

ECI Library Matters

At-Risk Populations in Early Childhood

This issue features updated early childhood intervention library resources on at-risk populations. Abstracts of journal articles on this ECI topic are included. For a complete listing of library titles, go to the online library catalog at www.texashealthlibrary.com.

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library request for access or questions to avlibrary@dshs.texas.gov.

In This Issue

- [Selected Journal Abstracts](#)
- [Selected Journal Table of Contents](#)
 - [Infant Mental Health Journal](#)
Volume 45, Issue 6; November 2024
 - [Journal of Early Intervention](#)
Volume 46, Issue 4; December 2024
- [New Audiovisual](#)
- [New Books](#)
- [New eBooks](#)
- [Continuing Professional Education Resources](#)
- [Selected Audiovisuals](#)
- [Selected Books](#)
- [Selected eBooks](#)
- [Selected Websites](#)
- [Useful Library Information](#)

Selected Journal Abstracts

Strategies for bilingual language development of infants and toddlers with disabilities/developmental delays.

Oh, J.R., Cheatham, G.A., & Frick, T.A. (2024, December). *Young Exceptional Children*, 27(4), 208-223.

<https://doi.org/10.1177/10962506241297150>

Juniper, a sweet 9-month-old infant, was diagnosed with Down syndrome (DS), a genetic disorder caused by the presence of an extra chromosome, at birth. She was automatically eligible for early intervention (EI) services under Part C of the Individuals with Disabilities Education Act (IDEA, 2004), as children with DS typically experience developmental delays (DDs, e.g., language delays), even if those delays show later during their first of life. The hospital connected Juniper's parents, Jisu and Johnathon, with Sarah, a Korean and English-speaking EI educator who was certified in early childhood special education. They had requested an EI educator who was familiar with the Korean language and culture and successfully worked with young bilingual children with disabilities or DDs. The Individualized Family Service Plan (IFSP) team consisted of a bilingual EI educator, a speech-language pathologist (SLP), an occupational therapist (OT), and the family. Jisu and Johnathon expressed their desire to bilingually raise their child to the IFSP team. However, they were concerned that they may cause language confusion for Juniper. The IFSP team, attentive to their concerns and priorities, assured that there is promising evidence that children with disabilities can and do become bilingual (Kay-Raining Bird et al., 2016). The IFSP team co-developed a high-quality, functional IFSP plan, revised every 6 months with Jisu and Johnathon, prioritizing the family's priorities and their hope for Juniper, which was targeting her bilingual language development (see Figure 1). Based on Juniper's IFSP outcomes, they collaboratively examined and implemented research-based strategies aligned with the five language domains (American Speech [1] Language-Hearing Association [ASHA], 1993) to support Juniper's bilingual language development during her routines and activities. They also decided to provide support for Juniper and her family during varied times of the day to receive support during naturally occurring routines (Shelden & Rush, 2022).

Two babies, two bonds: Frequency and correlates of differential maternal-infant bonding in mothers of twins.

Wenze, S.J., Mikula, C.M., & Battle, C.L. (2024, May). *Infant Mental Health Journal*, 45(3), 286-300.

<https://doi.org/10.1002/imhj.22108>

We assessed prevalence and correlates of differential maternal-infant bonding (i.e., experiencing a stronger bond with one baby vs. the other) in mothers of twins, focusing on aspects of maternal mental health, well-being, and pregnancy/birth that have been previously linked with maternal-infant bonding.

Participants (N = 108 American women, 88.89% White, 82.41% non-Hispanic, aged 18–45, who gave birth to twins in the past 6–24 weeks) were recruited from postpartum support websites. Participants completed a Qualtrics survey assessing pregnancy/birth history, symptoms of depression and anxiety, sleep, stress, romantic relationship satisfaction, and postpartum bonding. Twenty-six participants (24.07%) reported a bonding discrepancy. These participants endorsed higher symptoms of depression and anxiety, lower relationship satisfaction, lower average postpartum bonding, higher general and parenting stress, and longer pregnancy (all p s > .05). Greater degree of bonding discrepancy correlated with more depression, higher parenting stress, longer pregnancy, and lower relationship satisfaction (all p s > .05). Mothers of twins may benefit from postpartum mental health support, stress management strategies, and interventions to improve bonding. Future work should assess the role of breastfeeding difficulties, delivery method, birth-related trauma, infant regulatory capacity, and temperament. Longitudinal studies will help test cause and effect and potential long-term repercussions of maternal-infant bonding discrepancies.

Selected Journal Table of Contents

Infant Mental Health Journal. Volume 45, Issue 6; November 2024

Issue Information. p. 589-590.

Actively changing the narrative: An exploration of culturally grounded parenting and social skills. p. 591-608. Suma, K., Morton, L., Allen, K. & Caughy, M.O.

