ECI Library Matters

Social Emotional Development and Behavioral Issues (updated)

This month, ECI Library Matters is featuring library resources on social and emotional development, infant mental health, trauma, child abuse, and behavioral issues. Abstracts of articles on these topics are also included. For a complete selection, please go to the library’s catalog at www.texashealthlibrary.com.

If you would like to borrow library materials or receive copies of full-text articles, please contact the library by:
Phone: (512) 776-7260 | Email: avlibrary@dshs.texas.gov
Fax: (512) 776-7474 | Toll-Free: 1-888-963-7111 ext. 7260

In This Issue

Journal Table of Contents:
- Infants and Young Children - Vol. 33 (1) January/March 2020
- Young Exceptional Children - Vol. 23 (1) March 2020

Library Resources on Social Emotional Development and Behavioral Issues (updated):
- Selected Audiobook
- Selected Books
- Selected DVDs
- Selected eBooks
- Selected Journal Abstracts
Developmental outcomes of preschool special education. p. 3-20. Elbaum, B.


Supporting the play of preschoolers with autism through peer-mediated interventions. p. 3-14. Patry, M. B., & Horn, E.

Evidence-base decision-making: A team effort toward achieving goals. p. 15-23.


From article to action: Strategies for promoting from parent-professional relationships and parent-child interactions. p. 52-53. Waters, C. L., & Catlett, C.

To receive full-text copies of these articles, please contact the library by:

Phone: 512-776-7260  |  Toll-Free: 1-888-963-7111, ext. 7260
Fax: 512-776-7474  |  Email: avlibrary@dshs.texas.gov
The deepest well: Healing the long-term effects of childhood adversity.
630 min. 2018. (CA0046).
Dr. Nadine Burke Harris was already known as a crusading physician delivering targeted care to vulnerable children. But it was Diego, a boy who had stopped “growing” after a sexual assault, who galvanized her journey to uncover the connections between toxic stress and lifelong illnesses. The stunning news of Burke Harris's research is just how deeply our bodies can be imprinted by adverse childhood experiences like abuse, neglect, parental addiction, mental illness, and divorce. Childhood adversity changes our biological systems and lasts a lifetime. For anyone who has faced a difficult childhood, or who cares about the millions of children who do, the fascinating scientific insight and innovative, acclaimed health interventions in The Deepest Well represent vitally important hope for preventing lifelong illness for those we love and for generations to come.

This DVD is an informative companion to the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) screening system. It gives an overview of emotional and social development and provides a thorough introduction to ASQ:SE-2. Viewers get an inside look at the screening system in practice as they watch a home visitor using ASQ:SE-2 with the family of a 4-year-old boy.

To borrow audiobooks or DVDs, please contact the library by:
Phone: 512-776-7260   |   Toll-Free: 1-888-963-7111, ext. 7260
Fax: 512-776-7474   |   Email: avlibrary@dshs.texas.gov


The body keeps the score: Brain, mind, and body in the healing of trauma. Bessel A. van der Kolk, 2014. (WM 172.5 V228 2014 RHB).


The common sense guide to your child’s special needs: When to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3639 P45 2012).


Extending the dance in infant and toddler caregiving: Enhancing attachment and relationships. Helen H. Raikes, 2009. (WS 105.5 C3 R151e 2009 ECI).


Parental psychiatric disorder: Distressed parents and their families. 2015. (WM 140 P228 2015 ECI).


The psychology of babies: How relationships support development from birth to two. Lynne Murray, 2014. (WS 105.5 C3 M981 2014 ECI).


Reversing the odds: Improving outcomes for babies in the child welfare system. Sheryl Dicker, 2009. (320.4 D549r 2009 ECI).


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


Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).


Understanding families: Supportive approaches to diversity, disability, and risk. Marci J. Hanson, 2013. (LC 4019.3 H251u 2013 ECI).


Working with families of young children with special needs. 2010. (LC 4019.3 M177w 2010 ECI).


ACE study: The adverse childhood experiences study: Background, findings, and paradigm shift. 123 min. 2012. (DD0697).

Attachment relationships. 29 min. 2010. (DD0404).


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

Developing trauma-informed services for families experiencing homelessness: An interactive training video and guide. 92 min. 2008. (DD0615).


Finding the words, finding the ways: Exploring reflective supervision and facilitation. 136 min. 2012. (DD0614).

For the child: Information on mental health and advocacy for resource parents. 30 min. 2007. (DD0208).

Healing Neen. 54 min. 2010. (DD0555).


I want all the turns: Supporting children in resolving problems and conflicts / Quiero todos los turnos. 90 min. 2013. (DD0655).

