

ECI Library Matters

Child and Brain Development (updated)

This issue features updated library resources on child and brain development. Abstracts of articles on these topics are also included. For a complete listing of library titles, go to the library's online catalog at texashealthlibrary.com.

Important News: Due to the COVID-19 pandemic, the DSHS Library is closed. Library staff are working remotely from home. No books or DVDs may be borrowed until the library reopens. Electronic library resources are available on any computer or mobile device with internet access. Please email any questions to avlibrary@dshs.texas.gov.

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Texas Department of State Health Services

USEFUL INFORMATION

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ECI Library Matters

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Selected Journal Abstracts

Developmental outcomes of preschool special education. Elbaum, B. (2020). *Infants and Young Children*, 33(1), 3-20.

The purpose of this secondary analysis of state-collected data was to investigate developmental outcomes of preschool special education (PSE) services in a statewide cohort of participating children ($n = 17,828$). In line with federal performance indicators for Individuals with Disabilities Education Act early childhood programs, the outcome of interest in this study was the percentage of children who demonstrated age-expected functioning in all 5 major domains of development - communication, cognitive, motor, personal-social, and adaptive - at the time they exited the PSE program. The study also investigated the extent to which this outcome varied, depending on the severity and complexity of children's delays when they began PSE services. Overall, 38.2% of children exited the program within age norms in all 5 domains; percentages for subgroups of children ranged from 77% for children with no measured delay on entry to 23% for children demonstrating severe delay in 1 or more developmental areas. Holding delay severity constant, each additional domain of delay on entry was associated with a decrease in the percentage of children exiting within age norms. Findings of the study problematize the application of a single definition of "expected progress" for all participating children and underscore the utility of examining and reporting program outcomes for subgroups of children.

Early childhood, media use, and development: Human touch first and foremost. Newman, N. F. (2018). *Zero to Three*, 39(2), 36-38.

Media use by young children, even those 2 years old and younger, continues to increase. Many parents and professionals believe media, including digital devices, enhances cognitive and overall development. However, there is a misconception about what promotes healthy minds and bodies. Brain development, the foundation for all abilities, including cognitive, physical, social-emotional, speech and language, and regulation of all these elements, relies on early relationships. With the increase in media use by children and parents, these critical relationships may be compromised, with potentially long-term negative consequences. Only by putting relationships first and foremost will children develop healthy minds, successful social skills, and regulated bodies.

To request full-text copies of journal articles, please contact the library staff by email: avlibrary@dshs.texas.gov.

Family systems, communities of care, and mental health. Ensher, G., Luke, M. M. (2020). *Zero to Three, 40(4)*, 59-65.

This article is an excerpt from the forthcoming book, *Mental Health in the Early Years: Challenges and Pathways to Resilience*, by Gail L. Ensher, David A. Clark, and Melissa M. Luke with contributing authors. This excerpt includes the value of a family systems and an ecological perspective; provides an overview of social-emotional development of infants and young children; and discusses the impact of consistent, available, and responsive early caregiving relationships on early brain development and positive mental health outcomes of infants and young children.

Improving developmental abilities in infants with Tuberous Sclerosis Complex: A pilot behavioral intervention study. McDonald, N. M., Hyde, C., Choi, A., Gulsrud, A. C., Kasari, C., Nelson, C. A., Jeste, S. S. (2020). *Infants and Young Children, 33(2)*, 108-118.

Tuberous sclerosis complex (TSC) is a rare genetic syndrome that confers risk for neurodevelopmental disorders, including autism spectrum disorder and intellectual disability. Delays in social communication and early cognitive abilities are observable as early as 9 months of age in children with TSC; however, there have been no studies of early behavioral intervention in TSC. We conducted a pilot study of an evidence-based, parent-mediated behavioral intervention focused on improving early social communication and play skills in 5 children with TSC (aged 1-3 years). Participants showed maintenance and sometimes gains in developmental abilities, relative to peers, following intervention. Parents generally found the intervention to be helpful and were able to administer the intervention with fidelity. Preliminary results demonstrate initial feasibility of an early play-based, parent-mediated intervention and support the need for a large-scale, randomized clinical trial in TSC.

Parent-implemented communication strategies during storybook reading. Akamoglu, Y., Meardan, H. (2019). *Journal of Early Intervention, 41(4)*, 300-320.

Children with developmental disabilities (DD) may experience delays in their ability to speak and communicate with their parents, peers, and others. These children often benefit from evidence-based, parent-implemented communication interventions. In the current study, two mothers were trained and coached to use storybook reading techniques and evidence-based naturalistic communication teaching strategies (i.e., modeling, mand-model, and time delay) while reading books with their children with DD. Using a multiple-baseline design across naturalistic teaching strategies, the following three components were examined:

Selected Journal Abstracts (continued)

(a) mothers' use of book reading techniques, (b) mothers' rate and fidelity in using the three naturalistic teaching strategies, and (c) children's communication outcomes. After training and coaching, the mothers used the modeling, mand-model, and time delay strategies with higher rates and higher fidelity. The children initiated more communicative acts upon their mothers' use of time delay. The mothers reported that the training and coaching helped them implement the strategies and led to improvements in their children's communication skills.

