

Other Resources for Online Learning

[Harvard Center on the Developing Child](#)

Deep Dives: provide in-depth scientific content that is accurate, credible, understandable to nonscientists, and useful for public decision makers. Within each “deep dive” section, you’ll find different types of materials based on research by the [National Scientific Council on the Developing Child](#)

- [The Science of Adult Capabilities](#)
- [Early Childhood Mental Health](#)
- [Lifelong Health](#) (7 min overview video & papers)
- [Neglect](#)
- [Gene-Environment Interaction](#)

Reports & Working Papers:

[Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined](#)

The rapidly advancing frontiers of 21st-century biological sciences now provide compelling evidence that the foundations of lifelong health are built early, with increasing evidence of the importance of the prenatal period and first few years after birth.

Topics: [brain architecture](#), [lifelong health](#), [mental health](#)

Media type: [Reports & Working Papers](#)

Published: 2020 [View resource](#)

[Understanding Motivation: Building the Brain Architecture That Supports Learning, Health, and Community Participation](#)

A healthy, engaged community depends on people achieving to the best of their potential, contributing actively to the economy and public well-being, and helping the next generation to thrive. A complex set of intertwined social and biological factors influences people’s motivation to participate actively and productively in schools, jobs, and communities—and to persevere in the [...]

Topics: [adult capabilities](#), [executive function](#), [motivation](#), [resilience](#)

Media type: [Reports & Working Papers](#)

Published: 2018 [View resource](#)



[Three Principles to Improve Outcomes for Children and Families](#)

Understanding how the experiences children have starting at birth, even prenatally, affect lifelong outcomes—combined with new knowledge about the core capabilities adults need to thrive as parents and in the workplace—provides a strong foundation upon which policymakers and civic leaders can design a shared and more effective agenda.

Topics: [adult capabilities](#), [lifelong health](#), [program effectiveness](#), [serve and return](#)

Media type: [Reports & Working Papers](#)

Published: 2017 [View resource](#)

Applying the
Science of Child Development
in Child Welfare Systems

[Applying the Science of Child Development in Child Welfare Systems](#)

This paper shows how the science of child development can be leveraged to strengthen and improve the public child welfare system so that it can better support the children, families, and communities it serves.

Topics: [neglect](#)

Media type: [Reports & Working Papers](#)

Published: 2016 [View resource](#)



[From Best Practices to Breakthrough Impacts](#)

This report synthesizes 15 years of dramatic advances in the science of early childhood and early brain development, analyzes evidence generated by 50 years of program evaluation research, and presents a framework for driving [science-based innovation](#) in early childhood policy and practice.

Topics: [adult capabilities](#), [brain architecture](#), [executive function](#), [lifelong health](#), [mental health](#), [neglect](#), [program effectiveness](#), [resilience](#), [serve and return](#), [toxic stress](#)

Media type: [Reports & Working Papers](#)

Published: 2016 [View resource](#)

Building Core Capabilities for Life



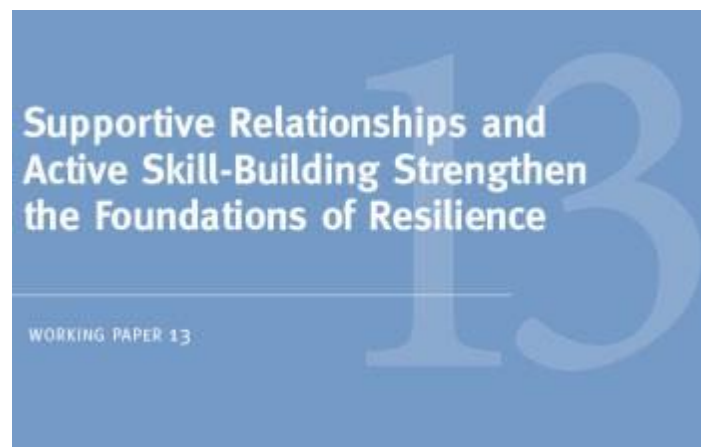
[Building Core Capabilities for Life](#)

This report identifies the core capabilities adults need to succeed in life and support the development of the next generation, how these capabilities develop, and what compromises them, and provides approaches for helping adults to build these core skills.

Topics: [adult capabilities](#)

Media type: [Reports & Working Papers](#)

Published: 2016 [View resource](#)



[Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience](#)

This working paper from the [National Scientific Council on the Developing Child](#) explains how supportive relationships with adults help children develop “[resilience](#),” or the set of skills needed to respond to adversity and thrive.