Infant mental health home visiting. 2015. (CR0045).

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

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

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

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

Life at 3: Bad behavior. 57 min. 2008. (DD0514).
Social Emotional Development and Behavioral Issues: Selected eBooks

The following book titles plus many more are available electronically to ECI state and program staff. You may access them on a computer or mobile device. For access information, please contact the library by email at avlibrary@dshs.texas.gov or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein (2016). Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. A 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.

Ask an expert: Answers every parent needs to know: Issues from toddler tantrums and meltdowns to peer pressure and teen self-esteem. Child development professionals, who are also experienced parents, provide problem-solving strategies for resolving children’s behavior issues.

The batterer as parent: Addressing the impact of domestic violence on family dynamics, 2nd ed. Lundy Bancroft, Daniel Ritchie, and Jay G. Silverman (2012). The authors outline the complex and insidious processes through which batterers hamper the social and emotional development of children. This book addresses the impact that batterers have on family functioning and provides an understanding of batterers as parents and family members. It delineates approaches to such practice issues as assessing risk to children, parenting issues in child custody and visitation evaluation, and the impact on children’s therapeutic process and family functioning in child protective practice.

Beyond behavior management: The six life skills children need. Jenna Bilmes (2012). Why do children do the things they do? What can caregivers do to manage it all? While there is not a simple method for understanding and managing all behaviors or all children, caregivers can give young children the social and emotional tools needed to grow and thrive on their own. The authors recommend a strength-based approach to guiding and managing young children’s behavior by helping them build and use essential life skills into the daily life of the early childhood classroom. As a result, children will learn to exhibit more pro-social behaviors, work better as a community, and become excited and active learners.
Children of substance-abusing parents: Dynamics and treatment. Shulamith Lala Ashenberg Strausner (2011). This book is intended as a reference for all mental health professionals 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.

Children with multiple mental health challenges: An integrated approach to intervention. Sarah Landy and Susan Bradley (2013). This book builds on an individualized, integrated approach to present a variety of evidence-based strategies for working with children with multiple challenges. It considers children from preschool age to adolescence with a number of severe difficulties. These may include extreme anxiety and depression, cognitive challenges, delays in speech and language, and unresolved trauma.

Empathic care for children with disorganized attachments: A model for mentalizing, attachment, and trauma-informed care. Chris Taylor (2016). This book is a practical guide to caring for children who have experienced trauma. Focusing on the importance of interpersonal bonds to facilitate the child’s capacity to mentalize, it aims to equip the reader with the appropriate skills to provide effective, sustained and, most importantly, empathic care to the most vulnerable and troubled children. This structured psychotherapeutic approach to caregiving will enable the development of child–carer relationships and can be used to create informed, safe environments that support both the child and the caregiver.

Foster parenting step-by-step: How to nurture the traumatized child and overcome conflict. Kalyani Gopal (2013). This book describes the trauma that can be experienced by children in foster care and the effect of that trauma on their behavior. Gopal 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.

Grief in young children: A handbook for adults. Atle Dyregrov (2008). This book explores young children’s reactions to death and loss, both immediately after the event and over time. Full of practical advice on issues such as how to keep children in touch with their memories, answer their questions, allay their fears and explore their feelings through play, this accessible book enables adults to work with children to develop an acceptance of grief and an understanding of death and loss.
**Help! There’s a toddler in the house!** Thomas M. Reimers (2011).
The challenging behaviors of young children can drive even the most patient parents to their wits’ end. Parents learn how to cope with and correct many of the most common behavioral problems that little ones demonstrate. Each chapter examines a specific problem, from the mildly irritating to the downright maddening, and describes practical strategies to rein in, correct, and prevent it. Also included are special chapters on how to use time-out correctly, potty train a toddler, and how moms and dads can create a more rewarding and enriching family life.

Strengthen every child using relationship-based approaches to support their behavioral, emotional, social, and learning challenges.

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. It probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It also highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation.

John Bowlby is one of the outstanding psychological theorists of the twentieth century. This book is both a biographical account of Bowlby and his ideas and an introduction to contemporary attachment theory and research. The author traces the evolution of Bowlby’s work from a focus on delinquency, material deprivation and his dissatisfaction with psychoanalysis’ imperviousness to empirical science to the emergence of attachment theory as a psychological model in its own right. The book also examines advances in the biology and neuroscience of attachment.

