ECI Library Matters

October 2017

Down Syndrome Resources (updated)
This month we are featuring books, videos, children’s books, websites, and journal articles about Down syndrome.

Down Syndrome – DVDs

Boy in the world. 44 min. 2007. (DD0465).
This documentary follows four-year-old Ronen, a young boy with Down syndrome. It demonstrates that inclusive preschool classrooms benefit both children with special needs and their typical peers. It also examines the nuts and bolts of successful inclusion as well as the challenges of educational practices that help all children to learn and to find their place in the world.

Karen Gaffney, who has Down syndrome, becomes one of the few ultra-swimmers to cross the nine-mile width of Lake Tahoe. Karen talks about the challenges she has faced as a person with Down syndrome and the encouragement she has received from family and friends.

Development in practice: activities for babies with Down syndrome. 77 min. 2007. (DD0716).
This DVD focuses on practical activities to promote development that can be woven into everyday family routines and activities. Section one describes the important elements of development and demonstrates significant behaviors and activities for very young babies. It discusses the principles

Development in practice: speech and language activities for preschool children with Down syndrome. 76 min. 2007. (DD0717).
This film explains and demonstrates activities for promoting communication, speech and language development for
preschool children with Down syndrome from 18 months to 4 years. It focuses on practical strategies to promote speech and language development that can be woven into everyday play, routines, and activities.

**Development in practice: speech and language activities for preschool children with Down syndrome.** 76 min. 2007. (DD0717).
This film explains and demonstrates activities for promoting communication, speech and language development for preschool children with Down syndrome from 18 months to 4 years. It focuses on practical strategies to promote speech and language development that can be woven into everyday play, routines, and activities.

**Discovery: pathways to better speech for children with Down syndrome.** 81 min. 2005. (DD0081).
This DVD provides an overview of language development in youngsters with Down syndrome from ages 2 and up. It shows the techniques developed by experts such as Dr. Libby Kumin and Professor Sue Buckley. By integrating spoken language, sensory input, text and reading, and sign language, children with Down syndrome can improve their understanding of the world around them long before they can speak clearly. That knowledge pays off when they do start to speak, because they have a head start on language while their talking skills are catching up. Knowing letter sounds and sight words helps children fine-tune pronunciation and lays the ground work for true reading.

**Down syndrome: the first 18 months.** 108 min. 2010. (DD0561).
The new edition of this DVD is organized around four chapters: the newborn, health concerns, therapies, and new expectations. It presents interviews throughout with nine international medical experts on Down syndrome and several parents of children with Down syndrome discussing their children.

**Emma’s gifts.** 46 min. 2004. (DD0463).
This documentary film follows the journey of Emma who was born with Down syndrome and her twin sister, Abigale who is a typically developing child. Viewers see the strategies used to include Emma in an inclusive school environment and witness the process of the Individual Education Plan meeting. Bonus features consist of an 8 minute version of the film, a clip of Emma’s speech evaluation, and a presentation from the Stanford University Medical School Center for Research and Treatment of Down syndrome.

**Imagine the possibilities.** 14 min. 2003. (DD0263).
This documentary tells the story of Karen Gaffney, a woman with Down syndrome, and her participation in a relay swim across the English Channel.

**Infants with disabilities.** 25 min. 2008. (DD0563).
This program was filmed in Ireland. It depicts the difficulties and uncertainties of a couple whose first child was born with Down syndrome. Now expecting their second baby, the family undergoes increased stress as their 10 month old son awaits heart surgery.
Viewers learn about the parents’ initial reaction to his condition, their quick acceptance of it, and the ways in which they began to deal with his health issues. A public health nurse helps the family build their knowledge and coping skills. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Kids with Down syndrome: staying healthy and making friends.** 120 min. 2008. (DD0483).
Parents and professionals provide guidance to families with children who have Down syndrome. Along with the joys of childhood come the everyday challenges of parenthood, such as toilet training and behavior issues, and the demands of caring for a child with special needs, including IEP preparation and working with health care professionals. Children with Down syndrome may also have medical concerns that require close attention, such as sleep apnea and issues related to hearing, nutrition, and exercise.

