



ECI Library Matters

Cultural Competence and Bilingual Language Development

This month, we are featuring library resources on cultural competence and bilingual language development. Abstracts of articles about immigration as well as cultural competence and bilingual language development are included. For a complete selection, please go to the library's catalog at www.texashealthlibrary.com.

If you would like to borrow any of the featured items or receive full-text articles, please contact the Library at:

Phone: (512) 776-7260
Email: avlibrary@dshs.texas.gov
Toll-Free: 1-888-963-7111 ext. 7260
Fax: (512) 776-7474

In This Issue

[Infant Mental Health](#) - Vol. 40 (1) January/February 2019

[Journal of Early Intervention](#) - Vol. 41 (1) March 2019

[Topics in Early Childhood Special Education](#) - Vol. 38 (4) February 2019

[Zero to Three](#) - Vol. 39 (3) January 2019

- [Selected DVDs](#)
- [Selected Books](#)
- [Selected eBooks](#)
- [Selected Websites](#)
- [Selected Journal Abstracts](#)

Texas Department of State Health Services

USEFUL INFORMATION

[Texas Health and Human Services](#)

HHS Office of Ombudsman:
1-877-787-8999

[ECI Website](#)

[ECI Library Matters](#)

CONTACT INFORMATION

Texas Department of
State Health Services
[Audiovisual Library](#)

Phone:
512-776-7260

Toll-free:
1-888-963-7111
ext. 7260

Fax:
512-776-7474

E-mail:
avlibrary@dshs.texas.gov

Hours:
Monday-Friday
7:30 a.m.-5:00 p.m.

Physical Address:
1100 W. 49th St.
Moreton Building, M-652
Austin, TX 78756

Mailing Address:
1100 W. 49th St.
P.O. Box 149347,
MC 1975 Austin,
TX 78714-9347

The early biopsychosocial development of boys and the origins of violence in males. Golding P, Fitzgerald HE. p. 5-22.

Lead exposure and child maltreatment as models for how to conceptualize early-in-life risk factors for violence. Jaffee SR. p. 23-38.

Early life predictors of callous-unemotional and psychopathic traits. Glenn AL. p. 39-53.

A developmental origins perspective on the emergence of violent behavior in males with prenatal substance exposure. Terrell S, Conradt E, Dansereau L, Lagasse L, Lester B. p. 54-66

Early childhood predictors of boys' antisocial and violent behavior in early adulthood. Sitnick SL, Galán CA, Shaw DS. p. 67-83.

A neurodevelopmental perspective on male violence. Raine A. p. 84-97.

Considering the role of early discrimination experiences and the parent-child relationship in the development of disruptive behaviors in adolescence. Savell SM, Womack SR, Wilson MN, Shaw DS, Dishion TJ. p. 98-112.

The affective basis of violence. Mizen R. p. 113-128.

Sex differences in the development of physical aggression: an intergenerational perspective and implications for preventive interventions. Tremblay RE, Côté SM. p. 129-140.

Early childhood education and crime. García JL, Heckman JJ, Ziff AL. p. 141-151.

Early-life risk for domestic violence perpetration: implications for practice and policy. Corvo K. p. 152-164.

If you would like to receive copies of articles, please contact the library staff by:

- Phone: 512-776-7260
- Toll-Free: 1-888-963-7111, ext. 7260
- Fax: 512-776-7474
- Email: avlibrary@dshs.texas.gov

Ages and Stages Questionnaire: Social-emotional as a teacher-report measure. Pooch A, Natale R, Hidalgo T. p. 3-12.

Teaching sequences of pretend play to children with disabilities. Barton EE, Choi G, Mauldin EG. p. 13-29.

Head Start teachers' attitudes and perceived competence toward inclusion. Yu S. p. 30-43.

Child, family, and early intervention characteristics related to family quality of life in Spain. García-Grau P, McWilliam RA, Martínez-Rico G, Morales-Murillo CP. p. 44-61.

