



Child Development Resources for Families 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 domains: 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.

Families 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.

Families 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 families 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.](#)

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Developmental Milestones

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All children are unique and develop at their own rate. Developmental milestones are skills that children reach in their learning and growth, through experiences with adults, families, and other peers. Developmental milestones are found within the following domains: 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 may be able to accomplish by the end of each age range.

Birth to 5 Developmental Milestones	
Category	Skills
2 months	
Social and Emotional	<ul style="list-style-type: none"> ◆ Begins to smile at people ◆ Can briefly calm himself (may bring hands to mouth and suck on hand)
Language/Communication	<ul style="list-style-type: none"> ◆ Coos, makes gurgling sounds ◆ Turns head towards sounds
Cognitive	<ul style="list-style-type: none"> ◆ Pays attention to faces ◆ Begins to follow things with eyes and recognize people at a distance
Movement/Physical Development	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ Knows familiar faces and begins to know if someone is a stranger ◆ Likes to play with others, especially parents
Language/Communication	<ul style="list-style-type: none"> ◆ Responds to sounds by making sounds ◆ Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds
Cognitive	<ul style="list-style-type: none"> ◆ Looks around at things nearby ◆ Brings things to mouth
Movement/Physical Development	<ul style="list-style-type: none"> ◆ Rolls over in both directions (front to back, back to front) ◆ Begins to sit without support
1 year	
Social and Emotional	<ul style="list-style-type: none"> ◆ Is shy or nervous with strangers ◆ Cries when mom or dad leaves



Birth to 5 Developmental Milestones	
Category	Skills
Language/Communication	<ul style="list-style-type: none"> ◆ Responds to simple spoken requests ◆ Uses simple gestures, like shaking head “no” or waving “bye-bye”
Cognitive	<ul style="list-style-type: none"> ◆ Explores things in different ways such as shaking, banging, throwing ◆ Finds hidden things easily
Movement/Physical Development	<ul style="list-style-type: none"> ◆ Gets to a sitting position without help ◆ Pulls up to stand, walks holding on to furniture (“cruising”)
2 Years	
Social and Emotional	<ul style="list-style-type: none"> ◆ Copies others, especially adults and older children ◆ Gets excited when with other children
Language/Communication	<ul style="list-style-type: none"> ◆ Points to things or pictures when they are named ◆ Knows names of familiar people and body parts
Cognitive	<ul style="list-style-type: none"> ◆ Finds things even when hidden under two or three covers ◆ Begins to sort shapes and colors
Movement/Physical Development	<ul style="list-style-type: none"> ◆ Stands on tiptoe ◆ Kicks a ball
3 Years	
Social and Emotional	<ul style="list-style-type: none"> ◆ Copies adults and friends ◆ Shows affection for friends without prompting
Language/Communication	<ul style="list-style-type: none"> ◆ Follows instructions with two or three steps ◆ Can name most familiar things
Cognitive	<ul style="list-style-type: none"> ◆ Can work toys with buttons, levers, and moving parts ◆ Plays make-believe with dolls, animals, and people
Movement/Physical Development	<ul style="list-style-type: none"> ◆ Climbs well ◆ Runs easily
4 Years	
Social and Emotional	<ul style="list-style-type: none"> ◆ Enjoys doing new things ◆ Plays “Mom” and “Dad”
Language/Communication	<ul style="list-style-type: none"> ◆ 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”



Birth to 5 Developmental Milestones	
Category	Skills
Cognitive	<ul style="list-style-type: none"> ◆ Names some colors and some numbers ◆ Understands the idea of counting
Movement/Physical Development	<ul style="list-style-type: none"> ◆ Hops and stands on one foot up to two seconds ◆ Catches a bounced ball most of the time
5 years	
Social and Emotional	<ul style="list-style-type: none"> ◆ Wants to please friends ◆ Wants to be like friends
Language/Communication	<ul style="list-style-type: none"> ◆ Speaks very clearly ◆ Tells a simple story using full sentences
Cognitive	<ul style="list-style-type: none"> ◆ Counts 10 or more things ◆ Can draw a person with at least six body parts
Movement/Physical Development	<ul style="list-style-type: none"> ◆ 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. Families and providers can help children reach developmental milestones by talking or playing with them or providing an environment that stimulates development.

