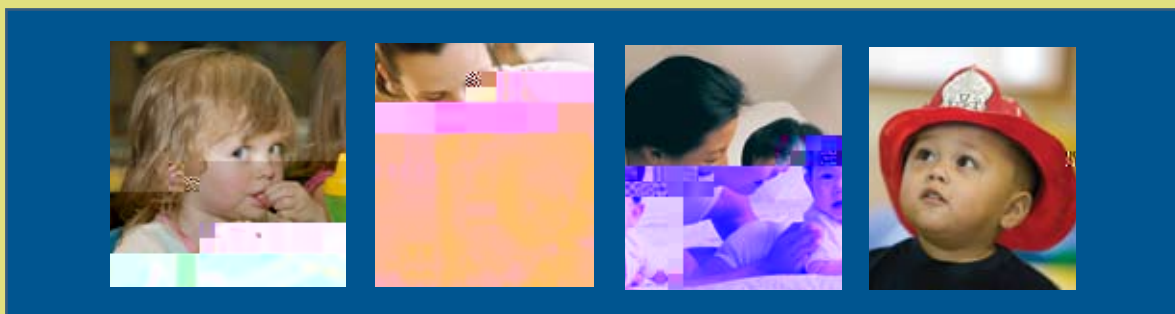
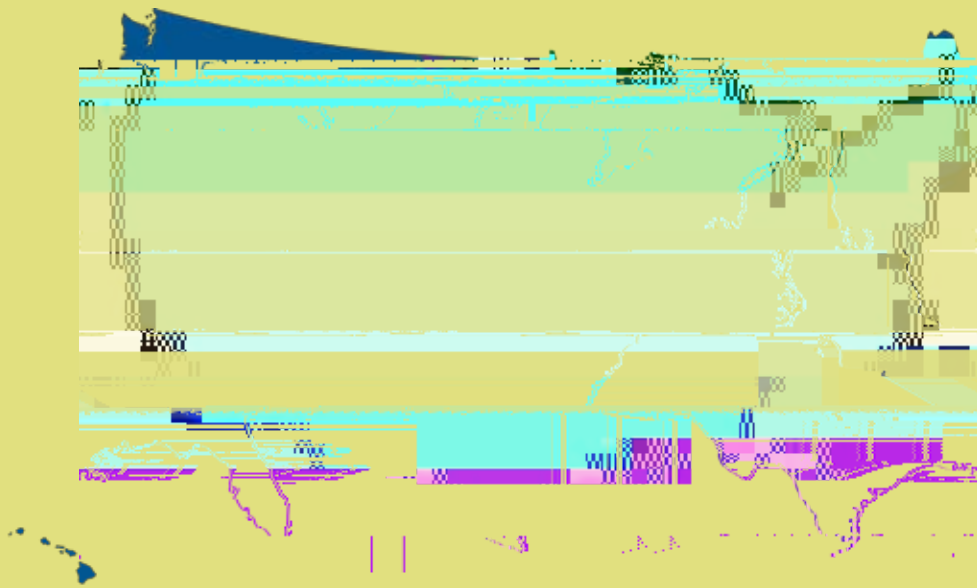


Early Learning Guidelines for Infants and Toddlers: Recommendations for States





ZERO TO THREE wishes to thank the following people for sharing their wisdom and time in preparing this document.

CHAIR:
Samuel Meisels, Erikson Institute

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In this document, ZERO TO THREE presents recommendations to assist states in creating or revising Early Learning Guidelines for Infants and Toddlers (ELG/ITs). These guidelines consist of “widely accepted expectations for learning” for children from birth to three.¹ Even though states are not required by federal mandate to enact such guidelines, nearly half have developed them and others are working on them.

As states have developed these guidelines, the unique features of this age range pose some equally unique challenges and questions:

How can we best create guidelines that will inform adults who work with infants and toddlers about how and what these children are learning?

How can we use these frameworks to help connect the learning foundations set in infancy with later school success?

How can we write guidelines that appreciate the natural trajectory of learning in the first three years of life and do not set unrealistic expectations or pressures for babies to perform academically?

How do we gain access to the loosely organized infant toddler field that includes thousands of families, friends, and neighbors who provide unregulated care?

How do we describe the formation of basic learning processes that cut across domains, such as attention, memory, problem-solving, curiosity, initiative, and persistence?

How can we create frameworks that incorporate the importance of the adult-child relationship?

How can we include in guidelines expectations and values that support the development of a child’s cultural identity?

