

The Cambridge Handbook of Infant Development

This multidisciplinary volume features many of the world's leading experts of infant development, who synthesize their research on infant learning and behavior, while integrating perspectives across neuroscience, socio-cultural context, and policy.

It offers an unparalleled overview of infant development across foundational areas such as prenatal development, brain development, epigenetics, physical growth, nutrition, cognition, language, attachment, and risk. The chapters present theoretical and empirical depth and rigor across specific domains of development, while highlighting reciprocal connections among brain, behavior, and social-cultural context.

The handbook simultaneously educates, enriches, and encourages. It educates through detailed reviews of innovative methods and empirical foundations and enriches by considering the contexts of brain, culture, and policy. This cutting-edge volume establishes an agenda for future research and policy, and highlights research findings and application for advanced students, researchers, practitioners, and policy-makers with interests in understanding and promoting infant development.

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The Cambridge Handbook of Infant Development

Brain, Behavior, and Cultural Context

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*For Ben (JLL) and Lila (CTL) — the infants who have
inspired us.*

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Preface

When the two of us agreed to work on *The Cambridge Handbook of Infant Development*, our vision was to produce a collection of essays that would integrate perspectives across traditionally disparate areas, pose new directions for research, and enrich policy and practice. We recognized that this was a tall order. Yet, thanks to our contributors – *the* premier experts in infancy and human development, spanning disciplines and the globe – the Handbook has achieved its intended purpose. The end product is a state-of-the-art essential guide to contemporary research and theory on infant development.

The Cambridge Handbook of Infant Development spans a broad range of topics, including physical growth, brain development, health, and nutrition; cognitive, language, perception–action, social, and emotional development; and media and cultural influences in early development. Each chapter provides theoretical and empirical depth and rigor, while highlighting reciprocal connections among brain, behavior, and cultural context, and bridging the long-standing divide between basic research and real-world application. Thus, the Handbook simultaneously educates, enriches, and encourages. It educates through in-depth reviews of innovative methods and empirical foundations. It enriches an understanding of learning and development by considering the contexts of brain, culture, and policy. And it encourages new directions for research and policy by highlighting gaps between the current knowledge base and where research and practice need to go.

This definitive reference will appeal to academics, professionals, policy makers, and graduate and advanced undergraduate students from psychology, education, human development, pediatrics, nursing, occupational therapy, speech and hearing, and physical therapy. We hope that you are inspired by this collection of essays, and find them to be as educational, enriching, and encouraging as we did.

Jeffrey J. Lockman and Catherine S. Tamis-LeMonda