

## Infant-Toddler Resources<sup>1</sup>

Evidence Sources	<p><b>Effects of Reading to Infants and Toddlers on Their Early Language Development</b>  <a href="http://earlyliteracylearning.org/cellreviews/cellreviews_v5_n4.pdf">http://earlyliteracylearning.org/cellreviews/cellreviews_v5_n4.pdf</a>  <i>This paper presents the findings of a meta-analysis of six intervention studies about the effects of reading to infants and toddlers. Findings suggested positive effects on children's language and favored earlier and longer interventions.</i></p> <p><b>Infant and Toddler Teacher and Caregiver Competencies, 2017 - 2021</b>  <a href="https://www.acf.hhs.gov/opre/research/project/infant-toddler-teacher-caregiver-competencies">https://www.acf.hhs.gov/opre/research/project/infant-toddler-teacher-caregiver-competencies</a>  <i>Visit this website to understand more about identifying the competencies (knowledge, skills, abilities, and other characteristics) essential to a given profession may help to provide a common language and lens for assessing job performance and provide a clear structure for professional growth and development.</i></p> <p><b>Racial Inequity in Policies Impacting Infants, Toddlers, and Families</b>  <a href="https://www.zerotothree.org/resources/2561-building-strong-foundations-racial-inequity-in-policies-that-impact-infants-toddlers-and-families">https://www.zerotothree.org/resources/2561-building-strong-foundations-racial-inequity-in-policies-that-impact-infants-toddlers-and-families</a>  <i>This 2019 paper from CLASP and ZERO TO THREE explores racial disparities, including the policies that drive them, among infants and toddlers and their families. It highlights key examples in recent history and their continued consequences for young children of color and their families. The paper concludes with recommendations to ensure new or reformed policies reduce racial disparities.</i></p> <p><b>Screen Sense: Setting the Record Straight—Research-Based Guidelines for Screen Use for Children Under 3</b>  <a href="https://www.zerotothree.org/resources/series/screen-sense-setting-the-record-straight">https://www.zerotothree.org/resources/series/screen-sense-setting-the-record-straight</a>  <i>This resource from ZERO TO THREE reviews what is known about the effect of screen media on young children's learning and development from birth to 3, and provides guidelines for screen use based on the evidence.</i></p> <p><b>A Window to the World: Early Language and Literacy Development (0-3)</b>  <a href="https://www.zerotothree.org/document/462">https://www.zerotothree.org/document/462</a>  <i>This policy brief offers recommendations for policy on supporting emergent language and literacy development as well as the research explaining the importance of early experiences, family involvement and early childhood professionals.</i></p> <p><b>The Youngest Americans: A Statistical Portrait of Infants and Toddlers in the US</b>  <a href="http://www.childtrends.org/wp-content/uploads/2013/11/MCCORMICK-FINAL.pdf">http://www.childtrends.org/wp-content/uploads/2013/11/MCCORMICK-FINAL.pdf</a>  <i>America's youngest children 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 development and expectations.</i></p> <p><b>ZERO TO THREE Critical Competencies for Infant-Toddler Educators™</b>  <a href="https://www.zerotothree.org/resources/345-zero-to-three-critical-competencies-for-infant-toddler-educators#downloads">https://www.zerotothree.org/resources/345-zero-to-three-critical-competencies-for-infant-toddler-educators#downloads</a>  <i>Infant-toddler educators have one of the most important jobs in the world, but they often lack the practical resources to support them. The ZERO TO THREE Critical Competencies for Infant-Toddler Educators™ competency model defines the specific knowledge and practices required for infant-toddler educators to be successful now, to support the future of our children.</i></p>
Print Sources	<p><b>Addressing Inequity with Anti-Bias Education: Learning About Economic Class and Fairness (3-6)</b>  <a href="https://www.naeyc.org/resources/pubs/tyc/feb2020/inequity-with-anti-bias-education">https://www.naeyc.org/resources/pubs/tyc/feb2020/inequity-with-anti-bias-education</a>  <i>Inequitable opportunities, privileges, and life experiences based on economic class deeply affect young children's lives. This article offers thoughtful strategies and activities for addressing economic class and fairness.</i></p> <p><b>Authentic Assessment in Infant-Toddler Care Settings</b>  <a href="http://muskie.usm.maine.edu/Publications/CYF/Authentic-Assessment-Child-Care.pdf">http://muskie.usm.maine.edu/Publications/CYF/Authentic-Assessment-Child-Care.pdf</a>  <i>This policy brief describes what authentic assessment is, the role observation plays in authentic assessment, how information from observations is used to develop curriculum, outcomes from authentic assessment, and the need to include authentic assessment training in professional development activities for early childhood practitioners who work with infants and toddlers.</i></p>

