



**CONNECTICUT
BIRTH TO THREE SYSTEM
PRESCHOOL SPECIAL
EDUCATION**

BIRTH
through **news**

• *Working together for children with disabilities* • INFORMATION FOR FAMILIES AND PROFESSIONALS
FALL, VOL. 9 NO. 1

Second Language Learning

By Deborah Jill Chitester, M.S.; C.C.C.
Second Language, Literacy and Learning
Connection LLC



This article is translated into Spanish on page 2. Ver la versión española de este artículo en la página 2.

Difficulty obtaining accurate information about the language development of young children from culturally diverse homes creates ongoing problems for early childhood educators and parents. Many parents ask if the home language affects the development of their child's English speaking skills. Often, early childhood educators do not have access to accurate research-based information when they attempt to guide parents. Because parents may think that they are harming their children by using two languages at home, early childhood educators may advise parents to drop one of the languages. This is generally not good advice. Research shows that children are innate language learners and that being exposed to two languages at home will not harm the child's language development. In fact, exposure to two languages early in life seems to provide both social and academic benefits later on. But in the U.S., bilingualism is often associated with negative outcomes that may affect the advice given to parents. In my experience, many children who are second language learners are referred for special services because someone has mistaken the process of second language development for symptoms of an actual language disorder.

Speech therapists who test young learners from various cultural backgrounds for language problems also need access to accurate information concerning second language acquisition and development. Unfortunately, adequate training in this area is hard to find. Most therapists are trained in the assessment of monolingual,

English speaking children. The facts are that the development of children being exposed to two distinct language systems, even if the exposure to English is limited, varies and does not follow the same course as a child who is only exposed to one language. When working or testing a young child coming from a dual or a second language home, a thorough sampling of the home language background is necessary for assessing the interaction and impact of the home language on the acquisition of English. Without these comprehensive analyses, important information about the child's linguistic function may not be captured. The result could be an incomplete picture of the child's level of functioning. Children may be mistakenly referred to early intervention when they are in reality exhibiting aspects of second language learning in their speech process which is misunderstood as a possible delay.

Young children typically go through a silent period in which they may not speak at all but take in English without using it. If an early childhood speech therapist is not familiar with the silent period, it is very easy to confuse this with an expressive language disorder. Guidelines for early intervention or special education referral for young diverse learners are scarce, and yet important for referral sources to have. In general, where there are concerns about the native language of the child, this information is critical and could mean there is a delay. Ethnographic interviewing of

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the parent (a process where parents are asked to describe their experiences and daily activities) allows the professional to get a sense of the language background of the child that can help determine if the observed characteristics are symptoms of a language disorder or a language difference. It is important to rely on a member of a similar language and cultural community to serve as an interpreter during these interviews to ensure validity and reliability of the information.

I recently was called upon by an educational advocate to retest a child who came from an exclusively Polish speaking language background where he was cared for by his monolingual Polish grandmother. His mother had referred him to early intervention because the child was not speaking much and she thought he was delayed in language development. I discovered that he had been exposed

to both English and Polish (but mostly Polish) by his father and paternal grandmother. The original examiner had not asked questions about the child's language development in Polish, only English. As a result, incorrect conclusions were drawn about the child's language development because he had few if any skills in English. In fact, one piece of advice from the therapist was that the child should only be speaking English and that possibly the almost exclusive use of Polish was causing this speech delay. Some parents will follow this advice, thinking that it may be of benefit because they too may believe, in error, that the presentation of two language systems will cause their child to become "language confused." I have now conducted a second language analysis on this same young child and have concluded with confidence through the application of my "linguistic features" approach, that he is

displaying characteristics consistent with being a second language learner.

The research is quite clear: There is no scientific evidence linking bilingualism to language delay. Many, many, children throughout the world grow up with two or more languages from infancy, without showing any signs of language delays or disorder. Additional research shows that even very early exposure to two languages at the same time, does not cause a young child to be delayed. We need more research in this area because this remains a source of misunderstanding for parents and early childhood educators. Until this concept of language confusion is accurately understood, parents of dual or second language children may continue to believe that dropping the home language or making a referral for special services is the best course of action.



