



ARTICLES

Chazan-Cohen, Rachel, Martha Zaslow, Helen H. Raikes, James Elicker, Diane Paulsell, Allyson Dean, & Kerry Kriener-Althen. 2017. "Working Toward A Definition Of Infant/Toddler Curricula: Intentionally Furthering The Development Of Individual Children Within Responsive Relationships." Washington, DC: U.S., Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. <https://www.acf.hhs.gov/opre/resource/working-toward-definition-infant-toddler-curricula-intentionally-furthering-development-individual-children-relationships>

This report provides a process of individualizing curricula for infants and toddlers. The process includes assessing children's progress, planning activities to extend learning, implementing activities, and reflecting on and documenting children's responses and next steps.

Clements, Douglas H. 2011. "Learning Trajectories: Foundations For Effective, Research-Based Education." *Proceedings of the 33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Reno, NV: University of Nevada, Reno. <https://files.eric.ed.gov/fulltext/ED585998.pdf>

This report describes the importance of educators having a deep understanding of children's developmental progressions to actively support their learning. It highlights how teachers support learning by engaging children in interactions and experiences that support the development of mathematical thinking.

WEB RESOURCES

National Center on Early Childhood Development, Teaching, and Learning. 2017. "Curriculum Scope And Sequence." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. <https://eclkc.ohs.acf.hhs.gov/publication/curriculum-scope-sequence>

This resource defines curriculum scope and sequence and why it is important. It also includes a vignette to show an example of what a curriculum scope and sequence looks like in practice.

National Center on Early Childhood Development, Teaching, and Learning. 2018. "Individualizing Care For Infants And Toddlers: Parts 1 and 2." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/individualizing-care-infants-toddlers>

Part 1 discusses the importance of individualizing for infants and toddlers. Part 2 illustrates a process for individualizing care for infants and toddlers: observing, reflecting, interpreting, and planning.

National Center on Early Childhood Development, Teaching, and Learning. 2020. "Using Scope And Sequence To Plan Responsive Learning Experiences For Infants And tToddlers." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. <https://eclkc.ohs.acf.hhs.gov/publication/using-scope-sequence-plan-responsive-learning-experiences-infants-toddlers>

This brief provides guidance for education staff on how to use their curriculum's scope and sequence to plan responsive learning experiences for infants and toddlers. It shows how a scope and sequence can help education staff pay close attention to children's developmental progressions to plan responsive learning experiences.

National Center on Quality Teaching and Learning. 2019. "Building Relationships. Learning Activity: Being Aware Of Children's Needs." *15-Minute In-Service Suites*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. <https://eclkc.ohs.acf.hhs.gov/video/being-aware-childrens-needs>

This suite illustrates the importance of being aware of individual children's needs. It also provides information on how teachers can observe and respond to individual children's needs, concerns, and successes throughout the day.

National Center on Quality Teaching and Learning. 2012. “Scaffolding Children’s Learning.” *15-minute In-Service Suites*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/video/scaffolding-childrens-learning>

This suite highlights how to provide different levels of support and feedback to meet individual children’s needs. To scaffold children’s development and learning, the suite suggests providing hints, offering a range of possible answers, and using additional resources (e.g., books, visual reminders, other children).

BOOK

Institute of Medicine & National Research Council. 2015. *Transforming The Workforce For Children Birth Through Age 8: A Unifying Foundation*. Washington, DC: National Academies Press.

<https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>

Chapters 4 and 6 provide useful information for education staff on children’s developmental progressions in the following domains: cognitive development (general, mathematics, science), language and literacy, social and emotional learning, and physical development and health. The book also highlights the role of formative assessment in providing learning experiences that are responsive to children’s development and learning. (A free PDF is available for download from the website.)