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Child Development and Brain Development (updated)

This month we are featuring library resources on child development and brain development.

Child Development and Brain Development – Selected Journal Articles

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

Early developmental screening for children in foster care. Hodges K, Landin M, Nugent M, Simpson P. *J Child Fam Stud.* 2016;25(7):2155-2163. Limited data exist about the ideal timing of developmental screening for young children entering foster care, and current best practice recommends screening by 1 month into care to prioritize resources for evaluation. Therefore, we aimed to: (1) compare detection rates for potential developmental delay (DD) at foster care entry before and after implementation of a developmental screen and (2) examine accuracy of developmental screening when performed at entry and 1 month into care. Charts of 124 children <6 years evaluated for an initial foster care health assessment (IFCHA) were reviewed to determine baseline detection rates for potential DD. The Parents' Evaluation of Developmental Status (PEDS) screening tool was then prospectively administered to 167 children <6 years during their IFCHA to determine detection rates. One month following the IFCHA, caregivers were re-contacted, and the screen was re-administered. Accuracy of the initial PEDS screen was compared to the 1 month PEDS screen by calculation of sensitivity and specificity. At baseline, potential DD was detected in 34 % of children at the IFCHA compared to 46 % after implementation of the PEDS ($P = 0.041$). Compared to the 1 month screen, the early screen had a sensitivity of 75 % and specificity of 88 %. Use of a developmental screening tool at foster care entry increased detection of potential DD, and the results remained consistent with screening 1 month later. These results support use of a developmental screen for children in foster care and suggest that screening be performed as early as possible to expedite necessary evaluations and referrals.

Exploring the infant social brain: what's going on in there? Meltzoff A, Kuhl P. *Zero Three.* 2016;36(3):2-9.

Advances in neuroscience allow researchers to uncover new information about the social brain in infancy and early childhood. In this article we present

state-of-the art findings about brain functioning during the first 3 years of life that underscore how important social interactions are to early learning. We explore learning opportunities that occur during everyday interchanges between adults and infants and how these influence the brain. We also examine state-of-the art findings about brain functioning during the first 3 years of life that underscore how important social interactions are to early learning. We explore learning opportunities that occur during everyday interchanges between adults and infants and how these influence the brain. We also examine longitudinal data to understand how children's earliest social interactions set the stage for school readiness and lifelong learning.

Gross motor milestones and subsequent development. Ghassabian A, Sundaram R, Bell E, Bello S, Kus C, Yeung E. *Pediatrics*. 2016;138(1):1-8.

Objective: We examined the longitudinal associations of age at achieving gross motor milestones and children's development in a US cohort of singletons and twins. Methods: In the Upstate KIDS study, a population-based study of children born between 2008 and 2010, information on age at achievement of motor milestones and developmental skills was available in 599 children (314 singletons, 259 twins, and 26 triplets). Mothers reported their children's major motor milestones at ~4, 8, 12, 18, and 24 months. At age 4 years, children's development was clinically assessed by using the Battelle Developmental Inventory, Second Edition (BDI-2). Primary analyses by using multivariate linear regressions were conducted in singletons. We also examined the associations in twins. Results: Later achievement of standing with assistance predicted lower BDI-2 scores in singletons in adjusted models (B per SD of age at achievement, -21.9 [95% confidence interval (CI), -41.5 to -2.2]). Post hoc analysis on age of standing with assistance showed that associations were driven by differences in adaptive skills (B = -5.3 [95% CI, -9.0 to -1.6]) and cognitive skills (B = -5.9 [95% CI, -11.5 to -0.4]). Analyses restricted to twins suggested no association between the age at achievement of milestones and total BDI-2 score after adjustment for gestational age and birth weight. Conclusions: This study provides evidence that the age of achieving motor milestones may be an important basis for various aspects of later child development. In twins, key predictors of later development (eg, perinatal factors) overshadow the predictive role of milestones in infancy.

Infants' generalizations about other people's emotions: foundations for trait-like attributions. Repacholi BM, Meltzoff AN, Toub TS, Ruba AL. *Dev Psychol*. 2016;52(3):364-78.

Adults often attribute internal dispositions to other people and down-play situational factors as explanations of behavior. A few studies have addressed the origins of this proclivity, but none has examined emotions, which rank among the more important dispositions that we attribute to others. Two experiments (N = 270) explored 15-month-old infants' predictive generalizations about other people's emotions. In exposure trials, infants watched an adult (Experimenter) perform actions on a series of objects and observed another adult (Emoter) react with either anger or neutral affect. Infants were then handed the objects to test whether they would imitate the Experimenter's actions. One chief novelty of the study was the inclusion of a generalization trial, in which the Experimenter performed a novel act on a novel object. We systematically manipulated whether the Emoter did or did not respond angrily to this novel demonstration, and whether the Emoter watched the infant's response. Even when no further emotional information was presented in the generalization trial, infants were still hesitant to perform the act when the previously angry Emoter was watching them. Infants tracked the Emoter's affective behavior and, based on her emotional history, they predicted that she would become angry again if she saw them perform a novel act. Making predictive generalizations of this type may be a precursor to more mature trait-like attributions about another person's emotional dispositions.

Neural circuits underlying mother's voice perception predict social communication abilities in children.

Abrams DA, Chen T, Odriozola P, Cheng KM, Baker AE, Padmanabhan A, Ryali S, Kochalka J, Feinstein C, Menon V. *Proc Natl Acad Sci U S A*. 2016;113(22):6295-300.

The human voice is a critical social cue, and listeners are extremely sensitive to the voices in their environment. One of the most salient voices in a child's life is mother's voice: Infants discriminate their mother's voice from the first days of life, and this stimulus is associated with guiding emotional and social function during development. Little is known regarding the functional circuits that are selectively engaged in children by biologically salient voices such as mother's voice or whether this brain activity is related to children's social communication abilities. We used functional MRI to measure brain activity in 24 healthy children (mean age, 10.2 y) while they attended to

brief (<1 s) nonsense words produced by their biological mother and two female control voices and explored relationships between speech-evoked neural activity and social function. Compared to female control voices, mother's voice elicited greater activity in primary auditory regions in the midbrain and cortex; voice-selective superior temporal sulcus (STS); the amygdala, which is crucial for processing of affect; nucleus accumbens and orbitofrontal cortex of the reward circuit; anterior insula and cingulate of the salience network; and a subregion of fusiform gyrus associated with face perception. The strength of brain connectivity between voice-selective STS and reward, affective, salience, memory, and face-processing regions during mother's voice perception predicted social communication skills. Our findings provide a novel neurobiological template for investigation of typical social development as well as clinical disorders, such as autism, in which perception of biologically and socially salient voices may be impaired.

One-year-olds think creatively, just like their parents. Hoicka E, Mowat R, Kirkwood J, Kerr T, Carberry M, Bijvoet-van den Berg S. *Child Dev.* 2016;87(4):1099-1105.

Creativity is an essential human ability, allowing adaptation and survival. Twenty-nine 1-year-olds and their parents were tested on divergent thinking (DT), a measure of creative potential counting how many ideas one can generate. Toddlers' and parents' DT was moderately to highly correlated. Toddlers showed a wide range of DT scores, which were reliable on retesting. This is the first study to show children think divergently as early as 1 year. This research also suggests 1-year-olds' DT is related to parents', opening up future research into whether this relationship is due to genetics and/or social learning at its emergence. Understanding DT at its emergence could allow for interventions while neurological development is most plastic, which could improve DT across the life span.

Outlining the windows of achievement of intersubjective milestones in typically developing toddlers.

Sadurní Brugué M, Pérez Burriel M. *Infant Ment Health J.* 2016;37(4):356-71.

Babies are born with an innate drive or intrinsic motive formation with which to communicate and share meanings with others and that some authors have called intersubjectivity (S. Braten & C. Trevarthen, 2007; C. Trevarthen, 1974, 2001). Around the ninth month of life, this motivation changes and passes from a person-to-person dyadic (primary intersubjectivity) to a person-person-object relationship (secondary intersubjectivity). S. Braten and C. Trevarthen (2007) also proposed a third form or layer of intersubjectivity known as tertiary intersubjectivity. One hundred fifteen free-play sessions of 27 mother-child dyads (13 girls and 14 boys ages 9-37 months) were filmed and categorized using the Level of Intersubjective Attunement Scale (LISA-T; M. Pérez Burriel & M. Sadurní Brugué, 2014; M. Sadurní Brugué & M. Pérez Burriel, 2012). Results from these nine hierarchical levels are presented, following a developmental sequence or population trajectory around an interindividual variability. In this article, we propose viewing these age-related levels as windows of achievement of intersubjective milestones. The statistical analysis suggested a redesign of the LISA-T levels of intersubjectivity; thus, results from this redesign and the debate on the implications of these transitions in infant mental health development are presented.

