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## RESEARCH ARTICLE

# Early Childhood Education that Promotes Lifelong Learning, Health, and Social Well-being: The Abecedarian Project and its Replications

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## ABSTRACT

**Introduction:** The Abecedarian Project was a randomized controlled trial (RCT) that tested the effects of 5 years of early education combined with social and health supports on learning and cognitive development in infants from high-risk environments. This article provides a reflective review of its key findings from 50 years along with results from variations also tested in RCTs.

**Methods:** The Abecedarian Project and its replications all used a comparative efficacy RCT design. The Early Education treatment group received systematic early education with pediatric health care, early nutritional enhancement, and family social services while the Health/Social Services comparison group received health and family supports but not the formal early education program. In childhood, key outcomes were cognition and school-age academic achievement; in adulthood, assessments included post-high school educational attainment, employment, income/assets, adult family relationships, brain development, and social decision-making.

**Results:** At all tested ages after 12 months of age, the Abecedarian Early Education was associated with significant benefits in children's cognitive development, school and educational achievements, and multiple indicators of positive health and indicators of adult social adjustment. Collectively, the major replication studies provide affirmation of the positive impact of high-quality early education, although the breadth and magnitude of benefits vary with the child's environmental risks and dosage of the early education intervention. Some unexpected long-term associations include enhanced caring and future planning in social decision-making, positive relationships with parents, altered brain structure, and improved cardiovascular health.

**Conclusions:** This series of RCTs improved developmental trajectories of infants born into multi-risk social, economic, and biological life circumstances, thus strongly resolving that human malleability is achievable. The challenge ahead concerns how to effectively disseminate and practically use these findings to realize widespread benefits. We nominate both a guiding conceptual framework to help plan and measure strategic interventions as well as a set of hallmarks associated with successful community implementation of effective child and family programs.

**Keywords:** Early childhood education, high risk infants, poverty effects, Abecedarian Project, low birthweights, childcare effects, cognitive development, Project CARE, health benefits, return on investment, treatment-induced neuroplasticity, Infant Health and Development Project, academic achievement

# Research Methods In Health Care And Early Years Heinemann Child Care

**Goouch, Kathy, Powell, Sacha**



## **Research Methods In Health Care And Early Years Heinemann Child Care:**

Research Methods in Health, Care and Early Years Karen Hucker, 2001-12 Offering in depth information for modules on research methods for all Early Years and Care course this title covers methods and types of research evaluating and analyzing data implementing and recording results and writing reports It features topical case studies and activities reinforce learning

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*Managing Children's Behaviour* Sheila Riddall-Leech, 2003 This book covers both the theory and practice of behaviour management from birth to adolescence Written as a guide for students it should also be useful to primary teachers classroom assistants workers in social care and playworkers Section 1 covers child development influences on children s behaviour and explores reasons why unwanted behaviour can occur Section 2 offers practical strategies for managing behaviour Useful case studies and sources of further information are included

**How to Observe Children** Sheila

Riddall-Leech, 2005 Shows students how to make the links between observations and child development theory helping them to achieve higher grades in their childcare awards Provides guidance on terminology and presentation to ensure students do the best they can in their assignments Includes chapters on observing for the Birth to Three Framework the Foundation Stage and the National Curriculum Written by an experienced early years professional and author Sheila Riddall Leech is Lead Examiner for CACHE and author of *Childminding and Managing Children's Behaviour* EBOOK: The Baby Room

Kathy Goouch, Sacha Powell, 2013-04-16 This book considers babies development with a view to disseminating good practice in out of home daycare for babies and young children It is informed by a research and development project the Baby Room Project which examined the practices attitudes and qualifications of those working with the youngest children in formal daycare settings Drawing on unique snapshots of practice and original research evidence the book considers development issues related to the care of babies and creates a Baby Room Charter It explores key aspects of practice that nourish and support babies and very young children in day care settings as well as in other less formal arrangements In particular the book focuses on Baby care professionals how policy and practice interact is examined as well as thorny issues of professional identity supporting frequently inexperienced practitioners and training Relationships the range and complexity of relationships within and around baby rooms and involving babies are considered including practitioners own wellbeing Talk this theme which is highlighted as absolutely central to baby room practice is fully explored with challenging evidence from practice Environments the spaces and places within which adults and babies play relate and relax are examined with clear recommendations for practice Essential reading for all early years students and professionals The Baby Room celebrates the commitment energy and care that baby room practitioners dedicate to their work This carefully conceived and unique book based on an extensive research project examines the practices and daily experiences of a range of baby room workers and their influences upon babies and their families The authors sensitively question the functional versus educative role of practitioners their status as perceived by our society and their needs in relation to professional and practice development particularly as these individuals are often those with the least experience and qualifications and lowest salaries The authors with their practitioner research participants explore the many issues which underpin beliefs and practices when working and playing with babies and show clearly the need for all day nursery practitioners to be more politically aware and able to critique current policy directives for their own sakes and those of the babies in their care and their families For those in baby rooms who feel their role is purely functional and that they are there to provide just care for the babies this book will make them think again Janet Moyles Professor Emerita Anglia Ruskin University UK In their brilliant book Drs Goouch and Powell elevate baby care and education by presenting it in all its complexities challenging common societal perceptions that dismiss it as easy and thus requiring of no special skill education or support of its workforce Showing tremendous respect for practitioners the authors articulate the emotional and physical difficulties of working day to day in birth to three settings and