Online Resources

- ◆ Parents Guide to Developmental Milestones (n.d.), Child Mind Institute, <https://childmind.org/guide/developmental-milestones/>
- ◆ Milestones (n.d.), Pathways.org, <https://pathways.org/all-ages/milestones/>

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. Families 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 families of children up to age 21. The AAP website 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

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

Website in Spanish: <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, families, 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/>

Website in Spanish: <https://www.autismspeaks.org/spanish-language-resources>

Infant/Toddler Resource Guide

This resource can help child care professionals develop policies and practices for high-quality infant and toddler care. This guide contains articles, videos, links, and learning materials for state level professionals, infant/toddler care providers, as well as professional development and technical assistance professionals, to develop their skills and knowledge. Available at: <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Available in Spanish at <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/proveedores-de-cuidado-para-bebes-y-ninos-pequenos>



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: <https://www.parentcenterhub.org/resourcelibrary/> (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.), the Pathways Awareness Foundation, https://depts.washington.edu/dbpeds/PAFBabyOK_PDForder.pdf
- ◆ *Inclusion Planning Checklist: Center-Based Early Care and Education Programs* (n.d.), SpecialQuest Birth–Five: Head Start/Hilton Foundation Training Program, http://www.eita-pa.org/assets/9_Inclusion-Planning-Checklist-for-Centers.pdf
- ◆ *Inclusion Planning Checklist: Home-Visiting Programs* (n.d.), SpecialQuest Birth–Five: Head Start/Hilton Foundation Training Program, <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/specialquest/home-visiting-7-handouts.pdf>
- ◆ *Developmental Monitoring and Screening* (June 2020), Centers for Disease Control and Prevention, National Center for Birth Defects and Developmental Delays, <https://www.cdc.gov/ncbddd/childdevelopment/screening.html>



- ◆ Screening and Diagnosis of Autism Spectrum Disorder (March 2020), Centers for Disease Control and Prevention, <http://www.cdc.gov/ncbddd/autism/screening.html>
- ◆ Delayed Speech or Language Development (November 2019), reviewed by Julia K. Hartnett 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
- ◆ Birth to 5: Watch Me Thrive—Families (Reviewed July 2017), the U.S. Department of Health and Human Services and the U.S. Department of Education, <http://www.acf.hhs.gov/programs/ece/child-health-development/watch-me-thrive/families>
- ◆ *Birth to Five: Watch Me Thrive! An Early Care and Education Provider's Guide for Developmental and Behavioral Screening* (2014), the U.S. Department of Health and Human Services and the U.S. Department of Education, https://www.acf.hhs.gov/sites/default/files/ece/ece_providers_guide_march2014.pdf
Available in Spanish at https://www.acf.hhs.gov/sites/default/files/ece/ece_providers_guide_spanish_508.pdf
- ◆ Checklists for Providing/Receiving Early Intervention Supports in Child Care Settings (September 2012), Dathan Rush and M'Lisa Sheldon, Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices, Family and Infant Preschool Program, J Iverson Riddle Developmental Center, https://fipp.org/static/media/uploads/casetools/casetool_vol6_no4.pdf

Social and Emotional Development

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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 families 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 https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Layout/FFF_Guide-01.aspx.

Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development and the Office of Head Start

Website: <https://www.ecmhc.org/index.html>

This organization focuses on supporting mental health for children, families, and child care providers.





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 families 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

- ◆ Selecting the Right Child Care Setting for Your Infant or Toddler (2019), Child Care Aware, https://www.childcareaware.org/wp-content/uploads/2016/05/Selecting_the_Right_Child_Care_Setting_for_Your_Infant_or_Toddler.pdf. Available in Spanish at <https://www.childcareaware.org/wp-content/uploads/2016/04/Seleccionar-el-mejor-entorno-de-cuidado-de-ninos-para-su-bebe-o-nino-pequeno.pdf>
- ◆ Separation Anxiety (October 2016), reviewed by Jennifer Shroff Pendley 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
- ◆ What Do We Know About Emotional Development in Early Childhood? (2014), the Urban Child Institute, <http://www.urbanchildinstitute.org/resources/publications/good-start/social-and-emotional-development>
- ◆ How to Understand Your Child's Temperament (June 2009), the American Academy of Pediatrics, <http://www.healthychildren.org/English/ages-stages/gradeschool/pages/How-to-Understand-Your-Childs-Temperament.aspx>
- ◆ Strategies and Solutions for Handling a Difficult Child (November 2009), the American Academy of Pediatrics, <http://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Strategies-and-Solutions-For-Handling-A-Difficult-Child.aspx>

Where can I get information about positive discipline, child guidance, and understanding challenging behaviors?

