



# ECI Library Matters

## **Social Emotional Development and Behavioral Issues (updated)**

This issue features updated library resources on social emotional development and behavioral issues. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to the online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com).

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library requests or electronic access questions to [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

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## Selected Journal Abstracts

**Core concepts and resources for community-based, developmental-behavioral screening.** Macy, M., & Marks, K. P. (2023). *Young Exceptional Children*. Published online September 7, 2023.

<https://doi.org/10.1177/10962506231194040>

Maria was 10 months old when her parents first noticed her development was different from her siblings. Maria was not yet starting to sit on the floor unsupported (i.e., without use of hands for support) like her brothers were by this same age. Maria attended a family in-home group setting 2 days a week, went to her Spanish-speaking grandmother's house 2 days a week, and in her own home with a babysitter 1 day a week while both of her immigrant parents worked lower-paying jobs. Her parents shared their concerns about her development with Maria's pediatrician and early childhood educator. Both professionals advised her family to "wait and see." Maria did not get a screening. Her development in motor areas continued to follow an atypical pattern. Her gross and fine motor skills were slow to develop during toddlerhood and preschool years. Maria and her family were not connected with child development services. When Maria was at the end of her kindergarten year, she was referred for an evaluation because her kindergarten teacher had developmental concerns that were corroborated by Maria's parents. Maria became eligible for special education services after an in-depth and comprehensive evaluation. By the time she got an individualized education program to meet her needs, Maria was in first grade.

**Early educators' perceptions of behavior.** O'Grady, C. E., & Ostrosky, M. M. (2023). *Topics in Early Childhood Special Education*. Published online May 22, 2023. <https://doi.org/10.1177/02711214231170735>

We explored how teachers perceived challenging behavior in contrast to behaviors that exemplify social-emotional competence, and how descriptions of behavior varied based on child demographics such as gender, race/ethnicity, and disability status. Using a DisCrit lens, we conducted this study under the assumption that perceptions of behavior may be informed by teachers' implicit biases. Fourteen preschool teachers shared their perspectives on behaviors they saw in the classroom, as exemplified by descriptions of the two children they considered the most socially-emotionally successful, A/Z, and the two they considered the most challenging, C/E. Children in the A/Z group were 54% female, 46% male, 54% White, 29% Black, and 82% did not receive special education services or need screening. Children in the C/E group were 86% male, 14% female, 46% Black, 36% White, and 75% were either receiving special education

services or identified by teachers as needing a referral for screening. Positive A/Z behaviors included being a model, leader, or helper; having good play skills, manners, and verbal skills; and loving to learn. The challenging behaviors for C/E students included being hard to connect with; engaging in physical aggression and defiance; and having communication difficulties and poor self-regulation skills. These findings help us understand the role of implicit bias, systems issues, and the importance of culturally responsive practices in early childhood settings.

**Enhancing early parenting in the community: Preliminary results from a learning collaborative approach to scale up Attachment and Biobehavioral Catch-up.** Appleyard Carmody, K., Murray, K. J., Williams, B., Frost, A., Coleman, C., & Sullivan, K. (2023). *Infant Mental Health Journal*, 44(6), 752-766. <https://doi.org/10.1002/imhj.22081>

Attachment and Biobehavioral Catch-up (ABC) is a promising home-visiting intervention promoting sensitive caregiving and secure parent-child attachment in families with young children. The goal of this study was to examine a learning collaborative approach to disseminating ABC in a community setting. Training outcomes (e.g., trainee completion, satisfaction, effectiveness of training methods) and intervention outcomes (e.g., parent behavior, parent beliefs, child socioemotional development) were examined. Eighteen practitioners participated in the ABC learning collaborative: 13 completed training. Quantitative and qualitative measures indicated that trainees were satisfied with their experience and valued the unique collaboration opportunities offered by the learning collaborative. In addition, trainees served 67 families in the community, 37 of whom completed all sessions of ABC. The study was conducted in the United States. Racial demographics of the children in the sample included: 56.7% White, 22.4% Black/African-American, 17.9% Bi- or Multi-racial, and 3.0% unknown. Regarding ethnicity, 80.6% were Non-Hispanic/Latino, 10.4% were Hispanic/Latino, and 9.0% were unknown. Caregivers who completed ABC showed more sensitive parenting behavior and reported positive changes in their perceived self-efficacy and their beliefs around infant crying. Children who received ABC showed increased socioemotional functioning. Results demonstrate successful dissemination of ABC in the community using a learning collaborative approach.