the intellectual demands inherent in implementing relational pedagogies with babies families colleagues and the community at large The authors foreground the lived experiences of practitioners with relevant research and theory making fully transparent the nature of their critical interpretations a tremendous contribution to the field The Baby Room is a must read for students scholars teacher educators and policy makers and all who care about the rights of our youngest global citizens an essential handbook for those interested in joining forces with the authors to help reframe the prevailing baby teacher discourses swirling around and about and all of us who want to get serious about addressing the attendant need to fully support the professional development and well being of those who care for and educate our babies Professor Mary McMullen School of Education Indiana University USA This scholarly book will never gather dust on a shelf It is highly readable and helpful for lead practitioners in taking forward their work in very practical ways It will also inform policy makers and future planning about how to give babies the best start in life a doubly good book which it has been a treat to read Professor Tina Bruce CBE University of Roehampton UK Babies need quality care Knowledge about the very early stage of life from conception through early developmental milestones can be seen as a factual base for work with babies and families there are plenty of manuals about early development and maternal or parental role There is a rich seam of scientific papers from for example psychology biology and medicine aimed principally at others in those fields In the field of early childhood education and care manuals also exist however high level academic publications have been few it is as if thinking about children s education and care and the impact of the people around them begins at three and indeed here there is a proliferation of work The messages from science cannot be ignored young human beings need the highest quality of human companionship if they are to flourish in the ways of which they are capable The Baby Room is a stunning book Drawing from their experience of a research and development project with Baby Room practitioners and advisory staff Kathy Goouch and Sacha Powell have created a powerful scholarly challenging highly readable and well evidenced book focused on the out of home care of babies From it we can learn so much more about the importance of having well informed motivated and articulate people working with babies How to be with babies and how to care the importance of talk the importance of being both valued and challenged are some of the key messages their writing offers to adults who work professionally and on a daily basis with babies and toddlers but also for those who employ support and advise them This book provides the reader with important and essential knowledge about why experiences in babyhood matter for the rest of life and more than that it provokes thinking about how babies their families and the practitioners who work with them are placed by society by our politic and by the babycare industry What the authors describe as the constant binding thread of the participants narratives show us what needs to be done who can take responsibility and how collectively we need to shift not only babyroom practices but policy training opportunities working conditions and not least attitudes This book speaks to all with a passion for providing well for our youngest children let the reader in turn use it to open the conversation locally and nationally about what matters for

babies Aline Wendy Dunlop Emeritus Professor University of Strathclyde UK This fascinating book does not argue for or against baby rooms but opens up issues and shares the voices of baby room practitioners traditionally the least qualified and most poorly paid staff in the early years sector Goouch and Powell have listened respectfully to these voices as well as challenging and questioning what they mean for babies settings and society Their research is important democratic and unsettling and should be required reading for everyone who has ever wondered about what is best for our babies Helen Moylett Early Years Consultant and writer *The Baby Room* Goouch, Kathy, Powell, Sacha, 2013-04-01 Drawing on research The Baby Room considers development issues and research areas concerned with and in relation to the care and development of babies and very young children with a focus on talk relationships and environments Protecting Children Heather Flynn, Barbara Starns, 2004 Written by authors who work in a child protection unit this title offers clear and up to date information in legislation and guidelines in child protection **Using Innovative Methods in Early Years Research** Zeta Brown, Helen Perkins, 2019-06-04 Exploring a range of unconventional research methods and considering how these can be used effectively in practice this accessible textbook encourages the use of innovative approaches to conduct research in early years contexts Using Innovative Methods in Early Years Research provides key information on a range of non traditional research methods and details the strengths limitations and challenges involved in diverging from more standard research methods From researching with young children practitioners and parents to harnessing the arts vignettes identity boxes and narrative accounts chapters draw on authors first hand experiences to highlight the value of thinking outside the box and developing innovative research methods that meet the needs and aims of the researcher while also involving and empowering research participants Including detailed information on ethical concerns and the importance of reflexivity individual and group tasks encourage students to take a critical and well thought out approach to conducting independent research This will be an invaluable and inspiring resource for high level undergraduate and postgraduate students as they embark on research projects in the field of early years education and care Research in the Early Years Pam Jarvis, Jane George, Wendy Holland, Stephen Newman, 2014-01-14 This new text is the only resource out there to address the needs of today's early years students trainees and support them through every stage of the early years research process Research in the Early Years contains case study material in the form of four fictional students experiences which run through the book Readers follow these example students through their dissertation module as they address common problems issues and pitfalls Clear explanations and a step by step approach are balanced with sufficient depth and rigour to challenge those on undergraduate courses or following graduate programmes such as EYPS **Working with Babies and Children** Cathy Nutbrown, Jools Page, 2008-09-25 This book should be required reading for all those with responsibility for children under the age of three and is the ideal guide for students on training courses or for those pursuing continuing professional development Early Years Educator All the material presented is accessible and clear it is an invaluable source of information for further

