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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
1	Child Development	Center on the Developing Child, Harvard University	Their mission is to drive science-based innovation that achieves breakthrough outcomes for children facing adversity. The resource library includes information on adult capabilities, brain architecture, executive functioning, lifelong health, mental health, play, program effectiveness, resilience, serve and return, and toxic stress. Resources include briefs, info graphs, multimedia, presentations, reports and working papers, and tools and guides.	Website	Center on the Developing Child, Harvard University. (https://developingchild.harvard.edu/)
2	Child Development	Head Start Early Childhood Learning and Knowledge Center	Supports young children from low-income families prepare for school success through local programs. Head Start and Early Head Start programs promote children's development through services that support early learning, health, and family well-being.	Website	Head Start Early Childhood Learning and Knowledge Center. (https://eclkc.ohs.acf.hhs.gov/)
3	Child Development	National Center for Pyramid Model Innovations	Provides technical assistance, professional development, and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)
4	Child Development	Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	PDF	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
5	Developmental Monitoring and Screening	Centers for Disease Control and Prevention (CDC) Learn the Signs. Act Early.	Aims to improve early identification of children with disabilities so children and families can get the services and support they need. This site provides information and resources for families and early childhood professionals alike.	Website	Centers for Disease Control and Prevention. (n.d.). Learn the Signs. Act Early. https://www.cdc.gov/ncbddd/actearly/index.html

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
6	**Dual Language Learners**	*DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice*	Explicitly addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	*Position Statement*	Division for Early Childhood of the council for Exceptional Children . (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. https://www.decdocs.org/position-statement-family-culture
7	**Dual Language Learners**	*Policy Statement on Supporting the Development of Dual Language Learners in EC Programs*	Presents recommendations that promote the development and learning of young children who are dual language learners, ages birth to five years.	*Policy Statement*	U.S. Department of Health and Human Services & U.S. Department of Education. (n.d.). Policy Statement on Supporting the Development of DLL in EC Programs. https://www2.ed.gov/about/inits/ed/earlylearning/files/dll-policy-statement-2016.pdf
8	**Dual Language Learners**	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners*	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
9	**Early Learning and Development Standards**	*Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions*	A framework to guide early care and education providers in a process of monitoring children's progress on the skills, abilities and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early care and education providers to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for providers to partner with families in sharing information about individual children.	*PDF*	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf
10	**Early Learning and Development Standards**	*Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual*	This user's manual provides important information regarding the appropriate use of the Connecticut Documentation and Observation for Teaching Systems (CT DOTS) Observation Progressions framework.	*PDF*	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
11	**Early Learning and Development Standards**	*Connecticut Early Learning and Development Standards*	Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range.	*PDF*	Connecticut Early Childhood Education Cabinet. (2014). CTELDS Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
12	**Early Learning and Development Standards**	*Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands*	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
13	**Early Learning and Development Standards**	*Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) Building Meaningful Curriculum*	A companion to the CT ELDS, this document explores the components of a rich, challenging and achievable curriculum. Topics of review include intentional teaching, components of curriculum, ensuring a comprehensive approach to curriculum, and curriculum planning and developing learning experience plans.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Building Meaningful Curriculum. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf
14	**Early Learning and Development Standards**	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners*	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
15	**Early Learning and Development Standards**	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Meeting the Needs of Diverse Learners*	A companion document to the CT ELDS, the intent of this document is to provide guidance for supporting young children with disabilities. This document includes practices and processes that lead early childhood educators to develop high expectations for young children with disabilities and ensure their full access, participation, and benefit in early learning environments.	*PDF*	Connecticut Office of Early Childhood. (2006). Supporting All Children Using the Connecticut Early Learning & Development Standards: Meeting the Needs of Diverse Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
16	Family Engagement	*CONNECT Modules*	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, and communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	*Website*	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)
17	Family Engagement	*Full, Equal and Equitable Partnerships with Families*	Presents the definition of family engagement, guiding principles, and recommendations for capacity-building and provides examples of evidence-based high-impact strategies for engaging families.	*Website*	Connecticut State Department of Education. (2018). Full, Equal and Equitable Partnerships with Families. Retrieved from https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families
18	Family Engagement	*Head Start Early Childhood Learning and Knowledge Center*	Supports young children from low-income families prepare for school success through local programs. Head Start and Early Head Start programs promote children's development through services that support early learning, health, and family well-being.	*Website*	Head Start Early Childhood Learning and Knowledge Center. (https://eclkc.ohs.acf.hhs.gov/)
19	Family Engagement	*Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education*	Identifies recommendations for working with linguistically and culturally diverse children who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	*Position Statement*	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
20	Family Engagement	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners*	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
21	Family Engagement	*Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions*	A framework to guide early care and education providers in a process of monitoring children's progress on the skills, abilities and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early care and education providers to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for providers to partner with families in sharing information about individual children.	*PDF*	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
