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Social and Emotional Development (updated)

This issue features library resources on social and emotional development, infant mental health, trauma, and child abuse.

Social and Emotional Development – Selected Articles

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“Aren’t you supposed to be sad?” Infants do not treat a stoic person as an unreliable emoter. Chiarella SS, Poulin-Dubois D. *Infant Behav Dev.* 2015;38(1):57-66.

The current study examined how 18-month-old infants react to a “stoic” person, that is, someone who displays a neutral facial expression following negative experiences. Infants first watched a series of events during which an actor had an object stolen from her. In one condition, infants then saw the actor display sadness, while she remained neutral in the other condition. Then, all infants interacted with the actor in emotional referencing, instrumental helping, empathic helping, and imitation tasks. Results revealed that during the exposure phase, infants in both groups looked an equal amount of time at the scene and engaged in similar levels of hypothesis testing. However, infants in the sad group expressed more concern toward the actor than those in the neutral group. No differences were found between the two groups on the interactive tasks. This conservative test of selective learning and altruism shows that, at 18 months, infants are sensitive to the valence of emotional expressions following negative events but also consider an actor’s neutral expression just as appropriate as a sad expression following a negative experience. These findings represent an important contribution to research on the emergence of selective trust during infancy.

Association between infant nighttime-sleep location and attachment security: no easy verdict [published online ahead of print December 31, 2015]. Mileva-Seitz VR, Luijk MP, van Ijzendoorn MH, et al. *Infant Ment Health J.* doi: 10.1002/imhj.21547.

We tested whether mother-infant bed-sharing is associated with increased secure infant-mother attachment, a previously unexplored association. Frequency of bed-sharing and mothers’ nighttime comforting measures at 2 months were assessed with questionnaires in 550 Caucasian mothers from a population-based cohort. Attachment security was assessed with the Strange Situation Procedure (M.D.S. Ainsworth, M.C. Blehar, E. Waters, & S. Wall, 1978) at 14 months.

When using a dichotomous variable, “never bed-sharing” (solitary sleepers) versus “any bed-sharing,” the relative risk of being classified as insecurely attached for solitary-sleeping infants (vs. bed-sharers) was 1.21 (95% confidence interval: 1.05-1.40). In multivariate models, solitary sleeping was associated with greater odds of insecure attachment, adjusted odds ratio (OR): 1.50, 95% CI = 1.02-2.20) and, in particular, with greater odds of resistant attachment, adjusted OR = 1.74, 95% CI = 1.10-2.76); and with a lower attachment security score, $\beta = -0.12$, $t(495) = -2.61$, $p = .009$. However, we found no evidence of a dose-response association between bed-sharing and secure attachment when using a trichotomous bed-sharing variable based on frequency of bed-sharing. Our findings demonstrate some evidence that solitary sleeping is associated with insecure attachment. However, the lack of a dose-response association suggests that further experimental study is necessary before accepting common notions that sharing a bed leads to children who are better or not better adjusted.

Behavioral problems and service utilization in children with chronic illnesses referred for trauma-related mental health services. Wilcox HC, Rains M, Belcher H, et al. *J Dev Behav Pediatr.* 2016;37(1):62-70.

Objective: Given its prevalence and impact on health and well-being, children's exposure to traumatic experiences is of growing importance to pediatricians and other medical providers. Little is known, however, about the traumatic experiences profiles, trauma-related sequelae, and service use patterns of youth with chronic or recurrent medical problems/disabilities. This study aimed to fill this research gap. Method: Participants were children less than 18 years of age who were referred for assessment and/or treatment services at one of the 56 National Child Traumatic Stress Network centers from 2004 to 2010 across the United States and had experienced at least one of 13 types of traumatic experience(s) ($n = 9885$; mean = 11 years, SD = 4.3; 52.3% girls). Generalized linear mixed models were used to examine associations among types of trauma, emotional and behavioral problems, and rates of service utilization adjusting for treatment center-level random effects, demographic characteristics, and the total number of types of trauma exposures. Results: Among children seeking treatment for traumatic stress, those with comorbid medical problems/disabilities had different demographic characteristics, different types of trauma exposure, and more service utilization in multiple sectors before trauma treatment entry than those without comorbid medical problems/disabilities. Those without comorbid medical problems/disabilities had higher levels of some types of traumatic exposures, associated symptoms, and higher levels of behavioral problems at home, school, or day care. Those with medical disorders/disabilities were at 30% to 40% higher odds of meeting clinical criteria for hyperarousal and re-experiencing posttraumatic stress disorder symptoms, used more medical and mental health services for trauma, and had more emotional and behavioral concerns. Conclusion: Given that pediatricians are more likely to see children with medical disabilities and concerns than those without, there is an opportunity to ask directly about traumatic exposures and associated symptoms and provide support and interventions to promote resilience. Integrating trauma screening and mental health services into medical care could be especially beneficial for children with chronic medical conditions.

Disabled children and the child protection system: a cause for concern. Taylor J, Stalker K, Stewart A. *Child Abuse Rev.* 2016;25(1):60-73.

Disabled children are more likely to be abused than their non-disabled peers. Despite this heightened risk, the abuse of disabled children often goes undetected and under-reported. This qualitative study investigated the specific issues faced by practitioners in Scotland in supporting disabled children at risk of significant harm. Interviews were held with participants from six local authority areas and across five different services, and five focus groups with child protection committees (total 61 participants). There were positive messages about putting the child at the very heart of child protection assessment and intervention, regardless of any impairment that a child may have. However, there was also concern that practice was at times parent-centred. Some participants appeared to be ‘muddling through’ in practice and many practitioners lacked confidence when working with disabled children. Data from this study suggest that thresholds for disabled children may be higher than for non-disabled children. Participants reported high levels of interagency working and saw this as inherently positive, although they recognised some failings and tensions. There is widespread commitment across the child protection system to putting the child at the centre. However, getting it right for every child does not mean treating every child the same.

Early childhood mental health consultation: common questions and answers. Hughes M, Spence CM, Ostrosky MM. *Young Except Child.* 2015;18(3):36-51.

Teresa is unsure what to do next. Her daughter, Maria, is having a difficult time in childcare and Judy, the childcare teacher, has mentioned that she is struggling with how to support Maria in the toddler classroom.

Teresa is worried that Maria may be asked to leave the center if her challenging behavior persists. Maria, a petite 30-month-old, began attending Sunny Days Child Care Center about 1 year ago. She is typically there from 7:30 a.m. to 5:30 p.m. every day while her mother is at work. Maria plays in each center of the classroom, without demonstrating a preference for any particular area. Maria uses two to three word combinations to communicate, but she does not often initiate play or conversations. Recently, she has begun to hit other children and frequently tantrums, all of which are negatively affecting the other children in the toddler classroom.

Early social-emotional functioning and public health: the relationship between kindergarten social competence and future wellness. Jones DE, Greenberg M, Crowley M. *Am J Public Health.* 2015;105(11):2283-90.

We examined whether kindergarten teachers' ratings of children's prosocial skills, an indicator of noncognitive ability at school entry, predict key adolescent and adult outcomes. Our goal was to determine unique associations over and above other important child, family, and contextual characteristics. Methods: Data came from the Fast Track study of low-socioeconomic status neighborhoods in 3 cities and 1 rural setting. We assessed associations between measured outcomes in kindergarten and outcomes 13 to 19 years later (1991-2000). Models included numerous control variables representing characteristics of the child, family, and context, enabling us to explore the unique contributions among predictors. Results: We found statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health. Conclusions: A kindergarten measure of social-emotional skills may be useful for assessing whether children are at risk for deficits in noncognitive skills later in life and, thus, help identify those in need of early intervention. These results demonstrate the relevance of noncognitive skills in development for personal and public health outcomes.

Emotional availability in early mother–child interactions for children with autism spectrum disorders, other psychiatric disorders, and developmental delay [published online ahead of print February 19, 2016]. Gul H, Erol N, Oner O, et al. *Infant Ment Health J.* doi: 10.1002/imhj.21558.

Emotional availability (EA) is a method to assess early parent–child dyadic interactions for emotional awareness, perception, experience, and expression between child and parent that describe global relational quality (Z. Biringen & M. Easterbrooks, [Biringen, Z., 2012]). The current study aimed to examine the effects of an infant's diagnosis of autism spectrum disorders (ASDs), other psychiatric disorders (OPD), and developmental delay (DD) on the maternal EA Scale (EAS; Z. Biringen & M. Easterbrooks, [Biringen, Z., 2012]; Z. Biringen, J.L. Robinson, & R.N. Emde, [Biringen, Z., 2000]) scores and the relative contributions of infant's age, gender, diagnosis, developmental level, and maternal education on EAS scores in a clinical Turkish sample. Three hundred forty-five infant–mother dyads participated in this study. Results of the research indicated that EAS adult scores were associated with maternal education and infant's diagnosis whereas child scores were associated with infant's age, diagnosis, and developmental level. Infants' involvement and responsiveness to the mother were lower in the group with ASD. Children with OPD, particularly when their mothers have lower education, might be at increased risk of having problems in parent–child interactions. Young ASD subjects with developmental delay are in greatest need of support to increase reactions toward their mother. These findings underscore the importance of using all of the EA dimensions rather than only one measure on children in high-risk populations.

From me to us: the construction of family alliance. Galdiolo S, Roskam I. *Infant Ment Health J.* 2016;37(1):29-44.

This longitudinal prospective and multi-informant study based on a three-wave research program (pregnancy, 12 months' postpartum, and 16 months' postpartum) aimed to determine the process of construction of family alliance, as assessed by the Lausanne Trilogue Play (Fivaz-Depeursinge & Corboz-Warnery, 1999). A model using parents' individual characteristics (i.e., personality traits and attachment orientations) as distal variables, coparenting as a mediator, child's temperament as a moderator, and family alliance as outcome was tested using structural equation modeling on 62 nonreferred families. Results showed that both parents' conscientiousness was positively and mothers' avoidant attachment and fathers' anxious attachment were negatively and indirectly (via coparenting) associated with the family alliance. The discussion underlines mothers' and fathers' different roles and the importance of coparenting as a core mechanism in the development of family alliance.

How do I help my child develop good self-esteem from day one? *Zero Three*. 2015;35(6):44.

This article offers tips for parents on how to help their children develop good self-esteem from day one. It recommends the need for parents to have self-awareness, careful observation, and flexible response to their children in ways that help them feel safe, loved, and good about themselves. It suggests that parents can best support their children's healthy social-emotional development by carefully watching them and following their lead.

Including social opportunities during small group instruction of preschool children with social-communication delays. Lane JD, Gast DL, Shepley C, Ledford JR. *J Early Interv*. 2015;37(1):3-22.

Young children with disabilities are less likely to display prosocial behaviors than their typically developing peers. One method for increasing social skills is embedding opportunities for social interactions during academic instruction. The purpose of this study was to teach functional sight words to young children in a small group arrangement, while embedding opportunities to engage in social behaviors. A multiple probe design across behaviors replicated across participants was used to evaluate the effects of using constant time delay to teach sight words. Children learned to read targeted sight words and some of their peers' words. Secondary social measures suggest children acquired some social information about a peer when the information was presented via instructive feedback and learned to share materials during instructional sessions. Implications for practitioners and teachers are provided regarding (a) academic instruction and observational learning, (b) prerequisites for success in a small group arrangement, (c) embedding sharing during instruction, and (d) instructive feedback related to peer preferences.

Parental debt and children's socioemotional well-being [published online ahead of print January 21, 2016].