Parent Recognition and Responses to Developmental Concerns in Young Children. Marshall J, Coulter M, Gorski P, Ewing A. *Infants Young Child.* 2016;29(2):102-115.

This mixed-methods study examined influences, factors, and processes associated with parental recognition and appraisal of developmental concerns among 23 English- and Spanish-speaking parents of young children with signs of developmental or behavioral problems. Participants shared their experiences through in-depth interviews or focus groups and also completed questionnaires assessing children's developmental status and parental knowledge of infant and child development and other demographics. Half of the participants reported behavior, social, or speech concerns; more than a third had academic, receptive language, or self-help concerns; and roughly 15% reported fine or gross motor concerns. Although parent knowledge of child development was low (average 50%–65% correct), level of concern was consistent with referral for services. Parents clearly engaged in a sophisticated process of observing their children over time and across settings, comparing the index child with peers or to siblings when they were of the same age. In addition, parents considered the child's temperament, health status, and environment as part of the appraisal process. These findings suggest that parents and caregivers of young children may benefit from shared knowledge and information about typical and atypical child

development behaviors and that their concerns should be considered as sophisticated responses indicating the need for referral.

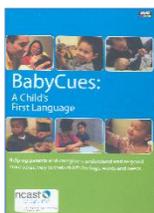
Real-time coaching with bug-in-ear technology: a practical approach to support families in their child's development. Riggie Otte J. *Young Exce Child*. 2016;19: 32-46.

Patrice had been struggling with her 2-year-old daughter Adrianna's mealtime behaviors for 6 months. Unfortunately, in the past few weeks, Adrianna's behaviors had taken a turn for the worse. What began as simple refusals had escalated into table pounding, throwing food, and running away from the table. Patrice had tried to manage Adrianna's challenging behaviors by keeping meals and snacks at consistent times and using predictable routines, such as sitting in the same chairs and using a mealtime mantra, "It's not a feat. It's time to eat! At the table, we are able!" As early interventionist Manuela watched Adrianna and Patrice eat lunch at Adrianna's miniature table, she observed their typical mealtime challenges coupled with Patrice's frustration and exhaustion. During their previous early intervention session, Manuela had taught Patrice to use three behavioral strategies (contingent reinforcement, planned ignoring, and choice making), had modeled the strategies with Adrianna, and had provided Patrice with feedback and encouragement when she practiced using the strategies. However, in the heat of the moment, these three strategies were the farthest thing from Patrice's mind. "Patrice had mastered these strategies last week when I taught them to her! I wish there was a way I could help her apply the strategies in this situation," thought Manuela.

What more has been learned? The science of early childhood development 15 years after neurons to neighborhoods. Thompson R. *Zero Three*. 2016;36(3):18-24.

The new Institute of Medicine//National Research Council report, *Transforming the Workforce for Children from Birth Through Age 8: A Unifying Foundation* (2015), begins with a summary of the science of early development and learning, with particular attention to discoveries during the past 15 years since the publication of *From Neurons to Neighborhoods* (National Research Council & Institute of Medicine, 2000). This article summarizes what has been learned during this period and its implications for practitioners who work with young children. New advances include better understanding of the scientific foundations for learning that develop during the first 3 years, the realization that early learning is more than just acquiring cognitive skills, knowledge of the influence of chronic stress and the significance of early relationships, and new understanding of the interaction of biology and environment in early learning.

Child Development and Brain Development – DVDs



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

This DVD shows examples of cues, engaging and disengaging, as well as examples of how cues often cluster around hunger or satiation. Sleep states and levels of alertness which also impact the caregiving environment are shown. These states and implications for caregiving are explained as well. Learning and interpreting these cues is presented from an attachment theory base and will assist the caregiver or parent in providing a nurturing environment for babies and young children.

Baby human: to talk. 52 min. 2003. (DD0279).

Using research from psychologists specializing in infant communication, this program explores the baby's linguistic journey, from cooing to motherese during the initial months, and on to the language explosion after the first year.

Baby human: to think. 52 min. 2003. (DD0280).

Featuring over a dozen short experiments conducted by researchers from universities across the nation, this program investigates how infants learn to grasp the rules of logic.

Baby human: to walk. 52 min. 2000. (DD0281).

This program shows the motor development of infants. New crawlers are unable to assess danger, fear of heights is linked to expansion of peripheral vision, and babies must learn and relearn lessons to adapt to their environment.

NEW! Baby instructions: crawler to toddler. 66 min. 2010. (DD0733).

Once they're mobile, children can't be held back from exploring and discovering. The question is, what are the best ways to help them? This video guides parents and caregivers in nurturing child development by offering novel opportunities for play and learning. Topics include gross motor development, fine motor development, early reading skills, language development, the auditory system, communication, focusing attention, mirror neurons, cognitive development, crossing midline, sensory processing, brain development, interacting with technology, developing routines, dressing, encouraging play, and feeding. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

NEW! Baby instructions: newborn to crawler. 61 min. 2010. (DD0732).

There's nothing more satisfying than watching a newborn gain awareness and begin to interact with the world. But along with the joy comes plenty of uncertainty and a need for guidance. This video helps parents and caregivers create the best possible environment in which to maximize a baby's learning potential. Topics include gross motor development, reading a baby's cues, tummy time, language development, crawling, communication, fine motor development, bonding, visual development, attachment, the auditory system, behavioral states, sensory processing, brain development, infant massage, reflex development, calming an infant, establishing routines, feeding, encouraging play, and dressing. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Baby's first year. 20 min. 2000. (DD0282).

This program explores the physical, emotional, social, and intellectual milestones of the infant's first year.

Beginnings of life: newborn development. 42 min. 2001. (DD0504).

This program follows the many physical, cognitive, and social changes that newborns experience during early infancy. It shows how professionals use the Apgar test to assess a newborn's health and the significance of the first interaction between parent and newborn. It also discusses the importance of sleep and nutrition.

The brain: activity, sleep, and boredom. 20 min. 2011. (DD0471).

This program explains why physical activity is important for the development of children's brains. It briefly explains the stages of play and their meaning. The stages of sleep are also explained. Parents are urged to foster constructive boredom such as naps, quiet time, and free play.

The brain: developing memory in developing brains birth to five years. 21 min. 2010. (DD0470).

Viewers will discover how the basic workings of the brain influence our memory and what can be done to encourage healthy brain development in children. This program presents practical approaches parents and caregivers can take to promote learning. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

The brain: pattern, structure and novelty. 21 min. 2011. (DD0472).

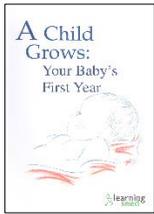
Human brains are wired to perceive patterns and structure in the world. Viewers will discover how to give young children the structure that they need to set up a strong foundation for learning, and how to add new activities and ideas in ways that nurture their hunger for learning.

Child from 1 to 3. 20 min. 2003. (DD0283).

This program explores the physical, emotional, social, and intellectual milestones of toddlers at one, two, and three years old.

A child grows: your baby's first year. 24 min. 2003. (DD0527).

Infants demonstrate milestones in basic motor skills from rolling over to standing alone. They learn that objects can exist outside of their own experience, learn cause and effect, and slowly discover they are independent beings. Watch as they explore eye-hand coordination, feeding skills, a first smile, language understanding, baby talk, and the magical dance of senses and muscles called sensorimotor development.



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

Viewers learn how children develop morals and how it impacts children's behavior. The theories of Jean Piaget, Lawrence Kohlberg, Carol Gilligan, Albert Bandura, and Elliot Turiel are examined and the concept of theory of mind is explained. Children react to situations that challenge their morals. Experts explain how and why children develop as they do, as well as stressing why fostering moral development is crucial.

Child's play: how having fun turns kids into adults. 23 min. 2003. (DD0105).

Play is how children try out roles and test limits and how they develop basic physical and mental skills. Play is fun and free, yet also a dress rehearsal for adulthood. In this DVD, viewers see that play is the engine that drives child development.

Children outdoors: babies outdoors. 53 min. 2010. (DD0631).

Babies are stimulated by sensory experiences available outdoors. This DVD details the development of vision, hearing, and touch as well as physical development as babies learn to reach, grasp, sit, crawl, and walk. Babies also develop socially and emotionally as they play outdoors with their caregivers.

Children outdoors: toddlers outdoors. 65 min. 2009. (DD0632).

Viewers follow six toddlers as they develop physically, emotionally, socially, and cognitively as they explore and move around outdoors. The toddlers broadly follow the same developmental trends yet each has an individual pattern of action.

Children outdoors: two year olds outdoors. 63 min. 2010. (DD0633).

This program follows six children between two and three years old as they experience the excitement and unlimited stimulation available outdoors. Playing outdoors helps the children develop physically, socially, and cognitively.

Comparison of normal and atypical development. 48 min. 2009. (DD0628).

