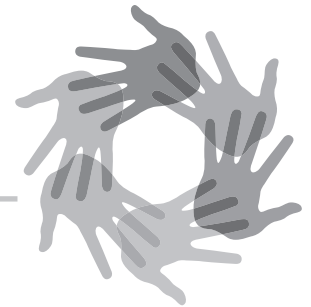# 参考文献

第 1 章

1. Erickson, M. F., & Kurz-Riemer, K. (1999). *Infants, toddlers and families: A framework for support and intervention.* New York: Guilford Press.

2. Johnston, M. V. (2009). Plasticity in the developing brain: Implications for rehabilitation. *Mental Disabilities Research Reviews, 15*, 94−101.

3. Center on the Developing Child. (2016). *Toxic stress*.

4. ChildTrauma Academy. (2016). *Brain development and neuroscience*.

5. Spelke, E. S. (2002). Developmental neuroimaging: A developmental psychologist looks ahead. *Developmental Science, 5*(3), 392−396.

6. Thompson, R. A. (2016). What more has been learned? The science of early childhood development 15 years after *Neurons to Neighborhoods. ZERO TO THREE Journal, 36*(3), 18−25.

7. National Scientific Council on the Developing Child. (2010). *Early experiences can alter gene expression and affect long-term development: Working paper 10*.

8. National Scientific Council on the Developing Child. (2010). *Persistent fear and anxiety can affect young children's learning and development: Working paper 9*.

9. Saffron, J. R. (2003). Statistical language learning: Mechanisms and constraints. *Current Directions in Psychological Science, 12*(4), 110−114.

10. Meltzoff, A. N., Kuhl, P. K., Movellan, J., & Sejnowski, T. J. (2009). Foundations for a new science of learning. *Science, 325,* 284−288.

11. Meltzoff, A. N., & Kuhl, P. K. (2016). Exploring the infant social brain: What's going on in there? *ZERO TO THREE Journal, 36*(3), 2−9.

12. Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., . . . Caspi,

A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 108*(7), 2693−2698.

13. Sektnan, M., McClelland, M. M., Acock, A., & Morrison, F. J. (2010). Relations between early family risk, children's behavioral regulation, and academic achievement. *Early Childhood Research Quarterly*, *25*(4), 464−479.

14. Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed.). Washington, DC: National Association for the Education of Young Children.

15. Small, M. F. (1998). *Our babies, ourselves: How biology and culture shape the way we parent.* New York: Anchor.

16. Waxman, S. R., Fu, X., Ferguson, B., Geraghty, K., Leddon, E., Liang, J., & Zhao, M. F. (2016). How early is infants' attention to objects and actions shaped by culture? New evidence from 24 month olds raised in the US and China. *Frontiers in Psychology*, 7.

17. Cassidy, J., & Shaver, P. R. (2008). *Handbook of attachment* (2nd ed.). Guilford Press.

18. Hinde, R., & Stevenson-Hinde, J. (1987). Interpersonal relationships and child development. *Developmental Review, 7,* 1−21.

19. Bronfenbrenner, U. (1979). *The ecology of human development.* Cambridge, MA: Harvard University Press.

20. Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*(6), 723−741.

21. Bronfenbrenner, U. (1994). Who cares for the children. In H. Nuba, M. Searson, & D. L. Sheiman (Eds.), *Resources for early childhood: A handbook* (pp.113−129). New York: Garland.

22. Bronfenbrenner, U. (Ed). (2004). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage.

23. Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed.). Washington, DC: National Association for the Education of Young Children.

24. Barrera, I., & Corso, R. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood.* Baltimore, MD: Brookes.

25. Sameroff, A. J., & Feise, B. H. (2000). Transactional regulation: The development ecology of early intervention. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed., pp. 135−159). New York: Cambridge University Press.

26. Child Welfare Information Gateway (2016). *Preventing child abuse & neglect.*

27. Gunnar, M., & Cheatham, C. L. (2003). Brain and behavior interface: Stress and the developing brain. *Infant Mental Health Journal, 24*(3), 195−211.

28. Drake, K., Fearon, R. M. P., & Belsky, J. (2014). From early attachment to engagement with learning in school: The role of self-regulation and persistence. *Developmental Psychology, 50*(5), 1350−1361.

29. Gunnar, M. R., & Quevedo, K. (2007). The neurobiology of stress and development. *Annual Review of Psychology, 58*(1), 145.

30. Booth-Laforce, C., Oh, W., Kim, A. H., Rubin, K. H., Rose-Krasnor, L., & Burgess, K. (2006). Attachment, self-worth, and peer-group functioning in middle childhood. *Attachment & Human Development, 8*(4), 309−325.

31. Ibid.

32. Verissimo, M., Santos, A. J., Vaughn, B. E., Torres, N., Monteiro, L., & Santos, O. (2011). Quality of attachment to father and mother and number of reciprocal friends. *Early Child Development and Care, 181*(1), 27−38.

33. Mcquaid, N. E., Bibok, M. B., & Carpendale, J. I. M. (2009). Relation between maternal contingent responsiveness and infant social expectations. *Infancy, 14*(3), 390−401.

34. Kok, R., van IJzendoorn, M. H., Linting, M., Bakermans-Kranenburg, M., Tharner, A., Luijk, M. P. C. M., . . . Tiemeier, H. (2013). Attachment insecurity predicts child active resistance to parental requests in a compliance task. *Child: Care, Health & Development, 39*(2), 277−287.

35. Kochanska, G., & Kim, S. (2012). Toward a new understanding of legacy of early attachments for future antisocial trajectories: Evidence from two longitudinal studies. *Development and Psychopathology, 24*(3), 783−806.

36. Tharner, A., Luijk, M. P. C. M., van IJzendoorn, M. H., Bakermans-Kranenburg, M., Jaddoe, V. W. V., Hofman, A., . . . Tiemeier, H. (2012). Infant attachment, parenting stress, and child emotional and behavioral problems at age 3 years. *Parenting: Science & Practice, 12*(4), 261−281.

37. Kochanska, G., Woodard, J., Kim, S., Koenig, J. L., Jeung, E. Y., & Barry, R. A. (2010). Positive socialization mechanisms in secure and insecure parent−child dyads: Two longitudinal studies. *Journal of Child Psychology & Psychiatry, 51*(9), 998−1009.

38. Abraham, M. M., & Kerns, K. A. (2013). Positive and negative emotions and coping as mediators

of mother-child attachment and peer relationships. *Merrill-Palmer Quarterly, 59*(4)，399−425.

39. de Wolff, M. S., & van IJzendourn, M. H. (1997). Sensitivity and attachment: A metaanalysis on parental antecedents of infant attachment. *Child Development, 68,* 571−591.

40. Beijersbergen, M. D., Juffer, F., Nakermans-Konenburg, M., & van IJzendoorn, M.H. (2012). Remaining or becoming secure: Parental sensitive support predicts attachment security from infancy to adolescence in a longitudinal adoption study. *Developmental Psychology, 48,* 1277−1283.

41. Finger, B., Hans, S. L., Bernstein, V. J., & Cox, S. M. (2009). Parent relationship quality and infant-mother attachment. *Attachment & Human Development, 11*(3), 285−306.

42. Ziv, Y., Aviezer, O., Gini, M., Sagi, A., & Koren-Karie, N. (2000). Emotional availability in the mother-infant dyad as related to the quality of infant-mother attachment relationship. *Attachment & Human Development*, *2*, 149−169.

43. Biringen, Z. (2009). *The universal language of love: Assessing relationships through the science of emotional availability*. EA Press.

44. Philbrook, L. E., Hozella, A. C., Kim, B., Jian, N., Shimizu, M., & Teti, D. M. (2014). Maternal emotional availability at bedtime and infant cortisol at 1 and 3 months. *Early Human Development, 90*(10)，595−605.

45. NICHD Early Child Care Research Network. (2004). Father's and mother's parenting behavior and beliefs as predictors of child social adjustment in the transition to school. *Journal of Family Psychology, 18*(4), 628−638.

46. Eshel, N., Daelman, B., de Mello, M., & Martines, J. (2006). Responsive parenting: interventions and outcomes. *Bulletin Of The World Health Organization, 84*(12), 991−998.

47. Mcquaid, N. E., Bibok, M. B., & Carpendale, J. I. M. (2009). Relationship between maternal contingent responsiveness and infant social expectations. *Infancy, 14*(3), 390−401.

48. Brophy-Herb, H., Schiffman, R. F., Bocknek, E. L., Dupuis, S. B., Fitzgerald, H.E., Horodynski, M., Onaga, E., Van Egeren, L., & Hillaker, B. (2011). Toddlers' social-emotional competence in the contexts of maternal emotion socialization and contingent responsiveness in a low-income sample. *Social Development, 20*(1), 73−92.

49. Howes, C., Phillips, D., & Whitebook, M. (1992). Thresholds of quality: Implications for the social development of children in center-based child care. *Child Development, 63,* 449−460.

50. Howes, C., & Smith, E. (1995). Relations among child care quality, teacher behavior, children's

play activities, emotional security, and cognitive activity in child care. *Early Childhood Research Quarterly, 10,* 381−404.

51. Howes, C., & Hamilton, C. E. (1992). Children's relationships with caregivers: Mothers and childcare teachers. *Child Development, 63,* 859−866.

52. De Schipper, J. C., Tavecchio, L. W. C., & Van IJzendoorn, M. H. (2008). Children's attachment relationships with daycare caregivers: Associations with positive caregiving and the child's temperament. *Social Development, 17*(3), 454−470.

53. Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai longitudinal study. *Development and Psychopathology, 9*(4), 503−515.

54. Werner, E. E. (2000). The power of protective factors in the early years. *ZERO TO THREE, 20*(3), 3−5.

55. Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai longitudinal study. *Development and Psychopathology, 9*(4), 503−515.

56. Werner, E. E. (2000). The power of protective factors in the early years. *ZERO TO THREE, 20*(3), 3−5.

57. Garbarino, J., & Ganzel, B. (2000). The human ecology of early risk. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed., pp. 76−93). New York: Cambridge University Press.

58. Ibid.

59. Sameroff, A. J. (1998). Management of clinical problems and emotional care: Environmental risk factors in infancy. *Pediatrics, 102*(5), 1287−1292.

60. Belsky, J., Bakermans-Kranenburg, M., & van IJzendoorn, M. H. (2007). For better and for worse: Differential susceptibility to environmental influences. *Current Directions in Psychological Science (Wiley-Blackwell), 16*(6), 300−304.

61. Jiang, Y., Ekono, M., & Skinner, C. (2013). *Basic facts about low-income children: Children under 3 years, 2013*.

62. National Center for Children in Poverty. (2016).

63. Penn, H. (2005). *Unequal childhoods: Young children's lives in poor countries.* London: Routledge.

64. Delamonica, E., & Minujin, A. (2007). Incidence, depth and severity of children in poverty. *Social Indicators Research, 82*, 361−374.

65. Ibid.

66. UNICEF. (2008). *The state of the world's children 2008.*

67. Rouse, K. (1998). Infant and toddler resilience. *Early Childhood Education Journal, 26*(1), 47−52.

68. Breslin, D. (2005). Children's capacity to develop resiliency: How to nurture it. *Young Children, 60*(1), 47−57.

69. Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai longitudinal study. *Development and Psychopathology, 9*(4), 503−515.

70. Werner, E. E. (2000). The power of protective factors in the early years. *ZERO TO THREE, 20*(3), 3−5.

71. Masten, A. S., & Motti-Stefanidi, F. (2008). Understanding and promoting resilience in children: Promotive and protective processes in schools. In T. Gutkin & C. Reynolds (Eds.), *The handbook of school psychology* (4th ed., pp. 721−738). New York: Wiley.

72. Sapienza, J., & Masten, A. S. (2011). Understanding and promoting resilience in children and youth. *Current Opinion in Psychiatry, 24*(4), 267−273.

73. Bureau of Labor Statistics. (2012). *Table 6. Employment status of mothers with own children under 3 years old by single year of age of youngest child and marital status, 2010−2011 annual averages.*

74. Mother's day: More than candy and flowers, working parent's need paid time-off. (2002).

75. Helburn, S. W. (Ed.). (1995). *Cost, quality, and child outcomes in child care centers* [Technical report]. Denver: Department of Economics, Center for Research in Economic and Social Policy, University of Colorado−Denver.

76. NICHD Early Child Care Research Network. (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science, 4*(3), 116−135.

77. NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and language development. *Child Development, 71*(4), 960−980.

78. Shalala calls for a new era of support to families with infants and toddlers. (1995). *Children Today, 23*(3), 4−5.

79. U.S. Department of Health and Human Services. (2001). Early Head Start shows significant results for low income children and parents.

80. Early Head Start Research and Evaluation Project. (1996− Current).

81. Love, J. M., Kisker, E. E., Ross, C., Raikes, H., Constantine, J., Boller, K., . . . Vogel, C. (2005).

The effectiveness of Early Head Start for 3-year-old children and their parents: Lessons for policy and programs. *Developmental Psychology, 41*(6), 885–901.

82. Early Head Start Research and Evaluation Project. (1996– Current).

83. Love, J. M., Kisker, E. E., Ross, C., Raikes, H., Constantine, J., Boller, K., . . . Vogel, C. (2005). The effectiveness of Early Head Start for 3-year-old children and their parents: Lessons for policy and programs. *Developmental Psychology, 41*(6), 885–901.

84. Early Head Start Research and Evaluation Project. (1996– Current).

85. Schmit, S. (2012). *Early head start participants, programs, families and staff in 2011.*

86. Blasco, P. M. (2001). *Early intervention services for infants, toddlers, and their families.* Boston: Allyn & Bacon.

87. NECTAC (National Early Childhood Technical Assistance Center). (2012). *Annual appropriations and number of children.*

88. Raikes, H. (1993). Relationship duration in infant care: Time with a high-ability teacher and infant-teacher attachment. *Early Childhood Research Quarterly, 8,* 309–325.

89. NICHD Early Child Care Research Network. (2001). Nonmaternal care and family factors in early development: An overview of the NICHD study of early child care. *Journal of Applied Developmental Psychology, 22,* 457–492.

90. Howes, C., & Hamilton, C. E. (1993). The changing experience of childcare: Changes in teacher and in teacher-child relationships and children's social competence with peers. *Early Childhood Research Quarterly, 8,* 15–30.

91. Horm, D., Norris, D., Perry, D., Chazan-Cohen, R., & Halle, T. (2016). *Developmental foundations of school readiness for infants and toddlers, A research to practice report, OPRE Report # 2016-07*, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

92. Brazelton, T. B., & Greenspan, S. I. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish.* New York: Perseus.

第 2 章

1. Goodnow, J. J., Cashmore, J., Cotton, S., & Knight, R. (1984). Mothers' developmental timetables in two cultural groups. *International Journal of Psychology, 19,* 193–205.

2. Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. New York: Morrow.