Berger LM, Houle JN. *Pediatrics*. doi:10.1542/peds.2015-3059. Objectives: We estimated associations between total amount of parental debt and of home mortgage, student loan, automobile, and unsecured debt with children's socioemotional well-being. Methods: We used population-based longitudinal data from the National Longitudinal Study of Youth 1979 Cohort and Children of the National Longitudinal Study of Youth 1979 Cohort. Our analytic sample consisted of 29 318 child-year observations of 9011 children and their mothers observed annually or biennially from 1986 to 2008. We used the Behavioral Problems Index to measure socioemotional well-being. We used ordinary least squares regressions to estimate between-child associations of amounts and types of parental debt with socioemotional well-being, net of a host of control variables, and regressions with child-specific fixed effects to estimate within-child associations of changes in parental debt with changes in socioemotional well-being, net of all time-constant observed and unobserved confounders. Results: Greater total debt was associated with poorer child socioemotional well-being. However, this association varied by type of debt. Specifically, higher levels of home mortgage and education debt were associated with greater socioemotional well-being for children, whereas higher levels of and increases in unsecured debt were associated with lower levels of and declines in child socioemotional well-being. Conclusions: Debt that allows for investment in homes (and perhaps access to better neighborhoods and schools) and parental education is associated with greater socioemotional well-being for children, whereas unsecured debt is negatively associated with socioemotional development, which may reflect limited financial resources to invest in children and/or parental financial stress. This suggests that debt is not universally harmful for children's well-being, particularly if used to invest in a home or education.

Promotion of positive parenting and prevention of socioemotional disparities. Weisleder A, Cates CB, Dreyer BP, et al. *Pediatrics*. 2016;137(2):e 20153239.

Objective: The goal of this study was to determine what effects pediatric primary care interventions, focused on promotion of positive parenting through reading aloud and play, have on the socioemotional development of toddlers from low-income, primarily immigrant households. Methods: This randomized controlled trial included random assignment to 1 of 2 interventions (Video Interaction Project [VIP] or Building Blocks [BB]) or to a control group. Mother–newborn dyads were enrolled postpartum in an urban public hospital. In VIP, dyads met with an interventionist on days of well-child visits; the interventionist facilitated interactions in play and shared reading through provision of learning materials and review of videotaped parent–child interactions. In BB, parents were mailed parenting pamphlets and learning materials. This article analyzes socioemotional outcomes from 14 to 36 months for children in VIP and BB versus control. Results: A total of 463 dyads (69%) contributed data. Children in VIP scored higher than control on imitation/play and attention, and lower on separation distress, hyperactivity,

and externalizing problems, with effect sizes ~ 0.25 SD for the sample as a whole and ~ 0.50 SD for families with additional psychosocial risks. Children in BB made greater gains in imitation/play compared with control. Conclusions: These findings support the efficacy of VIP, a preventive intervention targeting parent–child interactions, for enhancing socioemotional outcomes in low-income toddlers. Given the low cost and potential for scalability of primary care interventions, findings support expansion of pediatric-based parenting programs such as VIP for the primary prevention of socioemotional problems before school entry.

Screening for Adverse Childhood Experiences (ACEs) in an integrated pediatric care model. Purewal SK; Bucci M; Wang LG; et al. *Zero Three*. 2016;36(3):10-17.

Adverse childhood experiences (ACEs) are stressful or traumatic events that place children at risk of negative health, mental health, and behavioral outcomes. The Center for Youth Wellness (CYW), working in partnership with the Bayview Child Health Center (BCHC), pioneered ACE screening for children and adolescents. This article describes the theoretical framework and rationale for ACE screening in a primary care pediatric setting, introduces the CYW Adverse Childhood Experiences Questionnaire (CYW ACE-Q), and describes the BCHC-CYW Integrated Pediatric Care Model aimed at addressing the effects of ACEs and toxic stress. Considerations for the implementation of ACE screening are also reviewed.

A teacher training model for improving social facilitation in the inclusive program. S Robinson, J Myck-Wayne. *Young Except Child*. 2016;19(1):16-26.

Jordyn is a 4-year-old girl who attends a general education preschool. She was diagnosed with autism spectrum disorder (ASD) at age 2. She initially attended a special day class (SDC) program after transitioning from early intervention services. While she made some gains in communication and social-emotional development in the SDC class, Jordyn's parents observed that she seemed to benefit from being with typical peers during Sunday school. Her parents requested a change in placement to a general education preschool program. In the first weeks of her new preschool, Jordyn appears to be adjusting well. She follows the classroom routine and transitions smoothly from one activity to another. However, while she is in proximity to the other children in the classroom, there is limited engagement with the typical peers. How can teachers promote the development of social interaction and communication to facilitate social inclusion? What knowledge and skills need to be learned to foster social participation in inclusive settings?

Toddlers with early behavioral problems at higher family demographic risk benefit the most from maternal emotion talk. Brophy-Herb HE, Bocknek EL, Vallotton CD, et al. *J Dev Behav Pediatr*. 2015;36(7):512-20.

Objective: To test the hypothesis that toddlers at highest risk for behavioral problems from the most economically vulnerable families will benefit most from maternal talk about emotions. Methods: This study included 89 toddlers and mothers from low-income families. Behavioral problems were rated at 2 time points by masters-level trained Early Head Start home visiting specialists. Maternal emotion talk was coded from a wordless book-sharing task. Coding focused on mothers' emotion bridging, which included labeling emotions, explaining the context of emotions, noting the behavioral cues of emotions, and linking emotions to toddlers' own experiences. Maternal demographic risk reflected a composite score of 5 risk factors. Results: A significant 3-way interaction between Time 1 toddler behavior problems, maternal emotion talk, and maternal demographic risk ($p = .001$) and examination of slope difference tests revealed that when maternal demographic risk was greater, more maternal emotion talk buffered associations between earlier and later behavior problems. Greater demographic risk and lower maternal emotion talk intensified Time 1 behavior problems as a predictor of Time 2 behavior problems. The model explained 54% of the variance in toddlers' Time 2 behavior problems. Analyses controlled for maternal warmth to better examine the unique contributions of emotion bridging to toddlers' behaviors. Conclusion: Toddlers at highest risk, those with more early behavioral problems from higher demographic-risk families, benefit the most from mothers' emotion talk. Informing parents about the use of emotion talk may be a cost-effective, simple strategy to support at-risk toddlers' social-emotional development and reduce behavioral problems.

Social and Emotional Development – Selected DVDs

ACE study: the adverse childhood experiences study: background, findings, and paradigm shift. 123 min. 2012. (DD0697).

David F. Williamson, PhD, Vincent J. Felitti, MD, Robert F. Anda, MD, MS and Frank W. Putnam, MD speak about the Adverse Childhood Experiences Study (ACE Study). The ACE Study examines the mechanisms by which adverse childhood experiences influence health and well-being throughout the lifespan. Viewers can access a power point presentation, an ACE questionnaire, biographies of the presenters, and additional interviews through the disc menu.

Age appropriate play volume 1: the first twelve months. 24 min. 2002. (DD0443).

This program teaches age-appropriate activities that stimulate different skills including socialization and problem solving skills. Examples of fun activities for each developmental milestone are provided along with information on how to make toys and play spaces safe. This DVD gives tips on how to create play opportunities that foster bonding and self-awareness. It is also available in Spanish as DD0446.

Age appropriate play volume 2: twelve to twenty-four months. 17 min. 2002. (DD0444).

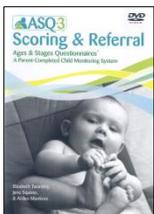
This program teaches age-appropriate activities that stimulate various skills including language, socialization, and problem solving. It teaches fun toddler activities that nurture language, imagination, exploration, and sensory development. It is also available in Spanish as DD0447.

Age appropriate play volume 3: two and three year-olds. 15 min. 2002. (DD0445).

This DVD shows how language skills and positive social behavior can be enhanced through art and play. It is also available in Spanish as DD0448.

Ages of infancy: caring for young mobile and older infants. 32 min. 2006. (DD0317).

This DVD describes three stages of infant development. Security (birth to 8 months), during which the infant thrives on the warmth and nurturing that comes from the caregiver; exploration (6 to 18 months), which begins to happen as the infant becomes mobile and curious about his surroundings; and identity (16 to 36 months), during which the older infant is concerned with who he or she is and who is in control.



ASQ scoring and referral. 16 min. 2004. (DD0189).

Viewers see a brief description of the ASQ questionnaires and the screening process. Then they watch a home visitor guiding a mother as she fills out a questionnaire for an infant and tries the ASQ tasks with her child. Through footage of specific tasks and close ups of sample questions and scores, ASQ users will learn how to convert parent responses into point values, compare the results to the cutoff scores, evaluate sections that are not scored, such as the family information page and use professional judgment to decide if a referral for further assessment is needed.

ASQ-3 scoring and referral. 18 min. 2009. (DD0426).

Viewers first get a brief overview of the ASQ-3 questionnaires and the screening process. Then they'll watch a home visitor guiding a mother as she fills out a questionnaire for an infant and tries the ASQ-3 tasks with her child. Through footage of specific tasks and close-ups of sample questions and scores, ASQ-3 users will discover how to use the revised third edition scoring sheets to convert parent responses into point values, compare the results with the cutoff scores, use the ASQ-3 monitoring zone to determine if a child's progress should be monitored in one or more areas, interpret parent responses on the overall section of ASQ-3, and decide if a referral for further assessment is needed.

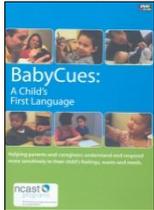
ASQ:SE in practice: Ages and Stages Social Emotional Questionnaire. 26 min. 2006. (DD0190).

A companion to the Ages & Stages Questionnaires: Social-Emotional (ASQ:SE) screening system, this video gives an overview of emotional and social development and provides a thorough introduction to ASQ:SE. Viewers get an inside look at the screening system in practice as they watch a home visitor using ASQ:SE with the family

of a 4-year-old boy. With this video, early interventionists, home visitors, pediatricians, teachers, and other professionals will be fully prepared to administer and score ASQ:SE.

Attachment relationships. 29 min. 2010. (DD0404).

Attachment is the ability to form and maintain healthy relationships. This program follows the journey from prenatal bonding to a baby's phases of attachment from birth to age two. It explores the theories of John Bowlby and Mary Ainsworth and shows examples of how parents and caregivers can foster healthy attachment relationships.



BabyCues: a child's first language. 18 min. 2006. (DD0557).

This DVD shows examples of cues, engaging and disengaging, as well as examples of how cues often cluster around hunger or satiation. Learning and interpreting these cues is presented from an attachment theory base and will assist the caregiver or parent in providing a nurturing environment for babies and young children.

Baby's first year. 20 min. 2000. (DD0282).

This program explores the emotional, social, intellectual, and physical milestones of the infant's first year.

Beginnings of life. 42 min. 2011. (DD0504).

This program follows the many changes that newborns experience during early infancy. It highlights social changes. It shows the significance of the first interaction between parent and newborn.

The child from 1 to 3. 20 min. 2003. (DD0283).

This program highlights the emotional, social, intellectual, and physical milestones of toddlers at one, two, and three years old.

A child's mind: how kids learn right and wrong. 24 min. 2011. (DD0553).

Viewers learn how children develop morals and how these morals impact children's behavior. The theories of Jean Piaget, Lawrence Kohlberg, Carol Gilligan, Albert Bandura, and Elliot Turiel are examined and the concept of theory of mind is explained. Children react to situations that challenge their morals. Experts explain how and why children develop as they do. They stress why fostering moral development is crucial.

Children with disrupted attachment. 174 min. 2006. (DD0141).

