

ECI Library Matters

Parenting and Working with Families (updated)

This issue features updated library resources on Parenting and Working with Families. 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.

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 questions to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

Finding common ground: Medical professionals and special education providers supporting young children and families. Moran, K. K., & Sheppard, M. E. (2023). *Topics in Early Childhood Special Education*, 42(4), 370-382. <https://doi.org/10.1177/02711214221115655>

Several types of professionals support families of young children with disabilities as they navigate the early intervention and early childhood special education systems (EI/ECSE). Medical professionals are often the first to discuss service provision with families, while EI/ECSE providers are responsible for evaluating, determining eligibility, and providing services. The alignment between these two groups can directly influence child and family outcomes. We explored the experiences of medical professionals and EI/ECSE providers working in one large Northeastern U.S. city to understand how each group views their respective roles within the system and to gauge the degree to which they collaborate. Our findings revealed that both groups are committed to the families they serve but are often frustrated by conflicting recommendations for EI/ECSE service delivery. We provide suggestions to improve opportunities to communicate and collaborate to increase the effectiveness of support for children and their families.

Promoting family engagement and early identification of developmental delays: the role of act early ambassadors. Hall-Lande, J., Buck, D. M., Srinivasavaradan, D., Brown, K.H., Chödrön, G. S., & Weber, S. (2022). *Zero To Three*, 43(1), 28-37.

Early identification of developmental delays in young children is a national priority. Yet, a significant number of children do not receive timely developmental monitoring and screening as part of current health and early identification systems. The Centers for Disease Control and Prevention's (CDC's) "Learn the Signs. Act Early." (LTSAE) program addresses these challenges through an innovative network of Act Early ambassadors working in their states/territories to improve early identification systems.

Ambassadors engage families and transform systems to support family-engaged developmental monitoring, healthy child development, and early identification efforts. This article shares how five ambassadors use LTSAE resources to empower families and improve early identification in their communities.

Surveying early intervention providers to identify opportunities for workforce support to strengthen family-centered care. Griffith, S. F., Magariño, L. S., Martínez Pedraza, F. D., Frazier, S. L., Belkovite, M. D., &

Bagner, D. M. (2023). *Infants & Young Children*, 36(4), 314-332.

<https://doi.org/10.1097/IYC.0000000000000247>

Traditional provider-to-child models of early intervention (EI) service provision have been increasingly replaced by service guidelines that promote a broader family-centered approach to support improvement in the child's primary area of delay. These guidelines include working directly with caregivers and addressing needs of the family that might impact a caregivers' capacity to engage in developmentally supportive interactions with children (e.g., caregiver distress). Knowledge of provider skills, practices, and attitudes would inform efforts to broaden and enhance practice in line with these guidelines. Within an academic-community partnership to support EI, we surveyed 88 providers in Miami and Boston about their usual practice, perceptions of their skills, general attitudes toward evidence-based practices, and interest in specific training opportunities. Findings indicated that providers spent more time working directly with children than caregivers. Providers reported high interest in training to manage caregiver distress, support preschool readiness, and align work with family culture. Negative overall attitudes toward using evidence-based interventions and provider exhaustion were related to less interest in obtaining training in culturally responsive practice. Exhaustion also related to less interest in training on other topics that represent a broadened scope of care, including building warm parent-child relationships. Findings are informing efforts to design EI training opportunities to improve parent-provider relations, enhance parent-child interactions, and reduce caregiver stress.

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Infant Mental Health Journal. Volume 44, Issue 5; September 2023

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Introduction to special section doing the "right" thing: Ethical issues in infant and early childhood mental health. p. 611-613. Zeanah, P. D., Korfmacher, J., Lim, I., Steier, A. & Zeanah, C. H.

Ethical dilemmas in infant mental health: Examples from child protection, home visiting, and medical contexts. p. 614-624. Zeanah, C. H., Korfmacher, J., Lim, I., Steier, A. & Zeanah, P. D.

Current approaches and future directions for addressing ethics in infant and early childhood mental health. p. 625-637. Zeanah, P. D., Steier, A., Lim, I., Korfmacher, J. & Zeanah, C. H.

Framing the work: A coparenting model for guiding infant mental health engagement with families. p. 638-650. McHale, J., Tissot, H., Mazzoni, S., Hedenbro, M., Salman-Engin, S., Philipp, D. A., Darwiche, J., Keren, M., Collins, R., Coates, E., Mensi, M., Corboz-Warnery, A., & Fivaz-Depeursinge, E.