<sup>1</sup> This collection was compiled and annotated by [Camille Catlett](#). It is current as of March 2020. Highlighted resources are available in English and Spanish.

## Infant-Toddler Resources

### Print Sources

#### Babies Get Out: Outdoor Settings for Infant Toddler Play

[http://www.naturalplaygrounds.com/documents/NaturalPlaygroundsDotCom\\_Living\\_RealWorld.pdf](http://www.naturalplaygrounds.com/documents/NaturalPlaygroundsDotCom_Living_RealWorld.pdf)

*This classic 1991 article by Jim Greenman offers ideas for using outdoor places for children under two to play in.*

#### Building Relationships with Infants

[http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide\\_family\\_relationships-infants.pdf](http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_relationships-infants.pdf)

*This guide was developed to assist family members and caregivers in developing plans to support and build relationships with infants who are using challenging behavior. It uses daily routines to promote understanding of what infants may be communicating through the challenging behavior, provide strategies that can help an infant participate in a routine without having challenging behavior, and offer ideas on how to respond in ways to keep the behavior from happening.*

#### Cultural Influences on Early Language and Literacy Teaching Practices

[http://pottsfamilyfoundation.org/wp-content/uploads/2010/09/ZTT27-1\\_Parlakian1.pdf](http://pottsfamilyfoundation.org/wp-content/uploads/2010/09/ZTT27-1_Parlakian1.pdf)

*This article presents five knowledge bases about the influence of culture on teachers and how it impacts their teaching practices. It also offers suggestions on how teachers can create a more culturally sensitive learning environment for children from diverse backgrounds*

#### Diversity-Informed Tenets for Work with Infants, Children, and Families

<https://diversityinformedtenets.org/download-the-tenets/>

*The Tenets are a set of guiding principles that raise awareness about inequities and injustices embedded in our society. They can be used to reflect on personal, team or organizational values or applied to practices for supporting toddlers and families. The Tenets are available in English and Spanish.*

#### Dual Language Learners in Early Care and Education Settings

[http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual\\_Language\\_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf](http://www.kvccdocs.com/KVCC/2016-Spring/ECE133/Resources/Dual_Language_Learners%20in%20Early%20Care%20and%20Education%20Settings.pdf)

*This compact article offers practice tips for language development, language mixing, supporting home language, and developing relationships, expressed in terms of what families and professionals can do.*

#### Enhancing Practice with Infants and Toddlers from Diverse Language and Cultural Backgrounds

[https://www.njcite.org/wp-content/uploads/2012/12/Valeria\\_YC\\_Journal\\_article\\_2012.pdf](https://www.njcite.org/wp-content/uploads/2012/12/Valeria_YC_Journal_article_2012.pdf)

*The authors share a story about a young toddler, whose home language is Mandarin, starting at a child care center in New Jersey. Staff and leadership have worked to prepare for her transition into the child care center by adopting developmentally appropriate strategies to help support the toddler's home language, culture and transition into the new settings. The authors provide concrete strategies for leadership and infant/toddler teachers in order to foster an environment where home language and culture are integrated to help build relationships with young children and their families.*

#### How Early Intervention Changed My Son's Life

<https://tinyurl.com/vfwjyhb>

*This article highlights the experiences of one family with early intervention after their baby experienced a prenatal stroke.*

#### How Equitable Are Your Infant-Toddler Policies and Practices?

<https://www.clasp.org/sites/default/files/publications/2018/11/Building%20Strong%20Foundations%20Racial%20Equity%20Brief.pdf>

*This paper explores racial disparities, including the policies that drive them, among infants and toddlers and their families. It highlights key examples in recent history and their continued consequences for young children of color and their families. The paper concludes with recommendations to ensure new or reformed policies reduce racial disparities.*