**Infants and Young Children.** Volume 37, Issue 1; January/March 2024.

From the Editor. p. 1-2.

Investigating the impact of a motor program on preschoolers with disabilities: Findings from a randomized controlled trial. p. 3-19. Ostrosky, M. M., Favazza, P.C., Yang, H. W., Stalega, M. V., Aronson-Ensign, K., Cheung, W. C., Akemoğlu, Y., Block, M. E., & Kwan, N.

Preparing preschool educators to monitor child progress: A best-evidence synthesis and call to action. p. 20-35. Shepley, C., Graley, D., & Lane, J. D.

Early identification of developmental language delay: Feasibility of a parent questionnaire for early identification. p. 36-47. Wiefferink, C. H., Adriaanse, C., van Denderen, M., van Schie, C., & Uilenburg, N. N.

Aligning professional development with service coordinator knowledge and skills: A program evaluation. p. 48-63. Childress, D. C., Prohn, S. M., Hill, C. F., & Terry, L. M.

Correlations between state-level monitoring and screening rates and early identified ASD/DD across racial and ethnic groups: Analyses from the National Survey of Children's Health. p. 64-81. Barger, B., Salmon, A., & Chödrön, G.

### New Audiovisuals

**Parenting basics - toddler age 2: Emotional health & positive discipline.** [Streaming](#) and DVD. 11 min. 2016. (DD0844)

This film discusses emotional health and discipline topics for two-year-olds including: common behavior challenges, tantrums and staying calm.

**Stories from our hearts: Child behavior and mental health.**

(Eng/Span). DVD. 17 min. 2011. (DD0808)

Four families narrate their experiences with early intervention. Yvette and her son receive services for his autism. Paulina gives birth to her daughter but has difficulty developing an attachment with her. Mirna takes her daughter for speech services, behavioral, and family therapy. Some of these segments are presented in Spanish with English subtitles.

### New Books

**Promoting positive behavioral outcomes for infants and toddlers: An evidence-based guide to early intervention.** Heather Agazzi. (WS 350 A264 2020 ECI)

This book provides a guide for planning, providing, and documenting effective early interventions for infants and toddlers and their families. It discusses best practices for engaging the family, team problem-solving, developing individual treatment plans, incorporating evidence-based interventions, tracking progress, and identifying and solving challenges and obstacles presenting during treatment.

**Supporting children with social, emotional and mental health needs in the early years: Practical solutions and strategies for every setting.** Sonia Mainstone-Cotton. (LB 1139 M225 2021 ECI)

This book offers essential guidance and practical ideas for early years staff to support children with social, emotional and mental health (SEMH) needs. It draws upon a wealth of experiences and insights to explore what SEMH is, why children may have SEMH needs, and what this can look like, giving practitioners the confidence they need to understand early signals and signs.

### New eBooks

**A guidance guide for early childhood leaders: Strengthening relationships with children, families, and colleagues.** Dan Gartrell, 2020.

In this follow-up to *Guidance for Every Child*, author Dan Gartrell, EdD, expands on the advice that children need guidance rather than discipline. Guidance is teaching for healthy emotional and social development. On a day-to-day basis as conflicts occur, guidance is teaching children to learn from their mistakes, rather than punishing them for the mistakes they make. Guidance is helping children learn to solve their problems, rather than punishing children for having problems they cannot solve.

