Child Development Resources for Parents and Providers

Child development describes the process of children gaining 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;

♦ Ways to promote cultural diversity and inclusion;

♦ Health and safety;

♦ Teaching materials and learning activities;

♦ Curricula; and

♦ [A book distribution list.](#)

The State Capacity Building Center does not endorse any non-federal organization, publication, or resource.

Developmental Milestones   [Back](#)

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 and 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.

Birth to 5 Developmental Milestones	
Category	**Skills**
2 months	
Social and Emotional	♦ Begins to smile at people ♦ Can briefly calm himself (may bring hands to mouth and suck on hand)
Language/Communication	♦ Coos, makes gurgling sounds ♦ Turns head towards sounds
Cognitive	♦ Pays attention to faces ♦ Begins to follow things with eyes and recognize people at a distance
Movement/Physical Development	♦ Can hold head up and begins to push up when lying on tummy ♦ Makes smoother movements with arms and legs
6 months	
Social and Emotional	♦ Knows familiar faces and begins to know if someone is a stranger ♦ Likes to play with others, especially parents
Language/Communication	♦ Responds to sounds by making sounds ♦ Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds
Cognitive	♦ Looks around at things nearby ♦ Brings things to mouth
Movement/Physical Development	♦ Rolls over in both directions (front to back, back to front) ♦ Begins to sit without support
1 year	
Social and Emotional	♦ Is shy or nervous with strangers ♦ Cries when mom or dad leaves

Birth to 5 Developmental Milestones	
Category	**Skills**
Language/Communication	♦ Responds to simple spoken requests ♦ Uses simple gestures, like shaking head "no" or waving "bye-bye"
Cognitive	♦ Explores things in different ways such as shaking, banging, throwing ♦ Finds hidden things easily
Movement/Physical Development	♦ Gets to a sitting position without help ♦ Pulls up to stand, walks holding on to furniture ("cruising")
2 Years	
Social and Emotional	♦ Copies others, especially adults and older children ♦ Gets excited when with other children
Language/Communication	♦ Points to things or pictures when they are named ♦ Knows names of familiar people and body parts
Cognitive	♦ Finds things even when hidden under two or three covers ♦ Begins to sort shapes and colors
Movement/Physical Development	♦ Stands on tiptoe ♦ Kicks a ball
3 Years	
Social and Emotional	♦ Copies adults and friends ♦ Shows affection for friends without prompting
Language/Communication	♦ Follows instructions with two or three steps ♦ Can name most familiar things
Cognitive	♦ Can work toys with buttons, levers, and moving parts ♦ Plays make-believe with dolls, animals, and people
Movement/Physical Development	♦ Climbs well ♦ Runs easily
4 Years	
Social and Emotional	♦ Enjoys doing new things ♦ Plays "Mom" and "Dad"
Language/Communication	♦ Knows some basic rules of grammar, such as correctly using "he" and "she" ♦ Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
Cognitive	♦ Names some colors and some numbers ♦ Understands the idea of counting

Birth to 5 Developmental Milestones	
Category	**Skills**
Movement/Physical Development	♦ Hops and stands on one foot up to two seconds ♦ Catches a bounced ball most of the time
5 years	
Social and Emotional	♦ Wants to please friends ♦ Wants to be like friends
Language/Communication	♦ Speaks very clearly ♦ Tells a simple story using full sentences
Cognitive	♦ Counts 10 or more things ♦ Can draw a person with at least six body parts
Movement/Physical Development	♦ Stands on one foot for 10 seconds or longer ♦ Hops; may be able to skip

Note: This information is from the Centers for Disease Control and Prevention's Developmental Milestones section of its website at http://www.cdc.gov/ncbddd/actearly/milestones/index.html.

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?

A 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

Website: http://www.aap.org/

AAP works to provide general health and well-being information for parents of children up to age 21. The AAP website offers information about children's heath, 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

Website: http://www.cdc.gov/

Spanish website: http://www.cdc.gov/spanish/

CDC's mission is to protect and improve the health and safety of the general public. Its 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

Website: 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 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

Autism Speaks – Material en Español

Website: http://www.autismspeaks.org/

Spanish Website: 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 (CPIR)

Website: http://www.parentcenterhub.org/resources/ (in English and Spanish)

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 defunded. Resources are available in English and Spanish.

First Signs, Inc.