Topics: [resilience](#)

Media type: [Reports & Working Papers](#)

Published: 2015 [View resource](#)

A Decade of Science Informing Policy



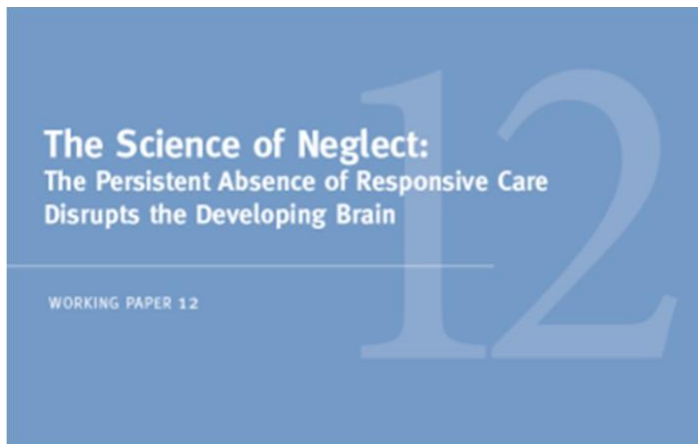
[A Decade of Science Informing Policy: The Story of the National Scientific Council on the Developing Child](#)

This retrospective report describes the history of how the [National Scientific Council on the Developing Child](#) came to be, what its impact has been, how its members work, and why the Council has made a difference.

Topics:

Media type: [Reports & Working Papers](#)

Published: 2014 [View resource](#)



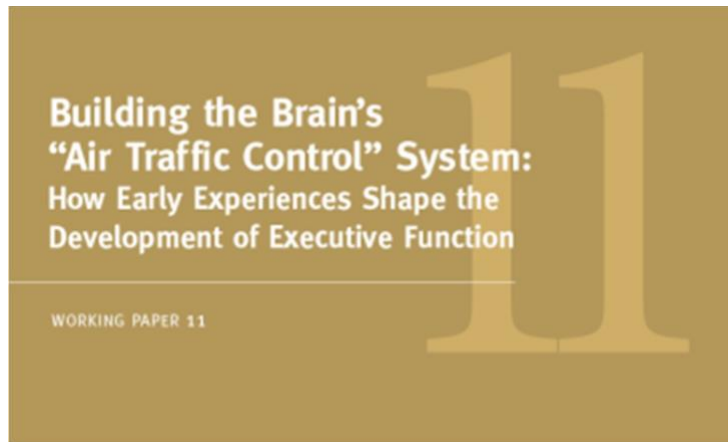
[The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain](#)

This working paper from the [National Scientific Council on the Developing Child](#) explains why young children who experience severe deprivation or [neglect](#) can experience a range of negative consequences.

Topics: [neglect](#), [serve and return](#), [toxic stress](#)

Media type: [Reports & Working Papers](#)

Published: 2012 [View resource](#)



[Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function](#)

This working paper from the [National Scientific Council on the Developing Child](#) explains how [executive function](#) skills develop, what can disrupt their development, and how supporting them pays off in school and life.

Topics: [executive function](#)

Media type: [Reports & Working Papers](#)

Published: 2011 [View resource](#)



[The Foundations of Lifelong Health Are Built in Early Childhood](#)

This report explains how the earliest years lay the groundwork for [lifelong health](#).

Topics: [lifelong health](#), [mental health](#)

Media type: [Reports & Working Papers](#)

Published: 2010 [View resource](#)



Early Experiences Can Alter Gene Expression and Affect Long-Term Development

Early experiences can affect how and if [genes are expressed](#). This working paper from the [National Scientific Council on the Developing Child](#) explains how children's early environmental influences shape their developing brain architecture.

