A literature review is an evaluative report of information found in the literature related to selected area of study. The review should describe summarize, evaluate and clarify this literature. A literature review is a text written by someone to consider the critical points of current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Review of Literature is an essential part of the research process which generates ideas, helps in developing question and is regarded as instrumental in the process of research design. It is necessary for any research study. It also helps the researcher in avoiding any duplication of work done earlier. It helps in recognizing their research gap and also provides information about the fields, which remained unexplored. From the Review of Literature we get clear idea about the way the subject could be studied and the tools to be employed for measuring the relevant factors of the study. It is not to take an account of all the relevant studies in a small study like the present one. Hence only few representative studies are reviewed here. The literature of last 22 years has been reviewed (1991-2013).

Xiaohong Peng (1991), reported on “Childhood weight and cognitive development: A study of Young children in Canada:” the prevalence of childhood and adolescent obesity has increased dramatically and reached epidemic proportions in Canada and worldwide in recent years. Recent research has examined the relationship between childhood obesity and its adverse consequences including medical problems, psychological problems, low academic performance, and societal economic burdens. Negative linear association between childhood weight and cognitive function has also been found recently; however the claimed negative linear relationship seems to contradict the association between childhood underweight and cognitive development. Therefore, this study investigates the nonlinear association between childhood weight and cognitive development among young children in Canada.
A cross-sectional survey of thousands of children aged 4 and 5 years in Canada through cycle six of the National Longitudinal Survey of children and Youth (NLSCY) were analyzed to investigate the association between childhood weight and cognitive development among young children in Canada. Cognitive development was measured on each child. This study finds that both seriously underweight and seriously obese children are at higher risk for poor cognitive development than their peers. In additions, family socioeconomic status and family structure are found to be far more influential than other health determinants at child and geographical levels. These findings suggest that much of the intervention should be designed and delivered to young children based on the family background. Early interventions to high risk groups of children may have an important impact on their future success since cognitive ability is essential to the future success of children.

John H. Flavell,(1999) investigated “Cognitive development: Knowledge about the mind”, this chapter reviews theory and research on the development of children's knowledge about the mental world, focusing especially on work done during the past 15 years under the rubric of theory-of-mind development. The three principal approaches to Explaining this development—theory theory, modular theory, and simulation theory—are described first. Next comes a description of infant precursors or protoforms of theory-of-mind knowledge in infancy, including a beginning awareness of the intentionality and goal-directedness of human actions. This discussion is followed by a summary of the post infancy development of children's understanding of visual perception, attention, desires, emotions, intentions, beliefs, knowledge, pretense, and thinking. Briefly considered next are intercultural, intercultural, and interspecies differences in theory-of-mind development. The chapter then concludes with some guesses about the future of the field.

Castle, Jenny; Groothues, Christine; Bredenkamp, Diana; Beckett, Celia; O’Connor, Thomas; Rutter, Michael,(1999) “Effects of qualities of Early institutional care on cognitive development _here they investigated the adoption of children reared in poor
quality Romanian institutions, provided a natural experiment to determine whether psychological privation is the cause of later deficits. 129 children adopted from Romania into English families who were placed before the age of 43 mos were studied. The adoptive mothers were completed a comprehensive interview that assessed the quality of care the children received while institutionalised. Findings are discussed in terms of (1) the children’s experiences of institutional care, (2) effects of variations in duration of institutional care, (3) association between quality of care and the children’s age at entry into the UK, and (4) effects of the qualities of the institutional environment on the children’s cognitive attainment. Low IQ at 6 yrs was strongly related to the duration of institutional care, with malnutrition having a weaker effect. After taking both into the account, there was an additional effect of a particularly marked lack of individualized care.

Ami E. Tiller, B.S., M.E. Betsy Garrison, Ph.D, Elizabeth Benchea Block, MPH, Kathryn Cramer, M.S. and Vicky Tiller, M.S. (2000), “The influence of Parenting Styles on Children’s cognitive development “this study is based on a larger longitudinal project of family stress and children’s development, the primary objective of the current study was to investigate the relationships between parenting styles and children’s cognitive ability in families with young elementary school-aged children. Parents completed a self-administered survey on family experiences, including parenting styles. Children were interviewed at their schools where the brief Intellectual Ability Portion of the Woodcock Johnson III was administered. The findings of the current study indicate that parenting styles are not better predictors of children’s cognitive ability family socio-economic demographic characteristics.

Susan L. Thompson, (2000), reports on “study of the social behaviour of previously institutionalised Romanian orphans” _ in this study the social behaviour of previously institutionalised Romanian orphans was compared to both Canadian-born children adopted from Romania at an early age. The majority of the children were examined at 4 ½ years of age with a small group of older children included in the study. The research was part of a larger longitudinal study encompassing the cognitive development, behavioral and medical problems and attachment of the children from Romania. In present study, three
questionnaires were given to parents and teachers, and four children were observed in their preschool. It was found that the previously institutionalised Romanian Orphans scored more poorly on measures of social skills and had higher numbers of problems with social interactions. Social problems were correlated with the length of time spent in orphanage, the age and the income of the parents. Difficulty with social skills and social problems were related to attachment and to extreme indiscriminately friendly behaviors, and to the stress felt by the parents. Difficulties with the social skills and social problems were also related to the number of children adopted by the family from Romania. Children adopted from Romania before the age of 6 months were comparable to non-adopted, never institutionalised Canadian-born children.