**Mental health services for vulnerable children and young people:**
**Supporting children who are, or who have been, in foster care.**
More than half of children either in foster care, or adopted from care in the developed world, have a measurable need for mental health services, while up to one quarter present with complex and severe trauma- and attachment-related psychological disorders. This book outlines how services can effectively detect, prevent, and treat mental health difficulties in this vulnerable population.
No biting: Policy and practice for toddler programs. Gretchen Kinnell (2008). Biting is one of the most frustrating and widespread issues childcare providers and parents face. This book discusses why toddlers bite, how to respond to biting, and how to develop a plan to address repeated biting. It also explores what parents think of biting, how to respond to their suggestions and demands, and how to create biting policies.

Parenting and substance abuse: Developmental approaches to intervention. Linda C. Mayles (2013). Historically, there has been little integration of theoretical or applied research on addiction treatment and parenting intervention development. Rather, the fields of addiction and developmental research have progressed on largely separate trajectories, even though their focus powerfully and often tragically intersects each time a parent is diagnosed with a substance use disorder. This book is the first to report on pioneering efforts to move the treatment of substance-abusing parents forward by embracing their roles and experiences as mothers and fathers directly and continually across the course of treatment.

Physical and emotional abuse: Triggers, short and long term consequences, and prevention methods. (2013). This book includes a chapter on parent-child interaction therapy (PCIT) written by Cheryl B. McNeil, Amanda H. Costello, Ria M. Travers, and Meredith A. Norman. They review available outcome studies on PCIT with trauma, address philosophical concerns raised about PCIT’s appropriateness for children traumatized by abuse and or neglect, and provide a theoretical rationale for the therapeutic benefits of PCIT for this population.

Play therapy with traumatized children. Paris Goodyear-Brown (2010). The author introduces a practical model of play therapy for traumatized children. Her model of treatment incorporates theoretical constructs with effective play therapy interventions. Clinicians have long recognized that trauma therapy is not just a matter of techniques but a journey with a beginning, middle, and end. She codifies the process in her model, Flexibly Sequential Play Therapy (FSPT). Integrating non-directive and directive approaches, this components-based model allows for the uniqueness of each child to be valued while providing a safe, systematic journey towards trauma resolution.
Exploring the relationship between ASD and mental health difficulties, this book offers practical guidance to help parents and professionals recognize and handle co-morbid conditions, and dispels the myth that they are just a part of autism. The authors cover a wide range of common mental health problems experienced by children with ASD, including Obsessive Compulsive Disorder (OCD), anxiety, ADHD, eating disorders, psychosis, stress, tics, and depression, and illustrate these issues with case studies.

The first years of human life are more important than we ever realized. Robin Karr-Morse connects psychology, neurobiology, endocrinology, immunology, and genetics to demonstrate how chronic fear in infancy and early childhood, when we are most helpless, lies at the root of common diseases in adulthood.

This volume presents a systematic, research-based approach to the treatment of mental disorders. A chapter is devoted to the mental disorders of infants, children, and adolescents.

Early childcare professionals gain an understanding of the theories of attachment as well as the background and research of the prominent minds behind them. This book explains the core elements of each theorist’s work and the ways these elements impact and support interactions with babies, including the topics of bonding, feeding practices, separation anxiety, and stranger anxiety.

This textbook includes a chapter on trauma experienced in early childhood written by Staci Perlman and Andrea Doyle. It covers development in early childhood, the influence of trauma on early development, and practice implications for working with young children who have experienced trauma.

The authors devote a chapter of their book to the impact of trauma on the developing brain. A simple rubric is included as a method to recognize behaviors that may be trauma-related.
**The Center for Early Childhood Mental Health** from Georgetown University translates research in healthy mental development into materials for families, mental health consultants, and Head Start staff at [www.ecmhc.org/](http://www.ecmhc.org/).

**The Center on the Social and Emotional Foundations for Early Learning** has a tremendous amount of information for families, trainers, teachers, caregivers, and more at [csefel.vanderbilt.edu/](http://csefel.vanderbilt.edu/).

**Challenging Behaviors** is a webpage from **Zero to Three** aimed at helping parents understand what behavior is typical and how to deal with it. To learn more, go to [zerotothree.org/child-development/challenging-behavior/](http://zerotothree.org/child-development/challenging-behavior/).

**Child Welfare Information Gateway** offers resources related to child abuse and neglect at [childwelfare.gov/topics/can/](http://childwelfare.gov/topics/can/).

**Children’s Trauma Assessment Center** (CTAC) provides comprehensive neurodevelopmental trauma assessments for children who have experienced trauma or adverse childhood experiences at [wmich.edu/traumacenter](http://wmich.edu/traumacenter).

**Creating Teaching Tools for Young Children with Challenging Behavior** provides teachers with practical strategies that are successful in helping young children with challenging behavior. The tools are provided online by the Center for Effective Mental Health Consultation at Georgetown University at [ecmhc.org/TTYC/](http://ecmhc.org/TTYC/).

