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Cultural Competence and Bilingual Language Development (updated)

This month we are featuring library resources on cultural competence and bilingual language development.

Check out the new additions to the collection on pages 16-17!

Cultural Competence & Bilingual Language Development – Selected Journal Articles

Differences in language exposure and its effects on memory flexibility in monolingual, bilingual, and trilingual infants. Brito N, Sebastián-Gallés N, Barr R. *Biling: Lang and Cogn.* 2015;18(4):670-682.

Bilingual advantages in memory flexibility, indexed using a memory generalization task, have been reported (Brito & Barr, 2012; 2014), and the present study examines what factors may influence memory performance. The first experiment examines the role of language similarity; bilingual 18-month-old infants exposed to two similar languages (Spanish–Catalan) or two more different (English–Spanish) languages were tested on a memory generalization task and compared to monolingual 18-month-olds. The second experiment compares performance by trilingual 18-month-olds to monolingual and bilingual infants' performance from the first experiment. The bilingual advantage in memory flexibility was robust; both bilingual groups outperformed the monolingual groups, with no significant differences between bilingual groups. Interestingly, an advantage was not found for infants exposed to three languages. These findings demonstrate early emerging differences in memory flexibility, and have important implications for our understanding of how early environmental variations shape the trajectory of memory development.

Differentiation in language and gesture use during early bilingual development of hearing children of Deaf parents. Kanto L, Laakso M, Huttunen K. *Biling: Lang and Cogn.* 2015;18(4):769-788.

Hearing children of Deaf parents simultaneously acquire sign language and spoken language, which have many structural differences and represent two different modalities. We video-recorded eight children every six months between the ages of 12 and 24 months during three different play sessions: with their Deaf parent, with the Deaf parent and a hearing adult, and with a hearing adult alone. Additionally, we collected data on their vocabulary development in both sign language and spoken language. Children as young as 12 months old accommodated their language use according to the language(s) of their interlocutor(s). Additionally, the children used a manual modality that included gestures more frequently and in a more diverse way when interacting with their Deaf parent than with a hearing person.

These findings bring new knowledge about language differentiation and gesture use of bilingual children during the early phases of language acquisition

Differing cognitive trajectories of Mexican-American toddlers: the role of class, nativity, and maternal practices. Fuller B, Bein E, Kim Y, Rabe-Hesketh S. *Hisp J Behav Sci.* 2015;37(2):139-169.

Recent studies reveal early and wide gaps in cognitive and oral language skills--whether gauged in English or Spanish--among Latino children relative to White peers. Yet, other work reports robust child health and social development, even among children of Mexican American immigrants raised in poor households, the so-called "immigrant advantage." To weigh the extent to which Mexican heritage or foreign-born status contributes to early growth, we first compare levels of "cognitive and communicative skills" among children of Mexican American and native-born White mothers at 9 and 24 months of age, drawing from a national sample of births in 2001. Just one fifth of Mexican American toddlers kept pace with the cognitive growth of White toddlers at or above their mean rate of growth through 24 months of age, matched on their 9-month cognitive status. We then assess how factors from developmental-risk or ecocultural theory help to explain which Mexican American toddlers kept pace with White peers. Growth was stronger among toddlers whose family did not live beneath the poverty line, and whose mothers reported higher school attainment, more frequent learning activities, and exhibited steadier praise during a videotaped interaction task, factors more weakly observed among foreign-born Mexican American mothers. We found little evidence that foreign-born mothers exercised stronger home practices that advanced toddlers' early cognitive growth as posited by immigrant-advantage theory. The positive factors emphasized by developmental-risk theory helped to explain variation in the cognitive growth of children of native-born, but not foreign-born, Mexican mothers.

Flexibility in bilingual infants' word learning. Graf EK, Hay J. *Child Dev.* 2015;86(5):1371-1385.

The present experiments tested bilingual infants' developmental narrowing for the interpretation of sounds that form words. These studies addressed how language specialization proceeds when the environment provides varied and divergent input. Experiment 1 (N = 32) demonstrated that bilingual 14- and 19-month-olds learned a pair of object labels consisting of the same syllable produced with distinct pitch contours (rising and falling). Infants' native languages did not use pitch contour to differentiate words. In Experiment 2 (N = 16), 22-month-old bilinguals failed to learn the labels. These results conflict with the developmental trajectory of monolinguals, who fail to learn pitch contour contrasts as labels at 17–19 months (Hay, Graf Estes, Wang, & Saffran, 2015). Bilingual infants exhibited a prolonged period of flexibility in their interpretation of potential word forms.

Fostering Habib's engagement and self-regulation: a case study of a child from a refugee family at home and preschool. Haines SJ, Summers JA, Turnbull AP, Turnbull HR, and Palmer S. *Topics Early Child Spec Educ.* 2015;35(1):28-39.

Developing children's self-regulation and engagement skills are primary goals of early childhood education. These skills are fostered in both home and preschool environments and can lead to improved educational outcomes. This qualitative case study investigated how a refugee family and Head Start teachers fostered the self-regulation and engagement skills of a 4-year-old boy at risk for disability. It found that adult expectations and practices related to protection, intervention, and affective response in his home environment differed greatly from those in his Head Start environment. His skills steadily improved in both settings during the 4-month study's duration. Implications include using a framework of the three domains—protection, intervention, and affective response—to guide future research.

In the eyes of the beholder: cultural considerations in interpreting children's behaviors. Friesen A, Hanson M, Martin K. *Young Except Child.* 2015;18(4):19-30.

Javiero loves coming to his Head Start program. However, he is not able to do many things independently. For example, he holds back and waits for the teaching assistant to help him eat during lunchtime and then dress him to go outside for outdoor play. Javiero is also not fully toilet trained. His teacher notes that Javiero's grandmother is very attentive to him when she comes to pick him up, being quick to clean and pack his bag for him. When encouraged to let Javiero get ready himself, his grandmother is quick to respond that she loves to take care of her baby. His teachers feel that he needs to be evaluated for potential delays. At circle time, Eloni refuses to look up

at the teacher when she asks him a question. He rarely initiates contacts with adults even though he seems happy and plays appropriately with the other children at preschool. His teacher is concerned that he is too shy and withdrawn. She consults with another preschool teacher who points out that based on her experience with this family, she believes that Eloni is showing respect for the teacher by not looking her in the eye; he is behaving properly as he has been taught in his community and valued by his family. Destiny's teacher, Miss Amanda, describes her as a "little live wire". She observes that Destiny usually sasses back when asked to put the toys away, and Destiny often interrupts the other children and bosses them around in the play area. Miss Amanda makes an appointment to talk with Destiny's mother about this troubling aggressive behavior and the need to develop a behavior plan. Destiny's mother is a bit taken aback and indicates that she wants Destiny to be able to stand up for her rights and take care of herself.