ZERO TO THREE’s Commitment to This Issue

ZERO TO THREE: The National Center for Infants, Toddlers, and Families—a leading national organization serving the infant and toddler field—offers these recommendations as a framework to states seeking to create useful guidelines. Learning guidelines have the potential to advance the field by increasing awareness of what infants and toddlers are learning. This new awareness for families and caregivers may have significant impact on later development, on providing the conditions infants and toddlers need to learn effectively, and on promoting quality early experiences to improve child outcomes. Drawing on the expertise of national leaders, we propose these recommendations for states to consider so they can design an inclusive process and develop accurate, research-based guidelines.

Beginning with the work of the National Infant and Toddler Child Care Initiative at ZERO TO THREE (NITCCI) in 2003, ZERO TO THREE has continued to explore issues raised by ELG/ITs. NITCCI continues to collect and analyze ELG/ITs as they become available. In 2004, an internal task force comprised of Board members, staff, and fellows created an initial set of considerations for states working on ELG/ITs. In 2007, with funding from the Buffett Early Childhood Fund, ZERO TO THREE convened an expert Advisory Panel, chaired by Board member and former Board president Dr. Samuel Meisels. These experts included state child care administrators, university faculty, representatives from national organizations, program administrators, and ZERO TO THREE staff. The rich discussions from these meetings formed the foundation of this document, which was further revised by comments from reviewers across the country.

A Standards-Based Environment

The interest in early learning guidelines for infants and toddlers follows a national movement toward standards-based education that has dominated public education reform throughout the late 20th and first part of the 21st century. During this time, some states began developing guidelines for preschool-aged children or children from birth through age five. In 2002, the presidential initiative for early childhood, [Executive Order 13200](#), [Executive Order 13201](#), and [Executive Order 13202](#), required each state to develop early learning guidelines for language, literacy, and mathematics for federally funded child care programs. However, this initiative allowed for the use of pre-existing standards for state prekindergarten programs. Some states, while initially creating only preschool guidelines, found enough benefit in the process that they then decided to create guidelines beginning at birth.

In addition to the influence of [Executive Order 13200](#), [Executive Order 13201](#), and [Executive Order 13202](#), other elements influenced states to begin defining what infants and toddlers can learn, when they should be expected to acquire and master specific concepts and skills, and what circumstances are necessary to create optimal environments for learning. Research into early brain development and cognition provides clear evidence that early experiences establish the ability to learn throughout life.² Such research has drawn renewed attention to the first years of life. At the same time, more than 65 percent of infants and toddlers are in out-of-home care for at least part of each week. About half of those children are in formal group care and the other half in family, friend, or neighbor care.³ This change in rearing patterns of families has also brought a great deal of notice about what is happening to infants and toddlers in these out-of-home settings.

Many states that have written and implemented ELG/ITs have found the process to be worthwhile

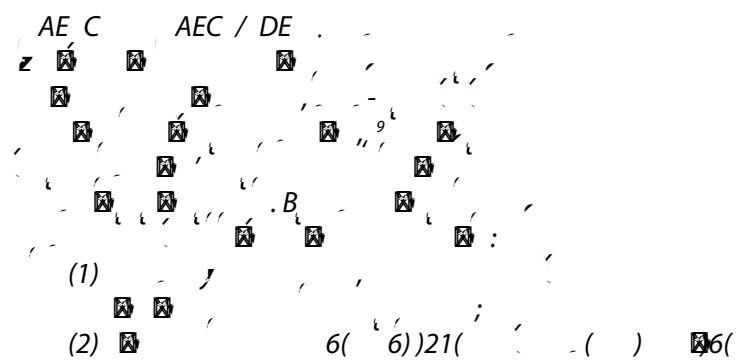
on several levels. ELG/ITs emphasize the learning processes that develop in infancy and the foundations of later learning. As adults better understand how and what infants are learning, they can support exploration, discovery, and mastery. An understanding of and appreciation for these

quality and outcomes for children.”⁴ Although the most recent National Institute of Child Health and Human Development (NICHD) Early Child Care longitudinal study results reiterate that no factor is as important in child outcomes as the parent–child relationship,⁵ many child outcomes are related to quality, such as cooperative play, sociability, creativity, the ability to resolve conflicts, self-control, and language and cognitive development.⁶

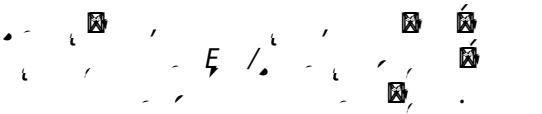


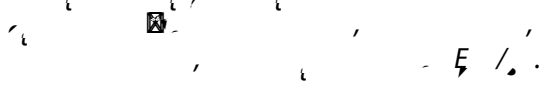


“The positive relation between child care quality and virtually every facet of children’s development that has been studied is one of the most consistent findings in developmental science.”⁷ Poor-quality child care is associated with less optimal child outcomes and higher quality care is associated with desirable outcomes. While poor quality may have more devastating effects on children living in poverty, quality is important for **all** children, regardless of family income.⁸ One of the rationales for the development of ELG/ITs is to improve the quality of programs by increasing the skills and knowledge of the adults who work with young children.

