



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

Issue No. 94 March 2019

The Power of Praise: Effort, Not Person

Researchers from Temple University studied toddlers who received “process praise” from their parents, which focuses on celebrating children’s efforts rather than their performance. By fourth grade, these children were more likely to show higher achievement in math and reading and believe that intelligence can be improved with hard work. Process praise uses phrases like “I like how you tried” instead of “good girl/boy.” Watch a video or read more in English or Spanish at <https://www.childtrends.org/videos/the-power-of-praise-effort-not-person>

Quality Inclusion is Effective for Toddlers with Autism and Their Typically Developing Peers

Research from La Trobe University has shown that toddlers with autism are just as capable of learning important life skills through early-intervention delivered in mainstream pre-schools as in specialized settings. In this three-year study toddlers with autism showed improvements in their vocal skills, social interaction skills, imitation, verbal cognition and adaptive behaviors, whether they spent their day in an inclusive setting or a segregated setting. Additionally, the study documented that including children with autism in classrooms did not detract from student development or reduce the amount of attention staff gave to typically developing children. Read more at <https://www.latrobe.edu.au/news/articles/2018/release/autism-early-education-breakthrough>

Does Bottle Feeding Play a Role in Right- vs Left-Handedness?

Bottle feeding infants is associated with left-handedness, according to a new study that has found that the prevalence of left-handedness is lower among breastfed infants as compared to bottle-fed infants. The researchers identified this finding in about 60,000 mother-infant pairs. The results provide further insight into the development of complex brain functions which ultimately determine which side of the batter’s box the infant likely will choose. Read more at <https://www.futurity.org/breastfeeding-bottles-handedness-1949482/>

Brain Circuits for Successful Emotional Development Established During Infancy

Researchers in the UNC Early Brain Development Study tracking the development of the brain’s emotion circuitry in infancy found that adult-like functional brain connections for emotional regulation emerge during the first year of life. The growth of these brain circuits during the 2nd year of life predicted the IQ and emotional control of the children at 4 years old, suggesting new avenues for early detection and intervention for children who are at risk for emotional problems. Read more at <http://news.unhealthcare.org/news/2018/october/brain-circuits-for-successful-emotional-development-established-during-infancy>

The Case for Creative Play in a Digital Age

The American Academy of Pediatrics recently issued a statement on toys, advising families of young children to go for high-quality “traditional” (that is, physical) toys rather than elaborate digital ones. It discusses the cognitive and developmental advantages of toys that give children scope for imagination and invention and, above all, toys that encourage play that brings families and children together. Read more at <https://www.nytimes.com/2018/12/17/well/family/the-case-for-creative-play-in-a-digital-age.html>

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** to subscribe-babytalk@listserv.unc.edu

Support for Baby Talk is provided by the **Pritzker Children’s Initiative** (<http://pritzkerchildrensinitiative.org/>) and the **North Carolina Early Childhood Foundation** (<https://buildthefoundation.org/>). All or part of Baby Talk may be freely shared or copied. Past issues of Baby Talk are archived at <https://buildthefoundation.org/baby-talk/> For more information, please contact Camille Catlett at camille.catlett@unc.edu