ECI Library Matters

Child Development and Brain Development (updated)
This month, we are featuring library resources on child development and brain development. The library has many titles available on these topics. For a complete selection of library materials, visit the online library catalog at www.texashealthlibrary.com.

If you would like to borrow library materials or receive copies of full-text articles, please contact the library at:
Phone: (512) 776-7260 | Email: avlibrary@dshs.texas.gov
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- Helping children learn right from wrong.
Topics in Early Childhood Special Education – August 2019


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Selected Journal Abstracts


How and when a concept of the ‘self’ emerges has been the topic of much interest in developmental psychology. Self-awareness has been proposed to emerge at around 18 months, when toddlers start to show evidence of physical self-recognition. We hypothesized that if mirror self-recognition involves self-awareness, toddlers who exhibit mirror self-recognition might show increased functional connectivity between frontal and temporoparietal regions of the brain, relative to those toddlers who do not yet show mirror self-recognition. Using fNIRS (functional near-infrared spectroscopy), we collected resting-state data from 18 Recognizers and 22 Non-Recognizers at 18 months of age. We found significantly stronger fronto-temporoparietal connectivity in Recognizers compared to Non-Recognizers, a finding which might support the hypothesized relationship between mirror-self recognition and self-awareness in infancy.


How do we develop a sense of morality, a value system by which we determine what is right or wrong, good or bad? Are we born with a conscience? Philosophers and faith leaders have debated such questions for centuries. But scientists did not begin to study the origins of morality until the early 20th century.

Experience plays an essential role in building brain architecture after birth. The question we address in this paper is what happens to brain and behavior when a young child is deprived of key experiences during critical periods of brain development. Evidence is clear that deprivation can lead to a host of both short- and long-term consequences, including perturbations in brain structure and function, changes at cellular and molecular levels, and a plethora of psychological and behavioral impairments.


“Back to sleep” messages can reduce prone practice for infants, with potential for motor delay and cranial deformation. Despite recommendations for “tummy time,” young infants fuss in prone position, and parents report uncertainty about how to help infants tolerate prone positioning. We hypothesized that a Child Space Method lesson, teaching proprioceptive touch and transitions to prone, would facilitate prone tolerance, parent behavioral support, and parent self-efficacy. This randomized study recruited parents (N = 37) of 2- to 5-month-old infants. On two visits, parents answered questions about infant behavior and parent experience, and played with their infant. Lesson group parents had the lesson following the first free play. One week later, lesson parents reported that infants tolerated more prone time and that parents showed more supportive behaviors in bringing infant to prone, as compared to waiting parents. Lesson parents’ efficacy, and infant behavior during play, trended in the hypothesized direction. The study demonstrated how a lesson in preparatory touch, and gradual transitions, promoted infant prone tolerance and also parent support of rolling, side-lying, and prone positioning. The lesson could be incorporated in parent education and early pediatric visits, helping infants and parents negotiate the prone challenge and setting the stage for further parent support of infant development.


This study examined the relations between parent-child relationships and preschool-aged children's social-emotional functioning in the context of low-income families in the United States. We also explored how the relations between the two were moderated by parental nativity, specifically focusing on parents born in the United States and those who were born in Mexico and emigrated to the United States. The sample included 199 preschool children enrolled in Educare/Head Start programs and their parents, with 134 of the parents born in the United States and 65 born in Mexico. Parents reported parent-child closeness and conflict. Teachers reported children's social-emotional strengths and behavioral concerns. Assessors evaluated children's executive function and behavior regulation using structured tasks. The results showed that more parent-child conflict was related to more behavioral concerns and lower levels of executive function among children with U.S.-born parents but not among those with Mexico-born parents. The study suggests that the role of parenting in child social-emotional functioning may vary depending on cultural backgrounds among low-income families.
This edited volume is based on the 50th anniversary of the establishment of the Frank Porter Graham Child Development Institute. Contributors address the three themes of the anniversary symposium - early care and education, diversity, and disabilities.

Early childhood is considered a critical but often vulnerable period in a child's development where early identification and intervention can be crucial for improving children's developmental outcomes. This book explores the family-centred practices and systems factors which influence families' experiences raising children with complex needs. It also considers the ways in which professionals can work with families to build and support parent and child competence.