Topics: [brain architecture](#)

Media type: [Reports & Working Papers](#)

Published: 2010 [View resource](#)



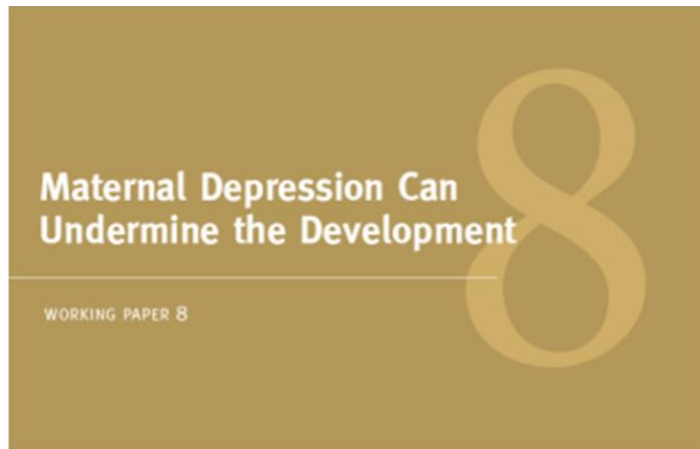
Persistent Fear and Anxiety Can Affect Young Children's Learning and Development

This working paper from the [National Scientific Council on the Developing Child](#) explains how early exposure to circumstances that produce persistent fear and chronic anxiety can have lifelong effects on physical and [mental health](#).

Topics: [lifelong health](#), [mental health](#), [neglect](#), [toxic stress](#)

Media type: [Reports & Working Papers](#)

Published: 2010 [View resource](#)



[Maternal Depression Can Undermine the Development of Young Children](#)

This working paper from the [National Scientific Council on the Developing Child](#) and the National Forum on Early Childhood Policy and Programs examines why addressing the consequences of serious depression in parents and caregivers could support the future prosperity and well-being of both children and society as a whole.

Topics: [mental health](#)

Media type: [Reports & Working Papers](#)

Published: 2009 [View resource](#)



[Workforce Development, Welfare Reform, and Child Well-Being](#)

This working paper from the National Forum on Early Childhood Policy and Programs summarizes evaluations of family self-sufficiency programs to show that policies can achieve both positive economic benefits for parents and positive educational effects for their children.

Topics: [program effectiveness](#)

Media type: [Reports & Working Papers](#)

Published: 2008 [View resource](#)



Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood

WORKING PAPER 6

[Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood](#)

This working paper from the [National Scientific Council on the Developing Child](#) explains why sound [mental health](#) is the foundation that supports all other aspects of human development—from the formation of friendships to achievement in school.

Topics: [mental health](#)

Media type: [Reports & Working Papers](#)

Published: 2008 [View resource](#)



The Science of Early Childhood Development

Closing the Gap Between
What We Know and What We Do

[The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do](#)

This report outlines seven core concepts of development, and explains their implications for policies and programs that could significantly improve children's lives.

Topics: [brain architecture](#), [lifelong health](#), [toxic stress](#)

Media type: [Reports & Working Papers](#)

Published: 2007 [View resource](#)

A Science-Based Framework for Early Childhood Policy

Using Evidence to Improve Outcomes
in Learning, Behavior, and Health for
Vulnerable Children

[A Science-Based Framework for Early Childhood Policy](#)

This report provides a framework for using evidence to improve child outcomes in learning, behavior, and health.

Topics: [brain architecture](#), [lifelong health](#), [program effectiveness](#), [toxic stress](#)

Media type: [Reports & Working Papers](#)

Published: 2007 [View resource](#)

The Timing and Quality of
Early Experiences Combine
to Shape Brain Architecture

WORKING PAPER 5

5

[The Timing and Quality of Early Experiences Combine to Shape Brain Architecture](#)

This working paper from the [National Scientific Council on the Developing Child](#) explains key scientific advances in understanding why the early years matter for brain development, as well as the implications of those findings for policy.

Topics: [brain architecture](#)

Media type: [Reports & Working Papers](#)

Published: 2007 [View resource](#)



[Early Exposure to Toxic Substances Damages Brain Architecture](#)

This working paper from the [National Scientific Council on the Developing Child](#) explains how exposure to toxins before birth or early in life can have a devastating and lifelong effect on the developing [architecture of the brain](#).