Paul Glewwe and Elizabeth M. King (2001) studied “the impact of early childhood nutritional status on cognitive development”, this article uses longitudinal data from the Philippines to examine whether the timing of malnutrition in early childhood is a critical factor in determining subsequent cognitive development. Although some observers have argued that the first six months of life are the most critical in the sense that malnutrition during that time period harms cognitive development more than malnutrition later in life, analysis of the Philippines data does not support this claim. To the contrary, the data suggest that malnutrition in the second year of life may have a negative impact than malnutrition in the first year of life.

Dana E. Johnson (2002), “Adoption and the effect on children’s development “Adoption whether formal or informal, has always been a superior method of assuring survival for children whose parents are unwilling or unable to care for them. However, adoption can also affect child development in profound ways. Data collected over the past three decades support adoption as a superior means of promoting normal development in children permanently separated from birth parents. Out of calamity and loss, children recover and progress to become functionally and emotionally competent adults. For children suffering severe neglect or abuse in early life, an adopted family is a remarkable environment for healing emotional and physical trauma and reversing developmental deficits.
Doris Bergen (2002) conducted a research on the role of pretend play in children’s cognitive development. This article defines the cluster of concepts related to pretend play and cognition and briefly synthesize the latest research on the role of such play in children’s cognitive, social academic development. The article notes that there is a growing body of evidence to suggest that high-quality pre-tend play is an important facilitator of perspective taking and later abstract thought, that it may facilitate higher-level cognition, and that there are clear links between pretend play and social and linguistic competence. The article also notes that there is still a great need for research on the relationship between high-quality pretend play developments of specific academic skills.

Durgananda Sinha conducted a research on “Cognitive and Psychomotor Skills in India,” results of research conducted in India on perceptual, cognitive and psychomotor skills are selectively reviewed and assessed. An emphasis is given to research conducted by Indian Psychologists and by and large reported in Indian periodicals. Perceptual and cognitive processes are analyzed and discussed, as are measures in these psychological areas that have been used clinically for an understanding of differential performance. Developmental studies are also discussed, followed by a consideration of cross-cultural studies run in India. A critique of most previous research strategies suggests that they (1) have not been entirely innovative, (2) have not taken full advantage of the vastness of India and her numerous sociocultural groups, and (3) should serve as guides for future theoretical and applied research in India concerning the development of cognitive, perceptual and psychomotor skills for use in educational, agricultural and other programs.

In the year 2002, Hani Y. Murad conducted a study on Cognitive Processes and Aggression in Middle School Children: Social information processing models of children’s social adjustment suggest that cognitive distortions and self-perceived social competence determine the level of aggressive behaviour demonstrated by children. This dissertation study examined the relationships among cognitive distortion, and attribution bias, perceived self-competence, and aggression in aggressive and non-aggressive middle school students. A racially and ethnically diverse sample of 148 Boston-area students from 11-14 years old were administered the self perception Profile for children (Harter, 1985),
the how think questionnaire (Barriga, Gibbs, Potter & Liau, 2001), and the Aggression Questionnaire (Buss & Warren, 2000).

In the year 2003, Kim Maclan investigated a study on the Impact of Institutionalization Development” in the present paper the effects of deprivation are examined by reviewing both the early and more recent literature on studies of children who spent the first few years of life in institutions. Special attention is given to the Canadian study Romanian adoptees in which the author has been involved. Findings across time studies are consistent in showing the negative impact of institutionalization on all aspects of children’s development (intellectual-behaviour and social-emotional). Results of studies show, however, that institutionalization, although a risk factor for less optional development does not doom a child to psychopathology. However, the impact of institutionalization is greater when coupled with risk factors in the post institutional environment. Methodological and conceptual difficulties in research with institutionalised samples of children are discussed and future directions for research are considered.

Thomas G. O’Connor, Michael Rutter, Celia Beckeet, Lisa Keaveney, Jana M. Kreppner, English and Romanian Adoptees Study team (2003),” The effects of global severe privation on cognitive competence: Extension and longitudinal follow up” the current study extends previous research on a sample of children adopted into the United Kingdom following severe early deprivation and a comparison sample of no deprived, within country, early adoptees. They assessed 165 children adopted from Romania and 52 U.K. adoptees at age 6 years. Longitudinal data (at age 4 and 6 years) were available on 111 Romanian adoptees placed into U.K. homes before 24 months of age and all U.K. adoptees. Results indicated that there was considerable catch-up among late-placed Romanian children from entry into the United Kingdom to age 6, but as a group they exhibited lower cognitive scores and general developmental impairment compared with earlier adopted Romanian children. In addition, the resilience suggested at the assessment at age 4 years was maintained longitudinally, but there was no further evidence of catch-up or recovery.
Huei-Juang Starost (2005), thinking outside of head start:” Impact of family and school risk factors on former head start graduates’ cognitive and socioemotional competence in their kindergarten and first grade” _the purpose of this study is to examine how family and school risk factors impact former Head Start graduates’ cognitive and socioemotional competence in their kindergarten and first grade years. This research will contribute to the body of knowledge on former Head Start children’s cognitive and socioemotional development by examining whether family and school risk factors predict cognitive and social competence across time. Of particular interest will be investigation of which family and school risk factors contribute to the variance in the children’s cognitive and socioemotional competence. Furthermore, appropriate risk factor models (Single Risk Factor [SRF] versus Dual Risk Factors [DRF]) will be evaluated as predictors of cognitive and socioemotional competence of former Head Start children. One important goal in the field of child development has been to increase the understanding of the process through which children develop competence in various contexts. In relation to this goal, researchers have identified a variety of contextual risks that tend to interfere with children’s developmental competence. For example, children in economically poor families have been referred to as “high-risk” and therefore receive more attention in the child development literature, due in part to the strong negative association of “high-risk” with children’s cognitive competence as well as academic achievement(Klebaniv, Brooks-Gunn, McCarton, & McCormick, 1998).