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



Behavior Management

- ◆ Recommended Practices: Preventing Challenging Behavior in Young Children: Effective Practices (n.d.), by Peter J. Alter and Maureen A. Conroy, Center for Evidenced-Based Practices, http://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices_preventing-challenging-behavior.pdf
- ◆ *Recommended Practices: Supporting Infants and Toddlers with Challenging Behavior* (n.d.), by Lise Fox, Center for Evidenced-Based Practices, http://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices_supporting-infants-toddlers.pdf
- ◆ Biting (June 2018), reviewed by Lauren O'Donnell for Kids Health, <https://kidshealth.org/en/parents/stop-biting.html>, Available in Spanish at <https://kidshealth.org/es/parents/stop-biting-esp.html?WT.ac=pairedLink>
- ◆ *Tips for Responding to Challenging Behavior in Young Children* (Jan 2017) by Phil Strain, Jaclyn Joseph, Mary Louise Hemmeter, Erin Barton, and Lise Fox, Center for Evidenced-Based Practices, https://challengingbehavior.cbcs.usf.edu/docs/PEP_Tips-responding-challenging-behavior.pdf
- ◆ Fighting and Biting (Updated April 2016), *Facts for Families No. 81*, the American Academy of Child & Adolescent Psychiatry, https://www.aacap.org/aacap/families_and_youth/facts_for_families/FFF-Guide/Fighting-And-Biting-081.aspx
- ◆ Toddlers and Biting: Finding the Right Response (Feb 2016), Zero to Three, <https://www.zerotothree.org/resources/232-toddlers-and-biting-finding-the-right-response>
- ◆ *Early Head Start TA Paper No. 16: Individualizing Care for Infants and Toddlers—Part 1* (2014), the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ehs-ta-16.pdf>
- ◆ My Teacher Wants to Know in *Creating Teaching Tools for Young Children with Challenging Behaviors: A User's Manual* (2009), by Bobbie Vaughn, Lise Fox, and Rochelle Lentini, published by the Louis de la Parte Florida Mental Health Institute, University of South Florida, <http://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/TTYC/tools.html>

Discipline

- ◆ Discipline and Limit Setting (n.d.), Zero to Three, <https://www.zerotothree.org/parenting/discipline-and-limit-setting>
- ◆ *Instead of Discipline, Use Guidance* (2020), by Dan Gartrell, National Association for the Education of Young Children, <https://www.naeyc.org/resources/pubs/tyc/feb2020/using-guidance-not-discipline>
- ◆ What's the Best Way to Discipline My Child? (Nov 2018), the American Academy of Pediatrics, <https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/Disciplining-Your-Child.aspx>
- ◆ How Can Parents Discipline Their Child Without Spanking? (June 2018), reviewed by Lauren O'Donnell for Kids Health, <https://kidshealth.org/en/parents/spanking.html?WT.ac=p-ra>
- ◆ Culturally Appropriate Positive Guidance with Young Children (2017) by Zeynep Isik-Ercan, National Association for the

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>.



Education of Young Children, <https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance>

- ◆ The Discipline Dilemma: Guiding Principles for Managing Challenging Behaviors (December 2016), Zero to Three, <https://www.zerotothree.org/resources/1666-the-discipline-dilemma-guiding-principles-for-managing-challenging-behaviors>
- ◆ Using Words to Discipline Children (Revised 2015) an *Illinois Early Learning Project Tip Sheet*, the Illinois Early Learning Project, <https://illinoisearlylearning.org/tipsheets/wordsdiscipline/>. Available in Spanish at <https://illinoisearlylearning.org/es/tipsheets/wordsdiscipline-sp/> Available in Polish at <https://illinoisearlylearning.org/pl/tipsheets/wordsdiscipline-pol/>

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 families 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, families, and educators about bullying and ways to stop it.