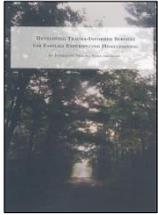
In this four-DVD series, therapists describe the impact of attachment disorder on the ways that children see themselves and interact with others, and how adults can respond most effectively.

The developing child infancy: early relationship. 19 min. 2003. (DD0102).

In this module, early bonding and the signs of unfolding attachment between parent and child are presented. It examines development of stranger anxiety and separation anxiety.

The developing child infancy: emotional and social world. 15 min. 2003. (DD0101).

Infants sense themselves as an integral part of their mothers in the first months. Gradually they gain the knowledge of being separate people and activate this knowledge by both choosing to stay by their mothers' side and move away from them to explore. In this DVD, the early interactions between parents and children are likened to a dance with carefully orchestrated interactions on both sides. At first, the relationship includes parents only but, by six months, infants can include siblings and other constant adult caregivers. Differing cultural belief systems have an impact on the family and subsequently on the development of children.

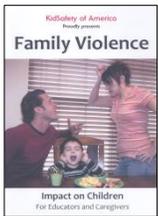


Developing trauma-informed services for families experiencing homelessness: an interactive training video and guide. 92 min. 2008 (DD0615).

This DVD is an educational resource for service providers. It focuses on the relationship between homelessness and traumatic stress and on how to apply trauma concepts to providers' daily work with families experiencing homelessness. This program explains the strengths-based approach that helps clients identify their own strengths and coping skills.

Early socialization from age 2 to age 5. 29 min. 2002. (DD0133).

This program follows the social development of two young children, Max and Ellie, from the ages of two to five. Examples of multiple attachment, language development, imitation and identification, cooperative play, self-awareness, gender identification, and social conformity are captured on film and clearly identified with onscreen labels as the children broaden their awareness of the world through interactions with each other, family members, and peers.



Family violence: impact on children for educators and caregivers. 19 min. 2011. (DD0493).

This program features Dr. Harvey Karp and other experts and practitioners. Family members who have been affected by domestic violence are also interviewed. The program awakens the viewer to take action in order to prevent physical and psychological injury to innocent children.

Finding the words, finding the ways: exploring reflective supervision and facilitation. 136 min. 2012. (DD0614).

This training DVD includes four supervisory scenarios. Each vignette presents a common supervisory dilemma showing how supervisor and practitioner work together to formulate an appropriate plan of action. In scenario 1, the supervisor helps the teacher calm down enough to be able to think clearly and use her many skills to address a difficult classroom situation. In scenario 2, an experienced clinician works with her protégé to help a family dealing with depression, distress, and conflict. In scenario 3, a supervisor and speech therapist work through a conflict between the therapist and a family. In scenario 4, a supervisor and home visitor discuss boundary issues.

First year milestones: a monthly guide to your baby's growth volume 1: birth to six months. 25 min. 2006. (DD0128).

This DVD demonstrates the milestones of the first six months including emotional milestones. It includes corresponding brain development and safety information throughout. Parent comments, fun activities, and signs of possible developmental delays complete this program. This program is also available in Spanish as DD0437.

First year milestones: a monthly guide to your baby's growth volume 2: seven months to twelve months. 25 min. 2006. (DD0129).

This program demonstrates the milestones of months seven through twelve including emotional milestones. It includes corresponding brain development and safety information throughout. Parent comments, fun activities, and signs of possible developmental delays complete this program. This program is also available in Spanish as DD0438.

Flexible, fearful or feisty: the different temperaments of infants and toddlers. 29 min. 2006. (DD0319).

This DVD explores the various temperamental styles of infants and toddlers. Nine traits can be grouped into three styles: flexible, fearful, or feisty. Techniques are described for dealing with each of the different temperaments. This DVD is also available in Spanish as DD0453.

For the child: information on mental health and advocacy for resource parents. 30 min. 2007. (DD0208).

This program is hosted by Morgan Freeman. It provides information to help foster parents and kinship care providers address the mental health needs of children in their care. Viewers will understand the most common children's mental health problems and learn about navigating the mental health delivery system.

Growing through play: cognitive and social development. 26 min. 2004. (DD0629).

This DVD demonstrates how children learn important cognitive and social skills through their play, from pre-literacy skills to social interaction. Containing authentic footage of children in a diverse classroom setting, this instructional DVD shows each of Mildred Parten's stages of play in action and makes the connection between each stage of play and how it relates to the learning styles of children of different ages. It also demonstrates the role well planned environments play in a child's successful progression throughout the different stages of play.

Healing Neen. 54 min. 2010. (DD0555).

After surviving a childhood of abuse and neglect, Tonier "Neen" Cain lived on the streets for two decades. A community mental health program offered her a way out and up. Neen's inspiring story illustrates the consequences of childhood household trauma and the efficacy of trauma-informed care as a treatment plan. The program features footage of Neen in her current capacity as a motivational speaker and educator on the devastation of trauma. She also speaks to Dr. Vincent J. Felitti about the Adverse Childhood Experiences (ACE) study. This program contains explicit language and should be previewed before showing.

Helping children cope with frightening events. 25 min. 2002. (DD0185).

This program describes the reaction of children exposed to traumatic or frightening events. Educators will learn about changes in children's behavior and how to create a supportive environment for them. Activities are suggested that reinforce a sense of security and promote healing.

NEW! How to raise emotionally healthy children: volume 1 babies. 24 min. 2013. (DD0682).

This DVD teaches parents how to nourish their baby's emotional health right from the start. Featuring common challenges, this program shows parents how to modify their interactions to meet their child's critical emotional needs to feel respected, important, accepted, included, and secure. Tips on how parents can maintain their own emotional health and opportunities to stop for discussion are also included. Parents are shown in real-life scenarios that demonstrate the healthiest way to deal with a crying baby, take the baby to a new baby sitter, and allow a baby to safely explore.

NEW! How to raise emotionally healthy children: volume 2 toddlers. 23 min. 2013. (DD0683).

This DVD teaches parents how to support their toddler's desire for independence. Featuring common challenges, like public temper tantrums, this program shows parents how to modify their interactions to meet their child's critical emotional needs to feel respected, important, accepted, included, and secure. Tips on how parents can maintain their own emotional health and opportunities to stop for discussion are also included.

NEW! How to raise emotionally healthy children: volume 3 preschoolers. 25 min. 2013. (DD0684).

This DVD teaches parents how to support their preschooler's social and cognitive growth. Featuring common challenges, this program shows parents how to modify their interactions to meet their child's critical emotional need to feel respected, important, accepted, included, and secure. Parents are shown dealing with fighting siblings, a child's need for attention, and power struggles between children and parents.

I want all the turns: supporting children in resolving problems and conflicts/quiero todos los turnos. 90 min. 2013. (DD0655).

This program describes how early childhood teachers can support the development of children's problem-solving abilities and other social skills. Preschool teachers use curriculum strategies to encourage problem solving and explain the HighScope conflict resolution process for children. The DVD also offers strategies teachers can use to prevent children from developing bullying behavior patterns in later years.

Infants: social and emotional development. 23 min. 2010. (DD0430).

This program examines the different stages of emotional development and explains how children form attachments. Babies are observed as they begin to distinguish the expressions of others and mimic them. It shows how personality and temperament affect an infant's social and emotional growth and how caregivers handle various situations.

Is baby ok? 22 min. 2003. (DD0526).

Learn some of the basic developmental milestones in physical growth, personal and social skills, large and small motor skills, and language acquisition. Parents discover when to seek professional help to assess development, especially for potential problems in hearing and vision. They will also learn to recognize key motor skill developments. See how symmetry of movement is important, and learn how growth charts take ethnic diversity into account.

Learning happens. 113 min. 2007. (DD0411).

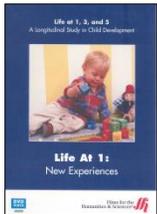
This DVD features 30 short video clips that show parents and children, aged birth to 3 years, interacting during playtime and everyday routines. These vignettes capture how learning unfolds through loving interactions with parents and caregivers, and highlights the critical role that adults play in supporting children's healthy social and emotional development. Some of the clips are in Spanish with English subtitles.

Learning happens II. 29 min. 2010. (DD0412).

This follow up to *Learning happens* shows loving interactions between children and their parents, teachers, and caregivers. The children range in age from birth to 5 years old.

Life at 1: new experiences. 54 min. 2011. (DD0512).

This program was filmed in Australia. It introduces a group of one-year-olds who are part of a large-scale longitudinal study in child development. Closely documenting the daily routines and developmental milestones of the children, the program gauges each subject's ability to confront new experiences. Shy Haleema does well in a "stranger test" while lively Anastasija cries when separated from her parents. Jara'na's future happiness may depend on his ability to deal with racism, while tiny Ben, born prematurely as a quintuplet, upturns all expectations. This program is also available online.



Life at 1: stress and its impact. 57 min. 2006. (DD0513).

This program was filmed in Australia. It explores the causes and effects of the chronic stress that children experience as they learn and grow. Viewers will follow a group of one-year-olds as they take part in a large-scale, longitudinal child development study. The study measures levels of cortisol at specific points in each subject's daily routine. Shine's parents are struggling financially, and it shows in her levels of cortisol. Decklan goes to day care four times a week but that doesn't necessarily mean more stress. Sofia's cortisol levels can be correlated with her mother's work schedule. Daniel must overcome the anguish wrought by his brother Jayme's near drowning and Jayme's subsequently acquired severe disabilities. This program is also available online.

Life at 3: bad behavior. 57 min. 2008. (DD0514).

This program was filmed in Australia. It delivers a progress report on five toddlers, the public face of a much larger longitudinal study, who must now learn to manage their own feelings and actions. Can Decklan get a handle on the tantrums that, not surprisingly, have increased with the arrival of a baby brother? Why does Jara'na cry every time he is separated from his mother? What's preventing Anastasija from paying attention to her teachers? How can Daniel cope when faced with a death in the family? This program is also available online.

NEW! Magic of everyday moments: seeing is believing. 23 min. 2014. (DD0685).

This DVD consists of 4 segments. *Brain wonders*: nurturing healthy brain development from birth explains the importance of making a baby feel safe and secure in the world, establishing routines, and engaging in back-and-forth interactions. *Literacy skills*: the roots of reading start at birth makes clear the importance of developing language and literacy from birth through sharing books, telling stories, and talking to children. *Power of play*: building skills while having fun shows how children learn to communicate, solve problems, and get along with others by playing. *Temperament: what makes your child tick?* urges parents to tune in to and respect their child's temperament.

Managing everyday challenges through positive guidance. 75 min. 2011. (DD0535).

This DVD teaches how to create positive relationships to support young children's social and emotional development. It explains evidence based practices that shape children's behaviors such as designing the classroom, implementing engaging curriculum, intentionally creating routines and schedules to fit the specific needs of the children, and establishing consistent limits and ground rules. Teachers support children in developing social competence by redirecting, listening actively, offering choices, and offering encouragement. The instructor CD-Rom contains an accompanying power point presentation.

Next step: including the infant in the curriculum. 22 min. 2006. (DD0321).

This program looks at the physical, social, language, and intellectual development of the infant. Caregivers learn how they can become sensitive facilitators who present appropriate learning opportunities to infants.



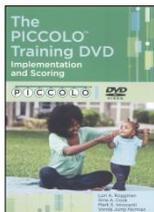
Not so terrible twos: a parent's guide. 22 min. 2005. (DD0529).