Physical therapist Maria Huben contrasts typical and atypical sensorimotor development in children. Children are shown in a supine position, prone position, sitting, and standing. Huben demonstrates developmental movement and postural components that impair the establishment of skill in children with neuromotor disorders.

The developing child: early relationships. 19 min. 2003. (DD0102).

In this module, early bonding and the signs of unfolding attachment between parent and child are presented. In the comparison of secure and insecure attachment, the impact of different influences is highlighted. From the perspective of attachment, the DVD examines the development of stranger anxiety and separation anxiety.

The developing child: emotional and social world. 15 min. 2003. (DD0101).

In this DVD, the early interactions between parents and children are likened to a dance with carefully orchestrated interactions on both sides. At first the relationship includes parents only, but by six months infants can include siblings and other constant adult caregivers. Differing cultural belief systems have an impact on the family and subsequently on the development of children.

The developing child: observation. 29 min. 2004. (DD0232).

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

Development and discovery. 30 min. 2005. (DD0382).

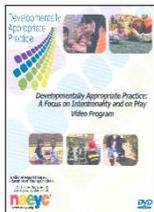
This DVD presents research on newborn brain development including speed, reaction, and pain sensitivity. Methods of assessing the newborn through techniques such as the APGAR scale, random mass spectrometry, and the revised Brazelton Neonatal Assessment Scale are shown. Information on newborn reflexes along with information on changes in care of low birth weight, premature, and small for date newborns is included.

NEW! Development in practice: activities for babies with Down syndrome. 77 min. 2007. (DD0716).

This DVD focuses on practical activities to promote development that can be woven into everyday family routines and activities. Section one describes the important elements of development and demonstrates significant behaviors and activities for very young babies. It discusses the principles that can be applied to different areas of development. Section two gives practical advice and activities for supporting the development of skills that may be more difficult for babies with Down syndrome to develop independently. Activities are clearly illustrated by parents and therapists working with young babies with Down syndrome.

NEW! Development in practice: speech and language activities for preschool children with Down syndrome. 76 min. 2007. (DD0717).

This film explains and demonstrates activities for promoting communication, speech and language development for preschool children with Down syndrome from 18 months to 4 years. It focuses on practical strategies to promote speech and language development that can be woven into everyday play, routines and activities. The film explores techniques to help children with Down syndrome understand the meanings of words, communicate what they know, and develop clear speech. It also looks at ways to help them learn to read words and sentences, and explains how teaching reading benefits their spoken language.



Developmentally appropriate practice video program. 53 min. 2009. (DD0300).

This DVD contains an overview of developmentally appropriate practice. Depictions of developmentally appropriate practice in action are shown in classrooms for infants, toddlers, preschoolers, kindergartners, and primary school children.

Discoveries of infancy: cognitive development and learning. 32 min. 2006. (DD0318).

This DVD explores the constant quest for knowledge of infants and toddlers. It shows six major kinds of discoveries children make in the first three years of life and offers guidelines on how to support early learning. From birth onwards, infants continually increase their understanding of each of these six discoveries: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation.

ECI teleconference: brain development. 44 min. 2000. (DD0461).

Dr. Neil Boris introduces selected basic principles of neurobiology. He also explains how these principles can be applied to work with young children with disabilities.

ECI teleconference: child unfolding within the family: child development birth to 6 months. 120 min. 2006. (DD0181).

This presentation made by Sally Hamilton on April 26, 2006 covers how different theories of child development apply to ECI. She also explains the different stages of development for a baby. The first stage is about becoming attentive and interested in the world. The second stage is about the parent and child falling in love.

ECI teleconference: child unfolding within the family: child development 6-12 months. 113 min. 2006. (DD0236).

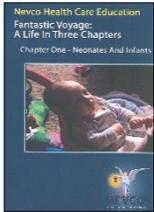
This presentation made by Sally Hamilton on June 28, 2006 covers how a baby typically develops between 6 and 12 months. The third stage of development is about becoming an intentional two way communicator. The fourth stage is about learning to interact to solve problems and discover a sense of self.

ECI teleconference: trauma and attachment. 87 min. 2000. (DD0303).

Prachi Shah discusses how the infant's brain develops and the environmental influences on the infant's brain during the first years of growth. Stephanie Schick discusses the effects of traumatic experiences and attachment on the infant.

Early socialization from age 2 to age 5. 29 min. 2002. (DD0133).

This DVD follows the social development of two young children, Max and Ellie, from the ages of two to five. Examples of multiple attachment, language development, imitation and identification, cooperative play, self-awareness, gender identification, and social conformity are captured on film and clearly identified with onscreen labels as the children broaden their awareness of the world through interactions with each other, family members, and peers.



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

This DVD reviews the age characteristics, age-specific care, and nursing considerations relevant to young infants. Viewers learn how young infants communicate. Those who work with parents of young children are reminded to teach parents about child proofing their homes.

First year milestones: a monthly guide to your baby's growth vol. 1: birth to 6 months. 25 min. 2006. (DD0128).

This DVD demonstrates the physical, emotional, and linguistic milestones of the first six months. It includes corresponding brain development and safety information throughout. Viewers will watch the progression of eight babies reaching many milestones. Parent comments, fun activities, and signs of possible developmental delays complete this program. This program is also available in Spanish as DD0437.

First year milestones: a monthly guide to your baby's growth vol. 2: 7 months to 12 months. 25 min. 2006. (DD0129).

This DVD demonstrates the physical, emotional, and linguistic milestones of months seven through twelve. It includes corresponding brain development and safety information throughout. Viewers will watch the progression of eight babies reaching many milestones. Parent comments, fun activities, and signs of possible developmental delays complete this program. This program is also available in Spanish as DD0438.

The first years last forever. 30 min. 2000. (DD0026).

This DVD, hosted by Rob Reiner, is designed to help new parents and caregivers understand research regarding brain development and the vital importance of their relationship with the infant during the critical first years of life.

Five-and-six year olds: a parent's guide. 21 min. 2002. (DV0770).

Five and six year olds struggle to learn the idea of fair play, co-operation, following rules, and taking turns. They also struggle to distinguish reality from make believe. These youngsters arrange objects by color, assemble jigsaw puzzles, and make drawings that sometimes look like modern art. They deal with basic mathematical concepts and learn to size up three-dimensional objects.

Flexible, fearful or feisty: the different temperaments of infants and toddlers. 29 min. 2006. (DD0319).

This DVD explores the various temperamental styles of infants and toddlers. Nine traits can be grouped into three styles: flexible, fearful, or feisty. Techniques are described for dealing with each of the different temperaments. This title is also available in Spanish as DD0453.

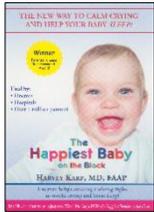


Growing through play: cognitive and social development. 26 min. 2004. (DD0629).

This DVD demonstrates how children learn important cognitive and social skills through their play, from pre-literacy skills to social interaction. Containing authentic footage of children in a diverse classroom setting, this instructional DVD shows each of Mildred Parten's stages of play in action and makes the connection between each stage of play and how it relates to the learning styles of children of different ages. It also demonstrates the role well planned environments play in a child's successful progression throughout the different stages of play.

Happiest baby on the block. 68 min. 2006. (DD0462).

Dr. Harvey Karp regards the first three months of life as the fourth trimester. He discusses the calming reflex of the young infant, how to help young infants sleep, and the advantages of swaddling. He also gives parents tips on dealing with colic.



Happiest toddler on the block. 69 min. 2006. (DD0410).

Pediatrician Harvey Karp teaches parents how to cope with their toddlers' challenging behaviors. This program includes tips on how to calm outbursts, stop tantrums before they start, and build loving and respectful relationships with children. The main program lasts 38 minutes. A 31 minute bonus track shows Dr. Karp answering common parent questions.

Identifying developmental delays. 80 min. 2002. (DD0225).

This DVD illustrates developmental milestones for children ages birth to five. It presents real-life demonstrations of a wide range of developmental delays in young children. It helps child care providers share their findings with parents by explaining the many emotional reactions parents may experience when they hear that their child needs to be further evaluated by a pediatrician.

NEW! Infant milestones. 30 min. 2012. (DD0726).

Follow an infant's rapid physical development in the first year of life. See how a baby's brain develops and how infants experience the sensorimotor stage of development. This program provides tips to parents and caregivers for ways to foster the growth and development of young children. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Infants: cognitive development. 28 min. 2010. (DD0429).

This program traces an infant's cognitive development from simple reflexes to the beginnings of thought. Infant intelligence, information processing, and memory are explored. Infants are shown progressing from crying, to giggling, to babbling, to their first words. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Infants: physical development. 30 min. 2010. (DD0428).

Viewers learn how a baby's brain develops and what activities help stimulate healthy brain growth. The development of reflexes and motor skills in typically developing children and children with challenging conditions is shown. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

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

This program examines the different stages of emotional development and explains how children form attachments. Babies are observed as they begin to distinguish the expressions of others and mimic them. It shows how personality and temperament affect an infant's social and emotional growth and how caregivers handle various situations. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Is baby ok? 22 min. 2003. (DD0526).

