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|  | **Infants, Toddlers and Twos** |
| **Just the Facts, Ma’am** | **Caring for Infants and Toddlers in Early Care and Education – Standards**  [**http://nrckids.org/default/ assets/File/Products/Infant%20and%20Toddler/Caring%20for%20Infants%20and%20Toddlers%20Final.pdf**](http://nrckids.org/default/assets/File/Products/Infant%20and%20Toddler/Caring%20for%20Infants%20and%20Toddlers%20Final.pdf)  *It is critical that the growing number of children attending early care and education programs have the opportunity to learn in healthy, safe environments with caring, professional caregivers/teachers. This 2014 resource provides a collection of 232 nationally recognized health and safety standards applicable to infants and toddlers in early care and education settings. These standards are a subset of Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (*[***http://cfoc.nrckids.org/***](http://cfoc.nrckids.org/)*). They are the result of a joint collaborative project of the American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education.*  **The Changing Face of the United States: The Influence of Culture on Early Child Development**  [**http://main.zerotothree.org/site/DocServer/Culture\_book.pdf?docID=6921**](http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921)  *Published by ZERO TO THREE, this resource looks at how culture can be defined and provides an overview of the research showing how culture affects child development in the following areas: cognitive development, language development (of mono- and bilingual infants and toddlers), and socioemotional development. Summary tables of each area are provided.*  **Developmental Delay as an Eligibility Category**  [**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Delay%20Concept%20Paper.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Delay%20Concept%20Paper.pdf)  *The Division for Early Childhood’s concept paper addresses policies and practices for using developmental delay as a category of eligibility for young children.*  **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8**  [**http://www.naeyc.org/positionstatements/dap**](http://www.naeyc.org/positionstatements/dap)  *NAEYC’s 2009 position statement outlines practice that promotes young children’s optimal learning and development. Three components – developmentally appropriate, culturally/linguistically appropriate, and individually appropriate practice – are addressed to support opportunities for each child to achieve his or her full potential.*  **The Early Achievement and Development Gap** [**http://aspe.hhs.gov/hsp/14/achievementgap/rb\_AchievementGap.pdf**](http://aspe.hhs.gov/hsp/14/achievementgap/rb_AchievementGap.pdf)  *The large gap in achievement and development between children growing up in poor and low-income families and their peers in more advantaged situations continues to be a concern to parents, the public, and policymakers. This 2014 brief describes research on the achievement and development gap – its origins, size, and what we know about how public policy can narrow the gap.*  **North Carolina Foundations for Early Learning and Development**  [**http://ncchildcare.nc.gov/pdf\_forms/NC\_foundations.pdf**](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)  *Along with highlighting what children might be expected to know and be able to do from birth to age five, this resource offers thoughtful strategies for supporting the development of infants, toddlers and preschoolers.*  **Young Children Develop in an Environment of Relationships: Working Paper No. 1** [**http://developingchild.harvard.edu/index.php/download\_file/-/view/587/**](http://developingchild.harvard.edu/index.php/download_file/-/view/587/)  *This 2009 paper from the Center on the Developing Child at Harvard University provides a thoroughly documented overview of the many ways in which healthy development depends on the quality and reliability of a young child’s relationships with the important people in his or her life, both within and outside the family.* |

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| **Facts** | **The Youngest Americans: A Statistical Portrait of Infants and Toddlers in the US**  [**http://www.childtrends.org/wp-content/uploads/2013/11/MCCORMICK-FINAL.pdf**](http://www.childtrends.org/wp-content/uploads/2013/11/MCCORMICK-FINAL.pdf)  *America’s youngest children—12 million infants and toddlers—are the leading edge of a demographic transformation in the U.S. They herald a nation more diverse with respect to race/ethnicity, country of origin, language, and family type than at any time in our recent history. This report highlights what this transformation means in terms of infant and toddler development and expectations.* |
