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|  | **Child Development (conception through age 8)** |
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| **Just the Facts, Ma’am** | **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.***Highlighting the Positive Development of Minority Children** [**http://www.srcd.org/sites/default/files/documents/washington/spr\_brief\_minority\_children\_2013\_10\_11.pdf**](http://www.srcd.org/sites/default/files/documents/washington/spr_brief_minority_children_2013_10_11.pdf)*This two-page overview synthesizes points made in a full issue of the Social Policy Report on the development of minority children which may be found at* [***http://www.srcd.org/sites/default/files/documents/washington/spr\_272\_final.pdf***](http://www.srcd.org/sites/default/files/documents/washington/spr_272_final.pdf)*. Among other things, the overview reminds us that many past efforts to describe the development of minority children have focused only on the most disadvantaged and on problems and challenges, reinforcing negative stereotypes and disregarding evidence on positive development.* **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.***Race for Results: Building a Path to Opportunity for All Children**[**http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20COUNT/R/RaceforResults/RaceforResults.pdf**](http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20COUNT/R/RaceforResults/RaceforResults.pdf)*This policy report explores the intersection of kids, race and opportunity. The report features the new Race for Results Index, which compares how children are progressing on key milestones across racial and ethnic groups at the national and state levels. The index is based on 12 indicators that measure a child’s success in each stage of life, from birth to adulthood. The indicators were chosen based on the goal that all children should grow up in economically successful families, live in supportive communities and meet developmental, health and educational milestones.***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.* **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.* |

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| **Read All About It** | **Being Black is Not A Risk Factor**[**http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor\_0.pdf**](http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf)*The National Black Child Development Institute’s 2013 publication takes a strengths-based look at the state of the black child in the United States. Each chapter examines a different topic and highlights both the assets of and the challenges faced by black children and their families.***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_skills_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.***The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years** [**http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\_Bookstore/PDFs/TA6%5B1%5D.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/TA6%5B1%5D.pdf)*Research demonstrates the critical role early relationships play in fostering young children's social and emotional development and shaping their cognition. This paper offers insights on how to help children develop characteristics that are now proven to be predictors of later success in school, including confidence, curiosity, intentionality, self-control, relatedness, and the capacity to communicate and cooperate.***The Motor-Cognitive Connection: Early Fine Motor Skills as an Indicator of Future Success**[**http://www.scilearn.com/blog/early-fine-motor-skills-cognitive-skills.php**](http://www.scilearn.com/blog/early-fine-motor-skills-cognitive-skills.php)*This blog post presents an argument for the importance of the motor-cognitive connection in the brain. It suggests that motor skills can predict future achievement and recommends that integrating motor and cognitive skill building may produce more effective interventions.***Moving Bodies, Building Minds: Foster Preschoolers’ Critical Thinking and Problem Solving Through Movement** [**http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies\_Russo\_Marigliano\_Online\_0911.pdf**](http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies_Russo_Marigliano_Online_0911.pdf)*Marigliano and Russo’s 2013 article highlights ways in which creative movement can help young children develop critical thinking and problem-solving skills.***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.***Positioning Young Black Boys for Educational Success**  [**http://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf**](http://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf)*Prager’s 20ll article discusses the reasons behind the achievement gap for young Black males as well as how this gap can be closed in terms of educational policies and practices.*  |

