



Baby Talk: Resources To Support The People Who Work With Infants and Toddlers

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Reflection: The First Step for Addressing Bias in Infant and Toddler Programs

Awareness of beliefs and biases is important for growing as intentional teachers; both our gut reactions and our carefully considered opinions influence our behaviors, so the more we reflect, the better prepared we will be to respond in supportive ways to situations that regularly present themselves in infant and toddler settings. This article shares information about anti-bias practices and offers insights on how to support each and every child and family.

<https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling>

To see more articles on supporting infants and toddlers, visit the Rocking and Rolling section of the NAEYC (National Association for the Education of Young Children) website (<https://www.naeyc.org/resources/topics/rocking-and-rolling>).

Right-Handed? Or Left-Handed?

Are you born or do you become right-handed or left-handed? A study shows that hand preference is already well defined at the 18th gestational week. The predictive capacity of the method used seems a starting point for the early recognition of pathologies characterized by cerebral asymmetries, such as depression, schizophrenia, and autism spectrum disorders.

http://www.sissa.it/sites/default/files/images/documents/communication_area/comunicati_stampa/Handedness%20EN.pdf

Eye Contact With Your Baby Helps Synchronize Your Brainwaves

When a parent and infant interact, various aspects of their behavior can synchronize, including their gaze, emotions and heart rate. Click the link to learn about new discoveries of how eye contact connects to synchronized brain activity and what the consequences of this might be.

<http://www.cam.ac.uk/research/news/eye-contact-with-your-baby-helps-synchronise-your-brainwaves>

How Caregivers Can Boost Young Brains

Ordinary back-and-forth interactions between a caregiver and child — called "**serve and return**" — can shape **brain architecture** in powerful ways, creating a strong foundation for future learning. Here are five simple ways for parents, care providers, and early educators to practice these interactions.

<https://www.gse.harvard.edu/news/uk/17/11/how-caregivers-can-boost-young-brains>

Babies Understand When Words Are Related

By 6-9 months, babies already have a basic understanding of words for food and body parts. Researchers show that babies also recognize that words like 'car' and 'stroller' are more alike than 'car' and 'juice.' By analyzing home recordings, the team found that overall, babies' word knowledge correlated with the proportion of time they heard people talking about objects in their immediate surroundings. <https://today.duke.edu/2017/11/car-stroller-juice-babies-understand-when-words-are-related>

Cognitive Learning Begins at Birth: Take Part in Infants and Toddlers' Brain Development

This article highlights tips and advice from experts engaging and applying cognitive practices to support early brain development. <http://www.cdacouncil.org/council-blog/905-cognitive-learning-begins-at-birth>

Baby Talk is a free, one-way listserv that is distributed monthly. Each issue features high quality, readily available, and free resources. To join the listserv, send an email **with no message** to subscribe-babytalk@listserv.unc.edu

Highlighting indicates resources that are available in English and Spanish. Past issues are archived at <http://fpg.unc.edu/resources/baby-talk-archive> To suggest resources, please contact Camille Catlett at camille.catlett@unc.edu