Educore Prep

Evidence Library

Capacity First™ Research Base

A) Relationships + Early Relational Health (Aligned Adult Ecosystem)

1. **Young Children Develop in an Environment of Relationships** — National Scientific Council on the Developing Child / Harvard CDC
   Takeaway: Relationships aren't supplemental—young children develop *inside* relationships.

2. **Early Relational Health** — American Academy of Pediatrics (AAP)
   Takeaway: Early relationships are biological necessities that shape lifelong development.

3. **Promoting Safe, Secure, Nurturing Relationships** — AAP
   Takeaway: "Relational health" is core prevention—supporting early relationships protects development.

B) Language Through Interaction (Serve-and-Return)

4. **Serve and Return** — Harvard Center on the Developing Child
   Takeaway: Back-and-forth adult-child exchanges strengthen early learning and brain development.

5. **Serve and Return Interaction Shapes Brain Circuitry** (Video + explainer) — Harvard CDC
   Takeaway: Responsive interaction literally shapes early neural circuitry.

C) Brain Architecture + Early Foundations

6. **Brain Architecture** — Harvard Center on the Developing Child
   Takeaway: Brain circuitry is built through early experiences over time—this is "infrastructure."

7. **CDC Developmental Milestones (Act Early)** — Centers for Disease Control and Prevention
   Takeaway: Social-emotional, language, and attention milestones reflect the real developmental work of birth–5.

8. **Milestones by 2 Years** — CDC Act Early
   Takeaway: Regulation, social-emotional development, and communication are key measurable developmental foundations.

9. **Milestones by 4 Years** — CDC Act Early
   Takeaway: Attention, self-control, language, and flexible thinking become visible expectations by preschool age.

D) Regulation + Co-Regulation (Stress + Safety)

10. **Toxic Stress** — Harvard Center on the Developing Child
    Takeaway: Prolonged, unbuffered stress disrupts development; supportive adults protect it.

11. **Preventing Childhood Toxic Stress** — AAP (Pediatrics policy statement, 2021)
    Takeaway: Relationships and community supports buffer stress and prevent long-term harm.

12. **Conceptualizing Emotion Regulation and Coregulation as Family-Level Processes** — Paley et al. (2022, PMC)
    Takeaway: Caregivers build emotion regulation through co-regulation (external support/scaffolding).

13. **Parent–Child Coregulation Patterns: Shaping Child Self-Regulation** — Lobo & Lunkenheimer (2020, PMC)
    Takeaway: Co-regulation patterns predict later self-regulation outcomes.

E) Attention + Executive Function (Capacity for Learning)

14. **The Development of Self-Regulation across Early Childhood** — Montroy et al. (2016, PMC)
    Takeaway: Self-regulation develops in trajectories—early support changes outcomes.

15. **Assessing Biobehavioural Self-Regulation and Executive Function in Early Childhood** — Lunkenheimer et al. (2016, PMC)
    Takeaway: Early childhood is a sensitive window for self-regulation and executive function development.

F) Developmentally Appropriate Practice (ECE Standards + Accountability Alignment)

16. **Developmentally Appropriate Practice (DAP) Position Statement (2020 PDF)** — NAEYC
    Takeaway: Effective early childhood practice requires developmentally, culturally, and linguistically responsive learning environments.

17. **DAP Position Statement — Contents Page** — NAEYC
    Takeaway: DAP defines the professional decision-making required for educators to support whole-child development.

18. **DAP: Statement of the Position** — NAEYC
    Takeaway: DAP explicitly centers joyful learning and developmentally aligned expectations.

G) Why “Capacity First” Is Infrastructure (Environment + Systems)

19. **Developmental Environments** — Harvard Center on the Developing Child
    Takeaway: Development depends on both relationships and conditions—environment design matters.

20. **Changes to the DAP Position Statement / DAP Appendix** — NAEYC
    Takeaway: Preparation programs must give educators real experiences designing environments/interactions aligned to development.