

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION  
TLSC: TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES

**TLSC 251:**  
**Family-Centered Assessment and Intervention in Early Intervention (EI)**  
**SPRING SESSION 2015: Weeks 9 - 13**

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**Module Description**

Candidates complete their initial investigation into the many roles of early childhood educators through this early intervention (EI)-focused module, the third and final module in sequence 4 of the ECSE program. TLSC 251 focuses on the profession of EI and is specifically designed to address required areas of competency in early intervention. It specifically addresses contexts and standards of practice for working with infants/toddlers and their families within their communities. Teacher candidates are trained in the Individualized Family Service Plan (IFSP) process, as well as intervention approaches for infants/toddlers and their families. Candidates also receive two full weeks of training in both formal assessment tools (Bayley Scales of Infant Development and Battelle Developmental Inventory) and authentic approaches (Transdisciplinary Play-Based Assessment) during this module in order to prepare them for their future roles as providers of EI services for families of infants and toddlers with special needs.

**Essential questions regarding early childhood education explored in TLSC 251**

1. What are some examples of early childhood service delivery models, and approaches to collaborative assessment and instruction? (ECSE: 5D, ECE 11C, 12A, NAEYC: 4b)
2. How might relevant professional organizations, publications, and resources for professional development positively influence the work of early childhood educators? (ECSE: ECE: 17E, NAEYC: 6a, 6b)
3. How do standards of practice guide the work of early educators across a wide variety of educational settings?
4. What are the outcomes of early education? How do professionals in birth to three, preschool, and early elementary school conceptualize their role as ‘effective’ educators?
5. What are the benefits and challenges of inclusive programming for young children with special needs? (ECSE: 5D, ECE: 11E, 12A, NAEYC: 4b, 4c)
6. How do early childhood educators demonstrate an attitude that affirms and respects family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)
7. How do early educators affirm and respect family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)

**Learning objectives for this module:****Assessment:**

- 1) Acquire skill in using diagnostic and assessment techniques as a basis for eligibility determination and curricular planning.
- 2) Relate to caregivers the results of comprehensive assessments in a way that sensitively integrates formal and authentic assessment data.
- 3) Differentiate between observational data on children's skills/development/behavior and interpretive statements which serve to summarize and integrate those observations.
- 4) Engage in collaborative play-based assessment activities, and apply this experience in an individual play-based session utilizing a choice of theoretical models.
- 5) Recognize the appropriate uses and practical, theoretical, and psychometric limitations of formal assessments when applied to infants and young children.
- 6) Identify major issues and barriers in valid, reliable assessment of very young children, as well as strategies for addressing them.

**Early intervention:**

- 1) Identify family priorities, concerns, needs, and strengths through the IFSP process.
- 2) Identify and develop measurable, family-focused IFSP goals for children with special needs.
- 3) Explore and evaluate the system of EI service provision in the state of Illinois.
- 4) Identify and plan for the specific roles of developmental therapists in EI service delivery.

**Developmental sequence:**

- 1) Describe the phases of infant and toddler development, including the influences of teratogens, maternal factors, health care, and childbirth. (NAEYC 1)
- 2) Cite major milestones of physical, cognitive, language, social, and emotional development from birth to age 3. (ECSE 2A, 2B, 2E; ECE 8A, 8D; NAEYC 1)

**Contextual factors:**

- 1) Recognize the impact of heredity, nutrition, disease, injury, and emotional well-being on each domain of early development. (ECE 6A, 8F, 8G, 8H)
- 2) Identify personal and family characteristics, social relationships, and community factors that may protect young children from the effects of stress and environmental risks by increasing resiliency. (ECSE 2C; ECE 6A, 8F, 8G)
- 3) Utilize the lens of culture to examine issues affecting families of young children, including reproductive choices, child rearing practices, and reactions to disability. (ECSE 3B, 3C; ECE 9C)
- 4) Apply developmental theory in the interest of social justice by attempting to better understand the needs of children in oppressed minority groups (including young children from immigrant families, children living in poverty, etc.). (ECSE 3B, 3C; ECE8D, 8F, 9C; NAEYC 1)

