

RAISING YOUNG CHILDREN IN A NEW COUNTRY:

Supporting Early Learning and Healthy Development



Bridging Refugee Youth & Children's Services



THE NATIONAL CENTER ON
Cultural and Linguistic
Responsiveness



This handbook, *Raising Young Children in a New Country: Supporting Early Learning and Healthy Development*, is an adaptation of the original handbook, *Raising Children in a New Country: An Illustrated Handbook*, and focuses on refugee families parenting children from the prenatal period through age 5. It provides families with information about: healthy development; early learning and school readiness; and family engagement in early care. This handbook brings together the dual expertise of the Refugee Resettlement and the early childhood Head Start/Early Head Start communities, and it is intended as a resource for all those serving refugee families. This handbook is part of a larger Refugee Resettlement-Head Start *Collaboration Toolkit* developed to promote partnerships between Refugee Resettlement and Head Start programs. This innovative and valuable joint effort represents the collaboration between the Office of Refugee Resettlement (ORR) and the Office of Head Start (OHS); the federal funders for Bridging Refugee Youth and Children's Services (BRYCS), and the National Center on Cultural and Linguistic Responsiveness (NCCLR).

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The statements, opinions, and ideas expressed within this handbook are the sole responsibility of the authors and do not imply an opinion on the part of the Office of Head Start or the Office of Refugee Resettlement.

Bridging Refugee Youth and Children's Services (BRYCS), a project of Migration and Refugee Services, United States Conference of Catholic Bishops (MRS/USCCB), provides national technical assistance to "bridge the gap" between mainstream organizations and refugee and immigrant communities, particularly in the areas of early childhood education and schools, and child welfare and youth programs. BRYCS strengthens the capacity of service organizations across the United States to ensure the successful development of refugee and newcomer children, youth, and families through training, consultation, resource development, and a Web-based clearinghouse. BRYCS' technical assistance and publications, including this handbook, are guided by the following principles:

- 1) For refugee and immigrant children and youth, it is important to help them nurture a strong and positive connection to their ethnic heritage, to maintain their home language, and to develop a positive bicultural identity as Americans. This helps to keep families strong and thereby provides the support that children need to succeed in this country.
- 2) For service providers, it is important to use family- and community-centered, strengths-based approaches with refugees and immigrants. This helps to maximize family and community input and build upon cultural assets in order to successfully engage and serve newcomer families.

- 3) For communities, it is important to encourage creative collaboration among service providers. This helps mainstream service providers develop linguistically and culturally appropriate services, while helping refugee resettlement agencies access a broad range of services for children, youth, and families that support their healthy development and long-term integration.
- 4) For early care and education providers, it is important to provide culturally- and linguistically-appropriate supports and services aimed at strengthening families and their ability to readily access early care and education services. This helps families to identify and participate in quality early care services that best fit the family's need for childcare and other services while supporting their children's early learning and healthy development.

Please visit www.brycs.org for more information. BRYCS is supported by the Office of Refugee Resettlement (ORR), Administration for Children and Families, Department of Health and Human Services, Grant No. 90RB0032. ORR supported the production of the original version of this handbook for refugees, titled *Raising Children in a New Country: An Illustrated Handbook* (2007).

The Office of Head Start National Center on Cultural and Linguistic Responsiveness (NCCLR) is part of the training and technical assistance system in the Office of Head Start. The NCCLR provides the Head Start community with research-based information and culturally responsive practices and strategies to ensure optimal social and academic progress for culturally and linguistically diverse children, from birth to age 5, and their families. There are seven key messages that guide NCCLR's work:

- 1) Culture is a complex, dynamic process that changes over time and is taught through everyday child-rearing practice and adult-child interactions by families and caregivers/practitioners,
- 2) Family culture(s) and home language(s) are the foundation for their children's success in school and life,
- 3) Young children are capable of mastering multiple languages and cultures,
- 4) Children who function in multiple cultures and speak more than one language benefit cognitively and socially, and are an asset to a multicultural society,

- 5) High quality, additive early learning environments and experiences support children to develop multiple languages and to function in more than one culture,
- 6) When EHS/HS programs and partners collaborate with families and communities to provide systematic, responsive, high-quality learning environments and experiences, children succeed in school, and
- 7) Ongoing review of culturally and linguistically responsive practices by EHS/HS assures relevant and meaningful programs for children and families.

Please visit <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center> for more information. NCCLR is supported by the Office of Head Start (OHS), Administration for Children and Families, Department of Health and Human Services, Grant No. 90HC0001.

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Introduction

Refugee and immigrant families come to the United States with a wealth of parenting strengths, drawing on culture, tradition, and family experience. Like most parents in the US they tend to be responsible and nurturing, and have often sacrificed tremendously to provide their children with an opportunity for safety and success in this new country. At the same time, newcomer parents have experienced incredible loss, including the loss of extended family members, community, and homeland, and they must adapt to new traditions and lifestyles that are often at odds with their own beliefs and practices. Refugee and immigrant families also must overcome cultural, language, and practical barriers to access the community services they need, while these services must also learn about the newcomer families in their communities and how best to serve them.

There are extraordinary benefits for refugee families when community agencies and Head Start programs work together.

Benefits include:

- access to center-based early childhood development services which enable refugee parents to go to work more quickly after arrival in the US;

- comprehensive assessments and services for the whole family in the areas of education, nutrition, health, and mental health; and
- family engagement opportunities which support families to be involved in their children's learning as well as help them to pursue their educational and financial goals.

Virtually all refugee parents with children up to 5 years of age will meet the income-based eligibility requirements for Head Start services when they first arrive in the US. Since Head Start programs emphasize responsiveness to the growing culturally and linguistically diverse communities in this country, the benefits of a partnership between Early Head Start/Head Start and refugee resettlement agencies are clear.

This handbook was created for Early Head Start/Head Start programs, Refugee Resettlement and other community agencies serving refugees and immigrants in order to ensure that newcomer parents have the basic information they need concerning raising children birth through age 5 in this country. Although newcomers may find the handbook useful by itself, it is primarily intended for community service provider staff to use together with their refugee and immigrant clients. The handbook is targeted to newcomer parents with low levels of English proficiency and/or low literacy levels. Since the often complex concepts illustrated

here are necessarily simplified, the resource section (pages 31-39) provides easy-to-access information for service providers to supplement the basic points in this handbook. In addition, users will find complementary “Tip Sheets” that are part of the *Collaboration Toolkit* produced by BRYCS and the NCCLR.

For best results, we recommend using this handbook in culturally and linguistically appropriate parent activities or events, preferably run by staff in collaboration with an experienced newcomer parent and US-born parent of the same ethnicity. Such activities can provide refugee and immigrant parents with opportunities to ask questions, try out new behaviors, and find positive support to help ease their transition to a new country (see the BRYCS publication *Parenting in a New Country: A Toolkit for Working with Newcomer Parents*, http://www.brycs.org/documents/raisingchildreninnewcountry_web.pdf for more information on parent support groups, including curricula and other resources).

This illustrated handbook emphasizes the following six themes:

- 1) **Family Well-Being:** Parents are responsible for their child's well-being. This includes a variety of activities devoted to health maintenance, such as healthy lifestyles, diet management, hygiene, and oral health.
- 2) **Safety and Protection:** Parents are responsible for supervising their own children in the US, both inside and outside the home, and for keeping them safe from harm before birth and throughout childhood.
- 3) **Guidance and Discipline:** Discipline methods vary by culture. Common early childhood methods in the US include positive reinforcement, redirecting behavior (directing choices), and establishing age-appropriate rules and consequences. It is important to know what is acceptable in the US and what is not so that newcomer families can adapt methods that work for their families. Discipline is most effective when applied consistently and when desired behavior is modeled by parents.
- 4) **Healthy Brain Development:** A critical period for brain development occurs from birth to age 5. Parents play an important role in providing young children with nurturing and stimulating experiences such as positive interactions, talking, playing simple games, reading, playing outdoors, and using routine activities as learning opportunities. These early experiences profoundly influence how children's brains will develop and how they will interact with the world throughout their lives.