Early Learning Guidelines for Infants and Toddlers

A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) on Early Learning Guidelines notes:



For the process of developing ELG/ITs:

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2. 
3. 
4. 
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The Process of Developing Guidelines

Recommendation **1** Define Purpose and Primary Audience

Rationale

The initial motivation for states to develop Early Learning Guidelines is generally a legislative mandate, a state agency directive, or some other perceived need.¹¹ The purpose defines the primary audiences, which, in turn, have implications for the level of language used; the types of strategies or examples that illustrate skills; dissemination and implementation; training; and development of supplemental materials. The words used throughout the document should reflect not only the diversity of cultures, languages, and abilities of the children, but also the diverse characteristics of the adults to whom the document is targeted. ELG/ITs can be written for providers and teachers in a variety of early care and education settings, such as center-based care in child care programs, Early Head Start programs, and regulated family child care homes. States can also choose to include a wider audience, such as early intervention and home visiting programs; parents; and family, friend, and neighbor care.

It is important to an effective, collaborative process that the group developing the ELG/ITs establish a shared vision based on the intended uses of the ELG/ITs. A national Web-based survey of the 50 states and the District of Columbia related to preschool early learning guidelines found that a variety of purposes informed the development of these documents.¹² The most commonly cited purposes of the guidelines were to:

- Improve teaching practices;
- Serve as a curriculum resource;
- Improve professional development; and
- Educate parents about child learning and development.

Of course, ELG/ITs can not do everything that is needed to improve the quality of care. No single document could. However, a clear articulation of what infants and toddlers should know and how they may demonstrate that knowledge provides one of the important foundations for quality.

Key Considerations

The working group should have a shared understanding of the initial motivation for the state to engage in this work.

The intended uses of the guidelines should be clearly defined. Minnesota, for example, describes how parents and family members, caregivers and teachers, community members, and policymakers can potentially use the guidelines.

A common vision and guiding principles should be established that reflect the intended use of the guidelines and the values of the working group, and delineate the boundaries of the document. Georgia's guidelines, for example, provide a clear statement of purpose and guiding principles that recognize parents as children's first and primary teachers; the uniqueness of each child; the interconnectedness of all areas of development; the power of play; the importance of respecting and supporting children from diverse cultures, races, and abilities; the powerful role of teachers and families; and the importance of using research-based knowledge to guide practice. At a minimum, the primary audience for ELG/ITs should be teachers who work with infants and toddlers in center-based care and regulated family child care homes.

The language used throughout the document should reflect the diversity of cultures and languages of the adults to whom the document is targeted.

Recommendation 2



Rationale

The composition of the group created to develop and implement the ELG/ITs should be inclusive

Higher education institutions;
Parents,
0–3 expert consultants, and
The business and private sector.

Existing statewide early childhood coalitions, commissions, or councils may already be positioned to take on this work with some modifications in composition and structure.

Key Considerations

The composition of the working group and the structure and frequency of meetings should be determined early in the process. Georgia had an Advisory Committee with representatives from state agencies, universities, advocates, and the local early childhood community. Three director-level personnel oversaw development, and a project manager was employed. A national consultant was also engaged to support the process and review the document. Drafts were reviewed by (a) the Advisory Committee, (b) a statewide panel of early childhood professionals and parents, (c) the public through feedback forums at four locations around the state, and (d) a panel of national experts. The working group should find a balance between broad representation and a group size that is small enough to be cohesive and productive.

The working group should determine a formal process to keep others informed and to elicit feedback both within the committee structure (horizontally and vertically) and with other groups outside the committee structure.

The membership of the working group should make every effort to have the guidelines reflect infant/toddler development as it is understood by diverse cultural groups in the state.

Existing state-level groups may be utilized as a coordinating body. This could facilitate coordination between the development of ELG/ITs and other efforts underway in the state related to early development and learning.

The ELG/ITs working group may consider adopting the elements of the process that were particularly useful for writing the Pre-K guidelines.

A group leader or coordinator can provide effective support to the infrastructure by:

- ▶ Organizing and coordinating meetings;
- ▶ Ensuring completion of tasks and other follow-up activities;
- ▶ Gathering resources; and
- ▶ Ensuring timely communication and sharing of information between committee members and other stakeholders.

A neutral facilitator can attend to the group process by creating an environment for the free exchange of ideas and to promote action and decision-making.