22	Family Engagement	Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual	This user's manual provides important information regarding the appropriate use of the Connecticut Documentation and Observation for Teaching Systems (CT DOTS) Observation Progressions framework.	PDF	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf
23	Family Engagement	DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice	Explicitly addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children . (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. https://www.decdocs.org/position-statement-family-culture
24	Family Engagement	Policy Statement on Family Engagement from the Early Years to the Early Grades	Provides recommendations to early childhood professionals on family engagement.	Policy Statement	U.S. Department of Health and Human Services & U.S. Department of Education. (2016). Policy Statement on Family Engagement from the Early Years to the Early. https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf
25	Inclusion	CARA's Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning	Supports the design and use of adaptations to promote preschooler participation in everyday routines and activities.	Website	International Early Childhood Inclusion Institute. (n.d.). CARA's Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
26	Inclusion	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, and communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	Website	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
27	Inclusion	*Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	*Position Statement*	Division for Early Childhood of the council for Exceptional Children & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
28	Inclusion	*Early Childhood Inclusion: A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	*Position Statement*	Division for Early Childhood of the council for Exceptional Children & National Association for the education of Young Children. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECSummary_A.pdf
29	Inclusion	*Head Start Early Childhood Learning and Knowledge Center*	Supports young children from low-income families prepare for school success through local programs. Head Start and Early Head Start programs promote children's development through services that support early learning, health, and family well-being.	*Website*	Head Start Early Childhood Learning and Knowledge Center. (https://eclkc.ohs.acf.hhs.gov/)
30	Inclusion	*National Center for Pyramid Model Innovations*	Provides technical assistance, professional development, and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	*Website*	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)
31	Inclusion	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Meeting the Needs of Diverse Learners*	A companion document to the CT ELDS, the intent of this document is to provide guidance for supporting young children with disabilities. This document includes practices and processes that lead early childhood educators to develop high expectations for young children with disabilities and ensure their full access, participation, and benefit in early learning environments.	*PDF*	Connecticut Office of Early Childhood. (2006). Supporting All Children Using the Connecticut Early Learning & Development Standards: Meeting the Needs of Diverse Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
32	Inclusion	*Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*	The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.	*Policy Statement*	U.S. Department of Health and Human Services & U.S. Department of Education. (2015). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
33	**Language and Literacy Development**	*CONNECT Modules*	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, and communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	*Website*	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)
34	**Language and Literacy Development**	*Policy Statement on Supporting the Development of Dual Language Learners in EC Programs*	Presents recommendations that promote the development and learning of young children who are dual language learners, ages birth to five years.	*Policy Statement*	U.S. Department of Health and Human Services & U.S. Department of Education. (n.d.). Policy Statement on Supporting the Development of DLL in EC Programs. https://www2.ed.gov/about/inits/ed/earlylearning/files/dll-policy-statement-2016.pdf
35	**Language and Literacy Development**	*Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education*	Identifies recommendations for working with linguistically and culturally diverse children who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	*Position Statement*	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
36	**Language and Literacy Development**	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners*	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
37	**Leadership**	*NAEYC Code of Ethical Conduct and Statement of Commitment*	Offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education.	*Position Statement*	National Association for the Education of Young Children. (2011). Code of Ethical Conduct and Statement of Commitment. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
38	Methods and Techniques	*CARA's Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning*	Supports the design and use of adaptations to promote preschooler participation in everyday routines and activities.	*Website*	International Early Childhood Inclusion Institute. (n.d.). CARA's Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
39	Methods and Techniques	*CONNECT Modules*	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, and communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	*Website*	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)
40	Methods and Techniques	*NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*	Promotes excellence in early childhood education by providing a framework for best practice. Grounded both in the research on child development and learning and in the knowledge base regarding educational effectiveness, the framework outlines practice that promotes young children's optimal learning and development	*Position Statement*	National Association for the Education of Young Children. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf
41	Methods and Techniques	*Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands*	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
42	Methods and Techniques	*Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) Building Meaningful Curriculum*	A companion to the CT ELDS, this document explores the components of a rich, challenging and achievable curriculum. Topics of review include intentional teaching, components of curriculum, ensuring a comprehensive approach to curriculum, and curriculum planning and developing learning experience plans.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Building Meaningful Curriculum. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
43	Methods and Techniques	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners*	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	*PDF*	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
44	Methods and Techniques	*Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Meeting the Needs of Diverse Learners*	A companion document to the CT ELDS, the intent of this document is to provide guidance for supporting young children with disabilities. This document includes practices and processes that lead early childhood educators to develop high expectations for young children with disabilities and ensure their full access, participation, and benefit in early learning environments.	*PDF*	Connecticut Office of Early Childhood. (2006). Supporting All Children Using the Connecticut Early Learning & Development Standards: Meeting the Needs of Diverse Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf
