



ECI Library Matters

Child Care, Inclusion, and Transition (updated)

This issue features updated library resources on Child Care, Inclusion, and Transition. Abstracts of journal articles on this ECI topic are also 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 requests or questions to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

Parents' experiences transitioning from early intervention services to school services. Rios, K., & Buren, M. (2024). *Journal of Early Intervention*, 46(1), 58-75. <https://doi.org/10.1177/10538151231159634>

Early intervention (EI) provides requisite support to address the developmental needs of infants and toddlers and assists families in understanding how to meet their child's needs. However, at age 3, those services are no longer offered and families are required to transition to school services. To date, there are limited studies about families' perceptions of their child transitioning from EI to school services. To address this gap in the literature, a qualitative study, with semi-structured interviews, was conducted with 14 parents. The study examined the transition process from EI to school services. The findings suggest that parents had positive experiences in EI, particularly with the EI team. Notably, participants expressed feeling elevated levels of stress during the transition from EI services to school services and relied on EI and school professionals to secure services with minimal input in the Individualized Education Program (IEP) process. Implications for research and practice are discussed.

"We're all pretty welcoming": Inclusion of children with disabilities in library storytime programs. Daskalakes, D. T. M., & Cahill, M. (2024). *Journal of Early Intervention*, 46(3), 407-427. <https://doi.org/10.1177/10538151231176193>

Public library storytimes provide rich learning opportunities for young children and their caregivers, yet little is known about how inclusive they are for children with disabilities and developmental delays (CwD/DD). The purpose of this study was to identify and describe ways that librarians support the inclusion of CwD/DD and their caregivers in storytime programs. We conducted semi-structured interviews with 34 librarians who provide storytime programs in public libraries in three states and analyzed them using iterative and inductive coding processes. Findings indicate that librarians are aware of the acute need to support diverse populations within their service communities and are collectively using a wide range of accommodations and strategies to facilitate their inclusion. However, on an individual level, they feel under-equipped to do so. Findings from this study highlight the need for further training and raise important questions regarding the fairness of storytime programs for children with invisible disabilities, the potential reduction of diversity within storytime programs, and the potential value of establishing formal avenues of knowledge sharing.

Selected Journal Table of Contents

Journal of Early Intervention. Volume 46, Issue 3; September 2024

Virtual mindfulness workshops for parents of children on the autism spectrum. p. 323-337. Curl, E. L. & Hampton, L. H.

Preschool language environments and social interactions in an early intervention classroom: A pilot study. p. 338-355. Custode, S. A., Bailey, J., Sun, L., Katz, L., Ullery, M., Messinger, D., Bulotsky-Shearer, R. J., & Perry, L. K.

SEE Me therapeutic playgroup: A teaming model to promote parent-child interactions. p. 356-374. Fabrizi, S., Tilman, A. L., Donald, E., Balsamo, N., & Connor, A.

Dual schooling for low-resource families: An exploratory study from a positive deviance perspective. p. 375-390. Chong, W. H., Tanuwira, J., Nalawala, N., & Wong, S. N.

Parent's use of naturalistic instruction upon receiving technology-enhanced performance-based feedback. p. 391-406. Coogle, C. G., Majetich Jr., E., Storie, S. O., & Wade, C. B.

"We're all pretty welcoming": Inclusion of children with disabilities in library storytime programs. p. 407-427. Daskalakes, D. T. M. & Cahill, M.

Emotional regulation and language in young children with and without autism traits. p. 428. Cibralic, S., Kohlhoff, J., Wallace, N., McMahon, C., & Eapen, V.

Topics in Early Childhood Special Education. Volume 44, Issue 2; August 2024

Future Topics. p. 75.

Impact of challenging behavior on marginalized and minoritized caregivers of children with disabilities. p. 76-88. Adams, N. B., McGuire, S. N., Meadan, H., Loya, M. R. M., Terol, A. K., Haidar, B., & Fanta, A. S.

Early educators' perceptions of behavior. p. 89-102. O'Grady, C. E. & Ostrosky, M. M.

