

*NCCIC Is a Service of the Child Care Bureau*

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## CHILD DEVELOPMENT RESOURCES FOR PARENTS AND PROVIDERS

“Child development” describes the process of children accruing the ability to do increasingly difficult or complex activities as they grow older. Child development is separated into five categories: cognitive, language, motor, sensory, 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, which is divided into the following sections:

- ◆ "[Developmental Milestones](#)";
- ◆ "[Early Learning](#)";
- ◆ "[Environment, Health, and Safety](#)";
- ◆ "[Social and Emotional Development](#)"; and
- ◆ "[Learning Activities and Teaching Materials](#)."

Additional information and resources are available via NCCIC's Online Library, which can be accessed at <http://nccic.acf.hhs.gov/index.cfm?do=oll.search>. NCCIC does not endorse any organization, publication, or resource.

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## Developmental Milestones

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This section offers parents and child care providers information about developmental milestones, developmental delays, and developmental screening tools.

Providers may want to contact their State professional development agency to learn whether there are child development and developmental delay trainings they must complete under State requirements. Contact information for all State agencies is available at <http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=pd>.

### What are developmental milestones? What are developmental delays?

Developmental milestones are activities that most children are expected to learn how to do by a certain age. As a child grows, he/she is expected to learn activities relating to his/her social-emotional, physical, cognitive, and speech and language development. Although these milestones are based on age, achieving them varies from child to child. Parents and providers can help children reach a developmental milestone by talking or playing with them, or providing an environment that stimulates development.

Developmental delay refers to the child's inability to learn or master an expected activity within his/her age range. Developmental delays could be the result of external or internal factors, such as lack of environmental stimulation, premature birth, and/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.

#### **American Academy of Pediatrics (AAP)**

847-434-4000

[www.aap.org](http://www.aap.org)

AAP works to provide general health and well-being information for parents of children up to age 21. The AAP Web site offers information on children's health, including development and developmental delays. AAP resources on child health and development are available at [www.aap.org/topics.html](http://www.aap.org/topics.html).

### **Centers for Disease Control and Prevention (CDC)**

U.S. Department of Health and Human Services

800-311-3435

[www.cdc.gov](http://www.cdc.gov)

CDC's mission is to protect and improve the health and safety of the general public. Its Web site offers information about child development and developmental delays at

[www.cdc.gov/ncbddd/child/development.htm](http://www.cdc.gov/ncbddd/child/development.htm).

### **Talaris Research Institute**

206-529-6898

[www.talaris.org](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. The timeline is available at [www.talaris.org/timeline.htm](http://www.talaris.org/timeline.htm).

### **What is a developmental screening?**

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

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

### **First Signs, Inc.**

978-346-4380

[www.firstsigns.org](http://www.firstsigns.org)

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

- ◆ *Audiological Screening* (n.d.), [www.firstsigns.org/screening/audio.htm](http://www.firstsigns.org/screening/audio.htm);
- ◆ *Autism Screening* (n.d.), [www.firstsigns.org/screening/asd.htm](http://www.firstsigns.org/screening/asd.htm);
- ◆ *Developmental Screening* (n.d.), [www.firstsigns.org/screening/dev.htm](http://www.firstsigns.org/screening/dev.htm);
- ◆ *Diagnosis and Treatment* (n.d.), [www.firstsigns.org/treatment/index.htm](http://www.firstsigns.org/treatment/index.htm).
- ◆ *Hallmark Developmental Milestones* (n.d.), [www.firstsigns.org/healthydev/milestones.htm](http://www.firstsigns.org/healthydev/milestones.htm);
- ◆ *Lead Screening* (n.d.), [www.firstsigns.org/screening/lead.htm](http://www.firstsigns.org/screening/lead.htm);
- ◆ *Screening Guidelines* (n.d.), [www.firstsigns.org/screening/guidelines.htm](http://www.firstsigns.org/screening/guidelines.htm);
- ◆ *Screening Tools* (n.d.), [www.firstsigns.org/screening/tools/index\\_tools.htm](http://www.firstsigns.org/screening/tools/index_tools.htm); and
- ◆ *Screening: Making Observations* (n.d.), [www.firstsigns.org/screening/index.htm](http://www.firstsigns.org/screening/index.htm).

### **Manitas por Autismo [Hands for Autism]**

[www.manitasporautismo.com/](http://www.manitasporautismo.com/)

Manitas por Autismo is dedicated to educating and disseminating information about autism in Spanish.

### **National Dissemination Center for Children with Disabilities**

800-695-0285

[www.nichcy.org/Pages/Home.aspx](http://www.nichcy.org/Pages/Home.aspx)

The center provides information about disabilities and related issues, including materials for parents and child care providers.

The following are additional resources with information on developmental screening:

- ◆ *Parents of Children with Special Needs* (2007), by NCCIC.  
<http://nccic.acf.hhs.gov/poptopics/specialneeds.html>
- ◆ *Delayed Speech or Language Development* (March 2005), by Mary L. Gavin, and Anne M. Meduri, for KidsHealth.  
[http://kidshealth.org/parent/growth/communication/not\\_talk.html](http://kidshealth.org/parent/growth/communication/not_talk.html)
- ◆ *Assure the Best for your Baby's Physical Development* (2003), by the Pathways Awareness Foundation.  
[www.aap.org/family/2004PAFBrochure.pdf](http://www.aap.org/family/2004PAFBrochure.pdf)
- ◆ *Developmental Screening* (n.d.), a Web page hosted by CDC.  
[www.cdc.gov/ncbddd/autism/actearly/screening.html](http://www.cdc.gov/ncbddd/autism/actearly/screening.html)

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

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

AAP offers the following questions to help parents and providers determine whether a child is ready. Does the child:

- ◆ Stay dry during the day (or for at least 2 hours of the day) and/or is dry after naps?
- ◆ Have regular and/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 seems uncomfortable with a dirty diaper?
- ◆ Ask to use the potty chair, bathroom, and wear "grown-up" underwear?

Additional information about toilet training is available on the AAP Web site at [www.aap.org/publiced/BR\\_ToiletTrain.htm](http://www.aap.org/publiced/BR_ToiletTrain.htm).