**Dealing with Behavior Issues** is a webpage created by the Parent Companion that lists strategies for parents that are dealing with challenging behavior at [parentcompanion.org/article/dealing-with-behavior-issues](http://parentcompanion.org/article/dealing-with-behavior-issues).

**First3Years** is an organization whose mission is to educate, advocate, and collaborate to advance the healthy development of infants, toddlers, and their families. To learn more, go to [first3yearstx.org/](http://first3yearstx.org/).
Guidance for Effective Discipline, a policy statement reaffirmed in 2014 by the American Academy of Pediatrics, is available at http://pediatrics.aappublications.org/content/101/4/723.full.


National Center for Pyramid Model Innovations (NCPMI) takes research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Learn more at https://challengingbehavior.cbc.s.usf.edu/.

National Child Traumatic Stress Network aims to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. Learn more at https://www.nctsn.org/.

National Library of Medicine has compiled reliable links to information on child mental health at https://medlineplus.gov/childmentalhealth.html.

Nine Steps to More Effective Parenting are presented by the Nemours Foundation at http://kidshealth.org/parent/positive/family/nine_steps.html.

Waisman Center at the University of Wisconsin-Madison promotes healthy social and emotional development and provides information on addressing challenging behaviors. To learn more, go to https://www2.waisman.wisc.edu/cedd/emotional.php.

Zero to Three is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in the lives of infants and toddlers. It provides several resources on early childhood mental health. To learn more, go to https://www.zerotothree.org/early-development/infant-and-early-childhood-mental-health.

ABSTRACT: Social-Emotional competencies evolve early in life. For example, early emotion regulation is learned primarily in the context of mother–child interaction, which may allow for maternal influences to shape children's social-emotional development. The aim of the current study was to longitudinally examine maternal determinants of children's early social-emotional development in a community-based sample of first-time mothers (N = 61, aged 22–39 years). Specifically, we used structural equation modeling to examine how maternal emotion regulation difficulties and subclinical depression directly and indirectly, through sensitivity and postnatal bonding, assessed at 6 to 8 months predicted child outcomes at 12 to 16 months. We found that mothers’ sensitivity predicted fewer social-emotional and behavioral problems and that stronger bonding predicted fewer problems and more social-emotional competencies. Emotion regulation difficulties were significantly associated with depressive symptoms; yet, when accounting for shared variances, both factors differentially predicted less positive child outcomes such that more difficulties indirectly, through poorer bonding, predicted greater delay in competencies, and more symptoms indirectly, through less sensitivity, predicted more problems. Current findings underline the significance of maternal factors impacting the quality of mother–child interaction for children's positive development. Potential implications for early prevention programs to support children who are otherwise at risk for negative emotional outcomes due to mothers’ emotional state postpartum are discussed.

**ABSTRACT:** Social-emotional behavior in autism spectrum disorder (ASD) was examined among high-risk (HR; siblings of children diagnosed with ASD) and low-risk (LR; no family history of ASD) toddlers. Caregivers completed the Infant-Toddler Social Emotional Assessment (ITSEA) at 18 months, and blind diagnostic assessment for ASD was conducted at 36 months. Results indicated impairment in social-emotional functioning among HR toddlers subsequently diagnosed with ASD compared to other HR and LR toddlers, such that ITSEA domains (Internalizing, Dysregulation, Competence) and subdomains predicted later ASD symptoms and diagnosis. Receiver operating curves of optimal ITSEA cutoffs ranged from 0.23 to 0.44 for sensitivity, and 0.74 to 0.89 for specificity. Although classification accuracy for ASD was limited, group differences highlight the importance of considering social-emotional development when assessing ASD risk.


**ABSTRACT:** Cooperation between preschools and parents is one key dimension of pedagogical quality in early childhood education and care (ECEC). We examined the structural characteristics of ECEC that predict preschool cooperation activities and how they are associated with children’s language and social-emotional skills at the age of 3. The results are based on data of an evaluation study with a sample size of 146 families and 46 preschool centres. The head teachers of the preschools gathered information about cooperation activities via a questionnaire. Children’s language and social-emotional skills were assessed using the Peabody Picture Vocabulary Test (PPVT), the Vineland Adaptive Behavior Scale (VABS), and the Strengths and Difficulties Questionnaire (SDQ). Results showed associations between further training, job experience, and parent involvement activities. Furthermore, teachers reported that a positive association was found between cooperation activities and problematic behaviour and between receptive language and prosocial skills of the children. Attention should be paid to the professionalization of parent-preschool cooperation.