

ECI Library Matters

Social Emotional Development & Behavioral Issues
(updated)

This issue features updated library resources on social emotional development, infant mental health, trauma, child abuse and behavioral issues. Abstracts of articles on these topics are also included. For a complete listing of library titles, please visit the library's online catalog at texashealthlibrary.com.

Important News: Due to the COVID-19 pandemic, the DSHS Library is closed. Library staff are working remotely from home. Library materials may be borrowed by request only. Electronic library resources are available on any computer or mobile device with internet access. Please email any requests to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

Challenging behaviors and executive function in preschool aged children relationships and implications for practice. Kuhn, M., Boise, C., Marvin, C. A., & Knoche, L. (2021). *Infant and Young Children, 34(1)*, 46-65.

Although the literature regarding associations between young children's social emotional competencies and their executive functions (EF) is growing, there continue to be divergent accounts of the relationship between specific challenging behaviors (e.g., impulsivity, aggression, defiance, short attention span, withdrawal) and particular EF deficits (e.g., poor attentional control, flexibility, inhibitory self-control, working memory, and/or planning/organization) in young children. This mixed-methods study explores this relationship for a population of 19 preschool children. The study includes analysis of interviews with parents, teachers, and early childhood coaches for 4 of the children. Results demonstrated a significant relationship between teacher reports of challenging behaviors and deficits in global EF skills. In addition, participants provided a rich qualitative description of the children's challenges with inhibitory self-control, flexibility, and attention control. Oppositional or defiant behaviors were also prevalent within this group of 4 children. The constellation of difficulties for these children has implications for adults aiming to support positive social development and suggests next steps for research regarding behavioral targets and strategies and the collaborative parent-professional team efforts needed to address the children's needs.

The effect of prenatal adversity on externalizing behavior at 24 months of age in a high-risk sample maternal sensitivity as a moderator. Schuetze, P., Molnar, D., Eiden, R. D., Shisler, S., Zhao, J., Calder, C. R., & Huestis, M. A. (2020). *Infant Mental Health Journal, 41(4)*, 530-542.

The purpose of this study was to examine the moderating role of maternal sensitivity on the association between prenatal adversity and externalizing behaviors at 24 months of age in a diverse, high-risk sample. We hypothesized that among children with higher prenatal adversity, high maternal sensitivity would serve as a protective factor. Participants were 247 primarily low-income, diverse dyads. Results indicated a significant interaction effect of maternal sensitivity and prenatal adversity on externalizing problems. The association between prenatal adversity and externalizing behaviors was significant only among children who experienced low prenatal adversity, with higher maternal sensitivity associated with lower externalizing behaviors. These findings indicate that, in the absence of high prenatal risk, responsive and sensitive parenting can buffer children in an otherwise high-risk sample from the development of externalizing behaviors.

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Selected Journal Abstracts (continued)

Evaluation of a statewide initiative to reduce expulsion of young children.

Edge, N. A., Kyzer, A., Abney, A., Freshwater, A., Sutton, M., & Whitman, K. (2020). *Infant Mental Health Journal*, 42(1), 124-139.

This program evaluation study describes 3 years of implementation of Arkansas's BehaviorHelp (BH) system, a statewide expulsion prevention support system for early care and education (ECE). BH coordinates three tiers of supports to ECE professionals, including phone support, on-site technical assistance (TA), and infant and early childhood mental health consultation (IECMHC). We examine differences in characteristics of those served across BH service tiers, describe short-term case outcomes, and explore factors associated with expulsions. BH accepted referrals for 1,195 children in 488 ECE programs. The majority of referrals involved male children over the age of three, and most cases were assigned to the TA tier (68.5%). Cases assigned to receive IECMHC (28.4%) were more likely to involve children in foster care, receiving developmental therapies, and with higher rates of exposure to potentially traumatic events. The expulsion rate among referred children was 2.9%, and reported teacher engagement with the support process was high. Teachers receiving IECMHC services reported significant improvements in children's symptoms of emotional and behavioral problems. Exploratory analyses revealed that risk factors for expulsion included being a male, in foster care, in a lower quality ECE environment, and having a teacher with less training in social-emotional development.

