



RESOURCE GUIDE: 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, and social and emotional.

- Cognitive development is the process by which children think, learn, understand, problem solve, reason, and remember.
- Language development is the process by which children learn to speak sounds, words, and sentences to communicate with others, and to use or understand body language, gestures, and what others say.
- Motor development is the process by which children learn to use their muscles to move. It is separated into two categories:
 - ◆ Large, or gross, motor development—when children learn to use their large group muscles to sit, stand, walk, run, keep balance, and change positions; and
 - ◆ Small, or fine, motor development—when children learn to use small muscles in their hands to eat, draw, dress, play, and write.
- Sensory development is the process by which children hear, see, taste, touch, smell, and feel.
- Social and emotional development is the process by which children learn to relate to others, such as having relationships with family, friends, and teachers; and how they learn to cooperate and respond to the feelings of others and develop control over their emotions.

Parents and other adults, such as grandparents and child care providers, play important roles in a child's development. The environment is also an important factor in development because it stimulates learning. Providing stable relationships that are socially and emotionally nurturing, and environments that are safe and age appropriate are essential to healthy human development.

Parents and providers may have questions about how to support children's development and how to establish developmentally appropriate environments. This resource guide is designed to help parents and providers find information about the following topics:

- [Developmental Milestones](#)
- [Social and Emotional Development](#)
- [Early Learning](#)
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Developmental Milestones

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Developmental milestones are activities that most children are expected to learn how to do by a certain age. As a child grows, he is expected to learn activities relating to his social-emotional, physical, cognitive, and speech and language development.

The following table provides examples of some developmental milestones children from birth to 5 years of age should be able to accomplish by the end of each age range.

Birth to 5 Developmental Milestones *	
Category	Skills
2 months	
Social and Emotional	<ul style="list-style-type: none"> ■ Begins to smile at people ■ Can briefly calm himself (may bring hands to mouth and suck on hand)
Language/Communication	<ul style="list-style-type: none"> ■ Coos, makes gurgling sounds ■ Turns head towards sounds
Cognitive	<ul style="list-style-type: none"> ■ Pays attention to faces ■ Begins to follow things with eyes and recognize people at a distance
Movement/Physical Development	<ul style="list-style-type: none"> ■ Can hold head up and begins to push up when lying on tummy ■ Makes smoother movements with arms and legs
6 months	
Social and Emotional	<ul style="list-style-type: none"> ■ Knows familiar faces and begins to know if someone is a stranger ■ Likes to play with others, especially parents
Language/Communication	<ul style="list-style-type: none"> ■ Responds to sounds by making sounds ■ Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds
Cognitive	<ul style="list-style-type: none"> ■ Looks around at things nearby ■ Brings things to mouth
Movement/Physical Development	<ul style="list-style-type: none"> ■ Rolls over in both directions (front to back, back to front) ■ Begins to sit without support
1 year	
Social and Emotional	<ul style="list-style-type: none"> ■ Is shy or nervous with strangers ■ Cries when mom or dad leaves
Language/Communication	<ul style="list-style-type: none"> ■ Responds to simple spoken requests ■ Uses simple gestures, like shaking head “no” or waving “bye-bye”

* Information gathered from the Centers for Disease Control and Prevention's Developmental Milestones section of its Web site at <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>.

Birth to 5 Developmental Milestones*	
Category	Skills
Cognitive	<ul style="list-style-type: none"> ■ Explores things in different ways such as shaking, banging, throwing ■ Finds hidden things easily
Movement/Physical Development	<ul style="list-style-type: none"> ■ Gets to a sitting position without help ■ Pulls up to stand, walks holding on to furniture (“cruising”)
2 Years	
Social and Emotional	<ul style="list-style-type: none"> ■ Copies others, especially adults and older children ■ Gets excited when with other children
Language/Communication	<ul style="list-style-type: none"> ■ Points to things or pictures when they are named ■ Knows names of familiar people and body parts
Cognitive	<ul style="list-style-type: none"> ■ Finds things even when hidden under two or three covers ■ Begins to sort shapes and colors
Movement/Physical Development	<ul style="list-style-type: none"> ■ Stands on tiptoe ■ Kicks a ball
3 Years	
Social and Emotional	<ul style="list-style-type: none"> ■ Copies adults and friends ■ Shows affection for friends without prompting
Language/Communication	<ul style="list-style-type: none"> ■ Follows instructions with two or three steps ■ Can name most familiar things
Cognitive	<ul style="list-style-type: none"> ■ Can work toys with buttons, levers, and moving parts ■ Plays make-believe with dolls, animals, and people
Movement/Physical Development	<ul style="list-style-type: none"> ■ Climbs well ■ Runs easily
4 Years	
Social and Emotional	<ul style="list-style-type: none"> ■ Enjoys doing new things ■ Plays “Mom” and “Dad”
Language/Communication	<ul style="list-style-type: none"> ■ Knows some basic rules of grammar, such as correctly using “he” and “she” ■ Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
Cognitive	<ul style="list-style-type: none"> ■ Names some colors and some numbers ■ Understands the idea of counting
Movement/Physical Development	<ul style="list-style-type: none"> ■ Hops and stands on one foot up to two seconds ■ Catches a bounced ball most of the time
5 years	
Social and Emotional	<ul style="list-style-type: none"> ■ Wants to please friends ■ Wants to be like friends
Language/Communication	<ul style="list-style-type: none"> ■ Speaks very clearly ■ Tells a simple story using full sentences

Birth to 5 Developmental Milestones*	
Category	Skills
Cognitive	<ul style="list-style-type: none"> ■ Counts 10 or more things ■ Can draw a person with at least six body parts
Movement/Physical Development	<ul style="list-style-type: none"> ■ Stands on one foot for 10 seconds or longer ■ Hops; may be able to skip

Although these milestones are based on age, achieving them varies from child to child. Parents and providers can help children reach developmental milestones by talking or playing with them, or providing an environment that stimulates development.

