

# 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](http://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](mailto:avlibrary@dshs.texas.gov).

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## Selected Journal Abstracts

**Early childhood providers' perceptions of effective professional development components: A qualitative study.** Pfeiffer, D., Feuerstein, J., Herman, D., & Landa, R. (2022). *Infants & Young Children, 35*(3), 248-263. <https://doi.org/10.1097/IYC.0000000000000217>

A research-to-practice gap exists between evidence-based practices (EBPs) and actual practices implemented with children with developmental disabilities (DD) in early childhood care and education (ECCE) settings. Many ECCE providers lack the training needed to support these children's learning. Ten center-based providers working in inclusive ECCE classrooms participated in the Early Achievements for Child Care Providers Professional Development (EA-CP PD) program to learn to deliver differentiated instruction to children with DD using EBPs. Post-PD focus groups assessed the training's impact on providers' perceptions of the PD program and implementation of the EA-CP instructional strategies. Results of qualitative analysis revealed providers' perceived benefit of job-embedded coaching to support their implementation of the instructional strategies and ability to enhance children's social-communication and language development. Providers desired greater involvement from ECCE directors. Implications are discussed for giving directors more explicit roles in providers' PD to support implementation and enhance child outcomes.

**Maternal well-being and the transition to childcare: Impact of caregiver support.** Cardenas, J. F., & Colwell, M. J. (2022). *International Journal of Early Childhood, 1*-17. <https://doi.org/10.1007/s13158-022-00339-6>

The current study examines the association between the mother-caregiver relationship and the psychological well-being of 533 mothers who transitioned their children to a non-familial licensed childcare center. Maternal well-being, mother-caregiver relationship quality, and maternal parenting stress were assessed. Hierarchical linear regressions were conducted to examine the associations between independent variables (i.e., maternal demographic data, parenting stress, and maternal reports of supportive caregiver relationship) and maternal well-being as a dependent variable. The results show that together, the independent variables account for 31% of variation in maternal well-being. Findings suggest that a supportive caregiver relationship is a significant factor in contributing to maternal well-being. There is a call to recognize mothers transitioning their

children to non-familial care as a special population for consideration by teachers, caregivers, and infant/child mental health professionals working in childcare settings. The current research bolsters discussion on mother-caregiver relationships to focus on how professionals in childcare settings can best support mothers in this unique transition to non-familial care for their children.

**Standards for early intervention/early childhood special education: The development, uses, and vision for the future.** Stayton, V. D., Kilgo, J., Horn, E., Kemp, P., & Bruder, M. B. (2023). *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214231165192>

Professional Standards identify what future educators should know and be able to do when they complete a program of study from an Institution of Higher Education (IHE). With support from the Council for Exceptional Children (CEC), the first ever stand-alone Early Intervention/Early Childhood Special Education (EI/ECSE) Standards were approved in 2020. In this paper, we (a) discuss the rationale for stand-alone EI/ECSE Standards within the current context; (b) briefly introduce the Standards; (c) present an overview of how the Standards were developed; and (d) provide a vision for and guidance to the field in the development of personnel systems that ensure application of the EI/ECSE Standards for preservice and in-service preparation, IHE program accreditation, cross disciplinary collaboration, research and development, and policy and advocacy.

**Supporting STEM learning within routines for infants and toddlers with developmental delays.** Yang, H., Campbell, P. H., & Lim, C. (2022). *Young Exceptional Children*, 109625062211456. <https://doi.org/10.1177/10962506221145674>

Ximena is an early interventionist with 8 years of experience working with infants and toddlers with developmental delays and their families. She sees herself as very skilled in working with families to embed interventions within their everyday routines. She attended a webinar about science, technology, engineering, and mathematics (STEM) learning for infants and toddlers with developmental delays. One of the things discussed was how STEM learning could be a vehicle to promote children's development across all domains. During the webinar, the speaker also highlighted how early intervention (EI) providers could use the coaching framework to support families to engage their children in STEM learning opportunities within everyday routines while working on children's Individualized Family Service Plan (IFSP) outcomes.

## Selected Journal Table of Contents

**Journal of Early Intervention.** Volume 45, Issue 3; September 2023.

Research reports a scoping review on the use of the parents evaluation of developmental status and PEDS: Developmental milestones screening tools. p. 203-226. Abdoola, S., Swanepoel, D. W., & Van Der Linde, J.

Optimizing vocabulary instruction for preschool children. p. 227-249. Madsen, K. M., Peters-Sanders, L. A., Kelley, E. S., Barker, R. M., Seven, Y., Olsen, W. L., Soto-Boykin, X., & Goldstein, H.

Mealtime developmental skills: Surveying the knowledge of early interventionists. p. 250-263. Smyth, C. A., Ferrell, K. A., Clark, A., Erskine, J., Spicer, C. L., Morgese, Z. L., Puchalski, C. B., Zaghlawan, H., Dewald, H. P., Dewald, A. J., & Pickler, L.