Possibilities and power during early Head Start Home visits: Comparing family- and home visitor-opened decision-making. p. 609-628. Hancock, C.L.

Examining the relationship between parents' self-reported mindfulness and observed language use in attachment-relevant communication. p. 629-644. Risi, A., Bird, A.L., McNamara, J., Herbert, J.S., Kerry Sparrow, K. & Pickard, J.A.

Low-income fathers are emotionally resilient: A qualitative exploration of paternal emotions across early parenting. p. 645-669. Lee, J.Y., Lee, S.J., Albuja, A.F., Lin, M. & Volling, B.L.

Enlisting toddler cooperation through structure and autonomy support: The amplifying role of suboptimal relationship mutuality. p. 670-682. Molitor, A., Hsu, H.C., Eulau, K. & Brewster, R.A.

Engaging Indigenous communities in research to inform practice: The multisite implementation evaluation of Tribal home visiting. p. 683-704. Salvador, M., Abrahamson-Richards, T., Lyon, K. & Whitesell, N.R.

“When I hold my daughter, she quiets, no need [for] any verbal conversation”: A qualitative understanding of responsive caregiving in rural Sindh, Pakistan. p. 705-720. Hentschel, E., Siyal, S., Warren, W., Lanjar, S., McCoy, D.C., Tiemeier, H. & Yousafzai, A.K.

Characteristics and outcomes of infants admitted to a parent–infant inpatient psychiatric unit: A pilot study. p. 721-731. Rebecca Hill, R., Liz Coventry, L. & Prior, M.

Journal of Early Intervention. Volume 46, Issue 4; December 2024

Systematic review of time delay instruction for teaching young children. p. 451-470. Eyler, P.B. & Ledford, J.R.

Maryland’s PRIDE: Evaluation of an early intervention program embedded within a NICU and NICU follow-up program. p. 471-486. Xue, X., Zong, X., Valentine, G. & Hussey-Gardner, B.

Examining inclusive preschool teachers’ perspectives and practices: A mixed-methods investigation. p. 487-508. D’Agostino, S.R. & Horton, E.

Using the system of least prompts to teach pretend play to preschoolers with developmental disabilities in contexts with their peers. p. 509-525. Bancroft, J.C., Barton, E. & Schulte, L.E.

Growth and utility of language and early literacy measures for young children. p. 526-543. McConnell, S.R., Wackerle-Hollman, A.K., Albano, A.D., Lease, E.M., Elmquist, M. & Will, K.K.

Patterns and correlates of developmental profiles using the Battelle Developmental Inventory among children in early intervention. p. 544-561. Troxel, M., Sheldrick, R.C., Eisenhower, A. & Carter, A.S.

Experiences of parents supporting their young children who use speech-generating devices. p. 562. Arserio, A.P., Biggs, E.E. & Holz, E.

New Audiovisual

Discharge planning for the NICU patient. DVD. 25 min. 2019. (DV1492)
This program explains that discharge planning for any inpatient actually begins at admission. For the NICU patient, the process is both challenging and complex. Before infants can be discharged, a number of physiologic milestones should be met. This program discusses general guidelines and specific criteria, outlining a wide range of needs, including specialized equipment, nutritional needs, and tracheostomy care. Attention is paid to preparing the family for discharge and teaching specific skills.

New Books

Language, learning, and disability in the education of young bilingual children. Dina C. Castro, 2021. CPE=9 (LB 4019.3 L287 2021 ECI)
Using an interdisciplinary perspective to discuss the intersection of language development and learning processes, this book summarizes current knowledge and represents the most critical issues regarding early childhood research, policy, and practice related to young bilingual children with disabilities.

Supporting children with social, emotional, and mental health needs in the early years: Practical solutions and strategies for every setting. Sonia Mainstone-Cotton, 2021. CPE=4.75 (LB 1139 M225 2021 ECI)
This book offers essential guidance and practical ideas for early years staff to support children with social, emotional, and mental health (SEMH) needs. It draws upon a wealth of experiences and insights to explore what SEMH is, why children may have SEMH needs, and what this can look like, giving practitioners the confidence they need to understand early signals and signs.

New eBooks

Caring for your adopted child: An essential guide for parents. Elaine E. Schulte, 2019.
With knowledge and compassion, *Caring for Your Adopted Child* offers the wisdom that adoptive parents need to provide the best possible care for their children. Whether children join families through domestic adoption, international adoption,

or foster care, they may have needs that require additional consideration. This comprehensive resource offers trusted parenting advice from a leading adoption medicine expert and the American Academy of Pediatrics, focusing on the physical and emotional well-being of adopted children.

Familial fitness: Disability, adoption, and family in modern America.

Sandra M. Sufian, 2022.

This book illustrates the historical dynamics of disability, adoption, and family. It explores disability and difference in the twentieth-century American family, particularly how notions and practices of adoption have (and haven't) accommodated disability, and how the language of risk enters into that complicated relationship. It reveals how the field of adoption moved from widely excluding children with disabilities in the early twentieth century to partially including them at its close.