| **Read All About It** | **Brain Development** [**http://www.ces.ncsu.edu/depts/fcs/pdfs/FCS-481.pdf**](http://www.ces.ncsu.edu/depts/fcs/pdfs/FCS-481.pdf)  *This document presents a brief overview of the brain and its development. It also suggests ways in which caregivers can nurture the child’s brain development.*  **The Effect of Poverty on Child Development and Educational Outcomes**  [**http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=psycd\_fac**](http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=psycd_fac)  *This paper examines: 1) the concepts of poverty and child development; 2) mechanisms through which poverty affects child development and educational outcomes, including family functioning and community processes; 3) programs and policies that have alleviated the negative effects of poverty on children’s development and have promoted child de­velopment and education; and 4) recommendations for future research, programs, and policies to reduce the negative consequences of poverty and promote universal education. The paper addresses the global effects of poverty and educational outcomes by including findings from both developed and developing countries.*  **Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence**  [**http://developingchild.harvard.edu/resources/tools\_and\_guides/enhancing\_and\_practicing\_executive\_function\_ skills\_with\_children/**](http://developingchild.harvard.edu/resources/tools_and_guides/enhancing_and_practicing_executive_function_%0bskills_with_children/)  *Executive function and self-regulation skills provide critical supports for learning and development, and while we aren’t born with these skills, we are born with the potential to develop them through interactions and practice. This 16-page guide describes a variety of activities and games that represent age-appropriate ways for adults to support and strengthen various components of executive function and self-regulation in children. Each chapter of this guide contains activities suitable for a different age group, from infants to teenagers. The guide may be read in its entirety (which includes the introduction and references) or in discrete sections geared to specific age groups.*  **If I Could Rewind The Clock: I Wish I Would Have Known This About My Daughter’s Diagnosis**  [**http://themighty.com/2015/01/if-i-could-rewind-the-clock-i-wish-i-would-have-known-this-about-my-daughters-diagnosis/**](http://themighty.com/2015/01/if-i-could-rewind-the-clock-i-wish-i-would-have-known-this-about-my-daughters-diagnosis/)  *This article offers thoughtful insights from the perspective of a mother whose child is receiving early intervention services.*  **Natural Learning Opportunities for Infants, Toddlers, and Preschoolers**  [**http://www.uconnucedd.org/pdfs/NatLearnOpps-2001.PDF**](http://www.uconnucedd.org/pdfs/NatLearnOpps-2001.PDF)  *The material and methods described in this article highlight the many sources of learning opportunities for infants and toddlers with and without disabilities in home, program and community settings, as well as how to use them as opportunities for all children to participate.*  **Observation: The Heart of Individualizing Responsive Care (EHS TA Paper No. 15)**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/saeo/ehsta15.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/saeo/ehsta15.htm)  *This paper explains the importance of using observations to support infant and toddler care and build relationships with the child and family. Practical suggestions on how to conduct observations, what to observe and how to use these observations are offered.* |

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|  | **Infants, Toddlers and Twos** |
| **Read All About It** | **Promoting Social-Emotional Development: Helping Infants Learn About Feelings**  [**http://www.naeyc.org/yc/files/yc/file/201407/YC0714\_Rocking\_and\_Rolling.pdf**](http://www.naeyc.org/yc/files/yc/file/201407/YC0714_Rocking_and_Rolling.pdf)  *Here’s a great article from the July 2014 issue of Young Children. The title says it all*  **School Readiness for Infants and Toddlers?**  [**http://www.naeyc.org/yc/article/school-readiness-for-infants-and-toddlers**](http://www.naeyc.org/yc/article/school-readiness-for-infants-and-toddlers)  *Sandy Petersen’s interactive article underscores the many developmentally appropriate ways in which preparation for success in school begins in infancy.*  **Supporting Outdoor Play and Exploration for Infants and Toddlers**  [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/learning-environments/ehsta14.htm**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/learning-environments/ehsta14.htm)  *This paper discusses the benefits of outdoor time for infants and toddlers. It offers tips for creating outdoor play spaces, safety considerations, and strategies and policies to support this part of quality programming.*  **Understanding Your Child’s Behavior: Reading Your Child’s Cues from Birth to Age 2**  [**http://csefel.vanderbilt.edu/documents/reading\_cues.pdf**](http://csefel.vanderbilt.edu/documents/reading_cues.pdf)  *The emphasis on the subtle components of interaction with a very young child (e.g., gaze, gestures, sounds and language), coupled with thoughtful strategies, make this a useful article for preparing students for observation and documentation visits.