#### How to Identify and Support Children Experiencing Stress

[http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress\\_Whitepaper.pdf](http://usa.childcareaware.org/wp-content/uploads/2017/01/ChildStress_Whitepaper.pdf)

*This January 2017 resource highlights ways in which infants and toddlers may show caregivers that they are experiencing stress. The publication also offers effective strategies to reduce children's stress levels.*

#### The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families

<http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>

*Prepared by the Early Childhood Technical Assistance Center, this document provides a brief explanation for the importance of early intervention in young children with disabilities and their families.*

## Infant-Toddler Resources

### Print Sources

**Infants and Toddlers Meet the Natural World** <http://www.naeyc.org/files/yc/file/200801/BTJNatureMcHenry.pdf>

*Through this article you'll learn about ways to help children observe, listen, feel, taste, and take apart while exploring everything in their environment. They describe how teachers can cultivate nature investigations with very young children by offering infants natural objects they can explore and investigate.*

**The Language of Babies, Toddlers, and Preschoolers: Connecting Research to Practice**

<https://www.theounce.org/wp-content/uploads/2017/03/LanguageofBabies.pdf>

*Published by Ounce of Prevention Fund, this short document summarizes the research on early language development and discusses how this can be translated into practice.*

**Looking At Art With Toddlers** [http://www.si.edu/content/seec/docs/article-](http://www.si.edu/content/seec/docs/article-artwithtoddlers.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

[artwithtoddlers.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](http://www.si.edu/content/seec/docs/article-artwithtoddlers.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)  
*At a very young age, children are capable of having an aesthetic experience, whether it be the mixing of different textured foods on the high chair table top or visually interacting with a mobile suspended over the crib. This article highlights opportunities for adults to interact with infants and toddlers to build aesthetic capabilities in developmentally appropriate ways.*

**More, All Gone, Empty, Full: Math Talk Every Day in Every Way**

<http://readyforlearning.net/sites/readyforlearning.drupal.ku.edu/files/docs/Greenberg2012.pdf>

*This article highlights how being aware of early mathematical concepts can help educators to be more thoughtful and intentional about using these concepts in everyday experiences and interactions with infants and toddlers.*

**More Than Baby Talk: 10 Ways to Promote the Language and Communication Skills of Infants and Toddlers**

[http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk\\_WEB\\_2015.pdf](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/BabyTalk_WEB_2015.pdf)

*This brief guide describes ten practices that early childhood teachers can use to foster language and communication skills among infants and toddlers. The guidelines are based upon the latest research findings on optimal adult-child interactions for promoting strong language and communication skills among young children.*

**Promoting Social-Emotional Development: Helping Infants Learn About Feelings**

<http://alabamapathways.org/wp-content/uploads/2014/09/Promoting-Social-Emotional-Development.pdf>

*This article from the July 2014 issue of Young Children offers evidence, insights, and resources.*

**Reflection: The First Step for Addressing Bias in Infant and Toddler Programs**

<https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling>

*Awareness of beliefs and biases is important for growing as intentional teachers; both our gut reactions and our carefully considered opinions influence our behaviors, so the more we reflect, the better prepared we will be to respond in supportive ways to situations that regularly present themselves in infant and toddler settings. This article shares information about anti-bias practices and offers insights on how to support each and every child and family.*

**Rocking and Rolling: Learning to Move**

<https://www.naeyc.org/resources/pubs/yc/nov2016/learning-to-move>

*This article highlights new discoveries about how and why infants and toddlers develop motor skills and offers ideas for how to support that development.*

**Social-Emotional Development in the First Three Years**

[https://www.rwjf.org/content/dam/farm/reports/issue\\_briefs/2018/rwjf444708](https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2018/rwjf444708)

*This April 2018 brief from Pennsylvania State University offers multiple strategies to improve care-giving and the social-emotional development of young children. Some examples of the strategies are 1) home visitation programs that offer support and information to parents just before the baby's birth; 2) skill training aimed to strengthen parental responsiveness to improve the child's sense of security and social-emotional skills; and 3) mental health consultation to support caregivers in early care.*