Two-year-olds fine-tune their muscles through constant imitation, experimentation, and repetition. Observe as two-year-olds learn to make the complex mental connections that lead to true understanding. Hear how their growing language abilities lead two year-olds to speak with others, to ask "why", and proclaim their independence by saying "no". See how two-year-olds deal with the conflicting emotions of wanting to possess and demand one moment, and share and hug the next. Watch their first interactions with others, and see how it's still difficult for them to see a situation

from another's viewpoint. Learn from a pediatrician what body awareness, language skills, and motor skills have to do with toilet training.

Observing Kassandra. 2010. (KT0079).

This kit is a new edition of the Transdisciplinary Play-Based Assessment (TPBA2). It contains a 50 minute DVD of an actual play session to help early childhood professionals practice their observational and note-taking skills, a tablet of blank TPBA2 forms and a CD-ROM with sample completed TPBA2 and TPBI2 forms to use as models for assessment and intervention. A workbook with guidance for professional development is also included. It is intended for use for children from birth to age 6. It assesses several domains including the social and emotional domains.



Piccolo training DVD: implementation and scoring. 70 min. 2013. (DD0630).

This introductory presentation explains the 4 PICCOLO (*Parenting Interactions with Children: Checklist of Observations Linked to Outcomes*) domains and describes how each domain is important for child development. Presenters walk the viewer through each of the 29 items on the tool. Viewers also learn which types of activities work best for observations, how to talk to a family about the observation, guidelines for video recording, and how to use the results to help plan home visits.

A place of our own: early childhood solutions behavior and emotions. 180 min. 2008. (DD0325).

Host Debi Gutierrez leads engaging discussions on children's behavior and emotions with parents, caregivers, and child care experts. Topics include conflict resolution, tantrums, separation anxiety, sharing, and more. This DVD also includes 17 fun activities to do with children. See also the Spanish language version: *Los niños en su casa: soluciones para la primera infancia comportamiento y emociones* (DD0327).

Play, learning, and development: babies outdoors. 53 min. 2010. (DD0631).

Babies are stimulated by sensory experiences available outdoors. This DVD details the development of vision, hearing, and touch as well as physical development as babies learn to reach, grasp, sit, crawl, and walk. Babies also develop socially and emotionally as they play outdoors with their caregivers.

Play, learning, and development: toddlers outdoors: play, learning, and development. 65 min. 2009. (DD0632).

Viewers follow six toddlers as they develop physically, emotionally, socially, and cognitively as they explore and move around outdoors. The toddlers broadly follow the same developmental trends yet each has an individual pattern of action.

Play, learning, and development: two year olds outdoors. 63 min. 2010. (DD0633).

This program follows six children between two and three years old as they experience the excitement and unlimited stimulation available outdoors. Playing outdoors helps the children develop physically, emotionally, socially, and cognitively.

Practical strategies for teaching social and emotional skills. 28 min. 2007. (DD0581).

This program highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children's skills in a variety of areas including making friends, problem solving, asking an adult for help, talking about feelings, and managing their emotions.

Preschooler observation: social and emotional development. 23 min. 2012. (DD0496).

Viewers will learn the skill set that makes up social and emotional development; the value of encouraging creativity and risk taking; activities that foster initiative and positive self-esteem; how culture and gender affect development; levels of social participation; examples of pro-social and antisocial behaviors and ways caregivers can help children develop these skills.

Preschoolers: social and emotional development. 23 min. 2008. (DD0433).

Viewers will learn the skill set that makes up social and emotional development. They will learn the value of encouraging creativity and risk taking; activities that foster initiative and positive self-esteem; how culture and gender affect development; the different levels of social participation; examples of pro-social and antisocial behaviors and ways caregivers can develop those skills.

Primary caregiving: working toward secure attachments in childcare. 19 min. 2001. (DD0330).

This program promotes the value of a primary caregiving system for babies and toddlers and their parents. It focuses on the experience of one child, Cai, and follows through his daily experiences as he forms an attachment to his primary caregiver, Cecilia.

Recognizing and reporting child abuse and child sexual abuse. 68 min. 2008. (DD0323).

This 3 DVD set explains what it means to be a mandated reporter. Viewers will be able to recognize when corporal punishment rises to the level of physical abuse. They will learn the signs of child sexual abuse and how to handle disclosures and report abuse.

Recognizing child abuse. 26 min. 2007. (DV0362).

This program spells out the Four Rs of child abuse: the harsh Reality of its presence in our society, the Results it leads to, the many ways to Recognize it, and the proper channels for Reporting it. Each concept is explained through dramatizations and supported by interviews with education and child welfare experts.

Reflective supervision for infant mental health practitioners. 136 min. 2012. (DD0613).

This DVD features infant mental health mentors Douglas Davies, Julie Ribaldo, Deborah Weatherston, and William Schafer, and infant mental health practitioners Vicky Novell, Katie Bresky, Carla Barron, and Stefanie Hill. It presents four spontaneous unrehearsed reflective supervision sessions. Each session provides a window into reflective supervision experiences and offers opportunities to consider essential elements of the reflective process. Sessions are followed by a brief training guide and questions.

Secure attachments: the foundation of relationships. 21 min. 2001. (DD0331).

This DVD explores the components of a secure attachment relationship and identifies the role of the professional in achieving it. It shows examples of secure and insecure attachment.

Social toddler. 43 min. 2005. (DD0516).

This DVD was filmed in England. It sheds light on toddler behavior and presents strategies for coping with challenging behavior. Two child development experts share their firsthand parenting experiences and the findings of early childhood education specialists. These experts explore the basics of toddler growth and learning; look at the world from a small child's perspective; and examine the needs of especially challenging children. Mobility, copying, repetition, fine motor skills, categorizing, and many other developmental benchmarks are highlighted. This video is also available online.

Substance exposure and promoting attachment. 79 min. 2007. (CA0006).

Mary Susan Rudisill, clinical psychologist, presents information about prenatal substance exposure and the early absence of consistent, loving caregivers. The first part of the session explores the interrelationship of biological and environmental risk factors as they affect attachment and development in substance-exposed children. Part two presents a comprehensive view of this multi-deficit model and innovative intervention options.

Toddler behavior and development. 60 min. 2009. (DD0434).

The 16 clips on this DVD highlight daily routines and show how adults tune into the physical and social emotional needs of children from ages 18 months to 3 years of age with responsive strategies.

Toddlers: social and emotional development. 28 min. 2009. (DD0260).

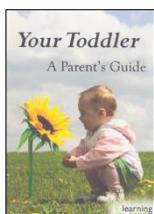
Viewers learn about the theory of the mind and how toddlers come to understand how their actions can affect others. This program examines how gender and temperament play a role in development. Viewers observe toddlers interacting with family and peers as they develop attachments and social bonds.

Understanding traumatized and maltreated children: the core concepts. 157 min. 2004. (DD0127).

This series consists of 7 programs hosted by Bruce Perry and Art Linkletter on 2 DVDs. Program 1: challenging our beliefs: Dr. Perry challenges us to evaluate existing childcare systems, and urges us to consider their effectiveness, Program 2: the amazing human brain: Dr. Perry covers the basics of brain anatomy and function, Program 3: how the brain develops: the importance of early childhood: bonding and attachment are stressed as the cornerstones of early childhood optimal development, Program 4: neglect: how the poverty of experience disrupts development: severe neglect and missed caregiving opportunities cause various degrees of brain effects and behavior problems in maltreated children, Program 5: The fear response: the impact of childhood trauma: caregivers learn to effectively recognize the behaviors and physical reactions of children in the various stages of the fear response, Program 6: living and working with traumatized children: in depth information and effective skills for those who care for traumatized and maltreated children, Program 7: violence and childhood: insufficient brain cortex modulation and primitive brain stem impulsivity can lead to acts of violence.

Your preschooler: a parent's guide. 21 min. 1996. (DD0530).

This program chronicles the physical, social, and cognitive development of preschoolers. Viewers learn why play in its many forms is critical to development. They see how fine and large motor skills develop, and see the emergence of literacy and problem-solving skills.



Your toddler: a parent's guide. 21 min. 2003. (DD0528).

One-year olds figure out how to use over six hundred muscles and embrace the scary task of becoming an individual. Physical, mental, emotional, and social developments intertwine as toddlers learn to move, think, and speak in new ways. Watch toddlers struggle with the conflict between wanting to be independent and the desire to cling to the security of a parent. Learn about different personality styles and the role of temper tantrums in emotional development.

Social and Emotional Development – Selected Books

Abuse and neglect: the educator's guide to the identification and prevention of child maltreatment.

Barbara Lowenthal, 2001. (WA 320 L917a 2001 ECI).

This comprehensive resource provides educational professionals with the knowledge and tools they need to learn to recognize and address instances of maltreatment of children.

An activity-based approach to developing young children's social emotional competence. Jane Squires, 2007. (540 S774a 2007 ECI).

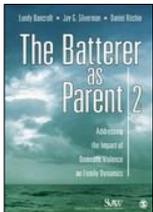
This book walks readers through the five-step intervention process called Activity-Based Intervention: Social Emotional (ABI:SE). It explains how to screen the child for behaviors of concern and how to evaluate the family environment. It performs a more detailed assessment of child and caregiver competence. It works with parents on goal development and embeds intervention activities into everyday routines. It shows how to conduct an evaluation of the program.

The ASQ:SE user's guide for the Ages and Stages Questionnaires: Social-Emotional. (English and Spanish) Jane Squires, Diane Bricker and Elizabeth Twombly, 2002. (525 S774 2002 ECI).

This book contains both the English and Spanish version of the questionnaires, which offer a system for assessing children's social emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months, and a user's guide to accompany both.

Baby hearts: a guide to giving your child an emotional head start. Linda P. Acredolo, 2005. (WS 105.5 E5 A187b 2005 ECI).

Understanding the actions of an infant and toddler and responding appropriately to those actions gives a child a head start to a healthy and happy future. This book contains fun activities that help foster a child's emotional skills between birth and age three.



The batterer as parent: addressing the impact of domestic violence on family dynamics, 2nd ed. Lundy Bancroft, Daniel Ritchie, and Jay G. Silverman, 2012.

The authors outline the complex and insidious processes through which batterers hamper the social and emotional development of children. This book addresses the impact that batterers have on family functioning and provides an understanding of batterers as parents and family members. It delineates approaches to such practice issues as assessing risk to children, parenting issues in child custody and visitation evaluation, and the impact on children's therapeutic process and family

functioning in child protective practice. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Beautiful beginnings: a developmental curriculum for infants and toddlers. Helen H. Raikes, 2006. (525 R151b 2006 ECI).

Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers. This research-supported curriculum helps children progress in their social and emotional development.

Bipolar child: the definitive and reassuring guide to childhood's most misunderstood disorder. Demitri Papolos, 2006. (227.4 P218b 2006 ECI).

This book presents information for parents and children dealing with the challenges of bipolar disorder. It includes diagnosis and treatment options; what is going on inside the brain; how to live and cope with bipolar disorder; and hope for the future.

Bipolar kids: helping your child find calm in the storm. Rosalie Greenberg, 2007. (227.4 G798b 2007 ECI). This book walks readers through the range of scenarios that occur with bipolar kids, from daring manic phases to sudden periods of overwhelming sadness. She addresses family relationships and guides parents in making meaningful choices about their child's education and treatment options.

NEW! The body keeps the score: brain, mind, and body in the healing of trauma. Bessel A. van der Kolk, 2014. (WM 172.5 V228 2014 RHB).

In this book, the author details traumatic stress, revealing how it rearranges the brain's wiring, specifically areas dedicated to pleasure, engagement, control, and trust. He shows how these areas can be reactivated through treatments including neurofeedback, mindfulness techniques, play, yoga, and other therapies. Based on the author's research and that of other leading specialists, the book offers alternatives to drugs and talk therapy.