This book equips early childhood educators and service providers with tools to support emerging social-emotional development and positive behavior in the first five years of life. It begins by providing an overview of social-emotional development, including how this development is intertwined with other areas of growth, environmental influences, and short- and long-term child outcomes.

This book is a detailed and practical guide to understanding early childhood development with direct action implications for pediatricians, educators, community leaders, parents, and policymakers. The author changes our understanding of early childhood by helping us see from the baby's point of view. By connecting research on brain development with the critical roles of parents, child health, mental health and community support, the book raises awareness and understanding of the needs of the developing child.

The first two years of life are a period of unparalleled growth and change. Using a biopsychosocial framework, this book explores the ways in which genes, neurobiology, behavior, and environment interact and shape each other over time. Contributors explore influences on the infant's cognitive and socioemotional functioning and mental health.

This book examines typical and atypical development from birth to the preschool years and identifies what works in helping children and families at risk. Foremost experts explore neurobiological, family, and sociocultural factors in infant mental health.

Condensing a wealth of recent research and theory around PSED (personal, social, emotional development) into practical guidance, this book gives professionals the knowledge and understanding they need to critically evaluate their own practice and find the best course of action to support PSED in young children. It explores what can help or hinder development from the perspective of neuroscience.


The boy who was raised as a dog and other stories from a child psychiatrist’s notebook. Bruce D. Perry, 2006. (WA 320 P462b 2006 ECI).

Caring for your baby and young child: Birth to age 5, 5th ed. Steven P. Shelov, 2009. (WS 105.5 C3 S545c 2009 ECI).

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 fourth trimester: Understanding, protecting and nurturing an infant through the first three months. Susan Brink, 2013. (WS 103 B858 2013 ECI).


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


Talk to me baby! How you can support young children’s language development, 2nd ed. Betty Lynn Segal Berdige, 2016. (LB 1140.5 L3 B246t 2016 ECI).
Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).


Thirty million words: Building a child’s brain: Tune in, talk more, take turns. Dana Suskind, 2015. (WS 105.5 C7 S964 2015 ECI).


The wonder years: Helping your baby and young child successfully negotiate the major developmental milestones. Tanya Remer Altmann, 2006. (525 W872 2006 ECI).


Child Development and Brain Development: New DVDs

Active learning for infant-toddlers. 37 min. 2012.
Adult Infants and toddlers are naturally active learners. They rely on caregivers to support their curiosity and need to explore with their whole body and all their senses. This program illustrates the elements of active learning programs and teaches how to plan developmentally appropriate activities. This title is available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access it.

Viewers learn about the brain, how it develops, the methods used to study its structures and function, and how experience shapes the brain systems important for vision, hearing, motor skills, attention, language, reading, math, music, emotions, and learning.

Developmental care series: Toddlers to teens. 22 min. 2015. (DV1399).
This film describes developmental stages from 12 months to 18 years. Learn what to look for and how to interact with patients and their parents in each age specific group: young toddler, older toddlers, preschooler, school age children, pre-teen, early teens, and late teens. Hear safety concerns and expectations of risky behaviors for each age group.

Life with newborn: Parenting from birth to 3 months. 33 min. 2010. (DD0823).
Viewers learn how to respond to babies with sensitivity and support. They see the importance of fostering a child's healthy physical, emotional, and cognitive development. They create a feeling of safety and security when they recognize their baby's emotions and respond with kindness and consistency, parents come to understand their baby's cues for hunger, safety, and calmness.

Life with baby: Parenting from birth to 12 months. 24 min. 2019. (DD0824).
This program demonstrates the ways babies are born ready to think, feel, and learn. Right from the start, a baby's brain is growing and developing. They communicate their needs to their caregivers. They learn through experience and by processing information through their five senses.

This documentary explains how extremely stressful experiences in childhood can alter brain development and have lifelong effects on health and behavior.

Secret life of babies. 47 min. 2014. (DD0821).
What can a baby see and hear? How does a baby explore the world? Why can they swim underwater? How do they communicate? And why do toddlers have temper tantrums? The first three years are the most important of a human's entire life. It's when we learn to walk, talk, and socialize. But as an adult, baby behavior is both mystifying and fascinating. Using special filming techniques, this program reveals the natural history of a baby starting with newborns and following their growth and development as they become toddlers.
Child Development and Brain Development: Selected DVDs

BabyCues: A child’s first language. 18 min. 2006. (DD0557).