Phone: 978-346-4380

Email: info@firstsigns.org

Website: http://www.firstsigns.org/

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

♦ *Audiological Screening* (n.d.), http://www.firstsigns.org/screening/audio.htm;

♦ *Autism Screening* (n.d.), http://www.firstsigns.org/screening/asd.htm;

♦ *Developmental Screening* (n.d.), http://www.firstsigns.org/screening/dev.htm;

♦ *Diagnosis and Treatment* (n.d.), http://www.firstsigns.org/treatment/;

♦ *Hallmark Developmental Milestones* (n.d.), http://www.firstsigns.org/healthydev/milestones.htm;

♦ *Lead Screening* (n.d.), http://www.firstsigns.org/screening/lead.htm;

♦ *Screening Guidelines* (n.d.), http://www.firstsigns.org/screening/guidelines.htm;

♦ *Screening Tools* (n.d.), http://www.firstsigns.org/screening/tools/index_tools.htm; and

♦ *Screening: Making Observations* (n.d.), http://www.firstsigns.org/screening/.

Online Resources

♦ *Assure the Best for Your Baby's Physical Development* (n.d.), by the Pathways Awareness Foundation, https://depts.washington.edu/dbpeds/PAFBabyOK_PDForder.pdf.

♦ *Birth to Five: Watch Me Thrive! An Early Care and Education Provider's Guide for Developmental and Behavioral Screening* (2014), by the U.S. Department of Health and Human Services and the U.S. Department of Education, https://www.acf.hhs.gov/sites/default/files/ecd/ece_providers_guide_march2014.pdf. Available in Spanish at https://www.acf.hhs.gov/sites/default/files/ecd/ece_providers_guide_spanish_508.pdf.

♦ *Birth to 5: Watch Me Thrive—Families* (n.d.), by the U.S. Department of Health and Human Services and the U.S. Department of Education, http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive/families.

♦ *Delayed Speech or Language Development* (October 2008), by Mary L. Gavin and Anne M. Meduri, for KidsHealth, http://kidshealth.org/parent/growth/communication/not_talk.html. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/not_talk_esp.html.

♦ *Developmental Screening* (n.d.), a webpage hosted by CDC, http://www.cdc.gov/ncbddd/autism/screening.html.

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

Website: 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

Website: http://csefel.vanderbilt.edu/

CSEFEL focuses on promoting the social and emotional development of young children. Resources for teachers and providers are available at http://csefel.vanderbilt.edu/resources/strategies.html. Resources for parents are available at http://csefel.vanderbilt.edu/resources/family.html and resources in Spanish are available at http://csefel.vanderbilt.edu/resources/espanol.html.

ZERO to THREE

Phone: 202- 638-1144

Website: http://www.zerotothree.org/

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

Online Resources

♦ *How to Understand Your Child's Temperament* (June 2012), by the American Academy of Pediatrics, http://www.healthychildren.org/English/ages-stages/gradeschool/pages/How-to-Understand-Your-Childs-Temperament.aspx.

♦ *Matching Your Infant's or Toddler's Style to the Right Child Care Setting* (2009), by Child Care Aware, http://ccapub.childcareaware.org/docs/pubs/104e.pdf. Available in Spanish at http://ccapub.childcareaware.org/docs/pubs/104s.pdf.

♦ *Separation Anxiety* (January 2012), reviewed by D'Arcy Lyness, for KidsHealth, http://kidshealth.org/parent/emotions/feelings/sep_anxiety.html. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/separation_anxiety_esp.html.

♦ *Strategies and Solutions for Handling a Difficult Child* (April 2012), by the American Academy of Pediatrics, http://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Strategies-and-Solutions-For-Handling-A-Difficult-Child.aspx.

♦ *What Do We Know About Emotional Development in Early Childhood?* (2014), by The Urban Child Institute, http://www.urbanchildinstitute.org/resources/publications/good-start/social-and-emotional-development.

♦ *What to Expect and When to Seek Help: A Bright Futures Tool to Promote Social and Emotional Development in Infancy* (2006), by Rochelle Mayer, Jeanne Anastasi, and Eileen M. Clark, for Bright Futures, http://www.brightfutures.org/tools/BFtoolsIN.pdf.

♦ *What to Expect and When to Seek Help: A Bright Futures Tool to Promote Social and Emotional Development in Early Childhood (Ages 1–4 Years)* (2006), by Rochelle Mayer, Jeanne Anastasi, and Eileen M. Clark, for Bright Futures, http://www.brightfutures.org/tools/BFtoolsEC.pdf.

