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plasticity. Other parts of the brain can

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~~Chapter 4~~ adapt to perform functions if necessary. If one part of the brain is damaged, dendrites can make new connections in other parts of the brain to take over. cerebral cortex.

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## Exploring Lifespan Development

Chapter 4. STUDY. PLAY. From Latin meaning "head to tail" phase of prenatal development. The head develops more rapidly than the lower body. cephalocaudal trend. Growth proceeds, from "near to far", from the center of the body outward. This is

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growth starts at the center of the body  
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4.4 Analyze the role of experience in infants ' and toddlers ' neural development.

- o Experience shapes the brain structure.
- o The brain produces an excess of connections among neurons during the first three years of

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life. Those connections that are used become stronger neural connections that are not used are pruned. o  
Though infancy is a particularly important time for the formation and strengthening of synapses o  
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life as a single cell.  
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responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are



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not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who

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unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with

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adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions

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to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and

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