Online Resources

- ◆ Understanding the Roles of Early Education and Child Care Providers in Community-Wide Bullying Prevention Efforts (n.d.), Stopbullying.gov, https://www.stopbullying.gov/sites/default/files/2017-09/hrsa_guide_early-education-child-care-providers_508v2.pdf Available in Spanish at https://www.stopbullying.gov/sites/default/files/2017-09/hrsa_guide_provedores_de_cuidado_infantil_y_educacio%25C3%25ACn_inicial_508.pdf
- ◆ Bullying (updated April 2016), *Facts for Families No. 80*, the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Bullying-080.aspx



- ◆ *Help Your Child Recognize the Signs of Bullying* (2016), 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>
- ◆ *Bullying: It's Not OK* (Nov 2015), the American Academy of Pediatrics, <https://www.healthychildren.org/English/safety-prevention/at-play/Pages/Bullying-Its-Not-Ok.aspx>
- ◆ *What If Your Child IS the One Showing Bullying Behavior?* (2015), a *PACER Center Action Information Sheet*, <http://www.pacer.org/parent/php/PHP-c109.pdf>
- ◆ *Helping Kids Deal With Bullies* (reviewed July 2013), reviewed by D'Arcy Lyness for KidsHealth, <http://kidshealth.org/parent/emotions/behavior/bullies.html>. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/bullies_esp.html

How do I help a grieving child?

Understanding death and the process of grief is different for all children. Families 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 families 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/>

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

The Compassionate Friends (TCF)

Phone: 877-969-0010

Website: <https://www.compassionatefriends.org/>

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, Scholastic, <http://www.scholastic.com/snp/childrenandgrief-1.htm>
- ◆ Traumatic Experiences (n.d.), Sesame Street in Communities, <https://sesamestreetincommunities.org/topics/traumatic-experiences/>
Available in Spanish at <https://sesamestreetincommunities.org/topics/eltrauma/>
- ◆ Trauma and Stress (n.d.), Zero to Three, <https://www.zerotothree.org/early-development/trauma-and-stress>
- ◆ *Resource Guide: Emergency Preparedness, Response and Recovery Resources for Child Care Programs* (February 2020), the State Capacity Building Center, <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]
- ◆ 5 Do's and Don'ts of Helping Kids Cope with Grief and Loss (May 2019), by Megan Zander, Scholastic, <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/how-to-explain-death-to-kids.html>
- ◆ How to Implement Trauma-informed Care to Build Resilience to Childhood Trauma (May 2019) by Jessica Dym Bartlett and Kate Steber, Child Trends, <https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>
- ◆ Childhood Traumatic Grief: Information for Parents and Caregivers (2019), the National Child Traumatic Stress Network, https://www.nctsn.org/sites/default/files/resources/fact-sheet/childhood_traumatic_grief_information_for_parents_and_caregivers.pdf
- ◆ Children's Responses to Crises and Tragic Events, (Last Updated October 2018), the Office of Head Start, Early Learning and Knowledge Center, <https://eclkc.ohs.acf.hhs.gov/publication/childrens-responses-crises-tragic-events>
- ◆ "Grief and Children" (June 2018), *Facts for Families No. 8*, the American Academy of Child & Adolescent Psychiatry, https://www.aacap.org/aacap/families_and_youth/facts_for_families/FFF-Guide/Children-And-Grief-008.aspx.

Early Learning

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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 that 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-Building Tips for Parents (n.d.), Better Brains for Better Babies, <https://www.bbbgeorgia.org/parents>
- ◆ Brain Building Resources (n.d.), Child Care Aware, <https://www.childcareaware.org/brain-building-resources/>
- ◆ Brain Development (n.d.), Zero to Three, <https://www.zerotothree.org/early-development/brain-development>
- ◆ Building Baby's Brain: The Basics (Revised June 2019), by Diane Bales for the University of Georgia Extension, https://secure.caes.uga.edu/extension/publications/files/pdf/C%201053-01_4.PDF
- ◆ *Brain and Nervous System* (Reviewed May 2019), by Larissa Hirsch and KidsHealth Medical Experts 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

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 families 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: <https://www.rif.org/>

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 families, as well as information in Spanish.

- ◆ Literacy resources: <https://www.rif.org/literacy-central>

Reading Rockets: Launching Young Readers!

