parents to help their children read: a randomized control trial
*Br J Educ Psych* 78(3): 435 – 455

*Meaningful Differences in the Everyday Experience of Young American Children*
PH Brookes Pub Co
pp. 162 - 176

Hart B, Risley TR. (1999)
*The Social World of Children Learning to Talk*
PH Brookes Pub Co
pp. 171 - 177

Bohn RE & Short JE (2009)
*How much information? 2009 Report on American Consumers*
http://hmi.ucsd.edu/howmuchinfo_research_report_consum.php

Parentese

Kuhl, PK (1987)
Academic Press (NY)

Welker, J. F., and J. E. Pegg. (1992)
Timonium, MD: York

Fernald, Anne. (1985)
Four-month-old Infants Prefer to Listen to Motherese
*Infant Behav & Dev* 8: 303-306

William Fowler’s program

Accelerating language acquisition.
*Ciba Found Symp.*178:207-17
Free time is increasingly rare

Burdette, HL & Whitaker RC (2005)
Resurrecting free play in young children
Arch Pediatr Adolesc Med 159: 46 – 5

Unrestricted play boosts creative problem-solving, language acquisition, stress reduction, social skills and general cognitive development.

Dansky, J. and Silverman, I. (1973)
Effects of play on associative fluency in pre-school-age children
Developmental Psychology 9(1), 28-43.

Singer JL. (2002)

Effects of block play on language acquisition and attention in toddlers
Arch Pediatr Adolesc Med 161: 967 - 971

Young children’s resolution of distress through play

Developmental benefits of play for children
Journal of Leisure Research, 32: 138-15

Pelligrini, AD et al (2002)
A short-term longitudinal study of children’s playground games across the first year of school: Implications for social competence and adjustment to school.

Crime statistics

Schweinhart, LJ & Weikart DP (1997)
The high/scope preschool curriculum comparison study through age 23
Early Child Res Quart 12(2): 117 -143
Effects of “open-ended play” last into adulthood

Wenner M (2009)
The serious need for play
*Scientific American Mind* 20(1): 22 – 29

Vygotsky’s ideas and bio

Vygotsky, LS (1935/1978)
*Mind in Society: the Development of Higher Psychological Processes*
Harvard University Press (Cambridge, MA)

Kozulin, A (1999)
*Vygotsky’s Psychology: a Biography of Ideas*
Harvard University Press (Cambridge, MA)

Direct measures of the Tools of the Mind program

Preschool program improves cognitive control
*Science* 318: 1387 – 1388

Educational effects of the Tools of the Mind curriculum: a randomized trial
*Early Child Res Quart* 23(3): 299 - 313

Dame Evelyn Glennie

Reisler, Jim (2002)
*Voices of the Oral Deaf: Fourteen Role Models Speak Out.*
pp. 39

http://news.bbc.co.uk/2/hi/uk_news/scotland/north_east/7471780.stm

Effort, not IQ

Duckworth, AL & Seligman, ME (2005)
Self-discipline outdoes IQ in predicting academic performance in adolescents.
*Psych Sci* 16(12): 939 - 944

Ericsson, KA (2009)
*Development of Professional Expertise: Toward a Measurement of Expert Performance and Design of Optimal Learning Environments*
Cambridge University Press (UK)
pp. 131 – 203
Colvin, G (2008)
_Talent is Overrated: What Really Separates World-Class Performers from Everybody Else_
Portfolio (Penguin) (NY)
pp. 17 – 36

Mueller CM & Dweck CS (1998)
Praise for intelligence can undermine children’s motivation and performance

Why do beliefs about intelligence influence learning success?
A social cognitive neuroscience model
_Soc Cog & Affect Neurosci_ 1(2): 75 -86

Dweck, CS (2007)
The secret to raising smart kids
_Scientific American Mind, Dec 2007/Jan 2008_

_Effort may have a genetic component_

Grevin, CU et al (2009)
More than just IQ; school achievement is predicted by self-perceived abilities – but for genetic rather than environmental reasons
_Psych Sci_ 20(6): 753 – 762

_Deferred imitation_

Miller, G (2006)
Probing the social brain
_The Expression of the Emotions in Man and Animals_
_Science_ 312: 838 – 839

The development of declarative memory in human infants: age-related changes in deferred imitation
_Behav Neurosci_ 114(1): 77 – 83

Meltzoff AN et al (1988)
Imitation of televised models by infants
_Child Dev_ 59: 1221 - 1229

Bauer PJ et al (2001)
Reexposure breeds recall: effects of experience on 9-month olds’ ordered recall
John Bargh’s work on elderly stereotypes