**Mariah’s story: a study in age 3 transition.** 33 min. 1997. (DD0695).
This DVD profiles a little girl with Down syndrome, her family, and their transition journey from infant-toddler intervention to special education services at the nearby Head Start. Viewers also meet the service providers who assisted this family during their transition.

**Opening the doors of tomorrow.** 24 min. 2001. (DD0265).
This program focuses on the keys to successful inclusion from a student’s point of view. A classroom of education students ask Karen Gaffney about inclusive classroom settings and what worked for her. Karen delivers a polished presentation full of important information for both families and educators.

**Raising a child with Down syndrome.** 27 min. 2006. (DD0142).
Children with Down syndrome and their families share their experiences. Doctors explain what Down syndrome is and give advice.

**Teachings of Jon.** 56 min. 2006. (DD0277).
A documentary film maker chronicles the life of her 40 year old brother Jon, a man with Down syndrome. The filmmaker follows Jon through his daily routines and interviews his parents and siblings about their experience of having a family member with Down syndrome.

**Welcome to Holland: resiliency in families raising children with special needs.** 48 min. 2010. (DD0464).
This program follows the journey of three families who have children with special needs. Viewers learn how these three families have successfully met the challenges of raising a child with special needs. These resilient families understand the importance of structure and predictability in the home and have learned the value of rules, rituals, and routines. These families experience the stress and joys of raising a child with special needs, and not only survive, but thrive.
**Down Syndrome – Books**

This book provides information on prenatal testing, early intervention, legal medical issues, and resources. Written for parents by parents, doctors, nurses, educators, and lawyers, it covers everything parents need to know about raising their child with Down syndrome. Also available in Spanish: *Bebés con síndrome de Down: guía para padres*. (226.11 S913b 1998 ECI).

This book was written by a mother whose child has Down syndrome and another mother of a child with special needs. However, it goes beyond simply describing their journey. It gives detailed information about how to maintain a balanced and even joyful life in spite of all the challenges of having a child with special needs. Exercises are included to help readers put the information into practice.

This seventh edition of a trusted resource for professionals, families, and students presents extensive coverage of crucial developmental, clinical, educational, family, and intervention issues related to all aspects of children with disabilities. It includes a chapter on children with Down syndrome. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Researchers present the findings of a longitudinal investigation of child development and family well-being during the first decade of life for children with Down syndrome and other developmental delays.

Two boys with Down syndrome discuss their life experiences growing up with Down syndrome and share their innermost thoughts, feelings, hopes and dreams, and their lifelong friendship.

This book presents information on nutrition and healthy living for children with Down syndrome. It encourages parents to start teaching healthy habits early in their child’s life but also stresses that it is never too late to begin healthy habits.
**Down syndrome parenting 101: must-have advice for making your life easier.** Natalie Hale, 2011. (WS 107.1 H163d 2011 ECI).

This book offers advice on everything from celebrating children’s unique personalities and seeing them for who they are to insisting they finish their chores. The author leads readers through every stage of growing up and lends support to parents, encouraging them rather than making them feel inadequate in the journey before them.


This book focuses on speech and language development from birth through the stage of making 3-word phrases. It contains the information parents need to help each child meet his or her communication potential. Challenges such as hearing loss, difficulty with oral-motor movements, and a slower pace of development are discussed. Real-life examples are given throughout the book. The CD-ROM contains forms for recording early milestones, forms for developing plans, forms for evaluations, and forms for treatment planning. An earlier edition is also available in Spanish: *Cómo favorecer las habilidades comunicativas de los niños con síndrome de Down.* (226.11 K96c 1994 ECI).


This book tells the story of a mother expecting a baby with Down syndrome. She learns that having her baby with special needs teaches her very important lessons she never learned at Harvard and that there are many experiences that cannot be explained solely by science. This title is also available as a book on compact disc as CA0040.


This book explains the best practices and procedures for helping children master the finger and hand skills needed for home and school activities. It is written by an occupational therapist who has worked extensively with children with Down syndrome.