Introduction

- 5) Early Learning and School Readiness:** Learning begins at birth, and the first 5 years are vitally important to children's future success in school. Parents are children's first and most important teachers and can help children develop a lifelong love of learning by spending unhurried time talking and playing by exploring and discovering new things together. Using everyday routines such as bed, bath, meal times and trips to the grocery store can be used as opportunities for learning and communicating family language, values, and beliefs.
- 6) Connecting to Early Care and Education:** An emphasis on parent involvement with child care and early education providers may be new for some refugee and immigrant parents. Education is viewed as primarily the teachers' responsibility in many countries. In the US, child care and early childhood education settings often encourage parents to be actively involved in their child's development and education as well as within the program. This includes attending meetings, parent-teacher conferences, volunteering at the center, and engaging in home learning and other activities.

This illustrated handbook is a work in progress. We received input from Refugee Resettlement providers, refugee leadership, Early Head Start/Head Start providers, early childhood learning and development experts, and refugee and immigrant families themselves throughout its development (see Acknowledgements). Our goal is to continue to improve the handbook so that it remains current and useful for agencies and the newcomers they serve. We look forward to continuing to receive feedback as the handbook is used and tested in the field. Please send all suggestions for future editions to info@brycs.org or ncclr@bankstreet.edu.

Family Well-Being.

Healthy living choices—including meals, caring for your body, hygiene, caring for teeth, and getting enough sleep—help make families strong and support children's growth and learning.

Prenatal Care

To help mother and baby stay healthy, pregnant women should:

- Visit a doctor on a monthly schedule.
- Talk to the doctor about pregnancy and the baby's growth.
- Talk to the doctor about preparing for the baby.
- Eat healthy foods and take special vitamins for pregnant women.
- Exercise.



Family Well-Being



Health

Doctors and nurses can help children when they are sick. Children should also have regular check-ups so that the doctor can check their growth and give immunization shots.

- **Babies** should visit the doctor for “well-child visits” every few months.
- **Children 2 years and older** should visit the doctor at least once a year.

During the visit, doctors may:

- Give your child a shot to prevent diseases, like the flu or measles.
- Test how well your child can see and hear.
- Make sure your child is growing well.
- Answer questions you have about your child’s health.
- Make sure your child is ready for school.



Hygiene

Washing hands often will help keep you and your children from getting sick and spreading germs.

- Children (and adults) should wash their hands with soap and warm water after being outside, before eating, and after using the toilet.
- Adults can help children and babies to wash hands.
- Children can be taught to cover their cough or to sneeze into their elbow.

Young babies: Every day clean your baby's diaper area, face, hands and neck. Your baby may need a bath every 2 to 3 days.

Children 2 to 5 years old: Children may need a bath every few days, or every day if they get dirty or when they use sunscreen.

Use mild soap like baby shampoo. Soaps with dyes and perfumes can bother children's skin or eyes. Watch children the entire time they are in the bath. 15 minutes can be enough time for a child's bath.





Oral Health

Children's teeth and gums should be cleaned every morning and after meals.

- **Babies:** Clean gums and first teeth 2 times every day with a damp washcloth; one time after the first feeding and again after the last feeding.
- **Children 1 to 8 years old:**
 - Begin using a soft toothbrush when the back teeth appear.
 - Help children brush their teeth.
 - Use only a pea-sized dot of fluoride toothpaste on a soft, child-sized toothbrush.
 - Children should visit the dentist once or twice a year after age 1 to make sure their teeth and gums are healthy.

Tap water is safe to drink in the US. The fluoride in the water helps to prevent tooth decay.



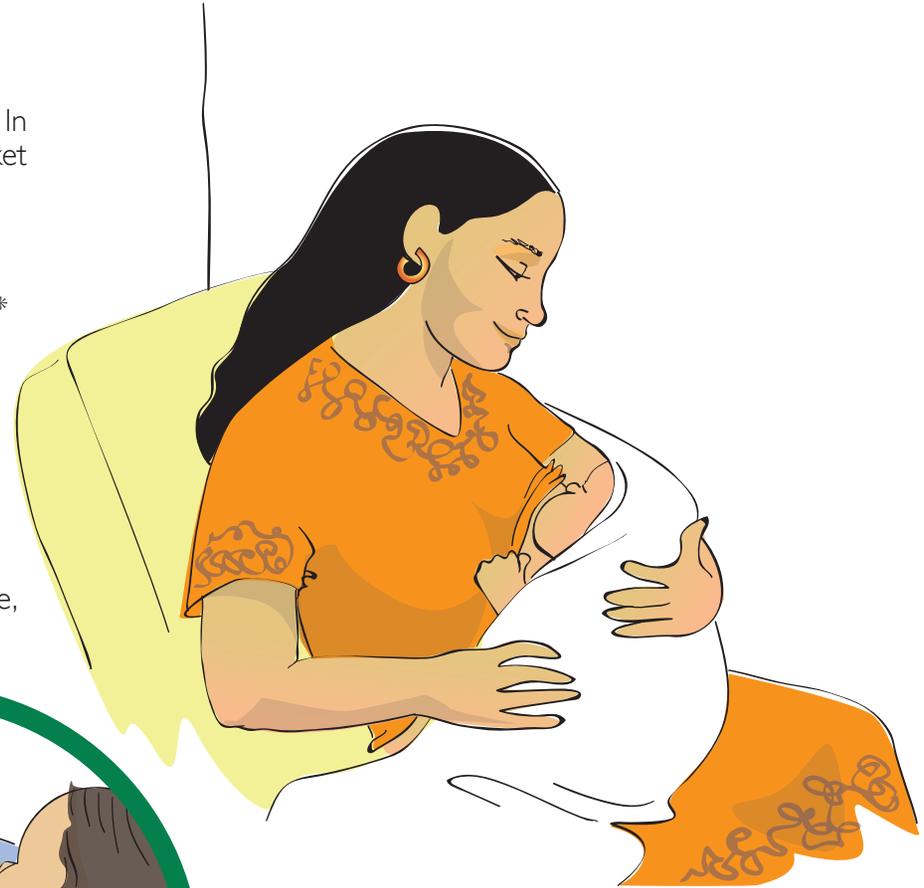
Baby Nutrition

Breast feeding

Breast milk is the best food for babies and helps babies to grow well and be healthy. It is best to breastfeed babies for 6 months or longer. In public places, many American mothers cover themselves with a blanket or go to a private place to breast feed a baby.

Babies that are not breast fed should drink formula with iron. Your doctor will tell you what kind of formula to use. Follow directions on the formula package to mix formula. Your doctor or the WIC agency* can answer your questions about how much formula to use.

- **Birth to 1.5 years:** Babies eat “on demand” (when they are hungry). This is usually about every 1.5 to 3 hours.
- **From 4 to 6 months:** Babies begin to eat solid foods. The amount and variety of food will gradually increase between 8 and 24 months of age.
- **Babies** should not have drinks with added sugar. If giving them juice, give up to 4 to 6 ounces a day of half juice and half water.



* Recently resettled refugees are eligible for federal benefits for Women, Infants and Children (WIC).
<http://www.fns.usda.gov/wic/>

Family Well-Being



Nutrition

Eating healthy food and staying active keeps your body healthy. Children need to eat healthy snacks and several meals each day. Being active every day also helps children maintain a healthy weight.

Meals

Sharing at least one meal each day can help families stay close and share family values and traditions.

- Children 1.5 to 5 years old should be offered three meals and two or three healthy snacks every day.
 - Meals should include a staple, such as a grain; protein (meat or beans); and plenty of fruit and vegetables.
 - Children should drink 2 cups of milk (or soy milk, rice milk, almond milk) each day.
- Low-fat milk and other foods can help prevent adults and older children from becoming overweight.
- All children need to eat a healthy breakfast each day so they have energy to learn.
- Drinking plenty of water is good for the whole family.



Sleeping and Waking

It is important for children to get enough rest. Children need sleep to learn and to be ready for school.