Aprendizaje de una Segunda Lengua

*Por Deborah Jill Chitester, M.S.; C.C.C
Second Language, Literacy and Learning
connection LLC (impacto de un segundo
idioma en el desarrollo del habla y el
lenguaje)*

La dificultad en obtener información adecuada sobre el desarrollo del lenguaje en niños de hogares de diversidad cultural crea problemas para los educadores de la tierna infancia y los padres. Muchos padres preguntan si el idioma que hablan en la casa afecta el desarrollo de la aptitud de sus hijos para hablar inglés. Los educadores no suelen tener acceso a información confiable basada en el estudio cuando tratan de orientar a los padres. Como los padres pueden pensar que sus hijos se perjudican por usar dos idiomas en el hogar, esos educadores pueden aconsejarles que suspendan uno de los dos idiomas. Pero generalmente ése no es un buen consejo. La

investigación demuestra que los niños tiernos tienen una aptitud innata para aprender lenguas y que exponerlos a dos idiomas en el hogar no afecta su desarrollo lingüístico. De hecho, exponerlos a dos idiomas temprano en la vida parece producirles beneficios sociales y académicos en el futuro. Pero en los Estados Unidos el bilingüismo a menudo se relaciona indebidamente con consecuencias negativas y eso puede afectar el consejo dado a los padres. He visto muchos casos de niños aprendices de segundo idioma referidos a servicios especiales por haberse interpretado como síntoma de desarreglo lo que en realidad es proceso normal del desarrollo del segundo idioma.

Los terapeutas que evalúan aprendices tiernos de varios orígenes culturales por problemas de lenguaje también precisan acceso a información correcta sobre la adquisición y desarrollo de un segundo idioma.

Desafortunadamente, es difícil de encontrar adiestramiento adecuado en esta área. La mayoría de los terapeutas están adiestrados en la evaluación de niños monolingües - que hablan inglés. La realidad es que el desarrollo lingüístico de los niños expuestos a dos idiomas, aun si la exposición al inglés es limitada, no sigue el patrón normal en los niños expuestos a un solo idioma. Cuando se evalúa un niño tierno proveniente de un hogar de dos idiomas o de uno que no es el inglés, o se trabaja con ese niño, debe efectuarse un muestreo de los antecedentes idiomáticos de su hogar para evaluar la interacción el impacto del idioma del hogar en la adquisición del inglés. Sin un análisis amplio puede faltar información importante sobre la función lingüística del niño. El resultado puede ser un cuadro incompleto del nivel de funcionamiento del niño y como consecuencia un envío indebido a la intervención temprana. En realidad ese niño está manifestando lo que es

normal en el aprendizaje de un segundo idioma pero que está erróneamente interpretado como posible retraso.

Los niños tiernos pasan por un periodo silente en el que pueden no hablar pero responden al inglés sin usarlo. Si un terapeuta de lenguaje de la tierna infancia no está familiarizado con este periodo silente es muy fácil que lo confunda con un desarreglo de la expresión del lenguaje. Son escasas las guías para referir un niño de diversidad lingüística a intervención temprana o educación especial, pese a ser importante que tengan recursos para hacerlo. En general cuando hay preocupación relativa al idioma nativo del niño, esta información es crítica y podría denotar un retraso.

Una entrevista etnográfica al padre o la madre (proceso en que se les pide que describa experiencias y actividades diarias) permite al profesional tener una comprensión del ambiente idiomático del niño para determinar si las características que observa son síntomas de desarreglo o una diferencia debida al idioma. Es importante utilizar a

alguien de idioma y comunidad cultural similar como intérprete para asegurar la validez y confiabilidad de la información.