**Managing behavioral issues in child care and schools: A quick reference guide.** Mary Margaret Gleason, 2020.

This new quick reference guide provides child care directors, teachers, and caregivers with essential information on managing emotional and behavioral issues in group care settings.

### Selected Audiovisuals

**ASQ:SE-2 in practice.** DVD. 25 min. 2017. (DD0819)

**The deepest well: Healing the long-term effects of childhood adversity.** CD. 630 min. 2018. (CA0046)

**Early intervention for social-emotional development.** DVD. 39 min. 2017. (DD0827)

**How to raise emotionally healthy children: Volume 1 babies.** [Streaming](#) and DVD. 24 min. 2013. (DD0682)

**How to raise emotionally healthy children: Volume 2 toddlers.** [Streaming](#) and DVD. 23 min. 2013. (DD0683)

**Infants: Social and emotional development.** [Streaming](#) and DVD. 23 min. 2010. (DD0430)

**Life with baby: Parenting from birth to 12 months.** DVD. 25 min. 2019. (DD0824)

**The moving child film I: Supporting early development through movement.** DVD. 60 min. 2017. (DD0837)

**The moving child film III: Developmental movement in the first years.** DVD. 60 min. 2019. (DD0838)

**Parenting BASICS: Emotional health and positive discipline: Birth to 6 months.** [Streaming](#) and DVD. 9 min. 2016. (DD0736)

**Parenting BASICS: Emotional health and positive discipline: 7-12 months.** [Streaming](#) and DVD. 10 min. 2016. (DD0737)

**Parenting BASICS: Emotional health and positive discipline: Toddler age 2.** [Streaming](#) and DVD. 11 min. 2016. (DD0844)

**Watch us grow! Scenes from HighScope infant-toddler programs.** DVD. 171 min. 2017. (DD0842)

#### Selected Books

**Addressing challenging behaviors and mental health issues in early childhood.** Mojdeh Bayat, 2020. (LB 1139.25 B356 2020 ECI)

**Addressing challenging behavior in young children: The leader's role.**

Barbara Kaiser and Judy Sklar Rasminsky. 2021. (LB 1060.2 K13 2021 ECI)

This title is also available as an eBook.

**ASQ:SE-2 learning activities & more.** Elizabeth Twombly, 2018.

(WS 103 T974 2018 ECI)

**Behavioral challenges in early childhood education setting.**

Connie Jo Smith. 2017. (LC 3969 S642 2017 ECI)

This title is also available as an eBook.

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

**Child abuse: Today's issues.** Kimberly McCabe, 2017. (WA 320 M478 2017 ECI)

**Childhood disrupted: How your biography becomes your biology, and how you can heal.** Donna Jackson Nakazawa, 2016. (WM 170 N163 2016)

**Coaching parents of vulnerable infants: The attachment and biobehavioral catch-up approach.** Mary Dozier, 2019. (WS 105.5.C3 D755 2019 ECI)

**Developing empathy in the early years: A guide for practitioners.**

Helen Garnett, 2018. (LB 1139 G235 2018 ECI)

**Don't hit my mommy: A manual for child-parent psychotherapy with young children exposed to violence and other trauma.** Alicia F.

Lieberman, 2015. (WS 350.6 L716d 2015 ECI)

**Does time heal all? Exploring mental health in the first 3 years.**

Miri Keren, Doreet Hopp, and Sam Tyano, 2018. (WS 350 K39 2018 ECI)

**The early childhood coaching handbook.** Dathan D. Rush and M 'Lisa L.

Shelden, 2020. (LB 1775.6 R87 2020 ECI)

**Early social-emotional development: Your guide to promoting children's positive behavior.** Nicole M. Edwards, 2018. (WS 350 E26 2018 ECI)

**Emotional life of the toddler,** 2nd ed. Alicia F. Lieberman, 2018.

(WS 105.5 E5 L716 2018 ECI)

**Handbook of infant mental health.** Charles H. Zeanah, 2019.

(WS 350 Z41h 2019 ECI)

**Parental psychiatric disorder: Distressed parents and their families,** 3rd ed. 2015. (WM 140 P228 2015 ECI)

**Pathway to positive parenting: Helping parents nurture positive development in the early years.** Jolene Pearson, 2016.