♦ *What to Expect and When to Seek Help: A Bright Futures Tool to Promote Social and Emotional Development in Middle Childhood (Ages 5–10 Years)* (2006), by Rochelle Mayer, Jeanne Anastasi, and Eileen M. Clark, for Bright Futures, http://www.brightfutures.org/tools/BFtoolsMC.pdf.

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

♦ "Biting in the Child Care Setting" (Revised June 2004), in *Health and Safety Notes*, by Cheryl Oku, for California Childcare Health Program, http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/bitingen060604_adr.pdf.

♦ *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.

♦ *Early Head Start Tip Sheet No. 36: What Are "Challenging Behaviors" When Working With Infants and Toddlers?* (September 2009), by the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/comp/mental-health/Whatarechallen.htm.

♦ "Fighting and Biting" (Updated March 2011), *Facts for Families No. 81*, by the American Academy of Child &

Parents and child care providers may want to contact their State licensing agency for information about regulations established by their State regarding corporal punishment in child care settings. The **National Database of Child Care Licensing Regulations** contains direct website links to state child care licensing regulation documents and licensing agency contact information. Users can access, download, and search state child care licensing regulations that apply to child care centers, family child care homes, and other licensed child care programs. The database is available at https://childcareta.acf.hhs.gov/licensing.

Adolescent Psychiatry,
http://www.aacap.org/AACAP/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Fighting_And_Biting_81.aspx ceep.crc.uiuc.edu.

♦ "My Teacher Wants to Know" in *Creating Teaching Tools for Young Children With Challenging Behaviors: A User's Manual* (2005), by Bobbie Vaughn, Lise Fox, and Rochelle Lentini, published by the Louis de la Parte Florida Mental Health Institute, University of South Florida, http://www.challengingbehavior.org/do/resources/teaching_tools/toolkit_user_manual.pdf.

♦ *Recommended Practices: Preventing Challenging Behavior in Young Children: Effective Practices* (n.d.), by Peter J. Alter and Maureen A. Conroy, http://www.challengingbehavior.org/do/resources/documents/rph_preventing_challenging_behavior.pdf.

♦ *Recommended Practices: Supporting Infants and Toddlers With Challenging Behavior* (n.d.), by Lise Fox, http://challengingbehavior.org/do/resources/documents/rph_supportInfantsToddlers.pdf.

Discipline

■ "Don't Spank! Here's What You Can Do Instead!" (Revised November 2015), an *Illinois Early Learning Project Tip Sheet*, by the Illinois Early Learning Project, http://illinoisearlylearning.org/tipsheets/spankingalternatives.htm. Available in Spanish at http://illinoisearlylearning.org/tipsheets-sp/spankingalternatives-sp.htm and in Polish at http://illinoisearlylearning.org/tipsheets-pol/spankingalternatives-pol.pdf.

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

Website: 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

Website: 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

♦ "Bullying" (updated April 2016), *Facts for Families No. 80*, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Bullying-080.aspx.

♦ *Bullying in Early Childhood* (November 2007), by the Illinois Early Learning Project, http://illinoisearlylearning.org/askanexpert/espelage/index.htm.

♦ *Help Your Child Recognize the Signs of Bullying* (2012), published by the PACER Center, http://www.pacer.org/publications/bullypdf/BP-2.pdf. Available in Spanish at http://www.pacer.org/publications/bullypdf/BP-2SP.pdf.

♦ *Helping Kids Deal With Bullies* (reviewed 2010), by Michelle New, for KidsHealth, http://kidshealth.org/parent/emotions/behavior/bullies.html. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/bullies_esp.html.

♦ "What If Your Child IS the Bully?" (2005), a *PACER Center Action Information Sheet*, http://www.pacer.org/parent/php/PHP-c109.pdf.

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 the loved one or may be afraid of causing the child 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

Website: http://www.bereavedparentsusa.org/

Spanish Website: http://www.bereavedparentsusa.org/BPenEspanol.html

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

Website: 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

Website: http://www.compassionatefriends.org/home.aspx

TCF helps families with 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

Website: 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

♦ *The Child's Loss: Death, Grief, and Mourning* (n.d.), by Bruce D. Perry and Jana Rubenstein, http://www2.scholastic.com/browse/article.jsp?id=4039.

♦ "Children and Grief" (March 2011), *Facts for Families No. 8*, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Children_And_Grief_08.aspx.