The legacy of the first three years. Sroufe, L. A. (2021). *Zero to Three*, 41(3), 5-9.

The Minnesota Longitudinal Study of Risk and Adaptation, a 45-year study of children born into poverty, offers a number of lessons for practitioners. Among these are the potency of early relationship experiences for predicting developmental outcomes and the fate of early experience following developmental change. This article describes the lawfulness of both continuity and change in development, why early experience is so powerful, why change can be difficult, and why it is nonetheless possible. Case examples as well as group data are provided.

Participant characteristics in research on interventions for young children with challenging behavior: A systematic review. Steed, E. A., & Kranski, T. A.

(2020). *Topics in Early Childhood Special Education*, 40(2), 110-123.

Intervention studies to reduce challenging behavior in young children below the age of 6 were reviewed for participant characteristics, including gender, race/ethnicity, disability, socioeconomic status, and language to evaluate the frequency of reporting and diversity of participant characteristics in this area of research. Interventions conducted in school, preschool, and home-based settings were included; 53 articles were reviewed. In these articles utilizing single case research or group designs ($n = 2,262$ participants), most articles reported gender and disability. Slightly fewer than half of the studies reported participants' race/ethnicity. Socioeconomic status and language were infrequently reported. Analyses of participant characteristics in studies that reported children's gender and race/ethnicity found that boys and Black and Latino children were overrepresented. Implications are discussed, including the field's use of research standards regarding the reporting of participant characteristics, suggestions for inclusive recruitment and retention strategies, and the importance of identifying culturally responsive interventions for challenging behavior.

Selected Journal Table of Contents

Infants and Young Children. Volume 34, Issue 2; April/June 2021.

The early childhood personnel center: Building capacity to improve outcomes for infants and young children with disabilities and their families. p. 69-82. Bruder, M., Gundler, D., Stayton, V., & Kemp, P.

Inclusive Classroom Profile Training Program: Participant reliability and perspectives on usability and application. p. 83-94. West, T., Soukakou, E., & Winton P. J.

Is coaching home visitors an evidence-based professional development approach? A review of the literature. p. 95-108. McLeod, R. H., Akemoglu, Y., & Tomeny, K. R.

Early intervention increased food acceptance in children with visual impairment. p. 109-121. Clark, A. M., Ferrell, K. A., Smyth, C., Spicer, C. L., Morgese, Z. L., Puchalski, C. B., Pickler, L., Dewald, H. P. & Erskine, J.

Shared book reading effects on number naming in preschoolers at risk for numeracy delays. p. 122-140. Alfes, C., Missall, K., & Meeker, K.

The developmental benefits of allowing deaf children with cochlear implants early access to sign language. p. 141-155. Johnson, M.

Zero to Three. Volume 41, Issue 2; December 2020.

Advocating for a child-centered digital environment. p. 5-13. Radesky, J. S.

Weaving media literacy into young children's explorations on and off screens. p. 14-20. Guernsey, L.

Virtual family time: How families connect via video chat. p. 21-29. Barr, R., Blanchfield, O., McClure, E., Roche, E., Zosh, J. M., Strouse, G. A., Troseth, G. L., & Myers, L. J.

Technoference: Parent mobile device use and implications for children and parent-child relationships. p. 30-36. McDaniel, B. T.

Getting the most out of screen time: The PBS KIDS approach to learning through media. p. 37. DeWitt, S.

Also in This Issue

This issue and why it matters. p. 2. Powers, S.