- **0 to 6 months old:** Babies may sleep 13 to 20 hours every day. New babies often wake every 3 to 4 hours to eat.
- **6 to 12 months old:** Babies this age may nap about 3 hours during the day and sleep 9 to 11 hours at night.
- **1 to 3 years old:** Children may sleep about 10 to 13 hours every day. They may have a 15 minute to 1 hour rest or nap.
- **3 to 5 years old:** Children this age may sleep about 10 to 12 hours every night. If they get enough sleep they might not nap during the day. 15 to 30 minutes of quiet time may be helpful.

At night, some parents like to put out clothes and other things children will need the next day for child care or preschool.



Family Well-Being



Bedtime

Children do best with a regular schedule.

- Set a bedtime routine, such as brushing teeth, putting on pajamas, reading a story or singing before bed.
- Put children to sleep at the same time each night.

This can be a good time to share positive memories, stories, or songs from your culture with children.

Safety and Protection

Home Safety

Families can learn how to make their homes safe for children.

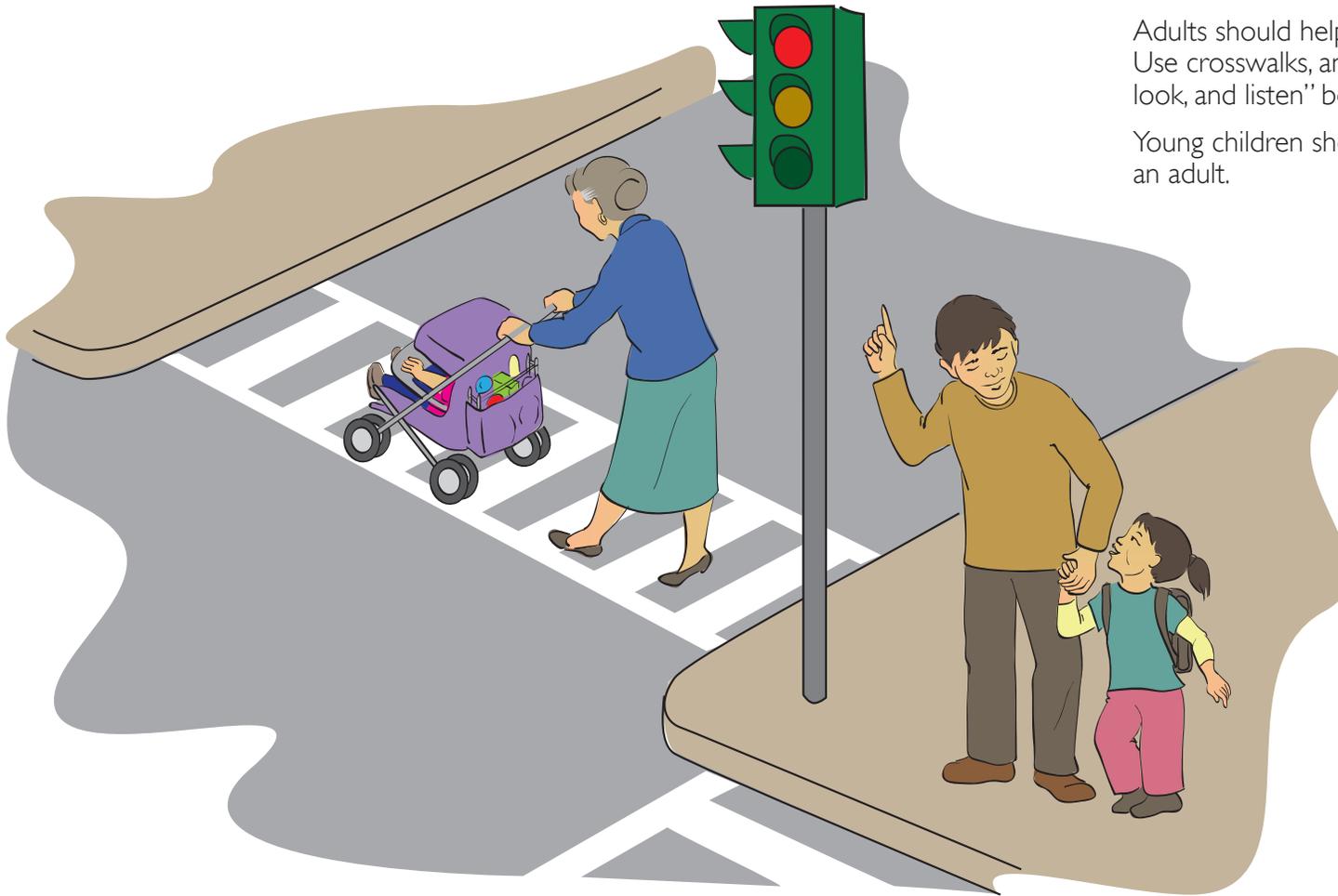
- Put dangerous objects where children cannot reach them.
- Keep toilets, stairs, fireplace, heaters, and cabinets closed or out of reach of young children.
- Keep children away from peeling, cracked or chipping paint, and wash hands, toys, bottles, windows and floors that have paint dust or chips.
- Call 911 immediately if your child has swallowed something harmful, will not wake up, or is not breathing.



Street Safety

Adults should help children cross the street safely. Use crosswalks, and teach young children to “stop, look, and listen” before crossing the street.

Young children should never go outside without an adult.



Car and Taxi Safety

Child safety seats and seat belts save lives, and are required by law in most states.

Never leave children under age 10 alone in a car.

All adults and older children must use seat belts. Young children must use a special car seat in the back seat of the car.

The position of the car seat is based on age:*

- **Under age 1:** Always place the car seat facing the seatback (rear-facing).
- **1 to 3 years:** Car seats should remain rear-facing as long as possible.
- **4 to 7 years:** Children should use forward-facing car seats with a harness.

Once children outgrow the forward-facing car seat with a harness, they will use a booster seat. Children younger than age 13 should ride in the back seat.



** Ask your local agencies about state regulations for seat placement and check your car seat for height and weight limits.*

Safety and Protection



Safety in Public Places

Teach children not to take candy or gifts from people their families do not know, and to tell a trusted adult if anyone makes them feel scared.

Do not smoke around children, and do not let other people smoke around children.



Child Supervision

Parents are expected to watch their children at all times. Neighbors will not watch someone else's children unless they are asked and they have said yes.

Every state has different rules about supervising children. Here are some general guidelines for young children:

- To keep young children safe, they should always be closely supervised by an adult both inside and outside.
- Babysitters should always know how to contact parents or other responsible adults and to call 911 in case of an emergency.
- Children in the US usually do not start babysitting until age 11 or 12 and may not watch infants or young children until they are 15 years old.
- Never leave young children alone.



Safety and Protection



Preventing Harm to Children

Use positive ways of guiding and disciplining children. Ask your Refugee Resettlement or Head Start program for advice and support if you need it.

There are four types of harm to children:

1. **Physical abuse:** Injury to a child from actions such as beating, kicking, biting, burning, shaking or other ways of harming a child.
2. **Child neglect:** Abandoning, or not taking care of a child; not meeting a child's physical, educational, or medical needs. Being poor does not mean parents are neglectful.
3. **Sexual abuse:** Any sexual activity between a child and an adult.
4. **Emotional abuse:** Frequent screaming, name calling, or rejection of the child.

These kinds of harm to children are illegal in the US. Certain people, such as teachers, doctors, and social workers must report marks on a child that could be signs of child abuse.

Guidance and Discipline

Young children use many ways to let others know what they need or feel. Young children need help expressing their feelings and managing their behaviors.

Following are examples of positive guidance and age-appropriate discipline.

Birth to 1.5 Years

Babies let us know they need our assistance by cooing, crying, or fussing.

- Respond quickly to immediate needs (hunger, diaper change, sleep, physical comfort, consoling, attention).
- Provide a regular schedule each day for playing, bathing, feeding, and sleeping.



Guidance and Discipline



1.5 to 2 Years

As children grow and develop, guidance and discipline should also change.

- When unwanted behaviors (hitting, kicking, biting, tantrums) occur, remove your child from the situation and use a firm and clear explanation such as, "No, biting hurts."
- Watch to see what could be causing the behavior.
- Guide children to another activity.
- Show children another way to express themselves or meet their needs.