The boy who was raised as a dog: and other stories from a child psychiatrist's notebook: what traumatized children can teach us about loss, love, and healing. Bruce Duncan Perry and Maia Szalavitz, 2006. (WA 320 P462b 2006 ECI).

Dr. Perry explains what happens to the brain when a child is exposed to extreme stress, and he reveals how innovative treatments are helping ease these children's pain, allowing them to become healthy adults.

Bright futures in practice: mental health practice guide. Michael Jellinek, 2002. (266.5 J48 2002 ECI).

This book focuses on promotion of mental health and on prevention and early recognition of psychosocial problems and mental disorders. The information and resources in this guide provide primary care health professionals with the tools needed to promote mental health in children, adolescents, and their families, to recognize the early stages of mental health problems and mental disorders, and to intervene appropriately.

Bright futures in practice: mental health tool kit. Michael Jellinek, 2002. (266.5 J48 2002 ECI).

The materials in this tool kit accompany *Bright futures in practice: mental health practice guide* and contain materials for health professionals or families to use as they go through the practice guide. They may be photocopied for individual use.

Building resilience to trauma: the trauma and community resiliency models. Elaine Miller-Karas, 2015. (WM 172.4 M647b 2015 RHB).

The author devotes a chapter in her book to working with children who have experienced trauma. Miller-Karas applies her Trauma Resiliency Model (TRM) and Community Resiliency Models (CRM) to helping children focus on connecting with positive memories or resources.

Building strong foundations: practical guidance for promoting the social-emotional development of infants and toddlers. Rebecca Parlakian, 2003. (266.5 P252 2003 ECI).

This publication provides readers with a thorough grounding in how supportive relationships promote the social emotional development of very young children. It includes a description of what infant mental health is; what is so important about good relationships; good relationships are catching; practical strategies for promoting infant mental health; and guidelines for identifying infant mental health needs.

The Carolina Curriculum for infants and toddlers with special needs. Nancy M. Johnson-Martin, 2004. (556.1 J635 2004 ECI).

This book was developed to be used with children from birth to 36 months who have mild to severe disabilities. It links assessment with intervention and lets professionals work closely with the child's teachers, family members, and other service providers. This guide contains 24 teaching sequences covering five developmental areas including the area of personal-social cognition.

Case studies in infant mental health: risk, resiliency, and relationships. Joan J. Shirilla, 2002. (WS 350 C337 2002 ECI).

This volume contains twelve detailed and diverse case studies written by infant mental health specialists about their work with a young child and family. Each case study reveals the supervision and consultation that supported the specialist and the specialists' interaction with the larger service system.

Child-centered practices for the courtroom and community: a guide to working effectively with young children and their families in the child welfare system. Lynne F. Katz, 2011. (WA 320 K19c 2011 ECI).

This book presents a profile of infants, toddlers, and parents involved in the child welfare system. It discusses the use of evidence-based parenting programs for parents of at-risk young children. It also covers healing the infant-parent relationship and supporting the development of very young children, including early care and education settings that support child development. Other issues include developing a coordinated system of care and demystifying the court process, such as how to be an effective advocate in juvenile and family court. Finally, understanding and preventing vicarious traumatization and compassion fatigue is discussed.

Child, family, and community, 6th ed. Janet Gonzalez-Mena, 2013. (325 G643c 2013 ECI).

This book provides essential information in a friendly and accessible manner. It discusses the socialization and education of young children in home, child care, and educational contexts from birth to 8 years old.

Child trauma handbook. Ricky Greenwald, 2005. (326.1 G816c 2005 ECI).

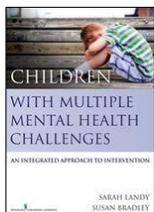
This is a comprehensive guide to treatment of trauma-exposed children and adolescents and those with trauma or loss-related issues. This manual helps the reader understand how and why kids' behaviors can be related to their history of trauma while teaching practical hands-on clinical skills and interventions.

Children and babies with mood swings: new insights for parents and professionals. Stanley I. Greenspan, 2007. (WM 207 G815c 2007 ECI).

This book shows how mood swings develop in children. It describes the complex interplay between children's physical tendencies, emotional experiences, and the developmental steps towards either mood swings or stable, optimistic moods.

Children exposed to violence. Mary Margaret Feerick and Gerald B. Silverman, 2006. (WA 320 C536 2006 ECI).

This book focuses on domestic violence, community violence and war, and terrorism in the lives of children from birth to age 17. Readers will understand how exposure to violence affects physical health, psychological well-being, social development, and academic achievement. Statistics on violence and research on prevalence are presented. Promising interventions are described along with existing and emerging public policies.



Children with multiple mental health challenges: an integrated approach to intervention.

Sarah Landy and Susan Bradley, 2013.

This book builds on an individualized, integrated approach to present a variety of evidence-based strategies for working with children with multiple challenges. It considers children from preschool age to adolescence with a number of severe difficulties. These may include extreme anxiety and depression, cognitive challenges, delays in speech and language, and unresolved trauma. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Circles in the nursery: practicing multicultural family therapy. Leena Banerjee Brown, 2007. (275 B878c 2007 ECI).

This book explains how to understand and practice multicultural infant-family mental health. The book includes clinical case studies with practical applications. A 7-part framework for analyzing family, infant, and clinician cultural perspectives is included. Ideas are given for improving and energizing clinical work with at-risk infants and families.

Confronting violence, 3rd ed. George A. Gellert, 2010. (HN 90 V5 G318C 2010).

This book discusses the determinants of violence and whether America is more violent than other societies. A chapter is devoted to the physical, sexual, and emotional abuse of children. Gellert examines the different kinds of child abuse and gives advice on what to do if a child is being abused.

Developing outcome strategies in children's mental health. Mario Hernandez, 2001. (WS 350 H557d 2001 ECI).

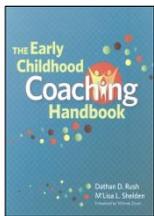
This book presents the process of measuring and evaluating outcomes in mental health services for children.

Developing quality care for young children: how to turn early care settings into magical places. Nettie Becker, 2009. (320.11 B395 2009 ECI).

This book discusses the qualities of an effective early child care program and the need to provide children with experiences that will prepare them for future emotional and social success. It demonstrates how to create environments that foster healthy relationships for children and adults and that will build on children's sense of wonder and joy for learning.

Diagnostic classification of mental health and developmental disorders of infancy and early childhood: DC: 0-3R, Rev. ed. (WS 107 D536 2005 ECI).

This book seeks to address the need for a systematic, developmentally based approach to the classification of mental health and developmental difficulties in the first four years of life. It is designed to complement existing medical and developmental frameworks for understanding mental health and developmental problems in the earliest years.



The early childhood coaching handbook. Dathan D. Rush, and M'Lisa L. Shelden, 2011. (LB1775.6 R87 2011 ECI).

This book helps early childhood practitioners support other professionals and families as they enhance existing knowledge, develop new skills, and promote healthy development of young children. This hands-on guide shows professionals how to conduct skillful coaching in home, school, or community settings.

Early childhood intervention: shaping the future for children with special needs and their families.

Christina Groark, 2011. (LC 4019.3 G873e 2011 ECI).

Volume two of this three volume set is titled, *Proven and promising practices*. It includes chapters on mental health in early childhood and children with social challenges.

Emotional connections: how relationships guide early learning. Perry M. Butterfield, Carole A. Martin and Arleen Prairie, 2004. (540 B988e 2004 ECI).

This book includes the following chapters: relationships nurture early learning; the caregiver builds relationships; relationships are emotional connections; relationships foster a positive sense of self; responsive relationships model and promote social skills; relationships guide and regulate behavior; relationships promote learning and cognition; relationships promote language and literacy; relationships with families; making responsive relationships work in your program.

Emotional connections: how relationships guide early learning: instructor's guide. Perry M. Butterfield, Carole A. Martin and Arleen Prairie, 2004. (540 B988eig 2004 ECI).

This instructor's guide includes the following chapters: relationships nurture early learning; the caregiver builds relationships; relationships are emotional connections; relationships foster a positive sense of self; responsive relationships model and promote social skills; relationships guide and regulate behavior; relationships promote learning and cognition; relationships promote language and literacy; relationships with families; making responsive relationships work in your program.

Empathic care for children with disorganized attachments: a model for mentalizing, attachment, and trauma-informed care. Chris Taylor, 2016.

Disorganized attachment is the most extreme form of insecure attachment. This book is a practical guide to caring for children and young people with disorganized attachment and related emotional and psychological difficulties. Synthesizing attachment, trauma, and mentalization theory into a useful practice model, this book proposes ways of meeting the needs arising in children and young people with disorganized attachments. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Enhancing early emotional development: guiding parents of young children. Jean W. Gowen, 2002. (540 G722 2002 ECI).

This book helps home visitors, social workers, and other professionals provide the guidance and support parents of newborn children need to form secure attachments during the first two years of their child's life.

Evidence-based approaches for the treatment of maltreated children: considering core components and treatment effectiveness.

This volume provides an overview of the research on the effects of child maltreatment on mental health, cognitive, and social emotional development. Selected scholars associated with the development, training, or research of empirically based treatments (EBTs) write about those treatments. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Extending the dance in infant and toddler caregiving: enhancing attachment and relationships. Helen H. Raikes, 2009. (WS 105.5 C3 R151e 2009 ECI).

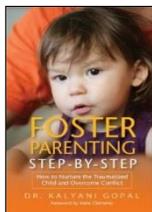
This book is an in-depth blueprint for promoting attachment and relationships in early childhood settings. It helps professional caregivers and educators develop sensitive, nurturing relationships with young children.

Families, infants, and young children at risk: pathways to best practice. Gail L. Ensher, 2009. (LC 4019.3 E59r 2011 ECI).

This book explains the neurological and psychosocial development of children from birth to 8. It covers a full range of issues in early childhood special education. It discusses family systems and environments, abuse and neglect, and more.

Finding hope in despair: clinical studies in infant mental health. 2008. (266.5 F494 2008 ECI).

This book describes detailed case studies of interventions that were not successful. The author of each case study provides the facts of the case and reflects on feelings generated by the failure. Each case study is followed by a chapter of analysis by another clinician who summarizes the lessons that can be learned from these difficult cases.



Foster parenting step-by-step: how to nurture the traumatized child and overcome conflict.

Kalyani Gopal, 2013.

This book describes the trauma that can be experienced by children in foster care and the effect of that trauma on their behavior. Gopal summarizes successful evidence-based strategies that develop the parent-child bond. Although the book was written for foster parents, it would be useful to anyone working with children who are or have been in foster care. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

From neurons to neighborhoods: the science of early childhood development. Jack P. Shonkoff, 2000. (WS 105 S559f 2000 ECI).

This book presents knowledge about early childhood development and the effects of child care, family stress, brain development, and the parent's role in early development on children's development from before birth until the kindergarten years. The whole report is available at <http://www.nap.edu/openbook.php?isbn=0309069882>.

Guidance of young children. Marian Marion, 2011. (WS 100 M341g 2011 ECI).

This book is designed to give students a book grounded in solid theory and research. It will help students understand the process of child guidance. This edition includes information on bullying, social and emotional competence, guiding children during routines and transitions, and more.

Handbook of infant mental health. Charles H. Zeanah, 2000. (266.5 Z41 2000 ECI).

