ECI Library Matters

Parenting and Working with Families
This month, we are featuring library resources on parenting and working with families. We are also highlighting items for siblings, fathers, and grandparents. For a complete selection, please contact the library for assistance. Unfortunately, the library catalog url (www.texashealthlibrary.com) is not working.

In addition to the table of contents of the latest Early Childhood Intervention journals, we are including abstracts of articles on telerehabilitation. Telerehabilitation has the potential to increase family participation and aid in the provision of ECI services to rural and other underserved communities. If you would like to borrow any of the featured items or receive full-text articles, please contact the Library at:
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Infants and Young Children - Vol. 32 (1) January/March 2019

Infant Mental Health Journal - Vol. 39 (6) November/December 2018

Young Exceptional Children - Vol. 21 (4) December 2018

Zero to Three - Vol. 39 (2) November 2018

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Washington watch: opioid bill provides grants for trauma supports in schools; ED plans to issue proposed rule on significant disproportionality in Feb. 2019. p. 10.

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Restraint & seclusion: principal’s response to alleged restraint shields district from 504, ADA claims. p. 10.

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Infants and Young Children - January/March 2019

Early childhood special education teachers' use of embedded learning opportunities within classroom routines and activities. Rahn NLP, Google CGP, Ottley JRP. p. 3-19.


Sensory-processing patterns of preterm children at 6 years of age. Pekcetin SP, Sardas BB, Ustunyurt ZMD, Kayhan HP p. 33-42.


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Infant Mental Health Journal - November/December 2018

Issue information – TOC. p. 621-624.


On exactitude in science: a map of the empire the size of the empire. Ijzendoorn MHV, Steele M, Granqvist P. p. 652-655.


Mothers and their infants co-admitted to a newly developed mother-baby unit: characteristics and outcomes. Wright T, Stevens S, Wouldes TA. p. 707-717.


Young Exceptional Children - December 2018


Using the behavior expectation discrepancy tool to support young children with challenging behaviors. Riggleman S, Morgan JJ. p. 228-237.


From article to action: creating literacy-rich environments. Catlett C. p. 250.
This issue and why it matters. Powers S. p. 2.

Zero to Three competencies for prenatal to age 5 professionals: understanding the P-5 competency domains.

Respect, reciprocity and responsiveness: strengthening family-professional partnerships in early intervention. Schrami-Block K, Ostrosky MM. p. 5-10.

One diaper at a time: re-envisioning diapering routines with infants and toddlers. Laurin DE. p. 11-20.


Improving outcomes for infants, toddlers, and families involved with child welfare through professional relationships: acknowledging challenges and sharing passions. Eidson F, McDonough M. p. 39-44.

Parenting and Working with Families: New DVDs

This DVD provides strategies for single parents to meet the varying needs and unique challenges of their children from birth to adolescence.

Softening: loving a child with special needs. 39 min. 2012. (DD0818).
Filmmaker Kelly O’Brien speaks honestly about her struggle to cope for the first five years following the birth of her son Teddy, born with extensive brain damage resulting from an in-utero viral infection. The rewards as well as the challenges of caring for him are evident in this cinematic diary O’Brien created to celebrate her son’s inherent beauty and the joy he brings to his family’s life.
Parenting and Working with Families: Selected DVDs