Families' experiences with online instruction and behavior support during COVID-19. p. 103-114. Kelly, E. M., Harbin, S. G., & Schwartz, I. S.

Professionals' perspectives on service delivery: The impact of COVID-19 on early childhood special education providers. p. 115-125. Gomez, D., Kunze, M., Glenn, E., Todis, B., Kelley, K., Karns, C. M., Glang, A., & McIntyre, L. L.

Factors that contributed to early intervention providers' use of caregiver coaching during the COVID-19 pandemic. p. 126-136. Williams, C. S. & Ostrosky, M. M.

Noncompliance interventions for young children: A best evidence synthesis and meta-analysis. p. 137-151. Malone, E. J., Zimmerman, K. N., Joo, S., Kim, G. Y., & Smith, K. H.

Early childhood special education teacher candidates' field experiences: A systematic review. p. 152-166. Szocik, K., O'Brien, K. M., Nagro, S. A., & Gerry, M. A.

Conference Calendar. p. 167.

Author Guidelines. inside back cover.

New Books

Caring for young children with special needs. Cindy Croft, 2017.

CPE=2 (WS 107 C941 2017 ECI)

This quick guide gives you what you need to start working with children with special needs. Includes a look at: inclusion in early childhood programs, disability law, the framework of an inclusive program, and typical vs. atypical development. Several specific disabilities and special needs are covered, with definitions, common characteristics of children with these special needs, and strategies for adaptation to include all children in your program.

Finding your way with your baby: The emotional life of parents and babies. Dilys Daws, 2022. (WS 105.5 E5 D272 2022 ECI)

This updated edition explores the emotional experience of the baby in the first year and that of the mother, father, and other significant adults. The authors engage with the difficult emotional experiences that are often glossed over in parenting books - such as bonding, ambivalence about the baby, depression, and the emotional turmoil of being a new parent.

New eBooks

The CALM baby method: Solutions for fussy days and sleepless nights. Patti Ideran, 2020.

When your baby is unhappy, you're unhappy. Learn the experts' secrets to soothing your fussy little one, for happier days and more restful nights! Whether your baby is colicky, fussy, or plain cranky, the proven techniques in The CALM Baby Method will help you both feel better.

The working mom blueprint: Winning at parenting without losing yourself. Whitney Casares, 2021.

Learn how to thrive—not just survive—as a modern mom. You love your kids. You're proud of your professional accomplishments. You have hobbies and friends. And you're tired. So tired. Working moms often feel like they're failing on many different fronts. But what if there was a guide to revisioning, reprioritizing, and restructuring to build a vibrant, intentional life?

Your baby's first year, 5th ed. Tanya Altmann, 2021.

Your Baby's First Year provides advice on every aspect of newborn and infant care. The book includes recommendations for prenatal care, screening tests during pregnancy, and developmental milestones that encompass physical, emotional, social, and cognitive growth, as well as those related to visual, hearing, language, and movement skills. It provides insights from research on early brain development and how babies and young children think.

Selected Audiovisuals

Baby steps for tiny teeth. [Streaming](#). 7 min. 2019.

Baby steps for tiny teeth. (Spanish). [Streaming](#). 8 min. 2019.

Daily schedules and caregiving routines. [Streaming](#). 92 min. 2016.

Infant toddler learning environment. [Streaming](#) or DVD. 43 min. 2017. (DD0825)

The power of physical play: Developmental and effective learning. DVD. 57 min. 2016. (DD0829)

Raising of America: Early childhood and the future of our nation. DVD. 200 min. 2015. (DD0725)

Reflective supervision II: Video training series. DVD. 124 min. 2016. (DD0820)

Continuing Professional Education (CPE) Resources

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

Active Learning. DVD. 34 min. 2016. CPE=0.5 (DD0841)

Being with infants: Part 2. DVD. 120 min. 2019. CPE=3 (DD0836)

Beyond babysitting: A documentary about child care quality and why it matters. DVD. 30 min. 2015. CPE=0.5 (DD0843)