Infants prefer tunes previously introduced by speakers of their native language. Soley G, Sebastián-Gallés N. *Child Dev.* 2015;86(6):1685-1692.

Infants show attentional biases for certain individuals over others based on various cues. However, the role of these biases in shaping infants' preferences and learning is not clear. This study asked whether infants' preference for native speakers (Kinzler, Dupoux, & Spelke, 2007) would modulate their preferences for tunes. After getting equal exposure to two different tunes introduced by two speakers, 7-month-olds (N = 32) listened longer to the tune that was introduced by a native speaker compared to the tune that was introduced by a foreign speaker. This suggests that the social-emotional context in which exposure to stimuli occurs influences auditory preferences, and that the early emerging attentional biases might have important ramifications regarding social learning in early infancy.

Influence of culture in infant-toddler child care settings. Test J. *Zero Three.* 2015;35(4):19-26.

It is not only in families that young children are influenced to become members of their culture. Around the world and within individual countries, culture influences how care is provided to infants and toddlers in child care settings. In turn, infants and toddlers begin to learn how to act and think as members of their culture. From ways that teachers handle conflicts between toddlers, to how teachers manage transitions, to the organization of groups and physical environments, to more conscious transmission of culture through curriculum, culture influences infants and toddlers to become cultural beings that function well within their culture. This article explores cultural variations in group care and what infants and toddlers learn from these practices about being members of a culture.

New directions in Tribal early childhood programs. Bohanon K. *Zero Three.* 2016;36(3):26-35.

This article explores the efforts of tribal communities to build more coordinated and effective early childhood systems by taking advantage of federal funding opportunities and partnerships. Given a new level of understanding and response from federal agencies regarding the unique nature of tribal communities, efforts are being made to acknowledge the need for adaptability and the importance of cultural and geographical context impacting the development of strong early childhood systems in tribal communities. This article highlights these partnerships and the programs and initiatives involved in them, including specific examples of tribes taking advantage of the opportunity to build more responsive, coordinated, and sustainable systems of care for the young children and families they serve.

Supporting Pakistani and Chinese families with young children: perspectives of mothers and health visitors. Hogg R, de Kok B, Netto G, Hanley J, Haycock-Stuart E. *Child Care Health Dev.* 2015;41(3):416-23.

Background: In the UK, public health nurses (health visitors) provide support and advice to families with young children, including those from minority ethnic communities. While the need for cultural sensitivity is being increasingly recognized, the factors which contribute to this sensitivity are poorly understood. The Pakistani and Chinese communities constitute the two largest minority ethnic groups in Scotland. This study explored Pakistani and Chinese women's experience of motherhood and of the health visiting service and public health nurses' experiences of working with Chinese and Pakistani mothers. Methods: Semi-structured individual interviews were carried out with 16 Pakistani and 15 Chinese mothers. Eight health visitors took part in two focus groups. The study was undertaken in an urban area of Scotland. Data were analysed thematically. Findings: Chinese and

Pakistani mothers negotiate complex processes in order to ensure that their children maintain their own ethnic identity while fitting in with their peers in their adopted country. Health visitors were seen as supportive, although sometimes advice and information given was culturally inappropriate, and their role was often poorly understood. Health visitors were anxious to be sensitive to families' religious and cultural beliefs. Conclusions: Cultural sensitivity is an important factor in providing appropriate advice and help to Pakistani and Chinese families, and involves health visitors in considering views and practices on parenting which may differ across cultures, including their own. Family characteristics need to be understood on an individual basis, rather than making assumptions about clients' cultural norms and lifestyles. This is best achieved by exploring with mothers if they understand the advice and information they are being offered and also if it is appropriate to their cultural and religious beliefs.

Systematic review of engagement in culturally adapted parent training for disruptive behavior. Butler AM, Titus C. *J Early Interv.* 2015;37(4):300-318.

This article reviews the literature reporting engagement (enrollment, attendance, and attrition) in culturally adapted parent training for disruptive behavior among racial/ethnic minority parents of children ages 2 to 7 years. The review describes the reported rates of engagement in adapted interventions and how engagement is analyzed in studies, methods to develop adaptations, and adaptations that have been implemented. Seven studies are identified. Parental engagement varied across and within studies. Only one study examined whether adaptations improved engagement compared with non-adapted intervention. Frequent methods to develop adaptations were building partnerships or conducting interviews/focus groups with minority parents or community members. Adaptations included addressing cultural beliefs (perceptions of parenting skills), values (interdependence), or experiences (immigration) that affect parenting or receptivity to interventions; ensuring racial/ethnic diversity of interventionists; and addressing cultural relevancy and literacy level of materials. Future research should examine engagement in adapted interventions compared with non-adapted interventions and examine factors (e.g., immigration status) that may moderate impact on engagement.

Trajectories of ethnic-racial identity and autonomy among Mexican-origin adolescent mothers in the United States. Umaña-Taylor A, Updegraff K, Jahromi L, Zeiders K. *Child Dev.* 2015;86(6):2034-2050.

This study examined trajectories of ethnic-racial identity (ERI) and autonomy development among Mexican-origin adolescent females in the United States (N = 181; Mage at Wave 1 = 16.80 years, SD = 1.00) as they transitioned through the first 5 years of parenthood. Trajectories of ERI and autonomy also were examined in relation to psychosocial functioning. Unconditional latent growth models indicated significant growth in autonomy, ERI resolution, and ERI affirmation from middle to late adolescence. Conditional latent growth models indicated that autonomy and ERI exploration growth trajectories were positively associated with psychosocial adjustment. Although adolescent mothers are experiencing transitions that are not normative during adolescence, they also engage in normative developmental processes, and their engagement in such processes is linked with better adjustment.

Cultural Competence & Bilingual Language Development – Selected Audiovisuals

Addressing diversity. 20 min. 2007. (DD0370).

Building strength from employee differences is crucial to success. This session helps employees understand and appreciate diversity. Participants learn of the consequences of stereotyping, what to do if they suspect there is a diversity problem, and six techniques to encourage understanding and acceptance within the workplace.

NEW! Cultural awareness in healthcare: an action plan. 17 min. 2014. (DV0892).

This program explains the importance of providing culturally and linguistically appropriate care. It describes the CLAS (Culturally and Linguistically Appropriate Services in Health and Health Care) standards put forth by the U.S. Department of Health and Human Services and the categories within those standards. It gives guidance in establishing and implementing an action plan that recognizes and enforces the CLAS standards.

