Child development describes the process of children accruing the ability to do increasingly difficult or complex activities as they grow older. Child development is separated into five categories: cognitive, language, motor, sensory, and social and emotional.

- **Cognitive development** is the process by which children think, learn, understand, problem solve, reason, and remember.

- **Language development** is the process by which children learn to speak sounds, words, and sentences to communicate with others, and to use or understand body language, gestures, and what others say.

- **Motor development** is the process by which children learn to use their muscles to move. It is separated into two categories:
  - Large, or gross, motor development—when children learn to use their large group muscles to sit, stand, walk, run, keep balance, and change positions; and
  - Small, or fine, motor development—when children learn to use small muscles in their hands to eat, draw, dress, play, and write.

- **Sensory development** is the process by which children hear, see, taste, touch, smell, and feel.

- **Social and emotional development** is the process by which children learn to relate to others, such as having relationships with family, friends, and teachers; and how they learn to cooperate and respond to the feelings of others and develop control over their emotions.

Parents and other adults, such as grandparents and child care providers, play important roles in a child’s development. The environment is also an important factor in development because it stimulates learning. Providing stable relationships that are socially and emotionally nurturing, and environments that are safe and age appropriate are essential to healthy human development.

Parents and providers may have questions about how to support children’s development and how to establish developmentally appropriate environments. This resource guide is designed to help parents and providers find information about the following topics:

- **Developmental Milestones**
- **Social and Emotional Development**
- **Early Learning**
- **Promoting Cultural Diversity and Inclusion**
- **Health and Safety**
- **Teaching Materials and Learning Activities**
- **Curricula**
- **Book Distribution List**

The CCSSS Network does not endorse any non-Federal organization, publication, or resource.
Developmental Milestones

Developmental milestones are activities that most children are expected to learn how to do by a certain age. As a child grows, he is expected to learn activities relating to his social-emotional, physical, cognitive, and speech and language development.

The following table provides examples of some developmental milestones children from birth to 5 years of age should be able to accomplish by the end of each age range.

<table>
<thead>
<tr>
<th>Category</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social and Emotional</strong></td>
<td>Begins to smile at people</td>
</tr>
<tr>
<td></td>
<td>Can briefly calm himself (may bring hands to mouth and suck on hand)</td>
</tr>
<tr>
<td><strong>Language/Communication</strong></td>
<td>Coos, makes gurgling sounds</td>
</tr>
<tr>
<td></td>
<td>Turns head towards sounds</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td>Pays attention to faces</td>
</tr>
<tr>
<td></td>
<td>Begins to follow things with eyes and recognize people at a distance</td>
</tr>
<tr>
<td><strong>Movement/Physical Development</strong></td>
<td>Can hold head up and begins to push up when lying on tummy</td>
</tr>
<tr>
<td></td>
<td>Makes smoother movements with arms and legs</td>
</tr>
</tbody>
</table>

**6 months**

<table>
<thead>
<tr>
<th>Social and Emotional</th>
<th>Knows familiar faces and begins to know if someone is a stranger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Likes to play with others, especially parents</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>Responds to sounds by making sounds</td>
</tr>
<tr>
<td></td>
<td>Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Looks around at things nearby</td>
</tr>
<tr>
<td></td>
<td>Brings things to mouth</td>
</tr>
<tr>
<td>Movement/Physical Development</td>
<td>Rolls over in both directions (front to back, back to front)</td>
</tr>
<tr>
<td></td>
<td>Begins to sit without support</td>
</tr>
</tbody>
</table>