Learn some of the basic developmental milestones in physical growth, personal and social skills, large and small motor skills, and language acquisition. Parents discover when to seek professional help to assess development, especially for potential problems in hearing and vision. They will also learn to recognize key motor skill developments. See how symmetry of movement is important, and learn how growth charts take ethnic diversity into account.

Landmarks of development. 22 min. 2003. (DD0259).

This DVD addresses the major milestones in locomotion and fine motor skills that are realized in the child's first year. A child's development is influenced by the variables of nutrition, healthcare, opportunities for practice, and

cultural patterns. Basic processes of eating and sleeping advance and become regulated in the first year. Babies begin taking in solid food, feeding themselves at times, and making their own choices obvious.

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

This DVD features 30 short video clips that show parents and children, aged birth to 3 years, interacting during playtime and everyday routines. These vignettes capture how learning unfolds through loving interactions with parents and caregivers, and highlights the critical role that adults play in supporting children's healthy development and school readiness. Some of the clips are in Spanish with English subtitles.

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

This DVD features 25 short video clips that show parents and children, aged birth to 5 years, interacting during playtime and everyday routines. These vignettes capture how learning unfolds through loving interactions with parents, teachers, and caregivers. They highlight the critical role that adults play in supporting children's healthy development and school readiness. The clips are provided without commentary or narration.

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

This program was filmed in Australia. It introduces a group of one-year-olds who are part of a large-scale longitudinal study in child development. Closely documenting the daily routines and developmental milestones of the children, the program gauges each subject's ability to confront new experiences. Shy Haleema does well in a "stranger test" while lively Anastasija cries when separated from her parents. Jara'na's future happiness may depend on his ability to deal with racism, while tiny Ben, born prematurely as a quintuplet, upturns all expectations. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

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

This program was filmed in Australia. It explores the causes and effects of the chronic stress that children experience as they learn and grow. Viewers will follow a group of one-year-olds as they take part in a large-scale, longitudinal child development study. The study measures levels of cortisol at specific points in each subject's daily routine. Shine's parents are struggling financially, and it shows in her levels of cortisol. Decklan goes to day care four times a week but that doesn't necessarily mean more stress. Sofia's cortisol levels can be correlated with her mother's work schedule, while Daniel must overcome the anguish wrought by his brother Jayme's near drowning and Jayme's subsequently acquired severe disabilities. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

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

This program was filmed in Australia. It delivers a progress report on five toddlers, the public face of a much larger longitudinal study, who must now learn to manage their own feelings and actions. Can Decklan get a handle on the tantrums that, not surprisingly, have increased with the arrival of a baby brother? Why does Jara'na cry every time he is separated from his mother? What's preventing Anastasija from paying attention to her teachers? And how can Daniel cope when faced with a death in the family? This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Magic of everyday moments: seeing is believing: series 1. 23 min. 2014. (DD0685).

This DVD consists of 4 segments. *Brain wonders: nurturing healthy brain development from birth* explains the importance of making a baby feel safe and secure in the world, establishing routines, and engaging in back-and-forth interactions. *Literacy skills: the roots of reading start at birth* makes clear the importance of developing language and literacy from birth through sharing books, telling stories, and talking to children. *Power of play: building skills while having fun* shows how children learn to communicate, solve problems, and get along with others by playing. *Temperament: what makes your child tick?* urges parents to tune in to and respect their child's temperament.

NEW! Magic of everyday moments: seeing is believing: series 2. 18 min. 2015. (DD0742).

This DVD cannot be played in a DVD player. You must use a computer to play this disc. This DVD consists of 4 segments. *Development from Birth to 12 months old* shows how development unfolds in the first year of life, with a focus on how all developmental domains, physical, social-emotional, language/communication, and cognitive are interconnected and work together to build the skills necessary to give babies the best possible start in life. *Development from 12 to 24 months old* explores how development in the second year of life unfolds through everyday routines and playtime with parents, family, and friends. It shows how back-and-forth social interactions and expanded exploration of the world, aided by toddlers' growing physical abilities, leads to the development of skills in all domains of development. *Development from 24 to 36 months old* demonstrates how new skills develop through play, routines, and relationships. It illustrates how 2-year-olds develop new and more complex skills, such as talking in sentences, counting, playing pretend, and building first friendships. It also shows how these abilities unfold through play and social interaction, without the need for any kind of formal teaching. School readiness explains how all the skills necessary for success in school can be nurtured in the early years through interaction and exploration with trusted adults and peers.

NEW! Magic of everyday moments: seeing is believing: series 3. 21 min. 2015. (DD0743).

This DVD cannot be played in a DVD player. You must use a computer to play this disc. This DVD consists of 4 segments. *From cries to conversation* shows how babies develop communication skills from birth through 3 years old. Specific attention is focused on how parents can nurture strong communication skills through everyday interactions with their babies and toddlers. *Driven to discover* illustrates how babies' drive to figure out how the world works leads to the mastery of many key concepts by the time they are 3. *From feelings to friendships* explores how babies and toddlers develop the ability to manage their emotions, establish strong, positive friendships and relationships, and have the self-confidence and persistence to succeed in school. *Busy bodies* illustrates how babies become active children who are able to crawl, climb, jump, feed themselves, draw, and more. It shows how active play is a necessary part of development.

NEW! Magic of everyday moments: seeing is believing: series 4. 23 min. 2015. (DD0744).

This DVD cannot be played in a DVD player. You must use a computer to play this disc. This DVD consists of 4 segments. *Before birth* recommends that expectant mothers eat well, stretch and do light-moderate exercise, relax and manage stress. They should also include dads in their prenatal doctor's visits. Responsive care is characterized by warm, loving, interactions in which parents read and sensitively respond to their baby's cues. Parents nurture a strong attachment through everyday moments in which they respond to their baby's cues. The *Daddy Factor* shows how greater father involvement helps children develop better problem-solving skills, manage frustrations more effectively, develop greater confidence, and get in less trouble at home and in school.

Next step: including the infants in the curriculum. 22 min. 2006. (DD0321).

This program looks at the physical, social, language, and intellectual development of the infant. Caregivers learn how they can become sensitive facilitators who present appropriate learning opportunities to infants.

No matter how small: a parent's guide to preterm infant development. 39 min. 2006. (DD0051).

This DVD is research-based and features a diverse cast of real parents and providers. It shows parents ways in which they can help support the growth and development of their baby's brain. This DVD contains a version of the program in English and one in Spanish.

The not-so-terrible twos: a parent's guide. 22 min. 2005. (DD0529).

Two-year-olds fine-tune their muscles through constant imitation, experimentation, and repetition. Observe as two-year-olds learn to make the complex mental connections that lead to true understanding. Hear how their growing language abilities lead two year-olds to speak with others, to ask "why", and proclaim their independence by saying "no." See how two-year-olds deal with the conflicting emotions of wanting to possess and demand one moment, and share and hug the next. Watch their first interactions with others, and see how it's still difficult for them to see a situation from another's viewpoint. Learn from a pediatrician what body awareness, language skills, and motor skills have to do with toilet training.

NEW! Parenting: emotional health and positive discipline: 7-12 months. 10 min. 2016. (DD0737).

A young mom explains age-appropriate behavior for babies and how to use positive discipline and positive language as an alternative to angry language and spanking.

NEW! Parenting: play and milestones: birth to 6 months. 10 min. 2016. (DD0740).

Babies are shown playing as they reach the typical milestones. Babies spend their first two months gazing, hearing, interacting, playing on their tummies, lifting their heads, and smiling. By their third and fourth months typical infants spend their times cooing, gurgling, reaching, and smiling. By their fifth and sixth months babies are able to recognize their caregivers, sit with support, hold onto objects, push up their forearms, and roll over. Parents are cautioned about limiting time in car seats and in front of TV and electronic device screens.

NEW! Parenting: play and milestones: 7 to 12 months. 11 min. 2016. (DD0741).

Parents receive advice on nurturing the milestones of babies through play. By their seventh and eighth months babies are usually sitting up, rolling over, babbling, and gaining some eye-hand coordination. By months nine and ten they are starting to display memory and object permanence, stranger anxiety, and use of the pincer grasp. They are beginning to explore and crawl. The eleventh and twelfth months mean babies are starting to wave, clap, say their first words, pull up to a stand, cruise, take their first steps, and crawl up stairs.

Preschooler observation: cognitive development. 26 min. 2012. (DD0498).

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

Preschooler observation: language and literacy development. 23 min. 2012. (DD0497).

Viewers see the natural activities children are drawn to which foster language and literacy development. They learn strategies to encourage these activities. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preschooler observation: physical and motor development. 21 min. 2012. (DD0495).