**Exceptionality:**

- 1) Identify early indicators of possible learning, emotional, and behavior problems, as well as their impact on educational planning (ECSE 2H)
- 2) Describe the ways in which child characteristics and environmental factors interact to alter developmental trajectories. (ECSE 2A, 9A)

**Observing development and conducting research:**

- 1) Recognize appropriate methods for collecting data on children’s development (naturalistic and systematic observation, interviews, case studies, formal assessment, ethnography, etc.), recognizing the importance of distinguishing between observational data collection and interpretive analysis. (ECSE 1B; ECE 11A; NAEYC 3)

**This course has also been developed to specifically address the following NAEYC standards for personnel preparation in early childhood education:**

1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children’s characteristics and needs, and b) multiple interacting influences on children’s development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

3. Observing, Documenting, and Assessing To Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

3. Reciprocal Relationships with Families

Candidates must develop skills for communicating and collaborating with diverse families in order to fill the role of a developmental therapist. These roles are learned in TLSC 251 through an exploration of the IFSP and intervention processes, as well as through working directly with parents and caregivers in a parallel field experience at Misericordia.

5. Becoming a professional

**Required areas of professional preparation for IL DHS EI Developmental Therapist credential**

This module (along with the remainder of sequence 4) is designed to address required areas of competency in early intervention (EI). It specifically addresses EI services for infants and toddlers with special needs and their families. In particular, teacher candidates will learn about the delivery of interventions to the youngest children and the roles of various professionals in assessing and collaborating with families. Candidates work directly with families and children as part of their learning of evidence-based practices and formal and authentic assessment approaches. Course credit hours shaded in green in the table below are included in TLSC 251.

Infant-Toddler Competency Area	Credit hours in sequence 4					TOTAL
	TLSC 250	TLSC 251	TLSC 252	TLSC 253	CIEP 315	
Development	.5		.5		1	2.0 hrs
Assessment	.5	1	.5	.5		2.0 hrs
Intervention	.5	2		1		3.5 hrs
Families	1		1	.5	.5	3.0 hrs

TOTAL	2.5	3	2	2	1.5	10.5 hrs
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### **The role of TLSC 251 in exploring diversity**

Teacher candidates will work with infants and toddlers and their families and learn and apply the principles of individualized, family-focused early intervention in order to better understand the role of EI professionals in addressing the needs of families of infants/toddlers with special needs. They will also apply prior learning from sequences 1-3 related to families' culture and needs, and their implications for educators who are competent in addressing cultural and linguistic diversity.

### **Required module texts:**

Division of Early Childhood (2008). *Young Exceptional Children Monograph No. 10: Early Intervention for Infants and Toddlers and Their Families: Practices and Outcomes* (Peterson, Fox, & Blasco, Eds.)

Berk, L. E. (2008). *Infants and children: Prenatal through middle childhood (7th edition)* Boston: Pearson/ Allyn & Bacon.

Gordon & Browne (2013/14). *Beginnings and beyond: (9<sup>th</sup> edition)*. Belmont, CA Wadsworth.

### **Readings from the following texts will be provided:**

Linder, T. (2008) *Transdisciplinary Play-Based Assessment – TPBA-2 (2<sup>nd</sup> edition)*. Baltimore, MD: Paul H. Brookes.

Linder, T. (2008) *Transdisciplinary Play-Based Intervention – TPBI-2 (2<sup>nd</sup> edition)*. Baltimore, MD: Paul H. Brookes.

McClean, M., Bailey, D., & Wolery, M. (2004). *Assessing Infants and Preschoolers with Special Needs (Third edition)*. New York: Prentice-Hall, Inc.

McWilliam, R.A. (2010). *Routines-based early intervention*. Baltimore, MD: Paul H. Brookes.  
You can examine this text [here](#)

Mindes, G. (2010). *Assessing Young Children: Second Edition*. New York: Merrill/Prentice Hall.

Additional readings will be assigned and must be completed according to the sequence calendar. Many of these are already available online, with the remaining articles to be posted during the first weeks of the semester.