2 to 5 Years

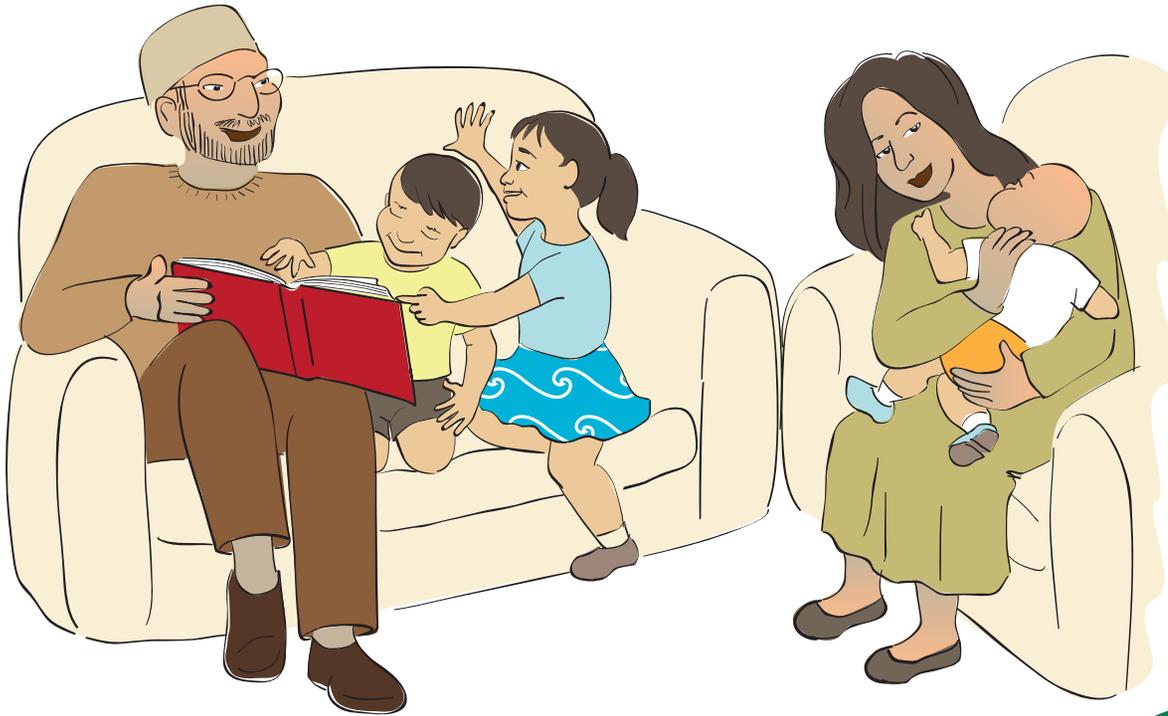
Children may change moods quickly and may display tantrums or outbursts.

- Use simple and brief statements to tell them what you expect.
- Watch to see what could be causing the behavior.
- Guide to a more suitable activity. For example, if your toddler is throwing sand at another child, you can remove him from the sandbox and offer a ball to throw instead.
- Ask the child to choose between two other activities. For example, to guide away from reaching for something breakable, you can say, "Do you want to play with a truck, or do you want to do a puzzle?"
- Behave the way you want your child to behave.
- Develop simple rules.
- Give your child positive attention for behaving well.



Healthy Brain Development

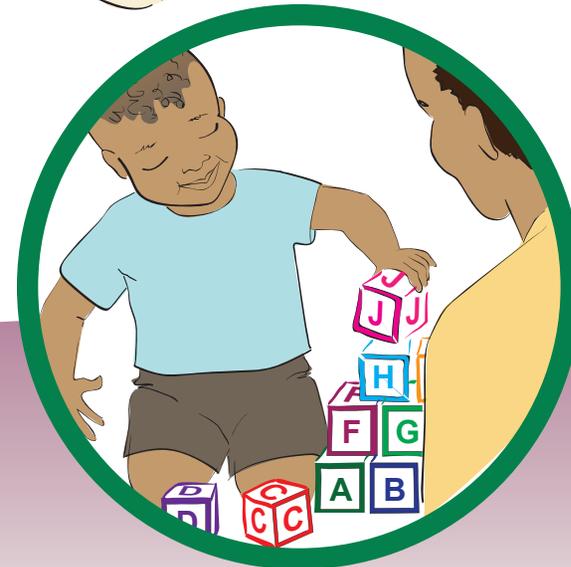
Good health and positive relationships are important for healthy brain development. Continue to speak to your child in your home language. Learning two or more languages is good for the brain.



Prepared to Learn

Help children learn every day by:

- Having a routine as much as you can (playing, eating, bathing, sleeping).
- Keeping family traditions (music, stories, celebrations, home language).
- Spending time doing things together (preparing meals, doing the dishes, playing games, and singing).
- Talking and listening to your child.



Multisensory Learning

Children need to use their whole bodies to learn (touching, talking, listening, tasting, seeing, smelling).

Do not allow children birth to 2 years to watch TV; it can be harmful to brain development.

Limit the time children over 2 years spend watching TV and playing computer games.

Monitor what they watch to make sure it is right for children.



Early Learning and School Readiness



What children learn from birth to 5 years is important for their future success in school.

- Parents are children's first and best teachers. They teach children important skills whenever they spend time together.
- Their positive interactions from birth to 5 years help prepare children for school.
- Children who have strong skills in their home language do better in school.

Your child's doctor can help you see how your child is growing and learning.



Social and Emotional Development

Children learn about relationships from loving connections with parents and other adults. Children who can name their feelings, manage their emotions, and get along with others are more successful in school and in life.

Children need:

- To know what is expected.
- To learn how to express their feelings and interact with others (such as calming down, playing with others, taking turns, sharing, helping others, following simple rules).
- To hear praise that they are doing things well.
- To hear and see adults use positive behaviors.





Language and Literacy Development

From birth to 5 years old, children learn important listening and talking skills. These skills will help them communicate with others and learn to read and write. Children benefit from learning and building on their home language. Speaking multiple languages can benefit children's brain development.