Baby human: To talk. 52 min. 2003. (DD0279).

Baby human: To think. 52 min. 2003. (DD0280).

Baby human: To walk. 52 min. 2000. (DD0281).

Baby instructions: Crawler to toddler. 66 min. 2010. (DD0733).

Baby instructions: Newborn to crawler. 61 min. 2010. (DD0732).

Baby’s first year. 20 min. 2000. (DD0282).


The brain: Activity, sleep, and boredom. 20 min. 2011. (DD0471).

The brain: Developing memory in developing brains birth to five years. 21 min. 2010. (DD0470).*


Child from 1 to 3. 20 min. 2003. (DD0283).

A child grows: Your baby’s first year. 24 min. 2003. (DD0527).

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


Children outdoors: Babies outdoors. 53 min. 2010. (DD0631).

Children outdoors: Toddlers outdoors. 65 min. 2009. (DD0632).

Children outdoors: Two year olds outdoors. 63 min. 2010. (DD0633).

Comparison of normal and atypical development. 48 min. 2009. (DD0628).

The developing child: Early relationships. 19 min. 2003. (DD0102).

The developing child: Emotional and social world. 15 min. 2003. (DD0101).

The developing child: Observation. 29 min. 2004. (DD0232).

*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.

Development in practice: Activities for babies with Down syndrome. 77 min. 2007. (DD0716).

Development in practice: Speech and language activities for preschool children with Down syndrome. 76 min. 2007. (DD0717).

Developmentally appropriate practice video program. 53 min. 2009. (DD0300).

Discoveries of infancy: Cognitive development and learning. 32 min. 2006. (DD0318).

Early socialization from age 2 to age 5. 29 min. 2002. (DD0133).

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

First year milestones: A monthly guide to your baby’s growth vol. 1: Birth to 6 months. 25 min. 2006. (DD0128).

First year milestones: A monthly guide to your baby’s growth vol. 2: 7 months to 12 months. 25 min. 2006. (DD0129).


Flexible, fearful, or feisty: The different temperaments of infants and toddlers. 29 min. 2006. (DD0319).


Happiest baby on the block. 68 min. 2006. (DD0462).

Happiest toddler on the block. 69 min. 2006. (DD0410).

Identifying developmental delays. 80 min. 2002. (DD0225).

Infant milestones. 30 min. 2012. (DD0726).*

Infants: Cognitive development. 28 min. 2010. (DD0429).*

Infants: Physical development. 30 min. 2010. (DD0428).*

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


*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.
Landmarks of development. 22 min. 2003. (DD0259).

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

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

Life at 1: New experiences. 54 min. 2011. (DD0512).*

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

Life at 3: Bad behavior. 57 min. 2008. (DD0514).*

Magic of everyday moments: Seeing is believing: Series 1. 23 min. 2014. (DD0685).

Magic of everyday moments: Seeing is believing: Series 2. 18 min. 2015. (DD0742).


Magic of everyday moments: Seeing is believing: Series 4. 23 min. 2015. (DD0744).

Making sense of play. 130 min. 2015. (DD0789).

Next step: Including the infants in the curriculum. 22 min. 2006. (DD0321).

No matter how small: A parent’s guide to preterm infant development. 39 min. 2006. (DD0051).

The not-so-terrible twos: A parent’s guide. 22 min. 2005. (DD0529).

Parenting: Emotional health and positive discipline: 7-12 months. 10 min. 2016. (DD0737).

Parenting: Play and milestones: Birth to 6 months. 10 min. 2016. (DD0740).

Parenting: Play and milestones: 7 to 12 months. 11 min. 2016. (DD0741).

Preschooler observation: Cognitive development. 26 min. 2012. (DD0498).*

Preschooler observation: Language and literacy development. 23 min. 2012. (DD0497).*


*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.
Child Development and Brain Development: Selected DVDs (continued)

Preschoolers. 28 min. 2008. (DD0334).


See how they play. 36 min. 2013. (DD0626).

Social toddler. 43 min. 2005. (DD0516).*

Toddler behavior and development. 60 min. 2009. (DD0434).

Toddlers: Cognitive development. 26 min. 2009. (DD0261).

Toddlers: Physical development. 29 min. 2009. (DD0262).

Toddlers: Social and emotional development. 28 min. 2009. (DD0260).


