



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

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## Language Modeling with Dual Language Learning Infants and Toddlers

These resources from the Early Childhood Learning and Knowledge Center have practical and evidence-based ideas for supporting the language development of infants and toddlers who are dual language learners.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-infants.pdf>

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-toddlers.pdf>

## Toddlers and Challenging Behavior: Why They Do It and How to Respond

This ZERO TO THREE article explores the meaning behind challenging behaviors and how parents and caregivers can set age-appropriate limits for their toddlers.

<https://www.zerotothree.org/resources/326-toddlers-and-challenging-behavior-why-they-do-it-and-how-to-respond>

## Toddlers Recognize Written Words As Meaningful Symbols

A report published in the journal *Child Development* revealed that toddlers are able to recognize written words as symbols at an earlier age than experts had previously thought, which marks an important step on the path to reading readiness. In the words of Temple University psychology professor Kathy Hirsh-Pasek, who specializes in literacy development, recognizing that writing is “something that stands for something else, it actually is a vehicle for language — that’s pretty powerful stuff.” [http://www.pbs.org/newshour/?post\\_type=rundown&p=167420](http://www.pbs.org/newshour/?post_type=rundown&p=167420)

## Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy

This review of research on relationship-based care practices outlines considerations for implementing these practices in Early Head Start and programs serving infants and toddlers. The report emphasizes two specific relationship-based care supports – primary caregiving and continuity of care – and includes considerations at the center level, for parents and families, and for staff. The brief also discusses federal and state policies related to adopting these practices. Additionally the brief discusses how licensing, Quality Rating and Improvement Systems, and Early Head Start performance standards relate to implementing these practices.

[http://www.acf.hhs.gov/sites/default/files/opre/nitr\\_inquire\\_may\\_2016\\_070616\\_b508compliant.pdf](http://www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf)

## Diversity-Informed Infant Mental Health Tenets

The Tenets are a set of guiding principles that raise awareness about inequities and injustices embedded in our society. The Tenets empower individual practitioners, agencies and systems of care to identify and address the social justice issues intricately intertwined with all infant mental health work. The Tenets can be used to reflect on personal, team or organizational values and practices and to guide priorities for change and enhancement. They could also be applied to practices for supporting toddlers and families. The Tenets are available in English and Spanish at

<https://imhdivtenets.org/>

NOTE: To access the November 2012 issue of ZERO TO THREE, which features additional information on infant mental health, go to <http://www.nxtbook.com/nxtbooks/zerotothree/201211/#/1/OnePage>

Baby Talk is a free, one-way listserv that is distributed monthly. Each issue features resources that are high quality, readily available and free. To join the listserv, send an email **with no message** to

[subscribe-babytalk@listserv.unc.edu](mailto:subscribe-babytalk@listserv.unc.edu) To suggest resources, please contact

Camille Catlett at [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)