Birth to 3 Years

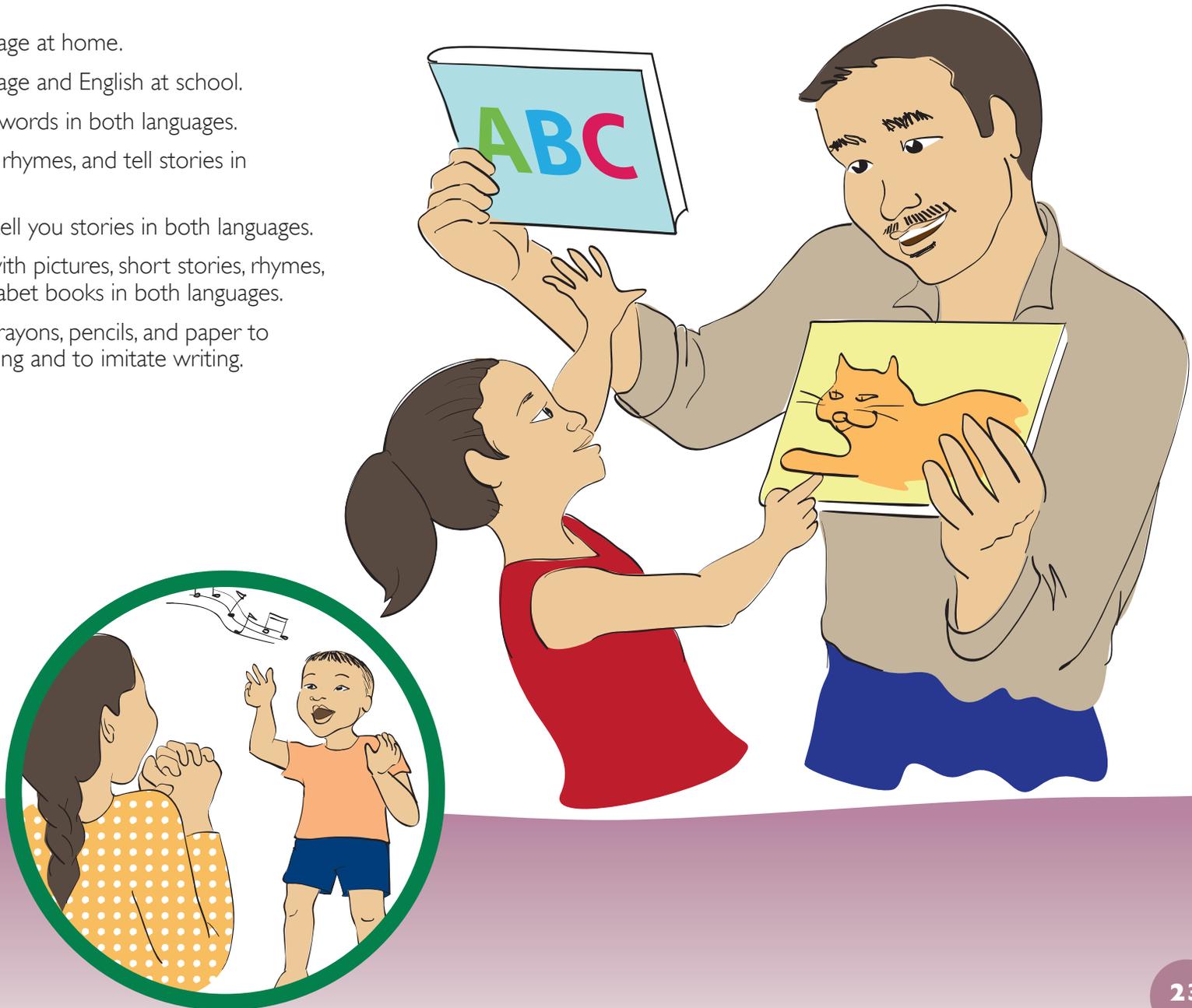
- Talk to your child throughout the day.
- Listen to your child's sounds and words. Repeat the sounds and words your child makes.
- Teach your child new words by talking about what you are doing during the day.
- Use rhymes, songs, and actions to teach your child about language.
- Tell your child stories using pictures, books, puppets, or other objects.
- Read books to your child with feeling, and make reading fun.



Early Learning and School Readiness

3 to 5 Years

- Use home language at home.
- Use home language and English at school.
- Use a variety of words in both languages.
- Sing songs, learn rhymes, and tell stories in both languages.
- Ask children to tell you stories in both languages.
- Provide books with pictures, short stories, rhymes, poems, and alphabet books in both languages.
- Offer markers, crayons, pencils, and paper to encourage drawing and to imitate writing.



Approaches to Learning

Families can help children to pay attention and to be creative and curious. These are skills children will need in school and in life.

Ways to help children learn:

- Explore and interact with objects and people.
- Let children make choices, such as selecting a toy or what clothes to wear.
- Help them to finish what they start.
- Encourage children to ask questions.
- Notice and praise their efforts.



Cognition and General Knowledge

Support your child's cognitive development by encouraging exploration and learning every day. You can:

- Describe and compare color, size, and shape of toys.
- Count, measure, and match toys.
- Take toys apart and put them back together again.
- Practice using everyday objects, such as a comb or tooth brush.

Suggestions by age:

- **Birth to 1.5 years:** Talk with babies about the world around them, including the sizes, shapes, and colors of objects in their home and the outdoors. Use toys and objects that have different colors, shapes, and textures, such as rattles, squeeze toys, cloth toys, and soft balls.
- **1.5 to 3 years:** Talk with your child about the things you do every day. Explain "why" we do things, such as "Why do we sweep the floor? To clean up the dirt."
- **3 to 5 years:** Help your child make connections with past learning and events by playing "Do you remember when...?" games and talking about things that have happened in the past.





Physical Development

Daily physical activity (exercise) is important for muscles to grow, to keep a healthy weight, and to develop coordination.

Daily physical activity:

- **Birth to 1.5 years:** Freedom to move body daily.
- **1.5 to 3 years:** 60 to 90 minutes of physical activity every day.
- **3 to 5 years:** 60 to 120 minutes every day.

Children need large and small motor skills for school.

Large muscles or large movements include: Rolling over; standing; crawling; walking; running; climbing; and throwing and catching a ball.

Small muscles or small movements include: Picking up small objects, holding a crayon, pencil, or cup, stacking blocks, threading beads, turning door knobs, drawing or writing, playing with dough, and doing puzzles.



Connecting to Early Care and Education

Contact your Refugee Resettlement agency for information about child care services in your community. In the US parents must provide constant supervision for pre-school children. Parents who work must find child care services for their children. The types of child care and costs vary in each community. Early Head Start and Head Start programs can provide child care in addition to child development and learning services.

Attending a new program or school can be stressful for children and parents. Work together with Early Head Start and Head Start, child care programs, and local kindergartens to help prepare children to transition into a new setting.



Connecting to Early Care and Education



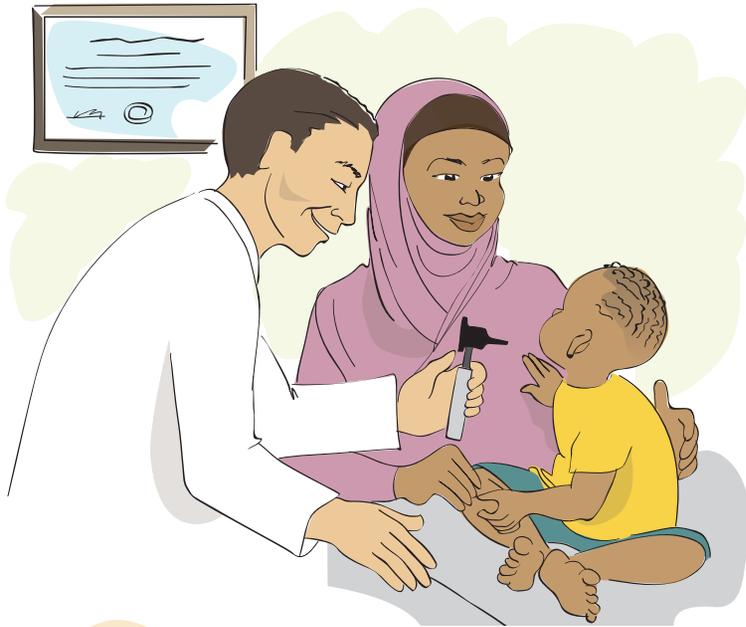
Family Engagement in Early Care and Education

Early care providers and programs such as Head Start encourage parents to be actively involved in their programs. When parents meet with their children's teacher and are involved in their children's school or child care program, children are better able to learn.

