Contents

Notes on Contributors viii
Foreword xx
Preface xxv

Part I  The State of Young Children in the United States 1

1 The State of Young Children in the United States: School Readiness 3
   Terri J. Sabol and Robert C. Pianta

2 The State of Young Children in the United States: A Developmental
   Psychopathology Perspective on the Mental Health of Preschool Children 18
   Susan B. Campbell

3 Early Childhood Health Disparities, Biological Embedding,
   and Life-Course Health 35
   Daniel Berry

4 Social and Contextual Risks 66
   Robert H. Bradley

Part II  Theoretical and Empirical Contexts of Applied Developmental
         Science of Early Childhood 97

5 From the Lab to the Contexts in which Children Live and Grow:
   Historical Perspectives on the Field 99
   Pamela A. Morris and Maia C. Connors
Contents

6 What Does it Mean to be Evidence-based? 118
Maggie R. Burchinal and Nina E. Forestieri

7 Neural Development in Context: Differences in Neural Structure and Function Associated with Adverse Childhood Experiences 135
Emily C. Merz and Kimberly G. Noble

Part III Early Childhood Education and Care 161

8 Publicly Supported Early Care and Education Programs 163
W. Steven Barnett, Elizabeth Votruba-Drzal, Eric Dearing, and Megan E. Carolan

9 Early Childhood Education and Care for Dual Language Learners 187
Lianna Pizzo and Mariela Páez

10 Early Childhood Education and Care for Children with Disabilities 211
Penny Hauser-Cram, Miriam Heyman, and Kristen Bottema-Beutel

11 Classroom-based Early Childhood Interventions 237
Stephanie Jones, Dana Charles McCoy and Lauren Hay

12 Child Care and Child Development in the United States: Where Have We Come From, What Do We Know Now, and Where Are We Going? 261
Anna D. Johnson

Part IV Parenting, Family, and Dual-generation Programs 287

13 Family-School Partnerships in Early Childhood 289
Susan M. Sheridan, Amanda L. Moen, and Lisa L. Knoche

14 Parenting and Home Visiting Interventions 310
Nancy Donelan-McCall

Margo Gardner, Jeanne Brooks-Gunn, and P. Lindsay Chase-Lansdale

Part V Public Policy and Young Children 363

16 Immigration Policy and Early Childhood Development 365
Soojin Oh Park and Hirokazu Yoshikawa
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Marriage Policy and Early Childhood Development</td>
<td>Rebekah Levine Coley</td>
<td>385</td>
</tr>
<tr>
<td>18</td>
<td>Child Welfare Policy</td>
<td>Kristen S. Slack and June Paul</td>
<td>403</td>
</tr>
<tr>
<td>20</td>
<td>The Role of Conditional Cash Transfer Programs in Promoting Early Childhood Development in the United States</td>
<td>Sharon Wolf, Juliette Berg, Pamela A. Morris, and J. Lawrence Aber</td>
<td>447</td>
</tr>
<tr>
<td>21</td>
<td>Work-Family Policies</td>
<td>Anna Gassman-Pines and Rachel Goldstein</td>
<td>469</td>
</tr>
<tr>
<td></td>
<td>Index</td>
<td></td>
<td>487</td>
</tr>
</tbody>
</table>