

## Endnotes — Three Key Years

The endnotes listed below in this section were used in the book to simplify reference. Each has a small note included explaining some of the key and relevant points. The notes do not represent at any level, a synopsis of each cited piece — but basically provide a simple pointer explaining some of the key information elements from each reference piece that influenced the book.

1. Zero To Three Journal — Sept. 2013,  
“Early Brain and Child Development”

Done in collaboration with the American Academy of Pediatrics.  
(Comprehensive set of articles that cover brain science, early brain development, reading, safe environments, early childhood home visiting programs, and Toxic Stress — Encourages caregivers and parents to exercise brains of young children and discusses the importance of early literacy)

2. ASPE Research Brief — March 2014,

The Early Achievement and Development Gap,

Office of the Assistant Secretary For Planning and Education

(Learning gaps are detectable as early as nine months — widen by 24

months. Children from families with low contact are six months behind at two years. Children from lower SES families know 30 percent fewer words at 18 months. Major gap in cognitive skills exist between children whose mothers have a college degree and mothers who have less than a high school degree. At nine months, major gaps exist between White children and minority children. Biggest gap is with Native American children. Black and Hispanic children were also behind at that age).

3. Stanford Report — September 25, 2013,

“Major Learning Gaps Exist Before Two Years Old.”

Anne Fernald, PhD

(Major learning gap between children exist at 18 months old — some children are six months behind by age two. Learning levels are linked to words spoken to children in each group. Lower income children are likely to have fallen behind in learning skills before they are two years old).

4. Rice University — book —

“The Early Catastrophe: The 30 Million Word Gap By Age 3”

Betty Hart and Todd R. Risley

(Significant differences exist between children on learning levels that are triggered in part by the words spoken to children in the first months and years of life. Children from families on welfare heard an average of 616 words per hour. Working families, on average, spoke 1,251 words per hour to their children. Children from professional families heard 2,153 words per hour. There were also differences in the level of negative and positive messages to children. Children from professional families heard 6 positive words for every negative word. Working class families used 2 positive words for every negative word. Children from families on welfare heard 2 negative words for every positive word).

5. New York Times — June 24, 2014.

“Pediatrics Group To Recommend Reading Aloud to Children from Birth”

Motoko Rich

(American Academy of Pediatrics strongly recommends that pediatricians encourage all parents to read to their children. The ADA encourages all families to read daily. Only one-third of the families below the poverty line currently read to their children daily).

6. Urban Child Institute Website — 12-27-14.

“Baby’s Brain Begins Now: Conception to Age 3.”

(Brain anatomy & early development science — major elements of each child’s brain are developed and structured in the first years of life).

7. Ounce of Prevention Fund Website — March, 2015.

(Children with learning problems are 25 percent more likely to drop out of school, 40 percent more likely to become a teen parent, 50 percent more likely to be in special education, 70 percent more likely to be arrested for a violent crime).

8. Wikipedia Incarceration Search

“List of Countries By Incarceration Rate — Prisoners per 100,000 population in 225 countries.”

(The United States clearly has the highest incarceration rates in the world by a wide margin. We imprison far more people than any country on the planet).

9. Live Science Website —

“14 percent of U.S. Adults Can’t Read” 63 percent of prison inmates can’t read.

(A disproportionately high number of prisoners read poorly or do not read at all).

10. The U.S. Department of Justice and the U.S. Department of Commerce Study — 2007.

(30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of persons on death row are high school dropouts).

<http://nces.ed.gov/pubs2007/2007024.pdf>

11. Forbes Magazine — 12-25-2010.

“A \$5 Children’s Book vs. a \$47,000 Jail Cell — Choose One.”

Steve Cohen.

(60 percent of Prison Inmates are illiterate — 85 percent of juvenile offenders have reading problems. Early reading to children can change life paths in positive ways and should be a preferred strategy).

12. Center For The Developing Child — Harvard University — March, 2015.

“A Science-Based Framework For Early Childhood Policy — Using Evidence To Improve Outcomes In Learning, Behavior, and Health For Vulnerable Children.”

(Early brain architecture, positive learning environments for children. Early years effectiveness factors. Intervention strategies. “Serve and return” effectiveness. Parental leave policies).

13. The Carolina Abecedarian Project Website — 12-29-14.

“The Abecedarian Project.”

