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December 2016



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## Parenting (updated)

*This newsletter issue highlights materials on parenting and working with families. It also features items about siblings, fathers, and grandparents. For a complete list of titles on parenting go to the library's catalog [www.texashealthlibrary.com](http://www.texashealthlibrary.com)*

## Parenting and Working with Families – Selected Journal Articles

**Building capacity in reflective practice: a tiered model of statewide supports for local home-visiting programs.** Watson C, Bailey A, Storm K. *Infant Mental Health J.* 2016;37(6):640-652.

A Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Expansion Grant to the Minnesota Department of Health funded the development of a tiered structure to support reflective practice within county public health agencies throughout the state. Study data revealed a general consensus among individuals at all levels of the county programs that state supports were adequate to implement reflective practice.

**Examining parents' romantic attachment styles and depressive and anxiety symptoms as predictors of caregiving experiences.** River LM, Borelli JL, Nelson-Coffey SK. *Infant Ment Health J.* 2016;37(5):560-73.

Evidence has suggested that parental romantic attachment style and depressive and anxiety symptoms are related to experiences of caregiving (Creswell, Apetroaia, Murray, & Cooper, 2013; Jones, Cassidy, & Shaver, 2014; Lovejoy, Graczyk, O'Hare, & Neuman, 2000), but more research is necessary to clarify the nature of these relations, particularly in the context of attachment-salient events such as reunions. The results of this study suggest that parental attachment insecurity and depressive and anxiety symptoms contribute to negative emotion and reduced secure base script content. Further, depressive and anxiety symptomatology partially accounts for the relation between attachment insecurity and caregiving outcomes, suggesting that parental mental health is a critical point for intervention.

**Influence of a parent-child interaction focused bookmaking approach on maternal parenting self-efficacy.** Boyce LK, Seedall RB, Innocenti MS, Roggman LA, Cook GA, Hagman AM, Norman VK. *Infants Young Child.* 2017,30(1):76-93.

We examined the effects of our parent-child interaction focused bookmaking intervention with 89 families and their toddlers receiving early intervention services.

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Participating early intervention providers (N = 24) were assigned to either continue providing services as usual or participate in training to implement the bookmaking approach in their home visits. Compared with those receiving services as usual, the mothers in the treatment group showed greater maternal parenting self-efficacy, which in turn, predicted better child language development and fewer behavior problems.

**Initial validation of the assessment of parenting tool: a task- and domain-level measure of parenting self-efficacy for parents of infants from birth to 24 months of age.** Moran TE, Polanin JR, Evenson AL, Troutman BR, Franklin CL. *Infant Ment Health J.* 2016 May;37(3):222-34.

Parenting self-efficacy (PSE) includes parents' self-perceptions regarding their capabilities in performing the numerous and changing tasks associated with parenting a specific child (i.e., domain-specific PSE) as well as their self-perceptions in the parenting role overall (i.e., domain-general PSE). Prior literature has demonstrated PSE's relations with numerous constructs significant to mental health and the parent-infant relationship. Prior measures of PSE have been limited by focusing on only domain-specific or domain-general PSE, ignoring the importance of infant development to PSE, and other psychometric limitations. This article presents sound psychometric data for a new measure of PSE, the Assessment of Parenting Tool (APT).

**Korean American parents' perceptions of effective parenting strategies in the United States.** Eunjung K, Seunghye H, Rockett C. *J Cult Divers.* 2016;23(1):12-20.

This study explored the perceptions of Korean American parents of effective parenting strategies taught in a standardized U.S. parenting program. Findings indicated that Korean American parents felt that the program was based on Western parenting strategies but that these strategies were effective.

**Mothers' adverse childhood experiences and negative parenting behaviors: connecting mothers' difficult pasts to present parenting behavior via reflective functioning.** Kolomeyer K, Renik K, Cunningham A, Lowell A, Khan M. *Zero Three.* 2016;37(1):5-13.

Previous studies have supported a connection between adverse childhood experiences (ACEs) and negative outcomes in adulthood. Fewer studies have examined the relationships among ACEs, reflective functioning, mediating the relationship between ACEs and negative parenting behaviors. This study suggests that reflective functioning may be an important port of entry for reducing negative parenting behaviors in mothers who were exposed to ACEs.

**Mothers - and fathers - prenatal representations in relation to marital distress and depressive symptoms.** Ahlqvist-Björkroth S, Korja R, Junttila N, Savonlahti E, Pajulo M, Rähä H; steps study group., Aromaa M. *Infant Ment Health J.* 2016 Jul;37(4):388-400.

Marital distress, parental depression, and weak quality of parental representations are all known risk factors for parent-child relationships. However, the relation between marital distress, depressive symptoms, and parents' prenatal representation is uncertain, especially regarding fathers. The results of the present study imply that marital distress and depressive symptoms are differently related to the organizations of mothers' and fathers' prenatal representations.

**Observing toddlers' individual experiences in classrooms: initial use of the parenting interaction.** Lippard CN, Riley KL, Hughes-Belding K. *Infant Ment Health J.* 2016 Sep;37(5):549-59.

This study investigated using the Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO; Roggman, Cook, Innocenti, Norman, & Christiansen, 2013a) measure to assess teacher-child interactions experienced by individual toddlers within their childcare classrooms. Results, in terms of psychometric properties, indicate promise for using this measure to observe toddlers' individual experiences of teacher-child interactions in group settings. Furthermore, certain individual teacher-toddler interactions were associated with toddlers' problem behavior. Implications for use of the PICCOLO in early childhood classroom research and particular findings related to toddlers' behavior are discussed.