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Infants and Young Children. Volume 33, Issue 3; July/September 2020.

Research informing practice in early childhood intervention: How hard can it be? p. 163-172. Kemp, C.

Applying the developmental systems approach to inclusive community-based early intervention programs: Process and practice. p. 173-183. Guralnick, M.

Implementation of Australia's national disability insurance scheme: Experiences of families of young children with disabilities. p. 184-194. Gavidia-Payne, S.

Developing a community-based oral language preventive intervention: Exploring feasibility and social validity for families affected by the Canterbury earthquakes. p. 195-218. Schaughency, E., Riordan, J., Reese, E., Derby, M., Gillon, G.

Early hearing detection and intervention (EHDI) within the medical home: Implications for policy and practice. p. 219-234. Woodruff, T., Lutz, T. M.

State variability in diagnosed conditions for idea Part C eligibility. p. 231-244. Barger, B., Squires, J., Greer, M., Noyes-Grosser, D., Martin Eile, J., Rice, C.

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Infant Mental Health Journal. Volume 41, Issue 4; July/August 2020.

Triadic interactions, parental reflective functioning and early social-emotional difficulties. p. 431-444. Leon, M., Olhabery, M.

Attachment & Child Health (ATTACH) pilot trials: Effect of parental reflective function intervention for families affected by toxic stress. p. 445-462. Letourneau, N., Anis, L., Ntanda, H., Novick, J., Steele, M., Steele, H., Hart, M.

Assessing the impact of a family nurse-led intervention on young mothers' references to internal states. p. 463-476. Paine, A. L., Cannings-John, R., Channon, S., Lugg-Widger, F., Waters, C. S., Robling, M.

Maternal postpartum depression is a risk factor for infant emotional variability at 4 months. p. 477-494. Vaever, M., Pedersen, I., Smith-Nielsen, J., Tharner, A.

Antecedents of fathers' perception of child behavior at child age 12 months. p. 495-516. Skjothaug, T., Smith, L., Wentzel-Larsen, T., Stanicke, E., Moe, V.

Association of prenatal attachment and early childhood emotional, behavioral, and developmental characteristics: A longitudinal study. p. 517-529. Cildir, D., Ozbek, A., Topuzoglu, A., Orcin, E., Janbakhishov, C.

The effect of prenatal adversity on externalizing behaviors at 24 months of age in a high-risk sample: Maternal sensitivity as a moderator. p. 530-542. Schuetze, P., Molnar, D., Eiden, R. D., Shisler, S., Zhao, J., Colder, C. R., Huestis, M. A.

Parent-Child Interaction Therapy with toddlers in a community-based setting: Improvements in parenting behavior, emotional availability, child behavior, and attachment. p. 543-562. Kohlhoff, J., Morgan, S., Briggs, N., Egan, R., Niec, L.

Early childhood mental health consultation: Care providers' experiences of the consultative relationship. p. 563-583. Kniegge-Tucker, K., Yuma, P., Caplovitz-Barrett, K., Miles, B.

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Journal of Early Intervention. Volume 42, Issue 3; September 2020.

Are we maximizing the role of caregivers' support networks in early intervention? p. 203-223. Edwards, N.

Effects of Read It Again! In early childhood special education classrooms as compared to regular shared book reading. p. 224-243. Piasta, S. B., Sawyer, B., Justice, L. M., O'Connell, A. A., Jiang, H., Doguca, M., Khan, K. S.

What early intervention looks like in child care settings: Stories from providers. p. 244-258. Weglarz-Ward, J. M., Santos, R., Hayslip, L. A.

Practitioner appraisals of their desire and current use of the 2014 division for early childhood recommended practices. p. 259-274. Bruder, M., Dunst, C., Maude, S. P., Schnurr, M., Polen, A., Clark, G., Winslow, A., Gethmann, D.

Implementation of the Baby Bridge program reduces timing between NICU discharge and therapy activation. p. 275-296. Pineda, R., Heiny, E., Roussin, J., Nellis, P., Bogan, K., Smith, J.

Corrigendum to parent-implemented communication strategies during storybook reading. p. 297.

Young Exceptional Children. Volume 23, Issue 3; September 2020.

Designing inclusive science activities and embedding individualized instruction. p. 119-129. Hardy, J. K., Hemmeter, M.

Covering the bases: Pairing sign with spoken word in early childhood settings. p. 130-142. Waters, C. L.

Planning for authentic assessment using unstructured and structured observation in the preschool classroom. p. 143-156. Pool, J. L., Hampshire, P.

Addressing trauma in early childhood classrooms: Strategies and practices for success. p. 157-168. Neitzel, J.

From article to action: Pairing sign with spoken word in early childhood settings. p. 169. Catlett, C.

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Zero to Three Journal. Volume 40, Issue 5; May 2020.

The role of infant and early childhood mental health leaders across disciplines and setting: The 2018-2020 Zero to Three fellowship class. p. 5-11. Hiladado, A., Zoubak, E., Buchholz, M., Byars, N., Aytch, L.