**Specific Strategies to Support Dual Language Learners When Adults Do Not Speak Their Language**

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not>

*While no educator can possibly speak all the languages children and families do, any educator can use effective practices to support children with home languages other than English. Each of these 2-4 page, formatted handouts offers evidence-based practices for supporting infants, toddlers, young children, and families.*

Infant-Toddler Resources	
Print Sources	<p><b>Supporting Outdoor Play and Exploration for Infants and Toddlers</b>  <a href="https://eclkc.ohs.acf.hhs.gov/learning-environments/supporting-outdoor-play-exploration-infants-toddlers/supporting-outdoor-play-exploration-infants-toddlers">https://eclkc.ohs.acf.hhs.gov/learning-environments/supporting-outdoor-play-exploration-infants-toddlers/supporting-outdoor-play-exploration-infants-toddlers</a>  <i>This technical assistance paper explores the benefits of outdoor time for infants and toddlers and provides suggestions for creating outdoor play spaces, safety considerations, and strategies and policies that support this important part of quality infant-toddler programming.</i></p> <p><b>Supporting the Scientific Thinking and Inquiry of Toddlers and Preschoolers Through Play</b>  <a href="https://scienceinprek.si.edu/sites/default/files/NAEYC%20Science%20Article%20%281%29.pdf">https://scienceinprek.si.edu/sites/default/files/NAEYC%20Science%20Article%20%281%29.pdf</a>  <i>This article offers ideas for how teachers can create opportunities for young children to expand their understandings of scientific concepts and science inquiry during play.</i></p> <p><b>What is Happening to Fine Motor Development?</b>  <a href="http://www.communityplaythings.com/resources/articles/2016/fine-motor-skills">http://www.communityplaythings.com/resources/articles/2016/fine-motor-skills</a>  <i>This article is a call to action for educators and parents to use time-tested play materials — blocks, play dough, stringing beads, and crayons — to prepare children for success in preschool and beyond.</i></p>
	<p><b>Baby Milestones: Motor Development</b> <a href="https://www.youtube.com/watch?v=G5wWVNYLBVk">https://www.youtube.com/watch?v=G5wWVNYLBVk</a>  <i>Pediatrician Lisa Shulman shows the motor milestones expected in typically developing babies, from head control to walking and what pediatricians look for during a well-baby visit. She also explains the specific types of motor control a baby must master before the next milestone can be achieved.</i></p> <p><b>BabyCenter (Videos on Pregnancy, Birth, Newborn, etc.)</b> <a href="http://www.babycenter.com/video">http://www.babycenter.com/video</a>  <i>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.'</i></p> <p><b>The Birth of a Word</b> <a href="http://www.ted.com/talks/deb_roy_the_birth_of_a_word">http://www.ted.com/talks/deb_roy_the_birth_of_a_word</a>  <i>MIT researcher Deb Roy wanted to understand how his infant son learned language — so he wired up his house with video cameras to catch every moment (with exceptions) of his son's life, then parsed 90,000 hours of home video to watch "gaa" slowly turn into "water." This TED Talk shares astonishing, data-rich research with deep implications for how we learn.</i></p> <p><b>Brain Development</b> <a href="http://main.zerotothree.org/site/PageServer?pagename=key_brain">http://main.zerotothree.org/site/PageServer?pagename=key_brain</a>  <i>This ZERO TO THREE site offers a variety of audiovisual resources on the topic of early brain development.</i></p> <p><b>Early Learning and the Brain</b> <a href="http://www.youtube.com/watch?v=yYyGyEX0CL0">http://www.youtube.com/watch?v=yYyGyEX0CL0</a>  <i>Presented by the University of Washington Institute for Learning and Brain Sciences, this short video clip presents research findings on language processing, cognitive development, and social understanding in infants and adults.</i></p> <p><b>Feeding Infants in Early Child Care Settings</b>  <a href="https://www.youtube.com/watch?v=aWMuxB3eAHw">https://www.youtube.com/watch?v=aWMuxB3eAHw</a> (infants)  <a href="https://www.youtube.com/watch?v=xD9eA3BS7Sk">https://www.youtube.com/watch?v=xD9eA3BS7Sk</a> (toddlers)  <i>This two-part module reflects content from the most recent version of Caring For Our Children. The slides and narrative focus on promoting breastfeeding, family style dining, and good nutrition for infants and toddlers in child care. Additional materials are available at <a href="http://www.adph.org/healthystart/index.asp?id=6504">http://www.adph.org/healthystart/index.asp?id=6504</a></i></p> <p><b>The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families (0-3)</b>  <a href="http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf">http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf</a>  <i>Prepared by the Early Childhood Technical Assistance Center, this document provides a brief explanation for the importance of early intervention for infants, toddlers, and their families.</i></p> <p><b>Infant Nutrition in the Child Care Setting</b> <a href="http://www.youtube.com/watch?v=55P4L3JlrJo">http://www.youtube.com/watch?v=55P4L3JlrJo</a>  <i>This video clip offers suggestions on infant nutrition in positive feeding environments in child care settings that align with that of the home environment and that are appropriate to their development.</i></p> <p><b>Infant-Toddler Development, Screening and Assessment</b>  <a href="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</a>  <i>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. Each section is accompanied by worksheets or activities.</i></p>