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**Reflection in home visiting: the what, why, and a beginning step toward how.** Tomlin A, Hines E, Sturm L. *Infant Ment Health J.* 2016;37(6):617-627.

Reflective supervision and consultation are recognized as a way for workers in home-visiting early intervention and early care fields to address personal and professional challenges and build competence. The findings of this study illustrate some of the areas in which early intervention home visitors could benefit from participation in reflective supervision/consultation to move from identifying reflective skills as important to actually being able to use such skills in their work with families.

**Tuning in: parents of young children speak up about what they think, know, and need.** Lerner C, Nightingale MO. *Zero Three.* 2016;37(1):44-49.

Zero to Three, with the support and collaboration of Vroom/The Bezos Family Foundation (BFF), undertook a comprehensive research effort to go directly to parents of young children to gain a clear and in-depth understanding about the challenges they face, the help they seek, and how satisfied they are with the support and information they receive about early brain development.

## Parenting and Working with Families – Selected Audiovisuals

**Art and science of home visits.** 15 min. 2004. (DD0222).

This DVD shows best practices in actual home visits to families who have a child with hearing loss.

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

Viewers get an overview of the ASQ-3 questionnaires and the screening process.

**ASQ: SE in practice.** 26 min. 2004. (DD0190).

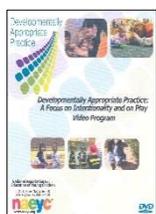
A companion to the Ages & Stages Questionnaires: Social-Emotional (ASQ: SE) screening system, this program gives an overview of emotional and social development and provides a thorough introduction to ASQ: SE.

**NEW! Baby instructions.** 66-67 min. 2010. (DD0732-DD0733).

Presented by an occupational therapist who has worked in the pediatrics field for over 16 years, this DVD series shows parents how to stimulate the growth of cognitive skills, play and motor skills, and communication abilities in infants and toddlers.

**Developing child: observation.** 29 min. 2004. (DD0232).

Using the four areas of development: physical, cognitive, language, and social-emotional, the viewer is guided through several sequences of naturalistic observation of infants, toddlers, and preschoolers



**Developmentally appropriate practice: a focus on intentionality and on play video program.**

177 min. 2009. (DD0469).

This DVD disc is meant to be played on a computer with a DVD drive. It contains two programs. Developmentally Appropriate Practice (DAP) and intentionality addresses ways in which teachers intentionally use a variety of learning formats and teaching strategies to support children's learning. DAP and play focuses on the characteristics and types of play and the teacher's role in supporting high-level play.

**Early intervention in action: working across disciplines to support infants with multiple disabilities and their families.** CD-Rom. 2009. (CR0044).

This interactive textbook with video clips covers working with families, home visiting approaches, early communication development, sensory processing, motor development and physical disabilities, visual impairment, and hearing loss.

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

The program inspires viewers to take action in order to prevent physical and psychological injury to children who witness domestic violence.

**Fantastic voyage: neonates and infants.** 22 min. 2008. (DD0533).

This DVD reviews the age characteristics, age-specific care, and nursing considerations relevant to very young infants.

**Finding the words finding the ways: exploring reflective supervision and facilitation.** 80 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.

**Home team.** 15 min. 2003. (DD0221).

This DVD presents best practices during actual home visits. Parents and professionals share their expertise on how to create true collaboration as a team.

**NEW! How to raise emotionally health children.** 23-25 min. 2013. (DD0682-DD0684).

Each volume in this series features an overview of emotional needs, common parent-child conflicts, and how parents can modify their reactions to meet their child's critical emotional needs: to feel respected, important, accepted, included, and secure.

**Learning happens.** 29 min. 2010. (DD0411-DD0412).

These DVDs feature short video clips that show parents and children, aged birth to 3 years, interacting during playtime and everyday routines.

**Learning through observation.** 65 min. 2003. (DD0407).

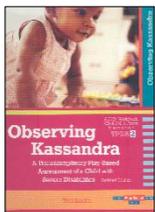
This DVD shows five practitioners in the infant and family field interacting with very young children and their families in a range of service settings.

**NEW! Magic of everyday moments.** 18-23 min. 2014-2015. (DD0685;DD0742-DD0744).

This series focuses on how, through interactions with their baby during everyday moments, parents can support their baby's social, emotional and intellectual development.

**Multiples, more of everything.** 26-29 min. 2009. (DD0396-DD0397).

This DVD set teaches parents what to expect from a multiple pregnancy from childbirth through the first birthday.

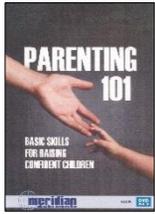


**Observing Cassandra.** 2010. (KT0079).

This second edition of the Transdisciplinary Play-Based Assessment (TPBA2) is intended for use for children from birth to age 6 to assesses sensorimotor, emotional, social, communication, and cognition domains.

**NEW! Parenting basics library.** 9-12 min. 2016. (DD0734-DD0741; DD07764-DD0770).

This set of DVDs provides information on health literacy, emotional health, positive discipline, safety, milestones, self-care for moms, and how fathers can have healthy relationships with their babies and the mothers of their children. The programs feature real families and show young parents how to make healthy choices for themselves and their children. Several of these titles are available in English and Spanish.



**Parenting 101: basic skills for raising confident children.** 23 min. 2011. (DD0542).

New parents learn about discipline through teaching and reinforcing desirable behavior, creating an environment that stimulates intellect and confidence, developing a routine that offers stability, and working through parental conflict constructively. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Preschooler observation.** 21-26 min. 2012. (DD049-DD0498).