Viewers see the natural activities children are drawn to which help their physical development and strategies to encourage these activities. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preschooler observation: social and emotional development. 23 min. 2012. (DD0496).

Viewers will learn the skill set that makes up social and emotional development; the value of encouraging creativity and risk taking; activities that foster initiative and positive self-esteem; how culture and gender affect development; levels of social participation; examples of pro-social and antisocial behaviors; and ways caregivers can help children develop these skills. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preschoolers. 28 min. 2008. (DD0334).

This program looks at each aspect of a preschooler's development as well as examines the special needs of children with challenging conditions. Concepts from developmental theorists, interviews with preschool teachers, and practical suggestions for caregivers are presented in this study of the whole preschool-aged child.

Preschoolers: cognitive development. 24 min. 2008. (DD0432).

This program delivers an overview of the cognitive development that takes place between the ages of three and five. It shows how to encourage cognitive development and characteristics of preoperational thought. Also covered are areas of language development, how children use symbolic thought, and how theory of mind helps preschoolers understand what the mind is and how it works.

Preschoolers: physical development. 21 min. 2008. (DD0431).

Viewers will learn how gross and fine motor skills are developed in children between the ages of two and five. They will also see the physical milestones that most children reach during this stage. Children are shown participating in activities that foster their physical development. Teachers are provided with strategies to encourage these activities. This DVD examines the importance of good nutrition and the proper amount of sleep. It also shows activity modifications to help children with physical challenges.

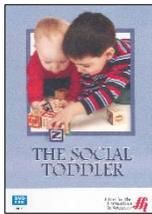
Preschoolers: social and emotional development. 23 min. 2008. (DD0433).

Viewers will learn the skill set that makes up social and emotional development. They will learn the value of encouraging creativity and risk taking; activities that foster initiative and positive self-esteem; how culture and gender affect development; the different levels of social participation; examples of pro-social and antisocial behaviors; and ways caregivers can develop those skills.



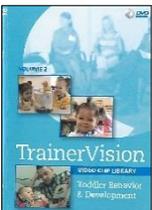
See how they play. 36 min. 2013. (DD0626).

This film explores Magda Gerber's RIE educaring approach to play for infants and toddlers. As they construct their knowledge about the world, even very young babies need time to play and explore autonomously. Viewers see how the principles of educaring facilitate the authentic self-initiated learning of babies. During play and exploration, infants and toddlers organize and integrate their own physical, cognitive, and emotional development in ways that are uniquely meaningful to each child.



Social toddler. 43 min. 2005. (DD0516).

This program sheds light on toddler behavior and presents strategies for coping with challenging behavior. Two child development experts share their firsthand parenting experiences and the findings of early childhood education specialists. These experts explore the basics of toddler growth and learning; look at the world from a small child's perspective; and examine the needs of especially challenging children. Mobility, copying, repetition, fine motor skills, categorizing, and many other developmental benchmarks are highlighted. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

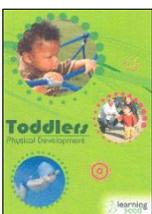


Toddler behavior and development. 60 min. 2009. (DD0434).

The 16 clips on this DVD highlight daily routines and show how adults tune into the needs of children from ages 18 months to 3 years of age with responsive strategies. It features toddlers at home with parents, in centers, and family child care settings. Each two to five minute non-narrated clip is a brief case study. Discussion questions follow each clip.

Toddlers: cognitive development. 26 min. 2009. (DD0261).

Every day toddlers' minds are filled with new information. Their vocabulary expands as they correctly name people and objects. They try out, and learn from, cause and effect experiments. In this DVD, examine how brain cells are structured to connect and retain what a child learns. Explore theories of cognitive development and see the process toddlers go through as they learn language. Observe toddlers as they engage in activities that foster memory and the retrieval of information.



Toddlers: physical development. 29 min. 2009. (DD0262).

Viewers of this DVD will learn about the physical characteristics of toddlers, and how gross and fine motor skills are developed. They will see the milestones children achieve at this age by observing toddlers at child care centers and at home. Hear from the experts about nutrition, sleep, toilet training, and developmental differences among toddlers.

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

Viewers of this DVD learn about the theory of the mind and how toddlers come to understand how their actions can affect others. This program examines how gender and temperament play a role in development. Viewers observe toddlers interacting with family and peers as they develop attachments and social bonds.

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

Dr. Bruce Perry and Art Linkletter challenge viewers to evaluate existing childcare systems and urge them to consider their effectiveness. They also cover the basics of brain anatomy, function, and development during early childhood. Because bonding and attachment are the cornerstones of optimal development, severe neglect and missed caregiving opportunities have an effect on the brain and contribute to behavior problems. In depth information and effective skills for those who care for traumatized and maltreated children are presented including advice on how to recognize the fear response in children. Ultimately, insufficient brain cortex modulation and primitive brain stem impulsivity can lead to acts of violence.

Wonder year: first year development and shaping the brain. 67 min. 2008. (DD0499).

This documentary film, made in England, helps viewers understand the physical, social, emotional, and cognitive development in the first year of life. It follows a baby named Orson through his first twelve months. A narrator comments on the importance behind seemingly simple, everyday events as the baby's brain develops.

Your baby's first year. 24 min. 2003. (DD0527).

Infants demonstrate milestones in basic motor skills from rolling over to standing alone. They learn that objects can exist outside of their own experience, learn cause and effect, and slowly discover they are independent beings. Watch as they explore eye-hand coordination, feeding skills, a first smile, language understanding, baby talk, and the magical dance of senses and muscles called sensorimotor development.

Your preschooler: a parent's guide. 21 min. 1996. (DD0530).

This program chronicles the physical, social, and cognitive development of preschoolers. Viewers learn why play in its many forms is critical to development. They see how fine and large motor skills develop, and see the emergence of literacy and problem-solving skills.

Your toddler: a parent's guide. 21 min. 2003. (DD0528).

One-year olds figure out how to use over six hundred muscles and embrace the scary task of becoming an individual. Physical, mental, emotional, and social developments intertwine as toddlers learn to move, think, and speak in new ways. Watch toddlers struggle with the conflict between wanting to be independent and the desire to cling to the security of a parent. Learn about different personality styles and the role of temper tantrums in emotional development.

Child Development and Brain Development – Books

NEW! 365 games smart toddlers play: creative time to imagine, grow, and learn. Sheila Ellison, 2006.

Each day with a toddler brings new experiences for them and new opportunities for parents and caregivers to teach, share, and grow closer to them. Author Sheila Ellison fills each page with fun, practical ways to create and enhance those special everyday moments. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

NEW! Amazing me: it's busy being 3. Julia Cook, 2012. (WS 103 C771a 2012 ECI).

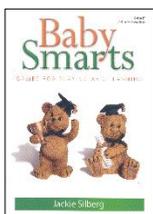
In this story, an amazing kangaroo named Joey shows all of the amazing things he can do now that he is 3 years old. These amazing things are called developmental milestones. This book shows parents and caregivers what to look for as a child grows and develops. This book is also available in Spanish, "Soy maravilloso."

Appropriate environments for children under three. Helen Bradford, 2012.

It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on recent research, this book explores the concept of an appropriate environment, both within and beyond the early years setting. It sets this within the context of child development and practically demonstrates how a high quality environment can be created for babies and children under three that supports their learning and development. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Baby play: 100 fun-filled activities to maximize your baby's potential. Wendy Masi and Roni Cohen Leiderman, 2001. (655.2 B115 2001 ECI).

Sharing play time with infants is one of the best ways to give them a great start in life. This book is full of simple activities that stimulate a baby's physical and social development.



Baby smarts: games for playing and learning. Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).

This book describes games to play with babies from birth to three months old, from three to six months old, from six to nine months old, and from nine to twelve months old. The games will help develop a baby's physical skills, social-emotional skills, or thinking skills.

Beautiful beginnings: a developmental curriculum for infants and toddlers. Helen H. Raikes and Jane McCall Whitmer, 2006. (525 R151b 2006 ECI).

Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers. This research-supported curriculum helps children progress in eight key areas: communication, gross motor, fine motor, intellectual, discovery, social, self-help, and pretend.

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

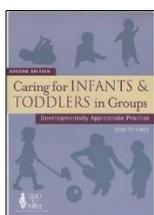
This book shows readers how to nurture the youngest children in child care with nourishing interactions, social-emotional support, boosts for thinking and reasoning skill development, support for language development, appropriate matches between child and activity, opportunities for creative exploration, positive behavior reinforcement, and more.

The boy who was raised as a dog and other stories from a child psychiatrist's notebook. Bruce D. Perry, 2006. (WA 320 P462b 2006 ECI).

Perry presents cases of children who have been abused and neglected. He examines the destructive impact of abuse and neglect on the developing brain.

NEW! Building brains: 600 activity ideas for young children. Suzanne Gellens, 2013.