## Infant-Toddler Resources

### Audiovisual Sources

#### Intervention IDEAs for Children Impacted by Opioids

<https://www.osepideasthatwork.org/sites/default/files/IDEAsIssBrief-Opioids-508.pdf>

Every 25 minutes, an infant is born suffering from opioid withdrawal. This December 2016 topical brief discusses the environmental risk factors that contribute to the rising epidemic of opioid exposure to children. The brief also describes symptoms of exposure and provides an extensive list of interventions and resources.

#### Language for Learning: Infants and Toddlers [http://www.youtube.com/watch?v=97B\\_\\_Cwk7vY](http://www.youtube.com/watch?v=97B__Cwk7vY)

This video demonstrates the teacher's role in using language to support the young child's development.

#### Let's Talk About STEM Video Series <https://www.zerotothree.org/resources/series/let-s-talk-about-stem-video-series>

Young children begin to learn about early science, technology, engineering and math (STEM) through play and everyday routines, activities and interactions. These videos, illustrating the development of STEM skills in the first five years of life, are essential to understanding are available in new highlighting the development of STEM skills in the first 5 years of life. Each video is available in both English and Spanish. The URL for the Spanish version is <https://www.zerotothree.org/resources/series/hablemos-de-las-matematicas>

#### Liam's Story: A Mother's Voice <http://www.youtube.com/watch?v=sTcchBg8-Nk&feature=youtu.be>

In this short clip, Jamie describes the experiences of her son, Liam, who has muscular dystrophy, from receiving diagnosis to undergoing therapy with a supportive team, and using assistive technology to communicate with his world.

#### The Linguistic Genius of Babies [https://www.ted.com/talks/patricia\\_kuhl\\_the\\_linguistic\\_genius\\_of\\_babies](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies)

Dr. Patricia Kuhl's TED Talk highlights the many astonishing ways in which babies learn and use language.

#### Little Kids, Big Questions <http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/>

This series of 12 podcasts discusses 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.

#### Milestones Photo and Video Library <https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html>

(English) <https://www.cdc.gov/ncbddd/spanish/actearly/milestones/milestones-in-action.html> (Spanish)

This free library of photos and videos shows developmental milestones from birth through age five.

#### My Name is Jude <http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be>

This is a video a family created about their son, Jude and some of his experiences - both good and bad - over the last couple of years, including how several inclusive community programs, played an important role.

#### New Ways to Teach Children About Perseverance

<https://www.childtrends.org/videos/how-parents-can-teach-perseverance/>

One way to teach children perseverance: Let them see that it's okay to struggle. Developmental psychologists at MIT have found that babies who watched adults struggle to complete tasks were more likely to show perseverance when faced with a new task themselves later in life. Babies who watched researchers struggle to detach a toy from a carabiner or retrieve a toy from a container were more likely to keep pushing a button on a toy that didn't work during later stages of the experiment. Meanwhile, babies who watched researchers effortlessly complete tasks early on pushed the button less frequently. [Visit this site to read or watch a video about this topic in English or Spanish.](#)

#### Observation Practice Videos <https://www.desiredresults.us/practice-videos>

This collection of videos showing children doing a variety of things is divided by age (infants and toddlers, preschoolers).