Continuing Professional Education Resources

45 strategies that support young dual language learners. Shauna L. Tominey, 2018. CPE=4.5 (LB 1140.5 L3 T657 2018 ECI)

50 strategies for communicating and working with diverse families, 3rd ed. Janet Gonzalez-Mena, 2014. CPE=4 (LB 1139.3 G643 2014 ECI)

Big sis visits the NICU. Terri Major-Kincade, 2021. CPE=0.75 (WS 410 M234 2021 ECI)

Bilingual parent coaching in early intervention settings. [Streaming](#) or DVD. 93 min. 2020. CPE=1.5 (DD0850)

Connecting through talk: Nurturing children's development with language. David K. Dickinson, 2019. CPE=7 (LB 1139.5 L35 D553 2019 ECI)

Deaf out loud. [Streaming](#) or DVD. 43 min. 2018. CPE=0.75 (DD0859)

Hearing all voices: Culturally responsive coaching in early childhood. Jill McFarren Aviles, 2021. CPE=3 (LB 1139.23 A958 2021 ECI)

Understanding grandparenting. DVD. 36 min. 2018. CPE=0.5 (DD0835)

Understanding your multiples. DVD. 50 min. 2019. CPE=1 (DD0840)

Young children's play.

Jeffrey W. Trawick-Smith, 2020. CPE=3 (LB 1137 T782 2020 ECI)

This title is also available in eBook format.

Selected Audiovisuals

Barriers to communication and how to overcome them. DVD. 35 min. 2015. (DD0722)

The respectful supervisor. DVD. 13 min. 2015. (DV0944)

Seat at the table. DVD. 9 min. 2018. (DV1340)

Selected Books

Effective early intervention: The developmental systems approach.

Michael J. Guralnick, 2019.

Tackling the tough stuff: A home visitor's guide to supporting families at risk. Angela M. Tomlin, 2016.

Selected eBooks

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

Suspecting that your baby or toddler may have a developmental delay can be scary and overwhelming. But there is a lot you can do to help. With the right tools, everyday tasks can be terrific opportunities for building critical social and communication skills. In this easy-to-navigate guide, leading experts present more than 100 games and activities designed to support development in children from birth to age 3. Your child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs. As a parent, you are the most important person in your child's life. Now you can be the best teacher, too.

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

There is a strong connection between culture and parenting. What is acceptable in one culture is frowned upon in another. This applies to behavior after birth,

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

Preterm birth in the United States: A sociocultural approach.

Janet M. Bronstein, 2016.

This book addresses the myriad of issues relating to - and reviews the plethora of responses to - premature births in the United States, both in national context and compared with other countries.

Teaching young children with disabilities in natural environments.

Mary Jo Noonan, 2014.

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

Selected Websites

[EthnoMed: Health Resource in Languages Other than English](#) contains information about cultural beliefs, medical issues, and other related issues pertinent to the care of recent immigrants to the US.

[HeadStart.gov](#) has [Culture and Language](#) which offers programs that emphasize the strengths for each child's individual culture and language.

[National Black Child Development Institute](#) (NBCDI) seeks to improve and advance the quality of life for Black children and their families through education and advocacy.

Preterm Births Websites:

[HealthyChildren.org](#) offers several resources on preterm babies in English and Spanish.

[March of Dimes](#) has resources on:

- [NICU family support](#)
- [Preterm babies](#)

[MedlinePlus Premature Babies](#)

Twins, Triplets, Multiple Births Websites:

- HealthyChildren.org has:
 - [Expert tips on parenting multiples.](#)
 - [Consejos de expertos para la crianza de niños de nacimientos múltiples.](#)
- [March of Dimes](#) has [Being pregnant with twins, triplets and other multiples.](#)
- [MedlinePlus](#) has [Twins, triplets, multiple births.](#)

[U.S. Department of Education](#) features a guide on the benefits of being bilingual:

- [Talk, read and sing together every day!](#)
- [Hablen, lean y canten juntas todos los dias!](#)

Visual Impairments Websites:

- [FamilyConnect](#) is a website for parents of children with visual impairments. A [Spanish language](#) version of this website is available.
- [Your Kids Vision](#) is a website for parents to give families the tools and confidence to make the best vision choices for infants and children. A [Spanish language](#) version of this website is available.

Useful Library Information

HHSC ECI Website
ECI Library Matters

Library Website
Library Catalog

Texas Department of State Health Services ECI Library Services

Email: avlibrary@dshs.texas.gov

Phone: 512-776-7260

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

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

Address: 1100 W. 49th St. Moreton Building, 6th floor, Room M-652, Austin, TX 78756

Mailing Address: PO Box 149347, Mail Coode 1955, Austin, TX 78714-9347