What are developmental delays?

Developmental delay refers to a child's inability to learn or master an expected activity within her age range. Developmental delays could be the result of either external or internal factors, such as a lack of environmental stimulation, premature birth, or a learning disability. Parents and providers can help children by learning the signs of developmental delay and knowing when to refer children to early intervention.

The following organizations provide information about developmental milestones and developmental delays.

ORGANIZATIONS

American Academy of Pediatrics (AAP)

Phone: 847-434-4000

Web site: <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 about children's health, including development and developmental delays.

Centers for Disease Control and Prevention (CDC)

U.S. Department of Health and Human Services

Toll free: 800-232-4636

Web site: <http://www.cdc.gov/>

Spanish Web site: <http://www.cdc.gov/spanish/>

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 <http://www.cdc.gov/ncbddd/child/development.htm>.

Talaris Research Institute

Phone: 206-859-5600

Web site: <http://www.talaris.org/>

Talaris is dedicated to discovering how children think, feel, and learn. It also produces a research-based timeline that can serve as a general guide to how children grow.

What is a developmental screening?

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

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

ORGANIZATIONS

First Signs, Inc.

Phone: 978-346-4380

Email: info@firstsigns.org

Web site: <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.), <http://www.firstsigns.org/screening/audio.htm>
- *Autism Screening* (n.d.), <http://www.firstsigns.org/screening/asd.htm>
- *Developmental Screening* (n.d.), <http://www.firstsigns.org/screening/dev.htm>
- *Diagnosis and Treatment* (n.d.), <http://www.firstsigns.org/treatment/>
- *Hallmark Developmental Milestones* (n.d.), <http://www.firstsigns.org/healthydev/milestones.htm>
- *Lead Screening* (n.d.), <http://www.firstsigns.org/screening/lead.htm>
- *Screening Guidelines* (n.d.), <http://www.firstsigns.org/screening/guidelines.htm>
- *Screening Tools* (n.d.), http://www.firstsigns.org/screening/tools/index_tools.htm
- *Screening: Making Observations* (n.d.), <http://www.firstsigns.org/screening/>

Autism Speaks – Material en Español

Web site: <http://www.autismspeaks.org/>

Spanish Web site: <http://www.autismspeaks.org/family-services/resource-library/material-en-espa%C3%B1ol>

Autism Speaks provides a wide range of information and resources about autism in both Spanish and English.

Center for Parent Information and Resources Resource Library

Web site: <http://www.parentcenterhub.org/resources/> (in English and Spanish)

The Center for Parent Information and Resources (CPIR) has a variety of resources on child development topics. In addition, it houses the resources from the National Dissemination Center for Children with Disabilities (NICHCY), a project that collected a wealth of resources on disability topics but was recently defunded. Resources are available in English and Spanish.

ONLINE RESOURCES

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

- *Assure the Best for your Baby's Physical Development* (n.d.), by the Pathways Awareness Foundation, https://depts.washington.edu/dbpeds/PAFBabyOK_PDForder.pdf.
- *Developmental Screening* (n.d.), a Web page hosted by the CDC, <http://www.cdc.gov/ncbddd/autism/screening.html>.

Social and Emotional Development

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Social and emotional development is integral to all aspects of a child's growth, including intellectual, physical, behavioral, and moral development. Beginning from birth, nurturing and stable relationships with caring adults are essential to healthy human development.

The following resources provide information for parents and providers about social and emotional development, including information about temperaments, separation anxiety, and other related issues.

Organizations

American Academy of Child and Adolescent Psychiatry (AACAP)

Phone: 202-966-7300

Web site: <http://www.aacap.org/>

AACAP developed 88 *Facts for Families* fact sheets to provide concise and up-to-date information about issues that affect children, teenagers, and their families. These documents are available at http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Keyword.aspx

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

Phone: 877-275-3227

Web site: <http://csefel.vanderbilt.edu/>

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

Zero to Three

Phone: 202- 638-1144

Web site: <http://www.zerotothree.org/>

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

ONLINE RESOURCES

- *How to Understand Your Child's Temperament* (June 2012), by the American Academy of Pediatrics, <http://www.healthychildren.org/English/ages-stages/gradeschool/pages/How-to-Understand-Your-Childs-Temperament.aspx>.
- *Strategies and Solutions For Handling A Difficult Child* (April 2012), by the American Academy of Pediatrics, <http://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Strategies-and-Solutions-For-Handling-A-Difficult-Child.aspx>.
- *Separation Anxiety* (January 2012), reviewed by D'Arcy Lyness, for KidsHealth, http://kidshealth.org/parent/emotions/feelings/sep_anxiety.html#. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/separation_anxiety_esp.html.
- *Matching Your Infant's or Toddler's Style to the Right Child Care Setting* (2009), by Child Care Aware, <http://ccapub.childcareaware.org/docs/pubs/104e.pdf>. Available in Spanish at <http://ccapub.childcareaware.org/docs/pubs/104s.pdf>.