Susan Anjos Andrade, Darci Neves Santos, Ana Cecilia Bastos, Marcia Regina Marcondes Pedromonico, Naomar Almeida-Filho, Mauricio L. Barreto (2005) in this study the purpose was to assess the association between quality of stimulation in the family environment and child’s cognitive development considering the impact of mother’s schooling on the quality of stimulation. A cross-sectional study comprising 350 children aged 17-42 months was carried out in central and peripheral areas of Salvador, Northeastern Brazil in 1999. A socio-economic questionnaire was used, along with the home observation for measurement of the environment Scale (Home Inventory), and the Bailey Scale for infant development. Bivariate and multivariate analyses were carried
through linear regression at 5% level of significance. From the findings it was verified that a better quality of stimulation is provided for those who come early in the birth order in family, and live with only a few others under five years of age. This pattern of stimulation is better among children who live with their parents and whose mothers have better education, have a job and a partner involved in the family environment.

Quality of stimulation in the family environment is crucial for cognitive development, besides the significant role of the available resources and family dynamics. The study findings show the pertinence to cognitive development of interventions which improve the quality of the environment and the child-caregiver relationship.

Van Ijzendoorn, Marinus H.; Juffer, Femmie; Poelhuis, Caroline W. Klein (2005), Adoption and cognitive development: A Meta analytic comparison of adopted and nonadopted children’s IQ and school performance_ this meta analysis of 62 students (N=17,767) adopted children examined whether the cognitive development of adopted children differed from that of (a) children who remained in institutional care or in the birth family and (b) their current (environmental ) nonadopted siblings or peers who stayed behind, and their school performance was better. Adopted children did not differ from their nonadopted environmental peers or siblings in IQ, but their school performance and language abilities lagged behind, and more adopted children developed learning problems.

Charles H. Zeenah, Anna T. Smyke, Sebastian F. Koga, Elizabeth Carlson, “The Bucharest Early Intervention Project Care Group (2005) Attachment in institutionalised and community children in Romania”_ this study examined attachment in institutionalised and community children twelve to thirty one months of age in Buchrest, Romania. Attachment was assessed using ratings of attachment behaviors and ratings of caregivers’ descriptions in a structured interview. As predicted, children raised in institutions exhibited serious disturbances of attachment as assessed by all methods. Observed quality of care giving was related to formation and organization of attachment in children living in institutions. These results held even when other variables, such as cognitive level, perceived competence and quantitative interaction ratings were controlled for. Ratings of
attachment behaviour in the strange situation and caregiver reports of signs of Reactive attachment Disorder converged moderately. The implications of these findings for different perspectives on attachment are discussed.

Lisa A Danaher, J. Coster, Linda Tickle-Degnen, Sheron A. Cermax (2005), “Effect of Caregiver-child interactive on play occupations among young children institutionalised in Eastern Europe”_ this study investigated whether children in institutionalised in an orphanage would engage in more developmentally competent play with their caregiver as opposed to playing alone and whether specific qualities of caregiver- child interactions were associated with more developmentally competent play.

Method: Twenty six children, ages 10 to 38 months, participated in independent play sessions with a caregiver. Interrater reliability for coding play performance was established using the weighted kappa statistic (m=.82). Twelve pediatric experts related both child and caregiver behaviors for the interactive sessions (mean effective reliability with interclass correlations =.89).

The children demonstrated more developmentally competent play when interacting with a caregiver than when playing alone, t (25) =-1.88,p<.04, one tailed. The effect size was moderate (d=.53). Longer periods of institutionalization were associated with less improvement in play performance from independent to interactive play sessions(r=-.51,p<.01). Successful engagement for the child was associated with having a caregiver who provided more structure and assistance and who was directive encouraging (r=.82, .75, .75 and .64 respectively).

Caregivers facilitated more developmentally competent participation in play with children residing in an orphanage, despite the fact that these interactions occurred in an environment vulnerable to many challenges not typical of an exclusive caregiver-child relationship. Findings are discussed in the context of environmental challenges and occupational therapy practice.
Rematic M. Tahirovic H, Loga S, (2005) “Perception of their social environment and their future in institutionalised school-age children”_ this study investigates the satisfaction with the rearing- environment of school-aged institutionalised children, the dominating feeling and if institutionalization affects life optimism for now and for the future. The study was conducted in two institutions in Bosnia and Herzegovina who share the same care model imitating the traditional Bosnian families whether the other children care for the younger siblings. The sample of the study was 30 institutionalised children aged 8to12, and for the control group 60 children matched by age and sex. Parents, children and teachers who gave their informed consent answered the questionnaires. It was confirmed that children without parental care are vulnerable group and in a great risk who need urgent help of professional multidisciplinary team of their close and broad environment. Lack of social support causes the withdrawing and suffering and lead soon or later to problematic behaviour.

Ngwoke, Dominicu, Nsukka, Eskay, Michael, Nsukka, Iheakaghich, Olileanya Lyke, Ngwoke, Anthonia, Nwoke (2005), “Comparative analysis of cognitive competence among pupils and students in Abia state, Nigeria” this study determined the cognitive competence of pupils and students in Abia state, Nigeria. Cross-sectional development survey was the designed used for the study. The sample consisted of 360 pupils and students from primary five, JS II and SS II. The instrument used for data collection was a researcher- developed cognitive competence Test (CCT). Mean and standard deviation were used to answer the research questions while ANOVA was used to test the null hypothesis. The result of the study showed that cognitive competence did not continue to increase steadily with higher levels in education or class. Gender had no significant influence in predicting in cognitive competence of pupils and students in Abia State.