This book expands young children's learning with six hundred brain-based, developmentally appropriate activity ideas. It combines the latest information on brain development with activities that support children's learning and enrich any early childhood curriculum. Rather than step-by-step activities, *Building Brains* is filled with open-ended ideas that early child professionals can execute in a variety of ways, depending on children's needs and interests. Ideas are organized by age, from age zero to five, and learning domains. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Caring for infants and toddlers in groups: developmentally appropriate practice, 2nd ed. Sandy Petersen and Betty Bardige, 2008. (320.11 C277 2008 ECI).

This book provides information about the elements of quality care that support optimal development and learning for young children. Featuring an age-based approach, it links developmental milestones to positive learning experiences.

Caring for your baby and young child: birth to age 5, 5th ed. Steven P. Shelov, 2009. (WS 105.5 C3 S545c 2009 ECI).

This book gives advice on child rearing from preparing for childbirth to nurturing the child's self-esteem. Information on common childhood health problems, as well as short descriptions of developmental disabilities, is also included.

Children with traumatic brain injury: a parent's guide. Lisa Schoenbrodt, 2001. (WS 340 S365c 2001 ECI).

This guide is a comprehensive reference that provides the support and information needed to cope and help their child recover.

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

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

The complete resource book for infants: over 700 experiences for children from birth to 18 months. Pam Schiller, 2005. (525.2 S334c 2005 ECI).

This book features hundreds of activities that are perfect for infants from birth through 18 months. These activities maximize learning and development in the areas of language, physical, social-emotional, and cognitive growth.

Critical thinking about critical periods. Donald B. Dailey, 2001. (WS 105 B154c 2001 ECI).

This book contains information from experts in the fields of psychology, neuroscience, and education discussing the importance of the first few years of infants' lives concerning their critical growth and brain development.

The developing brain: birth to age eight. Marilee Sprenger, 2008. (530 S768d 2008 ECI).

This book helps early childhood teachers, administrators, and parents translate discoveries on early brain development into strategies that nurture cognitive growth. The author covers the basic structure, vocabulary, and current research on the brain from an early childhood educator's point of view. The book contains many illustrations and descriptions. Reproducible developmental checklists and brain-based activities for the classroom or child care setting are also included.

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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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

This book helps home visitors teach caregivers or parents how to guide their young children's development. Readers will learn supportive attitudes, positive behaviors, and program content. Assessments are used to evaluate child progress and parenting behaviors. Home visitors will learn how to share clear, culturally sensitive information on child development with parents.

Developmental profiles: pre-birth through twelve. K. Aileen Allen, 2010. (WS 103 A427d 2010 ECI).

This book offers a comprehensive guide to the development of young children for parents, caregivers, and educators. It describes developmental milestones from birth through age twelve in a nontechnical style as well as providing basic knowledge, informing readers of what they can expect, and how they can provide appropriate learning experiences at each stage of development.

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

This is a newly revised edition of the classic Dr. Spock comprehensive book on raising children. It first discusses child behavior by age. It then has special sections on feeding and nutrition, health and safety, raising mentally healthy children, common developmental and behavioral challenges, and finally issues in learning and school.

Early childhood and neuroscience: links to development and learning. Debby Zambo and Leslie Haley Wasserman, 2013.

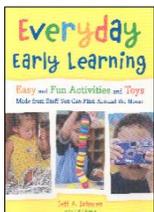
This book provides accurate and practical information educators and caregivers serving children birth through age eight need to know. This volume takes a practical and cautionary stance. It reminds educators to consider the ethical implications of neuroscience when it is applied to education, reviews current findings from neuroscience, and reveals the dangers of oversimplification and inappropriate extensions of neuroscience into curricula. It brings together a group of authors with varied expertise writing on an array of inter-related educational topics that will help educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with special needs. They believe neuroscience can be insightful and useful to educators if applied ethically and with care. The book offers strategies educators and caregivers can use to affect children today and the adults they can become. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Emotional connections: how relationships guide early learning. Perry M. Butterfield, 2004. (540 B988e 2004 ECI).

This book includes the following chapters: *Relationships nurture early learning -- The caregiver builds relationships -- Relationships are emotional connections -- Relationships foster a positive sense of self -- Responsive relationships model and promote social skills -- Relationships guide and regulate behavior -- Relationships promote learning and cognition -- Relationships promote language and literacy -- Relationships with families -- Making responsive relationships work in your program.* An instructor's guide is also available (540 B988eig 2004).

NEW! Encouraging physical activity in infants. Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI).

Babies are naturally active and their movements help them explore their environment. They first move involuntarily and then learn to move more independently as their bodies grow stronger. Caregivers can encourage a baby's muscle development, strength and balance with simple activities done with infants as young as six weeks old.



Everyday early learning: easy and fun activities and toys made from stuff you can find around the house. Jeff A. Johnson, 2008. (655 J67e 2008 ECI).

This book is full of activities that allow children to learn while they play. Over 75 ideas get children exploring and discovering using common items. The activities will help children develop their social and physical skills while supporting their creative thinking and learning.

Everything you need to know about Jean Piaget's theory of cognitive development.

Takeesha L. Rowland, 2012.

Rowland gives a quick overview of Piaget's theory of cognitive development while providing definitions and explaining the key concepts to those readers unfamiliar with Piaget's work. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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. It discusses autism, sensory processing disorders, early identification of delays, family systems and environments, effects of prematurity, evaluation and care of newborns, pain management, cultural diversity, abuse and neglect, and more.

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

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

From neurons to neighborhoods: the science of early childhood development. Jack P. Shonkoff, 2000. (WS 105 S559f 2000 ECI).

This book presents the knowledge about early childhood development and the effects of child care, family stress, brain development, and the parent's role in early development on children's development from before birth until the kindergarten years.

NEW! Games to play with babies. Jackie Silberg, 2015. (WS 105.5 P5 S582b 2015 ECI).

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

A good start in life: understanding your child's brain and behavior. Norbert Herschkowitz, 2002. (525 H571g 2002 ECI).

This book describes the stages of infant and child development from birth through six years of age. It especially focuses on brain development and how that affects a child's behavior and personality.

Guiding young children, 8th ed. Patricia F. Hearron, 2009. (WS 100 H436g 2009 ECI).

This book equips prospective teachers with the principles and strategies necessary to guide young children in diverse classrooms. It discusses how to guide children with special needs and with challenging behaviors. It includes sections on principles of guidance, strategies for guidance, and applications.

NEW! Happiest baby on the block, 2nd ed. Harvey Karp, 2015. (WS 105.5 C3 K18h 2015 ECI).

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

HELP at home: developmental support and information handouts for families with infants and toddlers birth to three. Stephanie Parks Warshaw, 2006. (LC 4019.3 W295h 2006 ECI).

This binder contains a comprehensive collection of developmental activity sheets for professionals to give to parents of children developing in the birth to 36 month age range. They are written from the child's point of view.

Human growth and development considerations in rehabilitation counseling. Amos Sales, 2011. (226 H918 2011).

The first two chapters of this textbook explore theories of human development from the prenatal stage through childhood. The theories of Bowlby, Ainsworth, Piaget, Vygotsky, and others are summarized.

NEW! Infant and toddler development and responsive program planning: a relationship-based approach, 3rd ed. Donna Sasse Wittmer, 2014. (LC 4019.3 W832 2014 ECI).

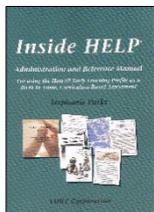
This book is an introduction to infant and toddler development. Students will learn practical aspects of the relationship-based approach to child development.

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

This book uses a neurorelational framework to reconcile theory, clinical observations, and research for use with infants, young children, and their families. The book goes into great detail about the different brain systems: the regulation system, the sensory system, the relevance system, and the executive system. It will help professionals integrate their understanding of the body, the mind, and relationships.

NEW! 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. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Inside HELP: administration and reference manual for using the Hawaii early learning profile as a birth to three, curriculum-based assessment. Stephanie Parks, 2006. (LC 4019.3 P252i 2006 ECI).

This in-depth, curriculum-based assessment guide helps users meet IDEA Part C regulations for evaluation and assessment. It includes sections on cognitive development, language, gross motor development, fine motor development, social-emotional, and self-help skills.

The irreducible needs of children: what every child must have to grow, learn, and flourish. T. Berry Brazelton and Stanley I. Greenspan, 2000. (525 B827 2000 ECI).

This book defines the seven irreducible needs any child, in any society, must have in the first five years of life. This book, the result of decades of experience and caring by both authors, explains the importance of parents and other adults in the lives of young children.

Is this a phase: child development and parenting strategies, birth to 6 years. Helen F. Neville, 2007. (525 N523 2007).

This book explains the various phases that children go through and helps parents understand when to be worried and when to be reassured about their child's behavior. The first part explains typical behavior by age and the second part is an alphabetical reference for dealing with child behavior in daily life.

