



ECI Library Matters

Social Emotional Development & Behavioral Issues (updated)

This month, we are featuring library resources on social and emotional development, infant mental health, trauma, child abuse, and behavioral issues. Abstracts of articles on these topics are also included. For a complete selection, please go to the library's catalog at www.texashealthlibrary.com.

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Infants and Young Children - April/June 2019

Factors predicting the development of children with mild disabilities in inclusive preschools. Sucuoglu BP, Bakkaloglu HP, Demir SP, Atalan DP. p. 77-98.

Assessing toddlers and preschool children using the Checklist for Autism Spectrum Disorder. Mayes SDP. p. 99-106.

Effects of cumulative adversity on preschool self-regulation and student-teacher relationships in a highly dense Hispanic community: a pilot study. Loomis AML, Mogro-Wilson CP. p. 107-122.

Parent-child relationships and preschoolers' social-emotional functioning among low-income families: the moderating role of parental nativity. Ren LP, Garcia ASP, Esterach JMP, Encinger AMS, Raikes HHP, Acar IHP. p. 123-138.

Strengths and challenges of service coordination in eight states. Childress DCP, Nichols SBA, Schnurr MP. p. 139-148.

Young Exceptional Children - March 2019

Voices from the field: early childhood inclusion in South Africa. Nel M. p. 3-5.

Positive behavior interventions and supports: maximizing the universal tier for young children with or at risk for disabilities. Green KB, Robbins SH, Bucholz JL. p. 6-21.

The Pyramid Plus Center: scaling up and sustaining evidence-based practices for young children with challenging behavior. Hallett G, Strain PS, Smith BJ, Barton EE, Steed EA, Kranski TA. p. 22-37.

Supporting parents' confidence to pull up a chair at the early intervention/early childhood special education table. Bruns DA, LaRocco DJ. p. 38-49.

From article to action: supporting the full participation of families. Catlett C. p. 50-51.

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Social Emotional Development & Behavioral Issues: New Audiobook

Deepest well: healing the long term effects of childhood adversity.
|630 min. 2018. (CA0046).

Dr. Nadine Burke Harris was already known as a crusading physician delivering targeted care to vulnerable children. But it was Diego, a boy who had stopped “growing” after a sexual assault, who galvanized her journey to uncover the connections between toxic stress and lifelong illnesses. The stunning news of Burke Harris's research is just how deeply our bodies can be imprinted by ACEs adverse childhood experiences like abuse, neglect, parental addiction, mental illness, and divorce. Childhood adversity changes our biological systems, and lasts a lifetime. For anyone who has faced a difficult childhood, or who cares about the millions of children who do, the fascinating scientific insight and innovative, acclaimed health interventions in The Deepest Well represent vitally important hope for preventing lifelong illness for those we love and for generations to come.

Social Emotional Development & Behavioral Issues: New DVD

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

This DVD is an informative companion to the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) screening system. It gives an overview of emotional and social development and provides a thorough introduction to ASQ:SE-2. Viewers get an inside look at the screening system in practice as they watch a home visitor using ASQ:SE-2 with the family of a 4-year-old boy.

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Social Emotional Development & Behavioral Issues: New Books

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

This book helps enhance the social-emotional development of infants and young children with learning activities, handouts, and more. Specially developed to complement ASQ:SE-2, this resource shares practical social-emotional strategies with parents of children from birth to age 6.

Child abuse: today's issues. Kimberly McCabe, 2017. (WA 320 M478 2017 ECI).

This text addresses the needs of those studying child abuse from a cultural perspective; provides a general profile of today's perpetrators of child abuse as well as conditions that may facilitate the abuse; provides information on current modes of child abuse; provides discussions on long-term consequences for adult victims of child abuse; and, provides details in terms of criminal justice responses to child abuse in the United States and internationally.

Developing empathy in the early years: a guide for practitioners.

Helen Garnett, 2018. (LB 1139 G235 2018 ECI).

This practical guide supports the crucial development of empathy in young children through the provision of simple strategies and empathy building activities, enabling practitioners to help children become emotionally attuned, confident communicators and therefore happy, fulfilled learners.

Emotional and behavioral problems of young children: effective interventions in the preschool and kindergarten years. Melissa L. Holland. (LC 3969 H734 2017 ECI).