**1 year**

<table>
<thead>
<tr>
<th>Social and Emotional</th>
<th>Is shy or nervous with strangers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cries when mom or dad leaves</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>Responds to simple spoken requests</td>
</tr>
<tr>
<td></td>
<td>Uses simple gestures, like shaking head “no” or waving “bye-bye”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birth to 5 Developmental Milestones</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Category</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>Cognitive</td>
<td>■ Explores things in different ways such as shaking, banging, throwing</td>
</tr>
<tr>
<td></td>
<td>■ Finds hidden things easily</td>
</tr>
<tr>
<td>Movement/Physical Development</td>
<td>■ Gets to a sitting position without help</td>
</tr>
<tr>
<td></td>
<td>■ Pulls up to stand, walks holding on to furniture (“cruising”)</td>
</tr>
<tr>
<td><strong>2 Years</strong></td>
<td></td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>■ Copies others, especially adults and older children</td>
</tr>
<tr>
<td></td>
<td>■ Gets excited when with other children</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>■ Points to things or pictures when they are named</td>
</tr>
<tr>
<td></td>
<td>■ Knows names of familiar people and body parts</td>
</tr>
<tr>
<td>Cognitive</td>
<td>■ Finds things even when hidden under two or three covers</td>
</tr>
<tr>
<td></td>
<td>■ Begins to sort shapes and colors</td>
</tr>
<tr>
<td>Movement/Physical Development</td>
<td>■ Stands on tiptoe</td>
</tr>
<tr>
<td></td>
<td>■ Kicks a ball</td>
</tr>
<tr>
<td><strong>3 Years</strong></td>
<td></td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>■ Copies adults and friends</td>
</tr>
<tr>
<td></td>
<td>■ Shows affection for friends without prompting</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>■ Follows instructions with two or three steps</td>
</tr>
<tr>
<td></td>
<td>■ Can name most familiar things</td>
</tr>
<tr>
<td>Cognitive</td>
<td>■ Can work toys with buttons, levers, and moving parts</td>
</tr>
<tr>
<td></td>
<td>■ Plays make-believe with dolls, animals, and people</td>
</tr>
<tr>
<td>Movement/Physical Development</td>
<td>■ Climbs well</td>
</tr>
<tr>
<td></td>
<td>■ Runs easily</td>
</tr>
<tr>
<td><strong>4 Years</strong></td>
<td></td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>■ Enjoys doing new things</td>
</tr>
<tr>
<td></td>
<td>■ Plays “Mom” and “Dad”</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>■ Knows some basic rules of grammar, such as correctly using “he” and “she”</td>
</tr>
<tr>
<td></td>
<td>■ Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”</td>
</tr>
<tr>
<td>Cognitive</td>
<td>■ Names some colors and some numbers</td>
</tr>
<tr>
<td></td>
<td>■ Understands the idea of counting</td>
</tr>
<tr>
<td>Movement/Physical Development</td>
<td>■ Hops and stands on one foot up to two seconds</td>
</tr>
<tr>
<td></td>
<td>■ Catches a bounced ball most of the time</td>
</tr>
<tr>
<td><strong>5 years</strong></td>
<td></td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>■ Wants to please friends</td>
</tr>
<tr>
<td></td>
<td>■ Wants to be like friends</td>
</tr>
<tr>
<td>Language/Communication</td>
<td>■ Speaks very clearly</td>
</tr>
<tr>
<td></td>
<td>■ Tells a simple story using full sentences</td>
</tr>
</tbody>
</table>
Birth to 5 Developmental Milestones

<table>
<thead>
<tr>
<th>Category</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>■ Counts 10 or more things</td>
</tr>
<tr>
<td></td>
<td>■ Can draw a person with at least six body parts</td>
</tr>
<tr>
<td>Movement/Physical</td>
<td>■ Stands on one foot for 10 seconds or longer</td>
</tr>
<tr>
<td>Development</td>
<td>■ Hops; may be able to skip</td>
</tr>
</tbody>
</table>

Although these milestones are based on age, achieving them varies from child to child. Parents and providers can help children reach developmental milestones by talking or playing with them, or providing an environment that stimulates development.

What are developmental delays?

Developmental delay refers to a child’s inability to learn or master an expected activity within her age range. Developmental delays could be the result of either external or internal factors, such as a lack of environmental stimulation, premature birth, or a learning disability. Parents and providers can help children by learning the signs of developmental delay and knowing when to refer children to early intervention.

The following organizations provide information about developmental milestones and developmental delays.

ORGANIZATIONS

American Academy of Pediatrics (AAP)
Phone: 847-434-4000
Web site: http://www.aap.org/

AAP works to provide general health and well-being information for parents of children up to age 21. The AAP Web site offers information about children’s health, including development and developmental delays.

Centers for Disease Control and Prevention (CDC)
U.S. Department of Health and Human Services
Toll free: 800-232-4636
Web site: http://www.cdc.gov/
Spanish Web site: http://www.cdc.gov/spanish/

CDC’s mission is to protect and improve the health and safety of the general public. Its Web site offers information about child development and developmental delays at http://www.cdc.gov/ncbddd/child/development.htm.