Zero to Three Competencies for Prenatal to Age 5 Professionals: Understanding the P-5 Competency Domains. p. 4

Telehealth during COVID-19: Advantages, challenges, and barriers across Zero to Three programs. p. 45. Osofsky, J. D., Keyes, A. W., Trigg, A., Dickson, A. B., & Mamon, L. Y.

PERSPECTIVES who cares? The parallel process of marginalizing babies, families, and infant mental health practice as care work. p. 54. Eaves, T.

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Social Emotional Development & Behavioral Issues: New Audiovisuals

Baby steps for tiny teeth. (English/Spanish). Online. 7 min.; 8 min. 2019. Tooth decay can be prevented if children have early dental visits and parents learn how to take good care of their child's teeth. Babies should have their first dental visit before age 1. The video shows a peer-to-peer conversation between a new mom and her pregnant friend as she tells her what she learned at her baby's first dental appointment. You also get to meet the dentist and watch baby's first dental exam.

Firm foundations for early literacy: 0 to 5 years. Streaming & DVD. 54 min. 2009.

This video explores the skills that are learned to lay the foundation for the development of early literacy in children from birth to 5 years old. Using research and theories, it presents the learning process that emerges before children begin to read and write. Children learn from everyday experiences to develop early literacy skills.

Social Emotional Development & Behavioral Issues: New Books

Addressing challenging behaviors and mental health issues in early childhood. Mojdeh Bayat, 2020. (LB1139.25 B356 2020 ECI)

This volume provides research-based strategies to help educators address challenging behaviors in early childhood and elementary years. Drawing on research and approaches from the fields of neuroscience, child development, child psychiatry, counselling and applied behavior analysis, this text offers teachers simple strategies to manage behaviors and promote mental health and resilience in young children.

No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind. Daniel J. Siegel, 2014. (WS105.5 C3 S571 2014 ECI)

This book explains how to reach your child, redirect emotions, and turn a meltdown into an opportunity for growth. By doing so, the cycle of negative behavior (and punishment) is essentially brought to a halt, as problem solving becomes a win/win situation. (This item has a workbook available in ebook format online in the library catalog).

Social Emotional Development & Behavioral Issues: Selected Audiovisuals

ACE study: The adverse childhood experiences study: Background, findings, and paradigm shift. DVD. 123 min. 2012. (DD0697)

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

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

Beginnings of life: Newborn development. DVD. 42 min. 2011. (DD0504)

A child's mind: How kids learn right and wrong. DVD. 34 min. 2011. (DD0553)

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

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

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

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

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

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

How to raise emotionally healthy children: Volumes 1-3. Streaming & DVD. 23min; 24min.; 25 min. 2013. (DD0682; DD0683; DD0684)

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

Infant mental health home visiting. CD. 2015. (CR0045)

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

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

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

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

Social Emotional Development & Behavioral Issues: Selected Audiovisuals (continued)

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

Magic of everyday moments series. DVD. 23 min.; 18 min.; 21 min. 2014. (DD0685; DD0742D; DD0743)

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

Observing Kassandra. KIT. 2010. (KT0079)

Parenting: Emotional health and positive discipline. DVD. 9 min.; 10min. 2016. (DD0736; DD0737)

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

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

Play, learning, and development. DVD. 53min.; 65 min.; 63 min. 2009-2010. (DD0631; DD0632; DD0633)

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

Preschooler observation: Social and emotional development. Streaming & DVD. 23 min. 2012. (DD0496)

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

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

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

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

Stories from our hearts series. DVD. 17 min.; 18 min. 2011. (DD0805; DD0806; DD0807; DD0808)

Social Emotional Development & Behavioral Issues: Selected Audiovisuals (continued)

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

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

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

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

Social Emotional Development & Behavioral Issues: Selected Books

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

Addressing challenging behaviors in early childhood settings: A teacher's guide. Dawn Denno, 2010. (LB 1060.2 D46 2010)

Addressing young children's challenging behaviors. 2013. (LC 4019.3 A227 2013 ECI)