*  **The Universal Design of Early Education: Moving Forward for all Children** [**http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf**](http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf)  *This article from NAEYC’s Beyond the Journal highlights the benefits of a Universal Design for Learning approach for children with and without disabilities.*  **Using Toys to Support Infant-Toddler Learning and Development** [**https://www.naeyc.org/files/yc/file/201109/Using%20Toys\_Guyton\_Online\_0911.pdf**](https://www.naeyc.org/files/yc/file/201109/Using%20Toys_Guyton_Online_0911.pdf)  *This document briefly describes how teachers can use principles of child development and play to select toys and activities that support the development and learning of infants and toddlers.*  **What Do We Mean by Continuity of Care in Out-Of-Home Settings?**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/curriculum/planning/what%20do%20we%20mean%20by%20continuity%20of%20care%20in%20out-of-home%20settings.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/curriculum/planning/what%20do%20we%20mean%20by%20continuity%20of%20care%20in%20out-of-home%20settings.htm)  *This article describes effective approaches for building the connections between very young children and caregivers.*  **Why This Toy?** [**http://families.naeyc.org/learning-and-development/child-development/why-toy**](http://families.naeyc.org/learning-and-development/child-development/why-toy)  *This column from NAEYC for Families offers guidance on the value of toys and what to think about before selecting a toy for a child.*  ***Young Children* (volume 67 number 4)**  **Pull a copy from your professional library or borrow one from the campus library**  *The 2012 issue of Young Children is devoted to developmentally appropriate practice for infants and toddlers. It features a variety of informative and provocative articles including Enhancing Practice for Infants and Toddlers from Diverse Language and Cultural Backgrounds and Inclusion in Infant/Toddler Child Development Settings.* |
| **See for Yourself** | **BabyCenter (Videos on Pregnancy, Birth, Newborn, etc.)** [**http://www.babycenter.com/video**](http://www.babycenter.com/video)  *This website contains video clips on various issues including pregnancy, labor and birth, as well as clips on development and care for babies to ‘big kids.’*    **The Biology of Prenatal Development (Video Series)** [**http://www.ehd.org/resources\_bpd\_illustrated.php**](http://www.ehd.org/resources_bpd_illustrated.php)  *Useful for family members and professionals, this website contains a series of video chapters, produced in 2013, that discuss aspects of prenatal development. Subtitles and PDF copies are available in English, Spanish and French.*  **Brain Development** [**http://main.zerotothree.org/site/PageServer?pagename=key\_brain**](http://main.zerotothree.org/site/PageServer?pagename=key_brain)  *This ZERO TO THREE site offers a variety of audiovisual resources on the topic of early brain development.* |
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| **See For Yourself** | **Building Inclusive Childcare: Universal Design for Learning** **(UDL)**  [**http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm**](http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm)  *Watch this video to learn about a campus-based early childhood program that has incorporated a UDL approach in all classrooms.*  **Clearing Your View: Staying Objective in Observation**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/multimedia/docs/000815-clearing-your-view-staying-objective-observation.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/multimedia/docs/000815-clearing-your-view-staying-objective-observation.pdf)  *Prepared by the Early Head Start National Resource Center, this 2013 clip explains the importance of objectivity in formal observation and demonstrates the difference between interpretation and objective observation.*  **Early Childhood Intervention: The Power of Family**  [**http://www.opensocietyfoundations.org/videos/early-childhood-intervention-and-power-family**](http://www.opensocietyfoundations.org/videos/early-childhood-intervention-and-power-family)  *This video highlights the benefits of early childhood intervention to children of diverse abilities and their families.*  **How Brains Are Built**  [**http://www.albertafamilywellness.org/resources/video/how-brains-are-built-core-story-brain-development**](http://www.albertafamilywellness.org/resources/video/how-brains-are-built-core-story-brain-development)  *This animated video presents the core story of brain development in an accessible and visually engaging format.