Phone: 703-998-2001

Email: readingrockets@weta.org

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

Website in Spanish: <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:

- ◆ *Teaching Reading* (n.d.), <http://www.readingrockets.org/teaching>
- ◆ *Early Signs of a Reading Difficulty* (2009), <http://www.readingrockets.org/article/33170>
- ◆ *Children's Books & 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 of 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

- ◆ 12 Ways to Support Language Development for Infants and Toddlers (n.d.) by Julia Luckenbill, National Association for the Education of Young Children, <https://www.naeyc.org/our-work/families/support-language-development-infants-and-toddlers>
- ◆ *Learning to Read and Write Begins at Birth* (2019), Child Care Aware, https://www.childcareaware.org/wp-content/uploads/2016/04/Learning_to_Read_and_Write_Begins_at_Birth-.pdf
- ◆ Tips for Parents: Choosing Books for Infants and Toddlers (Updated May 2018), the Office of Head Start, <https://eclkc.ohs.acf.hhs.gov/parenting/article/tips-parents-choosing-books-infants-toddlers>
- ◆ Tips for Talking to Your Baby and Young Child (July 2017), the National Literacy Trust, <https://literacytrust.org.uk/resources/tips-talking-your-baby-and-young-child/>
- ◆ *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’s *Young Children* journal, <https://www.luc.edu/media/lucedu/cpell/cpellresources/thechallengeofworkingwithdll.pdf>
- ◆ *Learning in English, Learning in Spanish: A Head Start Program Changes Its Approach* (July 2009), by Joan Youngquist and Bárbara Martínez-Griego, in National Association for the Education of Young Children’s *Young Children*, <https://static1.squarespace.com/static/56e06e1ab654f926bbf666b4/t/56febb547da24f67ca17e16b/1459534678045/Learning+in+English%2C+Learning+in+Spanish.pdf>
- ◆ *Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers* (2009), the National Institute for Literacy, <http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>
- ◆ *Literacy Begins at Home: Teach Them to Read* (September 2007), the National Institute for Literacy, http://lincs.ed.gov/publications/pdf/Literacy_Home.pdf
- ◆ *Shining Stars—Toddlers Get Ready to Read* (April 2007), the National Institute for Literacy, <http://lincs.ed.gov/publications/pdf/ShiningStarsToddlers.pdf>
- ◆ *A Child Becomes a Reader: Proven Ideas From Research for Parents—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

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 families and early childhood educators can become more involved in the development of children's early math and science skills.

Online Resources

- ◆ Hands-on STEM for Your Classroom (n.d.), Science Buddies, <https://www.sciencebuddies.org/teacher-resources>
- ◆ Parent Resources (n.d.), Science Buddies, <https://www.sciencebuddies.org/parent-resources>
- ◆ Early Math and Science (n.d.), Zero to Three, <https://www.zerotothree.org/early-learning/early-math-and-science>
- ◆ 10 Tips to Support Children's Science Learning (n.d.), by Yi-Chin Lan, National Association for the Education of Young Children, <https://www.naeyc.org/our-work/families/support-science-learning>
- ◆ Math is Everywhere: Supporting Math Skills in Infants and Toddlers (Last updated April 2020), the Office of Head Start, <https://eclkc.ohs.acf.hhs.gov/video/math-everywhere-supporting-math-skills-infants-toddlers>
- ◆ Finding the Math (reviewed February 2018), the Office of Head Start, <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/finding-math>
- ◆ Play Games, Learn Math! Explore Numbers and Counting with Dot Card and Finger Games (Oct 2017), by Kristen E. Reed and Jessica Mercer Young, National Association for the Education of Young Children, <https://www.naeyc.org/resources/pubs/tyc/oct2017/play-games-learn-math-explore-numbers>

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

Toilet training can be an exciting and stressful time for children, families, and child care providers. Knowing when to start toilet training varies from child to child; while there is no set age to start, families 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 families 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 families and providers about toilet training.