The following resources provide toilet training information for parents and providers:

- ◆ *When is the right time to start toilet training?* (March 2007), by AAP.  
[www.aap.org/publiced/BR\\_ToiletTrain.htm](http://www.aap.org/publiced/BR_ToiletTrain.htm)
- ◆ *Potty training: How to get the job done* (November 2007), by the Mayo Clinic.  
[www.mayoclinic.com/print/potty-training/CC00060/METHOD=print](http://www.mayoclinic.com/print/potty-training/CC00060/METHOD=print)

- ◆ *Toilet Teaching your Child* (April 2005), by Mary L. Gavin, for KidsHealth.  
[http://kidshealth.org/parent/emotions/behavior/toilet\\_teaching.html](http://kidshealth.org/parent/emotions/behavior/toilet_teaching.html)
- ◆ *Understanding Children: Toilet Training* (2003), by Lesia Oesterreich, Iowa State University, University Extension.  
[www.extension.iastate.edu/Publications/PM1529K.pdf](http://www.extension.iastate.edu/Publications/PM1529K.pdf)

Parents and providers may want to contact their licensing agency to learn whether there are any toilet training guidelines for child care centers or family child care homes established by their State. Contact information for all State licensing agencies is available at <http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing>.

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## Early Learning

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As children grow and advance in their development, they are also able to learn new skills and abilities. This section provides information and resources about brain development and how children learn language and literacy skills.

Child care providers may want to contact their State professional development agency to learn whether they must complete trainings on early learning under State requirements. Contact information for all State agencies is available at <http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=pd>.

## How does a child's brain develop?

Technological advances in the past decade have allowed scientists to study the brain in ways that have led to new understanding about how young children develop. There is new knowledge of both the capabilities and vulnerabilities of infants and young children, and this understanding has influenced the interaction and work of parents and providers.

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

### Neuroscience for Kids

<http://faculty.washington.edu/chudler/neurok.html>

Neuroscience for Kids has been created for students and educators alike to obtain useful, easy-to-understand information about neuroscience. The Web site includes a section titled "Explore the Nervous System" with information about the brain and its development. This resource is available at <http://faculty.washington.edu/chudler/dev.html>.

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

202-638-1144

[www.zerotothree.org/site/PageServer](http://www.zerotothree.org/site/PageServer)

Zero to Three is a national organization focused exclusively on issues affecting infants and toddlers. Information about brain development is available on the Web at [www.zerotothree.org/site/PageServer?pagename=key\\_brain](http://www.zerotothree.org/site/PageServer?pagename=key_brain).

The following are additional publications with information on brain development:

- ◆ *Annotated Bibliography of Resources on Enhancing Brain Development* (November 2000), by the Center for Prevention and Early Intervention Policy.  
[www.cpeip.fsu.edu/resourceFiles/resourceFile\\_16.pdf](http://www.cpeip.fsu.edu/resourceFiles/resourceFile_16.pdf).
- ◆ *Helping Promote Healthy Brain Development* (n.d.), by Better Brains for Better Babies.  
[www.fcs.uga.edu/ext/bbb/images/BBB.Brochure\\_English.swf](http://www.fcs.uga.edu/ext/bbb/images/BBB.Brochure_English.swf) (English);  
[www.fcs.uga.edu/ext/bbb/images/BBBbroch\\_Span.swf](http://www.fcs.uga.edu/ext/bbb/images/BBBbroch_Span.swf) (Spanish)

## Early Literacy and Language Development

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 3<sup>rd</sup> grade.

The following publications provide information on early literacy and learning in children birth to age 5 for early childhood educators and parents.

- ◆ *Literacy Begins At Home: Teach Them to Read* (September 2007), by the National Institute for Literacy.  
[www.nifl.gov/nifl/publications/Literacy\\_Home.pdf](http://www.nifl.gov/nifl/publications/Literacy_Home.pdf)
- ◆ *Shining Stars - Toddlers Get Ready to Read* (April 2007), by the NIFL.  
[www.nifl.gov/nifl/partnershipforreading/publications/pdf/ShiningStarsToddlers.pdf](http://www.nifl.gov/nifl/partnershipforreading/publications/pdf/ShiningStarsToddlers.pdf)
- ◆ *Talk to Your Baby—Quick Tips* (2005), prepared by the National Literacy Trust.  
[www.literacytrust.org.uk/talktoyourbaby/quicktips.html](http://www.literacytrust.org.uk/talktoyourbaby/quicktips.html)
- ◆ *Parent Guide to Early Literacy for Early Talkers: Birth to Two-Year-Olds* (2004), by the Early Literacy Initiative.  
[www.ala.org/ala/mgrps/divs/alsc/ecrr/workshopsab/trainingmaterials/parentguidebrochuresa/ET02bro.pdf](http://www.ala.org/ala/mgrps/divs/alsc/ecrr/workshopsab/trainingmaterials/parentguidebrochuresa/ET02bro.pdf)
- ◆ *Reading Tips for Parents* (May 2003), by the U.S. Department of Education.  
[www.ed.gov/parents/read/resources/readingtips/readingtips.pdf](http://www.ed.gov/parents/read/resources/readingtips/readingtips.pdf) (English);  
[www.ed.gov/espanol/parents/read/resources/sobrelecture/sobrelecture.pdf](http://www.ed.gov/espanol/parents/read/resources/sobrelecture/sobrelecture.pdf) (Spanish)
- ◆ *A Child Becomes a Reader: Proven Ideas for Parents from Research – Birth Through Preschool* (2003), by Bonnie B. Armbruster, Fran Lehr, and Jean Osborn, for the National Institute for Literacy.  
[www.nifl.gov/partnershipforreading/publications/earlychildhood.html](http://www.nifl.gov/partnershipforreading/publications/earlychildhood.html)
- ◆ *Books for Babies: A List of Books to Share With Infants and Toddlers* (October 2003), compiled by Pat Downs, Youth Services, for the Minneapolis Public Library.  
[www.ala.org/ala/mgrps/divs/alsc/ecrr/resourcesab/handoutsab/booklist.pdf](http://www.ala.org/ala/mgrps/divs/alsc/ecrr/resourcesab/handoutsab/booklist.pdf)
- ◆ *Literacy Tips for Children* (2003), by the Ohio Literacy Resource Center.  
[http://literacy.kent.edu/Oasis/Pubs/child\\_lit\\_tips.pdf](http://literacy.kent.edu/Oasis/Pubs/child_lit_tips.pdf)
- ◆ *Put Reading First: Helping Your Child Learn to Read: A Parent Guide: Preschool Through Grade 3* (2001), published by the Partnership for Reading.  
[www.nifl.gov/partnershipforreading/publications/Parent\\_br.pdf](http://www.nifl.gov/partnershipforreading/publications/Parent_br.pdf) (English);  
[www.nifl.gov/partnershipforreading/publications/pdf/PRF\\_espan\\_.pdf](http://www.nifl.gov/partnershipforreading/publications/pdf/PRF_espan_.pdf) (Spanish)
- ◆ *Reading Wizards: Parents and Children Reading Together* (2001), developed by the College of Agricultural Sciences, Pennsylvania State University.  
<http://betterkidcare.psu.edu/page02ReadingWizards.html>
- ◆ *Fact Sheet on the Importance of Reading to Infants and Young Children* (2001), by the Association of American Publishers.  
[www.publishers.org/main/Conferences/Conf\\_Pub/conf\\_Pub\\_01\\_10.htm](http://www.publishers.org/main/Conferences/Conf_Pub/conf_Pub_01_10.htm)