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| **Read All About It** | **Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems**[**http://www.plan4preschool.org/documents/pk-expulsion.pdf**](http://www.plan4preschool.org/documents/pk-expulsion.pdf)*Gilliam’s 2005 article describes and discusses the reasons for higher rates of expulsion for children of color in state prekindergarten classrooms across the different states in the U.S. and concludes with implications for policy.***Reading the Intentionality of Young Children (article with clips)** [**http://ecrp.uiuc.edu/v12n1/forman.html**](http://ecrp.uiuc.edu/v12n1/forman.html)*Through six video clips and accompanying commentary, the author argues that by carefully observing how very young children play, adults can gain insight into their high-level thinking and their knowledge, as well as the implications that their strategies hold for their assumptions, theories, and expectations. Suggestions for video documentation in classrooms are included.***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.***Theories of Child Development: Building Blocks of Developmentally Appropriate Practices**[**http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=411**](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=411)*Swim’s compact article provides an overview of the developmental theories in relation to developmentally appropriate practices and discusses how the use of each theory influences one’s practices. It highlights the importance of an educator’s understanding of child development in order to make appropriate educational decisions.***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.***When the Bough Breaks: The Effects of Homelessness on Young Children** [**http://www.childtrends.org/?publications=when-the-bough-breaks-the-effects-of-homelessness-on-young-children**](http://www.childtrends.org/?publications=when-the-bough-breaks-the-effects-of-homelessness-on-young-children)*This article describes the negative impact of homelessness on young children and the importance of early childhood care and education for these children. It concludes with implications for policies and practices of early learning programs.***Wondering with Children: The Importance of Observation in Early Education** [**http://ecrp.uiuc.edu/v7n2/forman.html**](http://ecrp.uiuc.edu/v7n2/forman.html)*This paper discusses how teachers gain insight into children’s way of thinking through observations. Video clips are included to support their points. It also provides a summary of how the observations can be utilized to enhance our understanding of the child’s thinking.*  |
| **See For Yourself** | **A Creative Adventure: Supporting Development and Learning through Art, Music, Movement, and Dialogue**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Creative%20Arts/ACreativeAdvent.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Creative%20Arts/ACreativeAdvent.htm)*This 12-minute video shows rich examples of ways to facilitate the development and learning of young children.*  **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 from 0 weeks to birth. 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.***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.* |

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| **See for Yourself** | **Clips for Practicing Observation, Documentation and Assessment Skills**[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_PracticingObservation**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation)*From the Colorado Department of Education, this website contains over 100 clips of young children suitable for use in sharpening observation and documentation skills. Clips are available to view online or to easily download.*  **Diversity: Contrasting Perspectives** [**http://www.learningseed.com/catalog/diversity-contrasting-perspectives**](http://www.learningseed.com/catalog/diversity-contrasting-perspectives)*Janet Gonzalez-Mena’s video highlights cultural variations in how families feed, interact with, and toilet teach young children.* **Early** **Recognition of Child Development Problems (video)** [**http://www.youtube.com/watch?v=KrUNBfyjlBk&noredirect=1**](http://www.youtube.com/watch?v=KrUNBfyjlBk&noredirect=1)*Prepared by the Centers for Disease Control and Prevention (CDC), this 2009 video clip discusses the importance of early recognition and detection of problems in child development.***How Childhood Trauma Affects Health Across a Lifetime (TED Talk)**[**http://www.ted.com/talks/nadine\_burke\_harris\_how\_childhood\_trauma\_affects\_health\_across\_a\_lifetime**](http://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime)*Pediatrician Nadine Burke Harris explains that the repeated stress of abuse, neglect and parents struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain.***In Brief: Executive Function: Skills for Life and Learning** [**http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\_series/inbrief\_executive\_function/**](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function/)*This webpage contains a video clip explaining the development of executive functioning and self-regulation in young children as well as its implications for policy. A PDF of this brief is included as well as links to related resources.***In Brief: The Impact of Early Adversity on Children’s Development** [**http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief\_series/inbrief\_impact\_of\_adversity/**](http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity/)*This webpage contains a video clip explaining the impact of stress and adversity on the development of the brain and the body’s stress response system. This video is also available in Spanish. A PDF version of the brief is included.***In Brief: The Science of Early Childhood Development** [**http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\_series/inbrief\_science\_of\_ecd/**](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_science_of_ecd/)*Based on neuroscience and behavioral research, this short video clip presents basic principles of early childhood development and discusses outcomes in adulthood as well as implications for policy*. *This video is also available in Spanish. A PDF version of the brief is included.