3. Shonkoff, J. P. (2011). Protecting brains, not simply stimulating minds. *Science, 333*(6045), 982−983.

4. Small, M. F. (1998). *Our babies, ourselves: How biology and culture shape the way we parent.* New York: Anchor.

5. Keller, H. (2002). Culture and development: Developmental pathways to individualism and interrelatedness. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 11, Chapter 1). Bellingham, WA: Center for Cross-Cultural Research, Western Washington University.

6. Keller, H., Lamm, B., Abels, M., Yovsi, R. D., Borke, J., Jensen, H., . . . Chaudhary, N. (2006). Cultural models, socialization goals, and parenting ethnotheories: A multicultural analysis. *Journal of Cross-Cultural Psychology, 37,* 155−172.

7. Keller, H., & Otto, H. (2009). The cultural socialization of emotion regulation during infancy. *Journal of Cross-Cultural Psychology*, *40*(6), 996−1011.

8. Ibid.

9. Ibid.

10. Susman-Stillman, A., Appleyard, K., & Siebenbruner, J. (2003). For better or worse: An ecological perspective on parents' relationships and parent-infant interaction. *ZERO TO THREE, 23*(3), 4−12.

11. Hofferth, S., & Goldscheider, F. (2010). Family structure and the transition to early parenthood. *Demography, 47*, 415−437.

12. Bretherton, I. (1985). Attachment theory: Retrospect and prospect. *Monographs of the Society for Research in Child Development, 50*(1/2), 3−35.

13. Crowell, J. A., Treboux, D., & Brockmeyer, S. (2009). Parental divorce and adult children's attachment representations and marital status. *Attachment & Human Development, 11*(1), 87−101.

14. Volling, B., Notaro, P. C., & Larsen, J. J. (1998). Adult attachment styles: Relations with emotional well-being, marriage, and parenting. *Family Relations, 47*(4), 355−367.

15. Crowell, J. A., Treboux, D., & Brockmeyer, S. (2009). Parental divorce and adult children's attachment representations and marital status. Attachment & Human Development, 11(1), 87−101.

16. Bandy, T., Andrews, K. M., & Anderson, K. (2012). Disadvantaged families and child outcomes. The importance of emotional support. *Child Trends*.

17. Kesner, J. E., & McKenry, P. C. (2001). Single parenthood and social competence in children of color. *Families in Society: The Journal of Contemporary Human Services, 82,* 135−143.

18. Yeung, W. J., Sandberg, J. F., Davis-Kean, P. E., & Hofferth, S.L. (2001). Children's time with fathers in intact families. *Journal of Marriage and Family, 63*(1), 136−154.

19. Castillo, J. T., Welch, G. W., & Sarver, C. M. (2012). Walking a high beam: The balance between employment stability, workplace flexibility, and nonresident father involvement. *American Journal of Men's Health, 6*(2), 120−131.

20. Edin, K. (2000). What do low-income single mothers say about marriage? *Social Problems, 47,* 112−133.

21. Stern, D. (2000). *The interpersonal world of the infant.* New York: Basic Books.

22. Sevón, E. (2012). "My life has changed, but his life hasn't": Making sense of the gendering of parenthood during the transition to motherhood. *Feminism & Psychology*, *22*(1), 60−80.

23. Barnes, M. W. (2011). When couples become parents: The creation of gender in the transition to parenthood. *Journal of Marriage and Family, 73*, 310−312.

24. Dew, J., & Wilcox, W. B. (2011). If momma ain't happy: Explaining declines in marital satisfaction among new mothers. *Journal of Marriage and Family*, *73*(1), 1−12.

25. Milkie, M. A. (2011). Social and cultural resources for and constraints on new mothers' marriages. *Journal of Marriage and Family*, *73*(1),18−22.

26. Redshaw, M., & Martin, C. (2011). Motherhood: A natural progression and a major transition. *Journal of Reproductive and Infant Psychology, 29*(4), 305−307.

27. Sevón, E. (2012). "My life has changed, but his life hasn't": Making sense of the gendering of parenthood during the transition to motherhood. *Feminism & Psychology*, *22*(1), 60−80.

28. Howarth, A. M., Swain, N., & Treharne, G. (2011). Taking personal responsibility for well-being increases birth satisfaction of first-time mothers. *Journal of Health Psychology, 16*(8), 1221−1230.

29. Dew, J., & Wilcox, W. B. (2011). If momma ain't happy: Explaining declines in marital satisfaction among new mothers. *Journal of Marriage and Family*, *73*(1), 1−12.

30. Rizzo, K. M., Schiffrin, H. H., & Liss, M. (2012, June). Insight into the parenting paradox: Mental health outcomes of intensive mothering. *Journal of Child and Family Studies*.

31. National Fatherhood Initiative. (2012). The father factor: Data on the consequences of father absence.

32. Bronte-Tinkew, J., Carrano, J., & Guzman, L. (2006). Resident fathers' perceptions of their roles and links to involvement with infants. *Fathering: A Journal of Theory, Research, & Practice About Men as Fathers, 4*(3), 254−285.

33. Association of Maternal and Child Health Programs (AMCHP). (2009). Supporting evidence-based home visiting.

34. Cabrera, N. J., Hofferth, S. L., & Chae, S. (2011). Patterns and predictors of father-infant engagement across race/ethnic groups. *Early Child Research Quarterly, 26*(3), 365−375.

35. Brown, G. L., Mangelsdorf, S. C., & Neff, C. (2012). Father involvement, paternal sensitivity, and father-child attachment security in the first 3 years. *Journal of Family Psychology*, *26*(3), 421−430.

36. Carlson, M., & McLanahan, S. (2002). *Characteristics and antecedents of involvement by young, unmarried fathers.* (Working Paper #02−09−FF). Princeton, NJ: Princeton University, Center for Research on Child Wellbeing.

37. Sano, Y., Smith, S., & Lanigan, J. (2011). Predicting presence and level of nonresident fathers' involvement in infants' lives: Mothers' perspective. *Journal of Divorce & Remarriage*, *52*(5), 350−368.

38. Coley, R. L., & Chase-Lansdale, P. L. (1999). Stability and change in paternal involvement among urban African-American fathers. *Journal of Family Psychology*, *13*(3), 416−435.

39. Magill-Evans, J., Harrison, M. J., Benzies, K., Gierl, M., & Kimak, C. (2007). Effects of parenting education on first-time fathers' skills in interactions with their infants. *Fathering*, *5*(1), 42−57.

40. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence, 11*(1), 56−95.

41. Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen & E. M. Hetherington (Eds.), *Handbook of child psychology* (Vol. 4, pp. 1−102). New York: Wiley.

42. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence, 11*(1), 56−95.

43. Darling, N. (1999, March). Parenting style and its correlates. *ERIC Digest* (ED427896). Champaign, IL: ERIC Clearing-house on Elementary and Early Childhood Education.

44. Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development, 65*(4), 1111−1119.

45. Dewar, G. (2011). Traditional Chinese parenting: What research says about Chinese kids and why

they succeed. *Parenting Science.*

46. Perrin, E. C. (2002). Technical report: Coparent or second-parent adoption by same-sex parents. *Pediatrics, 109*(2), 341−344.

47. Centers for Disease Control and Prevention. (2015). *Child Maltreatment: Risk and Protective Factors*.

48. Weitzman, C., Edmonds, D., Davagnino, J., & Briggs-Gowan, M. (2014). *Young child Socioemotional/behavioral problems and cumulative psychosocial risk.* John Wiley & Sons, Inc.

49. Weitoft, G. R., Hjern, A., Haglund, B., & Rosén, M. (2003). Mortality, severe morbidity, and injury in children living with single parents in Sweden: A population-based study. *Lancet, 361*(9354), 289−294.

50. ChildStats. (2015). *Family structure and children's living arrangements: Percentage of children ages 0−17 by presence of parents in household and race and Hispanic origin, 1980−2014*.

51. Pruett, M. K., McIntosh, J. E., & Kelly, J. B. (2014) Parental separation and overnight care of young children, Part I: Consensus through theoretical and empirical integration. *Family Court Review. 52*(2) 240−255

52. George, S., Solomon, J., & McIntosh, J. (2011). Divorce in the nursery: On infants and overnight care. *Family Court Review, 49*.

53. Altenhofen, S., Biringen, Z., & Mergler, R. (2010). Families experiencing divorce: Age at onset of overnight stays, conflict, and emotional availability as predictors of child attachment. *Journal of Divorce & Remarriage*, *51*, 141−156.

54. Martinez, G., Daniels, K., & Chandra, A. (2012). Fertility of men and women aged 15−44 years in the United States: National survey of family growth, 2006−2010. *National Health Center Reports. Centers for Disease Control and Prevention.*

55. ZERO TO THREE. (2012). *National baby facts: Infants, toddlers, and their families in the United States.*

56. Lick, D. J., Tornello, S. L., Riskind, R. G., Schmidt, K. M., & Patterson, C. J. (2012). Social climate for sexual minorities predicts well-being among heterosexual offspring of lesbian and gay parents. *Sexuality Research and Social Policy*, 1−14.

57. Patterson, C. (2006). Children of lesbian and gay parents. *Current Directions in Psychological Science, 15*(5), 241−244.

58. ChildStats. (2015). *Family structure and children's living arrangements: percentage of children*

ages 0–17 by presence of parents in household and race and Hispanic origin, 1980–2014.

59. U.S. Census Bureau (2012). Profile American facts for features.

60. Minkler, M. (2002). *Grandparents and other relatives raising children: Characteristics, needs, best practices, & implications for the aging network.* Washington, DC: Administration on Aging, Department of Health and Human Services.

61. Smith, A. B., Dannison, L. L., & Vach-Hasse, T. (1998). When "Grandma" is "Mom": What today's teachers need to know. *Childhood Education, 75*(1), 12–16.

62. Children's Bureau. (2014). *Adoption and Foster Care Analysis and Reporting System (AFCARS) data for FY 2014.*

63. Stacks, A. M., & Partridge, T. (2011). Infants placed in foster care prior to their first birthday: Differences in kin and nonkin placements. *Infant Mental Health Journal, 32*(5), 489–508.

64. Ibid.

65. National Center for Parent, Family, and Community Engagement. (2011). *The Head Start parent, family, and community engagement framework.*

66. Robertson, A. S. (1998). The parenting education spectrum: A look at the scope of parenting programs that should be available within a community. *Parent News: National Parent Information Network.*

67. MIECHV. (2015). *Maternal, infant, and early childhood home visiting.*

68. Kearney, P., & Griffin, T. (2001). Between joy and sorrow: Being a parent of a child with developmental disability. *Journal of Advanced Nursing, 34*(5), 582–593.

69. Smith, P. M. (2003). *You are not alone: For parents when they learn that their child has a disability.* Kidsource Online.

70. Müller, E. (2007). *Collaborative partnerships between SEAs and Parent Training and Information Centers (PTIs).*

71. Santelli, B. (2003). *Parent to parent support.*

第 3 章

1. Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment.* New York: Basic Books.

2. Bowlby, J. (1982). *Attachment.* New York: Basic Books.

3. Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development.* New

York: Basic Books.

4.　Ainsworth, M. D. S., Bell, S. M., & Stayton, D. J. (1971). Individual differences in the strange situation behavior of one-year-olds. In H. R. Schaffer (Ed.), *The Origins of Human Social Relations* (pp. 17−58). San Diego, CA: Academic Press.

5.　Piaget, J. (2002). *The language and thought of the child*. New York: Routledge Classics.

6.　Emde, R. N., & Robinson, J. L. (2000). Guiding principles for a theory of early intervention: A developmental-psychoanalytic perspective. J. P Shonkoff & S. J. Meisels (Eds). Handbook of Early Childhood (2nd Ed.), (pp. 160−178). New York: University Press.

7.　Hinde, R. (1992). Ethological and relationship approaches. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (pp. 251−285). London: JKP Press.

8.　Sameroff, A. J. (Ed.) (2009). The transactional model of development: How children and contexts shape each other. Washington, DC: American Psychological Association.

9.　Sameroff, A. J., & Chandler, M. (1975). Reproductive risk and the continuum of caretaking casualty. In F. Horowitz, M. Hetherington, & S. Scar-Salaperk (Eds.), *Review of child development research* (Vol. 4, pp. 187−244). Chicago: Univer- sity of Chicago Press.

10.　Sameroff, A. J. (2010). A unified theory of development: A dialectic integration of nature an and nurture. *Child Development*, *81*, 6−22.

11.　Bronfenbrenner, U. (Ed). (2004). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage Publications.

12.　Shonkoff J.P., & Garner, A.S. (2012).The lifelong effects of early childhood adversity and toxic stress. *Pediatrics, 129*(1), e232-246.

13.　Barrera, I., Kramer, L., & Macpherson, T. (2012). *Skilled dialogue: Strategies for responding to cultural diversity* (2nd ed.). Baltimore, MD: Paul Brookes Publishing Co.

14.　Hinde, R. (1992). Ethological and relationship approaches. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (pp. 251−285). London: JKP Press.

15.　Pawl, J.J. (1995). The therapeutic relationship as human connectedness: Being held in another's mind. *Zero to Three*, *15*(4), 2−5.

16.　Hinde, R. (1992). Ethological and relationship approaches. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (pp. 251−285). London: JKP Press.

17.　Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A*

psychological study of the strange situation. Hillsdale, NJ: Erlbaum.

18. Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment.* New York: Basic Books.

19. Hinde, R. (1988). Introduction. In R. Hinde & J. Stevenson-Hinde (Eds.), *Relationships within families: Mutual influences* (pp. 1–4). Oxford, England: Clarendon.

20. Sameroff, A. J., & Chandler, M. (1975). Reproductive risk and the continuum of caretaking casualty. In F. Horowitz, M. Hetherington, & S. Scar-Salaperk (Eds.), *Review of child development research* (Vol. 4, pp. 187–244). Chicago: Univer- sity of Chicago Press.

21. Ibid.

22. Sameroff, A. J., & MacKenzie, M. J. (2003). A quarter-century of the transactional model: How have things changed? *ZERO TO THREE, 24*(1), 14–22.

23. Sameroff, A. J., & Feise, B. H. (2000). Transactional regulation: The development ecology of early intervention. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed., pp. 135–159). New York: Cambridge University Press.

24. Sameroff, A. J. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, *81*, 6–22.

25. Bronfenbrenner, U. (Ed). (2004). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage Publications.

26. Ibid.

27. American Academy of Pediatrics (2012). Early childhood adversity, toxic stress, and the role of the pediatrician: Translating developmental science into lifelong health.

28. Erikson, E. (1963). *Childhood and society* (2nd ed.). New York: Norton.

29. Erikson, E. (1994). *Identity and the life cycle.* New York: W.W. Norton. (Original work published 1959)

30. Maslow, A. H. (1968). *Toward a psychology of being.* New York: Van Nostrand Reinhold.

31. Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment.* New York: Basic Books.

