

New CCR&R Resources for Families/Providers



Gardening with Children

Spring is the time most people think of planting a garden, but you live in Florida where gardening can take place all year long. Child care providers and families who encourage children to garden or grow plants inside or outside are providing opportunities for children to learn skills essential for school readiness and life.

[Kids Gardening](#) is an excellent website for families, teachers and child care providers to find appropriate basic information on a variety of gardening topics as well as [gardening activities](#) for children. There are recommendations for the types of plants to plant in [preschool gardens](#). You can subscribe to [KidsGarden News](#) to receive a monthly newsletter.

4 things **providers** can do with these resources:

1. Start a school/class garden and have the children assist in selecting seeds to plant, planting the seeds and taking care of the garden.
2. Let each child plant a seed or seedling for an indoor or window garden. Have the children check on the seed/plant each day and water it or move it to get more sun or shade as needed.
3. Build a terrarium with your class. Let each child add a plant, pebble or other object to the terrarium. Ask the children to observe the terrarium weekly and look for changes. Talk to the children about the water cycle and the source of water that help the plants live and grow.
4. Invite families to help plant a class or school garden. Teach the families how to select plants for the garden, prepare the soil, plant the seeds or seedlings, and how to care for the garden. Encourage families to plant a family garden at home.

4 things **families** can do with these resources:

1. Plant a garden for their family and have the children help with planting and caring for the garden.
2. As a family, plant seeds that will grow indoors in pots or containers. Give your child/children daily and weekly tasks such as watering and feeding a specific plant.
3. Read books to your child/children about different types of plants, especially the kind of plants your family is growing.
4. Help your child/children measure the plants to see how much the plants grow monthly or weekly. Make a chart with your child/children to show the growth.

New CCR&R Resources for Families/Providers



Baby Talk: Resources to Support People Who Work With Infants and Toddlers

Milestones in Action Photo and Video Library

The "Learn the Signs. Act Early" project has developed a free library of photos and videos demonstrating developmental milestones from 2 months to 5 years of age. The [Milestones in Action](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html) library (<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html>) was created to help family members, early care and education providers, and healthcare providers identify developmental milestones in very young children and recognize any areas of concern. No permissions are needed to use the photos and images in this library for educational or awareness-building purposes.

4 things **providers** can do with this resource:

1. Focus on a different age each week and highlight the videos and pictures with the milestones descriptions on social media or in newsletters.
2. Place the links to the photos and videos on their websites.
3. Make a toolkit of resources for the different ages to give to parents and include the video links and photos.
4. On each child's birthday, give the family a folder of information on upcoming milestones and activities to do with their child at home. Include the milestone resources, appropriate apps or websites that families may find useful for their child as well as information on the Vroom app and how to use it to support their child's brain development.

4 things **families** can do with this resource:

1. Check out the materials on the [website](#) and use the [Milestones Checklist](#) to track their child's development.
2. Learn [Positive Parenting Tips](#) and child safety and health tips that are age-appropriate for their child.
3. Learn how to talk with their child's doctor if they are [concerned about his progress](#) in meeting the milestones.
4. Check out the resources on the link to [Birth to 5: watch Me Thrive - Families](#).

New CCR&R Resources for Families/Providers



U.S. Department of Health and Human Services (eagle) logo, Administration for Children and Families logo and Early Childhood Development logo. Below logos are nine photos of children.

Promoting Social and Emotional Development: Four New Resources for Communities and Families with Young Children

By Kara Dukakis, Libby Doggett, and Shantel E. Meek

All children are born with the need and desire to connect with those around them. Neuroscience tells us that brain development unfolds rapidly in the first three years of life, and that social and emotional development begins in the earliest days of life. When children feel secure in their relationships and have their needs met in responsive and consistent ways, they begin forming a strong social and emotional foundation. They begin to learn to pay attention, regulate their emotions and behavior, express feelings, and overcome challenges successfully. All of these skills contribute to healthy social and emotional development.

The way in which children experience and manage their feelings and emotions depends a great deal on the relationship with their primary caregiver(s) and other important adults in their lives. The environments where children spend their time – whether at home or in an early learning setting – also affect children’s social and emotional development. Social and emotional development involves several inter-related areas, including social interaction, emotional awareness, and self-regulation.[\[1\]](#)

Social and emotional and cognitive development are interwoven from birth and unfold together. Unsurprisingly, social and emotional development is also closely intertwined with academic success. Learning—especially in the earliest years of life— is inherently a social process. Children learn *through* and *with* the adults in their lives. A large body of research shows that children with a strong social and emotional foundation demonstrate stronger academic achievement and are more likely to graduate high school, go to college, and fare better on overall wellness and other positive long-term outcomes.[\[2\]](#) Positive social and emotional development carries important benefits for all children, including young children with developmental delays or disabilities.