- ◆ *Helping Your Child Become a Reader* (2000), by Andrea DeBruin-Parecki, Kathryn Perkinson, and Lance Ferderer, for the U.S. Department of Education.  
[www.ed.gov/parents/academic/help/reader/index.html](http://www.ed.gov/parents/academic/help/reader/index.html) (English);  
[www.ed.gov/espanol/parents/academic/lector/index.html](http://www.ed.gov/espanol/parents/academic/lector/index.html) (Spanish)
- ◆ *Promoting Reading: Parent Tip 3* (n.d.), in *Parent Involvement*, by the Center for Parent Involvement.  
[www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/pinvolve/03pread.pdf](http://www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/pinvolve/03pread.pdf)
- ◆ *Learning to Read and Write Begins at Birth* (n.d.), by Child Care Aware.  
[www.childcareaware.org/docs/pubs/112e.pdf](http://www.childcareaware.org/docs/pubs/112e.pdf) (English);  
[www.childcareaware.org/docs/pubs/112s.pdf](http://www.childcareaware.org/docs/pubs/112s.pdf) (Spanish)

The following organizations offer additional information about early literacy.

### **Reading is Fundamental: Leading to Reading**

[www.rif.org/leadingtoreading/en/](http://www.rif.org/leadingtoreading/en/) (English)  
[www.rif.org/leadingtoreading/es/](http://www.rif.org/leadingtoreading/es/) (Spanish)

Leading to Reading is designed to help parents and child care providers promote infant, toddler, and preschool-age children's language skills. The following resources are available:

- ◆ Educators, [www.rif.org/educators/](http://www.rif.org/educators/);
- ◆ Parents, [www.rif.org/parents/](http://www.rif.org/parents/); and
- ◆ Leamos en Familia, [www.rif.org/leer/index\\_flash.msp?flash=true](http://www.rif.org/leer/index_flash.msp?flash=true).

### **Reading Rockets: Launching Young Readers**

Phone: 703-998-2001

Email: [readingrockets@weta.org](mailto:readingrockets@weta.org)

[www.readingrockets.org](http://www.readingrockets.org) (English)

[www.readingrockets.org/spanish](http://www.readingrockets.org/spanish) (Spanish)

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

- ◆ *Strategies to Help Kids Who Struggle With Reading* (n.d.), [www.readingrockets.org/helping](http://www.readingrockets.org/helping);
- ◆ *Techniques for Teaching Reading Effectively* (n.d.), [www.readingrockets.org/teaching](http://www.readingrockets.org/teaching); and
- ◆ *Find Great Kids' Books & Authors* (n.d.), [www.readingrockets.org/](http://www.readingrockets.org/).

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## **Environment, Health, and Safety**

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This section provides parents and providers with information about how the environment, health, and safety impact children's development.

Child care providers may want to contact their State licensing agency to learn whether they must complete health and safety requirements mandated by their State. Contact information for all State agencies is available at <http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing>.

### Where can I find information about SIDS?

The following organizations have information about Sudden Infant Death Syndrome (SIDS) and other sleep-related issues of infants and toddlers.

#### Back to Sleep Campaign

National Institute of Child Health and Human Development

[www.nichd.nih.gov/sids/](http://www.nichd.nih.gov/sids/)

The Back to Sleep Campaign is named for its recommendation to place healthy babies on their backs to sleep. The following resources are available:

- ◆ *Safe Sleep for Your Baby: Ten Ways to Reduce the Risk of Sudden Infant Death Syndrome (SIDS)* (Updated September 2006), [www.nichd.nih.gov/publications/pubs/safe\\_sleep\\_gen.cfm](http://www.nichd.nih.gov/publications/pubs/safe_sleep_gen.cfm); and
- ◆ *Safe Sleep For Your Baby: Reduce the Risk of Sudden Infant Death Syndrome (SIDS)* (n.d.), [www.nichd.nih.gov/publications/pubs/upload/safe\\_sleep\\_aa1.pdf](http://www.nichd.nih.gov/publications/pubs/upload/safe_sleep_aa1.pdf).

#### First Candle/SIDS Alliance

800-221-7437

[www.firstcandle.org/](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. The alliance has resources for child care providers on the Web at

[www.firstcandle.org/childcare/childcare\\_providers.html](http://www.firstcandle.org/childcare/childcare_providers.html).

#### Medem Learning Center

877-926-3336

[www.medem.com/index.cfm](http://www.medem.com/index.cfm)

Medem provides information to the general public about various sleep issues. The section of the Web titled "Children's Health/Sleep Issues," provides information about sleep issues by age and how to establish good sleep habits. This resource is available at

[www.medem.com/MedLB/articleslb.cfm?sub\\_cat=14](http://www.medem.com/MedLB/articleslb.cfm?sub_cat=14).

Child care providers may want to contact their State professional development agency to learn whether they must complete SIDS courses or trainings required by their State. Contact information for all State agencies is available at

<http://nccic.acf.hhs.gov/pubs/goodstart/profdev-websites.html>.

#### National SIDS/Infant Death Resource Center (NSIDRC)

[www.sidscenter.org/](http://www.sidscenter.org/)

NSIDRC provides information services and technical assistance on SIDS and related topics.

Resources are available in Spanish at [www.sidscenter.org/Espanol/index.html](http://www.sidscenter.org/Espanol/index.html).

### Where can I find information about other sleep-related issues?

The following publications provide additional information about sleep-related issues for infants, toddlers, and preschoolers:

- ◆ *Nightmares* (February 2007), by D'Arcy Lyness, for KidsHealth. [http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&article\\_set=55435&cat\\_id=167&](http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&article_set=55435&cat_id=167&)
- ◆ *Night Terror* (March 2007), by D'Arcy Lyness, for KidsHealth. <http://kidshealth.org/parent/growth/sleep/terrors.html>

- ◆ *Sleep and Preschoolers* (October 2005), by Barbara P. Homeier, for KidsHealth. [http://kidshealth.org/parent/growth/sleep/sleep\\_preschool.html](http://kidshealth.org/parent/growth/sleep/sleep_preschool.html) (English); [http://kidshealth.org/parent/en\\_espanol/crecimiento/sleep\\_preschool\\_esp.html](http://kidshealth.org/parent/en_espanol/crecimiento/sleep_preschool_esp.html) (Spanish)
- ◆ “Children’s Sleep Problems” (revised 2004), *Facts for Families* No. 34. <http://aacap.org/page.vw?name=Children's+Sleep+Problems&section=Facts+for+Families>

### **Where can I get information about childhood obesity?**

Prevention of obesity among children yields significant benefits in terms of preventing related health problems and reducing health care costs. Information about Federal and State resources and initiatives that address childhood obesity and related diseases is available in the Childhood Obesity Prevention document at <http://nccic.acf.hhs.gov/poptopics/childobesity.html>.

