Birth to Five

RESOURCES—INFANTS AND TODDLERS

ARTICLES

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator, 27*(1). Retrieved from http://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf

This article summarizes a longitudinal study focused on identifying features of children's early experiences in the home that contribute to later language and cognitive development. Findings showed large differences in the amount and quality of children's experiences with language and interactions by their third birthday associated with families' socioeconomic levels.

WEB RESOURCES

More Than Baby Talk

Gardner-Neblett, N., & Gallagher, K. C. (2013). *More than baby talk: 10 ways to promote the language and communication skills of infants and toddlers.* Chapel Hill: The University of North Carolina, FPG Child Development Institute. Retrieved from http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_BabyTalk_ WEB_2013.pdf

This resource from the Frank Porter Graham Child Development Institute describes 10 practices that early childhood educators can use to foster language and communication skills among infants and toddlers. Each practice includes a description, research evidence that supports it, and examples of how educators may use the practice with infants and toddlers. *Get Chatty, Tune In, Read Interactively,* and *Read It Again & Again & Again* include strategies for asking questions.

Strategies for Promoting Communication and Language of Infants and Toddlers

Walker, D., Small, C., Bigelow, K., Kirk, S. Harjusola-Webb, S., & Mark, N. (2009). Strategies for promoting communication and language of infants and toddlers. Retrieved from http://www.igdi.ku.edu/interventions/Promoting_ Communication_rev3-19-09.pdf

This manual from the Juniper Gardens Children's Project at the University of Kansas presents eight strategies that promote communication and language development of infants and toddlers. Each strategy has a definition, description of why it is important, and examples of how the strategy may be used across home and program routines and experiences. One of the strategies is asking open-ended questions.

Zero to Three: Early Experiences Matter

http://www.zerotothree.org/child-development/school-readiness/using-questions-to-support.html

Parkakian, R., & Lerner, C.L. (n.d.). *Zero to three: Using questions to support your child's learning.* Washington DC: National Institutes for Infants, Toddlers, and Families.

This resource offers information about, and strategies for, building infants' and toddlers' thinking skills by using questions during daily interactions.

NCQTL