### **Tests, protocols and other assessment materials**

You will need protocols for the following standardized instruments: Bayley Scales of Infant and Toddler Development-3 and Battelle Developmental Inventory-2. You will also need forms associated with Transdisciplinary Play-Based Assessment. All of these protocols will be provided by the instructors. Candidates will also have access to full play-based assessment kits; materials from these kits may be checked out by using the Box-based system covered in class. Tests themselves (Bayley and Battelle) are available at the main reference desk at Lewis Library on the Water Tower Campus. You must show you ID and identify yourself as a student in TLSC 251 in order to access these kits.

### **Expected dispositional outcomes**

The following dispositions will be assessed during this module:

D3: Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)

D6: Collecting and analyzing community, school, family, and student data to guide educational decision making. (a2E) (IB)

D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)

D11: Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (d1D)

D13: Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

D15: Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

### **IDEA Objectives for the evaluation of this course**

Essential objectives for this course include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### **The School of Education's Conceptual Framework**

"Professionalism in Service of Social Justice" is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Teacher preparation activities in the ECSE program have been designed to assist teacher candidates in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. Meeting the needs of diverse children is a central focus of readings, class discussion, and of the ECSE program itself.

The following Conceptual Framework Standards are specifically addressed in this module:

<b>Conceptual Framework Standards</b>	<b>Activities and Assignments</b>
Candidates demonstrate...	
<b>CF1:</b> ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	-Readings and discussion of evidence-based practices in EI
<b>CF2:</b> ...knowledge and skills in a variety of school and professional settings.	-Activities and assignments on assessment and intervention
<b>CF3:</b> ...an understanding of issues of social justice and inequity.	-Content related to working with families in EI
<b>CF4:</b> ...skills that will enable them to work effectively with diverse clients.	-TPBA and family assessment
<b>CF5:</b> ...technological knowledge and skills which enhance education.	
<b>CF6:</b> ...professional decision-making skills and behaviors in advancing social justice and service.	
<b>CF7:</b> ...how moral and ethical decisions shape actions directed toward service to others.	-Prioritization of the needs of the family and the role of EI professionals in serving the family are addressed in this module
<b>CF8:</b> ...an ability to apply principles in professional decision-making.	-Activities related to assessing and intervening according to family priorities and needs.

### **Field-based components**

Please note that this module includes supervised assessment experiences with families, including work with infants, toddlers, and preschoolers. Please refer to the sequence grading table to see exactly what portion of assignment, module, and final grade points are dependent upon your attendance, participation, professionalism, and work in these contexts.

**IMPORTANT NOTE:** You must follow up on the preparation provided in this module by completing an Online Systems Overview training offered through the Illinois Early Intervention Training Program. Complete this training and submit evidence to Dr. Kennedy by the end of the summer prior to Sequence 7. You must then attend an in-person follow-up training during Sequence 7 which will prepare you to apply for your initial EI credential upon graduation.

### **Assignments**

#### **1. Bayley and Battelle Library Assignments (10pts each)**

Each of these assignments consists of two parts – the first focuses on acquainting you with the key features, advantages/limitations, and administration considerations for a formal assessment used with children birth to age eight (Battelle) or birth to age 3:6 (Bayley). The second involves practice with scoring the instrument utilizing sample data and writing up basic information about test performance in the form of a report excerpt. These assignments are designed to help familiarize you with these common formal measures. You will complete one library assignment for each of the two developmental assessments available in Lewis Library at the 6<sup>th</sup> floor reference desk. Note that you should partner with someone else for this assignment and *you must complete each part of the assignment together* rather than splitting them between you. Complete the library assignment corresponding to each of the two measures and submit via Sakai.

#### **2. Formal Assessment (50pts)**

You will work in pairs and select at least one child to assess during this sequence. You will administer a formal assessment to that child (as well as completing a full play-based assessment, discussed later in the syllabus). You may choose either the Battelle or the Bayley for this assignment, which provides you with the opportunity to collaboratively administer specific formal early childhood assessment tools and experience firsthand the advantages, limitations, and appropriate uses of formal measures of early childhood development. These assessments each include a family component, so you will need the input of a parent/caregiver to complete them.