Early intervention for social-emotional development: Successful sensory-based strategies for birth to 5 years. DVD. 356 min. 2017. CPE=6 (DD0827)

Enticing environments for people under three. Laura Wilhelm, 2021. CPE=2.25 (LB 1139.23 W678 2021 ECI)

Extreme caregiving: The moral work of raising children with special needs. Lisa Freitag, 2018. CPE=6 (WS 107.5 F866 2018 ECI)

How to develop partnerships with parents: A practical guide for the early years. Teresa Wilson, 2019. CPE=5 (LB 1775.6 W746 2019 ECI)

Infant and toddler development and responsive program planning: A relationship-based approach, 3rd ed. Donna Sasse Wittmer, 2014. CPE=10 (LC 4019.3 W832i 2014 ECI)

Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education, 11th ed. Janet Gonzalez-Mena, 2018. CPE=10 (LB 1139 G643 2018 ECI)

The toddler brain: Nurturing the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to 5. Laura A. Jana, 2017. CPE=7 (WS 103 J33 2017 ECI)

Understanding your newborn: The first six weeks and beyond. DVD. 40 min. 2016. CPE=0.75 (DV1269)

Selected eBooks

Caring for your adopted child: An essential guide for parents. Elaine Schulte, 2019.

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.

Handbook of early childhood special education. Brian Reichow, 2016. This handbook discusses early childhood special education with a focus on evidence-based practices. Coverage spans core intervention areas such as literacy, motor skills, and social development, as well as diverse contexts for services including speech-language pathology, physical therapy, and pediatrics.

The new baby blueprint: Caring for you and your little one. Whitney Casares, 2020.

Dr. Whitney Casares delivers a modern, empathetic guide to preparing for a baby and those first few days, weeks, and months of being a parent. This book covers everything from basic newborn care to breastfeeding success and child care choices to the emotional ups and downs of new motherhood. A dual approach to baby and self-care supports new and expecting moms through the challenges of meeting their own needs while getting ready for

and caring for a new baby. This book includes important information on baby blues and postpartum depression.

Selected Websites

Child Care and Early Education Research Connections is an online library of policy-relevant research for child care and early education professionals. It promotes high quality research in child care and early education and the use of that research in policy making. For more information, go to researchconnections.org.

Child and Family Data Archive (CFData) is the place to discover, access, and analyze data on early care, education, and families. CFData hosts datasets about young children, their families and communities, and the programs that serve them. For more information, go to childandfamilydataarchive.org/cfda/pages/cfda/index.html.

Early Childhood Education Training offers seven online modules for teachers in English and Spanish. Modules are Embedded Interventions, Transition, Communication for Collaboration, Family-Professional Partnerships, Assistive Technology, Dialogic Reading Practices, and Tiered Instruction. To learn about practices to solve dilemmas in early childhood settings, go to connectmodules.dec-sped.org/connect-modules/learners/.

Ensuring Quality Care for Children with Disabilities and Complex Health and Emotional Needs is a workshop in brief that explores the needs and challenges faced by individuals and families affected by disabilities and complex conditions, as well as opportunities and innovative approaches for those conditions. For more information, go to nap.nationalacademies.org/catalog/23544/ensuring-quality-and-accessible-care-for-children-with-disabilities-and-complex-health-and-educational-needs

The Office of Head Start (OHS) helps young children from low-income families prepare to succeed in school through local programs. Head Start and Early Head Start programs promote children's development through services that support early learning, health, and family well-being. For more information, go to eclkc.ohs.acf.hhs.gov/.

NEW! U.S. Centers for Disease Control and Prevention (CDC) puts science into action to help children stay healthy so they can grow and learn; to help families, businesses, and communities fight disease and stay strong; and to protect the public's health. From birth to 5 years, children should reach milestones in how they play, learn, speak, act, and move. Track your child's milestones with the resources from *Learn the Signs. Act Early*. For more information, go to [Learn the Signs. Act Early](#).

Useful Library Information

[HHSC ECI Website](#)
[ECI Library Matters](#)

[Library Website](#)
[Library Catalog](#)

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