Online Resources

- ◆ Potty Training: Learning to Use the Toilet (n.d.), Zero to Three, <https://www.zerotothree.org/resources/266-potty-training-learning-to-the-use-the-toilet>
- ◆ Toilet Training (n.d.), Healthy Children.org, <https://www.healthychildren.org/English/ages-stages/toddler/toilet-training/Pages/default.aspx>
- ◆ Infant and Toddler Health (October 2019), the Mayo Clinic, <http://www.mayoclinic.com/print/potty-training/CC00060/Method=print>
- ◆ Toilet Training (March 2019), reviewed by Mary L. Gavin for KidsHealth, http://kidshealth.org/parent/emotions/behavior/toilet_teaching.html
- ◆ *Understanding Children: Toilet Training* (2003), 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

- ◆ *Transition to Kindergarten, A Brief : Why It Matters and How to Promote Success* (2020), the National Center on Early Childhood Development, Teaching, and Learning, <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/transition-brief.pdf>
- ◆ Is Your Preschooler Ready for Kindergarten (July 2019), the American Academy of Pediatrics, <https://www.healthychildren.org/English/ages-stages/preschool/Pages/Is-Your-Child-Ready-for-School.aspx>
- ◆ Working Together for Kindergarten Success: Making the Transition from Child Care to Kindergarten (2019), Child Care Aware, https://www.childcareaware.org/wp-content/uploads/2016/04/Making_the_Transition_from_Child_Care_to_Kindergarten.pdf
- ◆ Starting School (September 2016), *Facts for Families* No. 82, the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Starting-School-082.aspx
- ◆ Parent Tips for Transition Planning (Updated 2015), PACER's National Parent Center on Transition and Employment, <https://www.pacer.org/transition/resource-library/publications/NPC-34.pdf>
- ◆ School Refusal (Updated October 2013), *Facts for Families* No. 7, 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](http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-Who-Won't-Go-To-School-(Separation-Anxiety)-007.aspx)
- ◆ Preschool Prep: How to Prepare Your Toddler for Preschool (Feb 2010), Zero to Three, http://main.zerotothree.org/site/PageServer?pagename=ter_key_childcare_transition&AddInterest=1153



Ways to Promote Cultural Diversity and Inclusion

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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, biracial 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:

- ◆ 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's 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

- ◆ Valuing Diversity: Developing an Understanding of All Young Children's Behavior, (December 2019), by Barbara Kaiser and Judy Sklar Rasminsky, National Association for the Education of Young Children, <https://www.naeyc.org/resources/pubs/tyc/dec2019/valuing-diversity-developing-understanding-behavior>
- ◆ Many Languages, One Classroom: Supporting Children in Superdiverse Settings (December 2018), by Carola Olivia-Olson, Linda M. Espinosa, Whit Hayslip, and Elizabeth S. Magruder, National Association for the Education of Young Children, <https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-children-superdiverse-settings>
- ◆ Taking Two Languages to Preschool: Supporting Children who are Dual Language Learners (April 2018), by Rebecca Parlakian for Zero to Three, <https://www.zerotothree.org/resources/2214-taking-two-languages-to-preschool-supporting-children-who-are-dual-language-learners>
- ◆ Welcoming Dual Language Learners (Aug 2016), National Association for the Education of Young Children <https://www.naeyc.org/resources/pubs/tyc/aug2016/welcoming-dll>
- ◆ *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,

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



https://www.acf.hhs.gov/sites/default/files/assets/hhs_benefitsofbeingbilingual_with_accessibility_rpt.pdf

Available in Spanish at

https://www.acf.hhs.gov/sites/default/files/ece/hhs_benefitsofbeingbilingual_sp_with_accessibility_rpt.pdf

- ◆ *Culture Card: A Guide to Build Cultural Awareness* (January 2009), the Centers for Disease Control and Prevention, Indian Health Service, U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, [https://ncwwi.org/files/Cultural_Responsiveness_Disproportionality/CultureCard - A Guide to Build Cultural Awareness with American Indian and Alaska Native.pdf](https://ncwwi.org/files/Cultural_Responsiveness_Disproportionality/CultureCard_-_A_Guide_to_Build_Cultural_Awareness_with_American_Indian_and_Alaska_Native.pdf)
- ◆ *Cultural and Linguistic Competence Self-Assessment Checklist for Early Head Start and Head Start Programs* (Revised 2009), the National Center for Cultural Competence, <http://www.ecmhc.org/assessment/Staff%20Self%20Assessment.pdf>
- ◆ *Promoting Cultural and Linguistic Competence: Self-Assessment Checklist for Personnel Providing Services and Support* (Revised 2009), the National Center for Cultural Competence, <https://nccc.georgetown.edu/documents/Checklist%20PHC.pdf>
- ◆ *Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice* (2008), by Dana Williams, Teaching Tolerance, http://www.tolerance.org/sites/default/files/general/beyond_golden_rule.pdf
- ◆ *Preparing Culturally Competent Early Childhood Teachers* (2007), a Frank Porter Graham (FPG) Snapshot, FPG Child Development Institute, http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG_Snapshot37_2007.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 families 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 families 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.