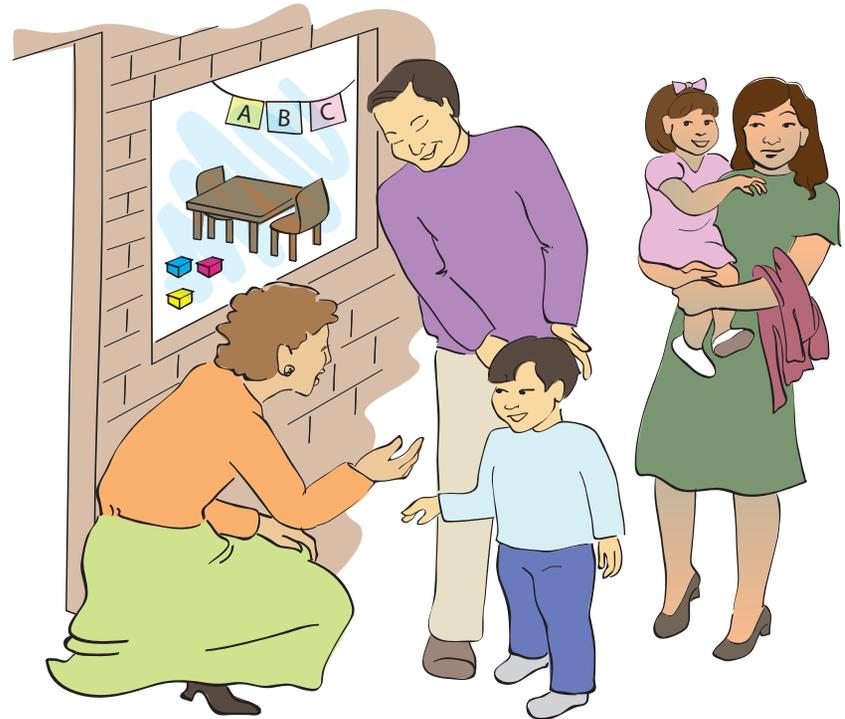
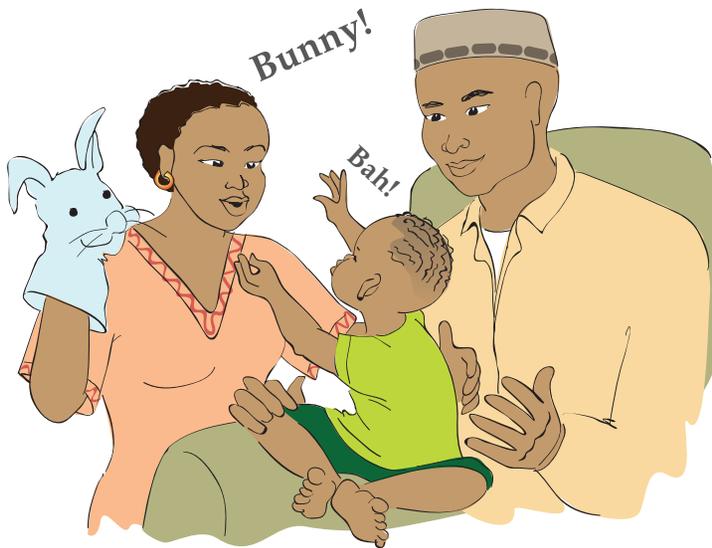
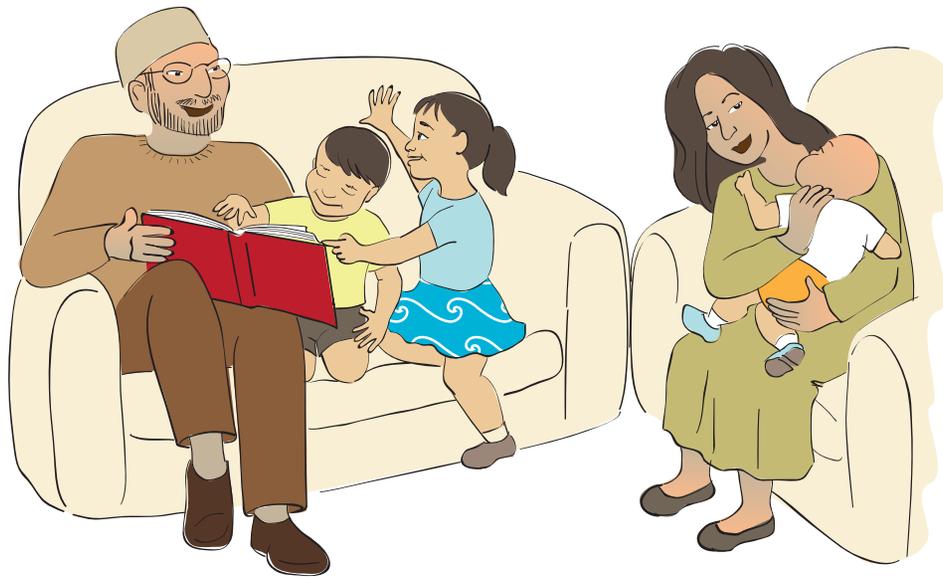
Parents may be asked to go to meetings, to meet with teachers at school or in parents' homes, or to volunteer at the center.

When meeting with teachers or other program staff, you may always ask for an interpreter.

Summary of Images



Summary of Images



I. Family Well-Being (Pages 1-8)

Prenatal Care (Page 1)

Centers for Disease Control and Prevention—Preventing birth defects before and during pregnancy. <http://www.cdc.gov/ncbddd/jump/pregnancy.html>

In Spanish. <http://www.cdc.gov/ncbddd/spanish/jump/pregnancy.html>

The Council on Healthy Mothers and Babies—Brochures in English or Spanish; flyers, posters in English, Spanish, or Somali. <http://www.healthymothersandbabies.org/pcc.htm>

Emergency & Community Health Outreach—Online videos about prenatal care; click language links on right side for videos in Hmong, Khmer, Lao, Somali, Spanish, and Vietnamese. <http://www.echominnesota.org/library/prenatal-health>

Kaiser Permanente—Pregnancy and prenatal information; Spanish icon at top right. <https://healthy.kaiserpermanente.org/health/care/pregnancy>

U.S. Department of Health and Human Services—Prenatal care fact sheet. <http://www.womenshealth.gov/publications/our-publications/fact-sheet/prenatal-care.cfm>

In Spanish. <http://www.womenshealth.gov/espanol/publicaciones/nuestras-publicaciones/hojas-datos/atencion-prenatal.cfm>

Health, Hygiene (Pages 2-3)

Centers for Disease Control and Prevention—“Parents: ABCs of Raising Safe and Healthy Kids.” <http://www.cdc.gov/family/parentabc/> “Family Health Information in Spanish.”

<http://www.cdc.gov/family/spanish/index.htm>

“Stages of life and special populations, in Spanish.”

<http://www.cdc.gov/spanish/etapas/>

“Immunization Requirements for Child Care and School.” <http://www.cdc.gov/vaccines/parents/record-reqs/childcare-school.html>

Children’s Hospital and Clinics of Minnesota—Patient/Family education materials on various health topics, in English, Hmong, Somali or Spanish. <http://www.childrensmn.org/Manuals/PFS/Alphabetical.asp#PFSDocListB%20multilingual%20health%20materials>

Community Living Toronto (Canada)—Translated tip sheets on preschool health, hygiene and communication topics; available in Arabic, Chinese, Farsi, French, Italian, Korean, Portuguese, Somali, Spanish, Tagalog, Tamil, Turkish, Urdu and Vietnamese. <http://connectability.ca/2011/03/02/foreign-language-tip-sheets/>

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS)—Family brochures, handbooks, developmental screenings available in Amharic, Cambodian, Chinese, English, Farsi, Hmong, Hungarian, Korean, Lao, Polish, Russian, Spanish, Vietnamese. <http://www.clas.uiuc.edu/special/childfind/index.html>

References and Resources

KidsHealth—Children's health information.

<http://kidshealth.org/parent/>

In Spanish. http://kidshealth.org/kid/centers/spanish_center_esp.html

National Institutes of Health—Well-child visits, with Spanish icon at top right. <http://www.nlm.nih.gov/medlineplus/ency/article/001928.htm>

Office of Head Start—National Center on Health.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health>

Health information in Spanish.

<http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/Health>

Oral Health (Page 4)

First 5 Santa Clara County—Oral Health materials in English, Spanish, Vietnamese. <http://www.first5kids.org/es/node/345>

National Maternal and Child Oral Health Resource Center—Head Start resources in English and Spanish. <http://www.mchoralhealth.org/materials/HS.html>

Nutrition (Page 5-6)

National Institutes of Health—Child nutrition.

<http://www.nlm.nih.gov/medlineplus/childnutrition.html>

In Spanish. <http://www.nlm.nih.gov/medlineplus/spanish/childnutrition.html>

United States Department of Agriculture (USDA)—Nutrition and Information center (healthy eating, screening and assessment, WIC); look for translated materials by putting language into “Search” window. <http://fnicsearch.nal.usda.gov/fnicsearch/result-list/fullRecord:children/>

Sleeping & Waking, Bedtime (Page 7-8)

Minnesota Department of Health—Infant sleep safety education in English, Hmong, Somali, Spanish. <http://www.health.state.mn.us/divs/fh/mch/mortality/safeandasleep/orderform/index.cfm>

National Sleep Foundation—Sleep for kids.