(Children who receive direct and individual brain exercise support in the first years of life do significantly better in school in later years).

14. First 5 Commission Website

(Explains and describes the basic interactions with children that build strong brains).

15. Exchange Magazine — November/December 2010

“Early Brain Development Research Review and Update”

Pam Schiller, PhD.

(Brain growth in early years — interplay of genes and environment. Experience wires the brain — repetition strengthens the wiring. Early relationships affect wiring. Music and language function overlap. Set higher expectations for all children. Touch is critical to learning. New technology is clearly creating new neuron connectivity pathways in our brains — “We learn to react more quickly to visual stimuli, improve some forms of focus and attention, and become more adept at noticing images in our peripheral vision.” Possible creating alienation from direct people contact).

16. New York Times — 1-18-15,

The Power of Talking To Your Baby,

Tina Rosenberg

(Children on welfare heard 600 words per hour — working mother children heard 1,200 words per hour. Meredith Rowe — professor at University of Maryland said — “Poor young women do not know that it is important to talk to their babies”).

17. Packard and MacArthur Foundation Report — 2009,

“America’s Early Childhood Literacy Gap”

(Middle income families had 1,000 to 1,700 hours of book reading with an adult — for children in low income families, that number was only 25 hours).

18. The Annie E. Casey Foundation Report — Jan. 29, 2014

“Learning Groups Exist For Some Groups”

(There are major learning gaps between groups of people in many communities. 83 percent of Black students, 81 percent of Latino students, 78 percent of American Indian students, 55 percent of White students and 49 percent of Asian students are not proficient at reading by the end of the third grade — dual language learners in those communities were 93 percent non-proficient. Those issues need to be addressed in each setting).

19. Coalition for Evidence Based Policy Website — 2014.

“Perry Preschool Project.”

(Shows positive impacts on children of early coaching and support).

20. Abecedarian Study Website —

“Early Education Intervention”

Frank Porter Graham, Child Development Institute, Chapel Hill,

North Carolina

(Infants supported with early interactions and interventions had higher IQ’s at age three and higher math and reading achievement by age 15).

21. University of Chicago Harris School of Public Policy Studies,

Invest in the Very Young,

James J. Heckman, PhD — Nobel Laureate in Economic Sciences.

(Efficiency of the country would be enhanced if human capital investment were reallocated to the very young. Interventions with children in early years have high return on investment. Interventions in later years have lower economic returns. “Cognitive Ability is formed relatively early in life and becomes less malleable as children age.” Reported reductions in criminal offenses by as much as 70 percent for the children who benefited from early interventions).

22. NBC News — Jan 28, 2014,

Allessandra Malito —

“Learning Gap Has Grown” — Report from Annie E. Casey

Foundation

The learning gap has grown in a decade between high income and low income children. 80 percent of low-income fourth graders do not read at their grade level compared to 49 percent of wealthier counterparts).

23. The Knowledge Gap: Implications For Early Education — 2001.

Susan B. Neuman

(Middle income neighborhoods averaged 13 books per child — low-income children in day cares only had one book for every 300 children. Low-income children rarely receive cognitively stimulating content in reading interactions. Poor readers in grade one have a 188 probably of being a poor reader in grade four).

24. Economic Policy Institute Website — 2002.

“Inequality at the Starting Gate — Social Background Differences in Achievement As Children Begin School.”

David T. Burkam and Valerie E. Lee

(Lower income children have a disadvantage. Achievement scores also low for Black and Hispanic children. Parenting — 15 percent of

White children have a single parent — 54 percent of Black children and 27 percent of Hispanic children live in single parent homes).

25. The Future of Children Publication — It Takes Two Generations:

Strengthening The Mechanisms of Child Development Issue —  
“Stress and Child Development”

Ross A. Thompson. University of California, Davis

(Impact of stress on children — beginning with prenatal stress — and includes biological reactions to perceived threat or danger. Explains the damaging impact on children of chronic activation of stress. Stress undermines physical health and biological health. The plasticity of biological and behavioral systems is a resource for remedial interactions. Investment in the very young has a higher rate of return than investment in later years).

26. The Future of Children Report — 2005.

“Stress and Child Development.”

Ross A. Thompson

(In-depth research into the kinds of stress faced by young children and the impact of that stress in biological and emotional ways for each child. Explains the physiological impact of stress relative to

toxic stress syndrome and explains how interactions from caring adults can buffer the levels of stress).