- *What to Expect & When to Seek Help: A Bright Futures Tool to Promote Social and Emotional Development in Infancy* (2006), by Rochelle Mayer, Jeanne Anastasi, and Eileen M. Clark, for Bright Futures, <http://www.brightfutures.org/tools/BFtoolsIN.pdf>.
- *What to Expect & When to Seek Help: A Bright Futures Tool to Promote Social and Emotional Development in Early Childhood (Ages 1–4 Years)* (2006), by Rochelle Mayer, Jeanne Anastasi, and Eileen M. Clark, for Bright Futures, <http://www.brightfutures.org/tools/BFtoolsEC.pdf>.
- *What to Expect & When to Seek Help: A Bright Futures Tool to Promote Social and Emotional Development in Middle Childhood (Ages 5–10 Years)* (2006), by Rochelle Mayer, Jeanne Anastasi, and Eileen M. Clark, for Bright Futures, <http://www.brightfutures.org/tools/BFtoolsMC.pdf>.

Where can I get information about behavior management, guidance, and discipline?

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

BEHAVIOR MANAGEMENT

- *Early Head Start Tip Sheet No. 36: What Are “Challenging Behaviors” When Working with Infants and Toddlers?* (September 2009), by the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/ehsnrc/comp/mental-health/Whatarechallen.htm>.
- “My Teacher Wants to Know” in *Creating Teaching Tools for Young Children With Challenging Behaviors: A User’s Manual* (2005), by Bobbie Vaughn, Lise Fox, and Rochelle Lentini, published by the Louis de la Parte Florida Mental Health Institute, University of South Florida, http://www.challengingbehavior.org/do/resources/teaching_tools/toolkit_user_manual.pdf.
- *Recommended Practices: Preventing Challenging Behavior in Young Children: Effective Practices* (n.d.), by Peter J. Alter and Maureen A. Conroy, http://www.challengingbehavior.org/do/resources/documents/rph_preventing_challenging_behavior.pdf.
- *Recommended Practices: Supporting Infants and Toddlers With Challenging Behavior* (n.d.), by Lise Fox, http://challengingbehavior.org/do/resources/documents/rph_supportInfantsToddlers.pdf.
- Fighting and Biting (Updated March 2011), *Facts for Families* No. 81, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Fighting_And_Biting_81.aspx.
- *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 Program, http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/bitingen060604_adr.pdf.

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. The National Resource Center for Health and Safety in Child Care and Early Education (NRC) has State licensure regulation and contact information for all licensing agencies at <http://nrckids.org/STATES/states.htm>.

DISCIPLINE

- 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>. Available in Spanish at <http://illinoisearlylearning.org/tipsheets-sp/spankingalternatives-sp.htm> and in Polish at <http://illinoisearlylearning.org/tipsheets-pol/spankingalternatives-pol.pdf>.

Where can I get information about bullying?

Bullying is the aggressive and intentional act of physically or emotionally hurting others. The effect of bullying on children depends on the severity and duration of the behavior, but ranges from depression, low self-esteem, anxiety, and loneliness, to thoughts of suicide.

The following organizations and online resources provide information and resources about bullying.

ORGANIZATIONS

National Center for Bullying Prevention

PACER Center Champions for Children with Disabilities

Phone: 952-838-9000

Web site: <http://www.pacer.org/bullying/>

The PACER Center offers resources for parents and professionals about bullying as it relates to children with special needs. Resources are also available in Spanish and Somali.

Stopbullying.gov

Web site: <http://www.stopbullying.gov/>

Stopbullying.gov is a campaign that offers resources for kids, parents, and educators about bullying and ways to stop it.

Online Resources

- *Help Your Child Recognize the Signs of Bullying* (2012), published by the PACER Center, <http://www.pacer.org/publications/bullypdf/BP-2.pdf>. Available in Spanish at <http://www.pacer.org/publications/bullypdf/BP-2SP.pdf>.
- Bullying (updated March 2011), *Facts for Families* No. 80, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/cs/root/facts_for_families/bullying.
- *Helping Kids Deal With Bullies* (reviewed 2010), by Michelle New, for KidsHealth, <http://kidshealth.org/parent/emotions/behavior/bullies.html>. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/bullies_esp.html.
- *Bullying in Early Childhood* (November 2007), by the Illinois Early Learning Project, <http://illinoisearlylearning.org/askanexpert/espelage/index.htm>.
- *What if Your Child IS the Bully?* (2005), a PACER Center Action Information Sheet, <http://www.pacer.org/parent/php/PHP-c109.pdf>.

How do I help a grieving child?

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

The following organizations and online resources provide information about children and grief, and how parents and other adults can help children understand death and handle grief.

ORGANIZATIONS

Bereaved Parents of the USA (BP/USA)

Phone: 708-748-7866

Web site: <http://www.bereavedparentsusa.org/>

Spanish Web site: <http://www.bereavedparentsusa.org/BPenEspanol.html>

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

Children's Grief Education Association (CGEA)

Phone: 303-246-3826

Web site: <http://www.childgrief.org/childgrief.htm>

CGEA is dedicated to providing information, education, and support to grieving children and their families.

The Compassionate Friends (TCF)

Phone: 877-969-0010

Web site: <http://www.compassionatefriends.org/home.aspx>

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

Phone: 886-775-5683

Web site: <http://www.dougy.org/>

The Center is a resource to help children and families with grief and loss. Services are also available in Spanish.