Additional information and resources about environment, health, and safety is available in the Health and Safety section of NCCIC’s Web site at <http://nccic.acf.hhs.gov/topics/topic/index.cfm?topicId=87>.

PBS Nutrition and Fitness is a section of the PBS Web site that provides information related to children. This resources is available at [www.pbs.org/parents/nutritionfitness/](http://www.pbs.org/parents/nutritionfitness/).

### **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. Contact information for all State agencies is available at <http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing>.

The following resource provides information about pesticides.

#### **United States Environmental Protection Agency (EPA)**

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

EPA’s mission is to protect human health and the environment. Information about pesticide is available at [www.epa.gov/pesticides/health/index.htm](http://www.epa.gov/pesticides/health/index.htm). Additional information about children’s health is available in the Children’s Protection Health section of the Web at <http://yosemite.epa.gov/ochnpweb.nsf/content/homepage.htm>.

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### **Social and Emotional Development**

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The following resources provide information for parents and providers about temperaments, and offer strategies on how to manage biting and other challenging behavior in young children. It also provides information about corporal punishment, bullying, and helping children grieve the loss of a family member.

The following resources provide information about temperaments, challenging behavior, and biting.

### **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**

[www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)

CSEFEL focuses on promoting the social and emotional development of young children. The following are links to CSEFEL resources for parents and providers:

- ◆ Resources for providers are available at [www.vanderbilt.edu/csefel/practicalstrategies.html](http://www.vanderbilt.edu/csefel/practicalstrategies.html);
- ◆ Resources for families are available at [www.vanderbilt.edu/csefel/familytools.html](http://www.vanderbilt.edu/csefel/familytools.html); and
- ◆ Resources in Spanish are available in [www.vanderbilt.edu/csefel/enespanol.html](http://www.vanderbilt.edu/csefel/enespanol.html).

### **Zero to Three**

[www.zerotothree.org/site/PageServer?pagename=homepage](http://www.zerotothree.org/site/PageServer?pagename=homepage)

This organization focuses on educating the public and promoting development of infants and toddlers. Additional information about challenging behavior is available at [www.zerotothree.org/site/PageServer?pagename=key\\_temp](http://www.zerotothree.org/site/PageServer?pagename=key_temp).

### **The IDEA Partnership**

National Association of State Directors of Special Education  
877-433-2463

[www.ideapartnership.org/](http://www.ideapartnership.org/)

The IDEA Partnership provides the “Results for Kids: Resources” Web page that offers links to programs, tools, and practices on how to manage challenging behavior. This resource is available at [www.ideapartnership.org/rkr.cfm](http://www.ideapartnership.org/rkr.cfm).

### **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)**

<http://challengingbehavior.fmhi.usf.edu/index.html>

TACSEI (formerly known as Center for Evidence-Based Practice: Young Children with Challenging Behavior) promotes the use of evidence-based practices to meet the needs of all children, especially those with challenging behaviors. Resources on challenging behaviors in young children are available at [www.challengingbehavior.org/communities/families.htm](http://www.challengingbehavior.org/communities/families.htm).

## **Temperament**

- ◆ *How can I better understand my child's temperament?* (June 2007), by the American Academy of Pediatrics.  
[www.aap.org/publiced/BK5\\_Temperament.htm](http://www.aap.org/publiced/BK5_Temperament.htm)
- ◆ *Responding Professionally and Compassionately to Challenging Behavior* (n.d.), by Karen Stephens, for the Child Care Information Exchange.  
[www.ccie.com/resources/view\\_article.php?article\\_id=5011144&keyword\\_id=&page=1](http://www.ccie.com/resources/view_article.php?article_id=5011144&keyword_id=&page=1)
- ◆ Temper Tantrums: Parent Tip 10, (n.d.), in *Parent Support*.  
[www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/psupport/10temtan.pdf](http://www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/psupport/10temtan.pdf)
- ◆ *Matching Your Infant's or Toddler's Style to the Right Child Care Setting* (n.d.), by Child Care Aware.  
[www.childcareaware.org/docs/pubs/104e.pdf](http://www.childcareaware.org/docs/pubs/104e.pdf) (English);  
[www.childcareaware.org/docs/pubs/104s.pdf](http://www.childcareaware.org/docs/pubs/104s.pdf) (Spanish)

## Challenging Behavior

- ◆ “My Teacher Wants to Know” (2005), in *Creating Teaching Tools for Young Children With Challenging Behaviors: A User’s Manual*, by Bobbie Vaughn, Lise Fox, and Rochelle Lentini, published by the Louis de la Parte Florida Mental Health Institute, University of South Florida.  
[www.challengingbehavior.org/do/resources/teaching\\_tools/toolkit\\_user\\_manual.pdf](http://www.challengingbehavior.org/do/resources/teaching_tools/toolkit_user_manual.pdf)
- ◆ “Let’s Talk: Managing Difficult Behaviors in Young Children” (2003), by Marlene Weinstein, Barbara J. Howard, and Stephen J. Bagnato, available from the Delaware Valley Council for Early Care and Learning.  
[www.paaap.org/pdf/teleconf/091202/hobehavior.pdf](http://www.paaap.org/pdf/teleconf/091202/hobehavior.pdf)
- ◆ “Child Mental Health” (2002), *Head Start Bulletin* No. 73, by the Head Start Bureau.  
[www.headstartinfo.org/publications/hsbulletin73/cont\\_73.htm](http://www.headstartinfo.org/publications/hsbulletin73/cont_73.htm)
- ◆ “Conflict and Young Children: Helping Children Deal With Everyday Problems” (July 2000), in *Head Start Bulletin* No. 68, by the Head Start Bureau.  
[www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=197&do=detail](http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=197&do=detail)
- ◆ *Recommended Practices: Preventing Challenging Behavior in Young Children: Effective Practices*, (n.d.), by Peter J. Alter and Maureen A. Conroy, for TACSEI.  
[www.challengingbehavior.org/do/resources/documents/rph\\_preventing\\_challenging\\_behavior.pdf](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, for TACSEI.  
[http://challengingbehavior.org/do/resources/documents/rph\\_supportInfantsToddlers.pdf](http://challengingbehavior.org/do/resources/documents/rph_supportInfantsToddlers.pdf)