#### **3. Transdisciplinary Play-Based Assessment (TPBA) Project (75pts)**

You will work in pairs to assess a child under the age of five during the sequence. Each pair of candidates will complete a full play-based assessment using Linder's Transdisciplinary Play-Based Assessment approach. These assessment activities culminate in an integrated report (that includes formal assessment information), written to summarize the results of these multiple forms of assessment. Guidelines for your report will be covered in class. These reports will be submitted in paper and electronic form with all required documentation organized into an assessment binder.

#### **4. EI Case Study (40pts)**

This assignment will consist of two parts:

- a) Essay: This paper focuses on some of the issues facing EI providers and families in the state of Illinois. Specific guidelines can be found in the EI Case Study assignment description
- b) EI Case Study: This assignment involves evaluating a case and both identifying and planning around family needs, resources, and priorities. Details will be provided in the module.

### **5. Professionalism (20 pts)**

Expectations for professionalism will be covered during the sequence. Keep in mind that upon reaching TLSC 251, candidates have already been working on many extensive assignments related to TLSC 250; it is extremely important to stay organized, maintain a high level of productivity and consistency in your work, and to remain on top of due dates. During the last half of Sequence 4, assignments require a high level of professionalism and focused intentionality in work with children and families. As the demands on you rise, so do the expectations for professionalism. Any candidate who displays professional behaviors of concern will be required to meet with instructors to develop an emergency remediation plan in order maintain access to children and families and complete this module.

### **6. Attendance (10 pts)**

Attendance is critical to your success in this sequence. In TLSC 251 in particular, several sessions serve as training in critical skills which you must then apply in your work with families; missing any class session will cause you to miss this training, which in turn will affect the quality of your interactions and assignments. Do not miss any of the campus-based and field-based sessions; for candidates who miss coverage of key competencies, instructors reserve the right to protect the children and families by revoking your right to access them. In these cases, the candidate will receive a grade of “F” for the module since assignments for TLSC 251 cannot be made up in independent studies. Beyond this, the usual expectations apply for promptness.

### **7. Participation (10 pts)**

These points will be assigned based upon candidates’ active involvement and full engagement in the learning process. This includes contributing comments and examples in class, asking questions, participating in other candidates’ discussion sessions, and giving class, module, and field-based activities your full attention. Your instructors reserve the right to deduct points for any issues of participation. You will earn participation points for demonstrating the behaviors listed above, adhering to the module policy regarding the appropriate use of technology, and your meaningful participation in the module Discussion Sessions, as well as completing Sakai forum reflections.

### **8. Online Professional Development in EI (5 points)**

You are responsible for completing one online training experience sometime during this module. It is strongly suggested that you select something from the Illinois Early Intervention Training Program. They can be found at the following address: <http://www.illinoiseittraining.org/page.aspx?>

Select something that is free and focuses specifically on your potential role in EI – work with families, developmental therapy, intervention or assessment models, information about a specific special need – you have numerous options. Submit a paragraph summary, a handout/presentation, and evidence of completion to the Google site page titled *PD Synopses*. You may complete this assignment and submit it at any time during Sequence 4.

### **9. Sequence Summative Assessment (20pts)**

Each sequence in the TLLSC ECSE program includes a summative assessment project for which points are shared across all of the sequence’s modules. You are expected to work on this project independently throughout the semester, and you will be given time to collaborate during this spring’s PLC sessions.

### **Assignments**

All assignments are expected on the dates noted. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. This does not mean that you are not allowed to request additional time to work on individual assignments – however, if an assignment must be submitted late,

your instructors must be notified in advance (NOT on its due date) so that a plan for completion can be developed. Otherwise, point deductions will be made according to the following schedule:

- a. 1 to 4 days late: 10% of points will be deducted
- b. 5 to 7 days late: 30% of points will be deducted
- c. more than 7 days late: 50% of points will be deducted

All written assignments (with the obvious exception of test protocols and notes) must be typewritten and conform to the reference formats specified in the Publication Manual of the American Psychological Association, 5<sup>th</sup> edition except where indicated. Please submit a paper copy of each assignment in class unless instructed otherwise. Early assignments are always welcome.