This handbook offers a broad multidisciplinary analysis of the developmental, clinical, and social aspects of infant mental health. With chapters written by scholars and clinicians from a variety of perspectives, the work is grounded in a relational view of infancy and applies research in developmental psychology to the problems encountered in clinical practice. It contains models of development, risk conditions and protective factors, and social policy considerations, as well as assessment, evaluation, and diagnosis for all children from birth to three years of age.

Handbook of preschool mental health: development, disorders, and treatment. Joan L. Luby, 2006. (WS 350 H236 2006 ECI).

This book reviews the current knowledge on mental health and early onset disorders in 2- to 6-year-olds. It balances research, theory, and practical clinical concerns. It sheds new light on typical and atypical development. It assists practitioners to identify the intervention needs of preschoolers and their families and formulate prevention and treatment strategies.

Help for the hopeless child: a guide for families. Ronald S. Federici, 2003. (227.2 F293 2003 ECI).

This book consists of a comprehensive, aggressive, and innovative assessment and intervention program for those families with children who have been deemed hopeless or untreatable, both biological and adopted, who present with significant cognitive, emotional, and behavioral disorders.

Help him make you smile: the development of intersubjectivity in the atypical child. Rita S. Eagle, 2007. (226.5 E11h 2007 ECI).

This book is the diary of the mother of a child with developmental disabilities who is also a psychologist. She interweaves the story of her son with psychological theories about child development. She describes her journey from the baby's birth through age four and concludes with a chapter about her son as an adult.

Helping your anxious child: a step-by-step guide for parents. Ronald M. Rapee, 2000. (WS 350.6 R216h 2000 ECI).

This book helps parents to understand their child's worries, fear, or anxiety. It clearly describes and demonstrates how to help children build the necessary courage and self-confidence needed to face their fears.

Including one, including all: a guide to relationship-based early childhood inclusion. Leslie Roffman, Cassandra Britton, and Todd Wanerman, 2011.

This book provides theoretical, conceptual, and practical information on relationship-based, inclusive practices for early childhood classrooms, an approach that strengthens every child and supports the child's behavioral, emotional, social, and learning challenges. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Infant/child mental health, early intervention, and relationship-based therapies: a neurorelational framework for interdisciplinary practice. Connie Lillas, 2009. (WS 350 L729i 2009 ECI).

This book uses a neurorelational framework to reconcile theory, clinical observations, and research for use with infants, young children, and their families. The book goes into great detail about the different brain systems: the regulation system, the sensory system, the relevance system, and the executive system. It will help professionals integrate their understanding of the body, the mind, and relationships.

Infant and early childhood mental health: a comprehensive, developmental approach to assessment and intervention. Stanley I. Greenspan and Serena Wieder, 2006. (266.5 G815i 2006 ECI).

This is a comprehensive book on infant mental health. It presents a model for infant and early childhood mental health. It describes principles of assessment and intervention. It discusses classification, diagnosis and treatment of infant and early childhood disorders and covers prevention and early intervention.

Infant and early childhood mental health: core concepts and clinical practice. 2014. (WS 103.5 M3 I43 2014).

This book covers concepts from the nature of infant emotional and brain development to the practice of neurologically and relationally based therapies, and explores topics from child trauma to autism spectrum disorders.

Infants in the child welfare system: a developmental framework for policy and practice. Brenda Jones Harden, 2007. (320.4 H259 2007 ECI).

This book presents a detailed examination of the dangers faced when very young children are unable to bond with a safe, dependable caregiver. The book explains basic theories of child development that are especially relevant to the experiences of infants in the child welfare system.

Inside HELP: administration and reference manual for using the Hawaii early learning profile as a birth to three, curriculum-based assessment. Stephanie Parks, 2006. (LC 4019.3 P252i 2006 ECI).

This in-depth, curriculum-based assessment guide helps users meet IDEA Part C regulations for evaluation and assessment. It includes sections on development including social emotional development.

John Bowlby and attachment theory, 2nd ed. Jeremy Holmes, 2014.

This second edition is both a biographical account of Bowlby and his ideas and an introduction to contemporary attachment theory and research, now a dominant force in psychology, counselling, psychotherapy, and child development. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Keepin' on: the everyday struggles of young families in poverty. Jean Ispa, 2006. (LC 4019.3 I85k 2006 ECI).

This book is a journey into the lives of nine young African-American mothers facing issues related to single parenthood and poverty. By conducting interviews with the mothers, the authors share insights regarding individual, family, community, and program factors that either facilitate or constrain the effectiveness of intervention programs. Topics such as child rearing, young fatherhood, home visiting, and domestic violence are discussed.



Little kids, big worries: stress-busting tips for early childhood classrooms. Alice S. Honig, 2010. (LC 3969 H773 2010 ECI).

In this book, readers learn about the key factors that influence a child's stress level in order to become keen observers of the many ways children express stress. A wide range of innovative, clinically validated techniques are presented to help children with separation anxiety, bullying, jealousy, and family problems.

Mental health consultation in early childhood. Paul J. Donahue, 2000. (266.5 D674 2000 ECI).

This book contains practical suggestions, vignettes, and common sense information for the mental health professionals and early childhood educators who want a more effective way to reach the children and families they serve.

Mental health in early intervention: achieving unity in principles and practice. Gilbert M. Foley and Jane D. Hochman, 2006. (WS 350 M549 2006 ECI).

This book urges the integration of infant mental health and early intervention. Readers will learn to identify and apply specific mental health principles and practices to early intervention work. The three sections include:

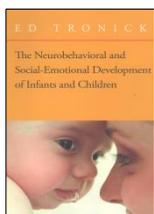
historical foundations and models for integrated practice; implementing integrated practice; and leadership, training, and policies for integrated practice.

Mental health services for vulnerable children and young people: supporting children who are, or who have been, in foster care. Arlene Vetere and Michael Tarren-Sweeney, 2014. (WM 30.1 2014 ECI).

More than half of children either in foster care, or adopted from care in the developed world, have a measurable need for mental health services, while up to one quarter present with complex and severe trauma- and attachment-related psychological disorders. This book outlines how services can effectively detect, prevent, and treat mental health difficulties in this vulnerable population. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

NEW! The mystery of risk: drugs, alcohol, pregnancy and the vulnerable child. Ira J. Chasnoff, 2010. (WA 320 C487 2010 MHSA).

This book begins by discussing the development of an infant and child's brain. Exposure to drugs or alcohol, as well as abuse or neglect, affect the child's developing nervous system. The author outlines a problem-solving approach to behavior management of these "at risk" children. He provides policy recommendations for early intervention and treatment, clinical models to screen and treat women for substance use in pregnancy, and guidelines that redefine the notion of risk inside the child welfare system.



The neurobehavioral and social-emotional development of infants and children. Edward Tronick, 2007. (540 T853n 2007 ECI).

This book represents Tronick's major ideas and studies regarding infant-adult interactions, developmental processes, and mutual regulation. It is organized into five parts: neurobehavior, culture, infant social emotional interaction, perturbations (natural and experimental), and dyadic expansion of consciousness and meaning making. The central goal of the book is to present

Tronick's Mutual Regulation Model. The CD-ROM contains the neonatal assessment of the substance exposed infant and Tronick's still-face in infants and toddlers.

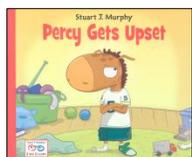
New hope for children and teens with bipolar disorder: your friendly, authoritative guide to the latest in traditional and complementary solutions. Boris Birmaher, 2004. (227.4 B619 2004 RHB).

This book shares compassionate and informative methods to help manage the diagnosis of bipolar disorder. It will help develop the natural strengths, gifts, and skills that every child has to offer. The book discusses the causes of bipolar disorder, the path and outcome of bipolar disorder in children and teenagers; gives information on biological and psychosocial treatments; and shares how to handle behavioral and academic problems.

Pathways to competence: encouraging healthy social and emotional development in young children.

Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).

Nine critical aspects of social and emotional development in children from birth to six years of age are covered in this comprehensive reference for anyone working with children. Aspects covered are a sense of body self, including body control and a positive body image; attachment to caregivers; play and imagination; language and communication; self-esteem; morality and conscience; emotion regulation; concentration, planning and problem solving; and social competence or empathy.



Percy gets upset. Stuart J. Murphy, 2011. (805.1 M978 2011).

In this children's book, Percy's Mommy and Daddy help their son calm down and feel better when situations during the day make him angry. The main character learns social and emotional skills as he plays with his friends and interacts with his family.

Physical and emotional abuse: triggers, short and long term consequences, and prevention methods. 2013.

This book includes a chapter on parent-child interaction therapy (PCIT) written by Cheryl B. McNeil, Amanda H. Costello, Ria M. Travers, and Meredith A. Norman. They review available outcome studies on PCIT with trauma, address philosophical concerns raised about PCIT's appropriateness for children traumatized by abuse and or

neglect, and provide a theoretical rationale for the therapeutic benefits of PCIT for this population. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Preschool assessment: principles and practices. Marla R. Brassard, 2008. (LB 3051 B823p 2008 ECI).

This book provides a framework for assessing 3- to 6-year-olds in accordance with best practices and IDEA guidelines. Coverage encompasses screening and assessment of a variety of difficulties including social and emotional challenges.

Promoting the emotional well-being of children and adolescents and preventing their mental ill health: a handbook. 2004. (WS 105.5 .M3 P965e 2004 MHSA).

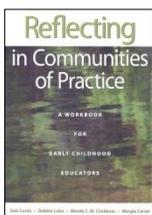
This guide provides overviews of the key psychological processes affecting mental health, such as development, attachment, emotion regulation and attention, and draws out the implications for preventive measures and promotion of emotional well-being. The authors emphasize the importance of early intervention and prevention, exploring in particular how initiatives in parenting and education can promote children's emotional well-being.

The psychological effects of war and violence on children. Lewis A. Leavitt, 2014.

Researchers and clinicians explore the short and long term effects of war and violence on children and propose possible interventions. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Psychotherapy with infants and young children: repairing the effects of stress and trauma on early attachment. Alicia F. Lieberman, 2008. (266.5 L716p 2008 ECI).

This book describes working with parents and children to promote children's well-being and parents' capacity to nurture and protect. It contains examples and provides a theoretical framework and practical therapeutic guidelines.



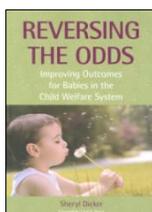
Reflecting in communities of practice: a workbook for early childhood educators. Deb Curtis, 2013. (LB 1139.4 C89 2013 ECI).

This workbook is designed to be used with a group, a community of practice, but it can also be a self-study tool. The exercises help educators understand and practice the key elements of reflective teaching. Ten study sessions provide opportunities for engaging with peers while collaborating and connecting theory and best practices in the classroom. These experiences will help educators evaluate and grow their reflective teaching skills by using the Thinking Lens™

protocol to align daily work with larger goals, values, and vision. By engaging in the reflective teaching outlined in this book, early childhood professionals gain a heightened sense of self-awareness and are able to challenge themselves with new perspectives.

Relationship development intervention with young children: social and emotional development activities for Asperger syndrome, autism, PDD, and NLD. Steven E. Gutstein and Rachelle K. Sheely, 2002. (203.6 G984 2002 ECI).

Friendship is a difficult skill for children with autism spectrum conditions to learn. This comprehensive set of activities for children between the ages of two and eight emphasizes foundation skills such as social referencing, regulating behavior, conversational reciprocity, and synchronized actions. The authors include objectives to help plan and evaluate a child's progress. Parents, counselors, and teachers will find the activities helpful to use with children.



Reversing the odds: improving outcomes for babies in the child welfare system. Sheryl Dicker, 2009. (320.4 D549r 2009 ECI).