A writer may be hired with responsibilities that include gathering resource documents, working with committees to promote consistency across sub-sections, and writing supplementary pieces of the document such as the introduction.

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Kindergarten content standards to the extent that is developmentally appropriate. This means that there should not be a “push down” of content standards from Kindergarten to Pre-K to infants and toddlers; rather, there should be substantial dialogue about the upward progression of early learning and development, the uniqueness of the infant and toddler period, and how to adequately and appropriately link them. As the foundation upon which all later learning is built, ELG/ITs should be the “basis for decisions we make about curricula, assessments, professional development, and expectations for teachers’ daily practice.”¹³

Key Considerations

ELG/ITs should be aligned with Pre-K early learning guidelines and Kindergarten content standards. The ELG/ITs could describe the foundations of learning and Pre-K and Kindergarten guidelines could describe how the content of learning becomes increasingly differentiated and skill-oriented. Several states describe how their infant and toddler guidelines align with their Pre-K standards. Kentucky also visually depicts how their ELG/ITs align with Pre-K and K–12 standards. Kansas has devoted an entire section in their guidelines, entitled “Early Learning Connections,” that shows the connections between their 0–5 guidelines, their School Readiness indicators, and their K–3rd grade standards and indicators.

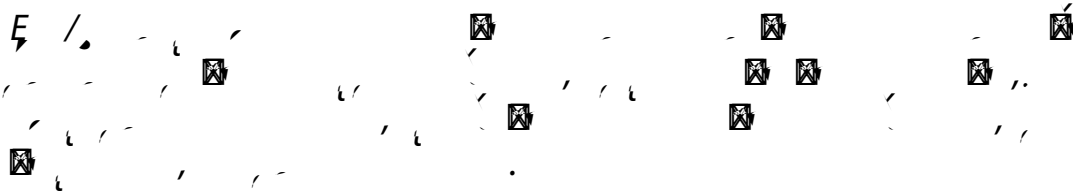
An analysis of the documents and a deliberate dialogue about how to approach alignment should occur. Options may include:

- ▶ Aligning ELG/ITs with Pre-K guidelines to ensure consistency in language and approach (without necessarily using the same domains, e.g., science, math, and social studies);
- ▶ Ensuring ELG/ITs provide a good foundation for Pre-K guidelines and Kindergarten content standards but are not limited by them (ELG/ITs will have more focus on social–emotional development than may be the case with older children);
- ▶ Developing early learning guidelines that cover birth to five or older, and in that process revising Pre-K guidelines or Kindergarten content standards to align with ELG/ITs. For example, Pennsylvania and Rhode Island revised their Kindergarten standards to align with their Pre-K early learning guidelines.¹⁴

To assure that the preschool guidelines reflected the processes of learning in infancy, Iowa had birth to three experts work on both the writing committees for Pre-K and infant/toddler guidelines.



Recommendation 5 Connect with Other State Initiatives



Rationale

ELG/ITs provide a framework for adult interactions with young children, and as such, should play a fundamental role among the components of an early care and education system. All components of the system should work together to effectively promote development and learning. A careful analysis of how these components fit together could result in a more consistent, clear, and effective set of tools for adults to use.

Key Considerations

The state should systematically analyze how ELG/ITs connect with program standards, licensing regulations, child competencies, curricula, and child assessment, then prioritize and refine as needed for a more consistent and meaningful set of quality documents. In addition to alignment with Pre-K and K–12 standards, Georgia and Michigan, for example, provide information about how their ELG/ITs align with Head Start standards. New Hampshire also explains how their guidelines complement the basic knowledge areas and competencies in their Early Childhood Professional Development System. ELG/ITs should be embedded in the early childhood system infrastructure in a variety of ways:

- ▶ As a requirement in licensing regulations, program standards, or other state initiatives;
- ▶ In the quality rating and improvement system or tiered reimbursement system; and/or
- ▶ Tied to funding streams.

The connections between the ELG/ITs and other standards and initiatives should be included in the training process for the primary audiences.

- ▶ Questions to ask may include:
 - “Does the content of the standards match what the curriculum says we should be teaching?”
 - “Are our child assessments consistent with the content of the standards?”
 - “Do the things we expect teachers to know and be able to do align with what we expect children to know and be able to do?”¹⁵



Recommendation 6

Assure Accuracy and Quality

Rationale

Research on infant learning and development has provided the field with a vast amount of information in recent years. However, no national organization has reviewed and synthesized this information or created content standards for infants and toddlers. The education community has resisted adopting national content standards at the K–12 level. While potentially problematic, this circumstance reflects the importance many educators place on contextual factors within a state in defining standards. For alignment purposes, it may be desirable for ELG/ITs committees to develop guidelines within each state.