#### Pyramid Model Practices: A Typical Day in a Toddler Classroom <https://vimeo.com/180297918>

This video highlights evidence-based teaching practices that support a toddler's social emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of the video so viewers can easily navigate to specific segments.

#### Serve and Return Interaction Shapes Brain Circuitry

[https://www.youtube.com/watch?v=m\\_5u8-QSh6A](https://www.youtube.com/watch?v=m_5u8-QSh6A)

One of the most essential experiences in shaping the architecture of the developing brain is "serve and return" interaction between children and significant adults in their lives. Young children naturally reach out for interaction through babbling, facial expressions, and gestures, and adults respond with the same kind of vocalizing and gesturing. This back-and-forth process is fundamental to the wiring of the brain and the development of communication, especially in the earliest years.



Infant-Toddler Resources	
Audiovisual Sources	<p><b>The Surprisingly Logical Minds of Babies</b>  <a href="http://www.ted.com/talks/laura_schulz_the_surprisingly_logical_minds_of_babies">http://www.ted.com/talks/laura_schulz_the_surprisingly_logical_minds_of_babies</a>  <i>How do babies learn so much from so little so quickly? In a fun, experiment-filled talk, cognitive scientist Laura Schulz shows how our young ones make decisions with a surprisingly strong sense of logic, well before they can talk.</i></p> <p><b>Talk With Me Baby Training Module</b> <a href="http://developingchild.harvard.edu/resources/training-module-talk-baby/">http://developingchild.harvard.edu/resources/training-module-talk-baby/</a>  <i>This eight-session course, which includes multimedia content from the Center on the Developing Child, is designed to empower and support families so that they can engage in meaningful conversations with their young children and advance their language and lifelong learning.</i></p> <p><b>What Do Babies Think?</b> <a href="http://www.ted.com/playlists/289/the_genius_of_babies?utm_source=facebook.com&amp;utm_medium=social&amp;utm_campaign=tedsread">http://www.ted.com/playlists/289/the_genius_of_babies?utm_source=facebook.com&amp;utm_medium=social&amp;utm_campaign=tedsread</a>  <i>"Babies and young children are like the R&amp;D division of the human species," says psychologist Alison Gopnik. Her research explores the sophisticated intelligence-gathering and decision-making that babies are really doing when they play.</i></p> <p><b>A Window to the World: Promoting Early Language and Literacy Development</b>  <a href="https://www.youtube.com/watch?v=zvCzM7SHdsw">https://www.youtube.com/watch?v=zvCzM7SHdsw</a>  <i>This Zero to Three video highlights the evidence-based practices that support early language and literacy development, including positive relationships.</i></p>
	<p><b>Beyond the Word Gap: Multimedia Resources and Tools</b>  <a href="https://www.zerotothree.org/resources/series/beyond-the-word-gap">https://www.zerotothree.org/resources/series/beyond-the-word-gap</a>  <i>The "Word Gap" has come to symbolize the gulf that can separate very young children who have rich opportunities for positive early learning experiences from those who do not. ZERO TO THREE has compiled this set of resources to help families, professionals, and policymakers understand the importance of supporting early language and literacy and how best to do so.</i></p> <p><b>Birth to 5: Watch Me Thrive!</b> <a href="https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive">https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive</a>  <i>This initiative is a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening for children, and support for the families and providers who care for them. The website consolidates free, publicly available materials from a wide array of Federal agencies and non-Federal partners, while offering new resources appropriate for use with children under the age of 5 across a wide range of settings.</i></p> <p><b>Birth to Three Screening and Assessment Resource Guide</b> <a href="https://www.unf.edu/uploadedFiles/aa/fie/resource.pdf">https://www.unf.edu/uploadedFiles/aa/fie/resource.pdf</a>  <i>In the world of assessment, there are hundreds of instruments to choose from. Knowing how to choose the instrument(s) that will best fit the needs of program staff, families, and children is critically important. For the purposes of this Resource Guide, only those instruments that have been specifically designed for use with infants and toddlers were identified. In addition, the most common and widely used developmental screening and child assessment instruments were included. Seventeen instruments comprise the examples, including 2 screeners, 9 child assessment instruments, and 6 multiple-function instruments.</i></p> <p><b>Brain Development</b> <a href="http://main.zerotothree.org/site/PageServer?pagename=key_brain">http://main.zerotothree.org/site/PageServer?pagename=key_brain</a>  <i>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.</i></p> <p><b>Child Development</b> <a href="http://www.pbs.org/parents/child-development/">http://www.pbs.org/parents/child-development/</a>  <i>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.</i></p> <p><b>CSEFEL Infant/Toddler Training Modules</b> <a href="http://csefel.vanderbilt.edu/resources/training_infant.html">http://csefel.vanderbilt.edu/resources/training_infant.html</a>  <i>These modules focus on promoting the social and emotional competence of very young children. Topics include understanding social-emotional development, understanding behavior, building and sustaining relationships, and supporting social-emotional development. Materials include PowerPoints, handouts, video clips, and a trainer's guide.</i></p> <p><b>Developing Social-Emotional Skills</b>  <a href="http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html">http://www.zerotothree.org/child-development/social-emotional-development/social-emotional-development.html</a>  <i>This webpage contains handouts on the social-emotional development of children in three age ranges – birth to 12 months, 12 to 24 months, and 24 to 36 months. Each handout outlines things that can help a child develop their social-emotional skills.</i></p>
Online Sources	