In this candid and poignant collection of personal stories, sixty-three mothers describe the gifts of respect, strength, delight, perspective, and love, which their child with Down syndrome has brought into their lives. The contributors to this collection have diverse personalities and perspectives, and draw from a wide spectrum of ethnicity, world views, and religious beliefs. Their diverse experiences point to a common truth: the life of a child with Down syndrome is something to celebrate.


Edited by Kathryn Lynard Soper, this follow-up to the bestselling first volume, Gifts 2 presents a broader perspective on Down syndrome and life by including passionate stories.
by siblings, grandparents, cousins, aunts, and uncles, as well as mothers of older children. Friends, teachers, medical professionals, and coaches also share the joys of knowing and caring for someone with Down syndrome.


In this book the author explains the many physiological reasons that children with Down syndrome experience delays in their gross motor development and presents a physical therapy treatment plan from birth to age 6.

**Life with a superhero: raising Michael who has Down syndrome.** Kathryn U. Hulings, 2013.

Over twenty years ago, Kathryn Hulings adopted an infant with Down syndrome. She recounts the challenges and joys of parenting her son Michael. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.


The authors of this book share their experiences and guide the reader through life as parents of children with Down syndrome. Advice is given from diagnosis to adulthood. Readers learn ways to support the child through major milestones, nurture development, and ensure behavioral, social and cognitive success.


This book contains an essay written by an adult with Down syndrome. He was asked to write about something he wished his own parents had read or been told while he was growing up.


Writer George Estreich describes how raising a child with Down syndrome impacted everything else in his life, including his approach to writing and the way he now perceives other events in his own life and in the lives of his family members.


This book clarifies the distinct speech and language issues associated with Down syndrome and Fragile X syndrome. It helps readers conduct individualized assessment and intervention. It helps readers understand the behaviors, characteristics, and genetics associated with both syndromes. It will also help professionals apply the techniques where appropriate with individuals with other disabilities such as autism.

This book offers a thorough examination of the unique profile of a Down Syndrome-Autism Spectrum Disorder (DS-ASD) diagnosis and best practices for screening, treatment, and caretaking through the lifespan. This resource will greatly benefit families whose child is already diagnosed, and also those who suspect something more than Down syndrome. Professionals will find information on how to distinguish DS-ASD from a diagnosis of just Down syndrome, and guidance on providing services for children and adults.


Soper takes us along on her personal journey through Thomas’s tumultuous first year, as she strives to balance the loss of the child she thought she would have with loyalty for the baby she actually holds in her arms. Can she love Thomas for himself? Can she protect him from the world’s insensitivity and from her own doubts? Ultimately, Soper escaped her downward spiral of despair and emerged with newfound peace. Antidepressant therapy restored her equilibrium, and interactions with friends and family brought needed perspective. But the most profound change came through her growing relationship with Thomas. His radiant presence shone through her outer layers of self, where fear and guilt festered, and reached the center of her very being where love, acceptance, and gratitude blossomed in abundance.

Down Syndrome – Children’s Books


The book describes some of the challenges baby Tessa’s Down syndrome diagnosis might bring while never losing focus on the message that a family’s love is the same for everyone.


Come along with these babies and toddlers with Down syndrome as they enjoy the company of their favorite animals. This board book is filled with colorful photographs.


Older sister Emma tries to be patient while teaching three-year-old Isaac, who has Down syndrome, how to communicate using sign language. The book includes questions and answers about sign language.


This book is written for children ages 6 to 12. It discusses what Down syndrome is, what it is like to have Down syndrome, its history, and living with Down syndrome.
Come along with these babies and toddlers with Down syndrome as they discover their world and enjoy new experiences. This board book is filled with colorful photographs.

Pitzer photographs young children with Down syndrome enjoying a wide selection of healthful foods, from fruits and veggies to meats and snacks.

A young boy named Charlie describes the activities he shares with his friend Isabelle, a girl with Down syndrome.

Russ, a student with Down syndrome, is having a perfect day until he realizes that the five-dollar bill he has found probably belongs to a classmate.

