

What We Know About Child Development References

Children are naturally curious and have an innate desire to learn about the world.

- Engel, S. (2015). *The hungry mind: The origins of curiosity in childhood*. Harvard University Press.
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (2009). *The scientist in the crib: Minds, brains, and how children learn*. Mariner Books.
- NAEYC. (2020). Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. <https://www.naeyc.org/resources/position-statements/dap/contents>
- Suardi, M., Kurniawati, L. & Rachmawati, Y. (2021). Curiosity in young children. *Advances in Social Science, Education and Humanities Research*, 538, pp. 224-228. 10.2991/assehr.k.210322.048.

Children are active learners who construct knowledge through hands-on experiences.

- Barker, J.E., Semenov, A.D., Michaelson, L., Provan, L. S., Synder, H.R., & Munakata, Y. (2014). Less-structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5(593), 1-16. <https://doi.org/10.3389/fpsyg.2014.00593>
- Miller, P. H. (2009). *Theories of developmental psychology*. 5th Edition. Worth Publishers.
- NAEYC. (2020). Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. <https://www.naeyc.org/resources/position-statements/dap/contents>
- Ng, C. M., Kaur S., Koo, H.C., & Mukhtar, F. (2022). Involvement of children in hands-on meal preparation and the associated nutrition outcomes: A scoping review. *Journal of Human Nutrition and Diet*, 35(2), 350-362. doi: 10.1111/jhn.12911.
- Richardson, V. (2004). Constructivist pedagogy. *Teachers College Record*, 105(9), 1623-1640.
- Vygotsky, L.S. (1967). Play and its role in the mental development of the child. *Soviet Psychology*, 5(3), 6-18.

Children learn through play.

- Duncan, R.M., & Tarulli, D. (2003) Play as the leading activity of the preschool period: Insights from Vygotsky, Leont'ev, and Bakhtin. *Early Education & Development*, 14(3), 271-292. DOI: 10.1207/s15566935eed1403_2

Gray, P., Lancy, D., & Bjorklund, D. (2023). Decline in independent activity as a cause of decline in children's mental wellbeing: Summary of the evidence. *The Journal of Pediatrics*. DOI: 10.1016/j.jpeds.2023.02.004.

Lipsey, M.W., Farran, D. C., & Durkin, K. (2018). Effects of the Tennessee prekindergarten program on children's achievement and behavior through third grade. *Early Childhood Research Quarterly*, 45, 155-176. <https://doi.org/10.1016/j.eg.cresq.2018.03.005>

McInnes, K., Howard, J., Miles, G., & Crowley, K. (2009). Behavioural differences exhibited by children when practising a task under formal and playful conditions. *Educational and Child Psychology*. 26, 31-39. 10.53841/bpsecp.2009.26.2.31.

Miller, E., & Almon, J. (2009). *Crisis in the kindergarten: Why children need to play in school*. Alliance for Childhood.

NAEYC. (2020). Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. <https://www.naeyc.org/resources/position-statements/dap/contents>

Sahlberg, P. & Doyle, W. (2019). *Let the children play: How more play will save our schools and help children thrive*. Oxford University Press.

Vygotsky, L.S. (1967). Play and its role in the mental development of the child. *Soviet Psychology*, 5(3), 6-18.

Whitebread, D., Coltman, P., Jameson, H., & Lander, R. (2009). Play, cognition and self-regulation: What exactly are children learning when they learn through play? *Educational and Child Psychology*, 26(2), 40-52. DOI: <https://doi.org/10.53841/bpsecp.2009.26.2.40>.

Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., & Golinkoff, R.M. (2018). The power of play: A pediatric role in enhancing development in young children. *Pediatrics*, 142(3), e20182058 American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health, Council on Communications And Media.

Children need environments that foster positive identity development.

Abawi, Z. (2021). Privileging power: Early childhood educators, teachers, and racial socialization in full-day kindergarten. *Journal of Childhood Studies*, 46(1), 1-12. DOI:10.18357/jcs00202119594

Bronfenbrenner, U. (1994). Ecological models of human development. In M. Gauvain & M. Cole (Eds.),

Readings on the development of children (3rd ed.,2001, pp. 3-8). Worth Publishers.

Green, C., Kalvaitis, D., & Worster, A. (2015). Recontextualizing psychosocial development in young children: A model of environmental identity development. *Environmental Education Research*, 22, 1-24. 10.1080/13504622.2015.1072136.

NAEYC. (2019). Advancing equity in early childhood education [Position statement].
<https://www.naeyc.org/resources/position-statements/equity>

Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. Twentieth Anniversary Edition. Basic Books.