32. Stern, D. (2000). *The interpersonal world of the infant.* New York: Basic Books.

33. Erikson, E. (1963). *Childhood and society* (2nd ed.). New York: Norton.

34. Erikson, E. (1994). *Identity and the life cycle.* New York: W.W. Norton. (Original work published 1959)

35. Maslow, A. H. (1968). *Toward a psychology of being.* New York: Van Nostrand Reinhold.

36. Erikson, E. (1963). *Childhood and society* (2nd ed.). New York: Norton.

37. Erikson, E. (1994). *Identity and the life cycle*. New York: W.W. Norton. (Original work published 1959)

38. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall,S. (1978). *Patterns of attachment: A psychological study of the strange situation.* Hillsdale, NJ: Erlbaum.

39. Bowlby, J. (1982). *Attachment.* New York: Basic Books.

40. Stern, D. (2000). *The interpersonal world of the infant.* New York: Basic Books.

41. Ibid.

42. Vygotsky, L. S. (1962). *Thought and language.* Cambridge, MA: MIT Press.

43. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

44. Vygotsky, L. S. (1987). Thinking and speech. In N. Minick (Trans.), *The collected works of L. S. Vygotsky; Vol. 1.: Problems in general psychology*. New York: Plenum.

45. Vygotsky, L. S. (1962). *Thought and language.* Cambridge, MA: MIT Press.

46. Vygotsky, L. S. (1987). Thinking and speech. In N. Minick (Trans.), *The collected works of L. S. Vygotsky; Vol. 1.: Problems in general psychology*. New York: Plenum.

47. Piaget, J. (1952). *The origins of intelligence in children*. New York: Norton.

48. Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books.

49. Piaget, J. (1962). *Play, dreams and imitation in childhood*. New York: Norton. Routledge. (Original work published 1926)

50. Piaget, J., & Inhelder, B. (2000). *The psychology of the child.* New York: Basic Books. (Original work published 1969)

51. Flavell, J. H. (1977). *Cognitive development.* Upper Saddle River, NJ: Merrill/Prentice Hall.

52. Flavell, J. H. (1996). Piaget's legacy. *Psychological Science, 7,* 200−203.

53. Sutherland, P. (1992). *Cognitive development today: Piaget and his critics.* London: Chapman.

54. Bruner, J. (1966). *Toward a theory of instruction.* Cambridge, MA: Harvard University Press.

55. Bruner, J. (1996). What we have learned about early learning. *European Early Childhood Education Research Journal, 4*(1), 5−16.

56. Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Merrill/Prentice Hall.

57. Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development* (Vol. 6). Greenwich, CT: JAI.

58. Bandura, A. (2001). Social cognitive theory: An agentive perspective. *Review of Psychology, 52,*

1—26.

59. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

60. Gergely, G., Bekkering, H., & Király, I. (2002). Rational imitation in preverbal infants. *Nature, 415(6873, 755)*

61. Bellagamba, F., Camaioni, L., & Colonnesi, C. (2006). Change in children's understanding of others' intentional actions. *Developmental Science, 9*(2), 182—188.

62. Meltzoff, A. N. (1995). Understanding the intentions of others: Reenactment of intended acts of others by 10-month-old children. *Developmental Psychology, 31,* 838—850.

63. Buttelmann, D., Zmyj, N., Daum, M., & Carpenter, M. (2013). Selective imitation of in-group over out-group members in 14-month-old infants. *Child Development, 84*(2), 422—428.

64. Meltzoff, A. N., Kuhl, P. K., Movellan, J., & Sejnowski, T. J. (2009). Foundations for a new science of learning. *Science,* 325, 284—288.

65. Spelke, E., & Kinzler, K.D. (2007). Core knowledge. *Developmental Science, 10*(1), 89—96.

66. Ibid.

67. Schmuckler, M. A., Collimore, L. M., & Dannemiller, J. L. (2007). Infants' reactions to object collision on hit and miss trajectories. *Infancy, 12*(1), 105—118.

68. Brooks, R., & Meltzoff, A. N. (2005). The development of gaze following and its relation to language. *Developmental Science, 8*(6), 535—543.

69. Wynn, K. (1992). Addition and subtraction by human infants. *Nature, 358,* 749—750.

70. Jordan, K. E., & Brannon, E. M. (2006). The multisensory representation of number in infancy. *Proceedings of the National Academy of Sciences, 103,* 3486—3489.

71. Vygotsky, L. S. (1962). *Thought and language.* Cambridge, MA: MIT Press.

72. Vygotsky, L. S. (1987). Thinking and speech. In N. Minick (Trans.), *The collected works of L. S. Vygotsky; Vol. 1.: Problems in general psychology*. New York: Plenum.

73. Johnson, M. (2005). *Developmental cognitive neuroscience* (2nd ed.). Oxford, England: Blackwell.

74. Kuhl, P. K. (2000). A new view of language acquisition. *PNAS, 97*(22), 11850—11857.

75. Kuhl, P. K. (2007). Is speech learning 'gated' by the social brain? *Developmental Science, 10*(1), 110—120.

76. Kuhl, P. K., Williams, K. A., Lacerda, F., Stevens, K. N., & Lindblom, B. (1992). Linguistic experience alters phonetic perception in infants by 6 months of age. *Science, 255,* 606—608.

77. Kuhl, P.K. (2000). A new view of language acquisition. *PNAS, 97*(22), 11850−11857.

78. Ibid.

79. Ramirez-Esparza, N., Garcia-Sierra, A., & Kuhl, P. (2014). Look who's talking: Speech style and social context in language input to infants are linked to concurrent and future speech development. *Developmental Science, 17*(6), 880−891.

80. Thiessen, E. D., Hill, E. A., & Saffran, J. R. (2005). Infant-directed speech facilitates word segmentation. *Infancy, 7*(1), 53−71.

81. Johnson, M. (2005). *Developmental cognitive neuroscience* (2nd ed.). Oxford, England: Blackwell.

82. Vygotsky, L. S. (1962). *Thought and language.* Cambridge, MA: MIT Press.

83. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

84. Vygotsky, L. S. (1987). Thinking and speech. In N. Minick (Trans.), *The collected works of L. S. Vygotsky; Vol. 1.: Problems in general psychology*. New York: Plenum.

85. Gesell, A. (1946). The ontogenesis of infant behavior. In L. Carmichael (Ed.), *Manual of Child Psychology* (pp. 295−331). New York: Wiley.

86. Adolph, K. E. (2008). Learning to move. *Current Directions in Psychological Science, 17*, 213−218.

87. Thelen, E. (2005). Dynamic systems theory and the complexity of change. *Psychoanalytic Dialogues, 15*, 255−283.

88. Adolph, K. E. (2008). Learning to move. *Current Directions in Psychological Science, 17*, 213−218.

89. Edwards, C., & Raikes, H. (2002). Extending the dance: Relationship-based approaches to infant/ toddler care and education. *Young Children, 57*(4), 10−17.

90. Wittmer, D.S. (2008). *A focus on peers in the early years: The importance of relationships.* Washington, DC: ZERO TO THREE. (out of print)

第 4 章

1. Jablon, J. R., Dombro, A., & Dichtelmiller, M. L. (2007). *The power of observation* (2nd Ed.). Washington, DC: Teaching Strategies.

2. National Association for the Education of Young Children (NAEYC). (2005). *Code of Ethical Conduct and Statement of Commitment.*

3. Division of Early Childhood (DEC). (2009). *Code of ethics.*

4.　Jablon, J. R., Dombro, A., & Dichtelmiller, M. L. (2007). *The power of observation* (2nd Ed.). Washington, DC: Teaching Strategies.

5.　Brownlee, J., & Bakeman, R. (1981). Hitting in toddler-peer interaction. *Child Development, 52*(3), 1076−1080.

6.　Gandini, L., & Goldhaber, J. (2001). Two reflections about documentation. In L. Gandini & C. Edwards (Eds.), *Bambini: The Italian approach to infant/toddler care* (pp. 124−145). New York: Teacher's College Press.

7.　Ibid.

8.　Ibid.

9.　Edwards, C., Gandini, L., & Forman, G. (Eds.). (1998). *The hundred languages of children: The Reggio Emilia approach—Advanced reflections.* Greenwich, CT: Ablex.

10.　Marsden, D. B., Dombro, A. L., & Dichtelmiller, M. L. (2003). *The ounce scale user's guide.* New York: Pearson Early Learning.

11.　Meisels, S. J., Dombro, A., Marsden, D. B., Weston, D. R., & Jewkes, A. M. (2003). *The ounce scale.* New York: Pearson Early Learning.

12.　Ibid.

13.　Marsden, D. B., Dombro, A. L., Dichtelmiller, M. L. (2003). *The Ounce Scale user's guide.* New York: Pearson Early Learning.

14.　High/Scope. (2015). *Assessment.*

15.　Bricker, D., & Squires, J. (2009). *Ages & Stages Questionnaires: A parent-completed child monitoring system* (3rd ed.). Baltimore, MD: Brookes.

16.　Liu, J., Leung, P., Sun, R., Li, H., & Liu, J., (2012). CrossCultural application of Achenbach system of empirically based assessment (ASEBA): Process of instrument translation in Chinese, challenges, and future directions. *World Journal of Pediatrics, 8*(1), 5−10.

第 5 章

1.　Human Genome Project. (2008). *Human Genome Project information*.

2.　National Scientific Council on the Developing Child. (2010). *Persistent fear and anxiety can affect young children's learning and development: Working paper 9*.

3.　National Women's Health Information Center. (2009). *Pregnancy and a healthy diet*.

4. Ibid.

5. Kavle, J., Mehanna, S., Khan, G., Hassan, M., Saleh, G. & Galloway, R. (2014) *Cultural beliefs and perceptions of maternal diet and weight gain during pregnancy and postpartum family planning in Egypt*. Washington, D.C.: United States Agency for International Development.

6. Nag, M. (1994). Beliefs and practices about food during pregnancy. *Economic and Political Weekly,* 2427−2438.

7. Taylor, F., Ko, R., & Pan, M. (1999). Prenatal and reproductive health care. In E. Kramer, S. Ivey, & Y. W. Ying (Eds.), *Immigrant women's health: Problems and solutions* (pp. 121−135). San Francisco: Jossey-Bass.

8. Gottlieb, A. (2000). Luring your child into this life: A Beng path for infant care. In J. DeLoache & A. Gottlieb (Eds.), *A world of babies: Imagined child care guides for seven societies* (pp. 55−90). Cambridge, UK: Cambridge University Press.

9. Delaney, C. (2000). Making babies in a Turkish village. In J. DeLoache & A. Gottlieb (Eds.), *A world of babies: Imagined child care guides for seven societies* (pp. 117−144). Cambridge, UK: Cambridge University Press.

10. Pierroutsakos, S. L. (2000). Infants of the dreaming: A Warlpiri guide to child care. In J. DeLoache & A. Gottlieb (Eds.), *A world of babies: Imagined child care guides for seven societies.* Cambridge, UK: Cambridge University Press.

11. Arnold, C. M., Aragon, D., Shepherd, J., & Van Sell, S. L. (2011). The coming of the blessing: A successful crosscultural collaborative effort for American Indian/Alaska Native families. *Family & Community Health, 34*(3), 196−201.

12. WomensHealth.gov.(2012).*Prenatal fact sheet*.

13. Paintner, A., Williams, A. D., & Burd, L. (2012). Fetal alcohol spectrum disorders—Implications for child neurology, Part 2: Diagnosis and management. *Journal of Child Neurology, 27*(3), 355−362.

14. Szalavitz, M. (2010). *Missing out on mother's day*.

15. Gouin, K., Murphy, K., Shah, P. S. & the Knowledge Synthesis Group on Determinants of Low Birth Weight and Preterm Births. (2011). Effects of cocaine use during pregnancy on low birthweight and preterm birth: Systematic review and meta-analyses. *American Journal of Obstetrics and Gynecology, 204*(4), 340−348.

16. Eiden, R. D., Schuetze, P., Colder, C. R., & Veira, Y. (2011). Maternal cocaine use and mother-

toddler aggression. *Neurotoxicology Teratology, 33*(3), 360−369.

17. Hackshaw, A., Rodeck, C., & Boniface, S. (2011). Maternal smoking in pregnancy and birth defects: A systematic review based on 173,687 malformed cases and 11.7 million controls. *Oxford Journals, 17*(5), 589−604.

18. Ibid.

19. Centers for Disease Control and Prevention. (2016). *Effects of disasters on pregnant women: Environmental exposures*.

20. March of Dimes. (2013). *Sexually transmitted diseases*.

21. Tavernise, S. (2016). *Zika virus a global health emergency*, W.H.O. says.Feb.1.

22. National Scientific Council on the Developing Child (2014). *Excessive stress disrupts the architecture of the developing brain: Working paper 3*. Updated edition.

23. Davalos, D. B., Yadon, C., & Tregellas, H. (2012). Untreated prenatal maternal depression and the potential risks to offspring: A review. *Archives of Women's Mental Health, 15*, 1−14.

24. Epifanio, M. S., Genna, V., De Luca, C., Roccella, M., & La Grutta, S. (2015). Paternal and maternal transition to parenthood: The risk of postpartum depression and parenting stress. *Pediatric Reports*, *7*(2), 5872.

25. Hellmuth, J. C., Gordon, K. C., Stuart, G. L., & Moore, T. M. (2013). Risk factors for intimate partner violence during pregnancy and postpartum. *Archives of Women's Mental Health*. *16*(1), 19−27.

26. MedlinePlus. (2013). *Fetal development*.

27. Medline Plus. (2011). *Fetal development. U.S. National Library of Medicine and the National Institute of Health*.

28. Restak, R. (2001). *The secret life of the brain.* Washington, DC: Joseph Henry Press.

29. Chugani, H. T. (1998). A critical period of brain development: Studies of cerebral glucose utilization with PET. *Preventive Medicine, 27,* 487−497.

30. Skeels, H. M., & Dye, H. B. (1939). *A study of the effects of differential stimulation on mentally retarded children. Proceedings. American Association on Mental Deficiency, 44*(1), 114−136.

31. DeLoache, J. (2000). Cognitive development in infants. In D. Cryer & T. Harmes (Eds.), *Infants and toddlers in out of home care* (pp. 7−48). Baltimore, MD: Brookes.

32. Spitz, R. A. (1945). Hospitalism: An inquiry into the genesis of psychiatric conditions of early

childhood. *Psychoanalytic Study of the Child, 1,* 53−74.

33. Perry, B. (1999, July−August). Time is precious in early childhood development. *Good Health Magazine,* 1.

34. National Scientific Council on the Developing Child. (2010). *Early experiences can alter gene expression and affect long-term development: Working paper 10.*

35. Shonkoff, J. P., Garner, A. S., & the Committee on Psycho-social Aspects of Child and Family Health, Committee on Early Childhood, Adoption, and Dependent Care, and Section on Developmental and Behavioral Pediatrics. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, *129*(1), e232−246.

36. Child Welfare Information Gateway. (2015). *Understanding the effects of maltreatment on early brain development.*

37. National Scientific Council on the Developing Child. (2014). *Excessive stress disrupts the architecture of the developing brain: Working paper 3*. Updated Edition.