Recientemente me llamaron para reevaluar un niño proveniente de un ambiente donde hablaban exclusivamente polaco, cuidado por su abuela polaca monolingüe. Su madre lo refirió a intervención temprana porque no hablaba mucho y ella lo veía como retraso en el desarrollo del lenguaje. Descubrí que había estado expuesto tanto al inglés como al polaco pero mayormente al polaco por su padre y abuela paterna. El examinador original no había hecho preguntas sobre el desarrollo del niño en polaco, solamente en inglés. Se llegó a conclusiones incorrectas sobre el desarrollo lingüístico del niño porque tenía pocas aptitudes en inglés. El terapeuta había aconsejado que el niño se expusiera exclusivamente al inglés porque el uso exclusivo del polaco le estaba causando retraso en el habla. Algunos padres siguen ese mismo consejo pensando que puede ser beneficioso porque también ellos pueden pensar, erróneamente, que la simultaneidad de dos sistemas

idiomáticos causa confusión en el niño. Utilizando mi enfoque de 'características lingüísticas' he realizado un análisis del mismo niño en el segundo idioma y llegado con confianza a la conclusión de que lo que mostraba eran características típicas de aprendiz de segundo idioma.

La investigación es clara. No hay prueba científica que vincule el bilingüismo al retraso en el desarrollo del lenguaje. Muchos, muchos niños en el mundo se crían con dos o más idiomas desde la infancia sin mostrar ningún retraso o desarreglo. La investigación adicional muestra que aun la exposición simultánea muy temprana a los dos idiomas no causa retraso. Necesitamos más información en esta área porque sigue siendo causa de incompreensión para padres y educadores. Hasta que sea entendido adecuadamente este concepto de la confusión de los idiomas, muchos padres de niños de dos idiomas o segundo idioma pueden seguir creyendo que lo mejor es eliminar el idioma del hogar o referirlos a servicios especiales.



Resources

Websites

- ♦ www.asha.org
Website of the professional association for speech pathologists and audiologists
- ♦ www.speechpathology.com
Contains links to many related sites
- ♦ www.hanen.org
Includes information and links on language development
- ♦ www.CLAS.uiuc.edu
Website contains culturally and linguistically diverse resources for early intervention
- ♦ www.ncela.gwu.edu/pubs
National Clearinghouse for Bilingual Education publication, *If Your Child Learns in Two Languages* August 2000. Also avail-

able in Armenian, Chinese, Haitian, Korean, Spanish, and Vietnamese

- ♦ www.SLLC.org
Second Language, Literacy & Learning Connection LLC - website with helpful links and information on second language learning.

Videos/DVDs

- ♦ *Learning Language and Loving It*
The Teaching Tape Second Edition 2002. This video demonstrates how preschool teachers use activities to create enriched, interactive language for all children including those with special needs and language delays. Available from www.hanen.org.
- ♦ *It Takes Two to Talk*
DVD: A Guide to Building Communication for Children with

Language Delays 2006. Examples of interaction and language at each stage of communication development for parents and professionals. Available from www.hanen.org.

- ♦ *You Make the Difference Teaching Tape*
Hanen, 1988. A resource for parents about ways to support the child's early language and literacy development. Available from www.hanen.org.
- ♦ *Speech, Language, and Hearing Milestones: Birth to Age Five*
DVD: Provides examples of normal speech, language, and hearing development and tips on when to seek services from an SLP or audiologist. Available from the

(Continued on page 5)

From Maria:

I sing songs first in Spanish and then in English to my children. I found that was a good way for the children to learn both languages. I also found that my oldest child did not pick up English until she was in school and yet my younger son would speak English to those who spoke English and switch back to Spanish to Spanish speakers at an early age. I realized each child learns English at a different rate.

From Nancy:

I like having the pictures (Boardmaker) that the teachers use that have both the English and Spanish word on them; it helps not only my child but me also to learn some English words and phrases. (Boardmaker software comes with 42 languages.)

From Sonja:

I read to my child little books in English. We talk about the pictures in Portuguese and in English. Then, we count in English and then Portuguese.