Cultural competence. 59 min. 2006. (DV0550).

This program outlines diverse cultural beliefs regarding child rearing and the role of the family in personal decisions. It reviews the seven steps to developing cultural competence.

Developing cultural competence. 40 min. 2002. (DV0169).

This program teaches how to develop cultural awareness and competence, both individually and within health care organizations. Topics include family, personal space, eye contact, touch, gestures, verbal communication style, time orientation, and beliefs about medicine, illness, and health. Interviews with experts in the field provide further insight into the impact of culture on health care.

Diversity in the workplace. 23 min. 2012. (DD0620).

This program was filmed in Australia. In workplaces, as in any other part of society, people are diverse. Using dramatized scenarios, this program shows how a wide range of personnel can work together successfully. Topics covered include the scope of diversity, responding sensitively, knowing the guidelines, communicating appropriately, and building on diversity.

Essential connections: ten keys to culturally sensitive child care. 36 min. 2006. (DD0322).

Culture is the fundamental building block of identity. Through cultural learning, children gain a feeling of belonging, a sense of personal history, and a security in knowing who they are and where they come from. This DVD recommends ways to structure and run child care programs to strengthen children's connections with their families and their home culture.

Great minds on respect, tolerance, and diversity. 4 min. 2006. (DV0593).

This meeting opener without dialogue contains quotes from John F. Kennedy, Albert Einstein, Mark Twain, and Dr. Martin Luther King Jr. on respect, tolerance, and diversity.

History of the U.S. child welfare system and disproportionality. 60 min. 2008. (DD0253).

Dr. Carol Spigner delivers a lecture on the history of child welfare and the disproportionate number of children of color in the child welfare system.



It's about respect: recognizing harassment in a diverse workplace. 19 min. 2013. (DV0849).

This program is set in an office environment and uses humor to expose typical hostile environment scenarios. Dramatized re-enactments with characters who have been harassed, often innocently, effectively portray the target's perspective. It defines harassment and explains harassment based on sex, age, appearance, national origin, and religion. Viewers get advice on what to do if they are being harassed.

Language is the key: talking and books; talking and play. 44 min. 2006. (DD0506).

These DVDs address the needs of professionals and paraprofessionals who work with young children with language disorders. They are particularly helpful for programs that serve children from linguistic minority backgrounds and their families. The program and strategies are also appropriate for teachers and parents of children who are typically developing (2-4 age range). *Talking & books* shows how to use picture books to promote language development and early literacy. It teaches dialogic reading strategies. *Talking & play* shows how to promote language and literacy when children are engaged in play or everyday activities. The program reinforces the dialogic reading strategies taught in *Talking & books* and helps trainees transfer the strategies to different settings.

NEW! Making noise in silence. 20 min. 2014. (DD0704).

This film explores the richness and complexities of Deaf culture from the perspective of two Korean high school students who attend the California School for the Deaf, Fremont. Born and raised in South Korea, Jeongin Mun and Min Wook Cho have strong ties to their Korean heritage and learned Korean as their first language. However, what separates Jeongin and Min Wook from most children of immigrant families is that they are also deaf. When

their families moved to the United States, their deafness automatically put them into an entirely separate cultural group with its own language, customs, and history.

Native Americans. 47 min. 1996. (DD0592).

This program explores the many similarities among tribal nations, including a profound respect for nature, myth, and tradition; matriarchal governance; a communal lifestyle; a belief in an afterlife; and the use of pictographs, symbols, and patterns rather than an alphabet-based language. The Native Americans' near extinction, brought on by contact with nonindigenous peoples, is discussed, along with the renewal of Native American culture demonstrated by present generations. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Native Americans: celebrating traditions. 30 min. 2001. (DD0593).

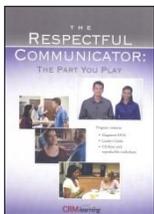
Once forced to hide their heritage, Native Americans now enjoy both an acceptance and a celebration of their history and culture. By presenting the experiences of Native Americans from a wide array of fields including artisans, performers, and teachers, this program shows how many tribes are returning to the traditions and spirituality of their ancestors. Among those interviewed are Kevin Locke, award-winning Native American vocalist; Wilma Mankiller, the first woman in modern history to lead a tribe; and Richard West, Director of the Smithsonian Institution's National Museum of the American Indian. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

One child two languages in action. 120 min. 2008. (DD0310).

Teachers will learn how to collect information from parents about children's home language skills, communicate effectively with second language learners, choose activities that foster primary language and literacy skills, and use assessment tools to evaluate first and second language development.

Promoting language and literacy. 29 min. 2003. (DD0405).

Caregivers listen and respond to children's communication and discuss the use of signs to enhance communication. They suggest ways to assist children who may show language delays and whose home language is different than English. They demonstrate sharing books from early infancy through the second year. To prepare for later literacy, caregivers use pictures and photos and introduce materials for scribbling and representation.



Respectful communicator: the part that you play. 15 min. 2011. (DV0859).

In today's diverse workplace, a number of things can undermine successful communication, including a perceived lack of respect or inclusion. This program shows how taking a few extra steps can keep misunderstanding to a minimum. It illustrates how to communicate clearly without demeaning, devaluing, or offending others.

Supporting cultural and linguistic diversity in early intervention and early childhood special education. 106 min. 2011. (DD0502).

This DVD contains 4 sections that cover issues professionals will encounter as they work with culturally and linguistically diverse children and families. *Plan activities and routines that reflect the diversity of children in the class* (144 min.): educators work together to embed children's home languages in everyday routines. *Partner with families to support dual language learning* (30 min.): viewers see first-hand how bilingual parents support children's dual language development at home. *Conduct culturally responsive early intervention*: four culturally and linguistically diverse early interventionists share their experiences working with families of different backgrounds and give viewers practical guidance on helping families promote early language development. *Collaborate with interpreters*: viewers learn the characteristics of effective interpreters and how teachers and interventionists can partner with them.

Them and us. 22 min. 2007. (DD0544).

This DVD explores common thinking habits to show how they easily lead to hidden assumptions, bias, and prejudice. Viewers learn that all cultures assume their ways are best and natural. Some simple habits of perception illustrate how “people typing” and stereotypes are extensions of how our brains work to make sense of the world.

Cultural Competence & Bilingual Language Development – Selected Books

50 strategies for communicating and working with diverse families. Janet Gonzalez-Mena, 2010. (275 G643f 2010 ECI).