***In Brief: The Science of Neglect**: **The Persistent Absence of Responsive Care Disrupts the Developing Brain**[**http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\_series/inbrief\_neglect/**](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/)*This video explains why significant deprivation is so harmful in the earliest years of life and why effective interventions are likely to pay significant dividends in better long-term outcomes in learning, health, and parenting of the next generation.***Infant-Toddler Development, Screening and Assessment (online module with activities)**[**http://www.zerotothree.org/public-policy/state-community-policy/nitcci/multidisciplinary-consultant-module-2.pdf**](http://www.zerotothree.org/public-policy/state-community-policy/nitcci/multidisciplinary-consultant-module-2.pdf)*This document is one of three modules that are intended to support consultants in infant and toddler child care environments.  This module contains an overview of infant/toddler development and caregiver involvement, describes the observation, screening and ongoing assessment process, and discusses the red flags and referrals in atypical child development. Each section is accompanied by worksheets or activities. Useful information regarding developmental milestones and screening and assessment tools are appended at the end of the paper.***Little Kids, Big Questions** [**http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/**](http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/)*Developed by ZERO TO THREETM, Little Kids, Big Questions is a series of 12 podcasts that discuss issues that parents of infants and toddlers typically face. In each podcast, an expert explains how to apply research to practice in parents’ interactions with their young child. Podcasts and transcripts are available in English and Spanish. Links to additional resources are also available for each podcast.***Most Popular Resources on Early Childhood Mental Health** [**http://www.zerotothree.org/child-development/early-childhood-mental-health/most-popular-resources-on.html**](http://www.zerotothree.org/child-development/early-childhood-mental-health/most-popular-resources-on.html)*This webpage contains various resources on mental health in early childhood. These resources contain information related to promoting social-emotional development, addressing the impact of maternal mental illness on young children, and supporting young children who have experienced disaster or violence.* |
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| **See for Yourself** | **Observing Young Children** [**http://www.easternct.edu/cece/e-clips\_observation.html**](http://www.easternct.edu/cece/e-clips_observation.html)*This video clip explores different types of observations in early childhood classrooms and discusses strategies on how to build observations into lessons to identify children’s strengths and needs. Discussion questions and recommended readings are provided.***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.* **Play & Motor Development: A Multicultural Perspective** [**http://www.youtube.com/watch?v=ly6AxV1TVe8**](http://www.youtube.com/watch?v=ly6AxV1TVe8)*This video presents shows infant play activities and the motor development of young children in Somali and Sudanese families.***Supporting the Oral Language Development of Young Dual Language Learners** [**http://www.youtube.com/watch?v=5HD2wydP0mE**](http://www.youtube.com/watch?v=5HD2wydP0mE)*In this webinar, Dr. Linda Espinosa presents an overview of current research findings on oral language development in young dual language learners and provides strategies to enhance their language proficiency. The webinar concludes with a Q&A session.***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.* **Tummy Time for Baby** [**https://www.youtube.com/watch?v=A49xH\_9x5ts&list=PL\_cZR66Kfa2inexg9H8Xmh9CaKYJ1CNUk&index=6**](https://www.youtube.com/watch?v=A49xH_9x5ts&list=PL_cZR66Kfa2inexg9H8Xmh9CaKYJ1CNUk&index=6)*Strategies and reasons for supporting enjoyable tummy time for infants are highlighted in this video.***Video Library** [**http://www.ecetp.pdp.albany.edu/videolibrary.shtm**](http://www.ecetp.pdp.albany.edu/videolibrary.shtm)*This video library from the Early Childhood Education and Training Program contains short video clips on a variety of topics including physical development, environment and environmental hazards, play, and child abuse and maltreatment.***University of Northern Iowa Empowering Preschool Quality**[**http://www.uni.edu/coe/regentsctr/epq/search**](http://www.uni.edu/coe/regentsctr/epq/search)(to view clips online)[**http://www.uni.edu/coe/regentsctr/epq/content/dvd-order-form**](http://www.uni.edu/coe/regentsctr/epq/content/dvd-order-form)(to order free DVDs)*This webpage contains links to a collection of video clips on various topics on practice and standards for early childhood development. The videos can be sorted according to specific state and national standards.***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-regul-atory skills (what they are, how they develop) and the importance of reciprocal, responsive relationships in building those skills.*  |