Srini De Zoysa, (2006), _“a study of the factors influencing the educational achievement of institutionalised children in Sri Lanka”_ investigated to identify the factors influencing educational achievement institutionalised children. Documentary surveys, interviews, observations, check lists, emotional and behavioral Scales and the Socio-
Metric method were used for data collection. The study showed that the educational standards achieved by institutionalised children are relatively low. Multiple interrelated factors, both facilitating and hindering, which influence educational achievement of institutionalised children were identified.

R. Parimalavalli, Gayathri, N. (2007), “cognitive abilities and skills among breastfed children” this paper deals with the cognitive abilities skills among breastfed children. A sample of 59 children who were breastfed above 9 months and 41 children who were breastfed below 4 months in the age range of 3 to 4 years was selected from Erode and Nammakklal districts of Tamilnadu. An interview-cum-questionnaire method was used to assess the general information, feeding practices, nutritional status and cognitive abilities. The mean cognitive score and mental age of subjects’ breastfed above 9 months was found to be higher than subject’s breastfed below 4 months. In the transfer of learning, habit interference, and combination at both tests, the subjects breastfed below 4 months scored 3.1, 12.4, 8.2 points less for positive scores than subjects breastfed above 9 months.

Anna T. Smyke, Sebastian F. Koga, Dana E. Johnson, Charles A. Nelson, Charles H. Zeanah, the BEIP Core Group(2007)_this paper assesses individual differences in the care giving environments of young children being raised in institutions in Romania in relation to developmental characteristics such as physical, growth, cognitive development, emotional expression and problem and competence behaviors. Videotaped observations of the child and favorite caregiver in their ‘home’ environment were coded for care giving quality, and this was related to child characteristics. Child emotional reactivity was assessed during responses to interactional tasks. Cognitive development was assessed from child responses to the Bayley Scales of Infant Development. Data regarding problem behaviors and competence were obtained from caregiver report. Children reared in institutions were compared on all of these measures to never institutionalised children to assist gauging degree of impairment.

Results show that children raised in institutions demonstrated marked delays in cognitive development, poorer physical growth and marked deficits in competence.
Individual differences in care giving environment were associated with cognitive development, competence and negative behaviour among these young children being reared in institutions. These data confirm previous findings regarding deficits associated to institutional care and extend our understanding of the impact of individual differences in care giving quality on the development of young children in institutions.

Jennifer Windsor, Leslie E. Glaze, Sebastian F. Koga(2007) “language acquisition with limited input: Romanian Institution and foster care”, - investigated to provide the first detailed information about negative language abilities of children who are or had been institutionalised. The language of ten 30 month old raised in Romanian orphanages was compared with that of 30 chronological age- matched peers: 10 children who had moved recently from orphanages to foster care, 10 children in foster families for at least 1 year, and 10 children raised in their biological families. Ten language measures were obtained from communication during play and from parent /caregiver report. Findings show that children, who were institutionalised and children in foster care for a brief time showed substantial language delays, with some of these children not yet producing intelligible words. Children in foster care for at least 1 tear approximated the expressive grammatical abilities. Within the group of children who were institutionalised, the presence of a preferred caregiver and a measure of development, greater height, were associated with greater language output. Although children in biological families, there were no systematic qualitative difference in language structures across group. Foster care facilitated language growth after substantial language delays associated with institutionalization.

Marc Wantz (2008), “gender differences in mathematical competencies”_ in the present paper they use theories from research on the structure of cognitive abilities to conceive a comprehensive measurement conception of mathematical competencies. Specifically, measurement conception allows disentangling specific arithmetical knowledge as well as the analysis of gender differences in these competencies. Data were obtained from 151 children who participated in a longitudinal study spanning the age range from (5 years old) to second grade (8 Yrs olds). The result revealed that gender differences
in the competencies under investigation were not distinct concerning their static aspects as well as their developmental dynamics.

Sandra Huber Leonard (2008), “measuring cognitive and psychological engagement in middle school students” the purpose of this study was to examine the relationship between cognitive and psychological engagement and math and reading achievement in middle school students. A secondary purpose to investigate the relationship between cognitive engagement and math and reading achievement based on gender, grade level and face and reduced lunch status.

A self-report survey instrument called the Student Engagement Instrument (SEI) was administered by the Sioux Falls school District 495 to 729 middle school students. The data for math reading achievement were taken from the South Dakota Test of Educational progress for mathematics (DSTEPMath) and reading (DSTEP reading) that was administered to all sixth, seventh and eighth-grade students.

Findings from the study indicated that there was a significant relationship found between cognitive and psychological engagement and reading and math achievement. Cognitive engagement dropped significantly between grades six and eight, but no differences in cognitive engagement were found between grades six and seven or between grades seven and eight.

Saraswati C., Hunshal and V. Gaonkar (2008), “a study on adjustment of institutionalised children” here this paper seeks to study the social, emotional and educational adjustment of institutionalised children during 2003-05. The sample for the study comprised 148 children in the age group of 10-16 years residing in four juvenile institutions in Belgaum division, Karnataka State. Information about adjustment of children was collected by using Sinha and Singh (1997) adjustment inventory. Results revealed that majority of the institutional children had unsatisfactory social, emotional and educational adjustment and very few of them had good adjustment. Further their age and academic performance had significant influence on adjustment of them. The adjustment of
different types of abused children and their different periods of stay in the institution did not differ significantly.