This DVD set provides a detailed observation of preschoolers and shows them engaged in activities that exemplify the extraordinary advancements that children make at this age. Parents also witness the natural activities children are drawn to which help their development and learn strategies to encourage these activities. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Preventing abusive head trauma: the crying connection.** 16 min. 2013. (DV0779).

Abusive Head Trauma (AHT), also known as Shaken Baby Syndrome (SBS), is a serious form of child abuse, most commonly triggered by crying. This program explains why babies cry, identifies frustration thresholds, and provides tips on how to cope with infant crying.

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

This DVD features infant mental health mentors Douglas Davies, Julie Ribaud, 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.

**Routines-based interview.** 120 min. 2012. (DD0560).

This DVD gives the early intervention professional a deep exposure to the routines based interview, including a full-length, 2-hour demonstration interview conducted by Dr. Robin McWilliam at the 2012 RBI Certification Institute.

**Rules, rituals, and routines.** 55 min. 2010. (DD0500).

Dr. Thomas Knestrict recommends that parents institute rules, establish predictable routines, and maintain family rituals.

**Supportive adult-child interactions.** 53 min. 2011. (DD0494).

Viewers will learn how to create a climate of trust for infants and toddlers, form partnerships with children, and support children's intentions.

**Welcome to Holland: resiliency in families raising children with special health care needs.** 48 min. 2010. (DD0464).

Viewers learn how three families of children with special needs have successfully met the challenges of raising their children.

**Your premature baby.** 26 min. 2008. (DD0439-DD0441).

This DVD series gives parents of preemies the essential information and emotional support they need. This specialized program answers common questions about the NICU, shares success stories, and most importantly, prepares the family for life at home.

## Parenting – Selected Books

**An activity-based approach to early intervention,** 4<sup>th</sup> ed. JoAnn Johnson, 2015. (LC 4019.2 J646 2015 ECI).

Early childhood professionals teach parents how to embed learning opportunities in everyday activities to help children acquire and generalize functional skills and reach their developmental goals.

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**The anti-romantic child: a mother's story of loss, literature, and unexpected joy.** Priscilla Gillman, 2011. (WS 107.5 G487a 2011 ECI).

A mother describes her journey from secret disappointment to total acceptance of her child with special needs.

**The art and practice of home visiting: early intervention for children with special needs and their families.** Ruth E. Cook, 2008. (LC 4019.3 c771a 2008 ECI).

This book is a home visitor's key to culturally sensitive, family-centered early intervention for children with special needs.

**Assessment of parenting competency in mothers with mental illness.** Teresa Ostler, 2008. (320.4 O85a 2008 ECI).

This book gives mental health professionals sound assessment strategies to fairly evaluate the parenting competency of mothers with a wide range of mental illnesses.

**Autism sisterhood.** Michele C. Brooke, 2010. (203.6 B872a 2010 ECI).

This book is designed to be a starting point for a mother once her child has been diagnosed with autism. Please note that DSHS does not endorse products mentioned in this book but makes this book available for consumer education.

**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, Cindy S. Lederman and Joy D. Osofsky, 2011. (WA 320 K19c 2011 ECI).

This book presents a profile of infants, toddlers, and parents involved in the child welfare system.

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

This book puts working with families in early care and education settings in the spotlight as its central theme and includes practical advice in every chapter about how to do that.

**Coming home from the NICU: a guide for supporting families in early infant care and development.**

Kathleen A. Vandenberg, 2013. (WS 410 V227 2013 ECI).

This book provides family-centered, developmentally supportive guidance in the months after the NICU.

**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).

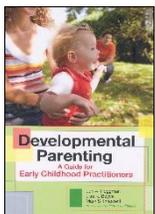
Dr. Pellegrino offers guidance to parents on what it means and what to do next when a child struggles with speech and language development; motor skills development; daily living skills; social skills; behavioral control and attention; learning and cognitive development; vision, hearing, and sensory processing; and special medical issues.

**Cultural reciprocity in special education: building family-professional relationships.** Maya Kalyanpur, 2012. (275 K14 2012 ECI).

This book provides explicit training on working effectively with all families, no matter how diverse. It explains the concept of cultural reciprocity, which involves examining the provider's own values, learning to respect each other's differences, and collaborating to benefit the children.

**NEW! DEC recommended practices: enhancing services for young children with disabilities and their families.** 2015. (LC 4019.3 D291 2015 ECI).

This resource provides guidance to families and professionals about the most effective ways to improve learning outcomes and promote development of young children, birth through age 5, who have, or are at-risk for, developmental delays or disabilities.



**Developmental parenting: a guide for early childhood practitioners.** Lori A. Roggman, 2008. (LC 4019.3 R733d 2008 ECI).

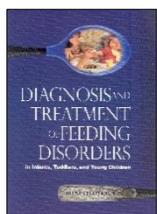
This book helps home visitors teach parents/caregivers how to guide a young child's development.

**Developmental screening in your community: an integrated approach for connecting children with services.** Diane D. Bricker, 2013. (RJ 51 D48 B75 2013 ECI).

Developed by early childhood, medical, and social service experts in screening and assessment, this book helps your community establish an effective early detection system that's comprehensive and low-cost; encourages close collaboration among health, social service, and educational agencies; and meets each child's whole continuum of needs, from universal screening to community services.