<http://www.sleepforkids.org/>

Learn about children's sleep. <http://www.sleepforkids.org/html/tp.html>

In Spanish. <http://www.sleepforkids.org/html/spsheet.html>

2. Safety & Protection (Pages 9-14)

National Crime Prevention Council—Resources for parents on various safety issues. <http://www.ncpc.org/topics/by-audience/parents>
In Spanish. <http://www.ncpc.org/topics/by-audience/en-espanol>

Home Safety (Page 9)

Centers for Disease Control and Prevention—Preventing poisoning and injuries in children. <http://www.cdc.gov/family/parentabc/>
Protect the Ones You Love: Child Injuries are Preventable.

<http://www.cdc.gov/safechild/>

Tips for raising healthy and safe kids, in Spanish.

<http://www.cdc.gov/family/parenttips/tips-sp.pdf>

Occupational Knowledge International—Childhood lead exposure resources in English, Bosnian, Chinese, Farsi, French, Hmong, Russian, Somali, Spanish, Urdu, Vietnamese. <http://www.okinternational.org/lead-paint/Resources>

Safe Escape—General safety information, including “Emergency Preparedness for Children with Disabilities or Health Care Needs,” with Spanish translation icon at top of home page.

<http://www.safeescape.org/>

Safe Kids USA—Safety basics by age group.

<http://www.safekids.org/safety-basics/big-kids/at-home/?gclid=CM2pz9vwrK0CFYJdtgodQWJZKA>

Educational Tip Sheets in English and Spanish.

<http://www.safekids.org/educators/educational-tip-sheets.html>

Street Safety (Page 10)

Centers for Disease Control and Prevention—Safety tips.

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/section11.pdf>

Street safety resources in Spanish. <http://www.cdc.gov/spanish/especialesCDC/SeguridadPeatonales/>

Car and Taxi Safety (Page 11)

National Highway Traffic Safety Administration—Child pedestrian safety. <http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum>

Child safety seats, with Spanish resource tab at bottom.

<http://www.nhtsa.gov/Safety/CPS>

Safe Kids USA—Kids in and around cars. <http://www.safekids.org/safety-basics/safety-guide/kids-in-and-around-cars/>

Basic car seat safety, in Chinese, French, Korean, Spanish, Tagalog, Vietnamese. <http://www.safekids.org/educators/educational-tip-sheets.html>

Safety in Public Places (Page 12)

The Early Learning Community—Stranger safety.

<http://www.earlylearningcommunity.org/page/stranger-safety>

National Center for Missing and Exploited Children.

http://www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en_US&PagelD=2814

Resources in Spanish. http://www.missingkids.com/missingkids/servlet/ResourceServlet?LanguageCountry=es_US&PagelD=0

Child Supervision (Page 13)

Child Welfare Information Gateway—Leaving your child home alone.

<http://www.childwelfare.gov/pubs/factsheets/homealone.cfm>

In Spanish.

http://www.childwelfare.gov/pubs/factsheets/homealone_sp.cfm

KidsHealth—Leaving your child home alone.

http://kidshealth.org/parent/firstaid_safe/home/home_alone.html

National Network for Childcare—Home alone and readiness

checklist. http://www.nncc.org/SACC/sac31_home.alone.html

Prevent Child Abuse America—Home alone child tips.

http://www.preventchildabuse.org/publications/parents/downloads/home_alone.pdf

Preventing Harm to Children (Page 14)

Prevent Child Abuse America—Fact sheets about child abuse and neglect. <http://www.preventchildabuse.org/publications/parents/index.shtml>

References and Resources

3. Guidance and Discipline (Pages 15-17)

Centers for Disease Control and Prevention—Positive parenting tips. <http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

In Spanish. <http://www.cdc.gov/ncbddd/spanish/childdevelopment/positiveparenting/index.html>

Head Start Center for Inclusion—Family page for parents of children with special needs. <http://depts.washington.edu/hscenter/families>
Challenging behavior tips, in English and Spanish. <http://depts.washington.edu/hscenter/challenging>

University of Minnesota Extension Service—Positive discipline guide for parents, in English, Hmong, Somali, Spanish. <http://www.extension.umn.edu/distribution/familydevelopment/DE7461.html>

What to do when a child misbehaves, in English and Spanish. <http://www.extension.umn.edu/distribution/familydevelopment/00235.html>

4. Healthy Brain Development (Pages 18-19)

Action Alliance for Children—Nurturing your baby's brain, English and Spanish. http://www.4children.org/issues/2001/july_august/nurturing_your_babys_brain/

Better Brains for Babies—Fact sheets. <http://www.fcs.uga.edu/ext/bbb/factSheets.php>

Spanish Web site. http://www.fcs.uga.edu/ext/bbb/images/BBBbroch_Span.swf

Minnesota Department of Education, Parenting A-Z—Brain development, in English, Hmong, Somali, Spanish. http://parentsknow.state.mn.us/parentsknow/age1_2/topicsAZ/PKDEV_000333

Zero to Three—Tips and tools on brain development. <http://www.zerotothree.org/child-development/brain-development/brain-development-tips-and-tools.html>

5. Early Learning & School Readiness (Pages 20-26)

Early Head Start National Resource Center (EHS NRC)—Everyday parenting, some resources available in Spanish. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For%20Parents/Everyday%20Parenting>

PBS Parents—Child development advice and insight by age. <http://www.pbs.org/parents/child-development/>

Going to school. <http://www.pbs.org/parents/goingtoschool>

Children with disabilities. <http://www.pbs.org/parents/disabilities>

In Spanish <http://www.pbs.org/parents/about/spanish/>

Province of British Columbia (Canada)—Ready, set, learn, early learning activities for three-year-olds, available in Arabic, Chinese, French, Hindi, Japanese, Korean, Persian, Punjabi, Russian, Spanish, Tagalog, Vietnamese. http://www.bced.gov.bc.ca/early_learning/rs/

National Center on Cultural and Linguistic Responsiveness—Culturally responsive materials for staff and families on dual language, child development, family and community partnerships, health, and more. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>
Resources in Spanish. <http://eclkc.ohs.acf.hhs.gov/hslc/Espanol>

University of Minnesota—Questions about kids, some available in Hmong, Somali and Spanish. <http://www.cehd.umn.edu/ceed/publications/questionsaboutkids/>

Social and Emotional Development (Page 21)

The Center on the Social and Emotional Foundations of Early Learning—Supporting social emotional competence in young children. <http://csefel.vanderbilt.edu/>
Spanish resources. <http://csefel.vanderbilt.edu/resources/espanol.html>

Great Start/Early Childhood Investment Corporation—Social emotional health and school readiness. http://greatstartforkids.org/sites/default/files/file/social_emotional_2009.pdf
In Spanish. <http://greatstartforkids.org/sites/default/files/file/Social%20Emotional/Social%20Emotional%20booklet%20Spanish.pdf>

Office of Head Start—Social and emotional development from birth to preschool. [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Health%20and%20Wellness/Health%20and%20Wellness%20Children%20\(ages%200-5\)/SocialandEmotio.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Health%20and%20Wellness/Health%20and%20Wellness%20Children%20(ages%200-5)/SocialandEmotio.htm)
In Spanish. <http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/Health/Salud%20y%20bienestar/Eldesarrollosoc.htm>

Language & Literacy Development (Pages 22-23)

Colorín Colorado—Preschool ELLs' language and literacy development. <http://www.colorincolorado.org/article/36679/>
Resources in Spanish. <http://www.colorincolorado.org/a-z/>

Reading Rockets—Reading tips for parents, on various ages and grade levels. Tip sheets also available in Arabic, Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Spanish, Tagalog and Vietnamese. <http://www.readingrockets.org/article/18935/>
Reading Rockets—Launching young readers, online videos. <http://www.readingrockets.org/shows/launching/>

Family guides in English, Hmong, Somali, Spanish. www.readingrockets.org/guides/readingrockets/