*  [**Look at Me! Using Focused Child Observation with Infants and Toddlers**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/saeo/LookatMeUsing.htm?utm_medium=email&utm_campaign=OHS+SR+Series+-+Infant+and+Toddler+Caregivers+-+August&utm_content=OHS+SR+Series+-+Infant+and+Toddler+Caregivers+-+August+CID_3e0cc0ef827f5fe8bcfbb74ec2be2ff4&utm_source=CM%20Eblast&utm_term=Look%20at%20Me%20Using%20Focused%20Child%20Observation%20with%20Infants%20and%20Toddlers)  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/saeo/LookatMeUsing.htm?utm\_medium=email&utm\_campaign =OHS+SR+Series+-+Infant+and+Toddler+Caregivers+-+August&utm\_content=OHS+SR+Series+-Infant+and+Toddler+Caregivers+-+August+CID\_3e0cc0ef827f5fe8bcfbb74ec2be2ff4&utm\_source=CM%20Eblast&utm\_term= Look%20at%20Me%20Using%20Focused%20Child%20Observation%20with%20Infants%20and%20Toddlers**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/saeo/LookatMeUsing.htm?utm_medium=email&utm_campaign=OHS+SR+Series+-+Infant+and+Toddler+Caregivers+-+August&utm_content=OHS+SR+Series+-Infant+and+Toddler+Caregivers+-+August+CID_3e0cc0ef827f5fe8bcfbb74ec2be2ff4&utm_source=CM%20Eblast&utm_term=Look%20at%20Me%20Using%20Focused%20Child%20Observation%20with%20Infants%20and%20Toddlers)  *This video podcast introduces viewers to using focused observation with infants and toddlers and gives*  *them an opportunity to try out some of the techniques. A companion information sheet with discussion questions is available at the same website.*  **Rubber Band Babies** [**https://www.youtube.com/watch?v=RDIoq1abDCY**](https://www.youtube.com/watch?v=RDIoq1abDCY)  *This is a great clip for practicing observation and objective description skills.*  **Pathways Awareness Foundation Motor Development Videos** [**https://www.youtube.com/user/PathwaysAwareness/videos**](https://www.youtube.com/user/PathwaysAwareness/videos)  *If you’re looking for excellent video footage that shows what development looks like for children who are typically developing and those who aren’t, these are a great instructional resource.*  **Three Core Concepts in Early Development** [**http://developingchild.harvard.edu/resources/multimedia/videos/**](http://developingchild.harvard.edu/resources/multimedia/videos/)  *This brief video underscores how experiences build brain architecture, how serve and return interactions shape brain circuitry, and how toxic stress derails health development.*  **Tronick’s Still Face Paradigm** [**https://www.youtube.com/watch?v=bG89Qxw30BM**](https://www.youtube.com/watch?v=bG89Qxw30BM)  *In this updated version of the "Still Face" Experiment, in which a mother denies her baby attention for a short period of time, Dr. Tronick describes how prolonged lack of attention can move an infant from good socialization, to periods of bad but repairable socialization. In "ugly" situations the child does not receive any chance to return to the good, and may become stuck.*  **When Brain Science Meets Public Policy: Strategies for Building Executive Function Skills in the Early Years**  [**http://www.instituteforchildsuccess.org/mydocuments/brain\_science.pdf**](http://www.instituteforchildsuccess.org/mydocuments/brain_science.pdf)  *This January 2015 brief from the Institute for Child Success**provides a multimedia overview of executive function and self-regulatory skills (what they are, how they develop) and the importance of reciprocal, responsive relationships in building those skills.* |

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| **Find It Online** | **Ages and Stages for Caregivers Fact Sheets** [**http://ohioline.osu.edu/asc-fact/**](http://ohioline.osu.edu/asc-fact/)  *This website provides useful factsheets for both parents and other caregivers regarding the signs of development and ways to support various stages of development from 1-4 months to 5 years.*  **The Basics of Early Intervention (Module 1)**  [**http://www.parentcenterhub.org/repository/partc-module1/**](http://www.parentcenterhub.org/repository/partc-module1/)  *This multi-media module provides an introduction to**the early intervention program for infants and toddlers with disabilities, including the* ***8 basic steps*** *in the early intervention process,* ***7 acronyms*** *used in early intervention and what they mean; and* ***9 key terms*** *in early intervention and their definitions. Module 1 includes 3 slideshow presentations, a Trainer’s Guide to the content of each slideshow, a Speaker’s Notes version of each slideshow, and handouts and activity sheets for participants.*  **Bilingual Infant/Toddler Environments: Supporting Language & Learning in Our Youngest Children**  [**http://files.eric.ed.gov/fulltext/ED520113.pdf**](http://files.eric.ed.gov/fulltext/ED520113.pdf)  *This guide aims to integrate information about children’s developmental progress in acquiring one or more languages in infancy with practical considerations of how adult caregivers can best support that development.*  **Brain Development**  [**http://main.zerotothree.org/site/PageServer?pagename=key\_brain**](http://main.zerotothree.org/site/PageServer?pagename=key_brain)  *This website from ZERO TO THREE provides a variety of resources on brain development with topics such as nurturing healthy development and fostering skills for success in school. It also includes including a brain quiz, a PowerPoint overview of From Neurons to Neighborhoods, and more.