Babies and young children in the child welfare system have a high prevalence of delays. This book shows early childhood practitioners how to collaborate with other professionals to ensure comprehensive healthy social emotional development of these vulnerable children from birth to age 3.

Rhythms of dialogue in infancy. Joseph Jaffe, 2001. (530 J23 2001 ECI).

These essays document research conducted to support the belief that the dialogue between parent and infant is essential to the infant's social and emotional development.

Scared sick: the role of childhood trauma in adult disease. Robin Karr-Morse, 2012. (WM 172.4 k18s 2012 ECI).

The first years of human life are more important than we ever realized. Robin Karr-Morse connects psychology, neurobiology, endocrinology, immunology, and genetics to demonstrate how chronic fear in infancy and early childhood, when we are most helpless, lies at the root of common diseases in adulthood. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Secure relationships: nurturing infant/toddler attachment in early care settings. Alice Sterling Honig, 2002. (LC 3639 H773s 2002 ECI).

For healthy adjustment in childhood and later in life, infants and toddlers need secure attachments to the adults who care for them. Loving, responsive, and consistent care from primary caregivers is key to young children learning to form relationships. The author distills key points needed in understanding and building attachment.

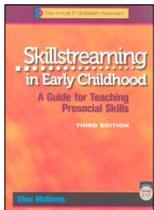
Self-esteem and early learning: key people from birth to school. Rosemary Roberts, 2006. (WS 105 R646s 2006 ECI).

Focusing on the period from birth to school, this book is about babies' and young children's feelings, their learning, and the ways in which the key adults in their lives can support their emotional, social, and cognitive development. A story about one child is included in each section to demonstrate the theoretical concepts being presented.

Seven skills for school success: activities to develop social and emotional intelligence in young children.

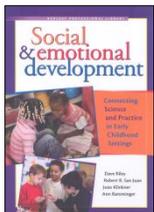
Pam Schiller, 2009. (WS 105.5 E5 S334s 2009 ECI).

This book lists the seven skills that children need to learn to become successful learners. They are confidence, curiosity, intentionality, self-control, relating to others, communication, and cooperation. The book provides sample activities and experiences to help children develop these skills.



Skillstreaming in early childhood: a guide for teaching prosocial skills. Ellen McGinnis, 2012. (LB 1139 M145s 2012 ECI).

This book employs a four-part training approach: modeling, role-playing, performance feedback, and generalization, to teach essential prosocial skills to preschool and kindergarten-age children. It provides a complete description of the skillstreaming program, with instructions for teaching 40 prosocial skills. Chapters are included on effective skillstreaming arrangements, skillstreaming teaching procedures, refining skill use, teaching for skill generalization, managing behavior problems, skillstreaming in the school context, and more. Skill outlines are handy one-page summaries for each skill, including skill steps, guidelines for skill instruction, and suggested situations for modeling displays. Homework reports list skill steps and guide students in practicing the skills and evaluating skill use outside the skillstreaming group.



Social and emotional development: connecting science and practice in early childhood settings. Dave Riley, 2008. (540 R573 2008 ECI).

This book shows how to help children form strong attachments with adults. It discusses the importance of peer relationships and how to help children learn to take turns, develop empathy, and act unselfishly. It also describes the three forms of self-regulation: controlling impulsive behavior, developing problem-solving skills, and learning to regulate emotions.

Social and emotional health in early childhood: building bridges between services and systems. Deborah F. Perry, 2007. (WS 350 S678 2007 ECI).

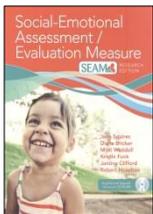
This book helps professionals discover how to improve young children's outcomes by building sturdy bridges between mental health and medical, educational, and social services. It explains the importance of social and emotional health to school readiness. It describes the most successful state and local programs. It shows how to use evidence-based prevention and intervention strategies with children at risk for social, emotional, or behavior problems.

Social competence in children. Margaret Semrud-Clikeman, 2007. (WS 105.5 E5 S473s 2007 ECI).

Social competence is essential to the mental and physical well-being of all humans but many children have difficulty making and keeping friends. This book provides a developmental view of social functioning in children at different stages, with an emphasis on clinical conditions that may disrupt this development. Assessment, parenting issues, interventions, and treatment guidelines are included.

Social competence of young children: risk, disability, and intervention. William H. Brown, Samuel L. Odom, Scott R. McConnell, 2008. (540 S678 2008 ECI).

This book helps readers gain a deep and thorough foundation for understanding social competence. It examines key influences on social development: family, culture, classroom, and friendships. It pinpoints strategies for social interaction interventions specific to different populations. Readers will understand the effects of autism, behavioral disorders, communication and language disorders, and severe disabilities on peer interactions and relationships.



Social-emotional assessment/evaluation measure. Jane Squires, 2014. (BF 722 S65 2014 ECI).

The two-part SEAM™ assessment reveals detailed qualitative information on children's social-emotional competence and identifies their caregivers' strengths and areas of need. Easy to learn and implement, SEAM can be used by a wide variety of early childhood professionals, including those with little or no training in mental-health or behavioral interventions.

Socioemotional development in the toddler years: transitions and transformations. Celia A. Brownell and Claire B. Kopp, 2007. (540 B884s 2007 ECI).

This book examines the key social and emotional transitions that characterize the second and third years of life. It illuminates the pathways by which children develop socioemotional competence, how specific abilities emerge, and the nature and significance of individual differences.

NEW! Strengthening family coping resources: intervention for families impacted by trauma. Laurel J. Kiser, 2015. (WM 430.5 F2 K61 2015 ECI).

This book uses a skill-building, family framework to teach constructive resources to families who have a high exposure to stress and trauma. It uses empirically supported trauma treatment that focuses on family, ritual, storytelling, and narration, which improves communication and understanding among family members. There are three parts: the theoretical and empirical foundations, implementation and clinical guidelines, and session guidelines focused on a multi-family group version.

Supporting infants, toddlers, and families impacted by caregiver mental health problems, substance abuse, and trauma: a community action guide. Beth Maschinot, 2012. (271.5 M396 2012 ECI).

This guide discusses the importance of the environment on a child between birth and age 5. It explains threats to resilience and ways to promote resilience in children. It describes how to create community coalitions to assist children and parents at risk.

Supporting development in internationally adopted children. Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).

This evidence-based resource helps professionals to fully understand the development of children adopted from abroad, make appropriate recommendations and referrals, and choose interventions that ensure the best

outcomes. The book provides research-based chapters on key aspects of development for children adopted from abroad including social-emotional development, self-regulation, and social communication development.

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI). This book covers the whole development of infants, toddlers, and twos and especially how to care for children with special needs. It covers teaching life skills, communication, cognitive development and play, social competence, and gives tips for family involvement.

The temperament perspective: working with children's behavioral styles. Jan Kristal, 2005. (WS 105.5 E5 K92t 2005 ECI).

This book provides practical guidance for professionals in order to transform knowledge of temperament into positive interactions and better outcomes. Readers will examine how temperament traits combine to affect children's behavior; how behavior patterns typically manifest in children of various age groups and how environmental factors affect temperament in child care, school, home, health care, and mental health settings. Case studies, tips, and practical guidelines are included.

A terrible thing happened. Margaret M. Holmes, 2000. (805.1 H752t 2000 ECI).

This is a children's book. After Sherman sees something terrible happen, he becomes anxious and then angry, but when a counselor helps him talk about these emotions he feels better.

Touchpoints: three to six: your child's emotional and behavioral development. T. Berry Brazelton, 2001. (WS 105.5 E5 B827t 2001 ECI).

This book describes important moments in a child's emotional development, called touchpoints. The first part of the book explains how children develop and helps parents handle behavioral issues with greater sensitivity and empathy. The second part covers important challenges for parents such as adoption, chores, divorce, safety, and much more.

Toward an integrated science of research on families: workshop report. Steve Olson, 2011.

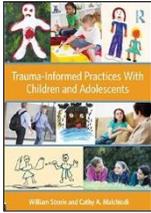
The purpose of *The science of research on families: a workshop*, held in Washington, DC, on July 13-14, 2010, was to examine the broad array of methodologies used to understand the impact of families on children's health and development. It sought to explore individual disciplinary contributions and the ways in which different methodologies and disciplinary perspectives could be combined in the study of families. This report documents the information presented in the workshop presentations and discussions. The report explores the idea of family research as being both basic and applied, offering opportunities for learning as well as intervention. It discusses research as being most useful when organized around particular problems, such as obesity or injury prevention. Read it at http://www.nap.edu/catalog.php?record_id=13085.

Trauma counseling: theories and interventions. Lisa Lopez Levers, 2012.

This textbook includes a chapter on trauma experienced in early childhood written by Staci Perlman and Andrea Doyle. It covers development in early childhood, the influence of trauma on early development, and practice implications for working with young children who have experienced trauma. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Trauma-informed care: how neuroscience influences practice. Amanda Evans and Patricia Coccoma, 2014.

The authors devote a chapter of their book to the impact of trauma on the developing brain. A simple rubric is included as a method to recognize behaviors that may be trauma-related. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Trauma-informed practices with children and adolescents. William Steele and Cathy A. Malchiodi, 2012.

This sourcebook of practical approaches to working with children and adolescents synthesizes research from leading trauma specialists and translates it into easy-to-implement techniques. These approaches address the sensory and somatic experiences of trauma within structured formats that meet the best practices criteria for trauma-informed care: safety, self-regulation, trauma integration, healthy relationships, and healthy environments. Each chapter contains short excerpts, case examples, and commentary relevant to the chapter topic from recognized leaders in the field of trauma intervention with children and adolescents. Readers will find chapters filled with easily applied activities, methods, and approaches to assessment, and information about self-regulation, trauma integration, and resilience-building. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Trauma through a child's eyes: awakening the ordinary miracle. Peter A. Levine, 2006. (WA 320 L665t 2006 ECI).

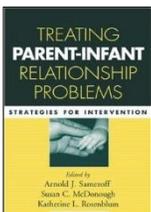
Trauma can result from catastrophic events such as abuse or violence but also from natural disasters and other incidents like auto accidents, medical procedures, or divorce. This book explains how trauma is imprinted on the body, brain, and spirit, resulting in illnesses and addictions later. This book includes case studies and hands-on activities to give insight into children's innate ability to rebound with the appropriate support. It provides their caregivers with tools to overcome and prevent trauma.

Traumatic stress: the effects of overwhelming experience on mind, body, and society. Bessel A. van der Kolk, Alexander C. McFarlane, and Lars Weisaeth, 2007. (WM 172.5 T777 2007 RHB).

This classic book presents theory and research on post-traumatic stress disorder. It includes a chapter on traumatic stress in childhood.

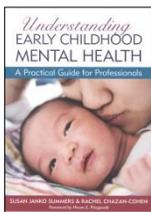
Treating neurodevelopmental disabilities: clinical research and practice. Janet E. Farmer, Jacobus Donders, and Seth A. Warschusky, 2006. (226.5 T784 2006 ECI).

This book synthesizes the knowledge and clinical strategies for assessing and treating the psychosocial aspects of acquired and congenital neurodevelopmental disorders. Included are chapters introducing childhood disability, traumatic brain injury, spinal cord injury, early medical risks, physical impairments, chronic illness, hard-of-hearing and deafness, visual impairments, and a whole section on innovative treatment strategies.



Treating parent-infant relationship problems: strategies for intervention. Arnold J. Sameroff, 2004. (266.5 T784 2004 ECI).

This book presents a range of interventions that address the connections between infant-caregiver relationships and infant mental health. Leading experts describe ways to intervene in early interactional difficulties, promote more sensitive and responsive parenting, and support the healthy development of children and families.