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

Best for babies: Expert advice for assessing infant-toddler programs. Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI)

Bipolar kids: Helping your child find calm in the storm. Rosalie Greenberg, 2007. (227.4 G798b 2007 ECI)

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)

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)

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)

Social Emotional Development & Behavioral Issues: Selected Books (continued)

Child, family, and community: Family-centered early care and education, 6th ed. Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI)

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

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

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

The common sense guide to your child's special needs: When to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3969 P45 2012 ECI)

Confronting violence: Answering questions about the epidemic destroying America's homes and communities. 3rd ed., George A. Gellert, 2010. (HN 90 V5 G318c 2010 RHB)

The connected child: Bring hope and healing to your adoptive family. Karyn Brand Purvis, 2007. (WS 105.5 C3 P986c 2007 ECI)

Developing empathy in the early years: A guide for practitioners. Helen Garnett, 2018. (LB 1139 G235 2018 ECI)

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

Diversity in early care and education: Honoring differences. Janet Gonzalez-Mena, 2008. (LB 1139.3 G643d 2008 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)

The early childhood coaching handbook. Dathan D. Rush and M 'Lisa L. Shelden, 2020. (LB1775.6 R87 2020 ECI)

Early childhood intervention: Shaping the future for children with special needs and their families: Volumes 1-3. Christina Groark, 2011. (LC 4019.3 G873e 2011 ECI)

Social Emotional Development & Behavioral Issues: Selected Books (continued)

Emotional life of the toddler, 2nd ed. Alicia F. Lieberman, 2018. (WS 105.5 E5 L716 2018 ECI)

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

The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children, 2nd ed. Ross W. Greene, 2010. (WS 105.5 C3 G811e 2010 ECI)

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

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

Handbook of infant mental health. Charles H. Zeanah, 2019. (WS 350 Z41h 2019 ECI)

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

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

Optimistic parenting: Hope and help for you and your challenging child. V. Mark Durand, 2011. (WS 350.6 D948 2011)

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

Parents ask, experts answer: Nurturing happy, healthy children. Tina Nocera, 2014. (WS 105.5 C3 N756p 2014 ECI)

Pathways to competence: Encouraging healthy social and emotional development in young children. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI)

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

Positive discipline A-Z: 1001 solutions to everyday parenting problems. Jane Nelsen, 2007. (WS 105.5 c3 n424p 2007 ECI)

Social Emotional Development & Behavioral Issues: Selected Books (continued)

Prevent-teach-reinforce for young children: The early childhood model of individualized positive behavior support. 2013. (LB 1139 S6 P74 2013 ECI)

The psychology of babies: How relationships support development from birth to two. Lynne Murray, 2014. (WS 105.5 C3 M981 2014 ECI)

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)

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

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

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

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)

Skillstreaming in early childhood: A guide for teaching prosocial skills, 3rd ed. Ellen McGinnis, 2012. (LB 1139 M145s 2012 ECI)

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

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

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

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

Social-emotional assessment/evaluation measure. Jane Squires, 2014. (LB 3051 S65 2014 ECI)

Social Emotional Development & Behavioral Issues: Selected Books (continued)

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

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

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

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)

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI)

Traumatic stress: The effects of overwhelming experience on mind, body, and society. 2007. (WM 172.5 T777 2007 RHB)

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

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

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

Using skilled dialogue to transform challenging interactions honoring identity, voice, and connection. Isaura Barrera, 2009. (LB 1139 S6 B37 2009 ECI)

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

Working with families of young children with special needs. 2010. (LC 4019.3 M177w 2010 ECI)

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)

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.

Ask an expert: Answers every parent needs to know: Issues from toddler tantrums and meltdowns to peer pressure and teen self-esteem. Claire Halsey (2009).

Find the answers to all your questions on raising children with expert tips and problem-solving strategies. When it comes to understanding children's behavior and helping them grow into happy and confident individuals well-prepared for adult life, it pays to follow the advice and wisdom of expert professionals and parents who know what it is like to raise children.