## Biting

- ◆ *Biting and Fighting* (Updated May 2008), *Facts for Families* No. 81, by the American Academy of Children and Adolescent Psychiatry.  
[www.aacap.org/cs/root/facts\\_for\\_families/fighting\\_and\\_biting](http://www.aacap.org/cs/root/facts_for_families/fighting_and_biting)
- ◆ *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>
- ◆ “Biting in the Child Care Setting” (revised June 2004), in *Health and Safety Notes*, by Cheryl Oku, for California Childcare Health.  
[www.healthychild.net/articles/sf25biting.html](http://www.healthychild.net/articles/sf25biting.html)
- ◆ *Child Care Health and Safety Action Plan Sample—Biting* (October 2004), by the Early Childhood Education Linkage System (ECELS)—Healthy Child Care PA; Pennsylvania Chapter, AAP.  
[www.ecels-healthychildcarepa.org/content/HealthAndSafetyActionPlanSample-Biting11-04.pdf](http://www.ecels-healthychildcarepa.org/content/HealthAndSafetyActionPlanSample-Biting11-04.pdf)
- ◆ *What to Do About Biters* (May 2003), an *Early Years Are Learning Years* release, published by NAEYC.  
[www.naeyc.org/ece/2003/05.asp](http://www.naeyc.org/ece/2003/05.asp)
- ◆ “Fact Sheet: Biting” (July 2001), by Janet E. Laughlin, for the Pennsylvania Chapter of AAP.  
[www.ecels-healthychildcarepa.org/content/FS-biting.pdf](http://www.ecels-healthychildcarepa.org/content/FS-biting.pdf)
- ◆ *Biting: Parent Tip* (n.d.), in *Parenting Support*, by the Center for Parent Involvement.  
[www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/psupport/03bite.pdf](http://www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/psupport/03bite.pdf)

- ◆ *Biting, Bullies and Other Bad Behavior at Preschool* (n.d.), by Boys Town.  
[www.parenting.org/archive/precious/education/2001-02/Sep02\\_bad\\_behavior.asp](http://www.parenting.org/archive/precious/education/2001-02/Sep02_bad_behavior.asp)

### Where can I get information about how corporal punishment affects children?

The following resources provide information about corporal punishment and how it affects children:

- ◆ "Child Discipline" (n.d.), an *American Humane Fact Sheet*, by the American Humane Association.  
[www.americanhumane.org/about-us/newsroom/fact-sheets/child-discipline.html](http://www.americanhumane.org/about-us/newsroom/fact-sheets/child-discipline.html).
- ◆ *Don't Spank! Here's What You Can Do Instead!* (n.d.), *Resource on Early Learning Tip Sheets*, by the Illinois Early Learning Project.  
<http://illinoisearlylearning.org/tipsheets/spankingalternatives.htm> (English);  
<http://illinoisearlylearning.org/tipsheets-sp/spankingalternatives-sp.htm> (Spanish);  
<http://illinoisearlylearning.org/tipsheets-pol/spankingalternatives-pol.pdf> (Polish)

Parents and child care providers may want to contact their State licensing agency for information about regulations regarding corporal punishment in child care settings established by their States. Contact information for all State licensing agencies is available at <http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing>.

### How can I help a child who is grieving?

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

The following organizations provide information about children and grief and how parents, child care providers, and other adults may help children understand death and handle grief.

#### **Bereaved Parents of the USA (BP/USA)**

708-748-7866

[www.bereavedparentsusa.org/index.htm](http://www.bereavedparentsusa.org/index.htm)

BP/USA offers support to bereaved parents, siblings, grand parents, and others who have experienced the loss of a child. Information is available in Spanish at

[www.bereavedparentsusa.org/BPenEspanol.html](http://www.bereavedparentsusa.org/BPenEspanol.html).

#### **Children's Grief Education Association (CGEA)**

877-722-2319

[www.childgrief.org/childgrief.htm](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)**

877-969-0010

[www.compassionatefriends.org](http://www.compassionatefriends.org)

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

### **The Dougy Center for Grieving Children and Families**

886-775-5683

[www.dougy.org](http://www.dougy.org)

The center is a resource to help children and families with grief and loss. Services are also available in Spanish. More information is available at

[www.dougy.org/default.asp?pid=2068903](http://www.dougy.org/default.asp?pid=2068903).

The following publications provide additional information about how to help children cope with the death a family member.

- ◆ "Children and Grief" (May 2008), in *Facts for Families* No. 8, by the American Academy of Child Adolescent Psychiatry.  
[www.aacap.org/cs/root/facts\\_for\\_families/children\\_and\\_grief](http://www.aacap.org/cs/root/facts_for_families/children_and_grief)
- ◆ *Bibliography* (2004), by Mary M. Lyles, published by CGEA.  
[www.childgrief.org/documents/Bibliography.pdf](http://www.childgrief.org/documents/Bibliography.pdf)
- ◆ *Single Parenting: Helping Children Cope With Death* (revised April 2002), prepared by the University of New Hampshire Cooperative Extension.  
[http://extension.unh.edu/Family/Documents/s\\_death.pdf](http://extension.unh.edu/Family/Documents/s_death.pdf)
- ◆ *The Child's Loss: Death, Grief and Mourning: How Caregivers Can Help Children Exposed to Traumatic Death* (2002), by Bruce D. Perry and Jana Rubenstein.  
[www.childtrauma.org/CTAMATERIALS/loss\\_care\\_f1\\_02.pdf](http://www.childtrauma.org/CTAMATERIALS/loss_care_f1_02.pdf) (English);  
[www.childtrauma.org/ctamaterials/deathsp.asp](http://www.childtrauma.org/ctamaterials/deathsp.asp) (Spanish)

### **Where can I get information about bullying?**

Bullying is the aggressive, 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 resources have information for parents and child care providers on addressing issues related to bullying.