Assignments for TLSC 251 are listed in the table below:

Assignment	Description	Due	Points
<b>Professionalism</b>	See syllabus description	Evaluated daily throughout module	20
<b>Attendance</b>	See syllabus description		10
<b>Participation</b>	See syllabus description		10
<b>Sequence 4 Summative Assessment</b>	Group project to be completed and submitted at conclusion of PLC	April 25 <sup>th</sup>	20
<b>TPBA</b>	See assignment description; completed in pairs; submitted in TPBA binder with report online; note guidelines for resubmission instructions	Due week of April 12 <sup>th</sup> ; final revisions due by April 27 <sup>th</sup>	100
<b>Formal assessment</b>	See assignment description; completed in pairs; submitted via hard copy with report submitted via Sakai	April 19 <sup>th</sup>	50
<b>Bayley Library Assignment</b>	Self-directed partnered worksheet; submit via Sakai	March 25 <sup>th</sup>	10
<b>Battelle Library Assignment</b>	Self-directed partnered worksheet; submit via Sakai	March 25 <sup>th</sup>	10
<b>EI Case Study</b>	Completed individually; submitted in Sakai and LiveText	April 25 <sup>th</sup>	40
<b>Online Professional Development</b>	Self-selected online PD session related to EI services; submit required components to Google site	Anytime during TLSC 251	5
<b>TOTAL</b>			<b>275</b>

### Assignments and Grading

Final course grades will be assigned as follows:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F

### Technology

Technology is an essential tool for developing your professional skills and for completing any degree program. This sequence assumes a basic and practical knowledge of technology. It assumes that candidates are proficient at word processing (including creating tables and diagrams), communicating via



Loyola Outlook e-mail, downloading Microsoft Word and Acrobat Reader files), and recording/presenting video clips. If you are not familiar with any of the preceding skills/equipment, it is your responsibility to become so.

**The following are standard sections included in every LUC School of Education syllabus:**

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)** The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

<http://www.luc.edu/ethicsline>

### **Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

### **Supplemental resources**

- <http://www.aap.org/> The American Academy of Pediatrics is dedicated to the health of all children and committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.

- <http://www.betterbabycare.org> Better Baby Care site supports safe and healthy, family centered, and developmental care.
- <http://csefel.uiuc.edu> This project is designed to strengthen the capacity of Head Start and child care programs to improve the social and emotional outcomes of young children.
- [www.illinoisearlylearning.org](http://www.illinoisearlylearning.org) The Illinois Early Learning Web site is an effective means of providing evidence-based, reliable information for parents, caregivers, and teachers of young children in the State of Illinois.
- [www.isbe.net](http://www.isbe.net) The Illinois State Board of Education website provides access to Early Learning, Early Childhood, and Special Education (provides access to Early Childhood Special Education).
- <http://education.umn.edu/icd/icdOLD//harriscenter> The Irving B. Harris Training Center for Infant and Toddler Development serves as a model for blending research with practice and policy.
- [www.naeyc.org](http://www.naeyc.org) National Association for the Education of Young Children has for its purpose, “leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children.”
- <http://nccic.org/> The National Child Care Information Center is a national resource that links information and people to complement, enhance, and promote the child care delivery system, working to insure that all children and families have access to high-quality comprehensive services.
- <http://www.nectac.org/default.asp> The National Early Childhood Technical Assistance Center supports the implementation of the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). Their mission is to strengthen service systems to ensure that children with disabilities (birth through five) and their families receive and benefit from high quality, culturally appropriate, and family-centered supports and services.
- [www.nhsa.org](http://www.nhsa.org) National Head Start Association is a private not-for-profit membership organization that provides a national forum for the continued enhancement of Head Start services for poor children ages 0 to 5 and their families.
- [www.nieer.org](http://www.nieer.org) The National Institute for Early Education Research supports early childhood education initiatives by providing objective, nonpartisan information based on research.
- [www.ounceofprevention.org](http://www.ounceofprevention.org) The Ounce of Prevention was established to promote the well-being of children and adolescents by working with families, communities, and policy-makers.
- <http://www.pitc.org/> The Program for Infant/Toddler Caregivers is committed toward promoting responsive, caring relationships for infants and toddlers.
- <http://www.zerotothree.org> Zero to Three is a leading resource on the first three years of life. Its goal is to strengthen and support families, practitioners and communities to promote the healthy development of babies and toddlers.