² California Department of Education. (2009). *Inclusion works! Creating child care programs that promote belonging for children with special needs*. Sacramento, CA: Author. <https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks.pdf>



Additional Resources

- ◆ What is Inclusive Child Care? (August 2019), Extension Alliance for Better Child Care, <https://childcare.extension.org/what-is-inclusive-child-care/>
- ◆ *Delaware Early Childhood Inclusion Guide* (2019), Delaware Department of Education, <https://dhss.delaware.gov/dhss/dms/epgc/birth3/files/guidetoinclusion2019.pdf>
- ◆ *Provider's Guide to Inclusive Child Care: Frequently Asked Questions* (Sept 2015), Oklahoma Department of Human Services, Child Care Services, <http://www.okdhs.org/OKDHS%20Publication%20Library/15-55.pdf>
- ◆ *Selecting Quality Inclusive Child Care: Parent's Guide: Frequently Asked Questions* (January 2015), the Oklahoma Department of Human Services, Child Care Services, <http://www.okdhs.org/OKDHS%20Publication%20Library/14-70.pdf>
- ◆ *Best Practices in Inclusive Early Childhood Education* (Sept 2016), Florida Office of Early Learning, <http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/Coalitions/Inclusion/BPIEC%20FINAL.pdf>
- ◆ *Inclusion Works! Creating Child Care Programs That Promote Belonging for Children With Special Needs* (2009), the California Department of Education, <https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks.pdf>

Health and Safety

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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/>

Website in Spanish: <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/healthyouth/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/>



FNS provides children and families with 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:

- ◆ Team Nutrition, <http://www.fns.usda.gov/tn/>

Healthy Kids, Healthy Futures

Website: <https://healthykidshealthyfuture.org/>

Healthy Kids, Healthy Futures offers resources for families and child care providers to help prevent childhood obesity. This resource shares articles, videos, and trainings that child care providers can use to make positive changes in their program so that they can improve the health of children. There are five healthy goal areas: nurturing healthy eaters, providing healthy beverages, increasing physical activity, limiting screen time, and promoting breastfeeding. Resources are available in Spanish at <https://healthykidshealthyfuture.org/en-espanol/>.

Online Resources

- ◆ Early Child Care Obesity Prevention Recommendations: Complete List (n.d.), 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/>
- ◆ Healthy, Fit Families (n.d.) National Association for the Education of Young Children, <https://www.naeyc.org/our-work/families/healthy-fit-families>
- ◆ Obesity Prevention: AAP Policy Explained (Nov 2019), by Kelsey Sisti for the American Academy of Pediatrics, <https://www.healthychildren.org/English/health-issues/conditions/obesity/Pages/obesity-prevention-aap-policy-explained.aspx>
- ◆ Obesity in Children and Teens (April 2016), *Facts for Families* No. 79, 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 (NICHD)

Website: <https://www.nichd.nih.gov/health/topics/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)* (January 2019), NICHD, https://www.nichd.nih.gov/sites/default/files/2019-04/Safe_to_Sleep_brochure.pdf
Available in Spanish at https://www.nichd.nih.gov/sites/default/files/2019-07/Safe_Sleep_Spanish_Brochure2.pdf

Sudden Unexpected Infant Death (SUID) and 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

- ◆ Nightmares (May 2018), reviewed by Elana Pearl Ben-Joseph 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
- ◆ Night Terrors (June 2017), reviewed by Elana Pearl Ben-Joseph for KidsHealth, <http://kidshealth.org/parent/growth/sleep/terrors.html>
Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/terrors_esp.html



- ◆ Sudden Infant Death Syndrome (SIDS) (Feb 2017), reviewed by Floyd Livingston and Mary Gavin for KidsHealth, <https://kidshealth.org/en/parents/sids.html?ref=search>
Available in Spanish at <https://kidshealth.org/es/parents/sids-esp.html?WT.ac=pairedLink>
- ◆ Reduce the Risk of SIDS & Suffocation (Jan 2017), the American Academy of Pediatrics, <https://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/Preventing-SIDS.aspx>
- ◆ Sleep and Your Preschooler (Aug 2014), reviewed by Rupal Christine Gupta for KidsHealth, http://kidshealth.org/parent/growth/sleep/sleep_preschool.html

Where can I get information about pesticides?