- ◆ *Bullying* (updated May 2008), in *Facts for Families* No. 80, by the American Academy of Child Adolescent Psychiatry.  
[www.aacap.org/cs/root/facts\\_for\\_families/bullying](http://www.aacap.org/cs/root/facts_for_families/bullying).
- ◆ *Helping Kids Deal With Bullies* (revised 2007), by Michelle New, for KidsHealth.  
<http://kidshealth.org/parent/emotions/behavior/bullies.html> (English);  
[http://kidshealth.org/parent/en\\_espanol/emociones/bullies\\_esp.html](http://kidshealth.org/parent/en_espanol/emociones/bullies_esp.html) (Spanish)
- ◆ *Bullying in Early Childhood* (November 2007), by the Illinois Early Learning Project.  
<http://illinoisearlylearning.org/askanexpert/espelage/trans.htm>.
- ◆ Boys Town provides information about bullying on the "School Parenting Tips" section of its Web site at [www.parenting.org/discovery/e\\_current.asp](http://www.parenting.org/discovery/e_current.asp).
- ◆ "What if Your Child IS the Bully?" (2005), a PACER Center Action Information Sheet.  
[www.pacer.org/parent/php/PHP-c109.pdf](http://www.pacer.org/parent/php/PHP-c109.pdf)
- ◆ *Talk With Your Child about Bullying* (2003), published by the PACER Center, Inc.  
[www.pacer.org/publications/bullypdf/BP-2.pdf](http://www.pacer.org/publications/bullypdf/BP-2.pdf)
- ◆ "Working With a Bully" (n.d.), in *The Basics of Caring for Children in Your Home Tips*, by Lyn Horning, for the Better Kid Care Program.  
<http://betterkidcare.psu.edu/TIPS/Tips56.pdf>

The following organizations provide additional information, support, and resources about bullying, how to intervene, and how to prevent bullying.

### **National Center for Bullying Prevention**

PACER Center Champions for Children with Disabilities

[www.pacer.org/bullying/bpaw/index.asp](http://www.pacer.org/bullying/bpaw/index.asp)

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.

### **Stop Bullying Now: Take a Stand, Lend a Hand**

<http://stopbullyingnow.hrsa.gov/adult/indexAdult.asp>

Stop Bullying Now is a campaign developed by the Health Resources and Services Administration's Maternal and Child Health Bureau, and offers resources for kids, parents, and educators about bullying and ways to stop it. Information is also available in Spanish.

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

- ◆ *Parent Tips for Transition Planning* (2007), an ALLIANCE Action Sheet  
[www.taalliance.org/publications/pdfs/all14.pdf](http://www.taalliance.org/publications/pdfs/all14.pdf)
- ◆ *Preschool Prep: Getting Ready for the Big Transition* (n.d.), by Zero to Three.  
[www.zerotothree.org/site/PageServer?pagename=ter\\_key\\_childcare\\_transition&AddInte rest=1153](http://www.zerotothree.org/site/PageServer?pagename=ter_key_childcare_transition&AddInte rest=1153)

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## **Learning Activities and Teaching Materials**

[Back](#)

The following resources provide information, tools, and/or teaching materials for child care providers and teachers.

### **Where can I find play activities for young children?**

The following resources provide information about learning activities that parents and providers can incorporate in children's play time:

#### **KidsHealth**

<http://kidshealth.org/index.html>

KidsHealth provides health-related information for parents, kids, and teenagers. The following resources are available:

- ◆ *Learning, Play, and Your Newborn* (December 2005),  
<http://kidshealth.org/parent/growth/learning/learnnewborn.html>;
- ◆ *Learning, Play, and Your 1 – 3-Month-Old* (December 2005),  
<http://kidshealth.org/parent/growth/learning/learn13m.html>;
- ◆ *Learning, Play, and Your 4 – 7-Month-Old* (December 2005),  
<http://kidshealth.org/parent/growth/learning/learn47m.html>;
- ◆ *Learning, Play, and Your 8 – 12-Month-Old* (January 2006),  
<http://kidshealth.org/parent/growth/learning/learn812m.html>;
- ◆ *Learning, Play, and Your 1 – 2-Year-Old* (January 2006),  
<http://kidshealth.org/parent/growth/learning/learn12yr.html>; and

- ◆ *Toddlers: Learning by Playing* (May 2008), [http://kidshealth.org/parent/growth/learning/toddler\\_play.html](http://kidshealth.org/parent/growth/learning/toddler_play.html).

### **National Association for the Education of Young Children (NAEYC)**

800-424-2460

<http://naeyc.org>

NAEYC is dedicated to improving the quality of care and education provided to young children. The following resources are available:

- ◆ *Water Play: A Key to Children's Living-Learning Environment* (Updated 2006). <http://naeyc.org/ece/1997/03.asp>;
- ◆ *Learning Through Water Play* (March 2003), <http://naeyc.org/ece/2003/03.pdf>;
- ◆ *Teaching Young Children Through Work and Play* (February 2001), <http://naeyc.org/ece/2001/02.pdf>; and
- ◆ *Good Toys for Young Children* (n.d.), <http://naeyc.org/journal/goodtoys.asp>.

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

202-638-1144

[www.zerotothree.org/site/PageServer](http://www.zerotothree.org/site/PageServer)

Zero to Three provides information about games and playing with children. This resource is available at [www.zerotothree.org/site/PageServer?pagename=key\\_play](http://www.zerotothree.org/site/PageServer?pagename=key_play).

In addition, child care resource and referral (CCR&R) agencies may offer additional information about learning activities that parents and providers can incorporate into children's play time. Contact information for all State CCR&R agencies is available at <http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccrr>.

## **Math and Science**

The following resources provide suggestions, ideas, and tools/materials on how to incorporate math and science into activities at home or in child care programs:

### **Early Childhood Learning and Knowledge Center (ECLKC)**

Office of Head Start

<http://eclkc.ohs.acf.hhs.gov/hslc> (English)

<http://eclkc.ohs.acf.hhs.gov/hslc/espanol> (Spanish)

ECLKC provides information to the general public, parents, and providers about early infancy and early childhood development, including activities that parents and providers can do with children to support their math and science learning. The following resources are available:

- ◆ *Activities: Math in the Home* (2004), [http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev\\_art\\_00514\\_030907.html](http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev_art_00514_030907.html);
- ◆ *Introduction to 'Help Your Child Learn Math'* (2004), [http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev\\_art\\_00413\\_061606.html](http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev_art_00413_061606.html); and

- ◆ *Mathematics for the Fun of It* (2004),  
[http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev\\_art\\_00420\\_072806.html](http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev_art_00420_072806.html) (English);  
[http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev\\_art\\_00420e\\_072806.html](http://eclkc.ohs.acf.hhs.gov/hslc/For%20Parents/Everyday%20Parenting/Parents%20as%20Teachers/edudev_art_00420e_072806.html) (Spanish)

### Illinois Early Learning Project

<http://ecap.crc.uiuc.edu/cgi-bin/iel/searchiel.cgi?action=searchieltips>

The Illinois Early Learning Project Web site, funded by the Illinois State Department of Education, provides evidence-based, reliable information on early care and education for parents, caregivers, and teachers of young children. The following resources are available:

- ◆ *Resources on Early Learning Tip Sheets: Mathematics* (n.d.),  
<http://ecap.crc.uiuc.edu/cgi-bin/iel/searchiel.cgi>; and
- ◆ *Resources on Early Learning Tip Sheets: Science* (n.d.),  
<http://ecap.crc.uiuc.edu/cgi-bin/iel/searchiel.cgi>.