Reliability and validity evidence for the Hawaii Early Learning Profile, Birth-3 Years. Li Z, Gooden C, Toland MD. p. 62-83.

Topics in Early Childhood Special Education – March 2019

The effects of coaching with video and email feedback on preservice teachers' use of recommended practices. McLeod RH, Kim S, Resua KA. p. 192-203.

The effect of Spanish and English narrative intervention on the language skills of young dual language learners. Spencer TD, Petersen DB, Restrepo MA, Thompson M, Gutierrez Arvizu MN. p. 204-219.

Implementing stay-play-talk with children who use AAC. Severini KE, Ledford JR, Barton EE, Osborne KC. p. 220-233.

Systematic instruction of early math skills for preschoolers at risk for math delays. Hardy JK, Hemmeter ML. p. 234-247.

If you would like to receive copies of articles, please contact the library staff by:

- Phone: 512-776-7260
- Toll-Free: 1-888-963-7111, ext. 7260
- Fax: 512-776-7474
- Email: avlibrary@dshs.texas.gov

Zero to Three - January 2019

Who am I?: developing a sense of self and belonging. K Reschke. p. 5-9.

Early origins of identity: infants' and children's thinking about language and culture. JM DeJesus, Z Liberman, KD Kinzler. p. 10-17.

Supporting individual and community identity development in infant-toddler classrooms. AW Johnson, S Peterson. p. 18-25.

Practicing inclusion, doing justice: disability, identity, and belonging in early childhood. MR Beneke, JR Newton, M Vinh, S Boone Blanchard, P Kemp. p. 26-35.

The ABCs of diversity and inclusion: developing an inclusive environment for diverse families in early childhood education. RL Frost, AE Goldberg. p. 36-43.

Cross-sector allies together in the struggle for social justice: diversity-informed tenets for work with infants, children, and families. K Thomas, CR Noroña, MS St. John. p. 44-54.

This issue and why it matters. K Reschke. p. 2.

ZERO TO THREE competencies for prenatal to age 5 professionals: understanding the P-5 competency domains. p. 4.

If you would like to receive copies of articles, please contact the library staff by:

- Phone: 512-776-7260
- Toll-Free: 1-888-963-7111, ext. 7260
- Fax: 512-776-7474
- Email: avlibrary@dshs.texas.gov

Cultural Competence & Bilingual Language Development: Selected DVDs

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

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

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

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

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

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

Mastering Spanish: level one. 1080 min. 2003. (CA0001).

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

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

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

The respectful supervisor: integrity and inclusion. 13 min. 2015. (DV0944).

Stories from our hearts series. 17 min.-18min. 2011. (DD0805-DD0808).

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

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

If you would like to borrow any library DVDs, please contact the library staff by:

- Phone: 512-776-7260
- Toll-Free: 1-888-963-7111, ext. 7260
- Fax: 512-776-7474
- Email: avlibrary@dshs.texas.gov

Cultural Competence and Bilingual Language Development: Selected Books

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

Anti-bias education for young children and ourselves. Louise Derman-Sparks and Julie Olsen Edwards, 2010. (275 D435 2010 ECI).

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

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

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

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

Cultural competence for public managers: managing diversity in today's world. Espiridion Albert Borrego, 2012. (HV 3176 B737c 2012 RHB).

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

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

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

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).

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

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

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).

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

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

Cultural Competence and Bilingual Language Development: Selected Books (continued)

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

NEW! Leading anti-bias early childhood programs: a guide for change.

Louise Derman-Sparks. (LB 1139.3 D435 2015 ECI).

This book is a toolbox for building early childhood programs that foster sentiments of justice and fairness in leaders, teachers, and young children.

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).

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

Medical management of vulnerable and underserved patients: principles, practice, and populations. Talmadge E. King and Margaret B. Wheeler, 2007. (WA 300 M489 2007 MRL).

Moving diversity forward: how to go from well-meaning to well-doing.

Verna A. Myers, 2011. (HF 5549.5 M996 2011 MRL).

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

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).