Talaris Research Institute
Phone: 206-859-5600
Web site: http://www.talaris.org/

Talaris is dedicated to discovering how children think, feel, and learn. It also produces a research-based timeline that can serve as a general guide to how children grow.
What is a developmental screening?

A developmental screening is a procedure for health practitioners, parents, and child care providers to identify whether children are developing within the expected typical range. Screening can result in earlier detection, identification, and treatment of developmental delays.

The following organizations and online resources provide additional information about developmental screenings, disabilities, and autism.

ORGANIZATIONS

First Signs, Inc.
Phone: 978-346-4380
Email: info@firstsigns.org
Web site: http://www.firstsigns.org/

First Signs is dedicated to early identification and intervention in childhood learning delays and disorders. The following resources are available:

- Developmental Screening (n.d.), http://www.firstsigns.org/screening/dev.htm
- Diagnosis and Treatment (n.d.), http://www.firstsigns.org/treatment/

Autism Speaks – Material en Español
Web site: http://www.autismspeaks.org/
Spanish Web site: http://www.autismspeaks.org/family-services/resource-library/material-en-espa%C3%B1ol

Autism Speaks provides a wide range of information and resources about autism in both Spanish and English.

Center for Parent Information and Resources Resource Library
Web site: http://www.parentcenterhub.org/resources/ (in English and Spanish)

The Center for Parent Information and Resources (CPIR) has a variety of resources on child development topics. In addition, it houses the resources from the National Dissemination Center for Children with Disabilities (NICHCY), a project that collected a wealth of resources on disability topics but was recently defunded. Resources are available in English and Spanish.

ONLINE RESOURCES

Social and Emotional Development

Social and emotional development is integral to all aspects of a child's growth, including intellectual, physical, behavioral, and moral development. Beginning from birth, nurturing and stable relationships with caring adults are essential to healthy human development.

The following resources provide information for parents and providers about social and emotional development, including information about temperaments, separation anxiety, and other related issues.

Organizations

American Academy of Child and Adolescent Psychiatry (AACAP)
Phone: 202-966-7300
Web site: http://www.aacap.org/

AACAP developed 88 Facts for Families fact sheets to provide concise and up-to-date information about issues that affect children, teenagers, and their families. These documents are available at http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Keyword.aspx.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
Phone: 877-275-3227
Web site: http://csefel.vanderbilt.edu/


Zero to Three
Phone: 202-638-1144
Web site: http://www.zerotothree.org/

This organization focuses on educating the public and promoting development of infants and toddlers.

ONLINE RESOURCES


Where can I get information about behavior management, guidance, and discipline?

The following online resources provide information about strategies for behavior management and guidance for parents, teachers, and child care providers. These resources also provide information about discipline.

**BEHAVIOR MANAGEMENT**


- **Dealing With Biting Behaviors in Young Children** (Updated February 2007), by Ron Banks and Sojin Yi, for The Clearinghouse on Early Education and Parenting, [http://ceep.crc.uiuc.edu/poptopics/biting.html](http://ceep.crc.uiuc.edu/poptopics/biting.html).


Parents and child care providers may want to contact their State licensing agency for information about regulations regarding corporal punishment in child care settings established by their States. The National Resource Center for Health and Safety in Child Care and Early Education (NRC) has State licensure regulation and contact information for all licensing agencies at [http://nrckids.org/STATES/STATES.html](http://nrckids.org/STATES/STATES.html).
DISCIPLINE


Where can I get information about bullying?

Bullying is the aggressive and intentional act of physically or emotionally hurting others. The effect of bullying on children depends on the severity and duration of the behavior, but ranges from depression, low self-esteem, anxiety, and loneliness, to thoughts of suicide.

The following organizations and online resources provide information and resources about bullying.

ORGANIZATIONS

- National Center for Bullying Prevention
  PACER Center Champions for Children with Disabilities
  Phone: 952-838-9000
  Web site: http://www.pacer.org/bullying/
  The PACER Center offers resources for parents and professionals about bullying as it relates to children with special needs. Resources are also available in Spanish and Somali.

- Stopbullying.gov
  Web site: http://www.stopbullying.gov/
  Stopbullying.gov is a campaign that offers resources for kids, parents, and educators about bullying and ways to stop it.