|  | **12 Principles of Child Development and Learning That Inform Practice**[**http://www.naeyc.org/dap/12-principles-of-child-development**](http://www.naeyc.org/dap/12-principles-of-child-development)*This webpage outlines the 12 principles of child development and learning in Developmentally Appropriate Practice from NAEYC.***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.***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.***Center for Early Literacy Products** **http://earlyliteracylearning.org/products1.php***Enjoy the wealth of resources at this site, which range from practice guides for families and professionals to videos, posters, and podcasts.***Center on Everyday Child Language Learning** [**http://www.cecll.org/**](http://www.cecll.org/)*The CECLL is a model demonstration center that uses everyday activities as an approach to early childhood communication intervention. The website contains reports describing the intervention model and research conducted on key aspects of the model. It also includes useful tools and resources for practitioners and parents to implement the CECLL intervention.* |

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| **Find It Online** | **Child Development** [**http://www.cdc.gov/ncbddd/childdevelopment/index.html**](http://www.cdc.gov/ncbddd/childdevelopment/index.html)*This website from the Centers for Disease Control and Prevention (CDC) contains various resources on child development such as information on developmental milestones and screening, parenting tips, research findings, data and statistics. Free materials and multimedia resources are also available. This page is also available in Spanish.***Child Development** [**http://www.pbs.org/parents/child-development/**](http://www.pbs.org/parents/child-development/)*This website from PBS Parents provides a child development tracker that presents the stages of growth in various domains of children from age 1 to 9. These domains include approaches to learning, creative arts, language, literacy, mathematics, physical health, science, and social and emotional growth.***¡Colorín Colorado!** [**http://www.colorincolorado.org/**](http://www.colorincolorado.org/)*This bilingual website contains information and resources for educators, administrators, librarians and families of English language learners.***CSEFEL 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).***CSEFEL Preschool Training Module** [**http://csefel.vanderbilt.edu/resources/training\_preschool.html**](http://csefel.vanderbilt.edu/resources/training_preschool.html)*Multimedia resources for supporting the social-emotional development of preschoolers from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).***Learn about Fine Motor Skills and How to Improve Them** [**http://learningdisabilities.about.com/od/df/p/finemotorskills.htm**](http://learningdisabilities.about.com/od/df/p/finemotorskills.htm)*This webpage gives a brief overview of fine motor skills and suggests strategies for improving fine motor weakness. It also provides examples of toys and drawing ideas to develop fine motor skills.***Learn the Signs. Act Early** [**http://www.cdc.gov/ncbddd/actearly/**](http://www.cdc.gov/ncbddd/actearly/)*The website from the Centers for Disease Control offers a variety of resources on development.***Preschoolers Child Development** [**http://pediatrics.about.com/cs/growthdevelopment/a/child\_dev\_5.htm**](http://pediatrics.about.com/cs/growthdevelopment/a/child_dev_5.htm)*This webpage contains brief descriptions about preschoolers’ physical, mental, and social development.***Raising Boys and Girls**: **Differences in Physical Development** [**http://www.babycenter.com/0\_raising-boys-and-girls-differences-in-physical-development\_3659011.bc**](http://www.babycenter.com/0_raising-boys-and-girls-differences-in-physical-development_3659011.bc)*This short article presents a brief description of the gender differences in physical development.***Science Daily: Child Development News** [**http://www.sciencedaily.com/news/mind\_brain/child\_development/**](http://www.sciencedaily.com/news/mind_brain/child_development/)*This webpage from Science Daily presents the most recent research news on child development.***Strategies for Supporting All Dual Language Learners** [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf)*Through a series of vignettes, this document provides helpful strategies for educators who are supporting dual language learners.***The Whole Child Development Guide: Early School Years (4-8)** [**http://cache.lego.com/upload/contentTemplating/ParentsChildDevelopment/otherfiles/2057/uploadDF1454F4-DED5-4B71-AAF2-05557D80CA04.pdf**](http://cache.lego.com/upload/contentTemplating/ParentsChildDevelopment/otherfiles/2057/uploadDF1454F4-DED5-4B71-AAF2-05557D80CA04.pdf)*This document begins with an overview of the physical and cognitive development of young children aged 4 to 8 years in connection to the various developmental theories, and how their development can be supported. This is followed by more in-depth descriptions by age.***Women and Children’s Health Network Web Pages on Child Development** [**http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1963**](http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1963)*The Woman and Children’s Health Network provides information categorized according to the various stages of child development from birth through adolescence. Within each category, milestones of specific domains of development are presented as well as useful suggestions and advice for parents.***ZERO TO THREE Behavior and Development**  [**http://www.zerotothree.org/child-development/**](http://www.zerotothree.org/child-development/)*This webpage contains a list of links to key early childhood behavior and development topics which contain various resources such as podcasts, tips, FAQs, articles and handouts.* |