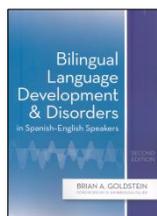
There are all different kinds of families and this book will help teachers feel more comfortable and be more effective in dealing with them. The book discusses honoring and working with diversity, how to deal with holiday issues, working with fathers, communicating and meeting with families, and gives tips for challenging conversations.

NEW! Addressing racial disproportionality and disparities in human services: multisystemic approaches.

Joyce James, Carolyne Rodriguez, Rowena Fong, and Alan Dettlaff, 2015.

The issue of racial disproportionality in the child welfare system, particularly as it impacts African-American children and families, has long been a concern to practitioners and policymakers. However, disproportionality is not limited to the African-American community. Latino, Native-American, Asian-American, and Pacific Islander populations experience inequities in treatment. From leading voices on culturally-competent care comes a book that examines disproportionalities across all of these racial and ethnic groups. Chapters are devoted to the juvenile justice system, mental health, the courts, education, and healthcare. Filled with in-depth case studies, key terms, study questions, and resources, this book gives students, educators, policymakers, administrators, and practitioners new knowledge for providing culturally competent services while simultaneously addressing disproportionality across various systems of care. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Anti-bias education for young children and ourselves. Louise Derman-Sparks and Julie Olsen Edwards, 2010. (275 D435 2010 ECI). This book aims to support children’s full development in our multiracial, multilingual, multicultural world and to give them the tools to stand up to prejudice, stereotyping, and bias. The book begins with a conceptual overview of an anti-bias education approach, then gives basic teacher tools, and finally provides specific curriculum ideas for various anti-bias topics.



Bilingual language development and disorders in Spanish-English speakers. 2011. (535 B595 2011 ECI).

This book is intended to bridge the gap between research and practice by summarizing what is known about language development and disorders in Spanish-English bilingual children and relating it to implications for assessment and intervention.

Bilingualism in development: language, literacy, and cognition. Ellen Bialystok, 2001. (WS 105.5 C8 B576 2001 ECI).

In this book the author presents her theoretical framework for cognitive development and language processing in bilingual children during the preschool years. The author examines language acquisition, metalinguistic ability, literacy, and problem solving. Through studies using different methodologies, she shows that bilingualism has a significant impact on children’s ability to selectively attend to relevant information.

Blindspot: hidden biases of good people. Mahzarin Banaji, 2013. (BF 575 B212b 2013 RHB).

Blindspot is the author’s metaphor for the portion of the mind that houses hidden biases. Banaji questions the extent to which our perceptions of social groups, without our awareness or conscious control, shape our likes and dislikes and our judgments about people’s character, abilities, and potential.

Childhood bilingualism: research on infancy through school age. 2006. (WS 105.5 C8 C536 2006 ECI).

This book addresses research on multiple aspects of bilingual development in infants and children, including oral language perception and production and literacy. The book is divided into three major parts: processing two languages; learning two languages; and literacy in two languages.

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

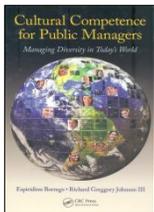
This book explains how to understand and practice multicultural infant-family mental health. The book includes clinical case studies with practical applications. A 7-part framework for analyzing family, infant, and clinician cultural perspectives is included. Ideas are given for improving and energizing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

Conducting child assessments. Mary McLean, 2000. (520 M163 2000 ECI).

The author encourages early childhood professionals to ask themselves three questions before performing an assessment. Can a child's behavior and pattern of development be explained by language or cultural differences? Which language should be used in the assessment? Are the assessment strategies tailored to the child and family?

Cross-cultural considerations in early childhood special education. 2001. (275 C976 2001 ECI).

This report provides a definition of culture and identity along with an overview of common issues in cross-cultural communication. The authors discuss how different cultures view disability, health, and a child's social role. They also examine the relationship between cultural context and parenting.



Cultural competence for public managers: managing diversity in today's world. Espiridion Albert, 2012. (275 B737 2012 RHB).

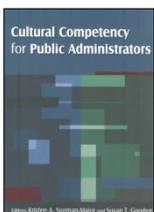
This book offers guidance on how to become a leader in developing cultural competence in your organization. It provides a conceptual foundation and successful examples for developing cultural competence. Terms such as cultural competency are defined. Practical standards and performance measures, coaching and mentoring guides, checklists, and exercises are provided.

Cultural competency: a practical guide for mental health service providers. Delia Saldaña, 2001. (275 S162 2001 RHB).

In recent years, the United States, and especially Texas, has witnessed a phenomenal expansion in the cultural diversity of its population. As can be expected, this abundance of cultures and ethnicities has presented tremendous challenges and opportunities to mental health professionals. This guide offers mental health professionals a better understanding of the factors that can affect their counseling and suggests ways to improve and enrich services for their ethnically diverse clientele.

Cultural competency for health administration and public health. Patti Renee Rose, 2011. (WA 18 R797c 2011 MRL).

This book introduces the topics and tools necessary for the application of cultural competency processes in various healthcare settings. Students who read this book will come away with a systematic approach to the method of achieving cultural competence.



Cultural competency for public administrators. 2012. (275 C967 2012 RHB).

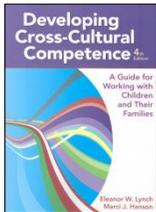
With a focus on a broad spectrum of topics, race, ethnicity, gender, disability, and sexual orientation at the federal, tribal, state, and local levels, this book equips readers to better understand the complex, real-world challenges public administrators confront in serving an increasingly diverse society.

Cultural reciprocity in special education: building family-professional relationships. Beth Harry and 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.

Culturally and linguistically sensitive practices in motor skills intervention for young children. Yash Baghwanji, Rosa M. Santos, and Susan A. Fowler, 2000. (545 B144 2000 ECI).

This report discusses factors that impact motor development in young children. It summarizes quality indicators in the area of motor intervention. In addition, it explores the extent to which motor intervention indicators are sensitive to linguistic and cultural differences.



Developing cross-cultural competence: a guide for working with children and their families, 4th ed. Eleanor W. Lynch and Marci J. Hanson, 2011. (275 L987d 2011 ECI).

This book offers practical advice for working with children and families of diverse heritage. With insight from their own racial, cultural, and linguistic backgrounds, the chapter authors contribute wisdom about the influence of different cultures on people's beliefs, values, and behaviors. Their knowledge helps professionals learn how to embrace diversity in intervention services and foster respectful and effective interactions with people of many cultures.

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

This book explores the rich diversity encountered in programs and environments for children, ages birth to 8, including those serving children with special needs. The emphasis is on the practical and immediate concerns of the early childhood professional and family service worker. It also discusses poverty, family expectations, and appropriate discipline.