research It comes highly recommended Early Years Update From the very first page Cathy Nutbrown and Jools Page lay down the twin cornerstones of this fabulous book the sheer brilliance of babies minds and the daunting challenges facing those who work with them professionally This is a principled book underpinned by a commitment to advocacy and respect for under threes Yet it is practical too rich in case vignettes and linked reflections I hope it will come to be regarded as required reading by those with responsibility for children under three Peter Elfer Senior Lecturer in Early Childhood Studies Roehampton University This book is an essential companion for all who work with children under three It makes current research accessible and provides practical support material for curriculum learning teaching planning and assessment The authors focus on work in settings of all kinds to promote best practice and offer a high quality experience for the age range Key features of the book are a theoretical foundation relevant to different social contexts an accessible summary of research into learning and development a review of current policies on provision a discussion of international approaches to support learning and development case studies and practice based examples of approaches to developing effective and appropriate provision in group settings and home care This book is for students on initial training courses including foundation degrees NVQ early childhood studies degrees and those seeking Early Years Professional Status It is also for practitioners whether in initial training BA and MA degrees or in continuing professional development

**A Student's Guide to Methodology** Peter Clough, Cathy Nutbrown, 2012-03-21 Essential for anyone undertaking a dissertation or thesis this title presents clear and straightforward information and advice on the process and functions of methodology

*Modern Early Childhood Teacher Education: Theories and Practice* Badea, Mihaela, Suditu, Mihaela, 2024-01-22 Early childhood education is the decisive period of a student's life experience where the foundations for lifelong learning are laid A dynamic interplay of individual and collective experiences unfolds within its organized environment fostering holistic growth development and the safeguarding of young minds The significance of these formative years cannot be overstated they are a cornerstone of education shaping more than half of an individual's future learning trajectory In a world driven by international imperatives and national priorities the establishment of robust early education policies has emerged as a pressing need within the broader Early Childhood Development program Modern Early Childhood Teacher Education Theories and Practice delves into the multifaceted tapestry of early school education dissecting its historical underpinnings while navigating the complexities of contemporary educational paradigms The book unfurls a comprehensive exploration of diverse global early schooling systems dissecting their historical trajectories and contemporary challenges It assumes the role of a scholarly guide not only for practicing early education teachers but also for aspiring educators preparing to embark on their journey into the realm of pre school and primary education Additionally it stands as a forum for the global exchange of pedagogical insights fostering a community of academics researchers and practitioners committed to advancing the field of early education The pages of this book resonate with the echoes of critical topics such as contemporary challenges in early schooling systems innovative

teaching resources tailored for young learners the intricate nuances of digital education in the formative years and the pivotal role of early education as a catalyst for broader educational and cultural policies *Childhood Practice* Mike Carroll, Mary Wingrave, 2023-04-05 This comprehensive guide to the core areas of early learning and childcare is designed to equip students to synthesise theory research and practice to become reflective evidence based practitioners Featuring a diverse and experienced team of authors this essential book covers policy theories of childhood professional development and urgent issues impacting the sector today such as diversity and inclusion being trauma aware and children s rights Each chapter includes case studies key ideas views from practice questions and more helping to bring topics to life making this a rich resource that will support your studies Dr Mike Carroll is a retired Senior Lecturer currently working as an Associate Tutor in Education at the University of Glasgow Education Consultant and the co author of *Understanding Teaching and Learning in Primary Education* 2018 Mary Wingrave is a Senior Associate Tutor and was formerly a Senior Lecture in Education at the University of Glasgow *Schemas in the Early Years* Cath Arnold, 2022-08-10 Evolved through conversations with key early childhood education experts *Schemas in the Early Years* focuses on the value of repeated patterns of action or schemas in young children s play It stimulates readers to ask questions of themselves to watch children closely and to create a dialogue with parents and other educators as well Contributors to this fascinating book discuss their observation of children in naturalistic situations when they are deeply involved in play and identify topics or themes that can be linked to and inspire professional development opportunities This book provides an antidote to beginning with the curriculum rather than the child and really considers children as learners Each chapter focuses on young children and schemas considering a wide age range from babies to children attending statutory schooling *Schemas in the Early Years* is an accessible and inspiring text and serves as essential reading for educators wanting to think further and in more depth about schemas Newcomers to schema theory or anyone currently using schema theory to understand children will also find these enquiries useful All royalties from the sale of this book will be donated to Shelter the housing and homelessness charity National Library of Medicine Current Catalog National Library of Medicine (U.S.), 1982



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