♦ *Children and Loss* (n.d.), by Bruce D. Perry, http://www2.scholastic.com/browse/article.jsp?id=4040.

♦ *Death and Loss: Helping Children Manage Their Grief* (April 2006), by Bruce D. Perry, http://www2.scholastic.com/browse/article.jsp?id=4044.

♦ *Resource Guide: Emergency Preparedness and Response Resources for Child Care Programs* (2014), by the Child Care State Systems Specialist Network, https://childcareta.acf.hhs.gov/resource/resource-guide-emergency-preparedness-and-response-resources-child-care-programs [the resource includes information about helping children and families cope with trauma].

Early Learning   Back

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, environment, and interactions with their primary caregivers, including child care providers. In addition, scientists' recent research on how the brain works has led to new understanding about how young children develop and learn

Brain Development

The following organizations and online resources provide information about young children's brain development.

Organizations

National Scientific Council on the Developing Child

Phone: 617-496-0578

Email: developingchild@harvard.edu

Website: http://developingchild.harvard.edu/initiatives/council/

The National Scientific Council on the Developing Child is a multidisciplinary collaboration made up of many of the nation's leading scientists in early childhood development. It combines cutting-edge, interdisciplinary scientific knowledge on early child development with communication methods designed to ensure public understanding of that science.

Neuroscience for Kids

Website: http://faculty.washington.edu/chudler/neurok.html

Neuroscience for Kids was created so students and educators alike can obtain useful, easy-to-understand information about neuroscience.

ZERO TO THREE: National Center for Infants, Toddlers, and Families

Phone: 202-638-1144

Website: http://www.zerotothree.org/

This national organization focuses exclusively on issues affecting infants and toddlers.

Online Resources

- ♦ *Brain and Nervous System* (reviewed October 2010), by Steven Dowshen, for KidsHealth, http://kidshealth.org/parent/general/body_basics/brain_nervous_system.html. Available in Spanish at http://kidshealth.org/parent/en_espanol/general/brain_nervous_system_esp.html.
- ♦ *Helping Promote Healthy Brain Development* (n.d.), by Better Brains for Better Babies, http://www.fcs.uga.edu/ext/bbb/images/BBB.Brochure_English.swf. Available in Spanish at http://www.fcs.uga.edu/ext/bbb/images/BBBbroch_Span.swf.

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

National Children's Literacy Website

The Soho Center

Website: http://www.child2000.org/lit-tips.htm

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.

Reading Is Fundamental: Getting Ready to Read

Phone: 202-536-3400

Website: http://www.rif.org/books-activities/tips-resources/by-topic/getting-ready-to-read/

This website provides information about literacy milestones from birth to age 6 and the essential components of reading. The following sections of the Reading is Fundamental website offer resources for educators and parents, as well as information in Spanish:

♦ Literacy resources: http://www.rif.org/us/literacy-resources.htm.

♦ Books and activities: http://www.rif.org/kids/leer/en/leerhome_english.htm. In Spanish: http://www.rif.org/books-activities/en-espanol/.

Reading Rockets: Launching Young Readers

Phone: 703-998-2001

Email: readingrockets@weta.org

Website: http://www.readingrockets.org/

Spanish website: http://www.readingrockets.org/spanish

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

♦ *ABCs of Teaching Reading* (n.d.), http://www.readingrockets.org/teaching.

♦ *Early Signs of Reading Difficulty* (2009), http://www.readingrockets.org/article/33170.

♦ *Find Great Children's Books and Authors* (n.d.), http://www.readingrockets.org/books.

♦ *Helping Struggling Readers* (n.d.), http://www.readingrockets.org/helping.

Talk, Read, and Sing Together Every Day!

Website: http://www.acf.hhs.gov/programs/ecd/talk-read-and-sing-together-every-day

The U.S. Departments Education and Health and Human Services, in partnership with Too Small to Fail, have created the "Talk, Read, and Sing Together Every Day" tip sheets. Made specifically for families, caregivers, and early educators, these resources can help enrich children's early language experiences by providing adults with research-based tips for talking, reading, and singing with young children every day beginning from birth. All tip sheets are available in English and Spanish, and can be downloaded for free.

Online Resources

♦ *The Challenge of Working With Dual Language Learners, Three Perspectives: Supervisor, Mentor, and Teacher* (March 2009), by Maricarmen Macrina, Doris Hoover, and Cindy Becker, in the National Association for the Education of Young Children (NAEYC) *Young Children* journal, http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/thechallengeofworkingwithdll.pdf.