38. Roth, T. L., & Sweatt, J. D. (2011). Epigenetic mechanisms and environmental shaping of the brain during sensitive periods of development. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *52*(4), 398−408.

39. Gunnar, M., Herrera, A., and Hostinar, C. (2009). Stress and early brain development. In R. Tremblay, R. Barr, R. Peters, & M. Boivin (Eds.), *Encyclopedia on early childhood* (pp. 1−8). Montreal, Quebec: Centre of Excellence for Early Childhood Development.

40. ZERO TO THREE. (2014). *What are the most important changes in the brain after birth?*

41. Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Brookes.

42. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early development.* Washington, DC: National Academy Press.

43. KidsHealth. (2009). *A primer on preemies.*

44. March of Dimes. (2009). *Multiples: Twins, triplets, and beyond.*

45. March of Dimes. (2009). *Preterm births rise 36 percent since early 1980s.*

第 6 章

1. Lally, R. (1992) Plenary on infant learning and development. Head Start Child Development

Institute. Washington, D.C.

2.　Thomas, A., Chess, S., Birch, H. G., Hertzig, M. E., & Korn, S. (1963). *Behavioral individuality in early childhood.* New York: New York University Press.

3.　Rothbart, M. K. (1989). Biological processes of temperament. In G. Kohnstamm, J. Bates, & M. K. Rothbart, (Eds.), *Temperament in childhood* (pp. 77-110). Chichester, UK: Wiley.

4.　Robinson, J. L., & Acevedo, M. C. (2001). Infant reactivity and reliance on mother during emotion challenges: Prediction of cognition and language skills in a low-income sample. *Child Development, 72*(2), 402−416.

5.　Porter, C. L., & Jones, B. L. (2011). Does brief bradycardia at the onset of armrestraint predict infants' emotional reactivity during restraint? *Infancy*, *16*(2), 166−179.

6.　Phillips, D. A., Fox, N. A., & Gunnar, M. R. (2011). Same place, different experiences: Bringing individual differences to research in child care. *Child Development Perspectives*, *5*(1), 44−49.

7.　Hostinar, C. E. & Gunnar, M. R. (2013). The developmental psychobiology of stress and emotion in childhood. In I. B. Weiner, D. K. Freedheim, & R. M. Lerner (Eds.), *Handbook of Psychology* (2nd edition, pp. 121−141). Hoboken, NJ: Wiley.

8.　Thomas, A., Chess, S., Birch, H. G., Hertzig, M. E., & Korn, S. (1963). Behavioral individuality in early childhood. New York: New York University Press.

9.　Chaplin, T. & Aldeo, A. (2013). Gender differences in emotion expression in children: A meta-analytic review. *Psychological Bulletin, 139*(4), 735−765.

10.　Ibid.

11.　Warber, K. M., & Emmers-Sommer, T. M. (2012). The relationships among sex, gender and attachment. *Language and Communication Quarterly*, *1*, 60−81.

12.　David, D. H., & Lyons-Ruth, K. (2005). Differential attachment responses of male and female infants to frightening maternal behavior: Tend or befriend versus fight or flight? *Infant Mental Health Journal*, *21*(1), 1−18.

13.　Frankel, L. A., Hughes, S. O., O'Connor, T. M., Power, T. G., Fisher, J. O., & Hazen, N. L. (2012). Parental influences on children's self-regulation of energy intake: Insights from developmental literature on emotion regulation. *Journal of Obesity*, 327259.

14.　MacLean, P. C., Rynes, K. N., Aragón, C., Caprihan, A., Phillips, J. P., & Lowe, J. R. (2014). Mother-infant mutual eye gaze supports emotion regulation in infancy during the still-face

paradigm. *Infant Behavior and Development. 37*(4), 512–22.

15. Moracsch, K., & Bell, M. A. (2012). Self-regulation of negative affect at 5 and 10 months. *Developmental Psychobiology*, *54*(2), 215–221.

16. Als, H., Lester, B., Tronick, E. Z., & Brazelton, T. B. (1982). Towards a research instrument for the assessment of preterm infants' behavior (A.P.I.B.). In H. E. Fitzgerald, B. M. Lester, & M. W. Yogman (Eds.), *Theory and research in behavioral pediatrics* (Vol. 1, pp. 85–132). New York: Plenum.

17. Ibid

18. Ibid

19. Robinson, J. L., & Acevedo, M. C. (2001). Infant reactivity and reliance on mother during emotion challenges: Prediction of cognition and language skills in a low-income sample. *Child Development, 72*(2), 402–416.

20. Ibid

21. Butterworth, G. (1992) Origins of self-perception in infancy. *Psychological Inquiry*, *3*, 103–111

22. Mahler, M. S. (1975). *The psychological birth of the human infant.* New York: Basic Books Stern (2000).

23. Stern, D. (2000). *The interpersonal world of the infant.* New York: Basic Books.

24. Brown, J. (1998). *The self.* New York: Taylor & Francis Group.

25. Damasio, A. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain.* Orlando, FL: Harcourt.

26. Centers for Disease Control and Prevention. (2015). *Autism spectrum disorder*.

27. Mind Institute, U-C Davis. Autism. (n.d.) *Autism early signs in infants*.

28. Lartseva, A., Dijkstra, T., & Buitelaar, J. K. (2014). Emotional language processing in autism spectrum disorders: a systematic review. *Frontiers in Human Neuroscience, 8*, 991

29. Rogers, S., Vismara, L., Wagner, A., McCormick, C., Young, G., & Ozonoff, S. (2014). Autism treatment in the first year of life: A pilot study of infant start, a parent-implemented intervention for symptomatic infants. *Journal of Autism & Developmental Disorders*, *44*(12), 2981–2995.

30. Bowlby, J. (1982). *Attachment.* New York: Basic Books

31. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation.* Hillsdale, NJ: Erlbaum.

32. Ibid.

33. Main, M., & Cassidy, J. (1988). Categories of response with the parent at age 6: Predicted from infant attachment classifications and stable over a one-month period. *Developmental Psychology, 24,* 415–426.

34. Schore, A. (2001). Effects of a secure attachment relationship on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal, 22*(1–2) 7–66.

35. Drake, K., Pasco Fearon, R. M., & Belsky, J. (2014). From early attachment to engagement with learning in school: The role of self-regulation and persistence. *Developmental Psychology*, *50*(5), 1350–1361.

36. Troy, M., & Sroufe, L. A. (1987). Victimization among preschoolers: Role of attachment relationship history. *Journal of the American Academy of Child & Adolescent Psychiatry, 26*(2), 166–172.

37. Main, M., & Goldwyn, R. (1994). Adult attachment rating and classification systems. In M. Main (Ed.), *A typology of human attachment organization assessed in discourse, drawings, and interviews.* New York: Cambridge University Press.

38. Main, M. (2000). The organized categories of infant, child, and adult attachment: Flexible vs. inflexible attention under attachment-related stress. *Journal of the American Psychoanalytic Association, 48,* 1055–1096.

39. Keller, H., & Otto, H. (2009). The cultural socialization of emotion regulation during infancy. *Journal of Cross-Cultural Psychology*, *40*(6), 996–1011.

40. Greenspan, S. I., & Greenspan, N. T. (1994). *First feelings: Milestones in the emotional development of your baby and child.* New York: Penguin. (Original work published 1985)

41. Stern, D. (2000). *The interpersonal world of the infant.* New York: Basic Books.

42. Klinnert, M., Emde, R. N., Butterfield, P., & Campos, J. J. (1986). Social referencing: The infant's use of emotional signals from a friendly adult with mother present. *Developmental Psychology, 22*(4), 427–432.

43. Ibid

44. Repacholi, B. M. (1998). Infants' use of attentional cues to identify the referent of another person's emotional expression. *Developmental Psychology, 33*(5), 1017–1025.

45. Repacholi, B., Meltzoff, A.N. Rowe, H. & Spiewak Toub, T. (2014) Infant, control thyself: Infants' integration of multiple social cues to regulate their imitative behavior. *Cogni- tive Development*, 32,

46−57

46. Gottman, J. M., Katz, L. F., & Hooven, C. (1997). *Metaemotion: How families communicate emotionally.* Mahwah, NJ: Erlbaum.

47. National Scientific Council on the Developing Child (2005/2014). Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper No. 3. Updated Edi- tion.

48. Early Head Start Research and Evaluation Project. (2006). *Research to practice: Depression in the lives of early head start families*.

49. Wickramaratne, P., Gameroff, M. J., Pilowsky, D. J., Hughes, C. W., Garber, J., Malloy, E., King, C., . . . Weissman, M. M. (2011). Children of depressed mothers 1 year after remission of maternal depression: findings from the STAR*D-Child study. *The American Journal of Psychiatry*, *168*(6), 593−602.

50. Hospital for Sick Children Toronto. (2012). *Infant mental health promotion.*

51. Maternal, Infant, and Early Childhood Home Visiting.

52. Fraiberg, S. (1996). *The magic years: Understanding and handling the problems of childhood* (Reissue ed.). New York: Fireside

53. Pawl, J. H. (1995). The therapeutic relationship as human connectedness: Being held in another's mind. *ZERO TO THREE, 15*(4), 1−5.

54. Weatherston, D. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work, 8*(1), 39−69.

第 7 章

1. Wittmer, D. S. (2008). Focusing on peers: The importance of relationships in the early years. Washington, DC: ZERO TO THREE.

2. Rubin, K. H., Coplan, R. J., & Bowker, J. C. (2009). Social withdrawal in childhood. *Annual Review of Psychology*, *60*, 141−171.

3. Rubin, K. H., & Coplan, R. J. (2004). Paying attention to and not neglecting social withdrawal and social isolation. *Merrill-Palmer Quarterly, 50*(4), 506−535.

4. Rubin, K. H., Coplan, R. J., & Bowker, J. C. (2009). Social withdrawal in childhood. *Annual Review of Psychology*, *60*, 141−171.

5. Rubin, K. H., Burgess, K., & Hastings, P. (2002). Stability and social-behavioral consequences of

toddlers' inhibited temperament and parenting behaviors. *Child Development, 73*(2)，483–496.

6. Ibid.

7. Moller, L., & Serbin, L. (1996). Antecedents of toddler gender segregation: Cognitive consonance, gender-typed toy preferences, and behavioral compatibility. *Sex Roles: A Journal of Research, 34*(7–8), 445–461.

8. Fabes, R. A., Martin, C. L., & Hanish, L. D. (2004). The next 50 years: Considering gender as a context for understanding young children's peer relationships. *Merrill-Palmer Quarterly, 50*(3), 260–274.

9. Maccoby, E. E. (1998). *The two sexes: Growing up apart, coming together.* Cambridge, MA: Belknap.Press.

10. Chrisman, K., & Couchenour, D. (2003). Developing concepts of gender roles. In C. Copple (Ed.), *A world of difference* (pp. 116–117). Washington, DC: NAEYC.

11. McCabe, J., Fairchild, E., Grauerholz, L., Pescosolido, B. A., & Tope, D. (2011). Gender in twentieth-century chilren's books: Patterns of disparity in titles and central characters. *Gender & Society, 25,* 197–226.

12. Pines, M. (1984). Children's winning ways. *Psychology Today, 18,* 59–65

13. Ibid.

14. Ødegaard, E. E. (2006). What's worth talking about? Meaning-making in toddler-initiated conarratives in preschool. *Early Years, 26*(1)*,* 79–92.

15. Parten, M. B. (1932). Social participation among preschool children. *Journal of Abnormal and Social Psychology, 27,* 243–269.

16. Howes, C. (1988). Peer interaction in young children. *Monographs of the Society for Research in Child Development, 53*(1)，1–92.

17. Howes, C., & Hamilton, C. E. (1992). Children's relationships with caregivers: Mothers and childcare teachers. *Child Development, 63,* 859–866.

18. Murphy, L. B. (1936). Sympathetic behavior in young children. *Journal of Experimental Education, 5,* 79–90.

19. Zahn-Waxler, C., Radke-Yarrow, R., & King, R. A. (1979). Child rearing and children's prosocial initiations toward victims of distress. *Child Development, 50*(2), 319–330.

20. Ibid.

21. Hamlin, J. K., & Wynn, K. (2011). Young infants prefer prosocial to antisocial others. *Cognitive Development, 26*(1), 30−39.

22. Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature, 450*(7169), 557.

23. Warneken, F., & Tomasello, M. (2008). Extrinsic rewards undermine altruistic tendencies in 20-month-olds. *Developmental Psychology, 44*(6), 1785−1788.

24. Brownell, C. A., Ramani, G. B., & Zerwas, S. (2006). Becoming a social partner with peers: Cooperation and social understanding in one- and two-year-olds. *Child Development, 77*(4), 803−821.

25. Lokken, G. (2004). Greetings and welcomes among toddler peers in a Norwegian barnehage. *International Journal of Early Childhood, 36*(2), 43−58.

26. Howes, C. (2000). Social development, family, and attachment relationships. In D. Cryer & T. Harms (Eds.), *Infants and toddlers in out-of-home care* (pp. 87−113). Baltimore, MD: Brookes.

27. Shin, M. (2010). Peeking at the relationship world of infant friends and caregivers. *Journal of Early Childhood Research, 8*(3), 294−302.

28. Hawley, P., & Little, T. (1999). On winning some and losing some: A social relations approach to social dominance in toddlers. *Merrill-Palmer Quarterly, 45*(2), 185−214.

29. Capatides, J., Collins, C. C., & Bennett, L. (1996). *Peer interaction in toddlers: Parallel play revisited.* Paper presented at the conference "Ask the Child: Why, When, and How?" New York: Teachers College Press.

30. DaRos, D., & Kovach, B. (1998). Assisting toddlers and caregivers during conflict resolutions: Interactions that promote socialization. *Childhood Education, 75*(1), 25.

31. Wittmer, D., & Petersen, S. (1992). Social development and interaction: Facilitating the prosocial development of typical and exceptional infants and toddlers in group settings. *ZERO TO THREE, 12*(4), 52−60.

32. Gandini, L., & Edwards, C. (Eds.). (2001). *Bambini: The Italian approach to infant/toddler care.* New York: Teachers College Press.

33. McElwain, N. L., Cox, M. J., Burchinal, M. R., & Macfie, J. (2003). Differentiating among insecure mother-infant attachment classifications: A focus on child-friend interaction and exploration during solitary play at 36 months. *Attachment & Human Development, 5*(2), 136−164.

34. Belsky, J., & Fearon, R. M. P. (2002). Early attachment security, subsequent maternal sensitivity,

and later child development: Does continuity in development depend upon continuity of caregiving? *Attachment and Human Development, 4,* 361−387.

35. Howes, C. (1988). Peer interaction in young children. *Monographs of the Society for Research in Child Development, 53*(1), 1−92.

36. de Groot Kim, S. (2010). There's Elly, It must be Tuesday: Discontinuity in child care programs and its impact on the development of peer relationships in young children. *Early Childhood Education Journal, 38*(2), 153−164.