After Russ, a five-year-old with Down syndrome, picks a basket of apples and helps his mother and grandmother bake a pie, his grandfather invites him into the backyard for a surprise.

Russ, a five-year-old with Down syndrome, visits his uncle’s firehouse and gets to help with the daily chores.

A young boy describes what it is like to have Down syndrome, what special help he needs to do well in school, and how to be his friend.

We’ll paint the octopus red. Stephanie Stuve-Bodeen, 1998. (805.1 S937w 1998 ECI).
This is a children’s story about a six-year-old girl, Emma, who is anxiously waiting for the birth of her new sibling. She anticipates all of the things they will do together. When her little brother Isaac is born with Down syndrome, Emma senses her father’s concern and she wonders if her brother will be able to do all of the things she has planned. Emma and her father realize Isaac is the baby they have been dreaming of, and with her help and patience there probably isn’t anything Isaac can’t do.

Down Syndrome – Selected Websites
The National Down Syndrome Society’s mission is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome. This website is immense and attempts to be the comprehensive information source on Down syndrome. See http://www.ndss.org.
The National Institutes of Health provides a Down syndrome registry. It is a centralized, secure national resource for storing and sharing health information about Down syndrome: [https://dsconnect.nih.gov/](https://dsconnect.nih.gov/).

“Learning about Down syndrome,” from the National Human Genome Research Institute, is located at [http://www.genome.gov/19517824](http://www.genome.gov/19517824).


An article regarding the prevalence of Down syndrome, summarized by the Centers for Disease Control and Prevention, may be found at [http://www.cdc.gov/ncbddd/birthdefects/features/key-findings-down-syndrome-prevalence.html](http://www.cdc.gov/ncbddd/birthdefects/features/key-findings-down-syndrome-prevalence.html).

Your Child: Development and Behavior Resources from the University of Michigan Health System includes information and lots of links at [http://www.med.umich.edu/yourchild/topics/downsyn.htm](http://www.med.umich.edu/yourchild/topics/downsyn.htm).

Local Texas Associations:
- Down Syndrome Association of Brazos Valley: [http://dsabby.org/](http://dsabby.org/)
- Down Syndrome Association of Central Texas: [http://dsact.org](http://dsact.org)
- Down Syndrome Association of South Texas: [http://www.dsastx.org/](http://www.dsastx.org/)

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


### Down Syndrome – Selected Journal Articles

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, e-mail: avlibrary@dshs.texas.gov.

Background: This study aimed to gain a broader understanding of strengths and weaknesses in EF in DS from 2 to 35 years. Method: Parents of 112 individuals with DS between 2 and 35 years participated in this study. Parents either completed the Behaviour Rating Inventory of Executive Function - for individuals 6+ years - or the Behaviour Rating Inventory of Executive Function Preschool Version - for children 2-5 years. Results: Results suggest not only overall difficulties but also patterns of strength and weakness within EF for individuals with DS. For the 2 to 5-year-old group, emotional control and shift were relative strengths, planning/organisation and inhibition were intermediate skills, and working memory was a relative weakness. Most abilities were consistent from 2 to 18 years, except shift, which decreased in preadolescence before beginning to recover in adolescence. Across the full age range (2-35 years), composite scores indicated quadratic trends in inhibit, working memory, and planning/organisation, and a cubic trend in shift, with EF abilities generally declining in middle childhood before recovering in adulthood. Conclusions: This study extends previous research on EF in DS by providing an initial description of EF profiles across the lifespan. More longitudinal and behavioural research is needed to further characterise the development of EF in DS.