*  **Center for Early Childhood Mental Health Consultation** [**http://ecmhc.org/**](http://ecmhc.org/)  *The Center translates research in healthy mental development into materials tailored to the needs of different audiences, and makes them available on this website. It also gathers in one place a wide range of materials that provide practical guidance on effective ways to promote young children's socioemotional development, and reduce challenging behaviors.*  **Center on the Social and Emotional Foundations for Early Learning Infant Toddler Training Module** [**http://csefel.vanderbilt.edu/resources/training\_infant.html**](http://csefel.vanderbilt.edu/resources/training_infant.html)  *Multimedia resources for supporting the social-emotional development of infants and toddlers from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).*  **CONNECT Module 3: Communication for Collaboration**  [**http://community.fpg.unc.edu/connect-modules/learners/module-3**](http://community.fpg.unc.edu/connect-modules/learners/module-3)  *CONNECT Module 3 focuses on effective practices for communicating with professionals and families in the context of early education and intervention. The resources in this online module include dilemmas, activities, videos, and guidance for making evidence-based decisions.*  **The Power of Play**  [**http://main.zerotothree.org/site/DocServer/ThePowerofPlay.pdf?docID=161**](http://main.zerotothree.org/site/DocServer/ThePowerofPlay.pdf?docID=161)(English)  [**http://main.zerotothree.org/site/DocServer/ElImpactodeJugar.pdf?docID=141**](http://main.zerotothree.org/site/DocServer/ElImpactodeJugar.pdf?docID=141)(Spanish)  *When you see a baby wiggle to reach a rattle, a toddler stacking blocks, or a preschooler pretending to fly a rocket ship, you are watching children “in the zone”—engaged, exploring, and discovering. The first three years offer rich opportunities for learning that unfolds through play with adults, siblings, and peers. Learn more about how these play skills emerge and what you can do to support play in infants and toddlers in ZTT’s booklet The Power of Play, available in* [*English*](http://main.zerotothree.org/site/R?i=7d18ZeTvQaTeafBZSTy67g) *and* [*Spanish*](http://main.zerotothree.org/site/R?i=WRxUlobxZqrQCDyRBu2C3A)*.*  **Questions to Consider in UDL Observations in Early Childhood Environments**  [**http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/CunconanLahr%20Kennedy%20Stifel%20Universal%20Design%20for%20Learning%20handout%202.pdf**](http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/CunconanLahr%20Kennedy%20Stifel%20Universal%20Design%20for%20Learning%20handout%202.pdf)  *This set of guiding questions for examining how UDL could be incorporated in an infant-toddler setting can be used effectively to guide student or practitioner observations.* |

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| **Find It Online** | **Respectful Relationships and Responsive Caregiving: Practice Principle Guide**  [**http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide5.PDF**](http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide5.PDF)  *This guide offers vignettes, evidence-based practices and tools for preparing professionals to initiate warm, trusting and reciprocal relationships with children and develop learning programs that are responsive to each child and build on their culture, strengths, and knowledge to take their learning and development forward.*  **A Year of Play** [**http://www.zerotothree.org/child-development/play/play-year.html**](http://www.zerotothree.org/child-development/play/play-year.html)  *This resource from ZERO TO THREE offers playful ways to support learning and development for each month of the year. This is a great tool for reinforcing ways for young children to learn through play.*  **Your Child’s Development**  [**http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/age-based-handouts.html**](http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/age-based-handouts.html) (English)  [**http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/age-based-handouts.html**](http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/age-based-handouts.html)(Spanish)  *This set of nine age-based handouts includes a “what to expect” chart for each age range, suggestions for supporting healthy development, and information about common parenting challenges. Learn more, download, or share these resources in both English and Spanish.*  **ZERO TO THREE** [**http://main.zerotothree.org/**](http://main.zerotothree.org/)  *The ZERO TO THREE website offers evidence-based print, video, and online resources to support all aspects of Infants, Toddlers, and Twos. Click on any of the headings at the top of the home page to find resources related to behavior and development, early care and education, and policies.* |