Marinus H. Van Ijzendoorn, Maartje P.C., M. Luijk, Femmie Juffer, (2008) “IQ of children growing up in children’s home: a meta-analysis on IQ delays in orphanages” in this meta-analysis of 75 studies on more than 3,888 children in 19 different countries, the intellectual development of children living in children’s homes (orphanages) was compared with that of children living with their (foster) families. Children growing up in children’s homes showed lower IQ’s than did children growing up in a family (trimmed_o.74). The age at placement in the children’s home, the age of the child at the time of assessment, and the developmental level of the country of residence were associated with the size of the delays. Children growing up in children’s home show a substantial lower level of IQ( average IQ of 84) than their peers reared in (foster) families( average IQ of 104), and the difference amounted to 20 IQ points.. More research is needed to detect the causes of the large IQ delays and to test ways of improving the intellectual development of millions of children in orphanage around the World.

Leonard, Sandra Huber, (2008), “Cognitive and psychological engagement and math and reading achievement in middle age _“the purpose of this study was to examine the relationship between cognitive and psychological engagement and math and reading achievement in middle school students. A secondary purpose was to investigate the relationship between cognitive engagement and math and reading achievement based on gender, grade level, and free and reduced lunch status.

A self-report survey instrument called the Student Engagement Instrument (SEI) was administered by the Sioux Falls School District 49-5 to 729 middle school students. The data for math and reading achievement were taken from the South Dakota Test of educational progress for Mathematics (DSTEP reading) that was administered to all sixth, seventh and eighth grade students.
Information from the survey was extracted using inferential statistical analyses, including the Pearson Product-moment correlation, t-test, and the strength and direction of the relationship identified in the research questions.

Findings from the study indicated that there was a significant relationship found between cognitive and psychological engagement and math and reading achievement. Cognitive engagement dropped significantly between grade six, and eight, but no differences in cognitive engagement were found between six and seven or between grades seven and eight. Psychological engagement dropped significantly between grade six and seven and between grades six and eight, but not between grades seven and eight. Females showed significant positive correlation between cognitive psychological engagement and math and reading achievement. Males did not show a significant correlation between cognitive and psychological engagement and math and reading achievement. No significant correlations were found between cognitive and psychological engagement and math and reading achievement based on free or reduced lunch status.

Anna T. Smyke and Charles H. Zeanah, Nathan A. Fox, Charles A. Nelson, Donald Guthrie, (2010), “placement in foster care enhances Quality of Attachment among young institutionalised children” this study examined classification of attachment in 42 –month-old Romanian children(n=169). Institutionalised since birth, children were assessed comprehensively, randomly assigned to care as usual (CAU) or to foster care, and compared to family-reared children. Attachment classifications for children in foster care were markedly different from those in the CAU. Importantly, children placed in foster care before 24 months were more likely to have secure attachments and if placed earlier were less likely to have disorganized or insecure-other attachments. Cognitive status predicted greater likelihood of organized attachment in the CAU and greater likelihood of secure attachment in the foster care and never- institutionalised groups.

Dana E. Johnson, Donald Guthrie, Anna T. Smyke, Sebastian F. Koga, Nathan A. Fox, Charles H. Zeanah, Charles A. NelsonIII (2010), “growth and associations between auxology, care giving environment, and cognition Randomized to foster vs. ongoing
institutional care” to determine effects of improved nurturing compared with institutional care on physical growth and to investigate the association between growth and cognitive development. A randomized controlled trial beginning in infants (mean age, 21.0 months, range, 5-32 months, with follow-up at 30, 42 and 54 months of age. Growth in institutionalised children was compromised, particularly in infants weighing less than 2500 at birth. Mean height and weight, though not head size, increased to near normal within twelve months in foster care. Significant independent predictors for greater catch-up in height and weight included age younger than 12 months at randomization, lower baseline Z Scores, and higher care giving quality, particularly caregiver sensitivity and positive regard. Baseline development quotient, birth weight, height catch-up were significant independent predictors of cognitive abilities at follow-up. Each incremental increase of 1 in standardized height scores between baseline and 42 months was associated with a mean increase of 12.6 points (SD-4.7 points) in verbal IQ. (P<.05). Foster care had a significant effect on growth, particularly with early placement and high quality care. Growth and IQ in low- birth weight children are particularly vulnerable to social deprivation catch-up growth in height under more nurturing conditions is a useful indicator of care giving quality and cognitive improvement.

Welch, David M. Zimmer, David M (2010), “the effect of Health and Poverty on Early Childhood Cognitive development” this paper seeks to determine whether early childhood illness and poverty significantly impede cognitive development. The empirical model attempts to control for observed and unobserved heterogeneity through the use of panel data models. Results indicate that a child 1/2s cognitive development is not directly related to health problems acquired after birth or socio-economic standing. Rather, cognitive development is primarily influenced by unobserved child and family-specific factors that happen to be correlated with health and socioeconomic status. On the other hand, birth weight appears to cognitive performance later in childhood, even after taking unobserved heterogeneity into account.