Topics: [brain architecture](#)

Media type: [Reports & Working Papers](#)

Published: 2006 [View resource](#)



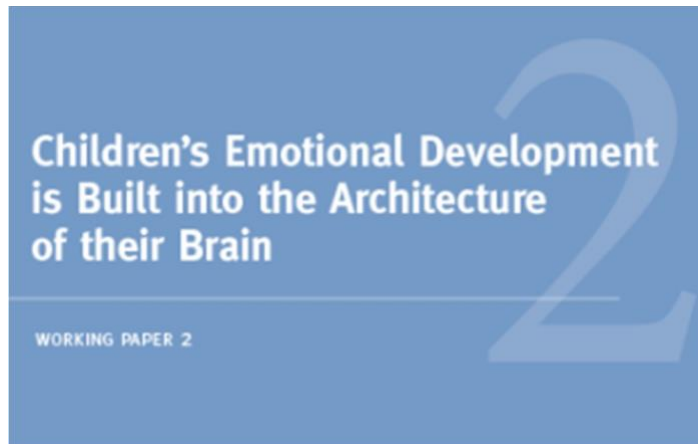
[Excessive Stress Disrupts the Architecture of the Developing Brain](#)

This working paper from the [National Scientific Council on the Developing Child](#) defines the concept of [toxic stress](#)—what happens when children experience severe, prolonged adversity without adult support.

Topics: [toxic stress](#)

Media type: [Reports & Working Papers](#)

Published: 2005 [View resource](#)



Children's Emotional Development Is Built into the Architecture of Their Brains

This working paper from the [National Scientific Council on the Developing Child](#) discusses how a child's capacity to regulate emotions develops in a complex interaction with his or her environment and ongoing mental, physical, and social development. It also discusses the implications of this research for policies affecting young children, their caregivers, and service providers.

Topics: [brain architecture](#), [mental health](#)

Media type: [Reports & Working Papers](#)

Published: 2004 [View resource](#)



Young Children Develop in an Environment of Relationships

This working paper from the [National Scientific Council on the Developing Child](#) explains why an environment of relationships is crucial for the development of a child's [brain architecture](#), which lays the foundation for later developmental outcomes.

Topics: [brain architecture](#), [serve and return](#)

Media type: [Reports & Working Papers](#)

Published: 2004 [View resource](#)

The Florida State University Center for Prevention and Early Intervention Policy Practitioner Series

[Florida State CPEIP](#)

Developed to increase the infant and early childhood mental health knowledge base and improve practice in managed care healthcare settings.

Targeted disciplines are:

- Pediatricians
- Obstetricians
- Gynecologists
- Managed care plan care coordinators and managers
- Occupational, speech, and physical therapists
- Home visitors
- Behavioral healthcare practitioners

This website provides information that is tailored to each discipline regarding:

- Awareness of toxic stress
- Understanding and appreciation for infant and early childhood mental health
- Screening and assessment
- Basic practices that can be used to promote positive development, prevent or provide early interventions within the scope of practice of the discipline
- Referral and linkages to specialty mental health providers when necessary
- Ways to integrate physical and behavioral health care

CDC Website

CDC website: [National Center on Birth Defects & Developmental Disabilities](#)

[General child developmental info, milestones, etc.](#)

[Supporting Parents to Help Children Thrive](#)

[Health-care, Family, and Community Factors Associated with Mental, Behavioral, and Developmental Disorders in Early Childhood - United States, 2011-2012](#)

[NIH normal growth & development](#)

Pyramid Model

[Pyramid Model Overview](#)

10 min

[Practical Strategies for Teaching Social & Emotional Skills](#)

30 min

[Promoting Social Emotional Competence](#)

30 min

Trauma video clip

[Dr Bruce Perry - Early Brain Development: Reducing the Effects of Trauma](#)

20.5 min

Ethical Issues in Working with Children

Blog on [ethical issues from Child Educ & Research Centers](#)

Self-Regulation & Co-Regulation

RULER Programs (Yale Univ)

[Helping toddlers regulate emotions](#)

5 min

[Dr. Ruth Feldman: How Parent-Infant Synchrony Supports Children's Regulatory Capacities](#)

30 min

[Dr Stuart Shanker: Foundation of Self-Regulation: Stress regulation in infants 0-3](#)

16 min

What is Infant Mental Health?

[What is Infant Mental Health?](#)

1 hr 30 min

Questions to Accompany Online Learning Documentation

Please respond to the following questions and submit your responses with your documentation of time spent for the Info Brief, podcast, article, or Video clip

Title of document _____

Location of material used (e.g., posting on website, YouTube clip, article downloaded from a website) _____

Estimate of time spent (include time for these questions) _____

1. What were three key issues described in the material?
 - a.
 - b.
 - c.

2. What new ideas or takeaways did you gain from this material?
 - a.
 - b.
 - c.

3. How might you use what you learned?
 - a.
 - b.

4. Additional comments or notes