**Baby instructions.** 66-67 min. 2010. (DD0732-DD0733).

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

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

**Finding the words finding the ways: exploring reflective supervision and facilitation.** 80 min. 2012. (DD0614).

**How to raise emotionally health children.** 23-25 min. 2013. (DD0682-DD0684).

**Learning happens.** 29 min. 2010. (DD0411-DD0412).


**Multiples, more of everything.** 26-29 min. 2009. (DD0396-DD0397).

**Parenting 101: basic skills for raising confident children.** 23 min. 2011. (DD0542).

**Parenting basics library.** 9-12 min. 2016. (DD0734-DD0741; DD0764-DD0770).

**Parenting: self-care for moms: birth to 6 months.** 11 min. 2016. (DD0764).

**Parenting: self-care for moms: 7 to 12 months.** 9 min. 2016. (DD0765).

**Preschooler observation series.** 21-26 min. 2012. (DD0495-DD0498).

**Preventing abusive head trauma: the crying connection.** 16 min. 2013. (DV0779).

**Reflective supervision for infant mental health practitioners.** 136 min. 2012. (DD0613).

**Routines-based interview.** 120 min. 2012. (DD0560).

**Rules, rituals, and routines.** 55 min. 2010. (DD0500).

**Stories from our hearts: maternal mental health, abuse and domestic violence.** 17 min. 2011. (DD0806).

**Stories from our hearts: teen parenting and grandparent custody.** 17 min. 2011. (DD0805).

**Supportive adult-child interactions.** 53 min. 2011. (DD0494).

**Welcome to Holland: resiliency in families raising children with special health care needs.** 48 min. 2010. (DD0464).

**Your premature baby.** 26 min. 2008. (DD0439-DD0441).
There are all different kinds of families and this book will help teachers feel more comfortable and be more effective in dealing with them. The book discusses honoring and working with diversity, how to deal with holiday issues, working with fathers, communicating and meeting with families, and gives tips for challenging conversations.

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

This book presents real-world solutions for use with children birth to three, with or without an autism diagnosis. This practical guide includes suggestions for strengthening critical skills during daily routines, from dressing in the morning to getting ready for bed. Early interventionists and other professionals will learn how to coach families in weaving these activities into everyday life with their child, so that intervention continues long after the professional goes home.

This book addresses parents’ most frequently asked questions about child health and wellness in a clear Q&A layout.

This book examines childhood hearing loss and raising and educating children who are deaf. It includes personal testimonies and practical advice from parents.

Childhood speech and language disorders: supporting children and families on the path to communication. Suzanne M. Ducharme, 2016. (WM 475 D826 2016 ECI).
This book explains speech and language development and the early intervention process. It delves into the fears, concerns, and questions parents face when their child has a speech or language delay.

Carol Trivette and Bonnie Keilty have edited a collection of articles that provide guidance to the EI/ECSE field on how to implement the Family Recommended Practices with fidelity and flexibility for each family.

The fourth trimester: understanding, protecting, and nurturing an infant through the first three months. Susan Brink, 2013. (WS 103 B858 2013 ECI).
Combining the latest scientific findings with real-life stories and experiences, the author examines critical dimensions of newborn development such as eating and nutrition, bonding and attachment, sleep patterns, sensory development, pain and pleasure, and the creation of foundations for future advancement.

This book is a humorous and sharp account of adopting and raising a son with Down syndrome from the Maine foster care system. The author provides an access point to start the debate about adopting a child with special needs and also discusses her decision to home-school.
Parenting and Working with Families: New Books (continued)

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

Karen Putz grew up hard of hearing and became deaf as a teen. When her own kids began losing their hearing, she figured she had all the answers as a professional and as a person who is deaf. She quickly learned it was a whole other ballgame to be a parent of deaf and hard of hearing kids. Karen shares the twists and turns of her journey and the wisdom she's learned along the way.

Among the many topics this book explores is the child and parent relationship.

This book examines how to have successful family-professional partnerships with all families. It explores seven partnership concepts and features the perspectives of both families and professionals.

Parenting and Working with Families: Selected Books


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).
**The complete single mother: reassuring answers to your most challenging concerns.** Andrea Enberger, 2006. (WS 105.5 C3 E57c 2006 ECI).

**Cultural reciprocity in special education: building family-professional relationships.** Maya Kalyanpur, 2012. (275 K14 2012 ECI).

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


**Double duty: the parents’ guide to raising twins, from pregnancy through the school years.** Christina Baglivi Tinglof, 2009. (515 T588 2009 ECI).