Online Resources


How do I help a grieving child?

Understanding death and the process of grief is different for all children. Parents and child care providers may find it difficult to talk to children about death because they may also be coping with the pain of losing a loved one or may be afraid of causing additional pain.

The following organizations and online resources provide information about children and grief, and how parents and other adults can help children understand death and handle grief.
ORGANIZATIONS

Bereaved Parents of the USA (BP/USA)
Phone: 708-748-7866
Web site: http://www.bereavedparentsusa.org/

BP/USA offers support to bereaved parents, siblings, grandparents, and others who have experienced the loss of a child.

Children's Grief Education Association (CGEA)
Phone: 303-246-3826
Web site: http://www.childgrief.org/childgrief.htm

CGEA is dedicated to providing information, education, and support to grieving children and their families.

The Compassionate Friends (TCF)
Phone: 877-969-0010

TCF assists families in the positive resolution of grief following the death of a child and provides information to help others be supportive.

The Dougy Center for Grieving Children and Families
Phone: 886-775-5683
Web site: http://www.dougy.org/

The Center is a resource to help children and families with grief and loss. Services are also available in Spanish.

ONLINE RESOURCES


Early Learning

Early learning refers to a child’s ability to begin learning at a young age. From birth to school age, children’s early years serve as a foundation for development and growth, which are also influenced by their experiences and interactions with their primary caregivers, including child care providers, and their environment.

In addition, scientists’ recent research in how the brain works has led to new understanding about how young children develop and learn. There is new knowledge of both the capabilities and vulnerabilities of infants and young children, and this understanding has influenced the interaction and efforts of parents and providers to support their development and learning.

Brain Development

The following organizations and online resources provide information about brain development in young children:

ORGANIZATIONS

Neuroscience for Kids
Web site: http://faculty.washington.edu/chudler/neurok.html
Neuroscience for Kids was created for students and educators alike to obtain useful, easy-to-understand information about neuroscience.

National Scientific Council on the Developing Child
Phone: 617-496-0578
Email: developingchild@harvard.edu
Web site: http://developingchild.harvard.edu/initiatives/council/
The National Scientific Council on the Developing Child is a multidisciplinary collaboration comprising many of the nation’s leading scientists in early childhood development. It combines cutting-edge, interdisciplinary scientific knowledge on early child development with highly sophisticated communication research methods designed to ensure accurate public understanding of that science.

Zero to Three: National Center for Infants, Toddlers, and Families
Phone: 202-638-1144
Web site: http://www.zerotothree.org/
Zero to Three is a national organization focused exclusively on issues affecting infants and toddlers.

ONLINE RESOURCES


Early Literacy and Language

Recent research has brought about a new understanding of how infants, toddlers, and preschoolers learn language and early literacy skills. This research has influenced formal and informal strategies that parents
and early childhood educators use to help young children arrive at kindergarten with the early literacy skills and motivation they need to become competent readers by third grade.

The following organizations and online resources provide information about early literacy and language development.

**ORGANIZATIONS**

**Reading is Fundamental: Leading to Reading**
Phone: 202-536-3400

Leading to Reading is designed to help parents and child care providers promote infant, toddler, and preschool-age children’s language skills. The following sections of the Reading is Fundamental Web site offer resources for educators and parents, as well as information in Spanish:

- **Literacy resources**, [http://www.rif.org/us/literacy-resources.htm](http://www.rif.org/us/literacy-resources.htm)

**Reading Rockets: Launching Young Readers**
Phone: 703-998-2001
Email: readingrockets@weta.org
Spanish Web site: [http://www.readingrockets.org/spanish](http://www.readingrockets.org/spanish)

Reading Rockets is a national multimedia project that offers information and resources about how young kids learn to read and how adults can help. The following resources are available on the Reading Rockets Web site:

- **Early Signs of Reading Difficulty** (2009), [http://www.readingrockets.org/article/33170](http://www.readingrockets.org/article/33170)
- **ABCs of Teaching Reading** (n.d.), [http://www.readingrockets.org/teaching](http://www.readingrockets.org/teaching)

**National Children’s Literacy Website**
The Soho Center

The National Children’s Literacy Website provides literacy tips, educational activities, and other information for families and child care providers to encourage literacy in children.