The diversity training activity book: 50 activities for promoting communications and understanding at work. Jonamay Lambert, 2010. (751 L222 2010 RHB).

This guide presents a collection of 50 exercises that help participants to examine their assumptions and expectations about other cultures and to become more aware of their own culture and its values. Sections include diversity icebreakers; culture and diversity; change, communication, and conflict resolution; gender at work; and culture and career transitions.

Dual language development and disorders: a handbook on bilingualism and second language learning. Fred Genesee, Johanne Paradis, and Martha B. Crago, 2010. (535 G327 2010 ECI).

For professionals working with children who are bilingual or learning a second language during early childhood, it can be difficult to determine whether typical language development or a disorder is present. This comprehensive resource on bilingual and second language acquisition can help. This book dispels many myths about dual language development.

Families, infants, and young children at risk: pathways to best practice. Gail L. Ensher, 2009. (556 E59f 2009 ECI).

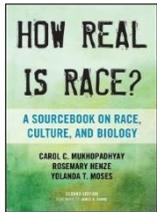
This book explains the neurological and psychosocial development of children from birth to 8. It covers a full range of issues in early childhood special education including cultural diversity.

[The guide to culturally competent health care](#), 3rd ed. Larry D. Purnell, 2014.

This electronic resource helps health care professionals interact with people from a cultural background different than their own. It provides a summary of issues to be aware of, including cultural variations regarding personal space, dietary preferences, communication, symptom management, activities of daily living, and religious and health practices. This title is available through Stat!Ref. Contact the library at (512) 776-7559 for more information.

Health literacy from a to z: practical ways to communicate your health message. Helen Osborne, 2013. (WA 590 O81h 2013 MRL).

This book for healthcare professionals gives practical advice on how to communicate with patients and their families so that they all truly understand the message. It discusses the importance of taking into account different cultures and strong emotions. It gives tips on how to communicate using forms, technology, visual aids, and more.

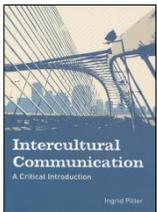


How real is race?: a sourcebook on race, culture, and biology, 2nd ed. Carol Chapnick Mukhopadhyay, Yolanda T. Moses, and Rosemary C. Henze, 2014.

What is biological fact, what is fiction, and where does culture enter? What do we mean by a “colorblind” or “postracial” society, or when we say that race is a “social construction”? If race is an invention, can we eliminate it? This book employs an activity-oriented approach to address these questions and engage readers in unraveling and rethinking the contradictory messages we so often hear about race. The authors systematically cover the myth of race as biology and the reality of race as a cultural invention, drawing on biocultural and cross-cultural perspectives. They then extend the discussion to hot-button issues that arise in tandem with the concept of race, such as educational inequalities; slurs and racialized labels; and interracial relationships. In so doing, they shed light on the intricate, dynamic interplay among race, culture, and biology. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

An individualized perspective of family support services: a review of the literature. Rosa M. Santos and Chun Zhang, 2001. (271.3 S234i 2001 ECI).

This report examines the extent to which current practices, particularly the DEC recommended practices for family support services, reflect an awareness and understanding of culturally and linguistically diverse families.



Intercultural communication: a critical introduction. Ingrid Piller, 2011. (275 P641 2011 ECI).

This book provides an overview of the field of intercultural communication. It discusses the importance of language and culture in a global marketplace. It highlights the use and prestige of different languages and language varieties as well as the varying access that speakers have to them. It includes case studies from around the world.

Intercultural interaction: a multidisciplinary approach to intercultural communication. Helen Spencer-Oatey and Peter Franklin, 2009.

This book provides rapid and authoritative access to current ideas and practice in intercultural communication. Drawing on concepts and findings from a range of different disciplines and using authentic examples of intercultural interaction to illustrate points, it offers a wealth of insights into the process. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

NEW! Leading with cultural intelligence. David A. Livermore, 2015.

Business today is global and success requires a new set of skills. But not to worry, whether you’re negotiating with vendors in Asia, exploring potential markets in Africa, or leading a diverse team at home, you don’t have to master the nuances of every culture you encounter. With Cultural Intelligence, or CQ, you can lead effectively in any context. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Malik goes to school: examining the language skills of African American students from preschool-5th grade. Holly K. Craig and Julie A. Washington, 2006. (WS 105.5 C8 c886m 2006 ECI).

This book synthesizes a decade of research on the language of African American students and the implications of this research for educational planning and clinical assessment. It provides a specific set of procedures for conducting culture-fair language evaluations with African American preschooler to 5th graders.

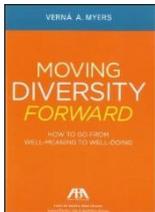
NEW! Many languages, building connections: supporting infants and toddlers who are dual language learners. Karen N. Nemeth, 2012. (LB 1140.5 L3 N464 2012 ECI).

This book outlines adaptable strategies that caregivers of children younger than the age of three need to feel confident that they know how language develops, how cultural differences can come into play, and how to assess an individual child's situation to provide appropriate support. From welcoming diverse families and engaging them to participate in a child care program to creating nurturing communities that value and support each child's home language while also fostering English acquisition, the helpful strategies included in this book will prepare caregivers for the diverse reality they encounter in their work.

Medical management of vulnerable and underserved patients: principles, practice, and populations.

Talmadge E. King and Margaret B. Wheeler, 2007. (WA 300 M489 2007 MRL).

This book includes chapters on home visits, underserved children, and the family as the context for care.



Moving diversity forward: how to go from well-meaning to well-doing. Verna A. Myers, 2011. (HF 5549.5 M996 2011 MRL).

This book explains what some of the structural barriers are to providing true equality in the workplace for minorities. Meyers also gives practical suggestions for improving the current situation. Although aimed at law firms, the principles apply to any organization. The author uses a dance metaphor throughout the book to make her point, for example, "diversity is being invited to the party; inclusion is being asked to dance."

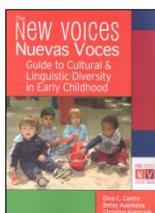
Moving towards cross-cultural competence in lifelong personnel development: a review of the literature.

Ann H. Hains, Eleanor W. Lynch, and Pamela J. Winton, 2000. (275 H152 2000 ECI).

This report describes the status of cultural and linguistic diversity in the early intervention workforce; discusses the issues of preparing a diverse workforce from an individual, program, and systems level; and recommends practices and strategies.

Multicultural manners: essential rules of etiquette for the 21st century. Norine Dresser, 2005. (BJ 1854 D773m 2005 RHB).