The ethics of infant and early childhood mental health practice. p. 651-662. Lim, I., Korfmacher, J., Steier, A., Zeanah, C. & Zeanah, P. D.

Risk factors associated with higher scores in internalizing and externalizing behaviors in Chilean preschoolers. p. 663-678. Bedregal, P., Lermenda, V., Sierra, R. & Viviani, P.

Reflective functioning and mother–infant relationships among mothers with Borderline Personality Disorder post-therapy. p. 679-690. Osborne, J., Matisse, J., Winter, A. & Williams, A. S.

Observing and interpreting clinical process: Methods and findings from ‘Layered analysis’ of parent–infant psychotherapy. p. 691-704. Baradon, T., Avdi, E., Sled, M., Salomonsson, B. & Amiran, K.

Relationship focused mother–infant groups: Preliminary evaluation of improvements in maternal mental health, parenting confidence, and parental reflective functioning. p. 705-719. Cooke, S., Cooke, D. C. & Hauck, Y.

Art at the Start: A controlled trial and close observation of parent-infant art therapy intervention. p. 720-737. Armstrong, V. G. & Ross, J.

Infants and Young Children. Volume 36, Issue 4; October/December 2023.

From the Editor. p. 267-269.

A framework for the design of inclusive community-based early childhood intervention programs. p. 270-284. Guralnick, M. J.

Developmental and social-emotional screening: What tests can tell us.

p. 285-295. Chen, C. Y., Anunciação, L., & Stegenga, S. M.

Duet: An exploratory language intervention for toddlers in low-income households. p. 296-313. Alper, R. M., Luo, R., Mogul, M., Bakeman, R., Adamson, L. B. Masek, L., Chen, Y., Paterson, S., Pace, A., Golinkoff, R. M., Owen, M. T. & Hirsh-Pasek, K.

Surveying early intervention providers to identify opportunities for workforce support to strengthen family-centered care. p. 314-332. Griffith, S. F., Magariño, L. S., Martínez Pedraza, F. D., Frazier, S. L., Berkovits, M. D. & Bagner, D. M.

Validity and internal consistency of the Indonesian-translated communication and symbolic behavior scales developmental profile to screen language delay in children aged 6–24 months. p. 333-343. Supit, D. M., Gunardi, H., Medise, B. E. & Teng kawan, J.

To receive full-text copies of articles listed in the journal table of contents, please email: avlibrary@dshs.texas.gov.

New Audiovisuals

Parenting basics: Toddler age 2 series. [Streaming](#) or DVD. 2016.

Parenting a two-year old can be challenging. This series provides good parenting tips and advice. It includes the following titles:

Parenting basics: Toddler age 2 : Emotional health & positive discipline. 11 min. (DD0844).

Parenting basics: Toddler age 2 : Fatherhood. 16 min. (DD0845).

Parenting basics: Toddler age 2 : Health and safety. 11 min. (DD0846).

Parenting basics: Toddler age 2 : Nutrition. 10 min. (DD0847).

Parenting basics: Toddler age 2 : Play and milestones. 12 min. (DD0848).

Parenting basics: Toddler age 2 : Self-care for moms. 9 min. (DD0849).

Understanding infant & child safety. DVD. 42 min. 2019. (DD0839)

Infant and childhood accidents are preventable when parents and caretakers learn how to reduce the risk. This video provides and demonstrates life-saving safety information in an encouraging way that is not scary to reduce safety risks.

New Books

Feeding with love and good sense: The first two years. Ellyn Satter, 2020. (WS 130 S253 2020 ECI)

This book shows parents how to work out the kinks with breastfeeding or formula feeding, when and how to start solid foods and progress to table foods, how to navigate the sudden and bewildering almost-toddler and toddler changes, and how to solve feeding problems.

Lost and found: Young fathers in the age of unwed parenthood.

Paul Florsheim, 2020. (HQ 756.7 F639 2020 ECI)

This book introduces a diverse group of young men whose stories represent different trajectories of young fatherhood. The stories featured in this book begin soon after these young men find out their partners are pregnant and move in different, and often unexpected, directions. Some young men - even those with significant problems - grow into parenthood and speak eloquently about connecting with their children. A few speak with disarming candor about becoming disconnected and lost.

New eBooks

Achieving a healthy weight for your child: An action plan for families.

Sandra G. Hassink, 2018.