The following publications provide information about math and science in the early education setting.

- ◆ *Helping Your Child Learn Mathematics* (March 2004) provides fun activities that parents and providers can use with children from preschool age through fifth grade to strengthen their math skills and build strong positive attitudes toward math. This resource is available in English at [www.ed.gov/parents/academic/help/math/index.html](http://www.ed.gov/parents/academic/help/math/index.html) and Spanish [Cómo ayudar a su hijo con las matemáticas] at [www.ed.gov/espanol/parents/academic/matematicas/index.html](http://www.ed.gov/espanol/parents/academic/matematicas/index.html).
- ◆ "Teaching and Learning about Math" (January 2003), in *Beyond the Journal*, features a cluster of articles about encouraging math skills and positive motivation to learn math with young children. These include the following articles:
  - "Algebra in the Early Years? Yes!," [www.journal.naeyc.org/btj/200301/Algebra.pdf](http://www.journal.naeyc.org/btj/200301/Algebra.pdf).
  - "Using 'The Pizza Project' to Address Learning Standards," [www.journal.naeyc.org/btj/200301/PizzaProjectStandardsChart.pdf](http://www.journal.naeyc.org/btj/200301/PizzaProjectStandardsChart.pdf);
  - "Choosing Books You Can Count On," [www.journal.naeyc.org/btj/200301/ChildrensBooks.pdf](http://www.journal.naeyc.org/btj/200301/ChildrensBooks.pdf); and
  - "Links to Online Math Resources," [www.journal.naeyc.org/btj/200301/onlinemath.asp](http://www.journal.naeyc.org/btj/200301/onlinemath.asp).
- ◆ *Early Years are Learning Years: Mathematics Through Play* (September 2002), by NAEYC.  
<http://naeyc.org/ece/2002/09.pdf>
- ◆ *Starting Children on Science* (February 2002), an *Early Years are Learning Years* article.  
[www.naeyc.org/ece/2002/02.asp](http://www.naeyc.org/ece/2002/02.asp)
- ◆ "Science and Literacy" (November 2002), an *Early Years Are Learning Years* article.  
[www.naeyc.org/ece/2002/11.pdf](http://www.naeyc.org/ece/2002/11.pdf).

- ◆ “Science in the Preschool Classroom: Capitalizing on Children’s Fascination With the Everyday World to Foster Language and Literacy Development” (September 2002), [www.journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf](http://www.journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf), in *Beyond the Journal*, features a cluster of articles about encouraging science skills and positive motivation to learn science with young children. These include the following articles:
  - “Science at the Center of the Integrated Curriculum: Ten Benefits Noted by Head Start Teachers,” [www.journal.naeyc.org/btj/200209/ScienceAtTheCenterOfTheIntegratedClassroom.pdf](http://www.journal.naeyc.org/btj/200209/ScienceAtTheCenterOfTheIntegratedClassroom.pdf);
  - “Using Language During Science Activities,” [www.journal.naeyc.org/btj/200209/UsingLanguageDuringScienceActivities.pdf](http://www.journal.naeyc.org/btj/200209/UsingLanguageDuringScienceActivities.pdf);
  - “Quick Recipe Science Unit,” [www.journal.naeyc.org/btj/200209/QuickRecipeScienceUnit.pdf](http://www.journal.naeyc.org/btj/200209/QuickRecipeScienceUnit.pdf); and
  - “Familiar Children’s Books Related to Science Topics” [www.journal.naeyc.org/btj/200209/FamiliarChildrensBooks.pdf](http://www.journal.naeyc.org/btj/200209/FamiliarChildrensBooks.pdf).
- ◆ *Thrive by Five: Teaching Your Preschooler About Spending and Saving* (2005), prepared by the Credit Union National Association, Inc. [www.creditunion.coop/pre\\_k/](http://www.creditunion.coop/pre_k/)
- ◆ *Cómo ayudar a su hijo de edad preescolar* [Helping Your Preschool Child] (2002). [www.ed.gov/espanol/parents/academic/preescolar/preescolar.pdf](http://www.ed.gov/espanol/parents/academic/preescolar/preescolar.pdf).

### Teaching Materials

The following resources provide information, tools, and/or teaching materials for child care providers and teachers.

#### **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**

University of Illinois at Urbana-Champaign

877-275-3227

[www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)

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*, [www.vanderbilt.edu/csefel/wwb.html](http://www.vanderbilt.edu/csefel/wwb.html);
- ◆ *Practical Strategies*, [www.vanderbilt.edu/csefel/practicalstrategies.html](http://www.vanderbilt.edu/csefel/practicalstrategies.html); and
- ◆ *What Works Briefs: Training Kits*, [www.vanderbilt.edu/csefel/trainingkits.html](http://www.vanderbilt.edu/csefel/trainingkits.html).

#### **¡Colorín colorado!**

[www.colorincolorado.org/educators](http://www.colorincolorado.org/educators)

Spanish [www.colorincolorado.org/educadores](http://www.colorincolorado.org/educadores)

Colorín colorado is a Web-based, bilingual service that provides information, activities, and advice for educators of English language learners. The following resources are available:

- ◆ *Assessment and Placement*, [www.colorincolorado.org/educators/assessment](http://www.colorincolorado.org/educators/assessment);
- ◆ *Teaching Reading*, [www.colorincolorado.org/educators/teaching](http://www.colorincolorado.org/educators/teaching);
- ◆ *Teaching Content Areas*, [www.colorincolorado.org/educators/content](http://www.colorincolorado.org/educators/content);

- ◆ *Bright Ideas That Work*, [www.colorincolorado.org/educators/brightideas](http://www.colorincolorado.org/educators/brightideas); and
- ◆ *Achieving Success: From the Heart*, [www.colorincolorado.org/educators/success](http://www.colorincolorado.org/educators/success).

### **Get Ready to Read!**

National Center for Learning Disabilities (NCLD)

[www.getreadytoread.org/frontpage/Itemid,1/](http://www.getreadytoread.org/frontpage/Itemid,1/)

Spanish [www.getreadytoread.org/content/view/98/107/](http://www.getreadytoread.org/content/view/98/107/)

NCLD developed Get Ready to Read! to incorporate literacy screening tools and activities into early care and education programs. The following resources are available:

- ◆ The Screening Tool, [www.getreadytoread.org/content/view/76/306/](http://www.getreadytoread.org/content/view/76/306/);
- ◆ Activities, [www.getreadytoread.org/content/view/92/95/](http://www.getreadytoread.org/content/view/92/95/); and
- ◆ Resources, [www.getreadytoread.org/content/view/58/332/](http://www.getreadytoread.org/content/view/58/332/).