ONLINE RESOURCES

- *Resource Guide: Emergency Preparedness and Response Resources for Child Care Programs* (2014), by the Child Care State Systems Specialist Network, <https://childcareta.acf.hhs.gov/resource/resource-guide-emergency-preparedness-and-response-resources-child-care-programs> [contains information about helping children and families cope with trauma].
- *Children and Grief* (March 2011), *Facts for Families* No. 8, by the American Academy of Child & Adolescent Psychiatry, http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Children_And_Grief_08.aspx.
- *Death and Loss: Helping Children Manage Their Grief* (April 2006), by Bruce D. Perry MD, PhD, <http://www2.scholastic.com/browse/article.jsp?id=4044>.
- *Children & Loss* (n.d.), by Bruce D. Perry MD, PhD, <http://www2.scholastic.com/browse/article.jsp?id=4040>.
- *The Child's Loss: Death, Grief, and Mourning* (n.d.), by Bruce D. Perry MD, PhD and Jana Rubenstein, <http://www2.scholastic.com/browse/article.jsp?id=4039>.

Early Learning

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Early learning refers to a child's ability to begin learning at a young age. From birth to school age, children's early years serve as a foundation for development and growth, which are also influenced by their experiences and interactions with their primary caregivers, including child care providers, and their environment.

In addition, scientists' recent research in how the brain works has led to new understanding about how young children develop and learn. There is new knowledge of both the capabilities and vulnerabilities of infants and young children, and this understanding has influenced the interaction and efforts of parents and providers to support their development and learning.

Brain Development

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

ORGANIZATIONS

Neuroscience for Kids

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

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

National Scientific Council on the Developing Child

Phone: 617-496-0578

Email: developingchild@harvard.edu

Web site: <http://developingchild.harvard.edu/initiatives/council/>

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

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

Phone: 202-638-1144

Web site: <http://www.zerotothree.org/>

Zero to Three is a national organization focused exclusively on issues affecting infants and toddlers.

ONLINE RESOURCES

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

Early Literacy and Language

Recent research has brought about a new understanding of how infants, toddlers, and preschoolers learn language and early literacy skills. This research has influenced formal and informal strategies that parents

and early childhood educators use to help young children arrive at kindergarten with the early literacy skills and motivation they need to become competent readers by third grade.

The following organizations and online resources provide information about early literacy and language development.

ORGANIZATIONS

Reading is Fundamental: Leading to Reading

Phone: 202-536-3400

Web site: <http://www.rif.org/kids/leadingtoreading/en/leadingtoreading.htm>

Spanish Web site: <http://www.rif.org/kids/leadingtoreading/es/leadingtoreading.htm>

Leading to Reading is designed to help parents and child care providers promote infant, toddler, and preschool-age children's language skills. The following sections of the Reading is Fundamental Web site offer resources for educators and parents, as well as information in Spanish:

- Literacy resources, <http://www.rif.org/us/literacy-resources.htm>
- Let's Read as a Family, http://www.rif.org/kids/leer/en/leerhome_english.htm [¡Leamos en Familia!], <http://www.rif.org/kids/leer/es/leerhome.htm>

Reading Rockets: Launching Young Readers

Phone: 703-998-2001

Email: readingrockets@weta.org

Web site: <http://www.readingrockets.org/>

Spanish Web site: <http://www.readingrockets.org/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 on the Reading Rockets Web site:

- *Early Signs of Reading Difficulty* (2009), <http://www.readingrockets.org/article/33170>
- *Helping Struggling Readers* (n.d.), <http://www.readingrockets.org/helping>
- *ABCs of Teaching Reading* (n.d.), <http://www.readingrockets.org/teaching>
- *Find Great Children's Books & Authors* (n.d.), <http://www.readingrockets.org/books>

National Children's Literacy Website

The Soho Center

Web site: <http://www.child2000.org/lit-tips.htm>

The National Children's Literacy Website provides literacy tips, educational activities, and other information for families and child care providers to encourage literacy in children.

ONLINE RESOURCES

- *The Challenge of Working with Dual Language Learners: Three Perspectives: Supervisor, Mentor, and Teacher* (March 2009), by Maricarmen Macrina, Doris Hoover, and Cindy Becker, for *Young Children*, <http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/thechallengeofworkingwithdll.pdf>.
- *Learning in English, Learning in Spanish: A Head Start Program Changes Its Approach* (July 2009), by Joan Youngquist and Bárbara Martínez-Griego, for *Young Children*, <http://www.naeyc.org/files/yc/file/200907/Youngquist709.pdf>.

- *Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers* (2009), by the National Institute for Literacy, <http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>.
- *Shining Stars—Toddlers Get Ready to Read* (April 2007), by the National Institute for Literacy, <http://lincs.ed.gov/publications/pdf/ShiningStarsToddlers.pdf>.
- *Literacy Begins at Home: Teach Them to Read* (September 2007), by the National Institute for Literacy, http://lincs.ed.gov/publications/pdf/Literacy_Home.pdf.
- *A Child Becomes a Reader: Proven Ideas for Parents From Research – Birth Through Preschool* (2006), by Bonnie B. Armbruster, Fran Lehr, and Jean Osborn, for the National Institute for Literacy, http://lincs.ed.gov/publications/pdf/reading_pre.pdf.
- *Helping Your Child Become a Reader* (2005), by Andrea DeBruin-Parecki, Kathryn Perkinson, and Lance Ferderer, for the U.S. Department of Education, <http://www2.ed.gov/parents/academic/help/reader/reader.pdf>. Available in Spanish at <http://www2.ed.gov/espanol/parents/academic/lector/lector.pdf>.
- *Talk to Your Baby—Quick Tips* (2005), prepared by the National Literacy Trust, http://www.literacytrust.org.uk/talk_to_your_baby/resources.
- *Reading Tips for Parents* (May 2003), by the U.S. Department of Education, <http://www2.ed.gov/parents/read/resources/readingtips/readingtips.pdf>.