Background: We analysed developmental outcomes from a clinical trial early in life and its follow-up at 10.7 years in 123 children with Down syndrome. Aims: To determine 1) strengths and weaknesses in adaptive functioning and motor skills at 10.7 years, and 2) prognostic value of early-life characteristics (early developmental outcomes, parental and child characteristics, and comorbidity) for later intelligence, adaptive functioning and motor skills. Methods and procedures: We used standardized assessments of mental and motor development at ages 6, 12 and 24 months, and of intelligence, adaptive functioning and motor skills at 10.7 years. We compared strengths and weaknesses in adaptive functioning and motor skills by repeated-measures ANOVAs in the total group and in children scoring above-average versus below-average. Outcomes and results: Socialization was a stronger adaptive skill than communication followed by daily living. Aiming and catching was a stronger motor skill than manual dexterity, followed by balance. Above-average and below-average scoring children showed different profiles of strengths and weaknesses. Gender, (the absence or presence of) infantile spasms and particularly 24-month mental functioning predicted later intelligence and adaptive functioning. Motor skills, however, appeared to be less well predicted by early life characteristics. Conclusions and implications: These findings provide a reference for expected developmental levels and strengths and weaknesses in Down syndrome.


Purpose: This study compared differences in motor development in infants with Down
syndrome beginning a tummy time intervention before 11 weeks of age and after 11 weeks of age. Methods: Nineteen infants with Down syndrome participated in tummy time until they could independently transition in and out of sitting. Motor development was assessed monthly using the Bayley III Motor Scales and compared between the groups. Results: A difference in motor development between early and late groups is apparent 1, 2, and 3 months following intervention initiation. Conclusion: Early implemented tummy time was effective in reducing motor delay in young infants with Down syndrome and is a prudent first step in intervention.

In search of quality indicators for Down syndrome healthcare: a scoping review.
van den Driessen Mareeuw FA, Hollegien MI, Coppus AMW, Delnoij DMJ, de Vries E. BMC Health Serv Res. 2017;17(1):284.

Background: The medical care chain around Down syndrome (DS) is complex, with many multidisciplinary challenges. The current quality of care is unknown. Outcome-oriented quality indicators have the potential to improve medical practice and evaluate whether innovations are successful. The aim of this study was to identify existing indicators for medical DS care, by reviewing the literature. Methods: We systematically searched six databases (PubMed, EMBASE, Web of Science, CINAHL, PsycINFO, Google Scholar) for studies concerning the development and implementation of quality indicators for DS and/or ID care, published until February 1st 2015. The scoping review method was used, including systematic data extraction and stakeholder consultation. Results: We identified 13 studies concerning quality indicators for ID care that obtained data originating from questionnaires (patient/family/staff), medical files and/or national databases. We did not find any indicator sets specifically for DS care. Consulted stakeholders did not come up with additional indicator sets. Existing indicators for ID care predominantly focus on support services. Indicators in care for people with ID targeting medical care are scarce. Of the 70 indicators within the 13 indicator sets, 10% are structure indicators, 34% process, 32% outcome and 24% mixed. Ten of the 13 sets include indicators on the WHO quality dimensions 'patient-centeredness', 'effectiveness' and 'efficiency' of care. 'Accessibility' is covered by nine sets, 'equitability' by six, and 'safety' by four. Most studies developed indicators in a multidisciplinary manner in a joint effort with all relevant stakeholders; some used focus groups to include people with ID. Conclusion: To our knowledge, this is the first review that searched for studies on quality indicators in DS care. Hence, the study contributes to existing knowledge on DS care as well as on measuring quality of care. Future research should address the development of a compact set of quality indicators for the DS care chain as a whole. Indicators should preferably be patient-centred and outcome-oriented, including user perspectives, while developed in a multidisciplinary way to achieve successful implementation.


Background: Practitioners and researchers have asserted for decades that social functioning is a strength in children with Down syndrome (DS). Nevertheless, some studies have concluded that children with DS may be at greater risk of impaired social functioning compared to typically developing controls. This cross-sectional study explores
the profile of social functioning (social capabilities and social problems) in six-year-old children with DS, compares it with that of typically developing children and reveals possible differences in predictors between groups. Method: Parental reports and clinical tests were utilized. Results: The children with DS had generally weaker social capabilities compared to nonverbal mental age-matched controls, but no significant differences were found for social interactive play, community functioning and prosocial behaviour. No significant differences in predictors for social capabilities between the groups were found. The children with DS had more social problems than the typically developing controls with a similar chronological age and those with a similar nonverbal mental age, but no significant differences in emotional symptoms were found between the children with DS and either comparison group. Conclusion: Interventions for children with DS should strongly focus on integrating vocabulary skills and social functioning starting at an early age. Implications for Rehabilitation: Children with Down syndrome need help and support in social functioning. Integrated interventions focusing on social functioning and vocabulary should begin in preschool to prepare children for participation in mainstream education.