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.

Beyond behavior management: The six life skills children need. Jenna Bilmes (2012).

Why do children do the things they do? What can caregivers do to manage it all? While there is not a simple method for understanding and managing all behaviors or all children, caregivers can give young children the social and emotional tools needed to grow and thrive on their own. The authors recommend a strength-based approach to guiding and managing young children's behavior by helping them build and use essential life skills into the daily life of the early childhood classroom. As a result, children will learn to exhibit more pro-social behaviors, work better as a community, and become excited and active learners.

Children of substance-abusing parents: Dynamics and treatment. Shulamith Lala Ashenberg Straussner (2011).

This book is intended as a reference for all mental health professionals who need to understand and treat this population. It offers a look at treatment options and programmatic interventions across the life span. The contributors include a range of experts who provide evidence-based clinical and programmatic strategies for working with children of alcohol and other substance-abusing parents of any age and in almost any practice setting.

Children with multiple mental health challenges: An integrated approach to intervention. Sarah Landy and Susan Bradley (2014).

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.

Empathic care for children with disorganized attachments: A model for mentalizing, attachment, and trauma-informed care. Chris Taylor (2012).

This book is a practical guide to caring for children who have experienced trauma. Focusing on the importance of interpersonal bonds to facilitate the child's capacity to mentalize, it aims to equip the reader with the appropriate skills to provide effective, sustained and, most importantly, empathic care to the most vulnerable and troubled children. This structured psychotherapeutic approach to caregiving will enable the development of child-carer relationships and can be used to create informed, safe environments that support both the child and the caregiver.

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.

Grief in young children: A handbook for adults. Atle Dyregrov (2008).

This book explores young children's reactions to death and loss, both immediately after the event and over time. Full of practical advice on issues such as how to keep children in touch with their memories, answer their questions, allay their fears and explore their feelings through play, this accessible book enables adults to work with children to develop an acceptance of grief and an understanding of death and loss.

Help! There's a toddler in the house! Thomas M. Reimers (2011).

The challenging behaviors of young children can drive even the most patient parents to their wits' end. Parents learn how to cope with and correct many of the most common behavioral problems that little ones demonstrate. Each chapter examines a specific problem, from the mildly irritating to the downright maddening, and describes practical strategies to rein in, correct, and prevent it. Also included are special chapters on how to use time-out correctly, potty-train a toddler, and how moms and dads can create a more rewarding and enriching family life.

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

Strengthen every child using relationship-based approaches to support their behavioral, emotional, social, and learning challenges.

Infant mind: Origins of the social brain. Marc H. Bornstein, Maria Legerstee and David W. Haley (2013).

Integrating cutting-edge research from multiple disciplines, this book provides a dynamic and holistic picture of the developing infant mind. Contributors explore the transactions among genes, the brain, and the environment in the earliest years of life. It probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It also highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation.

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

John Bowlby is one of the outstanding psychological theorists of the twentieth century. This book is both a biographical account of Bowlby and his ideas and an introduction to contemporary attachment theory and research. The author traces the evolution of Bowlby's work from a focus on delinquency, material deprivation and his dissatisfaction with psychoanalysis' imperviousness to empirical science to the emergence of attachment theory as a psychological model in its own right. The book also examines advances in the biology and neuroscience of attachment.

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).

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.

No biting: Policy and practice for toddler programs, 2nd ed. Gretchen Kinnell (2008).

Biting is one of the most frustrating and widespread issues childcare providers and parents face. This book discusses why toddlers bite, how to respond to biting, and how to develop a plan to address repeated biting. It also explores what parents think of biting, how to respond to their suggestions and demands, and how to create biting policies.

Parenting and substance abuse: Developmental approaches to intervention.

Linda C. Mayles (2014).