## Infant-Toddler Resources

### Online Sources

#### **Early Intervention Services in Natural Environments** <http://ectacenter.org/topics/eiservices/eiservices.asp>

*This page contains links to documents outlining key principles and practices when providing high quality EI services in natural environments. Other resources include approaches for service delivery, position statements, a list of state resources, laws on natural environment, and APR regarding services in natural environments.*

#### **Family Interaction Training (FIT) Program** <https://www.aucd.org/template/page.cfm?id=1023>

*Family Interaction Training (FIT) is a behavioral training program designed to help parents of young children with disruptive behavior. FIT materials were developed for use by professionals who work with young children but who are not mental health experts, to help parents learn evidence-based parenting strategies to prevent or reduce challenging behaviors. With the need to help families and communities being so great, we are making these evaluated FIT materials available now to professionals who work with parents of young children, while work continues to refine the content and develop more tools.*

#### **How Equitable Are Your Infant-Toddler Policies and Practices?**

<https://www.clasp.org/sites/default/files/publications/2018/11/Building%20Strong%20Foundations%20Racial%20Equity%20Brief.pdf>

*This paper explores racial disparities, including the policies that drive them, among infants and toddlers and their families. It highlights key examples in recent history and their continued consequences for young children of color and their families. The paper concludes with recommendations to ensure new or reformed policies reduce racial disparities.*

#### **IFSP Process: Planning and Implementing Family-Centered Services in Natural Environments**

<http://ectacenter.org/topics/ifsp/ifspprocess.asp>

*This site gives an overview of the IFSP process and contains links to various resources about developing quality IFSPs.*

#### **The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families**

<http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>

*This 2-sided handout clearly delineates, and backs up with references, the importance of early intervention.*

#### **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. A PDF version of the brief is included.*

#### **Infant and Toddler Development, Screening, and Assessment Module**

<https://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment#downloads>

*This online module provides child care consultants with information about screening and assessment of infants and toddlers. Content and activities address development, family engagement, observation/screening/ongoing assessment, and red f*

[https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/resources/Infants%20and%20Toddlers%20Young%20Scientists%20Exploring%20the%20World%20Around%20Them\\_0.pdf](https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/resources/Infants%20and%20Toddlers%20Young%20Scientists%20Exploring%20the%20World%20Around%20Them_0.pdf)

*This compilation features research and evidence sources to support both why and how we should promote opportunities for infants and toddlers to be scientists in their cribs.*

#### **Infant/Toddler Curriculum Series** <https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/infanttoddler-curriculum-series>

*These resources focus on implementing curriculum in a responsive infant or toddler learning environment.*

#### **Infant-Toddler Temperament Tool** <http://ecmhc.org/temperament/>

*The Infant Toddler Temperament Tool includes a short online survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. The IT<sup>3</sup> generates results which support family members and caregivers in understanding how adult and child similarities and differences in temperament traits may affect "goodness of fit." The IT<sup>3</sup> also offers practice tips.*