Math and Science

Early childhood educators know that a young child's natural interest and curiosity can be used as a basis for learning, understanding, and enhancing mathematics skill acquisition and concept development. Educators understand that science and math are all around and should be treated as an integral part of a curriculum. Researchers and early childhood educators are exploring how a child's reasoning capabilities in mathematics and science develop across the early childhood years and are examining how this knowledge can be translated into practice. They are also recognizing the importance of complementing child-initiated learning with high-quality, teacher-directed mathematics instruction in the early years.

The following online resources describe ways in which parents and early childhood educators can become more involved in the development of children's early math and science skills.

ONLINE RESOURCES

- *Helping Your Child Learn Mathematics* (revised 2005), <http://www2.ed.gov/parents/academic/help/math/math.pdf>. Available in Spanish at <http://www2.ed.gov/espanol/parents/academic/matematicas/matematicas.pdf>.
- *Thrive by Five: Teaching Your Preschooler About Spending and Saving* (2005), prepared by the Credit Union National Association, Inc., http://www.creditunion.coop/pre_k/.
- *Activities: Math in the Home* (2004), http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eeed/Domains%20of%20Child%20Development/Mathematics/edudev_art_00514_030907.html.
- *Help Your Child Learn Math: Introduction* (2004), http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/families/Everyday%20Parenting/Parents%20as%20Teachers/edudev_art_00413_061606.html.
- *Matemáticas para divertirs* (n.d.), http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/educacion/eeed/desarrollo-infantil/edudev_art_00420e_072806.html.

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

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

and child care providers may get their cues by paying attention to a child's physical and psychological development.

The American Academy of Pediatrics offers the following questions to help parents and child care providers determine whether a child is ready. Does the child:

- Stay dry during the day (or for at least 2 hours of the day) or after naps?
- Have regular or predictable bowel movements?
- Have postures, words, and facial expressions that indicate he will urinate or have a bowel movement?
- Follow simple instructions?
- Help to undress herself and walk to and from the bathroom?
- Tell you he wants to be changed and seem uncomfortable with a dirty diaper?
- Ask to use the potty chair, bathroom, and wear "grown-up" underwear?

The following online resources provide information for parents and providers about toilet training.

ONLINE RESOURCES

- *Potty Training: How to Get the Job Done* (November 2011), by the Mayo Clinic, <http://www.mayoclinic.com/print/potty-training/CC00060/Method=print>.
- *Toilet Teaching Your Child* (November 2011), reviewed by Larissa Hirsch for KidsHealth, http://kidshealth.org/parent/emotions/behavior/toilet_teaching.html.
- *Understanding Children: Toilet Training* (2007), by Lesia Oesterreich, Iowa State University, University Extension, <http://www.extension.iastate.edu/Publications/PM1529K.pdf>.

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

For children, entering child care or transitioning from home to child care, or child care to preschool or kindergarten means adapting to new people and different surroundings and learning a completely new set of rules and expectations.

The following online resources provide information to help families and early care educators better prepare children for transitions.

Online Resources

- Starting School (March 2011), *Facts for Families* No. 82, by the American Academy of Child & Adolescent Psychiatry, http://aacap.org/cs/root/facts_for_families/starting_school.
- Children Who Won't Go To School (Separation Anxiety) (Updated March 2011), *Facts for Families* No. 7, by the American Academy of Child & Adolescent Psychiatry, http://aacap.org/cs/root/facts_for_families/children_who_wont_go_to_school_separation_anxiety.
- *Preparing Children for Child Care* (Revised June 2009), by the University of Minnesota Extension Service, <http://www.extension.umn.edu/family/partnering-for-school-success/child-care-resources/preparing-children-for-child-care/>.
- *Parent Tips for Transition Planning* (2007), an ALLIANCE Action Sheet, <http://www.pacer.org/publications/pdfs/ALL14.pdf>.
- *Preschool Prep: Getting Ready for the Big Transition* (n.d.), by Zero to Three, http://main.zerotothree.org/site/PageServer?pagename=ter_key_childcare_transition&AddInterest=1153.

Promoting Cultural Diversity and Inclusion

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Promoting Cultural Diversity

Early childhood programs increasingly serve children and families from various cultural and ethnic backgrounds. In the United States, half of all young children are children of color; 25 percent are Hispanic or Latino, 14 percent are Black or African American and 8 percent are Asian, bi- or multiracial or Native American.[†] These children represent families with multiple sets of values, belief systems, and traditions. Early childhood providers can meet the unique needs of the families they serve by becoming culturally competent. According to the National Center for Cultural Competence, being culturally competent means:

- Adopting a congruent set of behaviors, attitudes, policies, structures, and practices that come together as a system and allow them to work effectively in cross-cultural situations;
- Identifying and understanding the diverse needs of individuals and families; and
- Designing and implementing services that are tailored to the unique needs of children and families in the communities they serve.

Whether in centers or homes, early childhood programs must also ensure that their practices and policies respect and preserve the culture, values, traditions, and home languages of children, families, and staff becoming linguistically competent:

- Hiring bilingual or bicultural or multilingual or multicultural staff as necessary;
- Offering materials in the home language;
- Using assistive technology devices and sign language interpretation services when needed; and
- Printing materials that are easy to read and in alternative formats.

The following online resources provide additional information about cultural diversity.