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

Practical approaches to early childhood professional development: evidence, strategies, and resources. Pamela J. Winton, 2008. (560 P898 2008 ECI).

Race and family: a structural approach. Roberta L. Coles, 2006. (275 C693 2006 ECI).

Raising a bilingual child: a step-by-step guide for parents. Barbara Zuer Pearson, 2008. (WS 105.5 c8 P361r 2008 ECI).

Recruiting, retaining, and promoting culturally different employees. Lionel Laroche, 2007. (HF 5549.5 L326r 2007 MRL).

Cultural Competence and Bilingual Language Development: Selected Books (continued)

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).

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

Soy maravilloso: hay tanto que hacer a los 3 años. Julia Cook, 2012. (WS 103 C771s 2012 ECI).

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).

NEW! Spotlight on young children: exploring language and literacy. 2014. (WS 105.5 C8 E96 2014 ECI).

This book describes ways to support the many aspects of children's language and literacy development, oral language, reading, and writing. It emphasizes supporting dual language learners and partnering with families to support children's development.

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

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

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

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).

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

If you would like to borrow any library books, please contact the library staff by:

- Phone: 512-776-7260
- Toll-Free: 1-888-963-7111, ext. 7260
- Fax: 512-776-7474

Cultural Competence and Bilingual Language Development: Selected Websites

Culture Clues are tip sheets for clinicians. They are designed to increase awareness about concepts and preferences of patients from the diverse cultures served by University of Washington Medical Center but are useful to anyone working with a diverse population. <http://depts.washington.edu/pfes/CultureClues.htm>.

The National Black Child Development Institute (NBCDI) seeks to improve and advance the quality of life for Black children and their families through education and advocacy. <https://www.nbcdi.org/who-we-are>.

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>.

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/>.

Health Reach: Health Information in Many Languages. This site contains patient materials in many languages. <https://healthreach.nlm.nih.gov/>

Cultural Competence and Bilingual Language Development: Selected eBooks

The following ebook titles and more are available electronically to ECI state and program staff. You may access them on a computer or mobile device. Please contact the library via email at library@dshs.texas.gov, call locally at 512-776-7559 or toll-free at 1-888-963-7111, ext. 7559 for the passwords.

Addressing racial disproportionality and disparities in human services: multisystemic approaches. Joyce James,Carolyn 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 mental health, the courts, education, and healthcare.

Colloquial Spanish. Untza Otaola Alday, 2009.

This book contains exercises for regular practice along with clear and concise grammar notes. Readers learn practical and useful vocabulary with each lesson.

The developing child in the 21st century: a global perspective on child development. Sandra Smidt, 2013.

Offering a sociocultural approach to education and learning, this exploration of childhood provides an in-depth understanding of how children make sense of the world and the people in it. Examining the ways in which children express their thoughts, feelings and actively generate meaning through experience and interaction, this edition is illustrated throughout by extensive case studies and covers a diverse range of topics.

Diversity and cultural competence in health care: a systems approach. Janice L. Dreaschlin, 2013.

This book is designed to provide health care students and professionals with a clear understanding of foundations, philosophies, and processes that strengthen diversity management, inclusion, and culturally competent care delivery. This textbook integrates strategic diversity management, self-reflective leadership, and the personal change process with culturally and linguistically appropriate care into a cohesive systems-oriented approach for health care professionals.

Cultural Competence and Bilingual Language Development: Selected eBooks (continued)

The following ebook titles and more are available electronically to ECI state and program staff. You may access them on a computer or mobile device. Please contact the library via email at library@dshs.texas.gov, call locally at 512-776-7559 or toll-free at 1-888-963-7111, ext. 7559 for the passwords.

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.

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.

Introduction to multicultural counseling for helping professionals. Graciela L. Orozco, 2014. This text provides a broad survey of counseling techniques for different ethnic, religious, and social groups. Beyond its topic-specific sections, it also includes chapters on the theory and history of multicultural counseling, and expanded cultural resources.

