

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

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Interactions with a Baby Can Forecast Future Success

Results from recent research at Purdue University showed that families and caregivers who provided more stimulating and responsive interactions with babies and toddlers during the first three years of life had children who performed better on both math and vocabulary assessments. Examples of stimulating and responsive care include regularly talking to a child, reading a book, providing positive and constructive feedback, and responding to a child with a warm regard. Read more in English or Spanish at https://positiveparentingnews.org/news-reports/interactions-with-baby-forecast-future-success/

Why Do Babies Laugh Out Loud?

Developmental psychologist Dr. Caspar Addyman has launched a global study that looks into the science behind a baby's contagious laughter. Addyman says infants' laughter signals that they are learning about and connecting with the world around them. Learn more at https://www.bbc.com/future/article/20150728-why-do-babies-laugh-out-loud Or for more fun, watch Dr. Addyman's TED Talk at https://www.youtube.com/watch?v=mymMye4purU

What Do Early Childhood Educators Who Work With Infants and Toddlers Need to Know and Be Able to Do? In 2017 a study was funded to identify the specific knowledge, skills, and competencies that are essential to teaching and caring for infants and toddlers and are needed to support optimum development. The results, published in October 2019, revealed that "there is currently not enough information to link specific infant/toddler teacher and caregiver competencies to outcomes." Learn more about what is known at

https://www.acf.hhs.gov/sites/default/files/opre/competencies_infant_toddlers_teachers_oct_2019.pdf

Free, Ad-Free Videos, Articles, and Apps for Supporting Newborns, Babies, and Toddlers

The Australian Parenting Website has extensive resources for families and caregivers. In addition to resources for children under three, the site also features resources for children of all ages, and includes sections with specific emphasis on children on the autism spectrum and children with disabilities. https://raisingchildren.net.au/

Play by Age

This website is set up to assist readers in locating activities that will playfully support learning and development. Activities are developmentally appropriate for each age category and support multiple domains. https://www.learning4kids.net/ CAUTION: The section for 1-2 year-olds includes a balloon activity. Balloons can pose a serious choking hazard and should only be used when adults are fully present to monitor the activity. https://www.verywellfamily.com/balloon-warning-2634205

Is Social Bias Learned from Parents?

In recent research, 283 children ages three to five years old were observed as they watched a video of two people interacting. One person was giving off positive nonverbal cues to another person. Then that same person was giving off negative nonverbal cues to a different person, such as leaning away or using a cold tone of voice. The words were the same in both interactions. The children were then asked who they liked best. Researchers found that the children acquired attitudes toward the people in videos based on the nonverbal cues, and the more the children mimicked emotional expressions displayed toward the people in the video, the more likely their own attitudes matched those on the screen. Skinner offers ways in which to help young children put negative nonverbal signals in perspective. Read more in English or Spanish at https://positiveparentingnews.org/news-reports/is-social-bias-learned-from-parents/

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 or signature block to subscribe-babytalk@listserv.unc.edu

Resources in Spanish are highlighted. All or part of Baby Talk may be freely shared or copied. For more information, please contact Camille Catlett at camille.catlett@unc.edu