**Early childhood intervention: shaping the future for children with special needs and their families.** Christina Groark and Steven Eidelman, 2011. (LC 4019.3 G873e 2011 ECI volumes 1, 2 & 3).

**Early intervention every day!: embedding activities in daily routines for young children and their families.** Merle J. Crawford, 2014. (LC 4019.3 C897e 2014 ECI).


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


Just one of the kids: raising a resilient family when one of your children has a physical disability. Kay Harris Kriegsman, 2013. (WS 105.5 F2 K89 2013 ECI).


Parenting and Working with Families: Selected Books (continued)

Reflective supervision and leadership in infant and early childhood programs. Mary Claire Heffron, 2010. (LC 4109.3 H461r 2010 ECI).


Tackling the tough stuff: a home visitor’s guide to supporting families at risk. Angela M. Tomlin, 2016. (LC 4019.3 T659t 2016 ECI).


For or About Fathers: Selected Books


**Not my boy!: a father, son and one family’s journey with autism.** Rodney Peete, 2010. (203.6 P375 2010 ECI).


**Shape of the eye: Down syndrome, family, and the stories we inherit.** George Estreich, 2011. (226.11 E82 2011 ECI).

For Grandparents: Selected Books


For Siblings: Selected Books

**Big sister now: a story about me and our new baby.** Annette Sheldon, 2006. (805.1 S544b 2006 ECI).

**Brothers and sisters: a special part of exceptional families.** Thomas H. Powell, 2006. (WS 107.5 R5 P886b 2006 ECI).


**My brother Charlie.** Holly Robinson Peete, 2010. (WS 107.5 R5 P375m 2010 ECI).

Parenting: Selected Websites

The American Academy of Pediatrics has created the website, Healthy Children, to assist parents with scientific information about raising children. See http://www.healthychildren.org

Texas Parent to Parent. This website was created by parents for families of children with disabilities, chronic illnesses, and other special needs throughout Texas. See http://www.txp2p.org

For Fathers: Selected Website

National Center for Fathering. In response to the dramatic trend towards fatherlessness in America, Dr. Ken Canfield founded this nonprofit, scientific, and education organization. The Center provides practical, research-based training and resources that equip men in virtually every fathering situation to be the involved fathers their children need. See http://www.fathers.com

For Grandparents: Selected Website

Raising the children of the opioid epidemic: solutions and support for grandfamilies provided by the organization Generations United explains what custodial grandparents need to know about the challenge of raising their grandchildren. See https://dl2.pushbulletusercontent.com/qdCNUO2JMMZKzKRjyIwbgjMtf39xKKa/16-Report-SOGF-

For Siblings: Selected Website

The Sibling Support Project is a national effort dedicated to the life-long concerns of brothers and sisters of people who have special health, developmental, or mental health concerns. See http://www.siblingsupport.org

For Programs That Assist Families: Selected Website

Find out how to tame a toddler tantrum, the right amount of screen time for kids, and how to encourage children’s independence. This expert guide answers real-life questions with problem-solving strategies.

This book provides a strength-based approach to guiding and managing young children’s behavior by helping them build and use essential life skills such as collaboration, self-regulation, and adaptability.

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

This book describes the trauma that can be experienced by children in foster care and the effect of that trauma on their behavior. The author summarizes successful evidence-based strategies that develop the parent-child bond. Although the book was written for foster parents, it would be useful to anyone working with children who are or have been in foster care.

Greenspan explains how parents can nurture empathy, curiosity, emotional balance, and self-discipline.

Help! There’s a toddler in the house!: proven strategies for parents of 2- to 6-year-olds to survive and thrive through the mischief, mayhem, and meltdowns. Thomas M. Reimers, 2011.
The naughty as well as challenging behaviors of young children can drive even the most patient parents to their wits’ end. In these pages, parents learn how to cope with and correct many of the most common behavioral problems that little ones demonstrate.