Automaticity of social behavior: direct effects of trait construct and stereotype activation on action
*J of Pers & Soc Psych* 71(2): 230 - 244

Statistics regarding screen time

Bohn RE & Short JE (2009)
*How much information? 2009 Report on American Consumers*
http://hmi.ucsd.edu/howmuchinfo_research_report_consum.php

*Zero to Six: Electronic Media in the Lives of Infants, Toddlers and Preschoolers* (Report commissioned by the Henry J. Kaiser Family Foundation)
www.kff.org/entmedia/3378.cfm

Television and future aggressive behavior in children and young adults

Television viewing and aggressive behavior during adolescence and adulthood
*Science* 295: 2468 – 2471

Zimmerman FJ (2005)
Early cognitive stimulation, emotional support and television watching as predictors of bullying among grade-school children

Television and attentional states

Television viewing and aggressive behavior during adolescence and adulthood
*Science* 295: 2468 – 2471

Misc cognitive effects and TV

Television’s impact on children’s reading comprehension and decoding skills: A 3-year panel study.
*Reading Research Quarterly, 32*(2), 128-152

Children’s television viewing and cognitive outcomes
*Pediatrics* 159, 619-625
Hancox, RJ et al (2005)  
Association of television viewing during childhood with poor educational achievement  
*Arch Ped & Adol Med* 159: 614 - 618

Christakis, D (2005)  
Television watching and shortened attention spans  
*Pediat for Par* 21(7): 10 - 11

Sharif, I & Sargent JD (2006)  
Association between television, movie, and video game exposure and school performance  
*Pediatrics* 118(4): e1061 – e1070

**American Association of Pediatrics recommendations**

Committee on Public Education (2001)  
Children, Adolescents and television  
*Pediatrics* 107(2): 423 – 426

Comstock GC & Strasburger VC. (1993)  
Media violence: Q & A.  
*Adolesc Med*.4:495–509

**Disney vs UW**

Associations between media viewing and language Development in Children under Age 2 Years  
*Journal of Pediatrics* 151: 364 - 369

Robert A. Iger (2007-08-13). "The Walt Disney Company demands retraction from the University of Washington for misleading press release"  
Baby Einstein press release

"UW President rejects Disney complaints".  
University of Washington press release. 2007-08-16.


**Potential confounders and a more nuanced understanding of TV effects**

Potential Confounders That May Explain the Association Between Television Viewing and Poor Educational Achievement  


**Effects of exercise on cognition**


**Childhood obesity associated with electronic game exposure**


**Effects of exercise habits on future behavior**


80 texts per day

Haftern, K (2009)
Texting may be taking a toll
The New York Times May 25, D1

Einstein’s talking

Berger, G & Berger M (2007)
Did It Take Creativity to Find Relativity, Albert Einstein?
Scholastic Nonfiction (NY)

A critical evaluation of Piaget

Passer, MW & Smith RE (2009)
Development Over the Lifespan in
McGraw Hill (NY)
pp. 416 - 419

Every brain is wired differently

Structural plasticity and memory
Nature Reviews Neuroscience 5: 45 – 54

Cortical language localization in left, dominant hemisphere, an electrical stimulation mapping investigation in 117 patients
J. Neurosurg 71: 316 – 326

Brain development during childhood and adolescence: a longitudinal MRI study
Nature Neuro 2(10): 861 – 863

Effects of “hot-housing” children

Elkind, D (2001)
Perseus Publishing (NY)

Hirsh-Pasek K (1991)
Pressure or challenge in preschool? How academic environments affect children
New Dir Child Dev 53: 39 - 46

Elkind, D (1989)
Miseducation: young children at risk
Pediatrics 83(1): 119 – 121
Effects of stress on learning

The effect of stress on the suppression of erroneous competing responses
*Anxiety, Stress & Coping: An International Journal* 12: 455 – 476

Building Healthy Minds: the Six Experiences that Create Intelligence and Emotional Growth in Babies and Young Children
Da Capo Press (NY)

Learned helplessness, depression and brain damage

The stressed hippocampus, synaptic plasticity and lost memories
*Nature Reviews Neuroscience* 3: 4534 - 4562

Sapolsky, R (2005)

Learned helplessness, depression, and anxiety.
*Journal of Nervous and Mental Disease* 161: 347-357

Hofferth, SL (1999)
University of Michigan's Institute for Social Research, Center Survey

How American Children Spend Their Time.
*Journal of Marriage and the Family*, 63: 295-308