Vladimir M. Sloutsky (2010),” Institutional care and developmental outcome of 6-7 years old children: A contextualist perspective” this paper examines of institutional
settings on cognitive, affective and personal development of children. Two samples consisting of 52 children, living in orphanages, and 45 kindergarten students, living with their families, were selected in Moscow, Russia; children’s ages were between 70 and 88 months. The children in both samples were compared with respect to their Wechsler scores, empathy and a lower level of conformity. It was also found that the age of placement in an institution and the amount of time the child spent, there were associated with Wechsler IQ score and studied measures of affective and personal development. The proposed interpretation of the detrimental institutional effects suggests that the institutions differ from the family in both the organization of their context and in the roles of their participants. Institutional organizations considered as a set of factors affecting the behaviour of the participants (both the children and staff), and the process of the children’s development.

Daunhauer LA, Coster WJ, Tickle-Degnen, Cermak S.A., (2010), “Play and cognition among young children reared in institution” the relationship between cognitive functioning and play behaviors of children residing in an orphanage was examined. Twenty-six young children (15 boys) between 10 and 38 months of age participated. More developmentally competent play behaviors were highly related to better performance on cognitive functioning as measured by the Bayley Scales of Infant Development ($r = .78, p < .01$). The participants' play behaviors were less competent compared to previous data for children of the same chronological age living at home on four out of five levels of symbolic play ($p < .05$). However, when compared to data for children living at home with similar cognitive development, the participants demonstrated no significant differences in symbolic play ($p > .05$). The findings suggest that the relationship between thinking and playing is robust, even in an institutional environment. Additionally, practitioners assessing children from institutions who cannot engage in standardized testing may consider observing play behaviors to make an initial estimate of developmental status.

development after international adoption from foster care or institutions in China”_ the objective of this study is to compare the physical, cognitive and motor development of infants adopted from foster care with infants adopted from institutions.

Forty – two formerly fostered and 50 posts –institutionalised girls adopted from China, aged between 11 to 16 months on arrival, were visited 2 and 6 months after adoption. Children’s height, weight and head circumstance were measured. Stress regulation was assessed by diurnal salivary cortical levels, and cognitive and motor development were assessed using the Bayley Scales of Infant Development

At both assessments, the (modest) physical growth delays were similar for formerly fostered and post-institutionalised children. For weight and head circumstance (but not for height) a catch-up over time was found, with a significant interaction between time and age at arrival, showing a more rapid catch-up for earlier adopted children. The daily cortical curves of the formerly fostered and post-institutionalised children were similar and did not change over time. At both assessments, the former foster children outperformed the post-institutionalised children on mental and motor skills. Both groups showed a similar catch-up for mental development for motor development, no catch-up was found.

In findings of this study, the influence of pre-adoption foster versus institutional rearing seems more pronounced for cognitive and motor development than for physical development and hormonal stress regulation. The outcomes of this study suggest that pre-adoption foster care is less detrimental to children’s cognitive and motor development than institutional rearing.

Nagy Fawzy and Amira Faud, (2010),” determination of emotional and developmental disorders among Orphanages children in Sharkia governorat”e _the objective of this study is determination of emotional and developmental disorders among Orphanages children in Sharkia governorate.

The sample includes 294 children recruited from 4 Orphanages in Sharkia governorate. All children aged between 6-12 years old, from both sex and have no social
limitation. All participants were subjected to psychiatric assessment for depression by Child Depression Inventory (CDI), anxiety by Revised Children’s Manifest Anxiety scale (RCMAS), Self-esteem by Rosenberg’s Self-esteem Scale (SES) and pediatric assessment for developmental disorders by Pediatric symptom checklist (PSC).

Results: The prevalence rate of depression was 21%, anxiety was 45%, low self-esteem was 23% and developmental disorder was 61%.

This study concluded that there is high rate of emotional and developmental disorders among Orphanages children and strongly inter-related with sociodemographic characteristics.

Hoda Flebiary, Ph.D. N. Sc., Sahar G Behilak, Ph.D N. Sc., Ibrahim Kabbash, M.D. (2010) “study of behavioral and emotional problems among institutionalised children”_ behavioral and emotional problems are common among children in any socio-economic settings. Orphans are a vulnerable group, simply because they are deprived of one or both of their primary caregivers. The level of vulnerability they face, however, increases significantly with the level of poverty.

In this study the aim of this paper is to assess behavioral and emotional problems among institutionalised children. This study was conducted at institution of education for boys and Girls at Tanta and Ei-Mansaura cities. The sample of this study included all institutionalised school age children who are separated from their parents and lived in previously mentioned settings _boys n=84 and girls n=30. Tools were used in this study namely “An observation Checklist” to assess behavioral problems and” The children’s depression inventory (CDI)” is a 27 item scale assessing affective, cognitive and somatic symptoms of depression.

This study has found that the majority of the participants were defensive, not making friendship with many children, sometimes telling lies, feeling sad, crying, shouting, screaming and stealing, sometimes biting or pinching others and throwing things
at others. The study also reveals the distribution of institutionalised school age children in relation to hyperactivity, withdrawal, aggressiveness and disobedience scores.

Smyke At, Kogasf, Johnson De, Foxna, Marshall Pj, NelsonCa, Zeenah Ch, Beip Core Group: (2010) “the care giving context in institution-reared and family-reared infants and toddlers in Romania” _ Background: We assess individual differences in the care giving environments of young children being raised in institutions in Romania in relation to developmental characteristics such as physical growth, cognitive development, emotional expression and problem and competence behaviors.

Method: Videotaped observations of the child and favorite caregiver in their ‘home’ environment were coded for care giving quality, and this was related to child characteristics. Child emotional reactivity was assessed during responses to interactional tasks. Cognitive development was assessed from child responses to the Bayley Scales of infant development. Data regarding problem behaviors and competence were obtained from caregiver report. Children reared in institutions were compared on all of these measures to never institutionalised children to assist gauging degree of impairment.