♦ *A Child Becomes a Reader: Proven Ideas for Parents From Research – Birth Through Preschool* (2006), by Bonnie B. Armbruster, Fran Lehr, and Jean Osborn, for the National Institute for Literacy, http://lincs.ed.gov/publications/pdf/reading_pre.pdf.

♦ *Helping Your Child Become a Reader* (2005), by Andrea DeBruin-Parecki, Kathryn Perkinson, and Lance Ferderer, for the U.S. Department of Education, http://www2.ed.gov/parents/academic/help/reader/reader.pdf. Available in Spanish at http://www2.ed.gov/espanol/parents/academic/lector/lector.pdf.

♦ *Learning in English, Learning in Spanish: A Head Start Program Changes Its Approach* (July 2009), by Joan Youngquist and Bárbara Martínez-Griego, in NAEYC's *Young Children*, http://www.naeyc.org/files/yc/file/200907/Youngquist709.pdf.

♦ *Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers* (2009), by the National Institute for Literacy, http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf.

♦ *Literacy Begins at Home: Teach Them to Read* (September 2007), by the National Institute for Literacy, http://lincs.ed.gov/publications/pdf/Literacy_Home.pdf.

♦ *Reading Tips for Parents* (May 2003), by the U.S. Department of Education, http://www2.ed.gov/parents/read/resources/readingtips/readingtips.pdf.

♦ *Shining Stars—Toddlers Get Ready to Read* (April 2007), by the National Institute for Literacy, http://lincs.ed.gov/publications/pdf/ShiningStarsToddlers.pdf.

♦ *Talk to Your Baby—Quick Tips* (2005), prepared by the National Literacy Trust, http://www.literacytrust.org.uk/talk_to_your_baby/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 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

♦ *Activities: Math in the Home* (2004), https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families/parenting/Parents%20as%20Teachers/edudev_art_00514_030907.html.

♦ *Help Your Child Learn Math: Introduction* (2004), https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families/parenting/Parents%20as%20Teachers/edudev_art_00413_061606.html.

♦ *Helping Your Child Learn Mathematics* (revised 2005), http://www2.ed.gov/parents/academic/help/math/math.pdf. Available in Spanish at http://www2.ed.gov/espanol/parents/academic/matematicas/matematicas.pdf.

♦ *Thrive by Five: Teaching Your Preschooler About Spending and Saving* (2005), prepared by the Credit Union National Association, Inc.*,* http://www.cuna.org/thrivebyfive/.

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:

♦ 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

♦ *Potty Training: How to Get the Job Done* (November 2011), by the Mayo Clinic, http://www.mayoclinic.com/print/potty-training/CC00060/Method=print.

♦ *Toilet Teaching Your Child* (November 2011), reviewed by Larissa Hirsch for KidsHealth, http://kidshealth.org/parent/emotions/behavior/toilet_teaching.html.

♦ *Understanding Children: Toilet Training* (2007), by Lesia Oesterreich, Iowa State University, University Extension, http://www.extension.iastate.edu/Publications/PM1529K.pdf

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. It also means learning a potentially 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

♦ "Parent Tips for Transition Planning" (2007), an *ALLIANCE Action Sheet*, http://www.pacer.org/publications/pdfs/ALL14.pdf.

♦ *Planning for the Transition to Kindergarten: Why It Matters and How to Promote Success* (2014), The National Center on Quality Teaching and Learning, https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/transition-brief.pdf.

♦ *Preparing Children for Child Care* (Revised June 2009), by the University of Minnesota Extension Service, http://www.extension.umn.edu/family/live-healthy-live-well/healthy-children/choosing-child-care/preparing-children-for-child-care/.

♦ *Preschool Prep: Getting Ready for the Big Transition* (n.d.), by ZERO TO THREE, http://main.zerotothree.org/site/PageServer?pagename=ter_key_childcare_transition&AddInterest=1153.

♦ "School Refusal" (Updated October 2013), *Facts for Families* No. 7, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-Who-Won't-Go-To-School-(Separation-Anxiety)-007.aspx

♦ "Starting School" (March 2011), *Facts for Families* No. 82, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Starting-School-082.aspx.

Ways to Promote Cultural Diversity and Inclusion Back

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.[1] 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 doing the following:

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[1] National Center for Children in Poverty. (2010). *United States early childhood profile*. Retrieved from http://www.nccp.org/profiles/US_profile_16.html.

