



## The new science of child development and the enduring challenge of prevention

### Abstract:

Recent research at the crossroads of child psychology, neuroscience, genetics, and prevention has shed new lights on the role of biology and early experiences in development. Through a new generation of longitudinal studies, we can now describe developmental trajectories from birth on.

This presentation will review findings from ongoing longitudinal studies of children, including twins, and their implications for education and prevention. Specifically, we will document the extent to which learning and behavioural trajectories are established very early in school, and how biology and experience shape these trajectories through a variety of early child and family risk factors, as well as through appropriate early education and care services.

Finally, we will discuss the implications of these findings for prevention, education, and public policies, and underline a model of service delivery that emphasises (1) proportionate universalism, (2) personalised education, (3) a strong integration of care and education, and (4) monitoring tools.

### Key message:

1. Service delivery should emphasise:
  - a) Proportionate universalism;
  - b) Personalised education;
  - c) A strong integration of care and education; and
  - d) Monitoring tools.