(LC 4019.3 P361p 2016 ECI)

**Social and emotional development in early intervention: A skills guide for working with children.** Mona Delahooke, 2017. (WS 350 D333 2017 ECI)

**Treating infants and young children impacted by trauma: Interventions that promote healthy development.** Joy D. Osofsky, Lucy S. King, and Phillip T. Stepka, 2017. (WA 320 OS83 2017 ECI)

**Why love matters: How affection shapes a baby's brain,** 2nd ed. Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI)

### Selected eBooks

**The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills.** Deborah Fein, 2016. Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs.

**Guidance for every child: Teaching young children to manage conflict.** Daniel Gartrell. 2017.

Tying together the theory and practice of child guidance and behavior in clear and accessible ways, this book provides educators and caregivers actionable best practices to teach children healthy emotional and social development. Using contemporary brain research, vignettes, and discussion



questions, this book gives you the tools and strategies to reduce the increasing expulsion rate in early childhood, understand how stress affects children's self-regulation, and help even the most at-risk children thrive.

### Selected Websites

**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 at [iecmhc.org](http://iecmhc.org).

**Center on the Social and Emotional Foundations for Learning** has a tremendous amount of information for families, trainers, teachers, caregivers, and more at [csefel.vanderbilt.edu](http://csefel.vanderbilt.edu).

**Challenging Behaviors** is a webpage from **Zero To Three** aimed at helping parents understand what behavior is typical and how to deal with it. To learn more, go to [zerotothree.org/resource/challenging-behavior](http://zerotothree.org/resource/challenging-behavior).

**Child Welfare Information Gateway** offers resources related to child abuse and neglect at [childwelfare.gov/topics/can](http://childwelfare.gov/topics/can).

**Creating Teaching Tools for Young Children with Challenging Behavior** provides teachers with practical strategies that are helping young children with challenging behavior. The tools are provided online by the Center for Effective Mental Health Consultation at Georgetown University at [ecmhc.org/TTYC](http://ecmhc.org/TTYC).

**Discipling Your Child**, presented by the Nemours Foundation, explains that whatever your child's age, it's important to be consistent when it comes to discipline. If parents don't stick to the rules and consequences they set up, their kids aren't likely to either. To learn more, go to [kidshealth.org/en/parents/discipline.html](http://kidshealth.org/en/parents/discipline.html).

**Effective Discipline to Raise Healthy Children**, a revision to policy statement reaffirmed in 2014 by the American Academy of Pediatrics, is available at [Effective-Discipline-to-Raise-Healthy-Children](http://Effective-Discipline-to-Raise-Healthy-Children).

**First3Years** is an organization whose mission is to educate, advocate, and collaborate to advance the healthy development of infants, toddlers, and their families. To learn more, go to [first3yearstx.org](http://first3yearstx.org).

**Helping Children and Adolescents Cope with Disasters and Other Traumatic Events: What Parents, Rescue Workers, and the**

**Community Can Do** is a webpage from the National Institute of Mental Health that provides caregivers and parents with advice on how they can help children overcome traumatic experiences and start the process of recovery. To learn more, go to [NIMH » Helping Children and Adolescents Cope With Traumatic Events \(nih.gov\)](#)

**National Center for Pyramid Model Innovations** (NCPMI) takes 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. Learn more at [challengingbehavior.org](#).

**National Library of Medicine** has compiled reliable links to information on child mental health at [medlineplus.gov/childmentalhealth.html](#).

**Nine Steps to More Effective Parenting** are presented by the Nemours Foundation at [kidshealth.org/en/parents/nine-steps.html](#).

### ECI Library Services Information

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