In order for each state to assure the ELG/ITs are current, accurate, and reflect the cultural values of the population, an expert panel of reviewers and consultants should be established to work with the committee throughout the process. Engaging the assistance of state and national early childhood researchers and experts to (a) provide guidance related to content and (b) review the proposed guidelines is a crucial step toward ensuring that the guidelines accurately reflect research about the processes and outcomes of early learning.

Key Considerations

A panel of national and state and/or local experts should be used from the beginning of the EL6.413C309.05(t 253132tio

Recommendation 7

Inform Professional Development



Rationale

How teachers interact with young children is an important predictor of child learning and development. Research indicates that specialized training for teachers is related to higher quality learning environments, which impact child outcomes.¹⁸ ELG/ITs support teachers' and caregivers' efforts to be intentional about the knowledge and skills they nurture in young children.

Training and education are needed for teachers to use the guidelines effectively. Unfortunately, there is a wide disparity in levels of professional preparation and ability in the early childhood workforce across programs and from state to state. Although some states have developed or are developing infant/toddler credentials, certifications, or endorsements, the range of training requirements varies widely (from several hours of training to Master's degrees) and the content also varies considerably.¹⁹ To maximize teacher knowledge and skills, extensive and coordinated pre-service (teacher preparation programs) and in-service training and professional preparation is needed. Many states have also begun initiatives to find and offer information and professional development to family, friend, and neighbor caregivers.

Key Considerations

States should develop and implement in-service training specific to ELG/ITs. Pennsylvania recently completed a "train the trainers" program for their guidelines. Washington State has a companion training booklet that includes an introduction to their guidelines, how they are organized, and ways of integrating them into provider training.²⁰ States should use their ELG/ITs to inform professional development in training related to:

- ▶ Infant toddler credentialing;
- ▶

Official recognition of the ELG/ITs may be obtained through endorsement or adoption by



The Content of the Guidelines

Recommendation 10 Review Literature and Research

Rationale

Many Pre-K ELGs are based on national content standards established by professional organizations. Since there are no national learning standards for children age birth to three, each state and territory must determine what information will be included in its ELG/ITs. A review of the research should ensure that ELG/ITs reflect current knowledge and research about the development and learning processes of infants and toddlers and the link between children's early experiences and success in school and life. Since ELG/ITs describe what young children should know and be able to do, they can shape how teachers and other caregivers support and interact with young children, impacting what children learn.

Key Considerations

It is important to identify and maintain a record of all sources of information. Many state guidelines include a reference list and/or bibliography. A few states, such as Iowa and Kentucky, cite research and other professional sources throughout the document and include an extensive list of references and append other resource documents.

ELG/ITs written and implemented by other states should be reviewed.

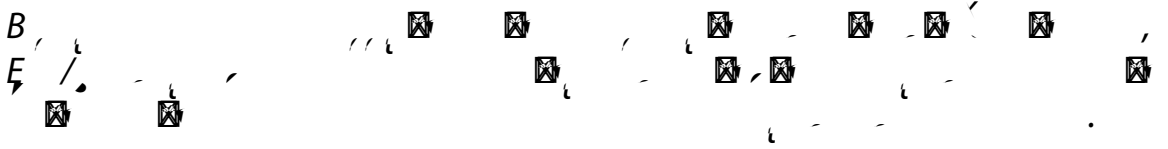
Information may be gathered from interviews with early childhood professionals and parents and, where appropriate, from conventional wisdom about early childhood development, especially in such areas as cultural beliefs and values that may not be well researched.

To ensure accuracy, current resources—those published within the last 10 years—should be used. Important earlier work should be validated by more recent publications.

For a list of potential resources, see Appendix A.



Recommendation 11 Group by Age



Rationale

During the first three years of life, children undergo remarkable growth and development. It would not be appropriate to expect a 6 month-old to be able to do the same things as a 36 month-old. Therefore, ELG/ITs should be divided into age groups so that expectations for children’s behavior are age-appropriate. Decisions about the number and range of age groups should be based on current research and should take into consideration implications for assessment, continuity of care, state child care licensing, and other infant/toddler initiatives. The many differences between the number and range of age groups in existing ELG/ITs and in other national early childhood resources reflect the challenging nature of these decisions.

Key Considerations

In deciding upon the number of age groups, consideration should be given to the real-world implications of this decision. Too few age groups could produce inappropriate expectations for children at the early end of the age range. For example, expectations for a “birth to 12 months” age group would be too high for young infants (e.g., a newborn being able to self-soothe). By contrast, choosing too great a number of age groups (especially for the second and third years) could create artificial divisions; for example, are there distinct developmental differences between “26 to 28 months” and “28 to 30 months”?