Wonder year: First year development and shaping the brain. 67 min. 2008. (DD0499).

Your baby’s first year. 24 min. 2003. (DD0527).

Your preschooler: A parent’s guide. 21 min. 1996. (DD0530).

Your toddler: A parent’s guide. 21 min. 2003. (DD0528).

*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.

Child Development and Brain Development - Selected eBooks

Activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016.

Suspecting that your baby or toddler may have autism spectrum disorder or another developmental delay can be scary and overwhelming. But there is a lot you can do to help. With the right tools, everyday tasks can be terrific opportunities for building critical social and communication skills. Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. Your 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.
It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on research, this book explores the concept of an appropriate environment, both within and beyond the early years setting. It sets this within the context of child development and practically demonstrates how a high quality environment can be created for babies and children under three that supports their learning and development.

Find the answers to all your questions on raising children from 0-16 with expert tips and problem-solving strategies. When it comes to understanding children's behavior and helping them grow into happy and confident individuals well-prepared for adult life, it pays to follow the advice and wisdom of expert professionals and parents who know what it is like to raise children.

Six hundred brain-based activity ideas and the latest on brain research to enhance any early childhood curriculum are included in this book.

Everything you need to know about Jean Piaget’s theory of cognitive development. Takeesha L. Rowland, 2012.
Rowland gives a quick overview of Piaget’s theory of cognitive development while providing definitions and explaining the key concepts to those readers unfamiliar with Piaget’s work.

Offering a sociocultural approach to education and learning, this exploration of childhood provides an in-depth understanding of how children make sense of the world and the people in it. Examining the ways in which children express their thoughts, feelings and actively generate meaning through experience and interaction, this edition is illustrated throughout by extensive case studies and covers a diverse range of topics.

The developing mind: How relationships and the brain interact to shape who we are. Daniel J. Siegel, 2012.
This book presents a new way of thinking about the emergence of the human mind and the process by which each of us becomes a feeling, thinking, remembering individual. Illuminating how and why neurobiology matters, this book is essential reading for clinicians, educators, researchers, and students interested in promoting healthy development and resilience.
**Early childhood and neuroscience: Links to development and learning.** Debby Zambo and Leslie Haley Wasserman, 2013.
This book helps educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with special needs. Neuroscience can be insightful and useful to educators if applied ethically and with care. The book offers strategies educators and caregivers can use to affect children today and the adults they can become.

Integrating 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. This book probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies.

**The newborn as a person: Enabling healthy infant development worldwide.** T. Berry Brazelton, 2009.
Advances in the fields of psychology and psychiatry support the perspective that infants are not, as it was once thought, passive recipients of sensory stimulation, but are instead competent and unique individuals, ready to interact with their caregivers from the very beginning of life. Built on T. Berry Brazelton’s standard-setting work on the individuality of infants, this family-centered volume provides professionals with practical guidance to support families immediately in the newborn period.

**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.

This book provides complex information on six trailblazing early childhood theorists. The information is made accessible to child care providers and educators.

Readers have the opportunity to examine the work of five groundbreaking education theorists: John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky. This book provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition includes new understandings of Vygotsky’s work. It is a popular guide to help caregivers be aware of the theories behind good child care practices.

The American Academy of Child and Adolescent Psychiatry provides Facts for Families, a resource for concise and up-to-date information on mental health issues that affect children, teenagers, and their families, such as bullying, depression, anxiety, normal development, etc. Visit [https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Layout/FFF_Guide-01.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Layout/FFF_Guide-01.aspx) for more information.

The American Academy of Pediatrics has created a website just for parents, with trusted advice on how to care for infants and children. Visit [http://www.healthychildren.org](http://www.healthychildren.org) to learn more.


Little Kids, Big Questions is a series of 12 podcasts from Zero to Three that addresses some of the most common (and challenging) issues facing parents of babies and toddlers. Each podcast features an interview with an expert that focuses on how to apply the research of early childhood development to your daily interactions with your baby or toddler. Listen to the podcasts at [http://www.zerotothree.org/parentingpodcasts](http://www.zerotothree.org/parentingpodcasts).

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NAEYC (National Association for the Education of Young Children) offers information on quality child care programs, preschools, or schools for your child. It also shares activities you can do at home to encourage your child’s development. Visit [http://www.naeyc.org/](http://www.naeyc.org/) to learn more.