Learning and growing together: understanding and supporting your child's development. Claire Lerner, 2000. (525 L616 2000 ECI).

This guide is for mothers, fathers, and others who have primary responsibility for raising a baby or toddler. The book provides information and tools to help build a strong foundation for your child's development.

Learning games: the Abecedarian curriculum. Joseph Sparling and Isabelle Lewis, 2006. (655.2 S736a 2006 ECI).

This curriculum provides instructions for fun activities to support and guide cognitive, social, emotional, and physical development.

Making sense of autism. Travis Thompson, 2007. (203.6 T477m 2007 ECI).

Expertly clarifying research and science, this primer on autism helps the reader make sense of brain development and differences in children with autism.

The newborn as a person: enabling healthy infant development worldwide. T. Berry Brazelton, 2009.

Recent advances in the fields of psychology and psychiatry support the perspective that infants are not, as it was

once thought, passive recipients of sensory stimulation, but are instead competent and unique individuals, ready to interact with their caregivers from the very beginning of life. Built on T. Berry Brazelton's standard-setting work on the individuality of infants, this family-centered volume provides professionals with practical guidance to support families immediately in the newborn period. This title is available through Ebsco e-books. Contact the library at (512) 776-7559 for more information.

Owner's manual for the brain: everyday applications for mind-brain. Pierce J. Howard, 2006. (WL 300 H851o 2006 RHB).

Drawing from psychology, neurobiology, information science, philosophy, anthropology, and linguistics, this guidebook presents information on brain research. Although the book covers the entire life-span, it includes information on infants and their brain development, temperament, sleep, and memory.

Pathways to competence: encouraging healthy social and emotional development in young children, 2nd ed. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).

Nine critical aspects of social and emotional development in children from birth to six years of age are covered in this comprehensive reference for anyone working with children. Aspects covered are a sense of "body self," including body control and a positive body image; attachment to caregivers; play and imagination; language and communication; self-esteem; morality and conscience; emotion regulation; concentration, planning and problem solving; and social competence or empathy.

Pediatric traumatic brain injury: proactive intervention. Jean L. Blosser, 2003. (WS 340 B656p 2003 ECI).

This book focuses on the cognitive-communicative needs of children and adolescents with traumatic brain injury. The book advocates for services to be provided that will reintegrate the family member to home, work, and the community. It includes how to develop treatment plans, individualized education programs, and more.

Rehabilitation for traumatic brain injury. Walter M. High, Angelle M. Sander, Margaret A. Struchen, and Karen A. Hart, 2005. (WL 354 R345 2009 RHB).

This book reviews the effectiveness of a multitude of rehabilitation interventions for traumatic brain injury. It includes a history of rehabilitation efforts from World War I until the present. It also includes a chapter on children with traumatic brain injury.

Retro baby: cut back on all the gear and boost your baby's development with more than 100 time-tested activities. Anne H. Zachary, 2014.

Baby bouncers, carriers, electronic toys, and "educational" videos are intended to make our children smarter and our lives easier, but can their overuse negatively impact infant development? Absolutely. This book helps caregivers understand the potential dangers of extended equipment use and overexposure to technology. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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

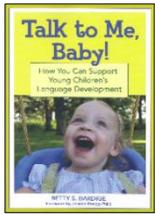
This book lists the seven skills that children need to learn to become successful learners. They are confidence, curiosity, intentionality, self-control, relating to others, communication, and cooperation. The book provides sample activities and experiences to help children develop these skills.

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

This book examines the key social and emotional transitions that characterize the second and third years of life. It illuminates the pathways by which children develop social-emotional competence, how specific abilities emerge, and the nature and significance of individual differences.

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

This book includes chapters on the theoretical foundations for the development of internationally adopted children and their physical growth, health, cognitive, social-emotional, language, and motor development. Experts review the most promising intervention strategies for these children.



Talk to me baby!: how you can support young children's language development. Betty Lynn Segal Berdige, 2009. (535 B246t 2009 ECI).

Playful, engaging talk with young children is more than a social activity; it's the foundation of language, intellectual, and social-emotional development. It is also the key to narrowing the achievement gap between children from different socioeconomic backgrounds. This book shows professionals and parents how to talk to and play with children in ways that support their emerging language skills.

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI). This book covers the whole development of infants, toddlers, and twos and especially how to care for the children with special needs. It covers teaching life skills, eating and feeding, communication, cognitive development and play, social competence, motor development, and gives tips for family involvement.

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

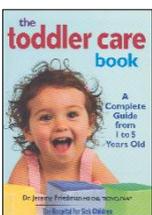
This book provides complex information on six trailblazing early childhood theorists. The information is made accessible to child care providers and educators. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Theories of childhood: an introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky, 2nd ed. Carol Garhart Mooney, 2013.

Readers have the opportunity to examine the work of five groundbreaking education theorists: John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky. This book provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition includes new understandings of Vygotsky's work. It is a popular guide to help caregivers be aware of the theories behind good child care practices. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

NEW! Thinking critically about child development: examining myths, mistakes, and misunderstandings. Jean Mercer, 2016. (WS 103 M554t 2016 ECI).

This book was written to guide students to use critical thinking about child development issues. It provides a variety of essays discussing common mistaken beliefs and confusions about development. Each essay is followed by a series of questions that require not only knowledge of facts but also critical thinking skills. The book is broken up into sections on genetics and prenatal life, infants and toddlers, preschoolers, school-age children, and adolescents.



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

This resource, written by the Chief of pediatric medicine at the Hospital for Sick Children in Toronto, Canada, helps parents of toddlers understand their children by providing guidance on developmental stages and milestones.

Touchpoints: birth to three: your child's emotional and behavioral development. T. Berry Brazelton, 2006. (WS 105.5 E5 B827t 2001 ECI).

In this book, the author presents a map of behavioral and emotional development designed to help parents navigate the predictable spurts in development and the equally predictable issues they raise in families. This

multidimensional map is based on the concept of touchpoints. Touchpoints are those times that occur just before a surge of rapid growth in any line of development - motor, cognitive, or emotional - when, for a short time, the child's behavior falls apart. Dr. Brazelton sees these touchpoints as normal. His book is divided into three parts: 1. Touchpoints of development (includes the child's development from pregnancy to three years); 2. Challenges to development (Includes allergies, bedwetting, crying, depression, and other topics); and 3. Allies in development (includes the child's support group - fathers and mothers, grandparents, friends, caregivers, and the child's doctor).

Touchpoints: three to six: your child's emotional and behavioral development. T. Berry Brazelton and Joshua D. Sparrow, 2001. (WS 105.5 E5 B827t 2001 ECI).

This book describes important moments in a child's emotional development, called touchpoints. The first part of the book explains how children develop and helps parents handle behavioral issues with greater sensitivity and empathy. The second part covers important challenges for parents such as adoption, chores, divorce, safety, and much more.

Trauma through a child's eyes: awakening the ordinary miracle of healing. Peter A. Levine, 2006. (WA 320 L665t 2006 ECI).

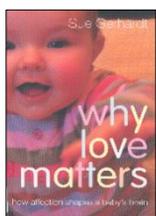
Trauma can result from catastrophic events such as abuse or violence but also from natural disasters and other incidents like auto accidents, medical procedures, or divorce. This book explains how trauma is imprinted on the brain.

Treating neurodevelopmental disabilities: clinical research and practice. Janet E. Farmer, Jacobus Donders, and Seth Warschusky, 2006. (226.5 T784 2006 ECI).

This book synthesizes the knowledge and clinical strategies for assessing and treating psychosocial aspects of acquired and congenital neurodevelopmental disorders in children. A chapter on traumatic brain injury is included.

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

This is a manual for the use of "Individual Growth and Development Indicators" (IGDIs). IGDIs can be used to ascertain how individual children, as well as groups of children in programs, are progressing. They help programs determine quickly when changes need to be made in interventions. The tools include assessment of communication, cognitive problem solving, early movement, social development, and parent-child interaction.



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

This book explains why love is essential to brain development in the early years of life and how early interactions between babies and their parents have lasting and serious consequences.

The Wiley-Blackwell handbook of infant development, 2nd ed. 2010. (WS 105 W676 2010 ECI).

This book covers both basic and applied developmental issues during infancy. It features contributions by leading international researchers and practitioners in the field that reflect the current theories and research findings.

The wonder years: helping your baby and young child successfully negotiate the major developmental milestones. Tanya Remer Altmann, 2006. (525 W872 2006 ECI).

This book describes the typical stages of development of children from birth through five years of age.

The young child: development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).

The author examines the development of young children including their environment with the family, the school, community, and society. Major child development theories are discussed as they relate to every aspect of the

young child's growth. The book covers physical, motor, social, and emotional development of the child as he or she grows.

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

This book presents a comprehensive and accurate picture of development in the first year.

Your child's motor development story: understanding and enhancing development from birth to their first sport. Jill Howlett Mays, 2011. (WE 103 M466 2011 ECI).