From Catty Diaz, a Kindergarten teacher at the Academy of International Studies Magnet School (and parent):

If I had to advise parents about

teaching their child a second language, I would suggest exposure to the new language as much as possible and providing opportunities to practice it. They should continue using their native language, but perhaps pair it with the new language. When I teach Spanish at the magnet school I pair the English with the Spanish and keep it constant and repetitive. I eventually expect the children to retell me what I asked and tell me what it means and use it too. It's great to hear them speak.

My morning messages looked like:

Buenos dias.

Good morning

Hoy es lunes junio 20, 2007.

Today is Monday June 20, 2007.

By the end of the year the children were able to read and understand what the morning message was. I spoke to them in Spanish and played Spanish music for body parts, days of the week, colors, etc.

From Patty:

I spoke to my daughter in Spanish when she was born and my husband spoke to her in English. We spoke to each other in English. My daughter would also go to Mexico each summer to visit her cousins and could practice her Spanish. ☆

Uno
dos
Tres...



BIRTH through 5 news

Information for Families and Professionals

is published periodically by the University of Connecticut Cooperative Extension System in collaboration with the Connecticut Birth to Three System, the Connecticut State Department of Education and the Newsletter Advisory Board. We welcome readers' comments and contributions related to the special needs of infants, toddlers, preschoolers and their families. Please mail correspondence to the editor at 67 Stony Hill Road, Bethel, CT 06801.

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PROVIDERS' PERSPECTIVE

Gail Canzano, PhD, a clinical psychologist who works with many families who have adopted children from other countries points out the importance of keeping every aspect of the newly adopted child's world intact during the transition to the new family. She notes that language is a big part of every child's world and encourages adoptive parents to try to learn the native language of the adopted child.

Laurie Bruno (a cooperating ELL teacher) and **Melissa Akerly** (special educator) offer the following suggestions:

- ◆ Read simple stories
- ◆ Listen to and sing child friendly songs
- ◆ Use picture dictionaries with illustrations of everyday situations
- ◆ Take advantage of resources at the library - books, story hours, books on tape, etc.
- ◆ Watch short increments of CPTV's English based programming
- ◆ Participate in local Park and Recreation Department programs to encourage social interaction
- ◆ Connect with other children in the neighborhood

Mabel Toledo, Speech Language

Pathologist and parent of two bilingual children helped her daughters become bilingual by:

- ◆ Assuring that they had a firm language base in English. Mabel encourages parents to initially speak one language at home - the one the family is most proficient in.
- ◆ Playing second-language music at home.
- ◆ Developing early literacy skills by reading fairy tales in English first and then, once they were familiar with the content, reading the stories again in Spanish.
- ◆ As the girls got older, encouraging them to watch Spanish television for selected periods of time!

Edda Santana, a Puerto Rican bilingual paraprofessional in the Hartford Schools used the following techniques:

- ◆ Edda spoke to her first child only in Spanish, her dominant language, so that she would have a strong base in that language.
- ◆ Once her daughter was in an English-based preschool, Edda reinforced what she was learning at school by reviewing the material in Spanish and reading the same stories in Spanish at home.

- ◆ Edda's second child did not learn Spanish as early as his older sister because his sister spoke English to him from the beginning and translated their parents' Spanish for him. Once he was older, he became interested in Spanish music and that awakened his interest in learning Spanish.

Iris Quinones, a Peruvian bilingual paraprofessional in the Hartford Schools, has two adult daughters whom she raised to be bilingual - fluent in both Spanish and English. She notes that it is not uncommon for children to resist using their Parent's language as they get older and more involved with their English speaking peers. She also reminds parents that true bilingualism requires reading and writing skills as well as verbal skills.

Guido Lebron, an opera singer from New York, and his wife separate languages by person for their young daughter - dad speaks only Spanish to her and mom speaks only English to her. When their three year old daughter sings, she uses Italian phonology and sounds, just like she hears her dad do when he rehearses for an opera!