This book provides solid information about ways to improve cross cultural interactions. It is divided into two sections: Part 1 - *The new rules of communication*, which organizes miscommunication according to major issues, for example, body language, child rearing practices, etc.; and Part 2 - *Clearing cultural confusion*, in which information is presented geographically and alphabetically by cultural groups.

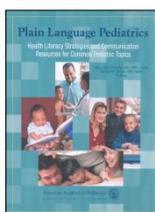


The new voices, nuevas voces guide to cultural and linguistic diversity in early childhood. Dina Carmela Castro, 2011. (LB 1139.3 C355n 2011 ECI).

This book is a professional development course written to provide in-depth practical guidance for early childhood program staff to learn how to be culturally aware. It has five modules and will assist staff in working effectively with diverse children and their families.

One child, two languages: a guide for preschool educators of children learning English as a second language, 2nd ed. Patton O. Tabors, 2008. (LB 1139.3 T114o 2008 ECI).

This guide, written expressly for teachers, offers the specific techniques needed to facilitate the natural progression of second-language acquisition in young children. Teachers will learn how to create a supportive classroom environment for these children and effective ways to measure progress, address individual differences, and work with parents while acknowledging the importance of children's home languages and cultures.



Plain language pediatrics: health literacy strategies and communication resources for common pediatric topics. 2009. (WS 100 P698 2009 ECI).

Although this book was written for physicians, early intervention specialists might find it useful. The first part of this book was written to encourage pediatricians to consider health literacy when they are speaking with patients or their parents. It contains easy-to-understand handouts that cover a variety of acute, chronic, and preventive conditions such as asthma, ADHD, ear infections, and proper doses of medications. Handouts are available in Spanish and English.

Practical approaches to early childhood professional development: evidence, strategies, and resources.

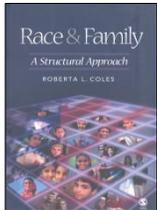
Pamela J. Winton, 2008. (560 P898 2008 ECI).

This book provides an organized and accessible format for building quality and qualifications into professional development programs for early childhood educators. It stresses cultural and linguistic diversity and discusses how to work with parents.

Preschool second language acquisition: what we know and how we can effectively communicate with young second language learners.

Janet Quinones-Eatman, 2001. (535 Q42p 2001 ECI).

This technical report presents concrete ways of meeting recommended practice by providing an overview of principles and practices in the area of second language acquisition. It discusses some of the major theories in this area, and how this acquisition can be influenced by multiple variables, especially the presence of a disability.



Race and family: a structural approach.

Roberta L. Coles, 2006. (275 C693 2006 ECI).
This book illustrates overarching structural factors affecting all families as opposed to examining each ethnicity in isolation. By focusing on various structural factors such as demographic, economic, and historical aspects, this book analyzes various family trends in a cross-cutting manner to illuminate the similarities and distinctions among all racial and ethnic groups.

Raising a bilingual child: a step-by-step guide for parents.

Barbara Zuer Pearson, 2008. (535 P361r 2008 ECI).

This book provides scientific arguments for raising a child bilingually and practical steps parents can take to integrate two or more languages into a child's daily routine. It also contains first-hand accounts from parents and dispels myths about bilingualism.

Recruiting, retaining, and promoting culturally different employees.

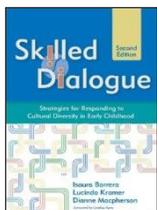
Lionel Laroche, 2007. (HF 5549.5 L326r 2007 MRL).
Employees from other countries may find adapting to the North American work environment to be quite a challenge. Laroche explains how to find and keep employees from other countries at the job.

Roots and wings: affirming culture in early childhood programs.

Stacey York, 2003. (LB 1139.3 Y63r 2003 ECI).
This book, which presents a practical introduction to multicultural and anti-bias issues for those who work with children and families in early childhood settings, includes a blend of theory and practice in the activities, examples, and staff training recommendations.

Sensitivity to cultural and linguistic diversity in early intervention family information gathering.

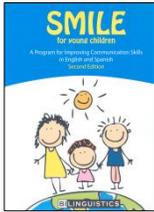
Ronald A. Banks, 2001. (271 B216s 2001 ECI).
This report provides an overview of the family information gathering process in early intervention by presenting a brief overview of four common philosophies and examines the strategies most typically used.



Skilled dialogue: strategies for responding to cultural diversity in early childhood, 2nd ed.

Isaura Barrera, Lucinda Kramer, and T. Dianne Macpherson, 2012. (275 B272 2012 ECI).

With this proven model for respectful, reciprocal, and responsive communication, pre- and in-service educators and interventionists will understand culture as a dynamic that shapes the behaviors and beliefs of all people; actively communicate respect for what others believe, think, and value; resolve issues creatively by integrating diverse perspectives from all parties; strengthen inclusive assessment and instruction; reframe differences between practitioners and families as complementary, not contradictory; leverage cultural diversity as a strength rather than a "problem" or risk factor; avoid stereotypes based on culture and ethnicity; gain critical insight into the effects of trauma and how it interacts with culture; and establish collaborative relationships rather than seeking control over others.

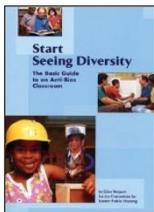


SMILE for young children: a program for improving communication skills in English and Spanish. Scott Prath, 2012. (535 P912s 2012 ECI).

This book was developed for families and speech-language pathologists who work with English- and Spanish-speaking families enrolled in early childhood intervention programs in Texas. SMILE is an acronym for five strategies (sign, model, imitate, label, and expand). These strategies have been found to improve communication skills in infants and toddlers. Basic information on speech and language development as well as guidelines for interventionists are included.

The spirit catches you and you fall down: a Hmong child, her American doctors, and the collision of two cultures. Anne Fadiman, 2012. (WA 30 F145s 2012).

This book explores the clash between a small county hospital in California and a refugee family from Laos. The clash is over the proper care of a Hmong child diagnosed with severe epilepsy. The true story explains why cross-cultural understanding and communication about medical beliefs is very important in order to obtain quality medical care.



Start seeing diversity: the basic guide to an anti-bias classroom. Ellen Wolpert, 2005. (LC 1099 W65 2005 ECI).

This training handbook provides a framework for understanding bias among preschool children. Nine detailed chapters treat six areas of bias: gender, age, sexual orientation, race and ethnicity, economic class, and physical abilities. Wolpert explains the goals and guiding assumptions of the anti-bias curriculum. Accompanying discussion questions encourage readers to examine their own memories and experiences. This book has a companion DVD (DD0635).