27. Pediatrics Journal —

Home Visiting and the Biology of Toxic Stress: Opportunities to Address Early Childhood Adversity, (Toxic Stress can be reduced with the right level of support).

(Supplemnt\_2) S65-S73.

28. New York Times — June 24, 2014.

“Pediatrics Group To Recommend Reading Aloud to Children from Birth”

Motoko Rich

(American Academy of Pediatrics strongly recommends that pediatricians encourage all parents to read to their children. The ADA encourages all families to read daily. Only one-third of the families below the poverty line read to their children daily).

29. Minnesota Post — 1-20-2014.

“New Study: High Quality preschool for poor kids under 3 would eliminate achievement gap. — Economist Aaron Sojourner”

Beth Hawkins

(Economic data about the benefits of intervening with children in those first key years shows that the economic return for intervention has been proven to be extremely positive).

30. Minnesota Federal Reserve Bank Website — March, 2003.

“Early Childhood Development — Economic Development With A High Public Return.”

Art Rolnick, Rob Grunewald — March 2003

(Economic return on investment from early childhood).

31. National Geographic — March 2015.

“Baby Brains — The First Year.”

Yudhijit Bhattacharjee

(Science of brain development in the first year of life — with the long-term impact of brain exercise for very young children described and explained. Children raised with more attention and more interactions had greater learning ability and children raised with more warmth had better memory skills. Brain sizes differed as well for the children who had less stimulation. Children master the grammatical rules of their own language at a very early age. Children with more words spoken to them had better vocabularies and better learning skills. Television did not improve language skills. Parents who receive

help in early parenting skills had lower stress in their parenting and better skills).

32. Proceedings of the National Academy of Sciences of the United States of America — 2000;97(22):11850-11857.

“A new view of language acquisition.”

Kuhl PK. Patricia Kuhl,

33. Exchange Magazine — 2001.

“Brain Research and Its Implications for Early Childhood Programs — Applying Research to Our Work.”

Schiller, P.

34. Urban Child Institute Publications — Nov 2014.

“Baby’s Brain Begins Now: Conception to Age 3”

(Neuroscience of early brain development — illustrations and neuron data. Explains the pruning processes that happen for neuron connections that do not get used).

35. Brain and Language — 2009.

“Language or music, mother or Mozart? Structural and environmental influences on infants’ language networks.”

Dehaene-Lambertz G, Montavont A, Jobert A, et al.

36. The National Institute of Mental Health Website — 3-21-15.

“The Teen Brain: Still Under Construction”

(Teenagers are close to a lifetime peak in physical health, strength, and mental capacity — but often have issues and problems relative to judgment, risk taking, and interpersonal behavior. Brain growth in some parts of the brain peaks at adolescence. The brain circuitry involved in emotional responses is changing during the teen years. Reproductive hormones affect thinking as well. Sleep deprivation can also be a problem for mental functioning for teenagers. The change process continues through the teen years).

37. Harvard Magazine — Sept-October — 2008.

“The Teen Brain — A Work In Progress”

Debra Bradley Ruder

(The teen brain is not a less experienced adult brain — it is a brain going through a paradoxical time of development. The brain motivation process extends into the mid-twenties. Female brains peak two years before male brains. Teen brains are more vulnerable to external stressors).

38. Ted Talk —

Patricia Kuhl, co-director, Center For Mind, Brain, and Learning —  
University of Washington.

39. Acta Paediatrica — 2008.

“Television viewing associates with delayed language development.”

Chonchaiya, W., & Pruksananonda, C.

40. Colorado Early Learning Summit Paper — May 21, 2003.

“Born To Learn: Language, Reading, and the Brain of the Child.”

Patricial Kuhl — co-director, Center For Mind, Brain, and Learning at the University of Washington

(Learning starts for children before birth. Very young children have incredible learning skills. Language skills also begin immediately after birth — and then wane. Children can hear sounds from all languages at 6 months old and cannot hear sounds not used in their own language after a year. The language heard by the child shapes their language learning and vocabulary. The brain has a trillion or so neurons at birth, but they are not well connected. Up to age three, children build neuron connections furiously. Then the brain “prunes” unused connections and strengthens connections that were used. The first years are extremely important for brain development for each child).