Introduction to Spanish for health care workers: communication and culture. Robert O. Chase and Clarisa Medina de Chase, 2010. This book provides a first course in Spanish, progressively merging conversation and health care vocabulary in various medical contexts. Although it does not call for a prerequisite knowledge of Spanish, this book is also helpful to people who speak limited Spanish and aspire to apply their Spanish in a medical setting.

Cultural Competence and Bilingual Language Development: Selected eBooks (continued)

Leading with Cultural Intelligence. David A. Livermore, 2015.

You don't have to master the nuances of every culture you encounter to lead a diverse team successfully. With Cultural Intelligence, or CQ, you can lead effectively in any context.

Microaggressions in everyday life. Derald Wing Sue, 2010.

Dr. Sue offers an insightful, scholarly, and thought-provoking analysis of the existence of subtle, often unintentional biases, and their profound impact on members of traditionally disadvantaged groups.

Multicultural approaches to health and wellness. Reagan A.R. Gurung, 2014.

Led by a UCLA-trained health psychologist, a team of experts describes non-traditional treatments that are quickly becoming more common in Western society, documenting cultural variations in health and sickness practices to underscore the diversity among human society.

Native American communities on health and disability: a borderland dialogue. Lavonna Lovern, 2013.

This book examines concepts of disability and wellness in Native American communities. The author confronts the difficulties of translating not only words but also entire concepts between Western and Indigenous cultures. She hopes to bring readers from both cultures into a more equal dialogue by increasing the cultural competency of those unfamiliar with Native American ways of being. The author briefly explores the attitudes of Native American communities towards children with disabilities.

The following ebook titles and more are available electronically to ECI state and program staff. You may access them on a computer or mobile device. Please contact the library via email at library@dshs.texas.gov, call locally at 512-776-7559 or toll-free at 1-888-963-7111, ext. 7559 for the passwords.

Cultural Competence and Bilingual Language Development: Selected eBooks (continued)

Parenting across cultures: childrearing, motherhood and fatherhood in non-Western cultures. Helaine Selin, 2014.

There is a strong connection between culture and parenting. What is acceptable in one culture is frowned upon in another. This applies to behavior after birth, encouragement in early childhood, and regulation and freedom during adolescence. There are differences in affection and distance, harshness and repression, and acceptance and criticism. Some parents insist on obedience; others are concerned with individual development. This clearly differs from parent to parent, but there is just as clearly a connection to culture. This book includes chapters on China, Colombia, Jordan, Kenya, the Philippines, Thailand, Korea, Vietnam, Native Americans, Mexico, Pakistan, Nigeria and several other countries.

Spanish for dummies. Susana Wald, 2011.

This book is a hands-on guide to learning Latin American Spanish that includes extensive coverage of grammar, verb conjugations, and pronunciations. It also has a mini-dictionary complete with essential vocabulary and exercises.

Understanding families: supportive approaches to diversity, disability, and risk, 2nd ed. Marci J. Hanson, 2013.

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.

The following ebook titles and more are available electronically to ECI state and program staff. You may access them on a computer or mobile device. Please contact the library via email at library@dshs.texas.gov, call locally at 512-776-7559 or toll-free at 1-888-963-7111, ext. 7559 for the passwords.

Cultural Competence and Bilingual Language Development: Selected Journal Abstracts

Adverse Childhood Experiences among Hispanic children in immigrant families versus US-native families. Caballero TM, Johnson SB, Buchanan CRM, DeCamp LR. *Pediatrics*. 2017;140(5). pii: e20170297.

Objectives: To examine the prevalence of child and family characteristics associated with adverse childhood experiences (ACEs) in Hispanic children in immigrant families compared with Hispanic children in US-native families. Methods: Data were from the nationally representative 2011-2012 National Survey of Children's Health. Parent-reported child ACE exposure was classified as no ACEs (0), low ACEs (1), or high ACEs (≥ 2). By using multinomial logistic regression, we evaluated the odds of low or high ACE exposure versus no ACE exposure by immigrant family status and child and family characteristics. Results: More children in immigrant families lived $\leq 200\%$ of the federal poverty level compared with children in US-native families. Thirty percent of children in US-native families reported high ACEs compared with only 16% of children in immigrant families. The odds of high ACE exposure versus no ACE exposure for children in immigrant families compared with US-native children was 0.46. Conclusions: Children in immigrant families had significantly lower odds of ACE exposure despite higher prevalence of poverty. There may be unmeasured factors that buffer children in immigrant families from ACE exposure, or ACE questions may not capture the adverse experiences specific to immigrant families.