37. Ibid.

38. Howes, C., Hamilton, C. E., & Matheson, C. (1994). Children's relationship with peers: Differential associations with aspects of the teacher-child relationship. *Child Development, 65*(5), 253−263.

39. NICHD Early Child Care Research Network. (2001). Nonmaternal care and family factors in early development: An overview of the NICHD study of early child care. *Journal of Applied Developmental Psychology, 22,* 457−492.

第 8 章

1. Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science, 10*(1), 89−96.

2. Meltzoff, A. N., Kuhl, P. K., Movellan, J., & Sejnowski, T. J. (2009). Foundations for a new science of learning. *Science, 325,* 284−288.

3. Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books.

4. Lamb, M. E., Bornstein, M. H., & Teti, D. (2002). *Development in infancy* (4th ed.). Hillsdale, NJ: Erlbaum.

5. ZERO TO THREE. (2009). *Brain development.*

6. Haith, M. M. (1980). *Rules that babies look by: The organization of newborn visual activity.* Hillsdale, NJ: Erlbaum

7. Lamb, M. E., Bornstein, M. H., & Teti, D. (2002). *Development in infancy* (4th ed.). Hillsdale, NJ: Erlbaum.

8. Spelke, E. S., Breinlinger, K., Jacobson, K., & Phillips, A. (1993). Gestalt relations and object perception: A developmental study. *Perception, 22,* 1483−1501.

9. DeCasper, A., & Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior and Development, 9,* 133−150.

10. Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science, 10*(1), 89−96.

11. Mehler, J., Jusczyk, P., Lambertz, G., Halsted, N., Bertoncini, J., & Ameil-Tison, C. (1988). A precurser of language acquisition in young infants. *Cognition, 29,* 143−178.

12. Moon, C., Lagercrantz, H., & Kuhl, P. K. (2013). Language experienced in utero affects vowel perception after birth: A two-country study. *Acta Pediatrica, 102,* 156-160.

13. Spitz, R. A. (1945). Hospitalism: An inquiry into the genesis of psychiatric conditions of early childhood. *Psychoanalytic Study of the Child, 1,* 53−74.

14. Perry, B. (1996). *Maltreated children: Experience, brain development, and the next generation.* New York: Norton.

15. Field, T. (2010). Touch for socioemotional and physical well-being: A review. *Developmental Review, 30*(4), 367−383.

16. Richardson, H. (1997). Kangaroo care: Why does it work? *Midwifery Today, 44,* 50−51.

17. Field, T., & Brazelton, T. B. (1990). *Advances in touch.* Skillman, NJ: Johnson & Johnson

18. McFarlane, J. (1975). Olfaction in the development of social preferences in the human neonate. In M. Hofer (Ed.), *Parent-infant interaction* (Ciba Foundation Symposium 33; pp. 103−113). Amsterdam: Elsevier.

19. Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science, 198,* 75−78.

20. Spelke, E. S., & Owlsley, C. (1979). Infants' intermodal perception of events. *Infant Behavior and Development, 2,* 13−17.

21. Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science, 10*(1), 89−96.

22. Meltzoff, A. N., Kuhl, P. K., Movellan, J., & Sejnowski, T. J. (2009). Foundations for a new science of learning. *Science, 325,* 284−288.

23. Posner, M.I., Rothbart, M.K. & Tang, Yiyuan. (2013) Developing self-regulation in early childhood. *Trends in Neuroscience Education. 2*(3-4) 107−110.

24. Center on the Developing Child at Harvard University. (2011). *Building the brain's "air Traffic control" system: How early experiences shape the development of executive function. Working Paper No. 11*.

25. Rothbart, M. K., Sheese, B. E., Rueda, M. R., & Posner, M. I. (2011). Developing mechanisms of self-regulation in early life. *Emotion Review*, *3*(2), 207−213.

26. Bauer, P. J., Evren Güler, O., Starr, R. M., & Pathman, T. (2011). Equal learning does not result in equal remembering: The importance of post-encoding processes. *Infancy*, *16*(6), 557−586.

27. Bowlby, J. (1982). *Attachment.* New York: Basic Books.

28. Stephens, K. (2007) *Teaching children to resolve conflict respect-fully*.

29. Sparks, T. A., Hunter, S. K., Backman, T. L., Morgan, G. A., & Ross, R. G. (2012). Maternal parenting stress and mothers' reports of their infants' mastery motivation. *Infant Behavior & Development, 35*(1), 167−173.

30. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early development.* Washington, DC: National Academy Press.

31. Mulligan, S. (1997). Group activities: One child at a time. *Child Care Plus, 8*(1), 1.

32. Meltzoff, A. N., Williamson, R. A., & Marshall, P. J. (2013). Developmental perspectives on action science: Lessons from infant imitation and cognitive neuroscience. In W. Prinz, M. Beisert, & A. Herwig (Eds.), *Action science: Foundations of an emerging discipline* (pp. 281−306). Cambridge, MA: MIT Press.

33. Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes.* Cambridge, MA: Harvard University Press.

34. Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science, 198*, 75−78.

35. Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes.* Cambridge, MA: Harvard University Press.

36. Super, C. M., & Harkness, S. (1997). The cultural structuring of child development. In J. W. Berry, P. R. Dasen, & T. S. Saraswathi (Eds.), *Handbook of cross-cultural psychology. Basic processes and human development* (Vol 2, pp. 1−39). Boston: Allyn & Bacon.

37. Uzgiris, I. C., & Hunt, J. M. (1975). *Assessment in infancy: Ordinal scales of psychological development.* Urbana, IL: University of Illinois Press.

38. NCTM (National Council of Teachers of Mathematics). (2000). *Principles and standards for school mathematics.* Washington, DC: Author.

39. Xu, F., & Carey, S. (1996). Infants' metaphysics: The case of numerical identity. *Cognitive Psychology, 30*(2), 111−153.

40. Greenspan, S. I. (1997). *The growth of the mind and the endangered origins of intelligence.*

Reading, MA: Perseus Books.

41. DeLoache, J. S., Strauss, M. S., & Maynard, J. (1979). Picture perception in infancy. *Infant Behavior and Development, 2,* 77−89.

42. DeLoache, J. S., Pierroutsakos, S. L., Troseth, G. L., Uttah, D. H., Rosengren, K. S., & Gottlieb, A. (1998). Grasping the nature of pictures. *Psychological Science, 9,* 205−210.

43. Howes, C., Unger, O., & Seidner, L. (1989). Social pretend play in toddlers: Parallels with social play and with solitary pretend. *Child Development, 60,* 77−84.

44. Westby, C. (1980). Assessment of cognitive and language abilities through play. *Language, Speech, and Hearing Sciences in Schools, 11,* 154−168.

45. Office of Head Start. (2015). *Head start early learning outcome framework: Ages birth to five.*

46. National Infant and Toddler Child Care Initiative. (2010). *Infant/toddler curriculum and individualization.*

47. Rinaldi, C. (2001). Reggio Emilia: The image of the child and the child's environment as a fundamental principle. In L. Gandini & C. Edwards (Eds.), *Bambini: The Italian approach to infant care* (pp. 49−55). New York: Teachers College Press

48. NICHD Early Child Care Research Network. (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science, 4*(3), 116-135

第 9 章

1. Damasio, A., & Damasio, H. (1999). Brain and language. In Scientific American Magazine (Eds.), *The scientific American book of the brain* (pp. 29-42). Guilford, CT: Lyons.

2. Özçalşkan, Ş., & Goldin-Meadow, S. (2010). Sex differences in language first appear in gesture. *Developmental Science, 13*(5), 752−760.

3. Sung, J., Fausto-Sterling, A., Garcia Coll, C., & Seifer, R. (2013). The dynamics of age and sex in the development of mother-infant vocal communication between 3 and 11 months. *Infancy, 18*(6), 1135−1158.

4. Eriksson, M., Marschik, P. B., Tulviste, T., Almgren, M., Pérez Pereira, M., Wehberg, S., . . . Gallego, C. (2012). Differences between girls and boys in emerging language skills: Evidence from 10 language communities. *British Journal of Developmental Psychology, 30*(2), 326−343.

5. Berglund, E., & Eriksson, M. (2000). Communicative development in Swedish children 16−28

months old. The Swedish early communicative development inventory— words and sentences. *Scandinavian Journal of Psychology*, *41*(2), 133−144.

6.　Sung, J., Fausto-Sterling, A., Garcia Coll, C., & Seifer, R. (2013). The dynamics of age and sex in the development of mother-infant vocal communication between 3 and 11 months. *Infancy, 18*(6), 1135−1158.

7.　Vallotton, C., & Ayoub, C. (2011). Use your words: The role of language in the development of toddlers' self- regulation. *Early Childhood Research Quarterly, 26*(2), 169− 181.

8.　Kubicek, L. F., & Emde, R. N. (2012). Emotional expression and language: A longitudinal study of typically developing earlier and later talkers from 15 to 30 months. *Infant Mental Health Journal, 33*(6), 553−584.

9.　Ibid.

10.　Salley, B. J., & Dixon Jr., W. E. (2007). Temperamental and joint attentional predictors of language development. *Merrill-Palmer Quarterly, 53*(1), 131-154.

11.　Derauf, C., LaGasse, L., Smith, L., Newman, E., Shah, R., Arria, A., . . . Lester, B. (2011). Infant temperament and high-risk environment relate to behavior problems and language in toddlers. *Journal of Developmental Behavioral Pediatrics, 32*(2), 125−135.

12.　Buss, K. A., Davis, E. L., Kiel, E. J., Brooker, R. J., Beek- man, C., & Early, M. C. (2013). Dysregulated fear predicts social wariness and social anxiety symptoms during kindergarten. *Journal of Clinical Child & Adolescent Psychology, 42*(5), 603−616.

13.　PapouŠek, M. (2012). From the start: Integration of affect and language in parent-infant interactions. *Infant Mental Health Journal, 33*(6), 585−589.

14.　DeCasper, A., & Fifer, W. (1980). Of human bonding: Newborns prefer their mothers' voices. *Science, 208,* 1174−1176.

15.　DeCasper, A., & Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior and Development, 9,* 133−150.

16.　de Boer, B., & Kuhl, P. K. (2003). Investigating the role of infant-directed speech with a computer model. *Acoustics Research Letters Online (ARLO), 4*(4), 129−134.

17.　Soderstrom, M. (2007). Beyond babytalk: Reevaluating the nature and content of speech input to preverbal infants. *Developmental Review, 27*, 501−532.

18.　Kuhl, P. K., Tsao, F. M., & Liu, H. M. (2003). Foreign-language experience in infancy: Effects

of short-term exposure and social interaction on phonetic learning. *Proceedings of the National Academy of Science, U.S.A., 100*(15), 9096−9101.

19. Ibid.

20. Saffran, J. R., Loman, M. M., & Robertson, R. W. (2000). Infant memory for musical experiences. *Cognition, 77*(1), B15−B23.

21. Swingley, D. (2008). The roots of the early vocabulary in infants' learning from speech. *Current Directions in Psychological Science, 17*(5), 308−312.

22. Saffran, J. R. (2002). Constraints on statistical language learning. *Journal of Memory and Language, 47,* 172−196.

23. Seidl, A. (2007). Infants' use and weighting of prosodic cues in clause segmentation. *Journal of Memory and Language,* 57(1), 24−48.

24. Pruden, S. M., Hirsh-Pasek, K., Golinkoff, R. M., & Hennon, E. A. (2006). The birth of words: Ten-month-olds learn words through perceptual salience. *Child Development, 77*(2), 266−280.

25. Brooks, R., & Meltzoff, A. N. (2005). The development of gaze following and its relation to language. *Developmental Science, 8*(6), 535−543.

26. Ibid.

27. Twomey, K. E., Ranson, S. L., & Horst, J. S. (2014). That's more like it: Multiple exemplars facilitate word learning. *Infant & Child Development, 23*(2), 105−122.

28. Wilbourn, M. P., & Sims, J. P. (2013). Get by with a little help from a word: Multimodal input facilitates 26-month-olds' ability to map and generalize arbitrary gestural labels. *Journal of Cognition & Development, 14*(2), 250−269.

29. Brady, K. W., & Goodman, J. C. (2014). The type, but not the amount, of information available influences toddlers' fast mapping and retention of new words. *American Journal of Speech-Language Pathology, 23*(2), 120−133.

30. Peredo, T. N., Owen, M. T., Rojas, R., & Caughy, M. O. (2015). Child vocabulary, maternal behavior, and inhibitory control development among Spanish-speaking children. *Early Education and Development, 26*(5-6), 749−769.

31. Morgan, P. L., Farkas, G., Hillemeier, M. M, Hammer, C. S., & Maczuga, S. (2015). 24-month-old children with larger oral vocabularies display greater academic and behavioral functioning at Kindergarten entry. *Child Development*, *86*(5), 1351−1370.

32. Pagani, L. S., Fitzpatrick, C., & Barnett, T. A. (2013). Early childhood television viewing and kindergarten entry readiness. *Pediatric Research*,

33. Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. M. (2014). Skype me! socially contingent interactions help toddlers learn language. *Child Development, 85*(3), 956–970.

34. Katz, J., & Snow, C. (2000). Language development in early childhood: The role of social interaction. In D. H. Cryer, (Ed.) *Infants and toddlers in out of home care* (pp. 49–86). Baltimore, MD: Brookes Publishing Co., Inc.

35. Lee, S., Davis, B. L., & MacNeilage, P. F. (2009). Universal production patterns and ambient language influences in babbling: A cross-linguistic study of Korean- and English-learning infants. *Journal of Child Language*, 35, 591–617.

36. Esteve-Gibert, N., & Prieto P. (2013). Prosody signals the emergence of intentional communication in the first year of life: evidence from Catalan-babbling infants. *Journal of Child Language*, *40*(5), 919–944.

37. Goldstein, M. H., & Schwade, J. A. (2008). Social feedback to infants' babbling facilitates rapid phonological learning. *Psychological Science (Wiley-Blackwell), 19*(5), 515–523.

38. Legerstee, M., & Barillas, Y. (2003). Sharing attention and pointing to objects at 12 months: Is the intentional stance implied? *Cognitive Development, 18*(1), 91110.

39. Ibid.

40. Begus, K., & Southgate, V. (2012). Infant pointing serves an interrogative function. *Developmental Science, 15*(5), 611–617.

41. Acredolo, L., & Goodwyn, S. (1985). Symbolic gesturing in language development: A case study. *Human Development, 28,* 40–49.

42. Carey, S. (1978). The child as word learner. In M. Halle, J. Bresnan, & G. A. Miller (Eds.), *Linguistic theory and psychological reality* (pp. 264–293). Cambridge, MA: MIT Press.

43. Brown, R. (1973). *A first language: The early stages.* London: Allen & Unwin.

44. Crais, E. R., Watson, L. R., & Baranek, G. T. (2009). Use of gesture development in profiling children's prelinguistic communication skills. *American Journal of Speech-Language Pathology, 18*(1), 95–108.