41. London Telegraph — Jan. 2013

“Babies Listen to Their Mothers Voice In the Womb, Research suggests.”

Reporting staff for Telegraph

(Newborn babies are able to tell the difference between their mother’s language and another language. Fetuses listen to what their mothers are saying in the last 10 weeks of pregnancy. Professor Christine Moon of Pacific Lutheran University and Professor Patricia Kuhl of the Institute of Learning and Brain Sciences at the University of Washington showed that babies who were only 30 hours old could already distinguish between languages).

42. Harvard University Press — 2002.

"Neural Plasticity: The Effects of the Environment on the Development of the Cerebral Cortex.”

Huttenlocher P.

(The brain does not develop in a vacuum or based on pre-programmed pathways. Environment is important).

43. Seattle Post-Intelligencer — Sept. 21, 2001.

“Babies Help Uncover the Secrets of the Human Brain”

Gregory Roberts

(Babies can hear sounds from all languages at birth and lose the ability to hear sounds that they haven't heard by 2 years old. Japanese children cannot hear the sounds "R or L" after they are a year old.

44. Harvard University Website — 2015.

"Key Concepts"

Center For the Developing Child — Harvard University

(Early experiences affect the development of brain architecture in each child. Adverse experiences early in life can impair brain architecture — with life-long impact. "Serve and Return" interactions with children strengthen the child's mental capacity and social skills. Toxic stress can result from negative experiences for young children and can have a life-long negative impact. Children need to learn self-regulation and decision-making and those skills can be impaired by adverse experiences).

45. Medical Daily — Oct. 29, 2012.

"Chilling Brain Scans Show The Impact of A Mother's Love on a Child's Brain Size" (study by Joan Luby — Washington University).

Christine Hsu

(Shocking graphic image of brain scans for a nourished and supported child and a neglected child).

46. London Telegraph — Nov 29, 2014.

“What’s The Difference Between Those Two Brains?”

Alasdair Palmer

(Powerful images of differences in brain sizes based on brain exercise levels for children in the first years of life).

47. American Academy of Pediatrics Website 6-24-14,

“Business, Medical, and Non-Profit Partners Launch New National Effort at CGI America To Help Close the Word Gap” —

(The Academy strongly encourages all pediatricians to encourage reading and to support basic parenting skills for very young children.

Reach Out and Read will pass out 500,000 books through 62,000 pediatricians. Text 4 Baby is part of that effort).

48. New York Times — 1-18-15, David Bornstein

“A Book In Every Home - And Then Some.”

(80 percent of preschool and after school programs for low-income children do not have any children’s books. Programs are trying to get more books into low-income homes. Forty-two percent of families cannot afford to buy books. A study in Germany found that the number of books in the home strongly predicted reading achievement — even after correcting for parents income and education. Another

study of 70,000 students from 27 countries found that having multiple books in a home was as good a predictor of children’s academic success as the families education level or income levels.”

49. City Journal — Autumn 2014.

“Culture and Achievement — Families Shape Their Children’s Prospects More Profoundly Than Anything Government Can Do.”

Kay Hymowitz

(Immigrants in multiple countries have lower reading skills and learning levels than the original populations — Finland, Norway, etc. Finland has 29 percent illiteracy with immigrants).

50. Pediatrics — 2011.

Shonkoff JP, Garner AA and the American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health.

(Toxic stress, brain development, and the early childhood foundations of lifelong health).

51. Center for Disease Control Website

“The Health and Social Impact of Growing Up With Adverse Childhood Experiences” Robert Andra, MD, MS

(Adult impact of Adverse Childhood Experiences in early childhood — shows a lifelong negative impact on people’s health for people who had multiple Adverse Childhood Experiences — or ACE’s).

52. Pediatrics Journal — Dec 26, 2011.

“Early Childhood Adversity, Toxic Stress and the Role of the Pediatrician — Translating Developmental Science Into Lifelong Health”

Andrew S. Garner, Jack P. Shonkoff, Benjamin S. Siegal

(Reasons for having pediatricians involved in preventing toxic stress).

53. National Scientific Council on the Developing Child. *Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper #3*.

Cambridge, MA: National Scientific Council on the Developing Child, Center on the Developing Child at Harvard University, 2005.

Available at [www.developingchildharvard.edu](http://www.developingchildharvard.edu). Accessed March 8, 2011.