### **PBS Teachers**

Public Broadcasting System (PBS)

[www.pbs.org/teachers/](http://www.pbs.org/teachers/)

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

- ◆ *A Place of Our Own*, [www.aplaceofourown.org](http://www.aplaceofourown.org) (English);  
[www.losninosencucasa.org/index.php](http://www.losninosencucasa.org/index.php) (Spanish);
- ◆ *Between the Lions, Parents & Teachers*, <http://pbskids.org/lions/parentsteachers/>; and
- ◆ *PBS Kids: Raising Readers, Parents and Teachers*, <http://pbskids.org/read/>.

### **The Literacy Project**

[www.google.com/literacy/](http://www.google.com/literacy/)

Spanish [www.google.com/intl/es/literacy/index.html](http://www.google.com/intl/es/literacy/index.html)

German [www.google.com/intl/de/literacy/](http://www.google.com/intl/de/literacy/)

The Literacy Project is a resource for teachers, organizations, and others interested in literacy, reading, and education.

The following resource provides information about Head Start teacher training:

- ◆ "Hands-on Tools: Sample Information Sharing Form: Worksheet for Sharing Information about Your Child (1997)", in *Planning for Transitions: Training Guides for the Head Start Learning Community*, published by the Office of Head Start, ACF, DHSS.  
[www.headstartinfo.org/pdf/Planning\\_Transitions/Planning%20for%20Transitions.pdf](http://www.headstartinfo.org/pdf/Planning_Transitions/Planning%20for%20Transitions.pdf).

## **Curricula**

### **Active Learning**

Frank Porter Graham Child Development Institute

University of North Carolina at Chapel Hill

[www.fpg.unc.edu/~ecers/rw\\_als.htm](http://www.fpg.unc.edu/~ecers/rw_als.htm)

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

### **Bank Street Developmental Interaction Approach**

[www.bankstreet.edu/sfc/developmental\\_interaction.html](http://www.bankstreet.edu/sfc/developmental_interaction.html)

The 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 following resource is available:

- ◆ The *Bank Street School for Children Curriculum Guide*.  
<http://webstaging.bankstreet.edu/gems/sfc/CurriculumGuide.pdf>.

### **The Creative Curriculum®**

Teaching Strategies, Inc.

[www.TeachingStrategies.com](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**

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 documents have information about developmentally appropriate practices.

- ◆ *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (July 1996), a position statement of NAEYC.  
[www.naeyc.org/about/positions/pdf/PSDAP98.PDF](http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF)
- ◆ *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, revised edition (1997), eds. Carol Copple and Sue Bredekamp, published by NAEYC. Additional information about this publication is available at [http://sales.naeyc.org/Itemdetail.aspx?Stock\\_No=234&Category](http://sales.naeyc.org/Itemdetail.aspx?Stock_No=234&Category).

### **High/Scope®**

High/Scope Educational Research Foundation

[www.highscope.org](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

[www.pitc.org](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 in care.

### **Association Montessori International/USA (AMI)**

[www.montessori-ami.org](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. Multi-age groupings support social responsibility and interdependence.

### **Project Approach**

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

### **Reggio Emilia Approach**

The 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

[www.whywaldorfworks.org/](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.

Additional information about curricula is available in the Curriculum section of NCCIC's Web site at <http://nccic.acf.hhs.gov/topics/topic/index.cfm?topicId=60>.

### **Book Distribution List**

The following programs distribute children's books (often at no cost) to parents and child care providers in locations such as child care programs, hospitals, health clinics, doctors' offices, libraries, shelters, as well as their own homes.

#### **Beginning with Books**

5920 Kirkwood Street  
Pittsburgh, PA 15206  
412-361-8560  
[www.beginningwithbooks.org](http://www.beginningwithbooks.org)

#### **Books for Kids Foundation**

129 West 27th Street, 6th Floor  
New York, NY 10001  
212-252-9168  
[www.booksforkidsfoundation.org](http://www.booksforkidsfoundation.org)

#### **Dolly Parton's Imagination Library**

The Dollywood Foundation  
1020 Dollywood Lane  
Pigeon Forge, TN 37863  
865-428-9604  
[www.imaginationlibrary.com/](http://www.imaginationlibrary.com/)

#### **First Book**

1319 F Street NW, Suite 1000  
Washington, DC 20004-1155  
202-393-1222  
[www.firstbook.org/site/c.lwKYJ8NVJvF/b.674095/k.CC09/Home.htm](http://www.firstbook.org/site/c.lwKYJ8NVJvF/b.674095/k.CC09/Home.htm)

#### **Friends of Libraries USA**

48 Pilgard Lane  
Glastonbury, CT 06033  
860-633-5938  
[www.folusa.org/outreach/books-for-babies.php](http://www.folusa.org/outreach/books-for-babies.php)

#### **The Lisa Libraries**

P.O. Box 430  
Boiceville, NY 12412  
[www.lisalibraries.org/frames.html](http://www.lisalibraries.org/frames.html)

#### **Literacy Empowerment Foundation**

1311 West Chester Pike  
West Chester, PA 19382  
610-719-6448  
[www.lefbooks.org](http://www.lefbooks.org)

#### **National Book Scholarship Fund**

1320 Jamesville Avenue  
Syracuse, NY 13210  
315-422-9121, ext. 345  
[www.nbsf.org](http://www.nbsf.org)

**Page Ahead**

88 Spring Street, Suite 123  
Seattle, WA 98104  
206-461-0123  
<http://pageahead.org/>

**Raising A Reader**

1700 S. El Camino Real, Suite 300  
San Mateo, CA 94402  
650-581-4300  
[www.raisingareader.org](http://www.raisingareader.org)

**Raising Readers**

P.O. Box 17826  
Portland, ME 04112  
800-397-3263  
[www.raisingreaders.net](http://www.raisingreaders.net)

**Reach Out and Read**

29 Mystic Avenue  
Somerville, MA 02145  
617-629-8042  
[www.reachoutandread.org](http://www.reachoutandread.org)

**The Soho Center's Child Care Literacy Project**

HC 6 Box 612  
Madison, VA 22727  
540-923-5012  
[www.child2000.org/literacy.htm](http://www.child2000.org/literacy.htm)

**Read, Educate and Develop Youth (R.E.A.D.Y.) Program**

Michigan State Board of Education  
P.O. Box 30008  
Lansing, MI 48909  
517-373-3324  
[www.michigan.gov/mde/0,1607,7-140-6530\\_6568-33559--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6568-33559--,00.html)

**Reading is Fundamental**

1825 Connecticut Avenue NW, Suite 400  
Washington, DC 20009  
202-673-1522  
[www.rif.org/](http://www.rif.org/)