♦ Adopting a consistent set of behaviors, attitudes, policies, structures, and practices that come together as a system, which allows 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. This means doing the following:

♦ Hiring bilingual or bicultural or multilingual or multicultural staff as needed;

♦ Offering materials in children and families' home languages;

♦ Using assistive technology devices and sign language interpretation services when needed; and

♦ Printing materials that are easy to read and in alternative formats.

Additional Resources

♦ *The Benefits of Being Bilingual: A Review for Teachers and Other Early Education Program Providers* (2015), U.S. Department of Education, U.S. Department of Health and Human Services, and Too Small to Fail, https://www.acf.hhs.gov/sites/default/files/assets/hhs_benefitsofbeingbilingual_with_accessibility_rpt.pdf. Available in Spanish: https://www.acf.hhs.gov/sites/default/files/ecd/hhs_benefitsofbeingbilingual_sp_with_accessibility_rpt.pdf

♦ *Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice* (2008), by Dana Williams, http://www.tolerance.org/sites/default/files/general/beyond_golden_rule.pdf.

♦ *Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness* (May 2004), by Katy Seitzinger Hepburn, prepared for The Annie E. Casey Foundation, http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf.

♦ *Culture Card: A Guide to Build Cultural Awareness* (January 2009), by the Centers for Disease Control and Prevention, Indian Health Service, U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, http://store.samhsa.gov/shin/content/SMA08-4354/SMA08-4354.pdf.

♦ *Cultural and Linguistic Competence Self-Assessment Checklist for Early Head Start and Head Start Programs* (Revised 2009), by the National Center for Cultural Competence, http://www.ecmhc.org/assessment/Staff%20Self%20Assessment.pdf.

♦ *Preparing Culturally Competent Early Childhood Teachers* (2007), a Frank Porter Graham (FPG) Snapshot, by FPG Child Development Institute, http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG_Snapshot37_2007.pdf.

♦ *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%2Fnccc.georgetown.edu%2Fdocuments%2FChecklist%2520PHC.pdf&ei=ApchVKzPAc6LyASz6YCIBA&usg=AFQjCNFk3X1Gqdpx4aCYaFJxSy2npD1B_g&sig2=8OKtBToxVRHTSxRsX8_r7Q&bvm=bv.75775273,d.aWw.

♦ "Taking the Next Step: Preparing Teachers to Work With Culturally and Linguistically Diverse Children" (2005), by Cerulean Daniel and Susan Friedman, in *Beyond the Journal, Young Children* for the National

Association for the Education of Young Children,
http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf.

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…"[2] Inclusive environments give children with disabilities or other special needs the opportunity to interact with typically developing children, which can help them strive toward 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, website, or any other program materials.

  ▪ For example, a child care program can highlight its access to resources, such as specialists, and staffs' ability to adapt activities and/or lesson plans to help parents decide whether the program is a good fit for their children.

♦ Modify and adapt the environment to promote learning and participation of 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.

Additional Resources

♦ *Guide to Promoting Inclusion in Early Childhood Programs* (2013), by the Delaware Health and Social Services, Birth to Three Early Intervention System, Delaware Department of Education, http://www.dhss.delaware.gov/dms/epqc/birth3/files/guidetoinclusion2013.pdf.

♦ *Inclusion Works! Creating Child Care Programs That Promote Belonging for Children With Special Needs* (2009), by the California Department of Education, http://www.cainclusivechildcare.org/camap/pdfs/InclusionWorks/inclusionworks.pdf

♦ *Open Hearts, Open Doors: Providing Inclusive Child Care* (revised January 2007), by the Oregon Council on Developmental Disabilities, http://ocdd.org/images/uploads/openHeartsBooklet.pdf. Available in Spanish at http://ocdd.org/images/uploads/Spanish_version_7_1_09.pdf.

♦ *Understanding Inclusion and the Americans with Disabilities Act (ADA)* (2001), by the Florida Children's Forum, http://files.eric.ed.gov/fulltext/ED476377.pdf.

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[2] California Department of Education. (2009). *Inclusion works! Creating child care programs that promote belonging for children with special needs.* Sacramento, CA: Author. Retrieved from http://www.cainclusivechildcare.org/camap/pdfs/InclusionWorks/inclusionworks.pdf.