This book furnishes child-focused mental health providers with information on how to address common emotional and behavioral problems exhibited by preschool and kindergarten-age children. It illustrates practical and effective interventions that can easily be implemented by clinicians working in educational settings, as well as by clinical psychologists and other mental health providers working with children in nonschool settings. In addition, it emphasizes working with parents of young children who are exhibiting behaviors of concern.

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

Anyone who has followed an active toddler around for a day knows that a child of this age is a whirlwind of explosive, contradictory, and ever-changing emotions. This book offers an in-depth examination of toddlers' emotional development, and illuminates how to optimize this crucial stage so that toddlers can develop into emotionally healthy children and adults.

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

Parental psychiatric disorder: distressed parents and their families. 2015. (WM 140 P228 2015 ECI).

The impact of various parental psychiatric disorders on children and family relationships are summarized, including coverage of schizophrenia, depression, anxiety, substance abuse disorders, eating disorders, personality disorders, and trauma. Multiple interventions are outlined, targeting children, parents and families, as well as strategies that foster workforce and organizational development. Incorporating different theoretical frameworks, the book enhances understanding of the dimensions of psychiatric disorders from a multi-generational perspective.

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

This book shows how the development of young children's social understanding, attachments, self-control, and intelligence can be supported through their social relationships.

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

This book examines infant and early childhood mental health and the importance of early emotional and social development for later developmental trajectories. It incorporates research and clinical perspectives and brings research findings to bear in evaluating intervention strategies. By incorporating empirical developmental literature that is directly relevant to infant mental health and clinical practice, the book addresses the multiple forces which shape young children's mental health.

Self-esteem and early learning: key people from birth to school. Rosemary Roberts, 2006. (WS 105 R646s 2006 ECI).

Focusing on the period from birth to school, this book is about babies' and young children's feelings, their learning, and the ways in which the key adults in their lives can support their emotional, social, and cognitive development. A story about one child is included in each section to demonstrate the theoretical concepts being presented.

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Social Emotional Development & Behavioral Issues: Selected Books

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

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

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

Behavior problems in preschool children: clinical and developmental issues, 2nd ed. Susan B. Campbell, 2006. (540 C191b 2006 ECI).

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

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

The body keeps the score: brain, mind, and body in the healing of trauma. Bessel A. van der Kolk, 2014. (WM 172.5 V228 2014 RHB).

Building resilience to trauma: the trauma and community resiliency models. Elaine Miller-Karas, 2015. (WM 172.4 M647b 2015 RHB).

Building strong foundations: practical guidance for promoting the social-emotional development of infants and toddlers. Rebecca Parlakian, 2003. (266.5 P252 2003 ECI).

Case studies in infant mental health: risk, resiliency, and relationships. Joan J. Shirilla, 2002. (WS 350 C337 2002 ECI).

Child-centered practices for the courtroom and community: a guide to working effectively with young children and their families in the child welfare system. Lynne F. Katz, 2011. (WA 320 K19c 2011 ECI).

Child, family, and community, 6th ed. Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI).

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

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

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

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

The common sense guide to your child's special needs: when to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3639 P45 2012).

Confronting violence, 3rd ed. George A. Gellert, 2010. (HN 90 V5 G318C 2010).

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

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

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

Don't hit my Mommy: a manual for child-parent psychotherapy with young children exposed to violence and other trauma. Alicia F. Lieberman, 2015. (WS 350.6 L716d 2015 ECI).

The early childhood coaching handbook. Dathan D. Rush and M'Lisa L. Shelden, 2011. (LB1775.6 R87 2011 ECI).

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

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

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

Families and positive behavior support: addressing problem behavior in family contexts. Joseph M. Lucyshyn, 2002. (262.2 F198 2002 ECI).

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

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

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

Love and logic solutions for kids with special needs. David Funk, 2002. (556 F982 2002 ECI).

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

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

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

Parenting with positive behavior support: a practical guide to resolving your child's difficult behavior. Meme Hieneman, 2006. (262.2 H633p 2006 ECI).

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

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

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

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

Preschool assessment: principles and practices. Marla R. Brassard, 2008. (LB 3051 B823p 2008 ECI).