Results: Children raised in institutions demonstrated marked delays in cognitive development, poorer physical growth, and marked deficits in competence. Individual differences in care giving environment were associated with cognitive development, competence and negative behaviour among these young children being raised in institutions.

Conclusions: This data confirm previous findings regarding deficits associated with institutional care and extend our understanding of the impact of individual differences in care giving quality on the development of young children in institutions.

Chandler, Michael J.; Greenspan, Stephen; Barenboim, Carl (2010), “Assessment and Training of role-taking and referential communication skills in institutionalised emotionally disturbed children” here they evaluated 125 institutionalised emotionally disturbed 8-15 year-old children in terms of their role-taking and referential
communication skills. On the basis of this screening process, the 48Ss who performed most poorly on these measures were assigned randomly to 1 of 2 experimental training programmes intended to remediate deficits in either role-taking or referential communication skills. As a group these institutionalised Ss were significantly delayed in the acquisition of both role-taking and referential communication when compared with samples of their normal age-mates. Pre and post intervention comparisons indicated that Ss of both experimental groups improved significantly in their role-taking ability. Ss of the communication training program also demonstrated significant improvement in referential communication skills. A 12 month follow-up showed a trend for improvements in both test measures to be associated with improvements in social adjustment as related by institutional staff.

Tassew Woldehanna, (2011) “the effects of early childhood education attendance on cognitive development: evidence from urban Ethiopia”_ they examined the effects of early childhood education attendance on cognitive development of preschool age children. Using data obtained from the young lives longitudinal Survey in Ethiopia, it measured cognitive development of children by Peabody picture vocabulary test (PPVT) and cognitive development assessment quantity (CDA-Q) test. The results persistently show that early childhood education attendance is positively associated with children’s cognitive development. More specifically, from propensity score matching result, children who have been attending preschool education have scored 31.2.1 higher in vocabulary test and 23.1.1 in quantitative test than those of non preschool attendance. The implications of these results are quite crucial and timely for the Ethiopian government. Despite the fact that preschool education increases children’s cognitive development, public investment in this critical stage of education is currently very low in the country and left for the private sector.

low and high educational level living with their natural families. Participants were 91 Portuguese children, 52% girls, and aged 48-96 months. There were three different groups: 19 institutionalised children, 16 low educational level families children and 56 from high educational level families. Attachment representations were assessed for security of the narratives of the Attachment Story Completion Task (ASCT). Psychopathological symptoms were assessed using the child Behaviour Checklist for parents and caretakers. Verbal skills were assessed using the Wechsler Preschool and Primary Scale of Intelligence Revised. Results show that institutionalised children significantly lower security of attachment representations, less verbal skills and higher aggressive behaviour than the other two groups. Attachment representations were associated with social withdrawal and aggression, independently of age, verbal skills and parents’ education. The main effect of institutionalization of externalizing aggressive behaviour was complete.

Spuesens, Iise(2011), “Physical growth, cognitive development and time use of Young children Residing in a Baby Home in Tanzania”, this present study examined the physical growth, cognitive development and time use of 23 children between 12 and 35 months, residing in baby home in Tanzania, East Africa. The outcomes of physical assessments of weight, height and head circumference were compared with the growth standards of the World Health Organization. The cognitive performance on the Bayley Scales of Infant development was compared with the norm scores of the test. Time use was examined by spot observations and had objective of getting insight on how the children spent their time and how many social interactions they have. Relations between the outcome variables have also been investigated. The results of the study showed that children residing in Tanzania baby home lag behind in physical growth (weight, height and head circumference) and cognitive development. We found that the babies (aged 11.8-13.7 months) were on average more delayed in their physical growth compared with the toddlers (aged 15.2-34.1 months). Regarding time use we found that for all ages, combined the children spent on average 53.4% of the time they were awake, alone (without any interactions). Babies (63.7%) spent significantly more than alone than toddlers (48.5%). It
was also demonstrated that the time children spent alone, was associated with the physical growth. Children, who spent more time alone, were more delayed in height.

Fatmal I. Kerkez, (2011), “effects of a structural physical activity program on fundamental motor skills development of disadvantaged institutionalised children”, _the aim of this project is to develop an intervention program of structured physical activity to support fundamental motor development in disadvantaged institutionalised of children. A pre-test-post-test quasi-experimental design was used due to lack of random assignment of participants. All 32 children in the Sanliurfa orphanage aged 9to 11 years were assessed for their motor features using 20 meter running, standing long jumo, sit and reach hand grasping tests. A structured physical activity program was then built into the routine of the orphanage for six months. A repeat developmental assessment was performed at the end of the six months to assess the impact. Out of the origin cohort of 32, 28 children were available for post-intervention assessment. The remaining was adopted before their assessment. Their mean 20 meter running decreased from 4.28 to 3.90”, sit and reach rose from 17.98 to 21.03cm, standing long jump rose from 138.71 to 161.03 cm and hand grasping rose from 26.42 to 34.07(right hand). There was also an overall change in the motions of the children,. They became more active and more skilled.