The number and range of age groups also has implications for continuity of care. Too many age groups and/or very narrow age groups might result in children being moved between classrooms and/or providers too often. ELG/ITs should include information about the importance of continuity of care and concrete examples of how providers can implement continuity of care in their programs.

Some states use overlapping age ranges for its age groups. While this overlap may be developmentally appropriate, it could pose difficulty for assessment. An individual child may fall into two of the age groups at a given point in time, yet she can only be assessed in one age group. If a state or territory does choose to employ overlapping age ranges, the ELG/ITs should include explicit directions about how children are to be identified for assessment purposes.

A table showing different ways of dividing infants and toddlers into age groups developed by national early childhood organizations is available in Appendix B.

describe the domains, such as “Emotional Development: To Learn About Their Feelings.” There are sometimes overlaps between program standards and ELGs; however, the ELG/ITs should only address the components of children’s learning. Child health and well-being, for example, are usually included in program standards, such as “programs will



Recommendation 14

Incorporate Cultural and Linguistic Diversity

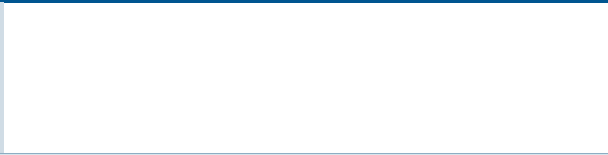
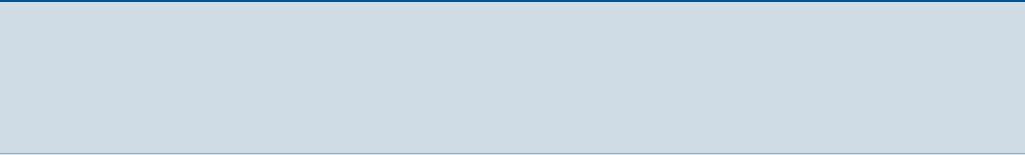
Rationale

Culture, ethnicity, and language are incorporated by young infants into their sense of self through their relationships and experiences in their environment. Each child learns how I am to behave and how others should be with me through culturally prescribed interactions. Accordingly, the child care environment should “be in harmony with what goes on at home, following the form and style of what is familiar to the child.”²⁶

ELG/ITs must be developed with attention to issues of culture, ethnicity, and language in order to be accepted by members of different groups. For example, a cultural group that believes children should be increasing their skills and knowledge in achieving cooperation might reject guidelines that assume that autonomy and independence are commonly accepted learning goals.

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Recommendation 16

Describe the Role of Adults



Rationale

The role of adults in providing care and education is usually described in program standards rather than in Early Learning Guidelines. However, adults play such a significant role in developing the foundations of learning and the infant's growing sense of self that it is nearly impossible to explain early learning without some description of the role of the adult.

The responsiveness of adults who care for infants and toddlers is critical to child well-being.²⁹ Research shows that infants with secure attachment relationships with their caregivers are more likely to play, explore, and interact with adults in their child care setting.³⁰ Responsive caregivers create learning environments that support child-initiated learning and imitation while building and sustaining positive relationships among adults and children.³¹

Continuity of care is important for the relationship between caregivers and infants and toddlers. Too many changes in caregivers can lead to a child's reluctance to form new relationships.³² Caregivers who are attuned to each child's unique needs and personality can support, nurture, and guide the child's growth and development.³³ The better somebody knows a child, the better he or she can read a young child's subtle clues to understand what the child needs.³⁴

Key Considerations

Some states, such as Louisiana, include both ELG/ITs and program standards for infant and toddler programs in the same document. With this format, it is important to clearly distinguish between the early learning guidelines, which are child-focused, and the program standards, which are program-focused. An introduction to each topic area can also be useful to outline the role of the adult in supporting the child's development.

Some states create separate documents related to ELG/ITs for parents. These documents tend to be shorter and easier to read than the ELG/ITs, and they are often designed to be more visually appealing as well. For example, Arkansas and Kentucky have companion documents for parents. Arkansas'

Family Connection is a packet of materials for families and Kentucky's Family Connection supports families in understanding and using the ELG/ITs in English and Spanish. States may need companion teaching strategies that are aligned with their ELG/ITs. Developing such strategies would likely require a great deal of time and resources to ensure they were developmentally appropriate and that caregivers could effectively implement them.

Many states include strategies or activities for caregivers under each domain area or with their indicators or benchmarks. Connecticut, Delaware, Maryland, Indiana, and Oregon are examples of states that take this approach. Some states also include suggestions and resources for parents within their ELG/ITs.