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

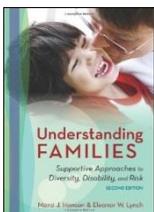
This book provides strategies to support young children who are dual language learners and are served in inclusive early childhood settings.

NEW! Transcultural competence: navigating cultural differences in the global community. Jerry Glover, 2015. (HM 621 G568 2015 RHB).

This book provides a framework for addressing cultural conflicts within organizations, not just for consulting and organizational psychology practitioners, but for a broad spectrum of professionals, executives, and community leaders.

Transition is more than a change in services: the need for a multicultural perspective. Deborah A. Bruns and Susan A. Fowler, 2001. (556.8 B898t 2001 ECI).

In this report, conclusions are offered regarding transition practices and their congruence with recommended practices. Five factors, the 5C's (community context, collaboration, communication, family concerns, and continuity), are presented as additional principles to guide the development and utilization of transition practices for families from culturally and linguistically diverse groups.



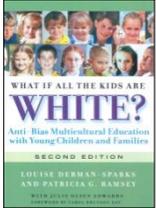
Understanding families: supportive approaches to diversity, disability, and risk, 2nd ed. Marci J. Hanson, 2013. (HV 697 H35 2013 ECI).

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

Using 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. Applying Isaura Barrera's Skilled Dialogue approach to challenging interactions of all types, be they between adults and children or only between adults, this guide works because it transforms the behavior of everyone: young children with special needs, early childhood professionals, and families.



What if all the kids are white?: anti-bias multicultural education with young children and families, 2nd ed. Louise Derman-Sparks and Patricia G. Ramsey, 2011. (LB 1139.3 P435w 2011 ECI).

This book proposes seven learning themes to help young white children resist messages of racism and build identity and skills for thriving in a country and world filled with diverse ways of being. It includes teaching strategies for early childhood settings, activities for families and staff, and reflection questions.

White teacher. Vivian Gussin Paley, 2000. (LB 1139.3 P158w 2000 ECI).

This is a personal account of a teacher's experiences teaching kindergarten in an integrated school within a predominantly white, middle-class neighborhood. It demonstrates how teachers and students learn about their own and other cultural identities and confront their perceptions of race.

Working with interpreters to plan early childhood services with limited English proficient families. Yoshi Ohtake, 2001. (275 O38 2001 ECI).

This report contains recommendations to promote effective communication among family members, professionals, and untrained interpreters during IEP/IFSP meetings and family conferences.

Cultural Competence & Bilingual Language Development – Websites

Bilingual language development: This website is a place where parents raising children in more than one language and culture can find inspiration, tools, advice, wisdom, and support! See <http://www.multilingualliving.com/>.

The National Center on Cultural and Linguistic Responsiveness has created a series of handouts designed to provide staff and families with basic information on topics related to children learning two or more languages. For the handouts and additional information, see <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html>.

Policy brief on cultural and linguistic competence in family supports by the National Center for Cultural Competence is available at <http://nccc.georgetown.edu/documents/FamilySupports.pdf>.

Position statements, tools, and articles on cultural competence from the National Association for the Education of Young Children are found at <http://www.naeyc.org/policy/statetrends/gris/culturalcompetence>.

Preschool multicultural activities: Find many ideas for celebrating diversity with preschool students at <http://www.preschoolrainbow.org/multicultural.htm>.

Resources to help workers, agencies, and systems better understand and enhance their cultural competence are provided by the U.S. Dept. of Health and Human Services, Administration for Children and Families, at <https://www.childwelfare.gov/systemwide/cultural/>.

Responsiveness to all children, families, and professionals: integrating cultural and linguistic diversity into policy and practice is a position paper by The Council for Exceptional Children's Division for Early Childhood. It is located at http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity.pdf.

Self-assessment checklist for personnel providing services and supports to children with disabilities & special health needs and their families: promoting cultural diversity and cultural competency is available at <http://nccc.georgetown.edu/documents/ChecklistCSHN.pdf>.

Health Resources in Languages Other than English:

EthnoMed: This website contains information about cultural beliefs, medical issues, and other related issues pertinent to the care of recent immigrants to the US. See <http://ethnomed.org/>.

Healthy Roads Media: Health-literacy, illness, aging, disability, and language are all issues that can pose barriers to obtaining basic health information. This site contains free health education materials in a number of languages and a variety of formats: <http://www.healthyroadsmedia.org/>.

New Additions – Books

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

This book provides strategies that address the needs of young children who exhibit challenging behaviors and are served in inclusive settings. It presents the pyramid model of behavior management. One chapter discusses using visual supports to promote appropriate behavior in young children with autism.

Blending practices for all children. 2014. (LC 4019.3 B647 2014 ECI).

This book provides perspectives on blended practices for all young children served in inclusive settings. It discusses adapting lesson plans for preschoolers, delivering individualized instruction during classroom activities, preparing professionals to support children of diverse abilities, and more.

Children mourning, mourning children. Kenneth J. Doka, 2014.

This book considers two issues: the grief of children and the grief over children. Included in the volume are significant studies that have contributed to our understanding of children’s grief. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Cystic Fibrosis. J. Stuart Elborn and Marcus A. Mall, 2014.

Cystic fibrosis (CF) is one of the most common fatal hereditary diseases. The discovery of the cystic fibrosis transmembrane conductance regulator (CFTR) gene more than two decades ago set the stage for unraveling the pathogenesis of CF lung disease, continuous refinement of symptomatic treatments and the development of mutation-specific therapies, which are now becoming available for a subgroup of patients. This book provides an update on all aspects of CF lung disease, from infancy to adulthood, including current concepts on disease process, improvements in early diagnosis and monitoring, therapeutic approaches, and patient care. It highlights important developments and discusses the next steps that will be required for further improvement of the life expectancy and quality of life of CF patients. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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.

Family-focused pediatrics: interviewing techniques and other strategies to help families resolve their interactive and emotional problems, 2nd ed. William Lord Coleman, 2011.

This edition will help the clinician identify behavioral and interactional problems suitable for family centered care. It describes how to plan family meetings, interview families using a family systems approach, assess family interactions, and assist families to develop adaptive behaviors. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Gathering information to make informed decisions: contemporary perspectives about assessment in early intervention and early childhood special education. 2011. (LC 4019.3 G259 2011 ECI).

This issue revisits assessment with a focus on innovations in assessment and assessment practices. Contemporary assessment practices focus on gathering information about young children’s development in authentic and familiar settings. The value of thoughtful and systematic approaches to assessment is useful for those who need to make informed decisions for the benefit of children and families.