Background: Although group differences have been found between children with Down syndrome (DS) and typically developing (TD) children when considering sleep problems and temperament independently, none of the research conducted to date has examined sleep-temperament associations in children with DS. The present research was conducted to determine (1) whether the sleep problems experienced by children with DS are associated with temperament or (2) if the demonstrated relations between sleep and temperament differ from those that are observed in TD children. Method: The present study included examination of relations between parent-reported sleep problems and temperament in 19 children with DS and 20 TD controls matched on developmental age. Results: The results revealed group differences in temperament and sleep problems. Mediation models indicated that temperament (effortful control and inhibitory control) mediated the association between group and sleep problems; sleep problems also mediated the association between group and temperament (effortful and inhibitory control). Conclusion: Findings indicated that sleep problems may serve as both cause and consequence of variability in effortful and inhibitory control and provide insight as to future experimental studies that should be conducted to better elucidate these relations.


Measuring treatment fidelity is an essential step in research designed to increase the use of evidence-based practices. For parent-implemented communication interventions, measuring the implementation of the teaching and coaching provided to the parents is as critical as measuring the parents’ delivery of the intervention to the child. In a single-case multiple-baseline design, the effectiveness of the teach-model-coach-review model for
teaching Enhanced Milieu Teaching (EMT) Words and Signs to parents of young children with Down syndrome was evaluated. Implementation of parent training was completed with high fidelity. In addition, there was a functional relation between the implementation of the parent training and parents’ use of the specific EMT intervention strategies. The findings of this study replicate and extend previous studies suggesting systematic teaching and coaching can be effective in improving parent use of naturalistic communication strategies.

**Understanding hearing and hearing loss in children with Down Syndrome.**

Purpose: This study evaluated the prevalence of permanent and transient hearing loss, the use of hearing aids as a recommendation, and middle ear dysfunction in children with Down syndrome (DS) through a large multiage and ethnically diverse sample, using current audiologic testing practices. Method: Retrospective analysis of data collected on 308 children with DS who received an audiological evaluation during 2013 as part of their medical care at a large pediatric hospital. Results: Permanent hearing loss was identified in 24.9% of the children, among whom bilateral (75.4%) and conductive (33.3%) hearing losses occurred most often. Of children with DS, 22%-30% experienced a transient hearing loss, with a high incidence of middle ear pathologies from infancy until early adulthood. Twenty-three percent were current hearing aid users or had them recommended in a treatment plan. Conclusions: The prevalence of hearing loss and abnormal middle ear status is high in the pediatric population with DS. Audiologic evaluations should follow the American Academy of Pediatrics practice guidelines to monitor this high-risk population, and amplification should be considered as an appropriate intervention option if repeated audiologic examinations reveal hearing loss.

**New Addition – DVD**

**Q & A ethical behavior.** 14 min. 2009. (DD0793).
What is ethical behavior and does it really matter in today’s workplace? Can unethical behavior affect the performance of a business? Two experts tackle this sometimes sensitive subject with clarity and precision.
Early Childhood Report – October 2016

Legal Spotlight: you be the judge
Must charter school evaluate 4-year old with frequent accidents?