Recommendation 17

Align Assessment

C. 

Rationale
ELG/

The development and implementation of Early Learning Guidelines for Infants and Toddlers (ELG/ITs) has been a challenging process for many states. ZERO TO THREE believes that a clear articulation of what infants and toddlers should be learning is an important element of an early childhood system and one that may provide support to states in their efforts to address, support, and improve quality of care.

Working with a group of experts in the field, ZERO TO THREE has developed this series of recommendations for states to consider as they write or revise their ELG/ITs. The process of developing ELG/ITs should begin with a clear definition of the purpose and intended uses of the document. The process should be inclusive of a variety of stakeholders and adequately supported with funds and personnel. ELG/ITs need to be thoughtfully developed within the context of existing Pre-K guidelines and K–12 standards as well as existing elements of the early childhood system within the state.

There are no national learning standards describing what infants and toddlers should be learning, so developing the domains and learning expectations is a particular challenge. Issues arise concerning the unique aspects of this age, such as the development of learning processes, the emerging sense of self and its foundation in culture, and the primary context of relationships.

Early Learning Guidelines for Infants and Toddlers can make a strong contribution to

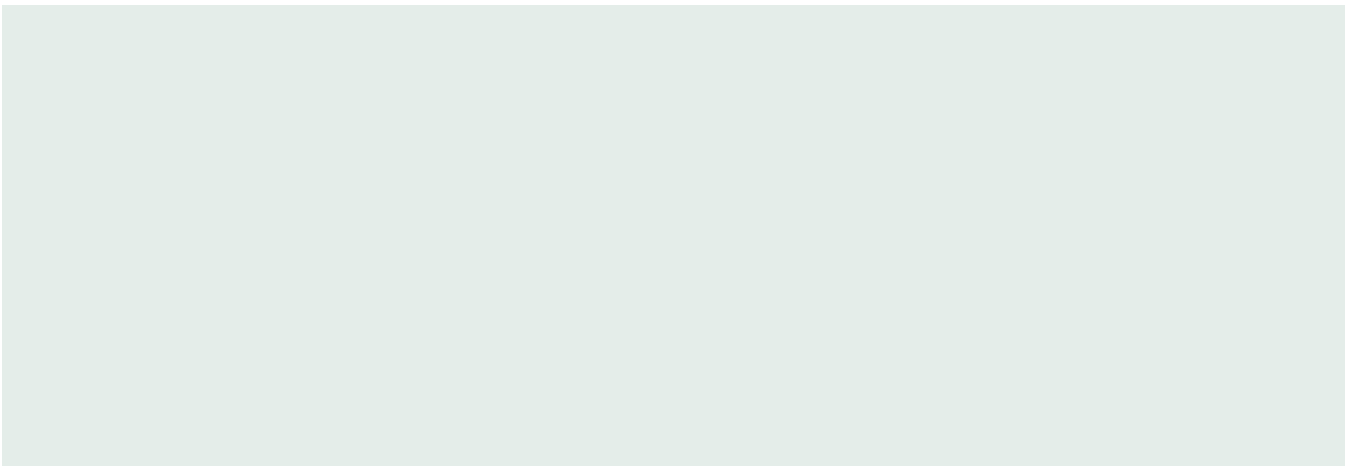
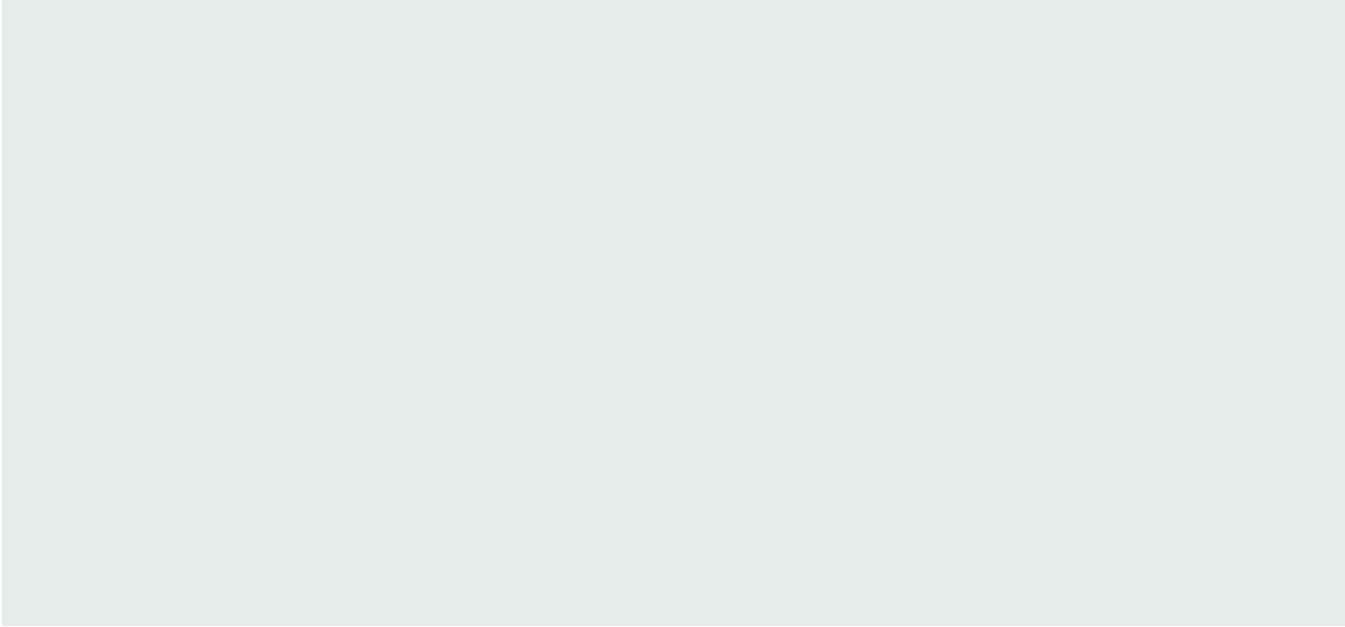
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APPENDIX B