**ONLINE RESOURCES**

Math and Science

Early childhood educators know that a young child’s natural interest and curiosity can be used as a basis for learning, understanding, and enhancing mathematics skill acquisition and concept development. Educators understand that science and math are all around and should be treated as an integral part of a curriculum. Researchers and early childhood educators are exploring how a child’s reasoning capabilities in mathematics and science develop across the early childhood years and are examining how this knowledge can be translated into practice. They are also recognizing the importance of complementing child-initiated learning with high-quality, teacher-directed mathematics instruction in the early years.

The following online resources describe ways in which parents and early childhood educators can become more involved in the development of children’s early math and science skills.

ONLINE RESOURCES

- Thrive by Five: Teaching Your Preschooler About Spending and Saving (2005), prepared by the Credit Union National Association, Inc., [http://www.creditunion.coop/pre_k/](http://www.creditunion.coop/pre_k/).

How will I know when a child is ready to be toilet trained?

Toilet training can be an exciting and stressful time for children, parents, and child care providers. Knowing when to start toilet training varies from child to child; while there is no set age to start, parents...
and child care providers may get their cues by paying attention to a child’s physical and psychological development.

The American Academy of Pediatrics offers the following questions to help parents and child care providers determine whether a child is ready. Does the child:

- Stay dry during the day (or for at least 2 hours of the day) or after naps?
- Have regular or predictable bowel movements?
- Have postures, words, and facial expressions that indicate he will urinate or have a bowel movement?
- Follow simple instructions?
- Help to undress herself and walk to and from the bathroom?
- Tell you he wants to be changed and seem uncomfortable with a dirty diaper?
- Ask to use the potty chair, bathroom, and wear “grown-up” underwear?

The following online resources provide information for parents and providers about toilet training.

**ONLINE RESOURCES**


**Where can I find information about transitions and preparing children for transitions?**

For children, entering child care or transitioning from home to child care, or child care to preschool or kindergarten means adapting to new people and different surroundings and learning a completely new set of rules and expectations.

The following online resources provide information to help families and early care educators better prepare children for transitions.

**Online Resources**

Promoting Cultural Diversity

Promoting Cultural Diversity

Early childhood programs increasingly serve children and families from various cultural and ethnic backgrounds. In the United States, half of all young children are children of color; 25 percent are Hispanic or Latino, 14 percent are Black or African American and 8 percent are Asian, bi- or multiracial or Native American.† These children represent families with multiple sets of values, belief systems, and traditions. Early childhood providers can meet the unique needs of the families they serve by becoming culturally competent. According to the National Center for Cultural Competence, being culturally competent means:

- Adopting a congruent set of behaviors, attitudes, policies, structures, and practices that come together as a system and allow them to work effectively in cross-cultural situations;
- Identifying and understanding the diverse needs of individuals and families; and
- Designing and implementing services that are tailored to the unique needs of children and families in the communities they serve.

Whether in centers or homes, early childhood programs must also ensure that their practices and policies respect and preserve the culture, values, traditions, and home languages of children, families, and staff:

- Hiring bilingual or bicultural or multilingual or multicultural staff as necessary;
- Offering materials in the home language;
- Using assistive technology devices and sign language interpretation services when needed; and
- Printing materials that are easy to read and in alternative formats.

The following online resources provide additional information about cultural diversity.

ADDITIONAL RESOURCES

- Promoting Cultural and Linguistic Competence: Self-Assessment Checklist for Personnel Providing Services and Support in Early Intervention and Early Childhood Settings (Revised 2009) by the National Center for Cultural Competence, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fccc.georgetown.edu%2Fdocuments%2FChecklist%2520PHC.pdf&ei=ApchVKzPAyfzPMwP8QDwCg&usg=AFQjCNFk3X1Gqdx4aCYaFJxSy2npD1B_q&sig2=8OkiBToxVRHTSxRsX8_r7Q&bvm=bv.75775273,d.aWw](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fccc.georgetown.edu%2Fdocuments%2FChecklist%2520PHC.pdf&ei=ApchVKzPAyfzPMwP8QDwCg&usg=AFQjCNFk3X1Gqdx4aCYaFJxSy2npD1B_q&sig2=8OkiBToxVRHTSxRsX8_r7Q&bvm=bv.75775273,d.aWw).