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

Psychotherapy with infants and young children: repairing the effects of stress and trauma on early attachment. Alicia F. Lieberman, 2008. (266.5 L716p 2008 ECI).

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

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

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

Secure relationships: nurturing infant/toddler attachment in early care settings. Alice Sterling Honig, 2002. (LC 3639 H773s 2002 ECI).

Seven skills for school success: activities to develop social and emotional intelligence in young children. Pam Schiller, 2009. (WS 105.5 E5 S334s 2009 ECI).

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

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

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

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

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

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

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

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

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

Supporting infants, toddlers, and families impacted by caregiver mental health problems, substance abuse, and trauma: a community action guide. Beth Maschinot, 2012. (271.5 M396 2012 ECI).

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

The temperament perspective. Jan Kristal, 2005. (WS 105.5 E5 K92t 2005 ECI).

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

- Touchpoints: three to six: your child's emotional and behavioral development.** T. Berry Brazelton, 2001. (WS 105.5 E5 B827t 2001 ECI).
- Traumatic stress: the effects of overwhelming experience on mind, body, and society.** Bessel A. van der Kolk, Alexander C. McFarlane, and Lars Weisaeth, 2007. (WM 172.5 T777 2007 RHB).
- Understanding early childhood mental health: a practical guide for professionals.** 2012. (WS 105.5 M3 U55 2012 ECI).
- Understanding families: supportive approaches to diversity, disability, and risk.** Marci J. Hanson, 2013. (LC 4019.3 H251u 2013 ECI).
- Using IGDI's: monitoring progress and improving intervention for infants and young children.** Judith J. Carta, 2010. (520 U85 2010 ECI).
- Using skilled dialogue to transform challenging interactions honoring identity, voice, and connection.** Isaura Barrera, 2009. (LB 1139 S6 B37 2009 ECI).
- WAIMH handbook of infant mental health.** Joy D. Osofsy, 2000. (266.5 O83 2000 ECI).
- What works for bipolar kids.** Mani Pavuluri, 2008. (WM 207 P339w 2008 ECI).
- Why love matters: how affection shapes a baby's brain, 2nd ed.** Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI).
- Working with families of young children with special needs.** R.A. McWilliam, 2010. (LC 4019.3 M177w 2010 ECI).
- Young children and trauma: intervention and treatment.** Joy D. Osofsky, 2004. (WA 320 Y69 2004 ECI).
- Young children's behavior: practical approaches for caregivers and teachers.** Louise Porter, 2003. (540 P846 2003 ECI).
- Your guide to nurturing parent-child relationships: positive parenting activities for home visitors.** Nadia Hall, Chava Kulkarni and Shauna Seneca, 2008. (LC 4019.3 H178y 2008 ECI).
- Your successful preschooler: ten skills children need to become confident and socially engaged.** Ann E. Densmore, 2011. (WS 105.5 E5 D413 2011 ECI).

Social Emotional Development & Behavioral Issues: Selected DVDs

ACE study: the adverse childhood experiences study: background, findings, and paradigm shift. 123 min. 2012. (DD0697).

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

BabyCues: a child's first language. 18 min. 2006. (DD0557).

Beginnings of life. 42 min. 2011. (DD0504).

A child's mind: how kids learn right and wrong. 24 min. 2011. (DD0553).

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

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

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

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

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

How to raise emotionally healthy children: volumes 1-3. 23-25 min. 2013. (DD0682-DD0684).

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

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

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

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

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

Life at 1: new experiences. 54 min. 2011. (DD0512).

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

Social Emotional Development & Behavioral Issues: Selected eBooks

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The activity kit for babies and toddlers at risk: how to use everyday routines to build social and communication skills. Deborah Fein (2016).

Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs.

Ask an expert: answers every parent needs to know: issues from toddler tantrums and meltdowns to peer pressure and teen self-esteem.

Child development professionals, who are also experienced parents, provide problem-solving strategies for resolving children's behavior issues. Child development professionals, who are also experienced parents, provide problem-solving strategies for resolving children's behavior issues.

The batterer as parent: addressing the impact of domestic violence on family dynamics, 2nd ed. Lundy Bancroft, Daniel Ritchie, and Jay G. Silverman (2012).