ADDITIONAL RESOURCES

- *Culture Card: A Guide to Build Cultural Awareness* (January 2009), by the Centers for Disease Control and Prevention, Indian Health Service, U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, <http://store.samhsa.gov/shin/content/SMA08-4354/SMA08-4354.pdf>.
- *Cultural and Linguistic Competence Self-Assessment Checklist for Early Head Start and Head Start Programs* (Revised 2009), by the National Center for Cultural Competence, <http://www.ecmhc.org/assessment/Staff%20Self%20Assessment.pdf>.
- *Promoting Cultural and Linguistic Competence: Self-Assessment Checklist for Personnel Providing Services and Support in Early Intervention and Early Childhood Settings* (Revised 2009) by the National Center for Cultural Competence, http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fnccc.georgetown.edu%2Fdocuments%2FChecklist%2520PHC.pdf&ei=ApchVKzPAC6LyASz6YCIBA&usq=AFQjCNFk3X1GqdpX4aCYaFJxSy2npD1B_g&sig2=8OKtBToxVRHTSxRsX8_r7Q&bvm=bv.75775273,d.aWw.
- *Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice* (2008), by Dana Williams, http://www.tolerance.org/sites/default/files/general/beyond_golden_rule.pdf.

[†] National Center for Children in Poverty (2010, August), *National Early Childhood Profiles*. Retrieved October 2010 http://www.nccp.org/profiles/US_profile_16.html.

- *Preparing Culturally Competent Early Childhood Teachers* (2007), a Frank Porter Graham (FPG) Snapshot, by FPG Child Development Institute, <http://projects.fpg.unc.edu/~images/pdfs/snapshots/snap37.pdf>.
- “Taking the Next Step: Preparing Teachers to Work with Culturally and Linguistically Diverse Children” (2005), by Cerulean Daniel and Susan Friedman, in *Beyond the Journal, Young Children* for the National Association for the Education of Young children, <http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf>.
- *Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness* (May 2004) by Katy Seitzinger Hepburn, prepared for The Annie E. Casey Foundation, <http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf>.

Inclusion of Children with Special Needs

Inclusion is defined as “...the full and active participation of children with disabilities or other special needs in community activities, services, and programs designed for typically developing children...”[‡] Inclusive environments give children with disabilities or other special needs the opportunity to interact with typically developing children, which can help them strive towards higher goals and/or levels of ability. Typically developing children also benefit from an inclusive environment because it teaches them about differences and about respecting and valuing others, regardless of their abilities.

The following strategies can help providers develop inclusive child care environments:

- Promote inclusive practices in the program handbooks, brochures, Web site, or any other program materials:
 - ◆ For example, a child care program can highlight their access to resources, such as specialists, and staffs’ ability to adapt activities and/or lesson plans in parent handbooks to help parents decide whether this program is a good fit for their children.
- Modify and adapt the environment to promote learning and participation from all children:
 - ◆ For example, a child care program can display pictures and books of children, including children with disabilities and other special needs, in general settings. Programs can also modify toys and use adaptive equipment to facilitate participation and promote independence.
- Collaborate with parents and other professionals to better serve children:
 - ◆ For example, a child care program can include parents and other family members in the planning of the care of children. Child care programs can also incorporate specialists’ suggestions into the lesson plans and/or activities to better support children.

The following online resources provide additional information about the inclusion of children with disabilities or other special needs.

ADDITIONAL RESOURCES

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

[‡] Department of Education (2009). *Inclusion Works! Creating Child Care Programs that Promote Belonging for 5*. CA: California Department of Education. <http://www.cainclusivechildcare.org/camap/pdfs/InclusionWorks/inclusionworks.pdf>.

- *Open Hearts, Open Doors: Providing Inclusive Child Care* (revised January 2007), by the Oregon Council on Developmental Disabilities, <http://ocdd.org/images/uploads/openHeartsBooklet.pdf>. Available in Spanish at http://ocdd.org/images/uploads/Spanish_version_7_1_09.pdf.
- *Understanding Inclusion and the Americans with Disabilities Act (ADA)* (2001), by the Florida Children's Forum, <http://www.centraldirectory.org/uploads/inclusion.pdf>

Health and Safety

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Where can I get information about childhood obesity?

Obesity is a serious health concern for children and adolescents. Obese children and adolescents are at higher risk for health problems during their youth and as adults. Prevention of obesity among children yields significant benefits in terms of preventing related health problems and reducing health care costs.

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

ORGANIZATIONS

Centers for Disease Control and Prevention (CDC)

Department of Health and Human Services

Toll free: 800-311-3435

Web site: <http://www.cdc.gov/>

Spanish Web site: <http://www.cdc.gov/spanish/>

CDC is recognized as the lead Federal agency for protecting the health and safety of Americans. It serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and education activities designed to improve the health of citizens.

Information about nutrition, physical activity, and obesity are available at

<http://www.cdc.gov/healthyyouth/npao/index.htm> and in Spanish at

<http://www.cdc.gov/spanish/especialesCDC/ObesidadNinos/>.

Food and Nutrition Service (FNS)

U.S. Department of Agriculture (USDA)

Phone: 703-305-2062

Web site: <http://www.fns.usda.gov/fns/>

Spanish Web site: <http://www.fns.usda.gov/es>

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

- **Eat Smart. Play Hard.®**, <http://teamnnutrition.usda.gov/Resources/eatsmartmaterials.html>
- **Team Nutrition**, <http://www.fns.usda.gov/tn/>

ONLINE RESOURCES

- Obesity (2012), in the *Daily Parent*, by Child Care Aware, http://childcareaware.org/sites/childcareaware.org/files/news_room/naccrra_in_the_news/2012/volume_76.pdf.