Inclusion of Children with Special Needs

Inclusion is defined as “…the full and active participation of children with disabilities or other special needs in community activities, services, and programs designed for typically developing children….”‡

Inclusive environments give children with disabilities or other special needs the opportunity to interact with typically developing children, which can help them strive towards higher goals and/or levels of ability. Typically developing children also benefit from an inclusive environment because it teaches them about differences and about respecting and valuing others, regardless of their abilities.

The following strategies can help providers develop inclusive child care environments:

■ Promote inclusive practices in the program handbooks, brochures, Web site, or any other program materials:
  - For example, a child care program can highlight their access to resources, such as specialists, and staffs’ ability to adapt activities and/or lesson plans in parent handbooks to help parents decide whether this program is a good fit for their children.

■ Modify and adapt the environment to promote learning and participation from all children:
  - For example, a child care program can display pictures and books of children, including children with disabilities and other special needs, in general settings. Programs can also modify toys and use adaptive equipment to facilitate participation and promote independence.

■ Collaborate with parents and other professionals to better serve children:
  - For example, a child care program can include parents and other family members in the planning of the care of children. Child care programs can also incorporate specialists’ suggestions into the lesson plans and/or activities to better support children.

The following online resources provide additional information about the inclusion of children with disabilities or other special needs.

ADDITIONAL RESOURCES


Health and Safety

Where can I get information about childhood obesity?

Obesity is a serious health concern for children and adolescents. Obese children and adolescents are at higher risk for health problems during their youth and as adults. Prevention of obesity among children yields significant benefits in terms of preventing related health problems and reducing health care costs.

The following organizations and online resources provide information about childhood obesity and prevention.

ORGANIZATIONS

Centers for Disease Control and Prevention (CDC)
Department of Health and Human Services
Toll free: 800-311-3435
Web site: http://www.cdc.gov/
Spanish Web site: http://www.cdc.gov/spanish/

CDC is recognized as the lead Federal agency for protecting the health and safety of Americans. It serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and education activities designed to improve the health of citizens. Information about nutrition, physical activity, and obesity are available at http://www.cdc.gov/healthyyouth/npao/index.htm and in Spanish at http://www.cdc.gov/spanish/especialesCDC/ObesidadNinos/.

Food and Nutrition Service (FNS)
U.S. Department of Agriculture (USDA)
Phone: 703-305-2062

FNS provides children and families better access to food and a more healthy diet through its food assistance programs and comprehensive nutrition education efforts. The FNS Web site also provides information about several obesity prevention initiatives funded by USDA:


ONLINE RESOURCES

What is SIDS? Where can I find information about SIDS and other sleep-related issues?

Sudden Infant Death Syndrome (SIDS) is the sudden death of an infant or child younger than one year of age. The death usually occurs while the infant or young child is sleeping and is only categorized as SIDS when no other explanation for the cause of death (such as, child born with medical conditions, congenital anomalies) is available.

The following organizations have information about SIDS and other sleep-related issues.

**ORGANIZATIONS**

**Safe to Sleep Campaign**  
National Institute of Child Health and Human Development  

The Safe to Sleep Campaign (formerly Back to Sleep) contains a wealth of information about safe sleep practices for infants. The following resources are available:

- **Safe Sleep for Your Baby: Reduce the Risk of Sudden Infant Death Syndrome (SIDS)** (November 2005),  
  Available in Spanish at  

**First Candle/SIDS Alliance**  
Toll free: 800-221-7437  

First Candle/SIDS Alliance promotes infant health and survival during the prenatal period through 2 years of age with advocacy, education, and research programs.

**Sudden Unexpected Infant Death (SUID) & Sudden Infant Death Syndrome (SIDS) Gateway**  

The SUID/SIDS Gateway provides a wide variety of materials about SUID and SIDS. It also houses materials from the National Sudden Infant Death Syndrome Resource Center, (NSIDRC).

**ONLINE RESOURCES**

- **Sleep and Your Preschoolers** (September 2011), reviewed by Steven Dowshen, for KidsHealth,  
  Available in Spanish at  

- **Nightmares** (October 2010), reviewed by D’Arcy Lyness, for KidsHealth,  
  Available in Spanish at  

- **Night Terrors** (October 2010), reviewed by D’Arcy Lyness, for KidsHealth,  
  Available in Spanish at  
Where can I get information about pesticides?