45. NICHD Early Child Care Research Network. (2005). Pathways to reading: The role of oral language in the transition to reading. *Developmental Psychology, 41,* 428–442.

46. Roberts, M. Y., & Kaiser, A. P. (2015). Early intervention for toddlers with language delays: A randomized controlled trial. *Pediatrics, 135*(4), 686−693.

47. Healthy Children.Org. (2015). *Hearing loss.*

48. American Academy of Otolaryngology-Head and neck surgery. (2016). *The necessity of early intervention in hearing.*

49. Yoshinaga-Itano, C., Sedey, A., Coulter, D. K., & Mehl, A. L. (1998). Language of early and later identified children with hearing loss. *Pediatrics, 102*, 1161−1171

50. Tamis-LeMonda, C., Kuchirko, Y., & Song, L. (2014). Why is infant language learning facilitated by parental responsiveness? *Current Directions in Psychological Science (Sage Publications Inc.), 23*(2), 121−126.

51. Hart, B., & Risley, T. R. (1999). *The social world of children learning to talk.* Baltimore, MD: Brookes.

52. Honig, H. S., & Brophy, H. E. (1996). *Talking with your baby: Family as a first school.* Syracuse, NY: Syracuse University Press.

53. Ibid.

54. Ibid.

55. Adamson, L. B., Bakeman, R., & Deckner, D. J. (2004). The development of symbol-infused joint engagement. *Child Development, 75*(4), 1171−1189.

56. Dunham, P., & Dunham, F. (1996). The semantically reciprocating robot: Adult influences on children's early conversational skills. *Social Development, 5,* 261−274.

57. Newman, R., & Hussain, I. (2006). Changes in preference for infant-directed speech in low and moderate noise by 4.5- to 13-month-olds. Infancy, 10, 61−76.

58. Hart, B., & Risley, T. R. (1992). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology, 28,* 1096−1105.

59. Ibid.

60. Barrera, I., & Kramer, L. (1997). From monologues to skilled dialogues: Teaching the process of crafting culturally competent early childhood environments. In P. Winton, J. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 217−252). Baltimore, MD: Brookes.

61. Goffman, E. (1976). Replies and responses. *Language and Society, 5*(3), 257–313.

62. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early development.* Washington, DC: National Academy Press.

63. Shneidman, L.A., & Goldin-Meadow, S. (2012). Language input and acquisition in a Mayan village: How important is directed speech? *Developmental Science, 15*(5), 659–673.

64. Reese, E., & Fivush, R. (1993). Parental styles of talking about the past. *Developmental Psychology, 29*(3), 596–606.

65. Pham, L. (1994). Infant dual language acquisition revisited. *Journal of Educational Issues of Language Minority Students, 14,* 185–210.

66. Byers-Heinlein, K., Burns, T. C., & Werker, J. F. (2010). The roots of bilingualism in newborns. *Psychological Science*, *21*(3), 343–348.

67. Office of Head Start Department of Health and Human Services. (2008). *What does it take? Head Start dual language report.*

68. Singh, L., Fu, C. S. L., Rahman, A. A., Hameed, W. B., Sanmugam, S., Agarwal, P., . . . Rifkin-Graboi, A. (2015). Back to basics: A bilingual advantage in infant visual habituation. *Child Development, 86*(1), 294–302.

69. Poulin-Dubois, D., Blaye, A., Coutya, J., & Bialystok, E. (2011). The effects of bilingualism on toddlers' executive functioning. *Journal of Experimental Child Psychology, 108*(3), 567–579.

70. Engel de Abreu, P. M. J., Cruz-Santos, A., Tourinho, C. J., Martin, R., & Bialystok, E. (2012). Bilingualism enriches the poor: Enhanced cognitive control in low-income minority children. *Psychological Science, 23*(11), 1364–1371.

71. Garcia-Sierra, A., Rivera-Gaxiola, M., Percaccio, C. R., Conboy, B. T., Romo, H., Klarman, L., . . . Kuhl, P. K. (2011). Bilingual language learning: An ERP study relating early brain responses to speech, language input, and later word production. *Journal of Phonetics, 39*(4), 546–557.

72. Poulin-Dubois, D., Bialystok, E., Blaye, A., Polonia, A., & Yott, J. (2013). Lexical access and vocabulary development in very young bilinguals, *International Journal of Bilingualism, 17*(1), 57–70.

73. DeHouwer, A. (1999, July). Two or more languages in early childhood: Some general points and practical recommendations. *ERIC Digest* (ED433697). District of Columbia: ERIC Clearinghouse on Languages and Linguistics.

74. Sánchez, S. Y., & Thorp, E. K. (1998b). Policies on linguistic continuity: A family's right, a practitioner's choice, or an opportunity to create shared meaning and a more equitable relationship? In E. Fenichel (Ed.), *Bulletin of Zero to Three: National Center for Infants, Toddlers, and Families, 18*(6), 12–20.

75. DeHouwer, A. (1999, July). Two or more languages in early childhood: Some general points and practical recommendations. *ERIC Digest* (ED433697). District of Columbia: ERIC Clearinghouse on Languages and Linguistics.

76. Kirk, E., Howlett, N., Pine, K. J., & Fletcher, B. (2013). To sign or not to sign? The impact of encouraging infants to gesture on infant language and maternal mind-mindedness. *Child Development, 84*(2), 574–590.

77. Vallotton, C. (2011). Babies open our minds to their minds: How 'listening' to infant signs complements and extends our knowledge of infants and their development. *Infant Mental Health Journal, 32*(1), 115–133.

78. Kirk, E., Howlett, N., Pine, K. J., & Fletcher, B. (2013). To sign or not to sign? The impact of encouraging infants to gesture on infant language and maternal mind-mindedness. *Child Development, 84*(2), 574–590.

79. Vallotton, C. (2011). Babies open our minds to their minds: How 'listening' to infant signs complements and extends our knowledge of infants and their development. *Infant Mental Health Journal, 32*(1), 115–133.

80. DeHouwer, A. (1999, July). Two or more languages in early childhood: Some general points and practical recommendations. *ERIC Digest* (ED433697). District of Columbia: ERIC Clearinghouse on Languages and Linguistics.

81. NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and language development. *Child Development, 71*(4), 960–980.

82. Vallotton, C. D., Harewood, T., Ayoub, C. A., Pan, B., Mastergeorge, A. M., & Brophy-Herb, H. (2012). Buffering boys and boosting girls: The protective and promotive effects of early head start for children's expressive language in the context of parenting stress. *Early Childhood Research Quarterly, 27*(4), 695–707.

第 10 章

1. Hussey-Gardner, B. (2003). *Parenting to make a difference.* Palo Alto, CA: Vort.

2. Bornstein, M. H., Hahn, C., & Suwalsky, J. T. D. (2013). Physically developed and exploratory young infants contribute to their own long-term academic achievement. *Psychological Science, 10*, 1906−1917.

3. Saccani, R., Valentini, N. C., Pereira, K., Müller, A., & Gabbard, C. (2013). Associations of biological factors and affordances in the home with infant motor development. *Pediatrics International*, *55*, 197−203.

4. Hines, M. (2011). Gender development and the human brain. *Annual Review of Neuroscience*, *34*, 69−88.

5. Mondschein, E. R., Adolph, K. E., & Tamis-LeMonda, C. S. (2000). Gender bias in mothers' expectations about infant crawling. *Journal of Experimental Child Psychology, 77*, 304−316.

6. Eaton, W. O. (2009). Motor activity level.

7. Malina, R. M. (2004). Motor development during infancy and early childhood: Overview and suggested directions for research. *International Journal of Sport and Health Medicine, 2,* 50−66.

8. Liu, C. H., & Tronick, E. (2011). Neurobehavioural development in infancy. In D. Skuse, H. Bruce, L. Dowdney, & D. Mrazek (Eds.), *Child psychology and psychiatry: Frameworks for practice,* (2nd ed., pp. 18−22). Chichester, UK: John Wiley & Sons.

9. Adolph, K. E. (2008). Learning to move. *Current Directions in Psychological Science*, *17*, 213−218.

10. Thelen, E., & Smith, L. B. (1996). *A dynamic systems approach to the development of cognition and action.* Cambridge, MA: MIT Press.

11. Adolph, K. E., & Eppler, M. A. (2002). Flexibility and specificity in infant motor skill acquisition. In J. Fagan (Ed.), *Progress in infancy research* (Vol. 2, pp. 121−167). Mahwah, NJ: Erlbaum.

12. Caçola, P., Gabbard, C., Santos, D. C., & Batistela, A. C. (2011). Development of the affordances in the home environment for motor development-infant scale. *Pediatrics International*, *53*(6), 820-825.

13. Miquelote, A. F., Santos, D. C. C., Caçola, P. M., Montebelo, M. I. de L., & Gabbard, C. (2012). Effect of the home environment on motor and cognitive behavior of infants. *Infant Behavior & Development*, *35*(3), 329−334.

14. Karasik, L. B., Adolph, K. E., Tamis-LeMonda, C. S., & Zuckerman, A. L. (2012). Carry on: Spontaneous object carrying in 13-month-old crawling and walking infants. *Developmental*

Psychology, 48(2), 389−397.

15. Murphy, L. B. (1994). Hopping, jumping, leaping, skipping, and loping: Savoring the possibilities of locomotion. *ZERO TO THREE, 15*(1), 27.

16. Adolph, K. A., & Tamis-LaMonda, C. (2014). The costs and benefits of development: The transition from crawling to walking. *Child Development Perspectives*, *8*(4), 187−192.

17. Ibid.

18. Adolph, K. E., & Kretch, K. S. (2015). Gibson's theory of perceptual learning. In H. Keller (Ed.), *International encyclopedia of the social and behavioral sciences*, (2nd ed., Vol.10, pp. 127−134). New York: Elsevier.

19. Clifton, R. K., Rochat, P., Robin, D., & Berthier, N. E. (1994). Multimodal perception in the control of infant reaching. *Journal of Experimental Psychology: Human Perception and Performance, 20*(4), 876−886.

20. Robin, D. J., Berthier, N. E., & Clifton, R. K. (1996). Infants' predictive reaching for moving objects in the dark. *Developmental Psychology, 32,* 824−835.

21. Brownell, C. A., Nichols, S. R., Svetlova, M., Zerwas, S., & Ramani, G. (2010). The head bone's connected to the neck bone: When do toddlers represent their own body topography? *Child Development, 81*(3), 797−810.

22. Marshall, P., & Meltzoff, A. N. (2015). Body maps in the infant brain. *Trends in Cognitive Sciences, 19*(9), 499−505.

23. Marshall, P. J., Saby, J. N., & Meltzoff, A. N. (2013). Imitation and the developing social brain: Infants' somatotopic EEG patterns for acts of self and other. *International Journal of Psychological Research, 6*, 22−29.

24. UCP (United Cerebral Palsy). (2013). *About Cerebral Palsy*.

25. MOD (March of Dimes). (2014). *Cerebral palsy. Quick reference: fact sheets.*

26. RIE (Resources for Infant Educators. (n.d.) *RIE basic principles.*

27. Ohio State University & US Department of Defense. (n.d.) *Supporting Physical Development: Environments and Experiences. Virtual Lab School.*

28. American Academy of Pediatrics (AAP). (2004). *U.S. government should ban baby walkers*.

29. Consumer Products Safety Commission. (2009). *Nursery product-related safety injuries and deaths among children under five.*

30. Siegel, A. C., & Burton, R. V. (1999). Effects of baby walkers on motor and mental development in human infants. *Journal of Developmental and Behavioral Pediatrics, 20,* 355−361.

31. Brazelton, T. B. (1972). Implications of infant development among the Mayan Indians of Mexico. *Human Development, 15*(2), 90−111.

32. Kaplan, H., & Dove, H. (1987). Infant development among the Ache of eastern Paraguay. *Developmental Psychology, 23*(2), 190−198.

33. Konner, M. (1977). Infancy among the Kalihari Desert San. In P. H. Liederman, S. R. Tulin, & A. Rosenfeld (Eds.), *Culture and infancy: Variations in the human experience* (pp. 287−327). New York: Academic Press.

34. Thompson-Rangel, T. (1994). The Hispanic child and family: Developmental disabilities and occupational therapy intervention. *Developmental Disabilities Special Interest Newsletter.*

35. Louv, R. (2013). *Last child in the woods: Saving our children from nature deficit disorder.* Chapel Hill, NC: Algonquin Books.

36. Matthews, D. M., & Jenks, S. M. (2013). Ingestion of Mycobacterium vaccae decreases anxiety-related behavior and improves learning in mice. *Behavioural Processes, 96,* 27−35.

37. Aamodt, S., & Wang, S. (2011). *Welcome to your child's mind: How the mind grows from conception to college.* New York: Bloomsbury, USA.

38. Wells, N. M., & Evans, G. W. (2003). Nearby nature: A buffer of life stress among rural children. *Environment and Behavior, 35*, 311−330

39. Taylor, A. F., & Ming-Kuo, F. E. (2011). Could exposure to everyday green spaces help treat ADHD? Evidence from children's play settings. *Applied Psychology: Health and Well- Being, 3*(3), 281−303.

40. Spencer, K. M., & Wright, P. H. (2014). Quality outdoor play spaces for young children. *Young Children, 69*(5), 28−34.

41. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care. (2011). *Caring for our children: National health and safety performance standards for out-of-home child care programs* (3rd ed.). Elk Grove Village, IL: American.

42. Ibid.

43. Early Head Start National Resource Center. (2012). *EHS TA paper no. 14: Supporting outdoor play*

and exploration for infants and toddlers. Author: Washington, D.C.

44. Ibid.

第 11 章

1. U.S. Census Bureau. (2011). *Who's minding the kids?Child care arrangements*.

2. Ruzek E., Burchinal, M., Farkas, G., Duncan, G., Dang, T., & Lee, W. (2011, March). *Does high quality childcare narrow the achievement gap at two years of age?* Presented at Society for Research on Educational Effectiveness: Washington, DC.

3. NICHD Early Child Care Research Network. (2002a). Child care structure, process, outcome: Direct and indirect effects of child care quality on young children's development. *Psychological Science. 13*, 199–206.

4. NICHD Early Child Care Research Network. (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science*, *4*(3), 116–135.

5. Emde, R. N., Biringen, Z., Clyman, R. B., & Oppenheim, D. (1991). The moral self of infancy: Affective core and procedural knowledge. *Developmental Review, 11,* 251–270.

6. Emde, R. N. (1994). Individuality, context, and the search for meaning. *Child Development*, *65*, 719–737.

7. Zahn-Waxler, C., & Radke-Yarrow, R. (1990). The origins of empathic concern. *Motivation and Emotion, 14,* 107–130.

8. Recchia, S. L. (2012). Caregiver-child relationships as a context for continuity in child care. *Early Years: An International Journal of Research and Development*, *32*(2), 143–157.

9. Snyder, C. (2011, Spring). It's good to see you again! Continuity of care in infant and toddler program. *ReSource,* 11–15.