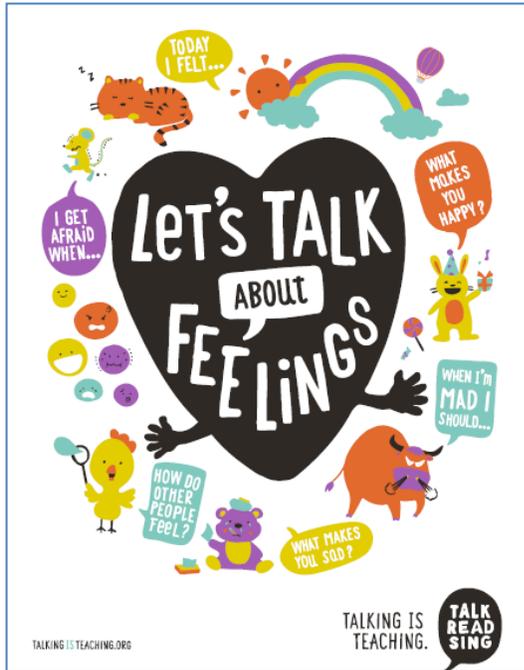
Many parents and caregivers, as well as teachers and early learning providers, are eager for information and resources on how to connect with babies and toddlers, manage young children’s behavior,[\[3\]](#) and help children develop relationships, regulate their behavior and emotions, and

New CCR&R Resources for Families/Providers

talk about their feelings. When the adults in children’s lives have appropriate expectations of children’s development at different ages, they have greater success – and much less frustration – with young children.

Building on prior successful partnerships to promote [early brain and language development](#) and [early STEM education](#), the U.S. Departments of Health and Human Services and Education are joining with *Too Small to Fail* to release a Fostering Healthy Social and Emotional Development

in Young Children Toolkit on social and emotional development. All of the resources feature examples of simple actions to take, some of which caregivers might be doing already, such as maintaining consistent routines for young children.



This set of resources on healthy social and emotional development includes

- **Tips for Families**
English (PDF, 220KB)
- **Tips for Early Childhood Teachers and Providers**
English (PDF, 293KB)
- **Milestones: Understanding Your Child's Social and Emotional Development from Birth to Age 5**
English (PDF, 214KB)
- **Social and Emotional Development Research Background**
English (PDF, 156KB)
- **Poster: Let's Talk about Feelings**
English (PDF, 1.4MB)

Every day, families and educators have opportunities to nurture children’s social and emotional development through everyday interactions and easy-to-implement activities, such as those provided in the Toolkit. If we all provide supports for our children early in life, they will have the foundation needed to benefit for a lifetime.

Kara Dukakis is Director of Too Small to Fail, a joint initiative of the Clinton Foundation and The Opportunity Institute.

Libby Doggett is Deputy Assistant Secretary for Policy and Early Learning, Office of Elementary and Secondary Education at the U.S. Department of Education.

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All materials will be posted on the ECD website when they are 508 compliant. Please see additional resources at <https://www.acf.hhs.gov/ecd>.

New CCR&R Resources for Families/Providers

4 things **providers** can do with this resource:

1. Display the [poster where families can see it.
2. Explain the tip sheets to parents during conferences.
3. Use the tip sheets during orientation for parents.
4. Give each family a milestones chart for their child.

4 things families can do with these resources:

1. Use the milestones chart to compare their children’s social-emotional development to age expectations.
2. Find ways to create a predictable, nurturing environment for their children.
3. Learn ways to help their children recognize and talk about emotions.
4. Use the tips sheets to help their children learn STEM words and increase their vocabularies.

Resources Especially for Child Care Providers and Preschools

<http://www.parentcenterhub.org/repository/childcare/>



Resource from NICHCY

It’s a wonderful thing, to care for children, help them grow and change and learn, and keep them safe on their way. For those of you who help families and children every day by providing child care to the young ones or working in preschools, the rest of us say ***a profound “thank you.”*** ***What a job you do!*** And with our finest treasures, too—our children.

New CCR&R Resources for Families/Providers

Quick-Jump Links

- About developmental delays and disabilities
- Legal issues and questions
- Approaching families
- Working with diverse families
- Helping children transition to next settings

4 things **providers** can do with this resource:

1. Refer families to the resources for answers to legal questions
2. Use the *Child Transition Profile* when a child with special needs moves to another classroom or to a new school or provider.
3. Use the sample transition plan to design a plan for their center or school.
4. Find materials for diverse families that enable them to better understand disabilities and the support needed for children with special needs/unique abilities.

4 things **families** can do with these resources:

1. The Birth to Six Prescreen chart for Vision, Hearing and Development will help parents recognize a child's possible problem areas in vision, hearing and development.
2. View video, *Foundations of Inclusion Birth to Five*, to get an overview of inclusion legal and policy foundations and inclusion research and the features of inclusion in early childhood.
3. Find resources about kinship care, adoption and foster care.
4. Learn how to get help with child support.