#### **Learn the Signs. Act Early** <http://www.cdc.gov/ncbddd/actearly/>

*This website from the Centers for Disease Control offers a variety of resources on development.*

- Developmental Checklists - <https://www.cdc.gov/ncbddd/actearly/freematerials.html> (in multiple languages)
- Free Tools and Materials - <https://www.cdc.gov/ncbddd/actearly/freematerials.html>
- Milestone Tracker App – Learn how to access and use a free app to track milestones in how a child plays, learns, speaks, acts and moves. The site also has guidance on how to act on concerns.  
<https://www.cdc.gov/ncbddd/actearly/milestones-app.html>

## Infant-Toddler Resources

### **Milestones: Understanding Your Child's Social and Emotional Development from**

<https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-milestones.pdf> (English)

<https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/hhs-sed-comprender-el-desarrollo-social-y-emocional-de-su-nino-espanol.pdf> (Spanish)

*This formatted handout provides an overview of social-emotional development milestones for young children.*

**Newborn Screening** <http://www.amchp.org/programsandtopics/CHILD-HEALTH/projects/newborn-screening/Pages/default.aspx>

*This website highlights projects, resources, and partners related to state newborn screening programs.*

### **Recognizing and Addressing Trauma in Infants, Young Children, and their Families**

<https://www.ecmhc.org/tutorials/trauma/index.html>

*The purpose and overall goal of this tutorial is to help professionals who work with young children to understand what is meant by trauma, recognize the developmental context of trauma in early childhood, and extend their own knowledge for intervention through consultation. The tutorial is designed to take 30-40 minutes and includes all audiovisual materials and handouts, as well as additional resources.*

### **Safe-Sleeping Guide for Parents and Childcare Providers** <https://www.tuck.com/safe-sleeping/>

*Creating a safe infant sleep environment is important for promoting healthy infant development, reducing the risk of Sudden Infant Death Syndrome (SIDS), and ensuring quality sleep for both family members and the infant. This July 2017 resource provides an overview of SIDS, reviews the greatest risk factors, and shares guidelines on creating a safe room-sharing or co-sleeping environment that best protects against SIDS.*

### **Social and Emotional Development Resources**

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development>

*This website offers teaching practices, ideas for individualizing, videos and more in four areas of this topic: relationships with adults, relationships with other children, emotional functioning, and sense of identity and belonging. Specific strategies are offered for infants/toddlers and for preschoolers under each heading.*

### **Tackling the “Vocabulary Gap” Between Rich and Poor Children**

<https://www.psychologytoday.com/blog/the-athletes-way/201402/tackling-the-vocabulary-gap-between-rich-and-poor-children>

*This blog reveals new research about how early the vocabulary gaps between rich and poor children appear and why.*

**Tips on Playing With Babies and Toddlers** <https://www.zerotothree.org/resources/1081-tips-on-playing-with-babies-and-toddlers> Access this resource from the ZERO TO THREE website to get tips on supporting learning and exploration through play. Suggestions for supporting infants and toddlers of diverse abilities are included.

### **Using Signs to Facilitate Vocabulary in Children With Language Delays**

[http://journals.lww.com/ijcjournal/Fulltext/2015/01000/Using\\_Signs\\_to\\_Facilitate\\_Vocabulary\\_in\\_Children.3.aspx](http://journals.lww.com/ijcjournal/Fulltext/2015/01000/Using_Signs_to_Facilitate_Vocabulary_in_Children.3.aspx)

*This article explores recommended practices in choosing and using key word signs with hearing children with language delays. Practical recommendations for choosing first word–sign pairs are provided. NOTE: Click on Article as PDF to access.*

### **ZERO TO THREE (ZTT)**

<https://www.zerotothree.org/resources?q=play>

*This section of the ZTT website features free resources on play for infants and toddlers. Resources are also available in Spanish at <https://www.zerotothree.org/espanol/play>*

### **ZERO TO THREE Behavior and 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.*

### **ZERO to THREE Military Family Projects** <http://www.zerotothree.org/about-us/funded-projects/military-families/>

*This resource can help programs and military families care for very young children.*