**NEW! Developmentally appropriate practice: curriculum and development in early education, 6<sup>th</sup> ed.** Carol Gestwicki, 2017. (LB 1139 G393 2017 ECI)

This book is designed to help teachers who work with children through the early childhood years as they try to implement the philosophy of developmentally appropriate practice to the children in their care. The ideas found in this book are practical and comprehensive, applicable in the wide variety of private and public settings with the various client populations that early childhood teachers encounter today.



**Diagnosis and treatment of feeding disorders in infants, toddlers, and young children.** Irene Chatoor, 2009. (WS 130 C494d 2009 ECI).

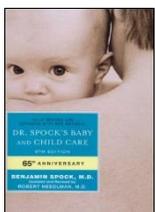
This is a comprehensive look at problems with feeding that can occur in infants and young children.

**Double duty: the parents' guide to raising twins, from pregnancy through the school years.** Christina Baglivi Tinglof, 2009. (515 T588 2009 ECI).

This book answers questions parents may have when they discover they are going to have twins.

**Down syndrome parenting 101: must have advice for making your life easier.** Natalie Hale, 2011. (WS 107.1 H163d 2011 ECI).

This book offers advice on everything from celebrating children's unique personalities and seeing them for who they are to insisting they finish their chores and ensuring they can become their own people as adults.



**Dr. Spock's baby and child care, 9<sup>th</sup> ed.** Benjamin Spock and Robert Needlman, 2012. (515 S762 2012 ECI).

This is a newly revised edition of the classic Dr. Spock comprehensive book on raising children.

**The early childhood coaching handbook.** Dathan D. Rush, 2011. (LB 1775.6 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.

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

Christina Groark and Steven Eidelman, 2011. (LC 4019.3 G873e 2011 ECI volumes 1, 2 & 3).

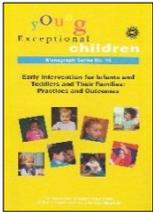
Volume 1 of this three-volume set is titled *Contemporary policy and practices landscape*. It discusses historical perspectives; key national and state policy implementation issues; international policies and programs; reflections on early identification; professional development; trends in American families; program evaluation; and cost-effectiveness. Volume 2 is titled *Proven and promising practices*. It discusses IDEA Part C; special education; Head Start and Early Head Start; assessment systems; sensory processing; teaching English-language learners; mental health in early childhood; children with social or behavioral challenges or developmental disabilities, visual impairment, hearing loss, or severe disabilities; and early literacy in reading and mathematics. Volume 3 is titled *Emerging trends in research and practice*. It discusses families from diverse cultures; responses to intervention;

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data-driven decision-making; transition to kindergarten; uses of technology; evidence-based practice; professional development; and crossing systems in service delivery.

**NEW! Early intervention every day!: embedding activities in daily routines for young children and their families.** Merle J. Crawford, 2014. (LC 4019.3 C897e 2014 ECI).

Early interventionists will learn strategies that enhance child development, strengthen attachment, and help children with developmental delays participate fully in family life.



**Early intervention for infants, toddlers, and their families: practices and outcomes.** Carla Peterson, Lise Fox, and Patricia M. Blasco, 2008. (325 E12 2008 ECI).

This monograph takes a look at the characteristics of Part C early intervention services across the country.

**The early intervention teaming handbook: the primary service provider approach.** M'Lisa L. Shelden, 2013. (LC 4019.3 S54 2013 ECI).

This how-to guide describes the logistics and benefits of making one team member the consistent point of contact with a family.

**The early intervention workbook: essential practices for quality services.** Lynda C. Pletcher, 2013. (LC 4019.3 P726e 2013 ECI).

This workbook walks readers through every step of the early intervention journey with children birth to 3, from the crucial first meeting with a family to the child's transition out of intervention.

**An early start for your child with autism: using everyday activities to help kids connect, communicate, and learn.** Sally J. Rogers, 2012. (WM 203.5 R729 2012 ECI).

The authors teach parents how to turn daily routines like breakfast or bath time into fun and rewarding learning experiences that target crucial developmental skills such as language learning and engaging with others.

**Empowered autism parenting: celebrating (and defending) your child's place in the world.** William Stillman, 2009. (WS 350.8 P4 S857e 2009 ECI).

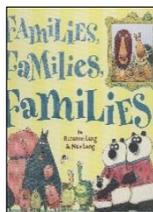
This book, written by an adult with Asperger syndrome, clears up some misconceptions about autism and demonstrates that people with autism can be intelligent, insightful, and inspired human beings.

**Essential first steps for parents of children with autism.** Lara Delmolino and Sandra L. Harris, 2013. (WM 203.5 D359 2013 ECI).

This book outlines the steps parents can take to optimize learning and functioning for children with autism who are younger than five years old.

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

This book helps parents gain confidence and knowledge to handle episodes of severe noncompliance, temper outbursts, and verbal or physical aggression.

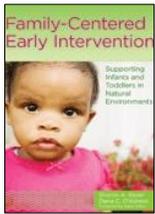


**Families, families, families!** Suzanne Lang, 2015. (GN 480 L364 2015 ECI).

Parents, siblings, and relatives, portrayed by silly animals, appear in dozens of combinations, demonstrating all kinds of nontraditional families.

**Families, professionals, and exceptionality: positive outcomes through partnerships and trust.** Ann P. Turnbull, 2011. (555.5 T942f 2011 ECI).

This book discusses how members of families and professionals in special and general education and related services personnel can form lasting partnerships.



**Family-centered early intervention: supporting infants and toddlers in natural environments.** Sharon A. Raver, 2015. (WA 320 R254f 2015 ECI).

This introductory text prepares professionals to support infants and toddlers with special needs and their families.