Historically, there has been little integration of theoretical or applied research on addiction treatment and parenting intervention development. Rather, the fields of addiction and developmental research have progressed on largely separate trajectories, even though their focus powerfully and often tragically intersects each time a parent is diagnosed with a substance use disorder. This book is the first to report on pioneering efforts to move the treatment of substance-abusing parents forward by embracing their roles and experiences as mothers and fathers directly and continually across the course of treatment.

Physical and emotional abuse: Triggers, short and long term consequences, and prevention methods. Seiji Kimura and Aiko Miyazaki (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.

Play therapy with traumatized children. Paris Goodyear-Brown (2010).

The author introduces a practical model of play therapy for traumatized children. Her model of treatment incorporates theoretical constructs with effective play therapy interventions. Clinicians have long recognized that trauma therapy is not just a matter of techniques but a journey with a beginning, middle, and end. She codifies the process in her model, Flexibly Sequential Play Therapy (FSPT). Integrating non-directive and directive approaches, this components-based model allows for the uniqueness of each child to be valued while providing a safe, systematic journey towards trauma resolution.

A practical guide to mental health problems in children with autistic spectrum disorder: It's not just their autism. Khalid Karim (2014).

Exploring the relationship between ASD and mental health difficulties, this book offers practical guidance to help parents and professionals recognize and handle co-morbid conditions, and dispels the myth that they are just a part of autism. The authors cover a wide range of common mental health problems experienced by children with ASD, including Obsessive Compulsive Disorder (OCD), anxiety, ADHD, eating disorders, psychosis, stress, tics, and depression, and illustrate these issues with case studies.

Scared sick: The role of childhood trauma in adult disease. Robin Karr-Morse. (2012).

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.

Selecting effective treatments, 4th ed. Linda Seligman and Lourie W. Reichenberg. (2014).

This volume presents a systematic, research-based approach to the treatment of mental disorders. A chapter is devoted to the mental disorders of infants, children, and adolescents.

Theories of attachment: An introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus. Carol Garhart Mooney (2010).

Early childcare professionals gain an understanding of the theories of attachment as well as the background and research of the prominent minds behind them. This book explains the core elements of each theorist's work and the ways these elements impact and support interactions with babies, including the topics of bonding, feeding practices, separation anxiety, and stranger anxiety.

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.

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.

Social Emotional Development & Behavioral Issues: 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 ecmhc.org/.

Center on the Social and Emotional Foundations for Early Learning has a tremendous amount of information for families, trainers, teachers, caregivers, and more at 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/child-development/challenging-behavior/.

Child Welfare Information Gateway offers resources related to child abuse and neglect at childwelfare.gov/topics/can/.

Children's Trauma Assessment Center (CTAC) provides comprehensive neurodevelopmental trauma assessments for children who have experienced trauma or adverse childhood experiences at wmich.edu/traumacenter.

Creating Teaching Tools for Young Children with Challenging Behavior provides teachers with practical strategies that are successful in 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/.

Dealing with Behavior Issues is a webpage created by the Parent Companion that lists strategies for parents that are dealing with challenging behavior at parentcompanion.org/article/dealing-with-behavior-issues.

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/.

Guidance for Effective Discipline, a policy statement reaffirmed in 2014 by the American Academy of Pediatrics, is available at pediatrics.aappublications.org/content/101/4/723.full.

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.nih.gov/health/publications/helping-children-and-adolescents-cope-with-disasters-and-other-traumatic-events/index.shtml.

Social Emotional Development & Behavioral Issues: Selected Websites (continued)

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.cbcs.usf.edu/.

National Child Traumatic Stress Network aims to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. Learn more at nctsn.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.

Waisman Center at the University of Wisconsin-Madison promotes healthy social and emotional development and provides information on addressing challenging behaviors. To learn more, go to waisman.wisc.edu/cedd/emotional.php.

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. To learn more, go to zerotothree.org/resources/110-infant-early-childhood-mental-health