54. Development and Psychopathology — 2001.

“Early adverse experience as a developmental risk factor for later psychopathology: Evidence from rodent and primate models.”

Sanchez, M.M., Ladd, C.O., & Plotsky, P.M.

55. The American Journal of Preventive Medicine — 1998.

“The Adverse Childhood Experiences Study”

Dr. Vincent Felitti (Kaiser Permanente)

(Adverse childhood experiences have a huge impact on later life health care. The researchers measured 10 Adverse Childhood Experiences — or ACE — for thousands of people, and identified a direct link from multiple ACE’s for patients to mental illness, prison time, and chronic disease onset. People with four ACE’s were 240 percent higher risk for hepatitis and were 390 percent more likely to have COPD. The team has done multiple studies with the data and is showing very powerful linkages from those early experiences and later levels of health).

56. New York Times — Nov. 14, 2014,

“To Help Language Skills of Children, a study finds, Text Their Parents With Tips”

Motoko Rich

(Children whose parents received text messages about reading to their children performed better on literacy test than children whose parents did not receive such messages — very low cost — two to three months ahead of the children whose parents did not get texts).

57. Text 4 Baby Website —

Mobile service that has enrolled more than 700,000 pregnant women and new mothers to do text related baby care tips. Significant positive behavior changes have resulted from the text support.

58. Journal of Educational Psychology 94(1), 145-155— 2002.

“Quality of book-reading matters for emergent readers: An experiment with the same book in regular or electronic format.”

De Jong, M.T., & Bus, A.G.

59. NBER Working Paper Series (National Bureau of Economic Research) Nov. 2014,

“One Step At A Time: The Effects of an Early Literacy Text Messaging Program For Parents of Preschoolers”

Benjamin N. York, Susanna Loeb

(Children of parents who received text messages about interacting with children made significant learning skills improvements in the first years of life).

60. Proceedings — National Academy of Sciences — Feb. 21, 2012,

“Maternal Support in Early Childhood Predicts Larger Hippocampal Volumes at School Age.”

Joan L. Luby, Deanna M. Barch, Any Beiden

(Larger hippocampal volume seen in brains of babies who were nurtured and who were not depressed).

61. American Promise Website — 2009.

“Consequence of Dropping Out of High School”

Dr. Andrew Sum — Northeastern University.

(Young people who drop out of high school are 63 percent more likely to be incarcerated or otherwise institutionalized than their peers with four-year college degrees).

[http://www.americaspromis.org/~media/files/resources/consequences\\_of\\_dropping\\_out\\_of\\_high\\_school.ashx](http://www.americaspromis.org/~media/files/resources/consequences_of_dropping_out_of_high_school.ashx)

62. Write Express Corporation Website —

“Two-thirds of Students Who Cannot Read Proficiently by the End of the Fourth Grade Will End Up in Jail or on Welfare.”

(85 percent of all juveniles who interfere with the juvenile court system are functionally illiterate. Prison inmates who learn to read in prison have a 16 percent chance of returning to prison vs. a 70 percent likelihood of returning to prison for people who do not learn to read).

63. Reznet News — Dec. 26, 2014,

“Math, Reading Gap Among Native American Students.”

Christine Armario

(Students on reservation schools scored 25 points lower than Native American students in public schools. No progress since 2005. Dropout rates as high as 65 percent).

64. National Literacy Trust — Great Britain Website — Nov. 2008

Literacy Changes Lives — The Role of Literacy in Offending Behavior,

Christina Clark and George Dugdale Trust

(60 percent of British prisoners have difficulties in basic literacy skills — 60 percent had literacy problems and 40 percent had some literacy problems. 80 percent of prisoners read below the level expected of an 11 year-old child).

65. The New York Times — Oct. 8, 2009,

“Study Finds High Rate of Imprisonment Among Dropouts”

Sam Dillon

(People who drop out of school are more likely to be imprisoned — and the risk is even higher for minority dropouts. One in four Black male dropouts is currently incarcerated. One in 10 White male dropouts is in jail — and only one in 35 high school graduates is in jail).

66. Procedures of the National Academy of Science — 2007.

“The economics, technology, and neuroscience of human capability formation.”

Heckmen JJ. University of Chicago Nobel Laureate

(Sound economic policy based on biological realities calls for this country to support our children in the early years of life for each child when we can achieve the most improvements based on direct interactions with each child).