**Far from the tree.** Andrew Solomon, 2012. (200.8 S65 2012 ECI).

All parenting turns on a crucial question: to what extent parents should accept their children for who they are, and to what extent they should help them become their best selves. Drawing on forty thousand pages of interview transcripts with more than three hundred families, Solomon mines the eloquence of ordinary parents facing extreme challenges.

**Freedom from meltdowns: Dr. Thompson's solutions for children with autism.** Travis Thompson, 2009. (203.61 T477f 2009 RHB).

This book helps parents identify meltdown triggers, use functional behavioral assessment to uncover behavior patterns, and improve communication skills. Simple tips and strategies will help parents of children with autism improve their parenting skills.

**Gifts 2: how people with Down syndrome enrich the world.** Kathryn L. Soper, 2009. (WS 107.1 G458 2009 ECI).

Acceptance, courage, friendship, awareness, and joy: these are the gifts recounted in more than seventy inspirational essays included in this book.

**NEW! Going solo while raising children with disabilities.** Laura E. Marshak, 2015. (WS 107.5 M366g 2015 ECI).

This book provides reliable coping strategies for solo parents of children with disabilities (either physical, neurodevelopmental, or psychiatric) who are widowed, separated, divorced, single by choice, adoptive or foster parents, or military spouses with deployed partners.

**NEW! The happiest baby on the block.** Harvey Karp, 2015. (WS 105.5 C3 K18h 2015 ECI).

This book by a pediatrician explains the reasons why infants cry and gives practical tips on how to calm your baby. An appendix lists red flags and red alerts - when you should call your doctor.

**The home visitor's guidebook: promoting optimal parent and child development.** Carol S. Klass, 2008. (320.64 K63 2008 ECI).

This manual helps the early intervention professional ensure home visits that foster not only the healthy development of the child but of the parent as well.



**How to listen so parents will talk and talk so parents will listen.** John Sommers-Flanagan and Rita Sommers-Flanagan, 2011. (WS 350 S697h 2011 ECI).

Counselors are provided with many specific interventions and methods for helping parents implement developmentally appropriate and scientifically supported strategies for building healthy parent-child relationships.

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

The book goes into detail about the different brain systems and uses this framework to reconcile theory, clinical observations, and research for use with infants, young children, and their families.

**Just one of the kids: raising a resilient family when one of your children has a physical disability.** Kay Harris Kriegsmann, 2013. (WS 105.5 F2 K89 2013 ECI).

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This book is designed to help parents focus not on what could have been, but instead on what can be, so that they, their children, and the grandparents thrive as individuals and as a family.

**My baby rides the short bus: the unabashedly human experience of raising kids with disabilities.** Yantra Bertelli, Jennifer Silverman, and Sarah Talbot, 2009. (WS 107.5 M995 2009 ECI).

This book is a collection of short stories about life with children who have disabilities.

**Newborn intensive care: what every parent needs to know**, 3<sup>rd</sup> ed. Jeanette Zaichkin, 2010. (242.2 Z21 2010 ECI).

This book provides a variety of information parents of premature infants need to know to be able to participate as a vital part of their child's medical team while the baby is in the hospital's NICU.

**Optimistic parenting: hope and help for you and your challenging child.** Vincent Mark Durand, 2011. (WS 350.6 D948 2011 ECI).

Dr. V. Mark Durand delivers both philosophical hope and practical help to parents of children with a wide range of behavioral challenges.

**Parenting interactions with children: checklist of observations linked to outcomes: PICCOLO user's guide.** Lori A. Roggman, 2013. (LC 4019.3 R733p 2013 ECI).

Developed for use with parents of children ages 1 to 3, PICCOLO measures 29 developmentally supportive parenting behaviors in 4 critical domains: affection, responsiveness, encouragement, and teaching. PICCOLO assesses which parenting behaviors are working, develops individualized interventions that help parents improve, and tracks the positive outcomes of your parent support program. A companion training DVD is also available, DD0630.

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

This book presents solutions from a variety of child development experts to common parenting challenges such as discipline, sleep, family relationships, special needs, technology, bullying, siblings, play, friendship, money, and more.

**NEW! The parent's guide to Down syndrome.** Jen Jacob, 2016. (WS 107 J15p 2016 ECI)

The authors of this book share their experiences and guide the reader through life as parents of children with Down syndrome. Advice is given from diagnosis to adulthood. Readers learn ways to support the child through major milestones, nurture development, and ensure behavioral, social and cognitive success.

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

This handbook provides innovative teaching techniques for helping parents to understand the ways infants communicate their needs and wants and explores key aspects of a baby's behavior including bonding, sleeping, crying and self-soothing.

**NEW! A practical guide to reflective supervision.** 2009. (LC 4109.3 P895 2009 ECI).

This book outlines the key steps in creating a system of reflective supervision within an early childhood program to improve services, support staff, and better meet the needs of children and families. It provides answers to the critical questions that every program needs to know to launch reflective supervision.

**Reach out and teach: helping your child who is visually impaired learn and grow.** Kay Alicyn, 2011. (WV 276 F382r 2011 ECI).

Parents learn how to teach important life skills to their young children who are visually impaired.

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**NEW! Reflective supervision and leadership in infant and early childhood programs.** Mary Claire Heffron, 2010. (LC 4109.3 H461r 2010 ECI).

This book illustrates the foundations and frameworks of reflective practice and outlines ways to support reflective supervision in a wide variety of work settings. It discusses the roles of the reflective supervisor, the knowledge and skills necessary, tips for providing group reflective supervision and vignettes outlining common supervisory dilemmas.