AGE GROUP

National Resource	Number and Range of Age Groups
<p>American Academy of Pediatrics, as cited in Lally, J. R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. S. and Weissbourd, B. (2003). <i>Child Development: A Guide to ZERO TO THREE</i>. Washington, DC: ZERO TO THREE.</p>	<p>In its recommendations for group size, ratios, C A reports that the American Academy of Pediatrics identifies three age groups:</p> <ul style="list-style-type: none"> Birth to 12 months 12 to 18 months 18 to 35 months
<p>Head Start Program Performance Standard 1304.52. Available from: http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/1304</p>	<p>For teacher–child ratios in Early Head Start (EHS) programs, EHS performance standards use a single age group for birth to three:</p> <ul style="list-style-type: none"> Birth to 36 months
<p>National Association for the Education of Young Children. (2005). <i>AE CA</i>. Available from: www.naeyc.org/academy/criteria/teacher_child_ratios.html</p>	<p>For teacher–child ratios in accredited programs, the National Association for the Education of Young Children identifies four age groups from birth to three:</p> <ul style="list-style-type: none"> Infants (birth to 15 months) Toddler/Twos (12-28 months) Toddler/Twos (21-36 months) Preschool (30 - 48 months) <p>The “Infants” and “Toddlers” age groups overlap—this is explained in the document: “These age ranges purposefully overlap. Programs may identify the age group to be used for on-site assessment purposes for groups of children whose ages are included in multiple age groups.”</p>
<p>Signer, S., & Tuesta, A. (2004). Steps toward implementation of PITC recommendations for group size. [Handout from Module II training session, and the advanced training 2004 session]. Unpublished document. Sausalito, CA: The Program for Infant/Toddler Care. Available from: www.pitc.org/cs/pitctr/view/pitc_res/715</p>	<p>In its recommendations for group size, ratios, and amount of space, the Program for Infant/Toddler Care identifies three age groups:</p> <ul style="list-style-type: none"> Young Infants (birth to 8 months) Mobile Infants (6 to 18 months) Older Infants (18 to 36 months) <p>The “Young Infants” and “Mobile Infants” groups overlap.</p>
<p>ZERO TO THREE, as cited in Lally, J. R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. S. and Weissbourd, B. (2003). <i>Child Development: A Guide to ZERO TO THREE</i>. Washington, DC: ZERO TO THREE.</p>	<p>In its recommendations for group size and ratios, C A reports that ZERO TO THREE identifies three age groups:</p> <ul style="list-style-type: none"> Birth to 9 months 8 to 18 months 16 to 36 months

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- ¹Council of Chief State School Officers. (2007). *The words we use: A glossary of education terms*. Washington, DC: CCSSO. Retrieved July 10,2007, from www.ccsso.org/projects/scass/Projects/Health_Education_Assessment_Project/Publications_and_Products/
- ²Shonko, J., & Phillips, D. (Eds.). (2000).

<http://ecrp.uiuc.edu/v9n1/little.html> . Council of Chief State School Officers. Retrieved July 9, (2007). from

²² Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2007). Greensboro: University of North Carolina.

²³ Shonko, J., & Phillips, D. (Eds.). (2000). Washington, DC: National Academy Press.

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