67. Correctional Population In The United States Website — Dec 31, 2010.

“Incarceration Rates By Race and Ethnicity — 2010”

(The U.S has more prisoners than any nation in the world and minority Americans are significantly more likely to be imprisoned than White Americans. Hispanic Americans are four times as likely to be imprisoned and Black Americans are roughly six times more likely to be in jail).

68. National Adult Literacy Survey — 2007.

“Literacy Behind Bars”

(Percentage of prisoners in U.S. jails who read at the lowest two literacy levels is 70 percent)

69. Christian Science Monitor — 18 August 2003.

“US notches world’s highest incarceration rate.”

(The United States imprisons more people than any other country).

70. The U.S. Department of Justice and the U.S. Department of Commerce Study — 2007.

(30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of persons on death row are high school dropouts).

<http://nces.ed.gov/pubs2007/2007024.pdf>

71. Literacy Resource Office Website — 2014.

“Inmates Have The Lowest Academic Skills and Lowest Literacy Rates of Any Segment of Society.”

U.S. Department of Education

(Nationwide, ¾’s of state prison inmates are dropouts, as are 59 percent of Federal inmates. Dropouts are 3.5 times more likely to be incarcerated. Of all African American dropouts in their 30s, 52 percent have been imprisoned).

72. The Sentencing Project Website — August 2013.

“Report Done to The United Nations Human Rights Committee.”

(Racial minorities are more likely to be arrested than White Americans, more likely to be convicted if arrested, and have longer sentences imposed when convicted. African American males are six times more

likely to be incarcerated than White males and 2.5 times more likely to be arrested than Hispanic males. At current trends, one of three African American males will go to prison over a lifetime. One of six Hispanic males and one of 17 White males will be imprisoned).

73. Racial Disparities

“Racial Disparities in the American Criminal Justice System.”

Ronald Weich and Carlos Angulo

(In Maryland, 70 percent of the drivers stopped and searched by police were Black — and Blacks made up 17.5 percent of the drivers. In Volusia County, Florida, 70 percent of the drivers stopped by police on the Interstate Highway were Hispanic or Black — and only 5 percent of the drivers were Hispanic or Black).

74. Huffington Post — Oct. 4, 2013.

“1 in 3 Black Males Will Go To Prison in Their Lifetime.”

Saki Knafo

(Wrote that Black youths were arrested at twice the rate of White youths while White youths were slightly more likely to have abused drugs in the prior month).

75. The Economist — October, 2013.

“Why Does America Have Such A Big Prison Population?”

(America has 5 percent of the world’s population and 25 percent of its prisoners. The percentage of people behind bars is five times higher than Great Britain, seven times higher than France, and 24 times higher than India).

76. Melissa Institute For Violence Prevention Teach Safe Schools

Website — March, 2015.

“Link Between Students Reading Ability and Behavior Problems.”

(Below grade reading levels are linked in some children to aggressive, anti-social, and delinquent behaviors — with 85 percent of youth who get in trouble with the law experiencing reading difficulties. 50 percent of youths with a history of substance abuse and 70 percent of adolescents and adults in prison have reading difficulties).

77. RT USA — Dec. 29, 2014,

Incarceration Rate for African Americans now six times the National Average

(Black young men without a high school diploma are more likely to go to jail than to find a job).

78. Applied Developmental Science — 2002.

“Early childhood education: Young adult outcomes from the Abecedarian Project.”

Campbell, F.A., Ramey, C., Pungello, E. Sparling, J., & Miller-Johnson, S.

(There were long-term positive consequences from the early childhood interventions).

79. High/Scope Press — 1993.

“Significant Benefits: The High/Scope Perry Preschool Study Through Age 27.”

Schweinhart, L.J., Barnes, H.V., Welkart, D.P.

80. The Human Brain Book — 2009

Carter R, Aldridge S, Page M, Parker S.

81. High/Scope Press — 2004.

“The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions.”

82. Scientific American Mind — September/October 2010.

“The World at our Fingertips.”

Cabreer, D., & Cotosi, L.

83. Archives of Pediatric and Adolescent Medicine — 2007.

“Extensive television viewing and the development of attention and learning difficulties during adolescence.” 161(5), 480-486.

Johnson, J., Brook, J., Cohe, P., & Kasen, S.