Bilingual vocabulary development for dual language learners with disabilities: two research-based approaches. Guñ C-LD, Cheatham GA. *Young Except Child*. 2018;21(3):142-156.

Vera is a preschool teacher in an inclusive early childhood program. At the beginning of fall, a new child, Carlos, joined her classroom. Carlos is a cheerful 4-year-old boy who likes toys and stories. He was diagnosed with a developmental delay in communication skills when he was 3 years old. His family came to the United States from Mexico 3 years ago. His mother, who is his primary caretaker, speaks Spanish and has limited English abilities. Carlos' father speaks fluent Spanish and English; he sometimes tries to speak English with Carlos. However, Carlos understands Spanish better than English, and he speaks Spanish at home most of the time. Extended family members sometimes help care for Carlos, and they typically speak Spanish with him as well. Carlos rarely speaks English in his preschool classroom. Occasionally, he expresses his needs and wants in simple Spanish words or phrases. He often plays with a Spanish-speaking child, but has few interactions with other peers. During the parent-teacher conference at the beginning of fall, Carlos' parents expressed their concern about his English and Spanish language skills. They told Vera and the assistant teacher Gillian that they want Carlos to learn more English and Spanish.

Cultural Competence and Bilingual Language Development: Selected Journal Abstracts (continued)

Cultural adaptations of evidence-based home-visitation models in tribal communities. Hiratsuka VY, Parker ME, Sanchez J, et al. *Infant Ment Health J.* 2018;39(3):265-275.

The Tribal Maternal, Infant, and Early Childhood Home Visiting (Tribal MIECHV) Program provides federal grants to tribes, tribal consortia, tribal organizations, and urban Indian organizations to implement evidence-based home-visiting services for American Indian and Alaska Native (AI/AN) families. To date, only one evidence-based home-visiting program has been developed for use in AI/AN communities. The purpose of this article is to describe the steps that four Tribal MIECHV Programs took to assess community needs, select a home-visiting model, and culturally adapt the model for use in AI/AN communities. In these four unique Tribal MIECHV Program settings, each program employed a rigorous needs-assessment process and developed cultural modifications in accordance with community strengths and needs. Adaptations occurred in consultation with model developers, with consideration of the conceptual rationale for the program, while grounding new content in indigenous cultures. Research is needed to improve measurement of home-visiting outcomes in tribal and urban AI/AN settings, develop culturally grounded home-visiting interventions, and assess the effectiveness of home visiting in AI/AN communities.

The effect of Spanish and English narrative intervention on the language skills of young dual language learners. Spencer TD, Petersen DB, Restrepo MA, Thompson M, Gutierrez Arvizu MN. *Topics Early Child Spec Educ.* 2019;38(4):204-219. Standards of academic performance place a high demand on students' English language. To help Spanish-speaking preschoolers who are developing English as a second language meet these demands, researchers recommend strengthening their first language to facilitate development of their second language. Head Start teachers and research assistants delivered 12 Spanish and 12 English language lessons to eight preschoolers in small groups. Lessons targeted storytelling and vocabulary and occurred 4 days a week for 20 min. A multiple-baseline experimental design across groups was used to examine the effect of the Spanish-English narrative intervention on children's retelling skills and a pretest posttest design without a control group documented children's acquisition of the target words. Results indicated that children made gains in English retelling while maintaining their already high Spanish retelling skills. Improvements in vocabulary were observed in English but not in Spanish.

Cultural Competence and Bilingual Language Development: Selected Journal Abstracts (continued)

Ignoring children's bedtime crying: the power of Western-oriented beliefs. Maute M, Perren S. *Infant Ment Health J.* 2018;39(2):220-230.