Letters to the home front: positive thoughts and ideas for parents bringing up children with developmental disabilities, particularly those with an autism spectrum disorder. John Clements, 2013.
Bringing up a child with developmental disabilities, especially autism, presents many challenges for parents, and the focus of attention is almost invariably on the child. This practical and compassionate book looks at a range of issues from the parents’ point of view, from whether their child really loves them, to challenging received wisdom on matters such as sensory integration and boarding school.
How do you keep the whole family in mind when carrying out assessments? How do you balance the needs of adults and children? How do you ensure that children’s welfare and safety are everyone’s priority when families face complex difficulties? This book brings together what social workers in adult and children services need to know about assessment across both services.

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. This clearly differs 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.

This book focuses on treatment models for parents, primarily pregnant and parenting women, including descriptions of treatments that focus on parental addiction and the parent-child relationship within a developmental framework.

This book explains why the planning cycle is important when caring for and supporting young children. It looks at the links between observation, planning, and assessment. Taking a holistic approach to supporting children’s learning, it shows how a range of observation strategies can provide insight into children’s social, emotional, physical, and cognitive development and demonstrates how practitioners can develop appropriate planning and observation techniques for babies and toddlers.

Preemie primer: a complete guide for parents of premature babies from birth through the toddler years and beyond. Jennifer Gunter, 2010.
Having a premature baby can be a crash course in both medicine and health economics, not just in parenting. Parents face complex information, difficult decisions, and overwhelming grief and worry. This book is a comprehensive resource, covering topics from delivery, hospitalization, and preemie development to parenting multiples, handling health issues, and finding special-needs programs.

With candor, grace, and a healthy dose of humor, Hopper takes us into the final weeks of her pregnancy, the first weeks of her daughter Stella’s life, and the isolated world she and her husband inhabited when they took their daughter home. She is down-to-earth and honest about the hard realities of having a baby, as well as the true joys of motherhood.

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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.


Sooner or later, most parents face challenges at bedtime. From infants and toddlers, to school-age kids and adolescents, sleeptime problems can affect everyone in the family. No matter what your child’s difficulty may be, getting to sleep, staying asleep, bed-wetting, fears or nightmares, it’s never too late to take steps to correct it.


This book aims to raise the standard of services provided to families without homes through practices that are strengths-based and culturally competent. This book provides a contextual overview of family homelessness. An ecological and developmental framework for understanding the implications of homelessness from infancy through adulthood are presented with reference to existing research. The book also addresses innovative designs for providing collaboration between and among diverse services that interface with families experiencing homelessness.

Understanding families: supportive approaches to diversity, disability, and risk, 2nd ed. Marci J. Hanson and Eleanor W. Lynch, 2013.

This book helps readers work with a broad range of families who have diverse structures, backgrounds, and circumstances. Readers learn to communicate and collaborate effectively with every family they serve; support families of children with disabilities; advance strong parent–child attachment and interactions; address risk factors such as poverty, addiction, and violence; promote the mental health of young children; and more.


What makes children happy, confident and successful? This book provides a practical model for helping children flourish and achieve their personal potential in every area of their lives. Drawing on ideas from positive psychology and child development theory, the model explores the five key areas of wellbeing: personal strengths, emotional wellbeing, positive communication, learning strengths, and resilience.


Having a baby is a life-changing event for parents, and giving birth prematurely can bring a complex set of challenges and emotions to an already intense experience. In this book, Dr. Laurent guides parents through life with a premature baby, giving them the tools they need to parent confidently.

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Abstracts of Journal Articles on Telerehabilitation

This month, abstracts of articles on telerehabilitation are included in the ECI Library Matters newsletter. Telerehabilitation has the potential to increase family participation in and aid in the provision of ECI services to rural and other underserved communities. 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, email: avlibrary@dshs.texas.gov.