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

This book is 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. The author weaves together extensive interviews and survey results of solo mothers, fathers, or grandparents with reliable coping strategies.

The infant mind: origins of the social brain. Marc H. Bornstein, David W. Haley, and Maria Theresia Legerstee, 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. The volume probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Mental health services for vulnerable children and young people: supporting children who are, or 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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Scared sick: the role of childhood trauma in adult disease. Robin Karr-Morse and Meredith S. Wiley, 2012.

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

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 27, ISSUE 2

FEBRUARY 2016

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Is translating portions of IEP for parent during meeting 'meaningful' enough? **Page 2**

WASHINGTON WATCH

Birth-to-grade-12 literacy program authorized in ESSA; paraprofessional qualifications under ESSA mirror those in NCLB. **Page 7**

DECISIONS & GUIDANCE

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

Quick Tip

Children show a significant increase in skills development when their parents are involved in their training and classroom activities, research shows. To engage parents to enhance their child's growth:

- Develop rapport with parents.
- Build their awareness about early education.
- Simplify classroom activities for easy implementation at home.

Get additional tips on **page 9**.

COVER STORY

Give parents varied ways to weigh possible locations of child's services

You may not immediately know where to implement a child's IEP after making decisions about the type of placement he needs. But you must take steps to involve parents when you're weighing locations for a student's special education services, a recent case shows. *FB and EB v. New York City Dep't. of Educ.*, 66 IDELR 94 (S.D.N.Y. 2015).

To start, help parents understand the difference between placement and location and why it can take a while to settle on a location. Give them chances to see sites that offer the placement on which you have agreed. Invite representatives of the potential learning sites to an IEP meeting to answer parents' and other team members' questions. And direct parents to other ways to research possible locations from home. **Full story, page 4.**

Confront concerns

Encourage representatives from the child's potential settings to share information on school climate, therapy delivery, and other details that may concern parents. **See page 4.**

HIGHLIGHTS

Use video modeling to coach paraprofessionals

Teachers look to paraprofessionals to support students with special needs, but the aides typically have little formal training prior to working with students. Follow these tips to make ongoing paraeducator training a priority in your program. **Page 3**

Eye on Autism: Uncover effective reinforcers for students

Determining what specific reinforcement may motivate a child with autism can be tricky. Learn ways to uncover kids' preferences to improve their challenging behavior. **Page 5**

Address behaviors that can create barriers to friendships

Negotiating the art of making friends can be a little daunting for kindergartners, but it can be particularly so for those with special needs. Consider the following strategies to help all young children form friendships and develop positive social skills. **Page 6**

Develop responsive environments that engage children

Help educators integrate a variety of sensory and collective learning experiences into the classroom to promote children's social and emotional growth. **Page 8**

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Infant Mental Health Journal – January/February 2016

Association Between Infant Nighttime-Sleep Location and Attachment Security: No Easy Verdict

Viara R. Mileva-Seitz, Maartje P.C.M. Luijk, Marinus H. van Ijzendoorn, Marian J. Bakermans-Kranenburg, Vincent W.V. Jaddoe, Albert Hofman, Frank C. Verhulst, and Henning Tiemeier. Article first published online: 31 Dec 2015
DOI: 10.1002/imhj.21547

Maternal Mind-Mindedness: Relations with Maternal–Fetal Attachment and Stability in the First Two Years of Life: Findings from an Australian Prospective Study (pages 17–28)

Catherine McMahon, Anna-Lisa Camberis, Sinead Berry and Frances Gibson

From Me to Us: The Construction of Family Alliance (pages 29–44)

Sarah Galdiolo and Isabelle Roskam.

When Mum Is Stressed, Is Dad Just As Stressed? Predictors of Paternal Stress in the First Six Months of Having a Baby (pages 45–55)

Cheryl K.F. Seah and Alina Morawska.

Relative Contributions of Parent-Perceived Child Characteristics to Variation in Child Feeding Behavior (pages 56–65)

Victoria K. Aldridge, Terence M. Dovey, Clarissa I. Martin and Caroline Meyer

Early Childhood Mental Health Consultation: An Evaluation of Effectiveness in a Rural Community (pages 66–79)

M. Alexandra Vuyk, Jessica Sprague-Jones and Christie Reed

Restoring Safety: An Attachment-Based Approach to Clinical Work with a Traumatized Toddler (pages 80–92)

Julie Ribaudó

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Texas Child Care – Winter 2015

Features

Supporting play and executive function—It's how children learn
by Beth Morgan Russell

Writing to communicate: Start young
by Barbara Langham

Giving STEM a place in early childhood classrooms
by Louise Parks

Engaging young learners in STEM

Help children manage anger

Tips for talking with children

Stuff and new stuff: Three new titles to inspire—and to stimulate action

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Young Exceptional Children – March 2016

Message From the DEC Executive Board

Young Exceptional Children March 2016 19: 3

Hedda Meadan, Shiri Ayvazo, and Michaelene M. Ostrosky

The ABCs of Challenging Behavior: Understanding Basic Concepts

Young Exceptional Children March 2016 19: 3-15

Suzanne Robinson and Janice Myck-Wayne

A Teacher Training Model for Improving Social Facilitation in the Inclusive Program

Young Exceptional Children March 2016 19: 16-26

Lauri H. Nelson, Whitney Wright, and Elizabeth W. Parker

Embedding Music Into Language and Literacy Instruction for Young Children Who Are Deaf or Hard of Hearing

Young Exceptional Children March 2016 19: 27-38

Emily S. L. Curiel and Diane M. Sainato

Teaching Your Tot to Talk: Using Milieu Teaching Strategies

Young Exceptional Children March 2016 19: 39-47

Voices from the field

Kristie Pretti-Frontczak, Sanna Harjusola-Webb, Margaret Chin, Jennifer Grisham-Brown, Serra Acar, Kay Heo, Maureen Corby, and Songtian Zeng

Three Mistakes Made Worldwide in “Getting Children Ready” for School

Young Exceptional Children March 2016 19: 48-51

Resources Within Reason

Camille Catlett

Resources for Learning About and Using Recommended Environmental Practices

Young Exceptional Children March 2016 19: 52-53

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Zero to Three – January 2016

Exploring the Infant Social Brain: What's Going on in There?

Andrew N. Meltzoff and Patricia K. Kuhl

Screening for Adverse Childhood Experiences (ACEs) in an Integrated Pediatric Care Model

Sukhdip K. Purewal, Monica Bucci, Lisa Gutiérrez Wang, Kadiatou Koita, Sara Silverio Marques, Debora Oh, and Nadine Burke-Harris

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