This book is an essential guide to help parents take action to support their child's healthy nutrition and physical activity at home, in school, and in the community. Whether your child struggles with weight issues or you are working on obesity prevention, this book will help you understand childhood obesity and take an informed approach to your child's eating, activity, screen time, and physical and emotional health.

Building happier kids: Stress-busting tools for parents. Hansa Bhargava, 2022.

Kids today are facing unprecedented pressures - and their mental health is suffering. As a parent, you may feel burned out and exhausted yourself - and perhaps overwhelmed by the idea of taking on your child's stress. But this book offers practical, concrete steps you can take to help your kids and yourself! Dr. Bhargava prescribes taking an intentional pause from modern life's nonstop pace to focus on ways you can meaningfully impact your family's emotional well-being. Overscheduling, homework, and ever-present electronic devices may make these tasks seem easier said than done, but

This resource offers realistic, balanced advice that will help you prioritize health and restore the happiness of childhood.

Co-parenting through separation and divorce: Putting your children first. Jann Blackstone, 2020.

Parents going through separation or divorce are understandably worried about how the change in the family will affect their children. This guide walks parents through all the factors they should consider and offers step-by-step guidance on how to work together to put their children first. From sharing the news with children in an age-appropriate way to handling the issue of custody, from concerns about affairs or abuse to embarking on remarriage and blending families, it offers a roadmap through one of life's most difficult challenges with the goal of healthy, happy kids informing every decision along the way.

The working mom blueprint: Winning at parenting without losing yourself. Whitney Casares, 2021.

Learn how to thrive - not just survive - as a modern mom. You love your kids. You're proud of your professional accomplishments. You have hobbies and friends. And you're tired. So tired. Working moms often feel like they're failing on many different fronts. But what if there was a guide to reenvisioning, reprioritizing, and restructuring to build a vibrant, intentional life? In this practical plan, you'll learn to set priorities, cultivate self-care, establish an equal parenting partnership, delegate whenever appropriate, and more. With help from Dr. Casares' advice, it's time to make motherhood joyful again.

Selected Audiovisuals

Baby steps for tiny teeth. Streaming. 7-8 min. 2019. ([English](#) or [Spanish](#))

Life with newborn: Parenting from birth to 3 months. DVD. 33 min. 2010. (DD0823)

Life with baby: Parenting from birth to 12 months. DVD. 24 min. 2019. (DD0824)

Selected Books

ASQ:SE-2 learning activities & more, 2nd ed. Elizabeth Twombly, 2018.
(WS 103 T974 2018 ECI)

Autism intervention every day! Embedding activities in daily routines for young children and their families. Merle J. Crawford, 2016.
(WS 350.8 P4 C899 2016 ECI)

Baby and toddler basics: Expert answers to parents' top 150 questions. Tanya Altmann, 2018. (WS 103 A465 2018 ECI)

Caring for your baby and young child: Birth to age 5. 2019.
(WS 105.5 C3 S545c 2019 ECI)

Children with hearing loss: Developing listening and talking, birth to six. Elizabeth B. Cole, 2020. (WV 271 C689c 2020 ECI)

Childhood speech and language disorders: Supporting children and families on the path to communication. Suzanne M. Ducharme, 2016.
(WM 475 D826 2016 ECI)

Does my child have a developmental delay? A step-by-step guide for parents on early intervention. Sarah Taylor Vanover, 2019.
(LC 4019.3 V272 2019 ECI)

The early childhood coaching handbook, 2nd ed. Dathan D. Rush, 2020.
(LB 1775.6 R87 2020 ECI)

The early intervention guidebook for families and professionals: Partnering for success. Bonnie Keilty, 2016. (LC 4019.3 K27 2016 ECI)

The early intervention teaming handbook: The primary service provider approach, 2nd ed. M'Lisa L. Shelden, 2022.
(LC 4019.3 S54 2022 ECI)

The early years: Foundations for best practice with special children and their families. Gail L Ensher, 2016. (LC 4019.3 E59 2016 ECI)

Family: Knowing families, tailoring practices, building capacity. 2017.
(LC 4019.3 F198 2017 ECI)

Grandparenting children with disabilities. Madonna Harrington Meyer, 2020. (WS 105.5.C3 H299 2020 ECI) This title is also available as an eBook.