Health and Safety   Back

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 childhood obesity reduces children's health problems and related health care costs.

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

Organizations

Centers for Disease Control and Prevention (CDC)

U.S. Department of Health and Human Services

Toll free: 800-311-3435

Website: http://www.cdc.gov/

Spanish website: 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. 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

Website: http://www.fns.usda.gov/fns/

Spanish website: http://www.fns.usda.gov/es

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

♦ Eat Smart. Play Hard.®, http://teamnutrition.usda.gov/Resources/eatsmartmaterials.html.

♦ Team Nutrition, http://www.fns.usda.gov/tn/.

Let's Move! Child Care

Website: https://healthykidshealthyfuture.org/

Let's Move! Child Care (LMCC) is part of former First Lady Michelle Obama's Let's Move! initiative to prevent childhood obesity. LMCC encourages and supports child care and early education providers to make positive changes in their programs to create a healthier future for children. LMCC is voluntary and for all types of programs: family child care homes, centers, Early Head Start and Head Start programs, preschool, tribal programs, and faith-based programs.

Resources for child care and early education programs are available in English at https://healthykidshealthyfuture.org/5-healthy-goals/ and in Spanish at https://healthykidshealthyfuture.org/en-espanol/.

Let's Move! Child Care also has a website dedicated to resources for parents at https://healthykidshealthyfuture.org/resources-for-parents/.

Online Resources

♦ *Early Child Care Obesity Prevention Recommendations: Complete List* (n.d.), by the Harvard T.H. Chan School of Public Health, https://www.hsph.harvard.edu/obesity-prevention-source/obesity-prevention/early-child-care/early-child-care-obesity-prevention-recommendation-complete-list/.

♦ "Obesity in Children and Teens" (March 2011), *Facts for Families* No. 79, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Obesity-In-Children-And-Teens-079.aspx.

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 1 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

First Candle/SIDS Alliance

Toll free: 800-221-7437

Website: http://www.firstcandle.org/

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

Safe to Sleep Campaign

National Institute of Child Health and Human Development

Website: http://www.nichd.nih.gov/sids/

The Safe to Sleep Campaign (formerly Back to Sleep) contains a wealth of information about safe sleep practices for infants. It offers the following resource:

♦ *Safe Sleep for Your Baby: Reduce the Risk of Sudden Infant Death Syndrome (SIDS)* (November 2005), https://www.nichd.nih.gov/publications/pubs/Documents/Safe_Sleep_Baby_English.pdf. Available in Spanish at http://www.nichd.nih.gov/publications/pubs/Documents/SAD_Tarjeta_Espanol_2013.pdf.

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

Website: http://ncemch.org/suid-sids/

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

♦ *A Child Care Provider's Guide to Safe Sleep: Helping You to Reduce the Risk of SIDS* (Revised 2008), by the American Academy of Pediatrics, http://www.healthychildcare.org/pdf/SIDSchildcaresafesleep.pdf.

♦ *Night Terrors* (October 2010), reviewed by D'Arcy Lyness, for KidsHealth, http://kidshealth.org/parent/growth/sleep/terrors.html. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/terrors_esp.html.

♦ *Nightmares* (October 2010), reviewed by D'Arcy Lyness, for KidsHealth, http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&article_set=55435&cat_id=167&. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/nightmares_esp.html.

♦ *Sleep and Your Preschoolers* (September 2011), reviewed by Steven Dowshen, for KidsHealth, http://kidshealth.org/parent/growth/sleep/sleep_preschool.html. Available in Spanish at http://kidshealth.org/parent/en_espanol/crecimiento/sleep_preschool_esp.html.

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 **National Database of Child Care Licensing Regulations** contains direct website links to state child care licensing regulations documents and licensing agency contact information. Users can access, download, and search state child care licensing regulations that apply to child care centers, family child care homes, and other licensed child care programs. The database is available at https://childcareta.acf.hhs.gov/licensing.

Organizations

U.S. Environmental Protection Agency (EPA)

Website: http://www.epa.gov/

Spanish website: http://www.epa.gov/espanol/

EPA's mission is to protect human health and the environment. Information about pesticides is available at https://www.epa.gov/pesticides. Information is available in Spanish at http://www.epa.gov/pesticides/health/safely_sp.htm.

Online Resources

- ■ *Head Start Staff: What You Need to Know About Pesticide Poisoning* (n.d.), by the Environmental Protection Agency, https://www.epa.gov/sites/production/files/2015-05/documents/whatyouneed-hsstaff.pdf.