Initial evaluation practices to identify young children with delays and disabilities during the COVID-19 pandemic. p. 264-284. Steed, E. A., Stein, R., & Charlifue-Smith, R.

Voces de la Gente: Spanish-speaking families' perspectives on early childhood special education. p. 285-305. Durán, L., Cycyk, L. M., & Batz, R.

Examining family process among infants and toddlers and implications for maternal-child intervention. p. 306-323. LaForett, D. R., Salomon, R. E., Waldrop, J. B., Martinez, M., Mandel, M. A., Wheeler, A. C., Okoniewski, K. C., & Beeber, L. S.

Does adult-directed early behavioral intervention improve family quality of life? A systematic review and meta-analysis. p. 324-342. Duncan, A. L. & Shepley, C.

Implementation of the Group-ESDM in a childcare setting serving under-resourced communities. p. 343. Zitter, A., David, V., Vismara, L. A., Sheridan, E., Fernandes, S., & Vivanti, G.

**Young Exceptional Children.** Volume 26, Issue 3; September 2023.

Identifying and targeting social-communication and play skills for preschoolers with autism. p. 131-143. Amsbary, J., Alzamel, A., Lin, M., Savage, M., Reszka, S., Crais, E., Watson, L., & Boyd, B.

Enhancing comprehension of informational text by young children with autism spectrum disorders. p. 144-156. Jackson, E. M., Hanline, M. F., & Eldridge, J.

Stopping suspension in early childhood: Suggestions and strategies. p. 157-169. O'Grady, C. E., Jackle, E. M., & Ostrosky, M. M.

Child Interest Activity Plan (CIAP): An implementation driver to bridge the research to practice gap in early childhood intervention. p. 170-182. Davis, F. A., Sexton, S., Everhart, K., & Shelden, M.

DEC at the intersection: The 5 R's: An immigrant family's message about equitable practices in EI/ECSE. p. 183. Young, V. J., Egorin-Hooper, S., Sanchez, M., Sanchez, J., & Sanchez, J.

To receive full-text copies of journal articles listed in the Journal Table Of Contents, please email the library staff: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

### New Audiovisuals

**Active Learning.** DVD. 34 min. 2016. (DD0841)

Infants and toddlers are naturally active learners. This DVD illustrates the elements of active learning programs as caregivers understand, support, and encourage young children.

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

This documentary follows several early childcare professionals from an inner-city child care center. It documents and demonstrates the essential factors required to provide quality child care, and why it matters.

## New Books

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

Child-care environments play an important role in how babies, toddlers, and two-year olds experience learning. Colors, sounds, smells, and the placement of furniture, lighting, and textures all influence how people act and interact inside a classroom. Full of colorful photographs from real-world infant and toddler settings, this book offers fresh ideas for making centers and classrooms inspiring for all of the people who inhabit them.

**Transition: Supporting changes in services and settings.** 2020.  
(LC 4019.3 T772 2020 ECI)

This book is the 8th edition of the DEC Recommended Practices Monograph Series, and it offers professionals and families multiple ways to implement the transition practices across the settings in which children grow and learn.

## New 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 a child joins a family through domestic adoption, international adoption, or foster care, he or she may have needs that require additional consideration.

**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 Audiovisuals

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

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

**Being with infants.** [Streaming](#). 108 min. 2018.

**Being with infants: Part 2.** DVD. 120 min. 2019. (DD0836)

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

**Early intervention for social-emotional development.** DVD. 39 min. 2017. (DD0827)

**I want all the turns: Supporting children in resolving problems and conflicts.** (English/Spanish). DVD. 90 min. 2013. (DD0655)

**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)

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

## Selected Books

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

**America's child-care crisis: Rethinking an essential business.** Sarah Taylor Vanover, 2021. (HQ 778.63 V272 2021 ECI)

**Applying implementation science in early childhood programs and systems.** Tamara Halle, 2013. (LB 1139.35 C64 H35 2013 ECI)

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

**Blended practices for teaching young children in inclusive settings,** 2nd ed. Jennifer Grisham-Brown, 2017. (LC 4019.3 G869b 2017 ECI)

**Caring for our children: National health and safety,** 4th ed. 2019. (LB 1139.23 C277 2019) This title is also available as an eBook.

