

Bedtime stories for young brains

By Perri Klass, New York Times

A little more than a year ago, the American Academy of Pediatrics issued a policy statement saying that all pediatric primary care should include literacy promotion, starting at birth.

That means pediatricians taking care of infants and toddlers should routinely be advising parents about how important it is to read to even very young children. The policy statement, which I wrote with physician Pamela C. High, included a review of the extensive research on the links between growing up with books and reading aloud, and later language development and school success.

But while we know that reading to a young child is associated with good outcomes, there is only limited understanding of what the mechanism might be. Two new studies examine the unexpectedly complex interactions that happen when you put a small child on your lap and open a picture book.

This month, the journal *Pediatrics* published a study that used functional magnetic resonance imaging to study brain activity in 3-to 5-year-old children as they listened to age-appropriate stories. The researchers found differences in brain activation according to how much the children had been read to at home.

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