University of Pittsburgh School of Education Race and Early Childhood Collaborative. (2016). *Positive Racial Identity Development in Early Education: Understanding PRIDE in Pittsburgh*. University of Pittsburgh: Pittsburgh, PA.

Children need ample opportunities to move their bodies and use their voices.

Fielding, M., & Rudduck, J. (2002). The transformative potential of student voice: Confronting the power issues. Paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England, 12-14.

Gallas, K. (1995). *Talking their way into science: Hearing children's questions and theories, responding with curriculum*. Teachers College Press.

NAEYC. (2020). Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. <https://www.naeyc.org/resources/position-statements/dap/contents>

Children need caring and nurturing relationships with adults.

Lally, J.R., & Mangione, P.L. (2017). Caring relationships: The heart of early brain development. *Young Children*, 72(2). <https://www.naeyc.org/resources/pubs/yc/may2017/caring-relationships-heart-early-brain-development>

NAEYC. (2020). Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. <https://www.naeyc.org/resources/position-statements/dap/contents>

van der Voort, A., Juffer, F., & Bakermans-Kranenburg, M. (2014). Sensitive parenting is the foundation for

secure attachment relationships and positive social-emotional development of children. *Journal of Children's Services*, 9, 165-176. 10.1108/JCS-12-2013-0038.

Children need agency over their learning.

Adair, J. K. & Colegrove, K. S. S. (2021). *Segregation by experience: Agency, racism, and learning in the early grades*. University of Chicago Press.

Cordova, D., & Lepper, M. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology*, 88, 715-730. 10.1037/0022-0663.88.4.715.

Gray, P., Lancy, D., & Bjorklund, D. (2023). Decline in independent activity as a cause of decline in children's mental wellbeing: Summary of the evidence. *The Journal of Pediatrics*. DOI: 10.1016/j.jpeds.2023.02.004.

NAEYC. (2020). Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. <https://www.naeyc.org/resources/position-statements/dap/contents>

Children need ample time outdoors.

Ernest, J. & Burcak F. (2019). Young children's contributions to sustainability: The influence of nature play on curiosity, executive function skills, creative thinking, and resilience. *Sustainability*, 11(4212), p. 1-22. doi:10.3390/su11154212

Green, C., Kalvaitis, D., & Worster, A. (2015). Recontextualizing psychosocial development in young children: A model of environmental identity development. *Environmental Education Research*, 22, 1-24. 10.1080/13504622.2015.1072136.

Joshi, N., & Stone, M. (2021). Playing during a pandemic: Why children need outdoor play more than ever. *Healthy Populations Journal*, 1(1), 16-19. DOI: <https://doi.org/10.15273/hpj.v1i1.10581>

Larouche, R., Garriguet, D. & Tremblay, M.. (2017). Outdoor time, physical activity and sedentary time among young children: The 2012–2013 Canadian Health Measures Survey. *Canadian Journal of Public Health*, 107, 500. 10.17269/cjph.107.5700.

Children need opportunities to develop self-control, self-regulation, and executive functioning.

Barker, J.E., Semenov, A.D., Michaelson, L., Provan, L. S., Synder, H.R., & Munakata, Y. (2014). Less-

structured time in children's daily lives predicts self-directed executive functioning. *Frontiers in Psychology*, 5(593), 1-16. <https://doi.org/10.3389/fpsyg.2014.00593>

Ernest, J. & Burcak F. (2019). Young children's contributions to sustainability: The influence of nature play on curiosity, executive function skills, creative thinking, and resilience. *Sustainability*, 11(4212), p. 1-22. doi:10.3390/su11154212

Gray, P., Lancy, D., & Bjorklund, D. (2023). Decline in independent activity as a cause of decline in children's mental wellbeing: Summary of the evidence. *The Journal of Pediatrics*. DOI: 10.1016/j.jpeds.2023.02.004.

Whitebread, D., Coltman, P., Jameson, H., & Lander, R. (2009). Play, cognition and self-regulation: What exactly are children learning when they learn through play? *Educational and Child Psychology*, 26(2), 40-52. DOI: <https://doi.org/10.53841/bpsecp.2009.26.2.40>.

Children need space to fail and struggle so they can learn to persist and try again.

Boaler, J. (2022). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching. Josey Bass.

Kapur, M. (2008). Productive failure. *Cognition and Instruction*, 26(3), pp. 379-424. DOI: 10.1080/07370000802212669

NAEYC. (2020). Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. <https://www.naeyc.org/resources/position-statements/dap/contents>