- ■ *Play It Safe—Reduce Your Child's Chances of Pesticide Poisoning* (July 2007), by the Environmental Protection Agency, https://www.epa.gov/sites/production/files/2015-05/documents/playitsafe.pdf.

Teaching Materials and Learning Activities   Back

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

Website: http://kidshealth.org/

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

ZERO TO THREE: National Center for Infants, Toddlers, and Families

Phone: 202-638-1144

Website: http://www.zerotothree.org/

ZERO TO THREE provides information about games and playing with children. This resource is available at http://www.zerotothree.org/child-development/play/.

Online Resources

- ■ *Helping Your Preschool Child With Activities for Children From Infancy Through Age 5* (Revised 2005), by the Office of Communications and Outreach, U.S. Department of Education, http://www2.ed.gov/parents/earlychild/ready/preschool/preschool.pdf. Available in Spanish at http://www2.ed.gov/espanol/parents/academic/preescolar/preescolar.pdf.

In addition, child care resource and referral (CCR&R) agencies may offer 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/ccrr-search-form/.

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

Website: 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:

♦ *What Works Briefs*, http://csefel.vanderbilt.edu/resources/what_works.html.

♦ *Practical Strategies*, http://csefel.vanderbilt.edu/resources/strategies.html.

♦ *What Works: Training Kits*, http://csefel.vanderbilt.edu/resources/training_kits.html.

¡Colorín colorado!

Website: http://www.colorincolorado.org/index.php?langswitch=en

Spanish website: http://www.colorincolorado.org/index.php?langswitch=es

¡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/. Information is available in Spanish at http://www.colorincolorado.org/educadores/.

Get Ready to Read!

National Center for Learning Disabilities (NCLD)

Website: http://www.getreadytoread.org/

Spanish website: 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! website offer resources:

♦ The Screening Tool, measures early literacy skills, http://getreadytoread.org/screening-tools/grtr-screening-tool. Available in Spanish at http://getreadytoread.org/screening/grtr_directions_spanish.php.

♦ Activities, to assist with continued growth in early learning and literacy, http://www.getreadytoread.org/skill-building-activities.

♦ Early Learning and Childhood Basics, resources to help parents and educators understand and support preschool-aged children's development, http://www.getreadytoread.org/early-learning-childhood-basics.

PBS Teachers

Public Broadcasting Service (PBS)

Website: http://www.pbs.org/teachers/

PBS Teachers offers educational resources, such as teaching materials and lesson plans for children prekindergarten through grade 12, which educators can incorporate into their classrooms. The following resources are available:

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

♦ *PBS Parents: Raising Readers*, http://www.pbs.org/parents/education/read/. Available in Spanish at http://pbskids.org/island/?sp.

Curricula   Back

The Active Learning Series

Website: http://www.pearsonschool.com/index.cfm?locator=PSZu68&PMDbProgramId=1088

The Active Learning series, published by the Pearson Learning Group, devotes a volume of the series 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)

Website: 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. Multiage groupings support social responsibility and interdependence.

Bank Street Developmental Interaction Approach

Website: 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.

Website: http://www.TeachingStrategies.com/

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

Website: 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.

♦ *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (2009), a position statement of the National Association for the Education of Young Children, http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf.

High/Scope®

High/Scope Educational Research Foundation

Toll free: 800-587-5639

Website: http://www.highscope.org/

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

Website: http://www.pitc.org/

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

Project Approach

Website: http://www.projectapproach.org/

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.

Reggio Emilia Approach

Website: http://reggioalliance.org/

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

Website: http://www.whywaldorfworks.org/

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.

A Book Distribution List   Back

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
Website:
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
Website: http://www.booksforkidsfoundation.org/

Dolly Parton's Imagination Library
Website: http://www.imaginationlibrary.com/

First Book
1319 F Street NW, Suite 1000
Washington, DC 20004-1155
Phone: 202-393-1222
Website:
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
Website: http://www.lefbooks.org/

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

Little Free Library
http://littlefreelibrary.org/

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

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

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
Website: http://www.rif.org/

National Book Fund
ProLiteracy
104 Marcellus Street
Syracuse, NY 13204
Toll free: 888-528-2224
Website: https://proliteracy.org/What-We-Do/Programs-Projects/National-Book-Fund

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

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

ADMINISTRATION FOR
CHILDREN & FAMILIES