(Resources Continued from page 3)

American Speech-Language-Hearing Association 888-498-6699 or www.asha.org.

- ◆ *Target Word: The Teaching Tape* All SLPs will find the video helping with the impact of language facilitation strategies. Available from www.hanen.org.

Literature

- ◆ *Beyond Baby Talk - From Sounds to Sentences - A Parent's Complete Guide to Language Development* by Kenn Apel and Julie J. Masterson An excellent resource for parents and caregivers about stages of

speech and language development for infants, babies, toddlers, and preschoolers. Available from the American Speech-Language-Hearing Association 888-498-6699 or www.asha.org.

- ◆ *How Does Your Child Hear and Talk Slide Wheel* ASHA has taken the How Does Your Child Hear and Talk brochure and turned it into a fun slide wheel. Find the child's age and read about typical language development. Also available in Spanish. Available from the American Speech-Language-Hearing Association 888-498-6699 or www.asha.org.

- ◆ *CLAS Working with Linguistically Diverse Families* by Milagros Santos, Corso, and Fowler. Examines a variety of early childhood literature and offers a way for providers to assess how their practices reflect those recommended by the Division for Early Childhood and the National Association for the Education of Young Children. Available from Sopris West Educational Services at <https://store.cambiumlearning.com>.

- ◆ *Unlocking the Enigma of the Second Language Learner* by Deborah Chitester, (May, 2007) Paperback. Available from Amazon.com.



Early Childhood Special Education Update

By Maria Synodi, Coordinator, Early Childhood Special Education

Welcome to another school year. As always, the Department of Education has been moving and shaking all summer to put in place a number of professional development opportunities for the 2007-2008 school year.

The Department, through the State Education Resource Center (SERC), will be offering three Saturday morning sessions for the early childhood community on the inclusion of young children with disabilities in early childhood programs. There will be a session on including children with autism spectrum disorders, presented by Sue Izeman; a session on including children with challenging behaviors, presented by Scott Noyes; and a session on including children with motor difficulties by Lori Waple. CCAC credits will be provided. Each session is geared for a small group of early childhood teachers in order to provide a chance for active participation by attendees. The early childhood community is encouraged

to attend. Dates, times and places for each session will be in the SERC professional development menu book.

As always, the Early Childhood Special Education Program and the Connecticut Birth to Three System are collaborating on a number of training opportunities. The major event that professionals and families look forward to is the annual statewide conference, Together We Will. The conference title this year is Together We Will: Create Motor and Movement Experiences for Young Children. The conference will be held on April 10, 2008 at the Crowne Plaza in Cromwell. Keep your eyes peeled for more information - and remember to register early as this conference quickly fills to capacity. In addition to the statewide conference, Early Childhood Special Education and the Connecticut Birth to Three System are offering a number of Birth to Five training events. We are again offering a Birth to Five Autism Series as well as a number of other training opportunities. All events including registration information and each session will be in the SERC Early Childhood menu book.

The Department, through SERC, is continuing two training and technical assistance initiatives. The first is related to educating children with challenging behaviors in early childhood programs. A number of workshop opportunities will be available. In addition an on-site coaching model is being offered through an interagency agreement with the Department of Children and Families (DCF) focused on supporting children's social-emotional development and addressing challenging behaviors and early childhood mental health in an early childhood program. The second initiative is a Response to Intervention (RtI) project at the early childhood level called Recognition and Response. This initiative also provides on-site coaching. Both initiatives are based upon a pyramid model focused on building a solid foundation of quality and providing early supports and interventions to children who may be in need prior to referral for special education. The Early Childhood Professional Development menu of training and technical assistance opportunities offered through SERC will be available in the fall. You can contact SERC at 860-632-1485 or check out their web site at www.ctserc.org



ICC UPDATE

Parents Play an Important Role on the ICC!

By Elayne Thomas, Vice-Chair and Lolli Ross, Chair

The State Birth to Three Interagency Coordinating Council (ICC) advises and assists the Connecticut Birth to Three System in effectively managing the delivery of early intervention services and supports. The ICC plays a critical role in the provision of general oversight and quality assurance of

early intervention services in Connecticut.