Parents and child care providers may want to contact their State licensing agency to learn whether there are any regulations regarding the use of pesticides in child care programs. The NRC has State licensure regulation and contact information for all licensing agencies at http://nrckids.org/STATES/states.htm.

The following organizations and online resources provide information about pesticides.

**ORGANIZATIONS**

**U.S. Environmental Protection Agency (EPA)**

Web site: [http://www.epa.gov/](http://www.epa.gov/)

Spanish Web site: [http://www.epa.gov/espanol/](http://www.epa.gov/espanol/)


**ONLINE RESOURCES**


Teaching Materials and Learning Activities

**Learning Activities**

The following organizations and online resources provide information about learning activities that parents and providers can incorporate into children’s play time:

**ORGANIZATIONS**

**KidsHealth**


KidsHealth provides health-related information for parents, kids, and teenagers. Information about learning and play is available at [http://kidshealth.org/parent/growth/](http://kidshealth.org/parent/growth/).

**Zero to Three: National Center for Infants, Toddlers, and Families**

Phone: 202-638-1144


Zero to Three provides information about games and playing with children. This resource is available at [http://www.zerotothree.org/child-development/play/](http://www.zerotothree.org/child-development/play/).
ONLINE RESOURCES

- *Helping Your Preschool Child* (Revised 2005),

In addition, child care resource and referral (CCR&R) agencies may offer additional information about learning activities that parents and providers can incorporate into children’s play time. Child Care Aware offers a Child Care Finder tool that provides contact information for all state and local CCR&R agencies at [http://childcareaware.org/parents-and-guardians/childcarefinder#section=searchbyzip](http://childcareaware.org/parents-and-guardians/childcarefinder#section=searchbyzip).

**Teaching Materials**

The following organizations provide information, tools, and teaching materials for child care providers and teachers.

**ORGANIZATIONS**

**Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**
Toll free: 877-275-3227
Web site: [http://csefel.vanderbilt.edu/](http://csefel.vanderbilt.edu/)

CSEFEL is a national center focused on strengthening the capacity of child care and Head Start to improve the social and emotional outcomes of young children. The following resources are available:


**¡Colorín colorado!**

Colorín colorado is a Web-based, bilingual service that provides information, activities, and advice for educators of English language learners, librarians, school administrators, and families. Information for educators is available at [http://www.colorincolorado.org/educators/](http://www.colorincolorado.org/educators/). It is available in Spanish at [http://www.colorincolorado.org/educadores/](http://www.colorincolorado.org/educadores/).

**Get Ready to Read!**
National Center for Learning Disabilities (NCLD)
Spanish Web site: [http://getreadytoread.org/spanish](http://getreadytoread.org/spanish) (Resources also available in Chinese, Korean, and Arabic.)

NCLD developed Get Ready to Read! to incorporate literacy screening tools and activities into early care and education programs. The following sections of the Get Ready to Read! Web site offer resources:

PBS Teachers
Public Broadcasting Service (PBS)
Web site: http://www.pbs.org/teachers/

PBS Teachers offers educational resources, such as teaching materials and lesson plans for grade levels Pre-K – 12, which educators can incorporate into their classrooms. The following resources are available:

- Between the Lions, Parents & Teachers, http://pbskids.org/lions/parentsteachers/.

Curricula

The Active Learning Series
Web site: http://www.pearsonschool.com/index.cfm?locator=PSZu68&PMDbProgramId=1088

The Active Learning series, published by the Pearson Learning Group, devotes a volume to each age group: infants, 1-year-olds, 2-year-olds, 3-year-olds, 4-year-olds, and 5-year-olds.

Association Montessori Internationale/USA (AMI)
Web site: http://www.montessori-ami.org/

The Montessori Method develops children’s senses, academic skills, practical life skills, and character. Montessori teachers carefully develop environmental settings, using Montessori materials, which are designed to encourage children to learn on their own. Multage groupings support social responsibility and interdependence.

Bank Street Developmental Interaction Approach
Web site: http://bankstreet.edu/theory-practice/

This program recognizes that, while development occurs on a continuum, it happens at different times for different children. Teachers rely on research and practice to choose topics and design experiences that will engage and challenge children.