Washington Learning System Literacy Resources—Literacy resources for infants and preschoolers, in English, Mandarin, Russian, Somali, Spanish, Vietnamese. <http://www.wlearning.com/resources/>

Approaches to Learning, Cognition and General Knowledge (Page 24-25)

Center for Inclusive Child Care—Somali language video on developmental milestones, early intervention and inclusion of children with special needs. <http://www.inclusivechildcare.org/somali.cfm>

Fairfax Futures—Help your child love to learn. <http://www.fairfaxcounty.gov/ofc/docs/ffparentguideeng.pdf>
In Spanish: http://www.fairfaxcounty.gov/dfs/webdocs/childcare/helpingyourchildlearn_spa.htm

U.S. Department of Education—Helping Your preschool child. <http://www2.ed.gov/parents/earlychild/ready/preschool/part.html>
In Spanish. <http://www2.ed.gov/espanol/parents/academic/preescolar/part.html>
Toolkit for Hispanic families, available in English and Spanish. <http://www2.ed.gov/parents/academic/involve/2006toolkit/index.html>

References and Resources

Physical Development (Page 26)

American Academy of Pediatrics—Bright Futures Child Care Health Partnership, handouts for parents in English and Spanish. <http://www.healthychildcare.org/bfutures.html>

Cooperative Extension System—Supporting large motor and small motor development in child care. <http://www.extension.org/pages/25372/supporting-both-large-motor-and-small-motor-development-in-child-care>

Minnesota Department of Health—MN children and youth with special needs developmental wheel, available in English, Somali, Hmong, Spanish. <http://www.health.state.mn.us/divs/fh/mcshn/wheel.htm#pdf>

Palo Alto Medical Foundation—Normal child development, with developmental handouts by age group in English and Spanish. <http://www.pamf.org/children/common/development/>

U.S. Department of Education—Healthy Start, Grow Smart series of publications on monthly child development through the first year of life, in English and Spanish. <http://www2.ed.gov/parents/earlychild/ready/healthystart/index.html>

6. Connecting to Early Care and Education (Page 27)

All Things Child Care—Child care resource and referral agencies listed by state. <http://www.all-things-child-care.com/resource-and-referral.html>

Child Care Options—<http://www.all-things-child-care.com/child-care-options.html>

Child Care Aware—5 steps to choosing care. <http://childcareaware.org/parents-and-guardians/child-care-101/5-steps-to-choosing-care>
In Spanish. <http://childcareaware.org/es/los-padres-y-tutores/información-básica/5-pasos-para-encontrar-cuidado>

National Network for Child Care—<http://cyfernet.ces.ncsu.edu/nccc/index.php?c=1057>

State Compulsory School Attendance Laws—<http://www.infoplease.com/ipa/A0112617.html>

U.S. Child Care Bureau, National Child Care Information Center—Resource guide: Child care information for families. <https://www.mychildcaredc.com/sites/default/files/Resource%20Guide%20Child%20Care%20Information%20for%20Families.pdf>

Family Engagement in Early Care and Education (Page 28)

Office of Head Start—Parent, family, and community engagement. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family>
In Spanish. <http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/FCP>

Involving families and parents, some resources in Spanish. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Families-Parent%20Involvement>

BRYCS Resources

BRYCS Focus Areas

- Child Welfare. http://www.brycs.org/child_welfare.cfm
- Early Childhood. <http://www.brycs.org/head-start-collaboration.cfm>
- Family Strengthening. http://www.brycs.org/family_strengthening.cfm
- Schools. <http://www.brycs.org/schools.cfm>
- Youth Development. http://www.brycs.org/youth_development.cfm

BRYCS “Promising Practices.”

<http://www.brycs.org/promisingPractices/index.cfm>

BRYCS Publications. <http://www.brycs.org/publications/index.cfm>

BRYCS Refugee Information.

<http://www.brycs.org/aboutRefugees/index.cfm>

BRYCS Toolkits

- Child Care. www.brycs.org/documents/upload/EnhancingChildCare.pdf
- Child Welfare. www.brycs.org/documents/upload/Refugee-and-the-US-Child-Welfare-System.pdf
- Guardianship. <http://www.brycs.org/guardianship/index.cfm>
- Parenting. www.brycs.org/documents/upload/raisingchildreninnewcountry_web.pdf
- Positive Youth Development. www.brycs.org/documents/upload/GrowingUpInANewCountry-Web.pdf
- Schools. <http://www.brycs.org/publications/schools-toolkit.cfm>

Other Resources

I. Family Well-Being

- Du Mond, C., & Mindell, J. A. (2011). Sleep and Sleep Problems: From Birth to 3. *Zero to Three*, 32(2), 30-35.
- Eiserman, W., & Shisler, L. (2010). Identifying Hearing Loss in Young Children: Technology Replaces the Bell. *Zero to Three*, 30(5), 24-28.
- Kessler, D. B. (2012). Nurturing Healthy Eating Habits From the Start. *Zero to Three*, 32(3), 38-41.
- Kessler, D. B. (2012). Zero to Three Podcast: “Feeding the Body and the Mind: Nurturing Healthy Eating Habits from the Start.” <http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/feeding-the-body-and-the-mind.html>
- Milgrom, P., Huebner, C., & Chi, D. (2010). The Importance of Tooth Decay Prevention in Children Under Three. *Zero to Three*, 30(5), 19-23.
- Mindell, J. A. (2012). Talking About Babies, Toddlers, and Sleep. *Zero to Three*, 32(3), 58-62.
- Mindell, J. A. (2012). Zero to Three Podcast: “Night-Night...or Not: Talking About Babies, Toddlers, and Sleep.” <http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/night-night-or-not-talking.html>
- National Institutes of Health. (2010). A Healthy Mouth for Your Baby. http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/Pub30.htm
- Papousek, M. (2009). Solving Sleep Behavior Disorders in Infants and Toddlers: The Munich Research and Intervention Program for Fussy Babies. *Zero to Three*, 29(3), 38-43.

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Rappaport, D. M. (2010). Promoting Public Policy that Supports Healthy Infants and Toddlers. *Zero to Three*, 30(5), 35-38.

Sturm, L. A., Zimet, G. D., & Klausmeier, T. (2010). Talking with Concerned Parents about Immunization. *Zero to Three*, 30(5), 11-18.

2. Safety and Protection

Governors Highway Safety Association. (2012). Child Passenger Safety Laws. http://www.ghsa.org/html/stateinfo/laws/childsafety_laws.html

National Scientific Council on the Developing Child. (2005). Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper #3. http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp3/

Teicher, M. (2002). Scars That Won't Heal: The Neurobiology of Child Abuse. *Scientific American*, 286(3), 66-73.

The Children's Hospital of Philadelphia. (n.d.) Tips to Keep Your Child Safer While Driving. http://www.research.chop.edu/programs/injury/files/Fact_Sheets/educational/FYF_seating_position_2011.pdf

The Children's Hospital of Philadelphia. (n.d.) Protect My Children on Every Trip. http://www.research.chop.edu/programs/injury/files/Fact_Sheets/educational/FYF_seating_checklist_2011.pdf

The Children's Hospital of Philadelphia. (n.d.) Belt-Positioning Booster Seats: Safe and Easy to Use. http://www.research.chop.edu/programs/injury/files/Fact_Sheets/educational/FYF_boosters_2011.pdf

The Children's Hospital of Philadelphia. (2006). Drawings of Child Restraints and Car Features. http://www.research.chop.edu/programs/injury/files/Educational_Ills/all_CRS_illustr_eng.pdf

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Zimmerman, F., & Mercy, J. A. (2010). A Better Start: Child Maltreatment Prevention as a Public Health Priority. *Zero to Three*, 30(5), 4-10. <http://www.zerotothree.org/maltreatment/child-abuse-neglect/30-5-zimmerman.pdf>

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5. Early Learning and School Readiness

Bardige, B. (2008). Talk To Me, Baby!: Supporting Language Development in the First 3 Years. *Zero to Three*, 29(1), 4-10. http://main.zerotothree.org/site/DocServer/29-1_Bardige.pdf?docID=6641

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6. Connecting to Early Care and Education

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