Members of the ICC include representatives of state agencies (Department of Developmental Services, Department of Education, Department of Children and Families, and others), Birth to Three program providers, medical professionals, State legislators, early childhood service providers, higher education providers, as well as parents. It is critical that the perspectives of all of these people who represent a wide range of expertise, experiences and views be heard.

Can parents really make a difference?

"When I first read about the ICC, I had no idea a body even existed. I wanted to get involved as a way to encourage more people to learn about the Birth to Three System. Being on the Council gives you a good picture of your educators and their programs and the statewide perspective. I have learned so much about the System and how it works. I have been able to share my thoughts and bring my perspective as a parent to the table; it is nice to have different voices from different backgrounds that bring fresh perspectives on the issues. What was a genuine surprise to me was to learn that I have a real

Birth to Three Update

By Linda Goodman, Director,
Birth to Three System

It was a very busy summer for Birth to Three and for our agency. The new state budget for this year allows us to reinstate eligibility for all preemies with birth weights under 1000g or born 28 weeks gestation or less and for children with significant delays in speech who also have one or more biological risk factors that indicate that the delay is probably not just a case of a "late bloomer." In addition, we will now be providing services to children with mild and unilateral (one ear) hearing loss. We owe thanks to the Governor's office and the Legislature for making these changes. Revisions to the service guidelines for children with speech delays and the guideline about children who are deaf or hard of hearing have been made and are posted on the Birth to Three website.

The Department of Mental Retardation, effective October 1 2007, has changed its name to the Department of Developmental

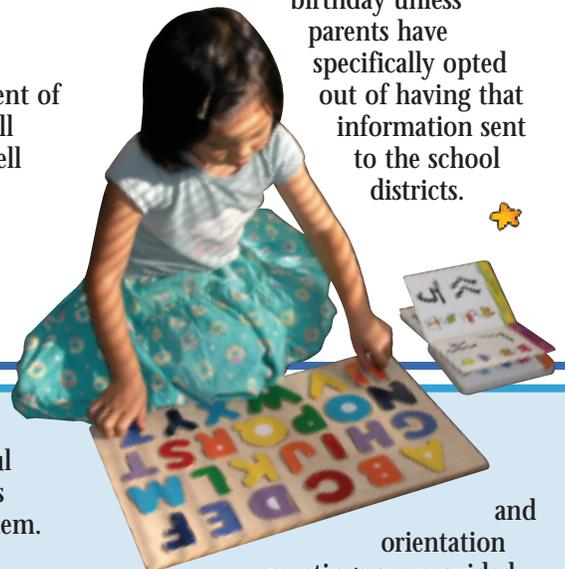
Services. We are very pleased that the department and the legislature have taken this step, since it better represents Birth to Three and removes what some families saw as a stigmatizing name for the agency administering Birth to Three. In addition to the name change, the department now includes a Division for Autism Spectrum Services. Currently that division is beginning to broaden its focus from the needs of adults and we hope to work closely with them as we add autism specific early intervention programs to our list of Birth to Three programs. We have added three new Birth to Three programs in the greater Hartford area: Building Bridges, LLC; The Creative Development for Children Program, and the CIB/Oak Hill Birth to Three program. We anticipate these additions to our existing programs will enable us to keep up with demand.

In late June, the US Department of Education issued what they call 'determinations' about how well each state is implementing the Individuals with Disabilities Education Act for children birth to age three (Part C of the Act) and for children

ages three to twenty-one (Part B of the Act.). We are very proud to be one of only four states to have both Parts C and B determined to meet the requirements of the IDEA.

Lastly, the US Department of Education has issued new proposed regulations for Part C of the IDEA. Comments on the proposed changes were submitted in July and we expect final regulations sometime next summer. One particular change which would impact families requires the state to notify local school districts of all children enrolled in Birth to Three who live within their districts nine months prior to the child's third birthday, unless the parents specifically decline in writing to share information with their school district. Currently we have been notifying only when children are within 90 days of their third

birthday unless parents have specifically opted out of having that information sent to the school districts.