The Creative Curriculum®
Teaching Strategies, Inc.

The Creative Curriculum series, developed by Teaching Strategies, Inc., includes specific resources for curriculum development for infants and toddlers, preschool-age children, school-age children, and children in family child care.

Developmentally Appropriate Practices (DAP) Approach
Web site: http://www.naeyc.org/DAP/

DAP provides a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of individual children at every age while being sensitive to the needs and preferences of families. Knowledge about how children develop and learn is applied in program practices. The following document has information about developmentally appropriate practices.

The High/Scope educational approach is a set of guiding principles and practices that adults follow as they work with and care for infants and toddlers, preschoolers, and elementary and adolescent students.

**The Program for Infant/Toddler Care (PITC) Curriculum**
WestEd PITC
Phone: 415-289-2300

The PITC Curriculum is a comprehensive training system to help caregivers of infants and toddlers provide healthy, emotionally secure, and intellectually rich experiences in care.

**Project Approach**

The Project Approach builds on the familiar experiences of children and provides multiple ways of active interaction with people, objects, and the environment. The goal of the approach is to learn more about a topic through active learning. More information is available at [http://ceep.crc.uiuc.edu/poptopics/project.html](http://ceep.crc.uiuc.edu/poptopics/project.html).

**Reggio Emilia Approach**

This approach is based on years of experience in the Reggio Emilia Municipal Infant/Toddler and Preschool Centers in Italy. It places emphasis on children’s symbolic languages in the context of a project-oriented curriculum.

**Waldorf Schools**
Association of Waldorf Schools of North America

The aim of Waldorf education is to educate the whole child—head, heart, and hands. The curriculum is geared to a child’s stages of development and brings together all elements of development—intellectual, artistic, spiritual, and movement. The curriculum is designed for children from preschool through high school.

**Book Distribution List**

The following organizations have programs that distribute children’s books (often at no cost) to parents and child care providers in various locations, such as child care programs, hospitals, health clinics, doctors’ offices, libraries, shelters, and children’s homes.

**Books for Babies**
United for Libraries
Books for Babies
109 S. 13th Street, Ste. 117B
Philadelphia, PA, 19107
Toll free: 800-545-2433 x 2161
Web site: [http://www.ala.org/united/products_services/booksforbabies](http://www.ala.org/united/products_services/booksforbabies)

**Books for Kids Foundation**
440 Park Avenue South, 4th Floor
New York, NY 10016
Phone: 212-760-BOOK (2665)
Email: info@booksforkids.org
Dolly Parton’s Imagination Library
Web site: http://www.imaginationlibrary.com/

First Book
1319 F Street NW, Suite 1000
Washington, DC 20004-1155
Phone: 202-393-1222
Web site: http://www.firstbook.org/site/c.lwKYJ8NVJvF/b.674095/k.CC09/Home.htm

Literacy Empowerment Foundation
1311 West Chester Pike
West Chester, PA 19382
Phone: 610-719-6448
Web site: http://www.lefbooks.org/

National Book Fund
ProLiteracy
104 Marcellus Street
Syracuse, NY 13204
Toll free: 888-528-2224

Page Ahead
1130 NW 85th Street
Seattle, WA 98117
Phone: 206-461-0123
Web site: http://pageahead.org/

Raising A Reader
Sobrado Center for Nonprofits—Redwood Shores
330 Twin Dolphin Drive, Ste. 147
Redwood City, CA 94065
Phone: 650-489-0550
Web site: http://www.raisingareader.org/

Raising Readers
P.O. Box 17826
Portland, ME 04112
Toll free: 800-397-3263
Web site: http://www.raisingreaders.net/

Reach Out and Read National Center
56 Roland Street, Suite 100D
Boston, MA 02129
Phone: 617-455-0600
Email: info@reachoutandread.org
Web site: http://www.reachoutandread.org/

The Lisa Libraries
77 Cornell Street, Suite 109
Kingston, NY 12401
Phone: 845-334-5559
Web site: http://www.lisalibraries.org/frames.html

Reading is Fundamental
1730 Rhode Island Ave., NW, 11th Floor
Washington, DC 20036
Phone: 202-536-3400
Toll free: 877-RIF-READ
Email: contactus@rif.org
Web site: http://www.rif.org/

Little Free Library
http://littlefreelibrary.org/