The authors outline the complex and insidious processes through which batterers hamper the social and emotional development of children. This book addresses the impact that batterers have on family functioning and provides an understanding of batterers as parents and family members. It delineates approaches to such practice issues as assessing risk to children, parenting issues in child custody and visitation evaluation, and the impact on children's therapeutic process and family functioning in child protective practice.

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

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

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

Children of substance-abusing parents: dynamics and treatment. Shulamith Lala Ashenberg Straussner (2011). This book is intended as a reference for all mental health professionals who need to understand and treat this population. It offers a look at treatment options and programmatic interventions across the life span. The contributors include a range of experts who provide evidence-based clinical and programmatic strategies for working with children of alcohol and other substance-abusing parents of any age and in almost any practice setting.

Children with multiple mental health challenges: an integrated approach to intervention. Sarah Landy and Susan Bradley (2013). This book builds on an individualized, integrated approach to present a variety of evidence-based strategies for working with children with multiple challenges. It considers children from preschool age to adolescence with a number of severe difficulties. These may include extreme anxiety and depression, cognitive challenges, delays in speech and language, and unresolved trauma.

Empathic care for children with disorganized attachments: a model for mentalizing, attachment, and trauma-informed care. Chris Taylor (2016). This book is a practical guide to caring for children who have experienced trauma. Focusing on the importance of interpersonal bonds to facilitate the child's capacity to mentalize, it aims to equip the reader with the appropriate skills to provide effective, sustained and, most importantly, empathic care to the most vulnerable and troubled children. This structured psychotherapeutic approach to caregiving will enable the development of child-carer relationships and can be used to create informed, safe environments that support both the child and the caregiver.

Foster parenting step-by-step: how to nurture the traumatized child and overcome conflict. Kalyani Gopal (2013). This book describes the trauma that can be experienced by children in foster care and the effect of that trauma on their behavior. Gopal summarizes successful evidence-based strategies that develop the parent-child bond. Although the book was written for foster parents, it would be useful to anyone working with children who are or have been in foster care.

Grief in young children: a handbook for adults. Atle Dyregrov (2008). This book challenges the assumption that pre-school children are not capable of experiencing grief in the same way that older children do. Although young children may not express grief in the same way as older children, they still need to be supported through loss. Illustrated throughout with case examples, the author explores young children's reactions to death and loss, both immediately after the event and over time. Full of practical advice on issues such as how to keep children in touch with their memories, answer their questions, allay their fears and explore their feelings through play, this accessible book enables adults to work with children to develop an acceptance of grief and an understanding of death and loss.

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

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

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

Including one, including all: a guide to relationship-based early childhood inclusion. Leslie Roffman, Cassandra Britton, and Todd Wanerman (2011).
Strengthen every child using relationship-based approaches to support their behavioral, emotional, social, and learning challenges

Infant mind: origins of the social brain. Marc H. Bornstein (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.

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

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

Mental health services for vulnerable children and young people: supporting children who are, or who have been, in foster care. Arlene Vetere and Michael Tarren Sweeney (2014).

More than half of children either in foster care, or adopted from care in the developed world, have a measurable need for mental health services, while up to one quarter present with complex and severe trauma- and attachment-related psychological disorders. This book outlines how services can effectively detect, prevent, and treat mental health difficulties in this vulnerable population.

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

No biting: policy and practice for toddler programs. Gretchen Kinnell (2008). Biting is one of the most frustrating and widespread issues childcare providers and parents face. This book discusses why toddlers bite, how to respond to biting, and how to develop a plan to address repeated biting. It also explores what parents think of biting, how to respond to their suggestions and demands, and how to create biting policies.

Parenting and substance abuse: developmental approaches to intervention. Linda C. Mayles (2013).

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

Physical and emotional abuse: triggers, short and long term consequences, and prevention methods. (2013).

This book includes a chapter on parent-child interaction therapy (PCIT) written by Cheryl B. McNeil, Amanda H. Costello, Ria M. Travers, and Meredith A. Norman. They review available outcome studies on PCIT with trauma, address philosophical concerns raised about PCIT's appropriateness for children traumatized by abuse and or neglect, and provide a theoretical rationale for the therapeutic benefits of PCIT for this population.