45	Observing and Collecting Data	*Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions*	A framework to guide early care and education providers in a process of monitoring children's progress on the skills, abilities and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early care and education providers to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for providers to partner with families in sharing information about individual children.	*PDF*	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf
46	Observing and Collecting Data	*Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual*	This user's manual provides important information regarding the appropriate use of the Connecticut Documentation and Observation for Teaching Systems (CT DOTS) Observation Progressions framework.	*PDF*	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf
47	Promoting Justice	*Code of Ethical Conduct Supplement for Early Childhood Adult Educators*	Identifies the ethical aspects of early childhood professionals' work in early care and education programs.	*Position Statement*	National Association for the Education of Young Children. (2004). Code of Ethical Conduct Supplement for Early Childhood Adult Educators. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
48	Promoting Justice	*DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice*	Explicitly addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	*Position Statement*	Division for Early Childhood of the council for Exceptional Children . (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. https://www.decdocs.org/position-statement-family-culture
49	Promoting Justice	*Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education*	Identifies recommendations for working with linguistically and culturally diverse children who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	*Position Statement*	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
50	Promoting Justice	*Advancing Equity in Early Childhood Education*	Outlines steps to provide high-quality early learning programs that build on each child's unique individual and family strengths, cultural background, languages, abilities and experiences and eliminates differences in educational outcomes as a result of who children are, where they live and what resources their families have.	*Position Statement*	National Association for the Education of Young Children. (2019). Advancing Equity in Early Childhood Education. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
51	Promoting Justice	*Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	*Position Statement*	Division for Early Childhood of the council for Exceptional Children & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
52	**Promoting Justice**	*Early Childhood Inclusion: A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	*Position Statement*	Division for Early Childhood of the council for Exceptional Children & National Association for the education of Young Children. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECSummary_A.pdf
53	**Promoting Social and Emotional Competence**	*Center on the Developing Child, Harvard University*	Their mission is to drive science-based innovation that achieves breakthrough outcomes for children facing adversity. The resource library includes information on adult capabilities, brain architecture, executive functioning, lifelong health, mental health, play, program effectiveness, resilience, serve and return, and toxic stress. Resources include briefs, info graphs, multimedia, presentations, reports and working papers, and tools and guides.	*Website*	Center on the Developing Child, Harvard University. (https://developingchild.harvard.edu/)
54	**Promoting Social and Emotional Competence**	*Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education*	This report includes: (1) a definition of early childhood trauma, including different types, and its prevalence; (2) the impacts of early childhood trauma on the child, family, and early care and education programs; (3) the special needs of young children who have experienced trauma; (4) a description of trauma-informed care; (5) promising program strategies to support the healthy development and learning of young children; and (6) recommendations of policies that could increase the capacity of early childhood professionals to help children who have experienced trauma learn and thrive.	*Policy Statement*	Bringewatt, E., Smith, S., & Bartlett, D., J. (2017). Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education. National Center for Children in Poverty. Child Trends. https://www.childtrends.org/wp-content/uploads/2017/04/2017-19ECETrauma.pdf
55	**Promoting Social and Emotional Competence**	*National Center for Pyramid Model Innovations*	Provides technical assistance, professional development, and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	*Website*	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)
56	**Promoting Social and Emotional Competence**	*Position Statement on Challenging Behavior and Young Children - Executive Summary*	Defines "challenging behavior" and briefly describes the eight recommendations for early childhood professionals regarding positive approaches to preventing and addressing challenging behavior.	*Position Statement*	Division For Early Childhood. (2017). Position Statement on Challenging Behavior and Young Children - Executive Summary. https://www.decdocs.org/executive-summary-challenging-behav

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	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
57	**Promoting Social and Emotional Competence**	*Position Statement on Challenging Behavior and Young Children: Division of Early Childhood (DEC)*	This statement defines "challenging behavior" and "social-emotional competence," provides a summary of DEC's position on the identification of and intervention with challenging behavior, and offers recommendations to early childhood professionals about positive approaches to preventing and addressing challenging behavior.	*Position State-ment*	Division for Early Childhood of the council for Exceptional Children. (2017). Position Statement on Challenging Behavior and Young Children: Division of Early Childhood (DEC). https://challengingbehavior. cbcs.usf.edu/docs/DEC_PositionStatement_Challeng-ingBehavior.pdf
58	**Understanding and Guiding Children's Behavior**	*National Center for Pyramid Model Innovations*	Provides technical assistance, professional development, and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	*Website*	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)
59	**Understanding and Guiding Children's Behavior**	*Position Statement on Challenging Behavior and Young Children - Executive Summary*	Defines "challenging behavior" and briefly describes the eight recommendations for early childhood professionals regarding positive approaches to preventing and addressing challenging behavior.	*Position State-ment*	Division For Early Childhood. (2017). Position State-ment on Challenging Behavior and Young Children - Executive Summary. https://www.decdocs.org/executive-summary-challenging-behav
60	**Understanding and Guiding Children's Behavior**	*Position Statement on Challenging Behavior and Young Children: Division of Early Childhood (DEC)*	This statement defines "challenging behavior" and "social-emotional competence," provides a summary of DEC's position on the identification of and intervention with challenging behavior, and offers recommendations to early childhood professionals about positive approaches to preventing and addressing challenging behavior.	*Position State-ment*	Division for Early Childhood of the council for Exceptional Children. (2017). Position Statement on Challenging Behavior and Young Children: Division of Early Childhood (DEC). https://challengingbehavior. cbcs.usf.edu/docs/DEC_PositionStatement_Challeng-ingBehavior.pdf