This book is written by an occupational therapist who describes for the everyday parent how to help their kids develop. She takes them from birth to crawling, all the way to their first sports.

Websites on Child Development

Texas Parent to Parent provides support and information for families of children with disabilities, chronic illness and other special needs: See <http://www.txp2p.org/>.

The American Academy of Child and Adolescent Psychiatry provides "Facts for Families": Click on "Facts for Families" to search for concise and up-to-date information on mental health issues that affect children, teenagers, and their families, such as bullying, depression, anxiety, normal development, etc. See <http://www.aacap.org/>.

The American Academy of Pediatrics has created a website just for parents, with trusted advice on how to care for infants and children. See <http://www.healthychildren.org>.

Children's Disabilities Information: This website created by a family with a child with disabilities contains articles and resources empowering parents of children with disabilities and special needs. See <http://www.childrensdisabilities.info/index.html>.

Developmental milestones for infants and children based on their age are listed at a website offered by the Centers for Disease Control, available at <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>.

The Federal Interagency Forum on Child and Family Statistics offers reports such as America's Children in Brief: Key National Indicators of Well-Being. See <http://www.childstats.gov/>.

Little Kids, Big Questions is a series of 12 podcasts from Zero to Three with leading experts that translates the research of early childhood development into practices that mothers, fathers, and other caregivers can tailor to the needs of their own child and family. See the podcasts at <http://www.zerotothree.org/parentingpodcasts>.

MedlinePlus Child Development Links: MedlinePlus, created by the National Library of Medicine, provides links to extensive full-text information from the National Institutes of Health and other trusted sources. See <http://www.nlm.nih.gov/medlineplus/infantandtoddlerdevelopment.html>
<http://www.nlm.nih.gov/medlineplus/childdevelopment.html>

NAEYC (National Association for the Education of Young Children): Parents and families are young children's first teachers. If you're looking for a quality child care program, preschool, or school for your child, or if you're interested in activities you can do at home to encourage your child's development, NAEYC can help. See <http://www.naeyc.org/>.

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Early Childhood Report – September 2016

Legal Spotlight: You Be The Judge

May special ed director present final FAPE offer after mandatory IEP team members left meeting?

Washington Watch

ADHD guidance emphasizes distinction between disability performance; rapid evaluation tools may speed ed-tech tools to market; \$2M available for center on assessments, students with IEPs

Decisions & Guidance

Reimbursement: Alleged shoddy EIS reimbursement process sparks Medicaid fraud case

Cover Story

Identity, assess challenging behavior in early childhood

Highlights

Train your staff to conduct successful home visits

Eye on Autism: Start small with students with diet rigidity

Engage fathers to enhance children's skills development

Train teachers on importance of communication

Use play-based exploration to spur creativity

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Infant Mental Health Journal – September/October 2016

Categorical diagnosis of extreme hyperactivity, impulsivity, and inattention in very young children (pages 476–485)

Mary Margaret Gleason and Kathryn L. Humphreys

Building a solid platform for the diagnostic classification of mental health and developmental disorders of infancy and early childhood (DC: 0–5) (pages 521–522)

Robert N. Emde

Diagnostic classification of mental health and developmental disorders of infancy and early childhood (DC:0-5): implementation considerations and clinical remarks (pages 523–524)

Examining parents' romantic attachment styles and depressive and anxiety symptoms as predictors of caregiving experiences (pages 560–573)

Laura M. River, Jessica L. Borelli and S. Katherine Nelson-Coffey

Defining relational pathology in early childhood: the diagnostic classification of mental health and developmental disorders of infancy and early childhood DC:0–5 approach (pages 509–520)

Charles H. Zeanah and Alicia Lieberman

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Journal of Early Intervention – September 2016

Justin D. Lane, Jennifer R. Ledford, Collin Shepley, Theologia K. Mataras, Kevin M. Ayres, and Alicia B. Davis
A Brief Coaching Intervention for Teaching Naturalistic Strategies to Parents

Journal of Early Intervention September 2016 38: 135-150, first published on August 11, 2016

doi:10.1177/1053815116663178

Kalli B. Decker and Claire D. Vallotton

Early Intervention for Children With Hearing Loss: Information Parents Receive About Supporting Children's Language

Journal of Early Intervention September 2016 38: 151-169, first published on June 20, 2016

doi:10.1177/1053815116663448

Lindsay R. Dennis, Kelly Whalon, Lisa Kraut, and Deborah Herron

Effects of a Teacher Versus iPad-Facilitated Intervention on the Vocabulary of At-Risk Preschool Children

Journal of Early Intervention September 2016 38: 170-186, first published on September 1, 2016

doi:10.1177/1053815116663177

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Topics in Early Childhood Special Education – August 2016

Tânia Boavida, Cecília Aguiar, R. A. McWilliam, and Nadine Correia
Effects of an In-Service Training Program Using the Routines-Based Interview
Topics in Early Childhood Special Education August 2016 36: 67-77, first published on September 14, 2015
doi:10.1177/0271121415604327

Erin E. Barton, Elizabeth A. Fuller, and Alana Schnitz
The Use of Email to Coach Preservice Early Childhood Teachers
Topics in Early Childhood Special Education August 2016 36: 78-90, first published on October 27, 2015
doi:10.1177/0271121415612728

Shanna Hagan-Burke, Denise A. Soares, Jorge E. Gonzalez, Leina Zhu, Heather S. Davis, Oi-man Kwok, Sharolyn D. Pollard-Durodola, Laura M. Saenz, and Nora M. Resendez
Associations Between Problem Behaviors and Early Vocabulary Skills Among Hispanic Dual-Language Learners in Pre-K
Topics in Early Childhood Special Education August 2016 36: 91-102, first published on August 20, 2015
doi:10.1177/0271121415599663

Emily A. Dorsey, Chryso Mouzourou, Hyejin Park, Michaelene M. Ostrosky, and Paddy C. Favazza
Teacher Perceptions of Two Multi-Component Interventions: Disability Awareness and Science
Topics in Early Childhood Special Education August 2016 36: 103-114, first published on January 22, 2016
doi:10.1177/0271121415626711

Jennifer A. Brown and Juliann J. Woods
Parent-Implemented Communication Intervention: Sequential Analysis of Triadic Relationships
Topics in Early Childhood Special Education August 2016 36: 115-124, first published on February 16, 2016
doi:10.1177/0271121416628200

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Young Exceptional Children – September 2016

Message From the DEC Executive Board

Young Exceptional Children September 2016 19: 3, doi:10.1177/1096250616659934

Amy M. Papacek, Zhen Chai, and Katherine B. Green

Play and Social Interaction Strategies for Young Children With Autism Spectrum Disorder in Inclusive Preschool Settings

Young Exceptional Children September 2016 19: 3-17, first published on April 15, 2015

doi:10.1177/1096250615576802

Angel Fettig, Tia R. Schultz, and Michaelene M. Ostrosky

Storybooks and Beyond: Teaching Problem Solving Skills in Early Childhood Classrooms

Young Exceptional Children September 2016 19: 18-31, first published on April 5, 2015

doi:10.1177/1096250615576803

Jennifer Riggie Ottley

Real-Time Coaching With Bug-in-Ear Technology: A Practical Approach to Support Families in Their Child's Development

Young Exceptional Children September 2016 19: 32-46, first published on March 23, 2015

doi:10.1177/1096250615576806

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LaShorage Shaffer

Resources for Supporting Recommended Practices for Instruction

Young Exceptional Children September 2016 19: 47, doi:10.1177/1096250616659690

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Young Exceptional Children September 2016 19: 48-49, doi:10.1177/1096250616661432

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Zero to Three Journal – September 2016

Mothers' Adverse Childhood Experiences and Negative Parenting Behaviors: Connecting Mothers' Difficult Pasts to Present Parenting Behavior via Reflective Functioning

Ellen Kolomeyer, Kimberly Renk, Annelise Cunningham, Amanda Lowell, and Maria Khan

Building Competency in Infant Mental Health Practice: Edith Cowan University Pregnancy to Parenthood Clinic
Rochelle Matacz and Lynn Priddis

Perspectives: Creating Career Pathways and Infusing Infant Mental Health Into Early Care and Education
Professional Preparation

Carla B. Goble and Deborah E. Laurin

Guidance for Professionals Working with Newborns and their Families: *Pathways to Positive Parenting*
Jolene Pearson

Authentic Assessment: A Venerable Idea Whose Time is Now

Marisa Macy, Stephen J. Bagnato, and Robert Gallen

Tuning In: Parents of Young Children Speak Up About What They Think, Know, and Need

Claire Lerner and Marisa O. Nightingale

Perspectives: Reflections: Reflective Supervision Across Time and Space

Deborah J. Weatherston

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This Issue and Why it Matters

Stephanie Powers

Jargon Buster: A Glossary of Selected Terms