Understanding early childhood mental health: a practical guide for professionals. 2012. (WS 105.5 M3 U55 2012 ECI).

Ideal for pre-service university courses, in-service professional development, and program administrators, this introductory text combines the authoritative guidance of more than a dozen respected mental health and early childhood experts. Professionals will get a primer on infant mental health, strengthening their knowledge of key issues such as screening and assessment, attachment, emotional dysregulation and aggression, risk and resilience, maternal depression, and children's exposure to trauma.

Understanding families: supportive approaches to diversity, disability, and risk. Marci J. Hanson, 2013. (LC 4019.3 H251u 2013 ECI).

With a strong emphasis on family resilience, this book gets pre-service and in-service professionals ready to work with a broad range of families with diverse structures, backgrounds, and circumstances; communicate and collaborate effectively with every family they serve; support families of children with disabilities; advance strong parent-child attachment and interactions; match services and supports with each family's desired goals and outcomes; address risk factors such as poverty, addiction, and violence; promote the mental health of young children and their parents; apply human development theories in their work with children; and defuse common sources of tension between families and professionals. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Using IGDIs: monitoring progress and improving intervention for infants and young children. Judith J. Carta, 2010. (520 U85 2010 ECI).

This is a manual for the use of activity-based IGDIs. The manual can be used to ascertain how individual children, as well as groups of children in programs, are progressing. IGDIs help programs determine quickly when changes need to be made in interventions. The tools include assessment of social development.

WAIMH handbook of infant mental health. Joy D. Osofsy, 2000. (266.5 O83 2000 ECI).

This set of four handbooks on infant mental health have these subtitles: Vol. 1: perspectives on infant mental health; Vol. 2: early intervention, evaluation, and assessment; Vol. 3: parenting and child care; and Vol. 4: infant mental health in groups at high risk.

What works for bipolar kids. Mani Pavuluri, 2008. (WM 207 P339w 2008 ECI).

This book is for parents and professionals who work with children with bipolar disorder. It explains what it feels like to have the disorder. It gives the facts about medication. It shows how to use proven strategies to manage behavior and help the child develop social skills and to make friends. It discusses ways to reduce the stress on families.

Why love matters: how affection shapes a baby's brain. Sue Gerhardt, 2004. (540 G368w 2004 ECI).

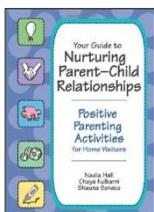
This book explains why love is essential to brain development in the early years of life and how early interactions between babies and their parents have lasting and serious consequences. The earliest relationships shape the baby's nervous system. Development of the brain determines future emotional well-being and early pathways can affect the way people respond to stress. This book is an easy to read interpretation of findings in neuroscience, psychology, psychoanalysis, and biochemistry.

Working with traumatized youth in child welfare. Nancy Boyd Webb, 2006. (WA 320 W926 2006 ECI).

This book helps integrate perspectives from both the child welfare and trauma literature. It helps practitioners understand and address the special needs of maltreated children and adolescents and their families. Attachment, trauma, risk, and resilience are explained. Readers learn how to conduct assessments and implement a range of effective helping strategies with youth in foster care and other settings.

Young children and trauma: intervention and treatment. Joy D. Osofsky, 2004. (WA 320 Y69 2004 ECI).

This book is full of practical information on the assessment and treatment of young children exposed to trauma and violence.



Your guide to nurturing parent-child relationships: positive parenting activities for home visitors. Nadia Hall, Chava Kulkarni and Shauna Seneca, 2008. (LC 4019.3 H178y 2008 ECI).

This practical guide gives home visitors flexible and culturally sensitive tools to help parents strengthen their relationships with their children. There are more than forty exercises in empathy and caring, coping and resilience, problem solving, and social competence.

Social and Emotional Development – Selected Websites

What works, brief #24, discusses what attachment is, why it is important, and how to foster it between children and their caregivers. The Brief is from The Center on the Social and Emotional Foundations for Early Learning and is located at <http://csefel.vanderbilt.edu/resources/wwb/wwb24.html>.

The baby brain map demonstrates how a child's brain develops. Choose an age and click on the brain to see the role of social-emotional development and activities caregivers can do to stimulate healthy growth at that age. See <http://www.zerotothree.org/child-development/brain-development/baby-brain-map.html>.

Brain hero: This 3 minute video shows how caregiver actions can impact child development. It was produced by the Center for the Developing Child at Harvard University. View it at http://developingchild.harvard.edu/resources/multimedia/brain_hero/.

The **Center for Early Childhood Mental Health** from Georgetown University translates research in healthy mental development into materials for families, mental health consultants, and Head Start staff. See <http://www.ecmhc.org/>.

The **Center on the Social and Emotional Foundations for Early Learning** has a tremendous amount of information for families, trainers, teachers, caregivers, and more. See <http://csefel.vanderbilt.edu/>.

Child maltreatment reports: Case-level data from the states to the National Child Abuse and Neglect Data System is available from 1995 to the present. National statistics on child abuse and neglect, collected by the Federal Administration on Children, Youth, and Families are available. See <http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment>.

The **Child Trends** website features research on social-emotional development. See <http://www.childtrends.org/our-research/social-emotional-learning/>

The **Child Welfare Information Gateway** offers resources related to child abuse and neglect. See <https://www.childwelfare.gov/topics/can/>

Developmental screening and assessment instruments with an emphasis on social and emotional development for young children ages birth through five. The screening instruments included focus on the social-emotional developmental domain as well as those that address multiple developmental domains. The screening instruments are further sub-divided into those which must be administered by professionals and those that may be completed by family members or other caregivers. See <http://ectacenter.org/~pdfs/pubs/screening.pdf>.

Helping children and adolescents cope with violence and disasters: what parents can do, the National Institute of Mental Health provides caregivers and parents with advice on how they can help children overcome traumatic experiences and start the process of recovery. See <http://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-parents-trifold/index.shtml>.

InBrief: early childhood mental health, a report by Harvard's Center on the Developing Child, is located at http://developingchild.harvard.edu/resources/briefs/inbrief_series/inbrief_early_childhood_mental_health/.

Instability and early life changes among children in the child welfare system. Casanueva, C., et al. (2012). OPRE Report #2012-44, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Read the brief at http://www.acf.hhs.gov/sites/default/files/opre/early_life.pdf.

Meeting the mental health needs of poor and vulnerable children in early care and education programs by Lenette Azzi-Lessing provides an overview of the various factors that threaten optimal development of young children living in poverty and that place them at risk for emotional and behavioral problems. Four key strategies for improving the capacity of early care and education programs for preventing and addressing mental health problems in young children in poverty are outlined in this article available at <http://ecrp.uiuc.edu/v12n1/azzi.html>.

The National Child Traumatic Stress Network's mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. See http://www.nctsn.org/nccts/nav.do?pid=hom_main.

The National Library of Medicine has compiled a set of links to reliable information on child mental health. See <http://www.nlm.nih.gov/medlineplus/childmentalhealth.html>.

Promoting the social-emotional wellbeing of infants and toddlers in early intervention programs: promising strategies in four communities by Taniesha A. Woods, Sheila Smith, and Janice L. Cooper from the National Center for Children in Poverty is located at http://nccp.org/publications/pub_946.html.

The **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)** takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. See <http://www.challengingbehavior.org/>.

The **Texas Association for Infant Mental Health (TAIMH)** is a non-profit affiliate of the World Association for Infant Mental Health. The mission of TAIMH is to provide awareness of the critical importance of the first three years of life in human development; conditions which enhance the quality of infant/caregiver relationships; and policy and practice that optimize the emotional development of infants. See <http://www.taimh.org/>.

What can we do about child abuse? is a website from the office of the Attorney General of Texas that provides information about the definition, recognition, and reporting of child abuse in Texas. See <https://www.texasattorneygeneral.gov/cvs/what-can-we-do-about-child-abuse>

What to expect and when to seek help: bright futures developmental tools for families and providers: The four developmental tools at this website offer a framework for families and providers to begin a conversation together about how best to support healthy social and emotional development in children and teens. See especially infancy and early childhood at <http://qucchd.georgetown.edu/72824.html>.

Zero to Three is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in the lives of infants and toddlers. It provides several resources on early childhood mental health, including a video clip. See <http://www.zerotothree.org/child-development/early-childhood-mental-health/>.

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 27, ISSUE 3

MARCH 2016

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Does IEP team have to accept late-arriving evaluation data? **Page 2**

WASHINGTON WATCH

Groups offer comments on family engagement draft policy statement from ED, HHS; panel explores increase in children getting SSI for speech, language issues. **Page 7**

DECISIONS & GUIDANCE

Read recent legal decisions in early childhood cases. **Pages 10-12**

Quick Tip

Districts take a significant gamble when they fail to disclose information that might influence a parent's acceptance of a proposed placement, a recent case shows. To ensure thorough and timely disclosure:

- Create a checklist of every feature needed to make the student's placement appropriate.
- Explain any planned programming changes to parents.
- Direct related questions to the IEP team.

Get additional tips on **page 9**.

COVER STORY

Choose apps that create 'shared experience' for early learners with disabilities

The use of apps in early learning boosts student engagement and allows children with special needs to express themselves, experts say. By educating staff and parents about app selection and application, you can help children with special needs share, understand, and learn about the world.

"Apps can empower children with special needs to find their voice in the community and at home," says Tamara Kaldor, assistant director of the TEC Center at the Erikson Institute in Chicago.

To integrate the use of apps in your early learning center, first determine whether a specific app would be engaging for a child with special needs. Also consider how an adult or peer can interact with the student while using the app, to ensure a shared learning experience. **Full story, page 4.**

Model use

Encourage teachers to model how to use apps for children and parents. **See page 4.**

HIGHLIGHTS

Focus on facts when reporting suspicion of child abuse

A report of suspected child abuse or neglect is far more likely to result in a retaliation claim if it speculates on the parent's motive or state of mind. Know how to meet your mandatory reporting requirements and avoid retaliation claims. **Page 3**

Eye on Autism: Address language in inclusive setting

Children with autism in inclusive settings often struggle because of their rigidity and tendency to take things literally. Ensure your early childhood educators use language that promotes flexibility. **Page 5**

Staff can't wait when child complains of trouble breathing

Know what to do when a student with asthma says she can't breathe. To start, make sure all students with asthma have an action plan that explains for staff, "If you see this ..., do this ...," an expert suggests. **Page 6**

Build positive climate as foundation for learning

Share with staff this expert's tips on how to build calm, positive classroom environments that prime students of all abilities for learning. **Page 8**

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Parent Recognition and Responses to Developmental Concerns in Young Children.

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Marshall, Jennifer PhD, MPH; Coulter, Martha L. DrPH, MSW; Gorski, Peter A. MD, MPH; Ewing, Aldenise MPH

Connecting Vulnerable Children and Families to Community-Based Programs Strengthens Parents' Perceptions of Protective Factors.

pg. 116-129

Hughes, Marcia PhD; Joslyn, Allison BA; Wojton, Morella; O'Reilly, Mairead BA; Dworkin, Paul H. MD

Using e-Coaching to Support an Early Intervention Provider's Implementation of a Functional Assessment-Based Intervention.

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Fettig, Angel PhD; Barton, Erin E. PhD; Carter, Alice S. PhD; Eisenhower, Abbey S. PhD

Examining Engagement and Interaction of Children With Disabilities in Inclusive Kindergartens in China.

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Hu, Bi Ying PhD; Lim, Chih-Ing PhD; Boyd, Brian PhD