Krywanniuk, L. W., Das, J.P. (2012), “cognitive strategies in native children: Analysis and intervention” _in this study, it was administered a battery of cognitive and intelligence tests (e.g., WISC, Raven’s Progressive Matrics, Figure coping Test, Memory for Designs Test, a serial learning test, a visual short-term memory test, the Stroop Word Test, and the Schonell Graded Readiness Vocabulary Test) to 40 Canadian Indian 3rd -4th graders designated as low achievers. It was found that Ss had inefficient sequential learning processes. They were then divided into two groups and received either minimum or a maximum remediation treatment to improve sequential strategies. The main finding in the group receiving maximum remediation was a significant improvement in sequential tasks involving auditory and visual memory and reading. It is concluded that strategies can be modified by appropriate remedial programs to enhance cognitive competence.
Mohammed A. EL Koumi, 1 Yousser F. Ali, 1 Ehab A. EI Banna, 1Usama M. Yousser, 2 Yasser M. Raya, 2 and Aly A. 3,(2013)_ “Psychiatric morbidity among a sample of Orphanage children in Cairo” _this study identifies the prevalence of emotional and behavioral problems and the associated factors in orphanage children. This cross-sectional study was conducted on three private orphanages in Cairo. Two hundred sixty-five children of ages ranging from 6 to 12 years living in three different orphanages care systems were included in the study. A sociodemographic information form and the Child Behavior Checklist (CBCL) were used. Children were clinically interviewed and psychiatric disorders were identified. Diagnoses were done according to the manual for diagnosis and statistics of mental disorder fourth version (DSMIV). A written formal consent from the director of social solidarity was obtained before inclusion in the study. The prevalence of behavioral disturbances was 64.53% among those in institutional care and the most prominent psychiatric disorders were nocturnal enuresis (23.3%, attention deficit hyperkinetic disorder (ADHD) (19.62%), oppositional defiant disorder (17.36%). Age at first admission, causes of receiving institutional care and moves 2 or more times between institutions were significantly associated with an increased risk of behavioral and emotional problems. In conclusion, it showed that children living in institutions are prone to suffer from psychiatric disorders. Stability of the caregiver acts as a protective variable.

Jesus Palacious, Carmen Moreno, Maite Roman (2013), “social competence in internationally adopted and institutionalised children” _a growing sizeable proportion of school children do not live in conventional family environments. Among these, internationally adopted children have gained increasing visibility in recent years. While other areas of their behaviour have been widely explored, little is known about adopted children’s social competence and their integration into peer groups. This study, involving 148 children between 4 and 8 years of age, compared 40 internationally adopted children with 50 children who were residing in institutions for children and 58 community comparison children. Social competence, problems with peers and friendship relationship were assessed using SSRS and SDQ, with both parents and caretakers and teachers as the informants. The sociometric status of the children and their friendship relationships were
obtained through their teachers’ reports. The results showed statistically significant differences between children living in institutions (more problems with peers, poorer social skills sociometric status) and those in family environments, whether adopted and non-adopted. Also the results suggest some minor differences between the adopted and the comparison children, the former with greater visibility and the latter with higher sociometric status in the peer group.

Dorothea Blomeyer and Manfred Launch, Katza Coneus, Friedhelm Pfeiffer(2013), ”role of Early Life Adversity and Home Resources In Terms of competence Formation” _this paper investigates the role of early life adversity and home resources in terms of competence formation and school achievement based on data from an epidemiological cohort study following 364 children from birth to adolescence. Results indicate that organic and psychosocial risks present in early life as well as the socio-emotional home environment are significant predictors for the formation of competencies. Competencies acquired at preschool age predict achievement at school age. A counterfactual analysis is performed to assess trade-offs in the timing of interventions in the early life cycles.

M. Kroupina, S. Vang, M.M. Adjani, M.K. Georgieff, M.O. Hearst, A.S. Syzdykova, T.S. Sharmanov, and Spoon Foundation Research Team,(2013) _”predictors of neurodevelopment status in young children living in institutional care in Kazakhstan”_ the main goal of this paper is to explore the risk factors associated with neurodevelopment of institutionalised children in Kazakhstan, this hypothesized that child’s height status, which is known to be affected by the growth hormone system and nutrition, would be a sensitive indicator of neurodevelopment. Children (N=104) from six institutional environments (IE), aged 5 to 29 months were part of the study. Neurodevelopment status was assessed using Bayley Scales of Infant Development II (1993) that included cognitive status /Mental Developmental Index (MDI) and Motor Status / Psychomotor Development Index (PDI). The Bayley Behavioral Rating Scales Composite (BRSC), age at assessment, gender and IE variables were included in the analysis. Groups were created to assess the severity of postnatal experience (SPE) that ranged from no family experience/ placed due
to loss of biological parents. Blood samples were collected for assessment of hemoglobin status. World Health Organization norms were used to define anemia status and physical growth Z-scores. Birth weight information was available for 69 children. The results revealed that the compromised neurodevelopmental status in institutionalised children in Kazakhstan, the neurocognitive status was associated with parental and post-natal risk factors. Height status was found to be a sensitive indicator of neurocognitive development.

Vakis, Renos, Paxson, Christina, Marshall, Daniela, Macours, Karen, Lopez Boo, Florencia, Bravo David, Bernal, Raquel, Azuero, Rodrigo, Araujo, Maria Cariad, Behrman, Jere RSchady, Norbert (2014) “Wealth gradients in Early childhood cognitive development in five Latin American countries” _this paper provides new evidence of sharp differences in cognitive development by socio-economic status in early childhood for five Latin American Countries. To help with comparability, it uses the same measure of receptive language ability for all five countries. This study has found important differences in development in early childhood across countries and steep socioeconomic gradients within every country. For the three countries where we can follow children over time, there are few substantive changes in scores once children enter school. Our results are robust to different ways of defining socioeconomic status, to different ways of standardizing outcomes, and to selective non-response on our measure of cognitive development._