Play therapy with traumatized children. Paris Goodyear-Brown (2010). Goodyear-Brown introduces a practical model of play therapy for traumatized children. Her model of treatment incorporates theoretical constructs with effective play therapy interventions. Clinicians have long recognized that trauma therapy is not just a matter of techniques but a journey with a beginning, middle, and end. The author codifies the process in her model, Flexibly Sequential Play Therapy (FSPT). Integrating non-directive and directive approaches, this components-based model allows for the uniqueness of each child to be valued while providing a safe, systematic journey towards trauma resolution.

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

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

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

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

The first years of human life are more important than we ever realized. Robin Karr-Morse connects psychology, neurobiology, endocrinology, immunology, and genetics to demonstrate how chronic fear in infancy and early childhood, when we are most helpless, lies at the root of common diseases in adulthood.

Selecting effective treatments. Linda Seligman and Lourie W. Reichenberg. (2014).

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

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

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

Trauma counseling: theories and interventions. Lisa Lopez-Levers (2012).

This textbook includes a chapter on trauma experienced in early childhood written by Staci Perlman and Andrea Doyle. It covers development in early childhood, the influence of trauma on early development, and practice implications for working with young children who have experienced trauma.

Trauma-informed care: how neuroscience influences practice. Amanda Evans and Patricia Coccoma (2014).

The authors devote a chapter of their book to the impact of trauma on the developing brain. A simple rubric is included as a method to recognize behaviors that may be trauma-related.

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

Trauma-informed practices with children and adolescents. William Steele and Cathy A. Malchiodi (2012).

This sourcebook of practical approaches to working with children and adolescents synthesizes research from leading trauma specialists and translates it into easy-to-implement techniques. These approaches address the sensory and somatic experiences of trauma within structured formats that meet the best practices criteria for trauma-informed care: safety, self-regulation, trauma integration, healthy relationships, and healthy environments. Each chapter contains short excerpts, case examples, and commentary relevant to the chapter topic from recognized leaders in the field of trauma intervention with children and adolescents. Readers will find chapters filled with easily applied activities, methods, and approaches to assessment, and information about self-regulation, trauma integration, and resilience-building.

Social Emotional Development & Behavioral Issues: Selected Websites

The **Center for Early Childhood Mental Health** from Georgetown University translates research in healthy mental development into materials for families, mental health consultants, and Head Start staff. See <http://www.ecmhc.org/>.

The **Center on the Social and Emotional Foundations for Early Learning** has a tremendous amount of information for families, trainers, teachers, caregivers, and more. See <http://csefel.vanderbilt.edu/>.

Challenging behaviors is a website from Zero to Three aimed at helping parents understand what behavior is typical and how to deal with it. Read it at <http://www.zerotothree.org/child-development/challenging-behavior/>.

The **Child Welfare Information Gateway** offers resources related to child abuse and neglect. See <https://www.childwelfare.gov/topics/can/>.

The **Children's Trauma Assessment Center (CTAC)** provides comprehensive neurodevelopmental trauma assessments for children who have experienced trauma or adverse childhood experiences. See <https://wmich.edu/traumacenter>.

Creating teaching tools provides teachers with practical strategies that are successful in helping young children with challenging behavior. The tools are provided online by the Center for Effective Mental Health Consultation at Georgetown University. See <https://www.ecmhc.org/TTYC/>.

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

Dealing with behavior issues is a webpage created by the Parent Companion. It lists strategies for dealing with challenging behavior that parents might find helpful. See <http://www.parentcompanion.org/article/dealing-with-behavior-issues>.

Disruptive behavior disorders contains information by the American Academy of Pediatrics. See <http://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Disruptive-Behavior-Disorders.aspx>.

Early Identification: Referral Requirements under CAPTA and IDEA are explained by the Early Childhood Technical Assistance Center at <http://ectacenter.org/topics/earlyid/capta.asp>

First3Years is an organization that has trained and mentored thousands of early childhood professionals across Texas on brain development, attachment, separation, trauma, self-regulation, cross-cultural awareness, and other infant mental health related issues. See <http://first3yearstx.org/>

Guidance for effective discipline, a policy statement reaffirmed in 2014 by the American Academy of Pediatrics, is available at: <http://pediatrics.aappublications.org/content/101/4/723.full>.

Helping children and adolescents cope with violence and disasters: what parents can do, the National Institute of Mental Health provides caregivers and parents with advice on how they can help children overcome traumatic experiences and start the process of recovery. See <http://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-parents-trifold/index.shtml>.