10. Ruzek, E., Burchinal, M., Farkas, G., Duncan, G., Dang, T., & Lee, W. (2011, March). *Does high quality childcare narrow the achievement gap at two years of age?* Presented at Society for Research on Educational Effectiveness, Washington, DC.

11. Ibid.

12. Snyder, C. (2011, Spring). It's good to see you again! Continuity of care in infant and toddler program. *ReSource,* 11–15.

13. Institute of Medicine (IOM) and National Research Council (NRC). (2015). *Transforming the*

workforce for children birth through age 8: A unifying foundation. Washington, DC: The National Academies Press.

14. Snow, K. (2013, November 13). *Who is the early child care and education workforce?*

15. Flagler, B. (2010). Quality child care vital. *Atlanta Constitution*.

16. Office of Program Research and Evaluation. (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings from the national survey of early care and education (NSECE)*.

17. Clarke-Stewart, K. A., Vandell, D. L., Burchinal, M., O'Brien, M., & McCartney, K. (2002). Do regulable features of child-care homes affect children's development? *Early Child Research Quarterly*, *17*(1), 52−86.

18. Arnett, J. (1989). Caregivers in child care centers. Does training matter? *Journal of Applied Developmental Psychology, 10(4),* 541−552.

19. Bureau of Labor Statistics. (2015). Occupational employment statistics. Child care workers.

20. Suttle, R. (2014). *The average annual income for in-home child-care.*

21. Jacobs, E., & Adrien, E. (2012). Canadian child care regulations regarding training and curriculum. In N. Howe & L. Prochner (eds.). *Recent Perspectives on Early Childhood Education in Canada.* University of Toronto Press: Toronto.

22. Lally, J. R. (2001). The art and science of child care. *Program for Infant Toddler Care*.

23. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd Edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

24. Ibid.

25. WebMD. (2015). *Overview of breastfeeding.*

26. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd Edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

27. Ibid.

28. Ibid.

29. Ibid.

30. Ibid.

31. Ibid.

32. eXtension. (2015*).Preventing in juries in childcare.*

33. American Academy of Pediatrics. (2011). Policy Statement—SIDS and other sleep-related deaths: expansion of recommendations for a safe infant sleep environment. *Pediatrics, 128*(5), 1030−1039.

34. Administration for Children and Families. (2010). *Child Abuse Prevention and Treatment Act. Reauthorization Act of 2010 (P.L. 111-320), § 3.*

35. Child Welfare Information Gateway. (2014). *Definitions of child abuse and neglect.*

36. Clermont County, Ohio Children's Protective Services. (n.d.) *Detecting child abuse.*

37. Lazarov, M., & Evans, A. (2000). Breastfeeding: Encouraging the best for low-income women. *ZERO TO THREE*, *21*(1), 15−23.

38. Meyers, A., & Chawla, N. (2000). Nutrition and the social, emotional, and cognitive development of infants and young children. *ZERO TO THREE*, *21*(1), 5−11.

39. American Academy of Pediatrics. (2012). Breastfeeding and the use of human milk. *Pediatrics*, *129*(3).

40. WebMD.(2015).*What are the benefits of breastfeeding for your bab*y?

41. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs.* 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

42. Beard, J. L., Connor, J. D., & Jones, B. C. (1997). Brain iron: Location and function. *Progress in Food and Nutrition Science*, *17*, 183−221.

43. KidsHealth.(2014). *Iron deficiency anemia.*

44. Whiteman, H. (2015, February 2). CDC: most commercial foods for infants, toddlers contain too much salt, sugar. *Medical News Today*.

45. KidsHealth. (2014). *Nutrition guide for toddlers.*

46. healthychildren. (2015).*Unsafe foods for toddlers.*

47. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs.* 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

48. Ibid.

49. Ibid.

50. Ibid.

51. Child and Adult Care Food Program. (2015). *Child and adult care food program.*

52. Harmes, T., Cryer, D., & Clifford, R. M. (2006). *Infant/ toddler environment rating scale.* New York: Teachers College Press.

53. Administration for Children and Families. (2011). *Head Start program performance standards*.

54. Child Trends. (2010). *The compendium of quality rating systems and evaluations*. Author: Washington, DC.

55. National Association for the Education of Young Children. (2012). *Accreditation.*

56. National Association for Family Child Care. (2013). *Accreditation updates.*

第 12 章

1. National Association for the Education of Young Children (NAEYC). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.*

2. Weil, J. L. (1993). *Early deprivation of empathic care.* Madison, CT: International Universities Press.

3. Meins, E. (1997). Security of attachment and maternal tutoring strategies: Interaction within the zone of proximal development. *British Journal of Developmental Psychology, 15*, 129−144.

4. Meins, E., Fernyhough, C., Wainwright, R., Clark-Carter, D., Gupta, M. D., . . . Tuckey, M. (2003). Pathways to understanding mind: Construct validity and predictive validity of maternal mind-mindedness. *Child Development, 74,* 1194−1211.

5. Meins, E., Fernyhough, C., de Rosnay, M., Arnott, B., Leekam, S. R., & Turner, M. (2012). Mind-mindedness as a multidimensional construct: Appropriate and nonattuned mind-related comments

independently predict infant-mother attachment in a socially diverse sample. *Infancy, 17*(4), 393−415.

6. UNICEF. (2009). *Convention on the rights of the child.*

7. Bruner, J. (1996). *The culture of education.* Cambridge, MA: Harvard University Press.

8. Honig, A. (1993). Mental health for babies: What do theory and research tell us? *Young Children, 48*(3), 69−76.

9. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early development.* Washington, DC: National Academy Press.

10. Bronfenbrenner, U. (1994). Who cares for the children. In H. Nuba, M. Searson, & D. L. Sheiman (Eds.), *Resources for early childhood: A handbook* (pp. 113−129) New York: Garland.

11. Gonzalez-Mena, J., & Eyer, D. W. (2001). *Infants, toddlers, and caregivers* (5th ed.). Mountain View, CA: Mayfield.

12. Lally, J. R., Torres, Y., & Phelps, P. (1994). Caring for infants and toddlers in groups: Necessary considerations for emotional, social, and cognitive development. *ZERO TO THREE, 14*(5), 1−8.

13. Howes, C., Phillips, D., & Whitebook, M. (1992). Thresholds of quality: Implications for the social development of children in center-based child care. *Child Development, 63,* 449−460.

14. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early development.* Washington, DC: National Academy Press.

15. NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and language development. *Child Development, 71*(4), 960−980.

16. Gandini, L., & Edwards, C. (Eds.). (2001). *Bambini: The Italian approach to infant/toddler care.* New York: Teachers College Press.

17. Lally, J. R. (1995). The impact of child care policies and practices on infant/toddler identity formation. *Young Children, 51*(1), 58−67.

18. Honig, A. S. (2001). *Secure relationships: Nurturing infant-toddler attachment in child care settings.* Washington, DC: NAEYC.

19. Honig, A. S. (2014). *The BEST for Babies.* Lewisville, NC: Gryphon House.

20. Parlakian, R. (2003). *Before the ABCs: Promoting school readiness in infants and toddlers.* Washington, DC: ZERO TO THREE.

21. NAEYC (2016). *DAP with infants and toddlers.*

22. Early Childhood Research and Practice (ECRP). (2009). Spend your whole life learning and giving.

An interview with Alice Sterling Honig. *ECRP, 11*(2),

23. Cawlfield, M. E. (1992). Velcro time: The language connection. *Young Children, 47*(4), 26–30.

24. Lerner, C., & Dombro, A. (2000). *Learning and growing together: Understanding and supporting your child's development.* Washington, DC: ZERO TO THREE.

25. Goncu, A., & Gaskins, S. (Eds.). (2007). *Play and development: Evolutionary, sociocultural, and functional perspectives.* Mahwah, NJ: Erlbaum.

26. Hirsh-Pasek, K., Golinkoff, R. M., Berk, L. E., & Singer, D. G. (2009). *A mandate for playful learning in preschool: Presenting the evidence.* New York: Oxford University Press.

27. Smith, P. K., & Pellegrini, A. (2008). Learning through play. In R. E. Tremblay, R. G. Barr, R. deV Peters, & M. Boivin (Eds.), *Encyclopedia on early childhood development* (pp. 1–6). Montreal, Quebec: Centre of Excellence for Early Childhood Development.

28. Bettelheim, B. (1987, March). The importance of play. *Atlantic,* 35–46.

29. Perry, B. (2001, April). The importance of pleasure in play. *Scholastic Early Childhood Today,* 24–25.

30. Smilansky, S., & Shefatya, L. (1990). *Facilitating play: A medium for promoting cognitive, socioemotional, and academic development in young children.* Gaithersburg, MD: Psychosocial and Educational Publications.

31. Caruso, D. A. (1988). Play and learning in infancy: Research and implications. *Young Children, 43*(6), 63–70.

32. Howes, C., & Phillipsen, L. (1998). Continuity in children's relations with peers. *Social Development, 7*(3), 340–349.

33. Carter, M., & Curtis, D. (1998). *The visionary director: A handbook for dreaming, organizing, and improvising in your center.* St. Paul, MN: Redleaf.

34. Greenman, J., Stonehouse, A., & Schweikert, G. (2008). *Prime times: A handbook for excellence in infant and toddler programs* (2nd ed.). Minneapolis, MN: Redleaf Press.

35. Honig, A. (2002). Playing it out: The aftermath of September 11th in early care and education. *ZERO TO THREE, 22*(3), 52.

36. Zanolli, K. M., Saudargas, R. A., & Twardosz, S. (1997). The development of toddlers' responses to affectionate teacher behavior. *Early Childhood Research Quarterly, 12*(1), 99–116.

37. Honig, A. (2002). *Secure relationships: Nurturing infant toddler attachment in early care settings.* Washington, DC: NAEYC.

38. Mangione, P. L., Lally, R. J., & Signer, S. (1990). The ages of infancy: Caring for young, mobile, and older infants [Video magazine]. Sacramento, CA: CDE Press.

39. Sears, W., & Sears, M. (2001). *Attachment parenting: A commonsense guide to understanding and nurturing your baby.* New York: Little, Brown.

40. Honig, A. (2003, September). Helping babies feel secure. *Scholastic Early Childhood Today, 18*(1), 27–29.

41. Honig, A. (personal communication January 6, 2005)

42. Honig, A. (2002c). *Secure relationships: Nurturing infant toddler attachment in early care settings*. Washington, DC: NAEYC.

43. Lerner, C., & Dombro, A. (2000). Learning and growing together: Understanding and supporting your child's development. Washington, DC: ZERO TO THREE.

44. Copple, C. (Ed.). (2003). *A world of difference: Readings on teaching young children in a diverse society*. Washington, DC: NAEYC.

45. Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed.). Washington, DC: NAEYC.

46. Barrera, I., Kramer, L., Macpherson, D. (2012). *Skilled Dialogue. Strategies for responding to cultural diversity in early childhood* (2nd ed.). Baltimore, MD: Brookes Publishing.

47. Gonzalez-Mena, J. (2001). *Multicultural issues in child care* (3rd ed.). Mountain View, CA: Mayfield Publishing Co.

48. Ibid.

49. Barrera, I., Kramer, L., Macpherson, D. (2012). *Skilled Dialogue. Strategies for responding to cultural diversity in early childhood* (2nd ed.). Baltimore, MD: Brookes Publishing.

50. Derman-Sparks, L., LeeKeenan, D., & Nimmo, J. (2015). *Leading antibias early childhood programs—A guide for change.* Washington, DC: NAEYC.

51. Emde, R. N. (2001). Preface. In L. Gandini & C. Edwards (Eds.), *Bambini: The Italian approach to infant/toddler care* (pp. vii–xiv). New York: Teachers College Press.

52. Meisels, S. J., Dombro, A., Marsden, D. B., Weston, D. R., & Jewkes, A. M. (2003). *The Ounce Scale.* New York: Pearson Early Learning.

第 13 章

1. Pawl, J. H., & St. John, M. (1998). *How you are is as important as what you do . . . in making a positive difference for infants, toddlers, and their families*. Washington, DC: ZERO TO THREE.

2. Griffin, A. (1998). Infant/toddler sleep in the child care context: Patterns, problems, and relationships. *ZERO TO THREE, 19*(2), 24–29.

3. Butterfield, P. (2002). Child care is rich in routines. *ZERO TO THREE, 22*(4), 29–32.

4. Carter, M., & Curtis, D. (1998). *The visionary director: A handbook for dreaming, organizing, and improvising in your center.* St. Paul, MN: Redleaf.

5. Greenman, J. (1988). *Caring spaces, learning places: Children's environments that work.* Redmond, WA: Exchange.

6. Miller, K. (1999). *Simple steps: Developmental activities for infants, toddlers, and two-year-olds.* Beltsville, MD: Gryphon House.

7. Vernon, F. (2003, Spring). Sink play. *Focus on Infants and Toddlers, 15*(1), 5.

8. Honig, A. (2003). Beauty for babies. *Scholastic Early Childhood Today, 17*(7), 22–25.

9. Hirsch, E. S. (1996). *The block book* (3rd ed.). Washington, DC: NAEYC.

10. Stroud, J. E. (1995). Block play: A foundation for literacy. *Early Childhood Education Journal, 23*(1), 9–13.

11. Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K. (2007). *Cradling literacy: Building teachers' skills to nurture early language and literacy from birth to 5.* Washington, DC: ZERO TO THREE.

12. Geist, E. (2003). Infants and toddlers exploring mathematics. *Young Children, 58*(1), 10–12.

13. Miller, K. (1999). *Simple steps: Developmental activities for infants, toddlers, and two-year-olds.* Beltsville, MD: Gryphon House.

14. Teaching Strategies, LLC (2016). *The Creative Curriculum® for Infants, Toddlers & Twos* (3rd Ed.)

15. Gandini, L., & Edwards, C. (Eds.). (2001). *Bambini: The Italian approach to infant/toddler care.* New York: Teachers College Press.

16. Rinaldi, C. (2001). Reggio Emilia: The image of the child and the child's environment as a fundamental principle. In L. Gandini & C. Edwards (Eds.), *Bambini: The Italian approach to infant care* (pp. 49–55). New York: Teachers College Press.

17. Gandini, L., & Edwards, C. (Eds.). (2001). *Bambini: The Italian approach to infant/toddler care.* New York: Teachers College Press.

第 14 章

1.   Phillips, D., Crowell, N. A., Sussman, A. L., Gunnar, M., Fox, N., Hane, A., & Bisgaier, J. (2012). Reactive temperament and sensitivity to context in childcare. *Social Development*, *21*(3), 628−643.

2.   Deynoot-Schaub, M., & Riksen-Walraven, J. (2006). Peer contacts of 15-month-olds in childcare: Links with child temperament, parent-child interaction and quality of childcare. *Social Development, 15*(4), 709−729.

3.   Gonzalez-Mena, J. (2006). *50 early childhood strategies for working and communicating with diverse families.* Upper Saddle River, NJ: Merrill/Prentice Hall.

4.   Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed.). Washington, DC: NAEYC.