Washington watch
OCR steps up complaint closure rate in first 8 months of Trump administration

Decisions and guidance
Jury must evaluate district’s review of requested transportation modification
Arizona district can’t wait until parents reenroll student to offer FAPE
Opting against AT assessment in preschooler’s reevaluation leads to IEE

Cover story
Use STEM concepts to enhance preschoolers’ outdoor learning

Highlights
School boards ask ED to clarify guidance on recordings
Promote collaboration in transition to Part B
Use yoga techniques to boost early learners’ activity, focus
Training tips to get staff up to speed on electronic IEPs
Dive right in: explore the outdoor environment with insects and dirt with children
Infant Mental Health Journal – September/October 2017 Volume 38, issue 5

Paternal and maternal reflective functioning in the Western Australian Peel Child Health Study (pages 561–574)
Dawson Cooke, Lynn Priddis, Patrick Luyten, Garth Kendall and Robert Cavanagh

Impact of joint attention on social-communication skills in internationally adopted children (pages 575–587)
Stephanie A. Moberg, Rowena Ng, Dana E. Johnson and Maria G. Kroupina

Family conflict moderates early parent–child behavioral transactions (pages 588–601)
Katherine W. Paschall, Melissa A. Barnett, Ann M. Master, George and Jennifer A. Mortensen

Early Head Start families’ experiences with stress: understanding variations within a high-risk, low-income sample (pages 602–616)
Jason T. Hustedt, Jennifer A. Vu, Kaitlin N. Bargreen, Rena A. Hallam and Myae Han

Maternal trauma affects prenatal mental health and infant stress regulation among Palestinian dyads (pages 617–633)
Sanna Isosävi, Safwat Y. Diab, Samuli Kangaslampi, Samir Qouta, Saija Kankaanpää, Kaju Puura and Raija-Leena Punamäki

Maternal interaction quality moderates effects of prenatal maternal emotional symptoms on girls’ internalizing problems (pages 634–644)

Caregiver–child interaction, caregiver transitions, and group size as mediators between intervention condition and attachment and physical growth outcomes in institutionalized children (pages 645–657)
Hilary A. Warner, Robert B. McCall, Christina J. Groark, Kevin H. Kim, Rifkat J. Muhamedrahimov, Oleg I. Palmov and Natalia V. Nikiforova

Does training in the circle of security framework increase relational understanding in infant/child and family workers? (pages 658–668)
Catherine McMahon, Anna Huber, Jane Kohlhoff and Anna-Lisa Camberis

Expanding infant mental health treatment services to at-risk preschoolers and their families through the integration of relational play therapy (pages 669–679)
Jennifer L. Farley and Ellen E. Whipple
Journal of Early Intervention – September 2017 Volume 39, issue 3

How much do parents think they talk to their child?

Jeffrey A. Richards, Jill Gilkerson, Dongxin Xu, Keith Topping

First Published June 21, 2017; pp. 163–179

Parents’ experiences navigating intervention systems for young children with mild language delays

Jennifer Marshall, Andrea Adelman, Stacey M. Kesten, Ruby A. Natale, Batya Elbaum

First Published May 10, 2017; pp. 180–198

Beyond ASD: evidence for the effectiveness of social narratives

Kathleen N. Zimmerman, Jennifer R. Ledford

First Published May 16, 2017; pp. 199–217

Internalizing behaviors and hyperactivity/inattention: consequences for young struggling readers, and especially boys

Justin D. Garwood, Cheryl Varghese, Lynne Vernon-Feagans

First Published May 16, 2017; pp. 218–235

Effects of using simultaneous prompting and computer-assisted instruction during small group instruction

Arzu Ozen, Yasemin Ergenekon, Burcu Ulke-Kurcuoglu

First Published May 31, 2017; pp. 236–252

The relationship between state lead agency and enrollment into early intervention services

Erica Twardzik, Megan MacDonald, Alicia Dixon-Ibarra

First Published May 16, 2017; pp. 253–263
Texas Child Care – Fall 2017 Volume 41 Number 2

Why parents want their young children to learn two languages by Tracey K. Hoffman

Teach the square…and the rectangle

Preschool suspension and expulsion: strategies for preventing and reducing challenging behaviors by Elizabeth Morgan Russell

Easy ways to foster spatial reasoning

Stuff and new stuff: new teacher resources

Back to basics: what it’s like to be a preschooler

Early Childhood Intervention: when a family asks you to participate

Child Care Licensing: supervision in child care

Building a business: cash versus accrual accounting / ethics: what’s a conflict of interest? / who gives the most to charities?