InBrief: early childhood mental health, a report by Harvard's Center on the Developing Child, is located at https://developingchild.harvard.edu/resources/briefs/inbrief_series/inbrief_early_childhood_mental_health/.

The National Center for Pyramid Model Innovations (NCPMI) takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. See <https://challengingbehavior.cbcs.usf.edu/>.

The National Child Traumatic Stress Network's mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. See <https://www.nctsn.org/>.

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

The National Library of Medicine has compiled reliable links to information on child mental health. See <https://medlineplus.gov/childmentalhealth.html>

Nine steps to more effective parenting are presented by the Nemours Foundation at http://kidshealth.org/parent/positive/family/nine_steps.html.

Temperament: Infants and toddlers have temperaments, just like older children and adults. This web page presents a list of questions and answers about temperament. See <https://www.zerotothree.org/early-development/temperament>.

The Waisman Center, University Center for Excellence in Developmental Disabilities, Behavioral Health Area of Emphasis promotes healthy social and emotional development and provides information on addressing challenging behaviors. See <https://www2.waisman.wisc.edu/cedd/emotional.php>.

Zero to Three is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in the lives of infants and toddlers. It provides several resources on early childhood mental health, including a video clip. See <https://www.zerotothree.org/early-development/infant-and-early-childhood-mental-health>.

Social Emotional Development & Behavioral Issues: Selected Journal Articles with Abstracts

Ages and Stages Questionnaire: Social–Emotional as a teacher-report measure. Pooch A, Natale R, Hidalgo T. *Journal of Early Intervention*. 2019; 41(1):3-12.

Universal screening of social–emotional deficits in preschool children is a promising avenue for detecting children in need of early intervention. Due to the importance of this task, it is vital that the instruments used in universal screening be brief, inexpensive, and capable of accurately measuring social–emotional development. The Ages and Stages Questionnaire: Social–Emotional (ASQ:SE) fulfills these requirements, but has been established only as a parent-report instrument, which makes it difficult to assess preschool-based child behavior and reporter bias. The current study examined the reliability and validity of the ASQ:SE in a sample of 443 preschool children and their teachers. Overall, the teacher-report ASQ:SE produced promising findings, including adequate internal consistency reliability ($\alpha = .73-.74$) and strong concurrent validity. Further studies should include discriminant validity analyses, and more representative samples to allow for generalization of results.

Social Emotional Development & Behavioral Issues: Selected Journal Articles with Abstracts

The early biopsychosocial development of boys and the origins of violence in males. Golding P, Fitzgerald HE. *Infant Mental Health Journal*. 2019;40(1):5-22.

We apply a biopsychosocial approach to introduce early-in-life experiences that explain a significant part of the male preponderance in the perpetration of violence. Early caregiver abuse and neglect, father absence, and exposure to family and neighborhood violence exacerbate boys' greater risk for aggressive behavior and increase the probability of carrying out violent acts later in life. We examine the development of the psychological self and explore conditions that encourage physical aggression, focusing on the impact on the infant and toddler's emergent mental representation of self, others, and self-other relationships. Boys' slower developmental timetable in the first years of life may enhance their vulnerability for disorganization in emergent neurobiological networks mediating organization of socioemotional relationships. Emergent attachment and activation relationship systems may differentially affect risk and resilience in boys and girls, particularly in single-parent families. Evidence has suggested that the dramatic increase in single-parent families is especially linked to corresponding increases in behavioral undercontrol, antisocial behavior, and the emergence of violence in boys.

The effect of a social-emotional intervention on the development of preterm infants in institutions. Chernego DIP, McCall RBP, Wanless SBP, et al. *Infants & Young Children*. 2018;31(1):37-52.