**Relationship-centered practices in early childhood: working with families, infants, and young children at risk.** Gail L. Ensher, 2011. (LC 4019.3 E59r 2011 ECI).

This guidebook gives practical ways to enhance current models for early intervention in natural environments, how to empower families to sustain care, and ways to improve communication and teamwork.

**Routines-based early intervention: supporting young children and their families.** R.A. McWilliam, 2010. (LC 4019.3 M177r 2010 ECI).

This book provides a detailed framework for early intervention that addresses families' individual needs and helps children participate in daily routines. It includes checklists and forms to ensure high-quality services.

**See Sam run: a mother's story.** Peggy Heinkel-Wolfe, 2008. (203.6 H468s 2008 ECI).

This is the story of one mother's encounter with autism and her struggles to get the correct diagnosis and treatments for her son.

**Sleep better!: a guide to improving sleep for children with special needs.** Vincent Mark Durand, 2014. (WM 188 D948 2013 ECI).

This fully updated edition includes highly effective strategies for children with special needs such as autism, Tourette syndrome, and cerebral palsy and research-based solutions to the toughest sleep challenges.

**Solving sleep problems in children with autism spectrum disorders: a guide for frazzled families.** Terry Katz, 2014. (WM 203.5 K11 2014 ECI).

This book is based on a multi-year study of sleep in children with autism which concluded that parent training was the key to resolving children's sleep problems.

**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 and emphasizes the importance of community coalitions in assisting children and parents at risk.

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

The problem-solving framework in this practical guide helps home visitors manage even the most difficult on-the-job challenges and support and empower vulnerable families of children birth to three.

**Teenagers and their babies: a perinatal home visitor's guide.** Ida Cardone, 2007. (LC 4019.3 C268t 2007 ECI).

This book provides home visitors with concrete examples of how to skillfully help expectant and new teenage parents build a deep attachment with their baby.

**The toddler care book: a complete guide from 1 to 5 years old.** Jeremy N. Friedman, 2009. (WS 105.5 C3 F911t 2009 ECI).

This resource gives age-appropriate strategies to help parents deal with the challenges and embrace the joys of parenting a toddler.

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**Twin sense: a sanity-saving guide to raising twins: from pregnancy through the first year.** Dagmara Scalise, 2009. (WS 105.5 S282t 2009 ECI).

Scalise offers real-world advice on dealing with the many issues that arise when caring for newborn twins such as baby-proofing, breast-feeding, getting through the night, bathing, traveling, and more.

**Using skilled dialogue to transform challenging interactions honoring identity, voice, and connection.**

Isaura Barrera, 2009. (LB 1139 S6 B37 2009 ECI).

This book shows professionals how to interpret behavior in the context of culture and use their knowledge to improve even the most challenging interactions.

**The visit: observation, reflection, synthesis for training, and relationship building.** Annette Axtmann, 2005. (LC 4019.3 A972v 2005 ECI).

The Visit provides in-service training for direct care practitioners that work with children and families..

**The water giver: the story of a mother, a son, and their second chance.** Joan Ryan, 2009. (WL 354 R988w 2009 RHB).

Joan Ryan describes life with her son who has learning disabilities and ADHD.

**Who's watching the babies?: improving the quality of family, friend, and neighbor care.** Douglas R. Powell, 2008. (320.11 P882w 2008 ECI).

This book reviews successful initiatives and programs that address barriers trainers face when focusing on the needs of non-parental caregivers for infants and toddlers.

**Why love matters: how affection shapes a baby's brain.** Sue Gerhardt, 2015. (WS 350 G368w 2015 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.

**Working with families of young children with special needs.** R.A. McWilliam, 2010. (LC 4019.3 M177w 2010 ECI).

This book covers three basic themes: how professionals should treat families of young children with special needs; what professionals should do with families; and how to address family-level needs.

**The year my son and I were born: a story of Down syndrome, motherhood, and self-discovery.** Kathryn L. Soper, 2009. (WS 107.1 S712y 2009 ECI).

Soper takes the reader along on her personal journey of becoming a mother to her son with Down syndrome.

**NEW! Your baby's first year**, 4<sup>th</sup> ed. Steven P. Shelov, 2015. (WS 103 S545y 2015 ECI).

This book presents a comprehensive and accurate picture of infant care. It is full of advice and sound, reassuring answers to medical questions and parenting concerns.

**Your guide to nurturing parent-child relationships: positive parenting activities for home visitors.** Nadia Hall, 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.

### ***For or About Fathers – Selected Books and DVDs***

**Fathering your special child: a book for fathers or carers of children diagnosed with Asperger syndrome.** Josie Santomauro, 2009. (203.5 S237f 2009 ECI).

This book offers an introduction for the father or carer of a child diagnosed with Asperger syndrome.

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**Fragile beginnings: discoveries and triumphs in the newborn ICU.** Adam Wolfberg, 2012. (WS 410 W855f 2012 ECI).

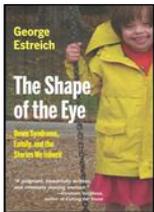
The author of this book recounts his daughter's premature birth.

**Not my boy!: a father, son and one family's journey with autism.** Rodney Peete, 2010. (203.6 P375 2010 ECI).

Using anecdotes and lessons from his own experiences, former football star Rodney Peete imparts essential wisdom for parents everywhere, whether their children have special needs or not, as he writes with striking honesty about learning to overcome his own doubts and expectations of fatherhood to focus on the daily challenges and joys of raising a child.