Objective: We investigated the efficacy of Occupation-Based Coaching delivered via telehealth for families of young children with autism spectrum disorder (ASD). Method: Participants were 18 families of children with ASD ages 2-6 yr. Results: Parents identified many areas of child adaptive behavior as intervention goals. Results showed that parent efficacy and various domains of child participation significantly increased post intervention. Additionally, children showed significant gains in parent-identified goals. Conclusion: Occupation-Based Coaching delivered via telehealth appears to be an effective method of intervention to increase parent efficacy and child participation among families of children with ASD. Occupational therapists may consider how telehealth may be used to provide intervention to an increased number of families, in particular those in underserved areas.

The use of telehealth has been discussed nationally as an option to address provider shortages for children, birth through two, enrolled in Part C of the Individuals with Disabilities Education Act (IDEA) Early Intervention (EI) programs. In 2016, Colorado's Part C Early Intervention (EI) program began allowing the use of telehealth as an option for providers to conduct sessions with children and their caregivers. This article outlines the process taken to develop the necessary requirements and supports for telehealth to be incorporated into EI current practice.

Telepractice to deliver remote Part C early intervention (EI) services to families in their home is a rapidly-growing strategy under the Individuals with Disabilities Education Act (IDEA) to meet the needs of infants and toddlers who are deaf or hard of hearing. A survey was completed within a "learning community" comprised of staff from EI programs that were implementing telepractice to learn about their specific implementation strategies and challenges they faced. Twenty-seven individuals representing 11 programs responded. The results showed great variability in hardware and software, with many raising concerns regarding security. Primary challenges reported were internet connectivity and training in skills required to deliver telepractice services.

**Background:** The use of a telehealth delivery model facilitates inter-disciplinary collaboration, coordinated care, and consultation with specialists not available within a local community.

**Method:** A survey sent by the National Early Childhood Technical Assistance Center (NECTAC) to IDEA Part C coordinators assessed their utilization of telehealth within states' IDEA Part C programs. Reimbursement for provider type and services and barriers to implement a telehealth service delivery model were identified. Results: Representatives from 26 states and one jurisdiction responded to the NECTAC telehealth survey. Of these, 30% indicated that they are either currently using telehealth as an adjunct service delivery model or plan to incorporate telehealth within the next 1-2 years. Identified telehealth providers included developmental specialists, teachers of the Deaf/Hard of Hearing (DHH), speech-language pathologists, occupational therapists, physical therapists, behavior specialists, audiologists, and interpreters. Reimbursement was variable and included use of IDEA Part C funding, Medicaid, and private insurance. Expressed barriers and concerns for the implementation of telehealth as a delivery model within Part C programming included security issues (40%); privacy issues (44%); concerns about quality of services delivered via telehealth (40%); and lack of evidence to support the effectiveness of a telehealth service delivery model within IDEA Part C programming (3%). Reimbursement policy and billing processes and technology infrastructure were also identified as barriers impacting the implementation of telehealth programming. Conclusions: While many states are incorporating telehealth within their Early Intervention (IDEA Part C) services in order to improve access and overcome personnel shortages, barriers persist. Policy development, education of stakeholders, research, utilization of secure and private delivery platforms, and advocacy may facilitate more widespread adoption of telehealth within IDEA Part C programs across the country.


This study sought to determine the effectiveness of telepractice as a method of delivering early intervention services to families of infants and toddlers who are deaf or hard of hearing. A comparison group design was applied to ascertain the child, family, and provider outcomes via telepractice compared with traditional in-person home visits. Analyses of covariance demonstrated that children in the telepractice group scored statistically significantly higher than children in the in-person group on the PLS-5 Receptive Language subscale and PLS-5 Total Language standard scores, and the groups scored similarly on other language measures. There were no statistically significant differences between groups in regard to family outcomes of support, knowledge, and community involvement. Analysis of video recordings of telepractice versus in-person home visits resulted in higher scores for provider responsiveness and parent engagement. This study supports the effectiveness of telepractice in delivering early intervention services to families of children who are deaf or hard of hearing.