**DEC recommended practices: Enhancing services for young children with disabilities and their families.** 2015. (LC 4019.3 D291 2015 ECI)

**Early childhood development: A multicultural perspective.** 7<sup>th</sup> ed. Jeffrey W. Trawick-Smith, 2018. (LB 1139.3 T782 2018 ECI)

**Early childhood staff orientation guide.** Sharon Bergen, 2016. (LB 1139.2 B495 2016).

**Early childhood staff orientation guide: Facilitator's edition.** Sharon Bergen, 2016. (LB 1139.2 B495 2016)

**The early intervention workbook: Essentials practices for quality services.** Lynda C. Pletcher, 2013. (LC 4019.3 P726e 2013 ECI)

**The early years: Foundations for best practice with special children and their families.** Gail L. Ensher, 2016. (LC 4019.3 E59 2016 ECI)

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

**Environment: Promoting meaningful access, participation, and inclusion.** 2016. (LC 4019.3 E61 2016 ECI)



**The exceptional child: Inclusion in early childhood education**, 8th ed. Eileen K. Allen, 2015. (LC 4019.3 A427 2015 ECI)

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

**From biting to hugging: Understanding social development in infants and toddlers**. Donna Sasse Wittmer, 2018. (LB 1139.23 W832 2018 ECI)  
This title is also available as an eBook.

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

**Infant and toddler development and responsive program planning: A relationship-based approach**, 3rd ed. Donna Sasse Wittmer, 2014. (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. (LB 1139 G643 2018 ECI)

**An introduction to young children with special needs: Birth through age eight**, 5th ed. Richard M. Gargiulo, 2020. (LC 4019.3 G27 2020 ECI)

**Leading and managing early childhood settings: Inspiring people, places and practices**. Nadine L. McCrea, 2015. (LB 1775.6 M478 2015 ECI)

**Leading anti-bias early childhood programs: A guide for change**. Louise Derman-Sparks, 2015. (LB 1139.3 D435 2015 ECI)

**Pathways to positive parenting: Helping parents nurture healthy development in the earliest months**. Jolene Pearson, 2016. (LC 4019.3 P361p 2016 ECI)

**Practical solutions to practically every problem: The survival guide for early childhood professionals**. Steffen Saifer, 2017. (LB 1140.2 ST817 2017)

**Social and emotional development in early intervention: A skills guide for working with children.** Mona Delahooke, 2017.

(WS 350 D333 2017 ECI) *This title is also available as an eBook.*

**Teaching and learning with infants and toddlers: Where meaning-making begins.** 2<sup>nd</sup> ed. Mary Jane Maguire-Fong, 2020.

(LB 1139 M213 2020 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. (WS 103 J33 2017 ECI)

**Twelve essential topics in early childhood: A year of professional development in staff meetings.** Nancy P. Alexander, 2018.

(LB 1775.6 AL374 2018)

**Wiley handbook of early childhood development programs, practices, and policies.** 2017. (LB 1139 W676 2017 ECI)

#### Selected eBooks

**A-Z of inclusion in early childhood.** Mary Dickens, 2014.

Key themes in inclusion are explored through an A-Z approach covering important concepts, theories, theorists, and figures.

**Assessment and documentation in early childhood education.** Maarit Alasuutari, Ann-Marie Markstrom, and Ann-Christine Valberg-Roth, 2014.

This book considers the increasing trend towards systematic child documentation in early childhood settings. The authors examine child documentation from the perspective of professional practice and suggest that documentation and assessment practices can empower and strengthen teachers, children, and parents.

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

Six hundred brain-based activities inspired by brain research are suggested to enhance any early childhood curriculum.

### **Early childhood education: History, philosophy, and experience.**

Cathy Nutbrown and Peter Clough, 2014.

This introduction to the history of early childhood education emphasizes the role of history and philosophy in early childhood practice today. The text features a series of imagined conversations with key figures and pioneers in early childhood education and caregiving.

### **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.

### **Redesigning health care for children with disabilities: Strengthening inclusion, contribution, and health.** Heidi M. Feldman, 2013.

One in five families has a child with special health care needs-but medical and human service professionals often do not get the training they need to provide long-term, integrated care for these children. Filling a critical gap in professional education, this textbook presents a comprehensive, interdisciplinary framework for delivering effective health care to children with disabilities and chronic illnesses. Going far beyond the traditional model of treating and reducing symptoms, the book gives professionals a big-picture blueprint for improving the lives of children with disabilities and helping them participate fully in family and community life.

### **Teaching young children with disabilities in natural environments,**

2nd ed. Mary Jo Noonan, 2013. (LC 4019.3 N817t 2014)

This book focuses on children birth to 5. It 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.

#### 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](http://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 [www.childandfamilydataarchive.org/cfda/pages/cfda/index.html](http://www.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/](http://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](http://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/](http://eclkc.ohs.acf.hhs.gov/).

**ZERO TO THREE** has resources for parents about choosing child care, including tips and tools. Child care is an essential building block in the foundation of our families' and nation's future. Access to affordable, high-quality care ensures parents can go to work and school confident that their babies and toddlers are receiving equitable, nurturing early learning experiences. Early learning means children begin kindergarten ready to learn and succeed. Increasing access helps more babies and toddlers, including those with delays and disabilities, get the developmental support they need. For more information, go to [www.zerotothree.org/issue-areas/child-care/](http://www.zerotothree.org/issue-areas/child-care/).

## Useful Information

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**ECI Library Matters**

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**Library Catalog**

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