Abstract: Ignoring children's bedtime crying (ICBC) is an issue that polarizes parents as well as pediatricians. While most studies have focused on the effectiveness of sleep interventions, no study has yet questioned which parents use ICBC. Parents often find children's sleep difficulties to be very challenging, but factors such as the influence of Western approaches to infant care, stress, and sensitivity have not been analyzed in terms of ICBC. A sample of 586 parents completed a questionnaire to investigate the relationships between parental factors and the method of ICBC. Data were analyzed using structural equation modeling. Latent variables were used to measure parental stress (Parental Stress Scale; J.O. Berry Y. Hänggi, K. Schweinberger, N. Gugger, H. Tröster & R.R. Abidin). ICBC was used by 32.6% (n = 191) of parents in this study. Parents Western-oriented beliefs predicted ICBC. Attitudes such as feeding children on a time schedule and not carrying them to prevent dependence were associated with letting children cry to fall asleep. Low-sensitivity parents as well as parents of children with a difficult temperament used ICBC more frequently. Path analysis shows that parental stress did not predict ICBC. The results suggest that ICBC has become part of Western childrearing tradition.

A pilot study of a culturally adapted early intervention for young children with autism spectrum disorders in China. Xu Y, Yang J, Yao J, et al. *J Early Interv.* 2018;40(1):52-68.

The purpose of this study was to pilot test the effects of a culturally adapted early intervention influenced by the Early Start Denver Model (ESDM) on reduction of autism symptoms and severity categorization for young children with autism spectrum disorders in China. Participants were randomly assigned to either the control or intervention groups. The children's age ranged from 24 to 60 months in this study. Children in the control group (n = 20) received eclectic intervention services for a minimum of 2 hr per day, 10 hr per week, while children in the intervention group (n = 16) received the culturally adapted intervention 1 hr per day, 5 hr per week, plus 5 hr per week of the same services as the control group for a total of 8 weeks. After 8 weeks, children in the intervention group demonstrated a significant decrease in autism symptoms and improved severity categorization, compared with children in the control group. Future studies and implications of the culturally adapted early intervention in China are discussed.

Cultural Competence and Bilingual Language Development: Selected Journal Abstracts (continued)

Safeguarding our children and our future: pediatricians caring for immigrant children. Giri M, Montoya-Williams D, Berman BD, et al. *Zero Three*. 2018; 39(1):38-48.

The American Academy of Pediatrics Council on Community Pediatrics Immigrant Health Special Interest Group consists of 300 members and works to advance pediatric practice and advocacy for diverse immigrant children. Members share practice tools and strategies, and they advocate for the health and well-being of all immigrant children in a number of ways, including direct patient care, public speaking, asylum evaluations, writing op eds, and social media campaigns. This article includes reflections from 9 members of the group on their experiences around the country with caring for the health of vulnerable immigrant children and families.

Supporting oral language development for dual language learners with disabilities through adult feedback. Park H, Cheatham GA, Jimenez-Silva M. *Young Except Child*. 2018;21(4):238-249.

Jim, an early childhood special education (ECSE) teacher in an inclusive preschool, has been excited to have an energetic 5-year old girl, Maria, who recently joined the class. Maria and her family came to the United States 6 years ago and have continued to primarily speak Spanish at home. After a comprehensive evaluation completed about 4 months ago, Maria was diagnosed with development delays in language and cognitive skills. She receives speech–language services. Jim notices that although Maria has some English comprehension skills primarily from her use of English media (e.g., television, online games, and videos), she continues having difficulty speaking English to Jim and her peers in class. Jim has heard about the importance of supporting both of the child’s languages for children with disabilities. Jim wants to support Maria’s oral language development and provides a language-supporting environment (e.g., labeled classroom, books in both languages, adults engage children in conversations). He still wonders what else he could do to support Maria’s English and Spanish skills as well as help Maria’s parents support Maria’s Spanish language skills.