84. New York Times — April 10, 2013,

The Power of Talking To Your Baby,

Tina Rosenberg —

(The Lena Research foundation invented technology that allows study and treatment of child language delay. More than 200 countries and research hospitals are now using the technology. One site — in Providence, Rhode Island — had a 55 percent increase in the number of words spoken to children).

85. Irish Times — July 8, 2014,

Motoko Rich

(Sixty percent of higher income families read to their children daily — only one-third of low-income families read to their children daily).

86. Goddard parenting guides — 1999.

“Right from birth: Building our child’s foundation for life: Birth to 18 months.”

87. U.S. Department of Education Website — July 1999.

“Start Early, Finish Strong: How to Help Every Child Become a Reader”

Robert Needlman quote —

(Mothers receiving welfare are eight times more likely to read to their children when provided with books and encouragement).

88. New York Times — Dec. 26, 2014.

“U.S. Prison Population Dwarfs That of Other Nations”

(The United States has far more people in prison per capita than any nation in the world).

89. The American Prospect —

“How mass incarceration turns people of color into permanent second-class citizens,” Michelle Alexander.

90. Journal of Education Psychology — 1990 —

“Growth of reading vocabulary in diverse elementary schools”

White, T.G., Graves, M.F., Slater, W.H.

(Low-income first graders have vocabulary of 2,900 words. First graders from professional homes have 5,800 word vocabularies).

91. Developmental Science — Sept 2013.

Stanford Study

Anne Fernald, PhD

(Measured learning skills development and impact of early mothers of parental interactions — richer language leads to better learning skills — Stanford study).

92. Center on the Developing Child at Harvard University — 2007  
*A Science-based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. Available at: [www.developinchild.harvard.edu](http://www.developinchild.harvard.edu).  
Accessed March 8, 2011.
93. New York: Collins Living (subsidiary of Harper Collins) — 2009.  
“iBrain: Surviving the technological alteration of the modern mind.”  
Small, G., & Vorgan, G.
94. Pediatrics Journal — 2010  
Page, A.S., Cooper, A.R., Griew, P., & Jago, R.  
“Children’s screen viewing is related to psychological difficulties irrespective of physical activity.”  
(Insights into the impact of screen viewing on children’s psychological status).
95. Institute of Education Sciences — National Center For Education Statistics, 1996,  
“Reading Literacy In The United States”  
(Low-income homes had very low literacy levels. 61 percent of low-income children owned no books at all).

96. Committee on Integrating the Science of Early Childhood

Development — Institute of Medicine — 2000.

“From Neurons to neighborhoods: The science of early childhood development.”

Shonkoff, J.P., & Phillips, D.

(Important Institute of Medicine Report explains the importance of helping children’s brains develop in the first years of life and describes the underlying biological science that makes that strategy a good one).

97. Reading Is Fundamental Website — 1-18-15

(Two-thirds of America’s children living in poverty have no books at home).

98. Proc Natl Acad Sci U S A — 2006.

“Economic, neurobiological, and behavioral perspectives on building America’s future workforce.”

Knudsen El, Heckman JJ, Cameron JL, Shonkoff JP.

99. PsycARTICLES —

“Preschoolers Learning From Video After A Dialogic Questioning Interaction”

(Children who watched videos and who had dialogic interaction with adults about the videos in the process had better learning scores after four weeks than children who just watched the videos).

100. Water Cooler Conference Website — multiple conference years.

“Expert speakers making presentations at an annual conference on early childhood development.”

Mollie Munger — co-chair.

101. The Lancet (British Medical Journal) — March 17, 2015.

“Longer Duration of Breastfeeding Linked With Higher Adult IQ and Earning Ability.”

(Dr. Bernardo Lessa Horta — Federal University of Pelotas in Brazil looked at 3,500 Brazilians over 30 years and tracked differences in IQ and in personal income levels for people who had been breastfed for over a year and people who had been breastfed briefly or not at all.

The people who had been breastfed the longest — regardless of the income levels of their parents — had higher IQ’s and made significantly more money at age 30).

102. First 5 Commission For Children and Families Website

(The website contains extensive information about early brain development and early childhood health issues. It identifies resources and makes information available to support parenting approaches and skills).

103. Recommended YouTube Pieces

Dr. Patricia Kuhl and Dr. Nadine Burke Harris did Ted Talks that are very much worth watching.