5.   Vallotton, C. D. (2009). Do infants influence their quality of care? Infants' communicative gestures predict caregivers' responsiveness. *Infant Behavior and Development, 32,* 351−365.

6.   Irwin, J., Carter, A. S., & Briggs-Gowan, M. I. (2002). The social-emotional development of "late-talking" toddlers. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*(11), 1324−1332.

7.   Van De Zande, I. (1995). *1, 2, 3 . . . The toddler years: A practical guide for parents and caregivers.* Santa Cruz, CA: Santa Cruz Toddler Care Center.

8.   Brook, J. S., Zheng, L., Whiteman, M., & Brook, D. (2001). Aggression in toddlers: Associations with parenting and marital relations. *Journal of Genetic Psychology, 162*(2), 228−241.

9.   Brazelton, T. B. (1992). *Touchpoints: Your child's emotional and behavioral development.* Reading, MA: Perseus.

10. Bromwich, R. (1997). *Working with families and their infants at risk.* Austin, TX: Pro-Ed.

11. Honig, A.S., & Lally, R.J. (1981). *Infant caregiving: A design for training*. Syracuse, NY: Syracuse University Press.

12. de Hann, D., & Singer, E. (2003). Use your words: A sociocultural approach to the teacher's role in the transition from physical to verbal strategies of resolving peer conflicts among toddlers. *Journal of Early Childhood Research, 1*(1), 95−109.

13. Vallotton, C., & Ayoub, C. (2011). Use your words: The role of language in the development of toddlers' self- regulation. *Early Childhood Research Quarterly, 26*(2), 169−181.

14. Laible, D. J., & Thompson, R. A. (2002). Mother-child conflict in the toddler years: Lessons in emotion, morality, and relationships. *Child Development, 73*(4), 1187−1203.

15. Batya, L., Simoni, H., & Perrig-Chiello, P. (2008). Conflict between peers in infancy and toddler age: What do they fight about? *Early Years: Journal of International Research & Development, 28*(3), 235−249.

16. Gloeckler, L., & Cassell, J. (2012). Teacher practices with toddlers during social problem solving opportunities. *Early Childhood Education Journal*, *40*(4), 251−257.

17. Singer, E., & Hannikainen, M. (2002). The teacher's role in territorial conflicts of 2- to 3-year-old children. *Journal of Research in Early Childhood Education, 17*(1), 5−18.

18. Lieberman, A. (1993). *The emotional life of a toddler.* New York: Free Press.

19. Stephens, K. (1999). Toilet training: Children step up to independence. *Child Care Information Exchange,* 76−80.

20. Ibid.

21. Brazelton, T. B., & Sparrow, J. D. (2004). *Toilet training: The Brazelton way.* Cambridge, MA: Da Capo.

22. Stephens, K. (1999). Toilet training: Children step up to independence. *Child Care Information Exchange,* 76−80.

23. Lieberman, A. (1993). *The emotional life of a toddler.* New York: Free Press.

24. Crockenberg, S., Leerkes, E., & Lekka, S. K. (2007). Pathways from marital aggression to infant emotion regulation: The development of withdrawal in infancy. *Infant Behavior and Development, 30*(1), 97−113.

25. Baillargeon, R. H., Normand, C. L., Séguin, J. R., Zoccolillo, M., Japel, C., . . . Tremblay, R. E. (2007). The evolution of problem and social competence behaviors during toddlerhood: A prospective population-based cohort survey. *Infant Mental Health Journal*, *28*, 12−38.

26. Baillargeon, R. H., Sward, G. D., Keenan, K., & Cao, G. (2011). Opposition-defiance in the second year of life: A population-based cohort study: Opposition-defiance in the second year of life. *Infancy, 16*(4), 418−434.

27. Crick, N. R., Ostrov, J. M., & Kawabata. Y. (2007). Relational aggression and gender: An overview. In D. J. Flannery & A. Vazsonyi (Eds.), *The Cambridge handbook of violent behavior and aggression* (pp. 243−260). New York: Cambridge University Press.

28. Séguin, J. R., Parent, S., Tremblay, R. E., & Zelazo, P. D. (2009). Different neurocognitive functions regulating physical aggression and hyperactivity in early childhood. *Journal of Child Psychology & Psychiatry, 50*(6), 679−687.

29. Tremblay, R. E. (2004). Decade of behavior distinguished lecture: Development of physical aggression during infancy. *Infant Mental Health Journal, 25*(5), 399−407.

30. Benzies, K., Keown, L., & Magill-Evans, J. (2009). Immediate and sustained effects of parenting on physical aggression in Canadian children aged 6 years and younger. *Canadian Journal of Psychiatry, 54*(1), 55−64.

31. Cote, S. M., Vaillancourt, T., LeBlanc, J. C., Nagin, D. S., & Tremblay, R. E. (2006). The development of physical aggression from toddlerhood to pre-adolescence: A nationwide longitudinal study of Canadian children (Clinical report). *Journal of Abnormal Child Psychology, 34*(1), 71−86.

32. Lorber, M. F., & Egeland, B. (2011). Parenting and infant difficulty: Testing a mutual exacerbation hypothesis to predict early onset conduct problems. *Child Development, 82*(6), 2006−2020.

33. Mesman, J., Stoel, R., Bakermans-Kranenburg, M. J., van IJzendoorn, M.H., Juffer, F., . . . Alink, L. R. A. (2009). Predicting growth curves of early childhood externalizing problems: Differential susceptibility of children with difficult temperaments. *Journal of Abnormal Child Psychology*, *37*, 625−636.

34. LeCuyer, E., & Houck, G. M. (2006). Maternal limit-setting in toddlerhood: Socialization strategies for the development of self-regulation. *Infant Mental Health Journal, 27*(4), 344−370.

35. Lee, S. J., Taylor, C. A., Altschul, I., & Rice, J. C. (2013). Parental spanking and subsequent risk for child aggression in father-involved families of young children. *Children & Youth Services Review, 35*(9), 1476−1485.

36. Gromoske, A. N., & Maguire-Jack, K. (2012). Transactional and cascading relations between early spanking and children's social-emotional development. *Journal of Marriage & Family, 74*(5), 1054−1068.

37. Holden, G. W., Williamson, P. A., & Holland, G. W. O. (2014). Eavesdropping on the family: A pilot investigation of corporal punishment in the home. *Journal of Family Psychology, 28*(3), 401−406.

38. Holden, G. W., Brown, A. S., Baldwin, A. S., & Croft Caderao, K. (2014). Research findings can change attitudes about corporal punishment. *Child Abuse & Neglect, 38*(5), 902−908.

39. Jabaley, J., Lutzker, J., Whitaker, D., & Self-Brown, S. (2011). Using iPhones™ to enhance and reduce face-to-face home safety sessions within SafeCare®: An evidence-based child maltreatment prevention program. *Journal of Family Violence, 26*(5), 377−385.

40. Baillargeon, R. H., Normand, C. L., Séguin, J. R., Zoccolillo, M., Japel, C., . . . Tremblay, R. E. (2007). The evolution of problem and social competence behaviors during toddlerhood: A prospective population-based cohort survey. *Infant Mental Health Journal, 28*, 12−38.

41. Gaensbauer, T. (2004). Telling their stories: Representation and reenactment of traumatic experiences occurring in the first year of life. *ZERO TO THREE, 24*(5), 25−31.

42. Lieberman, A. (1993). *The emotional life of a toddler.* New York: Free Press.

第 15 章

1. Center for Parent Information and Resources. (2014). *Providing early intervention services in natural environments.*

2. Faddiman, A. (1998) *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures.* New York: Noonday Press

3. Human Genome Project. (2011). *Human genome project information.*

4. National Down Syndrome Society (NDSS). (2012). *What is Down syndrome?*

5. Down Syndrome Education International. (2014). *Different early interventions have different outcomes: Responsive teaching.*

6. Centers for Disease Control and Prevention. (2015). *Facts about fragile X syndrome.*

7. Cassels, C. (2008). *Widespread newborn screening for fragile X under way.*

8. Mayo Clinic. (2015). *Cystic fibrosis.*

9. National Heart, Lung, and Blood Institute. (2012). *What is sickle cell anemia?*

10. Sensory Processing Disorder (SPD) Resource Center. (2015). *Tactile defensiveness . . . So that's why he acts that way!*

11. March of Dimes. (2013). *PKU (phenylketonuria) in your baby.*

12. Genetics Home Reference. (2016). *Tay-Sachs disease.*

13. UCP (United Cerebral Palsy). (2013). *Cerebral palsy— Facts & figures.*

14. Spina Bifida Association. (2012). *Important message on folic acid.*

15. KidsHealth.(2015). *Abusive head trauma (shaken baby syndrome).*

16. Associated Press. (2016). *Court cases challenge 'shaken baby' diagnosis.*

17. MedlinePlus. (2012). *TORCH screen.*

18. National Early Childhood Technical Assistance Center (NECTAC). (2012). *Early intervention program for infants and toddlers with disabilities (Part C of IDEA).*

19. Division for Early Childhood. (2011). *Individuals with disabilities education act Part C: Early intervention program for infants and toddlers with disabilities.*

20. The Early Childhood Technical Assistance Center. (2015). *Early identification: Screening, evaluation and assessment.*

21. Center for Parent Information and Resources. (2014). *Writing the IFSP for your child.*

22. American Speech, Hearing, and Language Association. (2011). *IDEA Part C issue brief: Service coordination.*

23. Ibid.

24. Kontos, S. (1988). Family day care as an integrated early intervention setting. *Topics in Early Childhood Special Education*, *8*(2), 1−4.

25. Buell, M. J., Gamel-McCormick, M., & Hallam, R. A. (1999, December). Inclusion in a child development and education context: Experiences and attitudes of family child development and education providers. *Topics in Early Childhood Special Education, 19*, 217−224.

26. eXtension. (2015). *What is inclusive child care?*

27. Cross, A. F., Traub, E. K., Hutter-Pishagi, L., & Shelton, G. (2004). Elements of successful inclusion for children with significant disabilities. *Topics in Early Childhood Special Education, 24*(3), 169−184.

28. O'Brien, M. (1997). *Inclusive child care for infants and toddlers: Meeting individual and special needs.* Baltimore, MD: Brookes.

29. California Department of Education. (2009). *Inclusion works! Creating child care programs that promote belonging for children with special needs*.

30. Meisels, S. J., Marsden, D., Dombro, A. L., Weston, D. R., & Jewkes, A. M. (2003). *The Ounce Scale.* New York: Pearson Early Learning

31. Child Care Law Center. (2014). *Know the law about The Americans with Disabilities Act and child care in California.*

32. U.S. Department of Health and Human Services and U.S. Department of Education. (2015).

Policy statement on inclusion of children with disabilities in early childhood programs.

33. DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

第 16 章

1. Katz, L. G. (1987). The nature of professions: Where is early childhood education? In L. G. Katz (Ed.), *Current topics in early childhood education* (Vol. 7). Norwood, NJ: Ablex.

2. Feeney, S. (2012) *Professionalism in early childhood education: Doing our best for young children.* Upper Saddle River, N.J.: Pearson.

3. National Association for the Education of Young Children (NAEYC). (2009). *NAEYC standards for early childhood professional preparation.* Washington, DC: NAEYC.

4. Council for Exceptional Children (CEC). (2009). *What every special educator must know—Ethics, standards, and guidelines for special educators* (6th ed.). Arlington, VA: Author.

5. The National Association for Family Child Care (NAFCC).(2013). *Quality standards for NAFCC accreditation.*

6. Dean, A., LeMoine, S., & Mayoral, M. (2015). *Critical competencies for infant toddler educators™.* Washington, DC: ZERO TO   THREE.

7. Allen, L., & Kelly, B. B. (Eds). (2015). Committee on the Science of Children Birth to Age Deepening and Broadening the Foundation for Success; Board on Children, Youth, and Families; Institute of Medicine; National Research Council. *Transforming the workforce for children birth through age 8: A unifying foundation.* Washington, DC: Author.

8. National Association for the Education of Young Children (NAEYC). (2005). *Code of ethical conduct and statement of commitment.*

9. Division for Early Childhood. (2009). *Code of ethics.* Arlington, VA: Author.

10. Honig, A. (2013). Infants & toddlers: Building intimacy. *Early Childhood Today.*

11. Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children.* Upper Saddle River, N.J.: Pearson.

12. Honig, A. (1986). Tuning in to toddlers: A communication challenge. *Early Child Development and Care, 25,* 207–219.

13. Parlakian, R., & Seibel, N. (2001). *Being in charge: Reflective leadership in infant/family programs.* Washington, DC: ZERO TO THREE.

14. Allen, L. & Kelly, B. B. (Eds). (2015). Committee on the Science of Children Birth to Age Deepening and Broadening the Foundation for Success; Board on Children, Youth, and Families; Institute of Medicine; National Research Council. *Transforming the workforce for children birth through age 8: A unifying foundation.* Washington, DC: Author.

15. NAEYC.(2015). *Early childhood educators: Advancing the profession.* Washington, DC: Author.

16. Pianta, R. (2008). *Classroom assessment scoring system™ (CLASS).* Baltimore, MD: Brookes Publishing.

17. Lally, J. R. (2003). Infant-toddler child care in the United States: Where has it been? Where is it now? Where is it going? *ZERO TO THREE, 24*(1), 29–34.

18. Carter, M., & Curtis, D. (1998). *The visionary director: A handbook for dreaming, organizing, and improvising in your center.* St. Paul, MN: Redleaf.

19. Zoglio, S. (1997). *Training program for teams at work.* Doylestown, PA: Tower Hill.

20. Ibid.

21. Ibid.

22. Carter, M. (1992). Honoring diversity: Problems and possibilities for staff and organization. In B. Neugebauer (Ed.), *Alike and different: Exploring our humanity with young children* (Rev. ed.). Washington, DC: NAEYC.

23. Shamoon-Shanok, R. (2009). What is reflective supervision? In S.S. Heller & L. Gilkerson (Eds.) *A practical guide to reflective supervision* (pp. 1–22). Washington, DC: ZERO TO THREE.

24. Eggbeer, L., Mann, T., & Seibel, N. (2007). Reflective supervision: Past, present, and future. *ZERO TO THREE, 28*(2), 5–9.

25. Heller, S., & Gilkerson, L. (Eds). (2009). *A practical guide to reflective supervision*. Washington DC: ZERO TO THREE.

26. Early Head Start National Resource Center. (2015). *Tips on becoming a reflective supervisor and a reflective supervisee.* Washington, DC: Author.

27. Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: A handbook for mentors.* Washington, DC: National Center for the Early Childhood Work Force.

28. Ibid.

29. Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: A handbook for mentors.* Washington, DC: National Center for the Early Childhood Work Force.

30. Chu, M. (2014). *Developing mentoring and coaching relationships in early care and education: A reflective approach*. Upper Saddle River, NJ: Pearson

31. Parlakian, R., & Seibel, N. (2001). *Being in charge: Reflective leadership in infant/family programs*. Washington, DC: ZERO TO THREE.