- Obesity in Children And Teens (March 2011), *Facts for Families* No. 79, by the American Academy of Child & Adolescent Psychiatry, http://aacap.org/cs/root/facts_for_families/obesity_in_children_and_teens.

What is SIDS? Where can I find information about SIDS and other sleep-related issues?

Sudden Infant Death Syndrome (SIDS) is the sudden death of an infant or child younger than one year of age. The death usually occurs while the infant or young child is sleeping and is only categorized as SIDS when no other explanation for the cause of death (such as, child born with medical conditions, congenital anomalies) is available.

The following organizations have information about SIDS and other sleep-related issues.

ORGANIZATIONS

Safe to Sleep Campaign

National Institute of Child Health and Human Development

Web site: <http://www.nichd.nih.gov/sids/>

The Safe to Sleep Campaign (formerly Back to Sleep) contains a wealth of information about safe sleep practices for infants. The following resources are available:

- *Safe Sleep for Your Baby: Reduce the Risk of Sudden Infant Death Syndrome (SIDS)* (November 2005), http://www.nichd.nih.gov/publications/pubs/Documents/SafeSleepForYourBaby_AIAN_2013.pdf. Available in Spanish at http://www.nichd.nih.gov/publications/pubs/Documents/SAD_Tarjeta_Espanol_2013.pdf.

First Candle/SIDS Alliance

Toll free: 800-221-7437

Web site: <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.

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

Web site: <http://www.mchlibrary.org/suid-sids/index.html>

The SUID/SIDS Gateway provides a wide variety of materials about SUID and SIDS. It also houses materials from the National Sudden Infant Death Syndrome Resource Center, (NSIDRC).

ONLINE RESOURCES

- *Sleep and Your Preschoolers* (September 2011), reviewed by Steven Dowshen, for KidsHealth, http://kidshealth.org/parent/growth/sleep/sleep_preschool.html. Available in Spanish at http://kidshealth.org/parent/en_espanol/crecimiento/sleep_preschool_esp.html.
- *Nightmares* (October 2010), reviewed by D'Arcy Lyness, for KidsHealth, http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&article_set=55435&cat_id=167&. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/nightmares_esp.html.
- *Night Terrors* (October 2010), reviewed by D'Arcy Lyness, for KidsHealth, <http://kidshealth.org/parent/growth/sleep/terrors.html>. Available in Spanish at http://kidshealth.org/parent/en_espanol/emociones/terrors_esp.html.

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

Where can I get information about pesticides?

Parents and child care providers may want to contact their State licensing agency to learn whether there are any regulations regarding the use of pesticides in child care programs. The NRC has State licensure regulation and contact information for all licensing agencies at <http://nrckids.org/STATES/states.htm>.

The following organizations and online resources provide information about pesticides.

ORGANIZATIONS

U.S. Environmental Protection Agency (EPA)

Web site: <http://www.epa.gov/>

Spanish Web site: <http://www.epa.gov/espanol/>

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

ONLINE RESOURCES

- *Play It Safe—Reduce Your Child's Chances of Pesticide Poisoning* (July 2007), by the Environmental Protection Agency, <http://www.epa.gov/oppfead1/Publications/playitsafe.pdf>.
- *Head Start Staff: What You Need to Know About Pesticide Poisoning* (n.d.), by the Environmental Protection Agency, <http://www.epa.gov/oppfead1/Publications/whatyouneed-hsstaff.pdf>.

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Learning Activities

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

ORGANIZATIONS

KidsHealth

Web site: <http://kidshealth.org/>

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

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

Phone: 202-638-1144

Web site: <http://www.zerotothree.org/>

Zero to Three provides information about games and playing with children. This resource is available at <http://www.zerotothree.org/child-development/play/>.

ONLINE RESOURCES

- *Helping Your Preschool Child* (Revised 2005), <http://www2.ed.gov/parents/earlychild/ready/preschool/preschool.pdf>. Available in Spanish at <http://www2.ed.gov/espanol/parents/academic/preescolar/preescolar.pdf>.

In addition, child care resource and referral (CCR&R) agencies may offer additional information about learning activities that parents and providers can incorporate into children's play time. Child Care Aware offers a Child Care Finder tool that provides contact information for all state and local CCR&R agencies at <http://childcareaware.org/parents-and-guardians/childcarefinder#section=searchbyzip>.

Teaching Materials

The following organizations provide information, tools, and teaching materials for child care providers and teachers.

ORGANIZATIONS

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

Toll free: 877-275-3227

Web site: <http://csefel.vanderbilt.edu/>

CSEFEL is a national center focused on strengthening the capacity of child care and Head Start to improve the social and emotional outcomes of young children. The following resources are available:

- *What Works Briefs*, http://csefel.vanderbilt.edu/resources/what_works.html
- *Practical Strategies*, <http://csefel.vanderbilt.edu/resources/strategies.html>
- *What Works: Training Kits*, http://csefel.vanderbilt.edu/resources/training_kits.html

¡Colorín colorado!

Web site: <http://www.colorincolorado.org/index.php?langswitch=en>

Spanish Web site: <http://www.colorincolorado.org/index.php?langswitch=es>

Colorín colorado is a Web-based, bilingual service that provides information, activities, and advice for educators of English language learners, librarians, school administrators, and families. Information for educators is available at <http://www.colorincolorado.org/educators/>. It is available in Spanish at <http://www.colorincolorado.org/educadores/>.

Get Ready to Read!