**Schuyler's monster: a father's journey with his wordless daughter.** Robert Rummel-Hudson, 2008. (271.52 R937s 2008 ECI).

This biography of Schuyler, who cannot speak, is written by her father.



**Shape of the eye: Down syndrome, family and the stories we inherit.** George Estreich, 2011. (226.11 E82 2011 ECI).

Writer George Estreich describes how raising a child with Down syndrome affected everything else in his life, including his approach to writing and the way he now perceives other events in his own life and in the lives of his family members.

### ***For Grandparents – Selected Books***

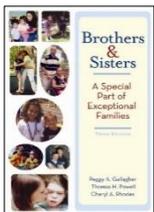
**Parenting the custodial grandchild: implications for clinical practice.** Bert Hayslip and Patricia Kaminski, 2008. (271.53 P228 2008 ECI).

This book targets the essence of what occurs when grandparents parent their grandchildren.

**NEW! Raising our children's children: room in the heart.** Deborah Doucette-Dudman, 2014. (WS 105.5 C3 D728 2014 ECI).

This book discusses the challenges, hardships, and rewards faced by grandparents parenting their grandchildren with stories from families who have had these experiences.

### ***For Siblings – Selected Books and DVDs***



**Brothers and sisters: a special part of exceptional families.** Thomas H. Powell, 2006. (WS 107.5 R5 P886b 2006 ECI).

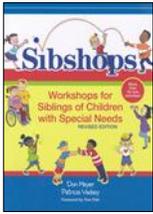
Readers will learn how to give siblings accurate, age-appropriate information about their brother's or sister's disability; facilitate positive interactions between siblings at home and at school and make the most of siblings' natural inclinations to act as teachers.

**Dad's in heaven with Nixon.** 86 min. 2010. (DD0642).

Filmmaker Tom Murray documents the life of his brother Chris Murray, an artist who has autism. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Sibling survival guide: indispensable information for brothers and sisters of adults with disabilities.** 2014. (WM 300 S564 2014 RHB).

This book offers tips on how to talk to your parents about plans for your sibling and a crash course in guardianship, medical & legal issues, and government benefits if you're already caring for a sibling with a disability.



**Sibshops: workshops for siblings of children with special needs.** Donald J. Meyer and Patricia F. Vadasy, 2008. (WS 107.5 R5 M612s 2008 ECI).

This manual details how to set up and hold a “Sibshop” where brothers and sisters of children with special needs are provided an opportunity to meet other siblings in a relaxed, recreational setting to share their feelings and to learn about themselves and others in similar situations.

## ***For Siblings – Selected Children’s Books***

**Big sister now: a story about me and our new baby.** Annette Sheldon, 2006. (805.1 S544b 2006 ECI).

A little girl gets used to sharing her parents with her baby brother and realizes there are some benefits to being a big sister now.

**Evan early.** Rebecca Hogue Wojahn, 2006. (805.1 W847e 2006 ECI).

When Natalie’s baby brother is born too soon, she tries to wait patiently to teach him everything he will need to know, but she misses her parents and begins to resent the time they spend with him at the hospital.

**My brother Charlie.** Holly Robinson Peete, 2010. (WS 107.5 R5 P375m 2010 ECI).

A girl tells what it is like living with her twin brother who has autism and sometimes finds it hard to communicate with words, but whom, in most ways, is just like any other boy.

## **Parenting – Selected E-Books**

The following books and many more titles are available electronically to ECI state and program staff. You may access them on a computer or mobile device.

To access, please contact the library at [library@dshs.state.tx.us](mailto:library@dshs.state.tx.us) or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

- **Beyond behavior management: the six life skills children need.** Jenna Blimes (2012).
- **Foster parenting step-by-step: how to nurture the traumatized child and overcome conflict.** Kalyani Gopal (2013).
- **Grief in young children: a handbook for adults.** Atle Dyegrov (2008).
- **Help! There’s a toddler in the house!: proven strategies for parents of 2- to 6-year-olds to survive and thrive through the mischief, mayhem, and meltdowns.** Thomas M. Reimers (2011).
- **Letters to the home front: positive thoughts and ideas for parents bringing up children with developmental disabilities, particularly those with an autism spectrum disorder.** John Clements (2013).
- **Mastering whole family assessment in social work: balancing the needs of children, adults, and their families.** Fiona Mainstone (2014).
- **Parenting across cultures: childrearing, motherhood, and fatherhood in non-western cultures.** Helaine Selin, 2014.
- **Parenting and substance abuse: developmental approaches to intervention.** Linda C. Mayes, Pajulo Marjukka, and Nancy E. Suchman (2013).
- **Planning and observation of children under three.** Helen Bradford (2012).
- **Ready for air: a journey through premature motherhood.** Kate Hopper (2013).
- **Retro baby: cut back on all the gear and boost your baby’s development with more than 100 time-tested activities.** Anne H. Zachary (2014).
- **Sleep: what every parent needs to know,** 2<sup>nd</sup> ed. Rachel Moon (2013).

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- **Supporting families experiencing homelessness: current practices and future directions.** Beryl Ann Cowan, Staci Perlman, and Mary E. Haskett (2014).
  - **Taking care of your child: a parent's illustrated guide to complete medical care.** Robert H. Pantell (2009).
  - **Understanding families: supportive approaches to diversity, disability, and risk,** 2nd ed. Marci J. Hanson and Eleanor W. Lynch (2013).
  - **What children need to be happy, confident and successful: step by step positive psychology to help children flourish.** Jeni Hooper (2012).
  - **Your premie baby: caring for your premature baby.** Su Laurent (2012).