Mikey and me: Life with my exceptional sister. Teresa Sullivan, 2017. (HV 894 S949 2017 ECI)

Not always happy: An unusual parenting journey. Kari Wagner-Peck, 2017. (WS 107.1 W133 2017 ECI)

Pathways to positive parenting: Helping parents nurture healthy development in the earliest months. Jolene Pearson, 2016. (LC 4019.3 P361p 2016 ECI)

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

Prevent-teach-reinforce for families: A model of individualized positive behavior support for home and community. Glen Dunlap, 2017. (LB 1139 P944 2017 ECI)

Raising exceptional children: A guide to understanding learning differences and empowering your child. Marianne Young, 2020. (LC 4019.3 Y68 2020 ECI)

Research and practice in infant and early childhood mental health. Cory Shulman, 2016. (WS 105 S562 2016 ECI)

Seven essentials for family-professional partnerships in early intervention. Bonnie Keilty, 2017. (LC 4019.3 K27 2017 ECI)

Tackling the tough stuff: A home visitor's guide to supporting families at risk. Angela M. Tomlin, 2016. (LC 4019.3 T659t 2016 ECI)

Teaching and learning with infants and toddlers: Where meaning-making begins. Mary Jane Maguire-Fong, 2020. (LB 1139 M213 2020 ECI)

Weaving the cradle: Facilitating groups to promote attunement and bonding between parents, their babies and toddlers. 2017. (WS 105.5 C3 W363 2017)

Selected eBooks

Effective family engagement policies: A guide for early childhood administrators. Teresa S. McKay, 2022.

This book helps early childhood administrators create effective family engagement policies that work. For each of the six key principles, this accessible guide walks leaders through the process of creating effective policy to engage families in their program.

Growing together: Developing and sustaining a community of practice in early childhood. Kathi Gillaspy, 2019.

This book helps those in the field of early childhood define, create, and promote a community of practice to foster collaborative problem solving and enhance professional learning experiences. It covers key strategies and techniques to help you develop a shared vision and structure; leverage tools to invite members and build a community; build member engagement and investment; and master facilitation and evaluation strategies for ongoing professional learning.

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

Daniel Gartrell, 2021.

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 and helping children learn to solve their problems, rather than punishing children for having problems they cannot solve. This book is a follow-up to the book **Guidance for every child**.

Selected Websites

[**American Academy of Pediatrics**](#) has created the website [**Healthy Children**](#) to assist parents with scientific information about raising healthy children.

[**Early Childhood Intervention \(ECI\) Services**](#) is a statewide program within the [**Texas Health and Human Services Commission**](#) for families with children birth up to age 3 with developmental delays, disabilities or

certain medical diagnoses that may impact development. ECI services support families as they learn how to help their children grow and learn.

For Families from **Zero to Three** is a resource supporting parents in developing their own methods to promote a child's growth and development.

For Grandparents:

Administration for Community Living Supporting Grandparents Raising Grandchildren provides resources to assist, identify, promote, coordinate, and disseminate information, resources, and the best practices available to help grandparents and other older relatives both meet the needs of the children in their care and maintain their own physical and mental health and emotional well-being.

For Fathers:

National Center for Fathering (NCF) provides practical, research-based training and resources that equip men in virtually every fathering situation to be the involved fathers their children need.

For Siblings:

Sibling Support Project is a national effort dedicated to the life-long concerns of siblings of people who have special health, developmental, or mental health concerns.

For Tele-Early Intervention:

Early Intervention Strategies for Success provides 10 strategies for focusing on parent/caregiver learning during tele-intervention.

Early Intervention Technical Assistance Portal provides resources to support early intervention (EI) professionals. This website includes an overview of tele-intervention and tips to ensure quality practices using this mode of service delivery.

Tele-intervention (TI) 101 Courses from the **National Center for Hearing Assessment and Management (NCHAM)** at Utah State University, which serves as the **Early Hearing Detection and Intervention, National Technical Resource Center (EHDI NTRC)**, are available to support early intervention programs that are interested in implementing TI. Courses include Tele-Intervention 101 Families, Tele-Intervention 101 Providers, and Tele-Intervention 101 Administrators.

Telepractice Services and Coronavirus/COVID-19 Resources from the **American Speech-Language-Hearing Association**. The coordinating committee of the ASHA Special Interest Group 18 (SIG 18; Telepractice) helped to compile a list of resources which should be reviewed before engaging in telepractice services.

Why tele-early intervention is a great idea for your family from **Zero to Three** is a resource that supports conversations between parents and early intervention (EI) providers on the importance of children receiving EI services during this time. It provides reasons to start or continue with EI services for your child backed by the science of child development.

Useful Library Information

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