ICC UPDATE

voice that is valued. It has really been an empowering experience for me. I enjoy serving on the quality assurance committee where we keep a finger on where we are falling short and come up with new outlooks for solutions."

– Elayne Thomas,
parent representative

Yes, parents do make a difference! Parents make a difference by sharing their wisdom and experience as a parent or caregiver with providers and administrators to help shape programs and policy development. They provide feedback from the unique perspective that only a parent who has received services is able to give.

The parents' perspectives are vital in creating meaningful and creative solutions to issues within the Birth to Three System.

How can parents participate? Parents may join the ICC as a parent representative or join one of the committees of the ICC. The ICC committees include the Quality Assurance, Communications, Legislative, and Financial Committees.

Parent Participation on the ICC is encouraged and supported! Parents who participate on the ICC receive reimbursement to cover child-care and travel expenses. Mentoring

and orientation meetings are provided for new members.

Upcoming meetings are scheduled for October 15 and December 10, 2007. For location information or to learn more about the ICC, please contact Anna Gorski at anna.gorski@po.state.ct.us or 860-418-8716.



Training Calendar

Please note that some advertised events may be full and space availability may be limited or unavailable.

October 25 and 26, 2007

9:00 AM - 3:30 PM

Jennifer Endre Olson, PsyD

Assessing Toddlers and Preschoolers Using the Autism Diagnostic Observation Schedule (ADOS)

November 15 and 16, 2007

9:00 AM - 3:30 PM

Trudi Norman Murch, PhD,
CCC-SLP

Reflective Practice: A Relationship-Based Approach

November 17, 2007

8:30 AM - 12:00 PM

Susan Izeman, PhD

Introduction to Autism for Early Childhood Community-Based Teachers and Administrators

Thursday, November 29, 2007

Session A:

12:30 PM - 3:30 PM

or

Friday, November 30, 2007

Session B:

9:00 AM - 12:00 PM

Rebecca Klaw, MS, MEd

Thoughtful Response to Agitation, Escalation, and Meltdowns with Children with Autism Spectrum Disorders (ASD)

December 7, 2007

9:00 AM - 3:30 PM

Lillian Duran, MA

Bilingual Language Learners

December 12, 2007

9:00 AM - 3:30 PM

Susan Izeman, PhD

An Introduction to Using Applied Behavior Analysis (ABA) with Preschoolers with Autism Spectrum Disorders (ASD)

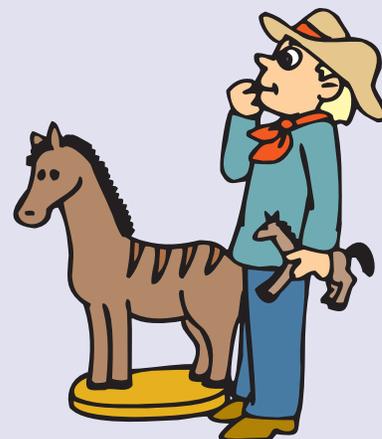
December 18 and 19, 2007

9:00 AM - 3:30 PM

Robin McWilliam, PhD

Promoting Child Engagement in Early Childhood Special Education

For all of the above, contact Jennifer Sharpe at SERC 860-632-1485, X268 or visit www.ctserc.org. There are stipends available for parents. ★



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This newsletter is available in English and Spanish. Visit the Birth to Three website at www.birth23.org and click on Publications, or the Department of Education website at www.sde.ct.gov, then click on the Early Childhood link.

Este boletín está disponible en inglés y en español. Visite el sitio del Sistema para Infantes a Tres Años en www.birth23.org y pulse a Publicaciones o el del Departamento de Educación en www.sde.ct.gov. Pulse entonces el enlace 'Early Childhood' (primera infancia).