## Parenting - Selected Websites

The American Academy of Pediatrics has created the website, [Healthy Children](http://www.healthychildren.org), to assist parents with scientific information about raising children. See <http://www.healthychildren.org>

[Kinship Care Resource Kit](http://cdf.childrensdefense.org/site/DocServer/full.pdf?docID=526) provided by the Children's Defense Fund explains what communities need to know about grandparents and other relatives raising children. See <http://cdf.childrensdefense.org/site/DocServer/full.pdf?docID=526>

[Texas Parent to Parent](http://www.txp2p.org). This website was created by parents for families of children with disabilities, chronic illnesses, and other special needs throughout Texas. See <http://www.txp2p.org>

### *For Fathers – Selected Websites*

[National Center for Fathering](http://www.fathers.com) In response to the dramatic trend towards fatherlessness in America, Dr. Ken Canfield founded this nonprofit, scientific, and education organization. The Center provides practical, research-based training and resources that equip men in virtually every fathering situation to be the involved fathers their children need. See <http://www.fathers.com>

### *For Siblings – Selected Websites*

The [Sibling Support Project](http://www.siblingsupport.org) is a national effort dedicated to the life-long concerns of brothers and sisters of people who have special health, developmental, or mental health concerns. See <http://www.siblingsupport.org>

### *For Programs that Assist Families – Selected Websites*

[Promising Practices Network on Children, Families, and Communities](http://www.promisingpractices.net/programs_topic_list.asp?topicid=4), operated by the Rand Corporation, rates home visitation programs and interventions on their effectiveness. See [http://www.promisingpractices.net/programs\\_topic\\_list.asp?topicid=4](http://www.promisingpractices.net/programs_topic_list.asp?topicid=4).

## New Titles – Books

**Children and youth with autism spectrum disorder (ASD): recent advances and innovations in assessment, education, and intervention.** 2014. (WS 350.8 P4 C536 2014 ECI).

This comprehensive book about children on the autism spectrum includes sections covering diagnosis, assessment and measurement; evidence-based practices; health and development; and additional topics such as mindful caregiving, cognitive-behavioral therapy, and family intervention.

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

Drawing upon research in medical and psycho-educational practice with children from birth to 3 years old, this text details the ways in which specialists across disciplines can best support young children with medical and developmental concerns.

**The encyclopedia of infant and toddler activities: for children birth to 3.** 2006. (LB 1139 E56 2006 ECI).

This book of activities was written by teachers for teachers. It includes activities for all parts of the day and to stimulate all types of learning by very young children.

**Focus on babies: how-tos and what-to-dos when caring for infants.** Jennifer Karnopp, 2012. (LB 1139 K18b 2012 ECI).

Complete with tips for creating a developmentally appropriate environment and experiences that stimulate infants' muscles and minds, this book gives readers the tools to craft a quality learning environment. Topics include the caregiver's role, setting up the space, daily planning, child growth and development, addressing multiple intelligences, and evaluating the program.

**Focus on toddlers: how-tos and what-to-dos when caring for toddlers and twos.** Jennifer Karnopp, 2012. (LB 1139 K18 2012 ECI).

The elements of a quality learning environment are not the same for every age. The toddler years are unique. Complete with tips for creating a developmentally appropriate environment and experiences that stimulate muscles and minds, this book gives caregivers the tools to craft a quality learning environment. It explains how to structure a program where toddlers and two-year-olds can learn, play and thrive.

**Games to play with babies,** 3<sup>rd</sup> ed. Jackie Silberg, 2015. (WS 105.5 P5 S582b 2015 ECI).

This book includes a collection of 250 fun-filled games that foster language skills, coordination, problem-solving, imagination, confidence, and dexterity in babies.

**Supporting young children who are dual language learners with or at-risk for disabilities.** 2012. (LC 4019.3 S959 2012 ECI).

This book provides strategies to support young children who are dual language learners and are served in inclusive early childhood settings.

**Teaching Pyramid Observation Tool (TPOT) for preschool classrooms manual.** Mary Louise Hemmeter, 2014. (LB 3051 H489t 2014 ECI).

This manual gives clear instructions on administering the TPOT tool, scoring it, and summarizing and interpreting scores. It will help early childhood programs use the TPOT effectively to promote positive social-emotional outcomes for young children. It is for programs who use the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children.

**Teaching young children with disabilities in natural environments,** 2<sup>nd</sup> ed. Mary Jo Noonan, 2013. (LC 4019.3 N817t 2014).

Focusing on children from birth to 5, this core text gives future professionals specific, evidence-based knowledge on what to teach and how to teach it, with practical methods that fit into naturally occurring activities and routines.

**Vision and the brain: understanding cerebral visual impairment in children.** 2015. (WW 276 V831 2015 ECI).

Cerebral visual impairment (CVI) has become the most common cause of visual impairment in children in the United States. This book is a comprehensive sourcebook of knowledge about CVI and best practices for working with affected children. Chapters illuminate the complexities of vision loss related to brain injury and neurological causes and provide readers with approaches to assessment and intervention.

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*If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax (512) 776-7474, email: [avlibrary@dshs.state.tx.us](mailto:avlibrary@dshs.state.tx.us)*

### Early Childhood Report – December 2016

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Cover Story  
Use photos, movies to expand early learning

Highlights  
Find resources on early childhood homelessness

Eye on Autism: Boost young kids' early math skills

Address transportation in student's IEP

Prevent power imbalance in meetings to reduce conflict

Make electronic IEPs, BIPs easy for teachers to access

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