National Center for Learning Disabilities (NCLD)

Web site: <http://www.getreadytoread.org/>

Spanish Web site: <http://getreadytoread.org/spanish> (Resources also available in [Chinese](#), [Korean](#), and [Arabic](#).)

NCLD developed Get Ready to Read! to incorporate literacy screening tools and activities into early care and education programs. The following sections of the Get Ready to Read! Web site offer resources:

- The Screening Tool, <http://getreadytoread.org/screening-tools/grtr-screening-tool>. Available in Spanish at http://getreadytoread.org/screening/grtr_directions_spanish.php.
- Activities, <http://www.getreadytoread.org/skill-building-activities>.
- Early Learning and Childhood Basics, <http://www.getreadytoread.org/early-learning-childhood-basics>.

PBS Teachers

Public Broadcasting Service (PBS)

Web site: <http://www.pbs.org/teachers/>

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

- *A Place of Our Own*, <http://www.aplaceofourown.org>. Available in Spanish at <http://www.losninosenlacasa.org/>.
- *Between the Lions, Parents & Teachers*, <http://pbskids.org/lions/parentsteachers/>.
- *PBS Parents: Raising Readers*, <http://www.pbs.org/parents/education/read/>. Available in Spanish at <http://pbskids.org/island/?sp>.

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The Active Learning Series

Web site: <http://www.pearsonschool.com/index.cfm?locator=PSZu68&PMDbProgramId=1088>

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.

Association Montessori Internationale/USA (AMI)

Web site: <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. Multage groupings support social responsibility and interdependence.

Bank Street Developmental Interaction Approach

Web site: <http://bankstreet.edu/theory-practice/>

This program recognizes that, while development occurs on a continuum, it happens at different times for different children. Teachers rely on research and practice to choose topics and design experiences that will engage and challenge children.

The Creative Curriculum®

Teaching Strategies, Inc.

Web site: <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

Web site: <http://www.naeyc.org/DAP/>

DAP provides a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of individual children at every age while being sensitive to the needs and preferences of families. Knowledge about how children develop and learn is applied in program practices. The following document has information about developmentally appropriate practices.

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (2009), a position statement of NAEYC, <http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>.

High/Scope®

High/Scope Educational Research Foundation

Toll free: 800-587-5639

Web site: <http://www.highscope.org/>

The High/Scope educational approach is a set of guiding principles and practices that adults follow as they work with and care for infants and toddlers, preschoolers, and elementary and adolescent students.

The Program for Infant/Toddler Care (PITC) Curriculum

WestEd PITC

Phone: 415-289-2300

Web site: <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.

Project ApproachWeb site: <http://www.projectapproach.org/>

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

Reggio Emilia ApproachWeb site: <http://reggioalliance.org/>

This approach is based on years of experience in the Reggio Emilia Municipal Infant/Toddler and Preschool Centers in Italy. It places emphasis on children's symbolic languages in the context of a project-oriented curriculum.

Waldorf Schools

Association of Waldorf Schools of North America

Web site: <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.

Book Distribution List[Back](#)

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

Books for Babies

United for Libraries

Books for Babies

109 S. 13th Street, Ste. 117B

Philadelphia, PA, 19107

Toll free: 800-545-2433 x 2161

Web site:

http://www.ala.org/united/products_services/booksforbabies**Books for Kids Foundation**440 Park Avenue South, 4th Floor

New York, NY 10016

Phone: 212-760-BOOK (2665)

Email: info@booksforkids.orgWeb site: <http://www.booksforkidsfoundation.org/>

Dolly Parton's Imagination Library

Web site: <http://www.imaginationlibrary.com/>

Literacy Empowerment Foundation

1311 West Chester Pike

West Chester, PA 19382

Phone: 610-719-6448

Web site: <http://www.lefbooks.org/>

Page Ahead

1130 NW 85th Street

Seattle, WA 98117

Phone: 206-461-0123

Web site: <http://pageahead.org/>

Raising Readers

P.O. Box 17826

Portland, ME 04112

Toll free: 800-397-3263

Web site: <http://www.raisingreaders.net/>

The Lisa Libraries

77 Cornell Street, Suite 109

Kingston, NY 12401

Phone: 845-334-5559

Web site: <http://www.lisalibraries.org/frames.html>

Little Free Library

<http://littlefreelibrary.org/>

First Book

1319 F Street NW, Suite 1000

Washington, DC 20004-1155

Phone: 202-393-1222

Web site:

<http://www.firstbook.org/site/c.lwKYJ8NVJvF/b.674095/k.CC09/Home.htm>

National Book Fund

ProLiteracy

104 Marcellus Street

Syracuse, NY 13204

Toll free: 888-528-2224

Web site: <http://www.proliteracy.org/our-solutions/nbf>

Raising A Reader

Sobrato Center for Nonprofits—Redwood Shores

330 Twin Dolphin Drive, Ste. 147

Redwood City, CA 94065

Phone: 650-489-0550

Web site: <http://www.raisingareader.org/>

Reach Out and Read National Center

56 Roland Street, Suite 100D

Boston, MA 02129

Phone: 617-455-0600

Email: info@reachoutandread.org

Web site: <http://www.reachoutandread.org/>

Reading is Fundamental

1730 Rhode Island Ave., NW, 11th Floor

Washington, DC 20036

Phone: 202-536-3400

Toll free: 877-RIF-READ

Email: contactus@rif.org

Web site: <http://www.rif.org/>

Child Care State Systems Specialist Network, A Service of the Office of Child Care
9300 Lee Highway, Fairfax VA, 22031 | Phone: 877-296-2401 | Email: OCCTANetwork@icfi.com