Families and child care providers may want to contact their state licensing agency to learn if there are any regulations about 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/>

Website in Spanish: <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 <https://espanol.epa.gov/espanol/informacion-basica-sobre-pesticidas>.

Online Resources

- ◆ *Head Start Staff: What You Need to Know About Pesticide Poisoning* (n.d.), the Environmental Protection Agency, <https://www.epa.gov/sites/production/files/2015-05/documents/whatyouneed-hsstaff.pdf>
- ◆ Protecting Children from Pesticides: Information for Parents (March 2020), the American Academy of Pediatrics, <https://healthychildren.org/English/safety-prevention/all-around/Pages/Protecting-Children-from-Pesticides-Information-for-Parents.aspx>
- ◆ Pesticides and Children (Last reviewed August 2019), the National Pesticide Information Center, <http://npic.orst.edu/health/child.html>
- ◆ *Play It Safe—Reduce Your Child's Chances of Pesticide Poisoning* (July 2007), the Environmental Protection Agency, <https://www.epa.gov/sites/production/files/2015-05/documents/playitsafe.pdf>



Teaching Materials and Learning Activities

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Learning Activities

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

Organizations

KidsHealth

Website: <http://kidshealth.org/>

KidsHealth provides health-related information for families, 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

- ◆ 10 Things Every Parent Should Know About Play, (n.d.) by Lauren Bongiorno for National Association for the Education of Young Children, <https://www.naeyc.org/our-work/families/10-things-every-parent-play>
- ◆ Let's Play: How Your Child Learns and Grows Through Play from Birth to Three (Jan 2018), by Sarah S. MacLaughlin and Rebecca Parlakian for *Zero to Three*, <https://www.zerotothree.org/resources/2144-let-s-play-how-your-child-learns-and-grows-through-play-from-birth-to-three>
- ◆ *Helping Your Preschool Child With Activities for Children from Infancy through Age 5* (Revised 2005), 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 families 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 for Teachers/Caregivers*, <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>

Website in Spanish: <https://www.colorincolorado.org/es?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/>

Website in 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! 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.
- ◆ Skill-Building Activities assist with continued growth in early learning and literacy, <http://www.getreadytoread.org/skill-building-activities>.



- ◆ Early Learning and Childhood Basics offers resources to help families 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 Early Reading, <https://www.pbslearningmedia.org/collection/btl07-ex/>
- ◆ Tips and Activities for Parents, <http://www.pbs.org/parents/education/read/>

Family Engagement

- ◆ Strategies for Family Engagement: Activities and Practices (n.d.), the National Center on Parent, Family and Community Engagement, https://childcareta.acf.hhs.gov/sites/default/files/public/strategies_for_fe_attitudes_practices_final_508.pdf
- ◆ The Importance of Family Engagement (n.d.), the Ounce, <https://www.theounce.org/our-impact/ounce-stories/importance-of-family-engagement/>
- ◆ Family Engagement and School Readiness: Building on Family Strengths to Promote Success (n.d.), the National Center on Parent, Family and Community Engagement, <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-on-family-strengths.pdf>

Frameworks and Approaches to Learning

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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.

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, <https://www.naeyc.org/resources/position-statements/dap>. Note: a proposed draft of the 2020 revision of the statement is under review and is available at this link.

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) Approaches to Caregiving

WestEd PITC

Phone: 415-289-2300

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

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

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.



A Book Distribution List

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The following organizations have programs that distribute children's books (often at no cost) to families 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: <https://www.booksforkids.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: <https://firstbook.org/>

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/>

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>

Page Ahead

1130 NW 85th Street

Seattle, WA 98117

Phone: 206-461-0123

Website: <http://pageahead.org/>

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/>



Raising Readers

P.O. Box 17826
Portland, ME 04112
Toll free: 800-397-3263
Website: <https://www.raisingreaders.org/>

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/>

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/>

The State Capacity Building Center (SCBC) works with State and Territory leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. The SCBC is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.

**State Capacity Building Center,
A Service of the Office of Child Care**

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