This study examined the effect of a social-emotional intervention implemented in one St. Petersburg (Russian Federation) institution (called a Baby Home, BH) on the general behavioral development of preterm children (gestational ages of 30-36 weeks) during their first 2 years of life. The intervention consisted of training caregivers and implementing structural changes to create a more family-like environment. The study included preterm (N = 56) and full-term (N = 93) children from one BH that implemented the intervention and from another BH with no intervention. Children were assessed at 3, 6, 9, 12, 18, and 24 months of age with the Battelle Development Inventory (LINC Associates, 1988). The results showed that the intervention positively influenced the general behavioral development of BH preterm children throughout their first 2 years of life compared with preterm children from the no intervention BH. Also, results indicated that the intervention effect was developmentally similar for preterm and for full-term children, but preterm children consistently scored lower than full-term children during their first 2 years living in the BH. In general, our research emphasizes the crucial role of warm, sensitive, and responsive interactions with a constant and emotionally available caregiver for healthy child development for both term and preterm children.

Social Emotional Development & Behavioral Issues: Selected Journal Articles with Abstracts

Parent-child relationships and preschoolers' social-emotional functioning among low-income families: the moderating role of parental nativity.

Ren LP, Garcia ASP, Eстераich JMP, Encinger AMS, Raikes HHP, Acar IHP. *Infants & Young Children*. 2019;32(2):123-138.

The demographic composition in the United States has undergone shifts due to increasing immigration. This may change the way we think about families and children in the United States, and it is important to include immigrant families in parenting research. This study examined the relations between parent-child relationships and preschool-aged children's social-emotional functioning in the context of low-income families in the United States. We also explored how the relations between the two were moderated by parental nativity, specifically focusing on parents born in the United States and those who were born in Mexico and emigrated to the United States. The sample included 199 preschool children enrolled in Educare/Head Start programs and their parents, with 134 of the parents born in the United States and 65 born in Mexico. Parents reported parent-child closeness and conflict. Teachers reported children's social-emotional strengths and behavioral concerns. Assessors evaluated children's executive function and behavior regulation using structured tasks. The results showed that more parent-child conflict was related to more behavioral concerns and lower levels of executive function among children with U.S.-born parents but not among those with Mexico-born parents. The study suggests that the role of parenting in child social-emotional functioning may vary depending on cultural backgrounds among low-income families.

Positive behavior interventions and supports: maximizing the universal tier for young children with or at risk for disabilities. Green KB, Robbins SH, Bucholz JL. *Young Exceptional Children*. 2019;22(1):6-21.

Ms. Garcia is a general education teacher in a preschool classroom. The classroom consists of 16 children, ages 3 to 4, and one assistant teacher. Three children are English language learners and three receive special education services. This was the first year of formal education for many of the children in her class. Ms. Garcia struggles with classroom management and feels that student behaviors worsen each year. She feels overwhelmed with the many complex needs of the children in her classroom, and becomes easily frustrated and reactive to their behaviors. Although many of the children are now familiar with classroom routine, some continue to be noncompliant with the rules and aggressive with their peers. Ms. Garcia knows she should use hands-on and engaging materials, yet she finds herself using worksheets often for the ease of planning. She knows worksheets are not developmentally appropriate for 4-year-olds, but some days, she is just too exhausted from managing the children to take time to plan hands-on and engaging activities. Ms. Garcia wants to "have fun" teaching again, and to make a positive impact on the children in her class. She wants her classroom to be a safe and supportive environment for all children. She learned about The Pyramid Model in a workshop last fall, and decided to try some of the strategies.

Social Emotional Development & Behavioral Issues: Selected Journal Articles with Abstracts

The Pyramid Plus Center: scaling up and sustaining evidence-based practices for young children with challenging behavior.

Hallett G, Strain PS, Smith BJ, Barton EE, Steed EA, Kranski TA. 2019;22(1):22-37.

There is a clear and documented relation between early social and behavioral competency and children's cognitive development, acquisition of pre-academic skills, and preparedness for school. Social competence in young children predicts important outcomes such as achievement, job retention, social competence, and relationship success. Conversely, behavior problems identified in the preschool years are predictive of later adjustment difficulties and negative long-term developmental outcomes. Further confounding the problem, early childhood (EC) professionals reported that they did not feel effective with young children who exhibit challenging behavior and that they were unlikely to use effective strategies to address or prevent the challenging behaviors. Indicative of this level of adult discomfort and skill, preschool-aged children were expelled from their schools at 3 times the rate of expulsions for school-aged children, primarily due to the child's challenging behavior. A recent report by the U.S. Department of Education Office for Civil Rights (2014) revealed that more than twice as many students with disabilities (13%) received an out of school suspension than students without disabilities (6%).