Cultivating adaptive leaders to drive system and policy change. p. 12-20. Hinton, L., Gaisie, N. E., Schnake, K. L., Zoubak, E.

Innovative leadership in community-based programs for young children and families. p.21-27. McMullan, C., Lucas, E., Pokawa, H.

Advancing equity in the early childhood workforce. p. 28-35. Byars, N., Diaz, R., Paul, S.

Investing in early childhood systems across the globe. p. 36-41. Buchholz, M., Paul, S.

Elevating the voice of underrepresented young children and their families: Reflecting diversity, equity, and inclusion within academic research. p. 42-49. Chu, A. T., Hilado, A., Berry O. O.

Infusing infant and maternal mental health into health care settings: Practice makes perfect? p. 50-56. Harman, D., Buchholz, M., Berry, O. O.

Building equitable and effective partnerships with rural and indigenous communities. p. 57-65. Hinton, L., Lucas, E., Zoubak, E.

Infant and early childhood mental health in American Indian and Alaska Native communities: Considerations for early childhood partners and funders. p. 66-72. Zoubak, E.

Advancing infant and early childhood mental health policy in states: Stories from the field, part two. p. 73-81. Cohen, J., Stark, D.

Child and Brain Development: New Books

Child development: Concepts & theories. Jean Mercer, 2018.

This book takes a step back to focus just on the key concepts of child development that all students must learn. With this book, their first encounters with theories and their applications will mean that they can move on with a firm foundation in child development. Central to this, is understanding how these theories or concepts are applied in the real world and how psychologists engage with them in research. This book gives clear and detailed examples to bring the subject to life.

The developmental science of early childhood: Clinical applications of infant mental health concepts from infancy through adolescence.

Claudia M. Gold, 2017.

The field commonly known as "infant mental health" integrates current research from developmental psychology, genetics, and neuroscience to form a model of prevention, intervention, and treatment well beyond infancy. This book presents the core concepts of this vibrant field and applies them to common childhood problems, from attention deficits to anxiety and sleep disorders.

The toddler brain: Nurture the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to age 5. Laura A. Jana, 2017.

This book draws on studies and stories from pediatrics, neuroscience, social science, and childcare, as well as the world of business and innovation to show parents how to equip their children with seven key skills. It explores the importance of play and curiosity, imagination and empathy, and strategically strengthening children's neural connections in their first five years.

Child and Brain Development: Selected Audiovisuals

Active learning for infant-toddlers. 37 min. 2012. Streaming.

Babies outdoors: Play, learning and development. 53 min. 2010. DVD. (DD0631).

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

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

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

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

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

The brain: Pattern, structure and novelty. 21 min. 2011. DVD. (DD0472).

Changing brains: Effects of Oregon brain development lab. 76 min. 2009. DVD. (DD0822).

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

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

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

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

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

Development and discovery. 30 min. 2005. DVD. (DD0382).

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

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

Child and Brain Development: Selected Audiovisuals (continued)

Developmental care series: Toddlers to teens. 22 min. 2015. DVD. (DV1399).

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

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

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

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

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

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

Growing through play: Cognitive and social development. 26 min. 2004. DVD. (DD0629).

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

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

Infant milestones. 30 min. 2012. Streaming. DVD. (DD0726).

Infants: Cognitive development. 28 min. 2010. Streaming or DVD. (DD0429).

Infants: Physical development. 30 min. 2010. Streaming or DVD. (DD0428).

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

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

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

Child and Brain Development: Selected Audiovisuals (continued)

- Life at 1: New experiences.** 54 min. 2011. Streaming or DVD. (DD0512).
- Life at 1: Stress and its impact.** 57 min. 2006. Streaming or DVD. (DD0513).
- Life at 3: Bad behavior.** 57 min. 2008. Streaming or DVD. (DD0514).
- Life with baby: Parenting from birth to 12 months.** 24 min. 2019. DVD. (DD0824).
- Life with newborn: Parenting from birth to 3 months.** 33 min. 2010. DVD. (DD0823).
- Magic of everyday moments: Seeing is believing: Series 1.** 23 min. 2014. DVD. (DD0685).
- Magic of everyday moments: Seeing is believing: Series 2.** 18 min. 2015. DVD. (DD0742).
- Magic of everyday moments: Seeing is believing: Series 3.** 21 min. 2015. DVD. (DD0743).
- Magic of everyday moments: Seeing is believing: Series 4.** 23 min. 2015. DVD. (DD0744).
- Making sense of play.** 130 min. 2015. DVD. (DD0789).
- Next step: Including the infants in the curriculum.** 22 min. 2006. DVD. (DD0321).
- No matter how small: A parent's guide to preterm infant development.** 39 min. 2006. DVD. (DD0051).
- The not-so-terrible twos: A parent's guide.** 22 min. 2005. DVD. (DD0529).
- Parenting: Emotional health and positive discipline: 7-12 months.** 10 min. 2016. DVD. (DD0737).
- Parenting: Play and milestones: Birth to 6 months.** 10 min. 2016. DVD. (DD0740).

Child and Brain Development: Selected Audiovisuals (continued)

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

Preschooler observation: Language and literacy development. 23 min. 2012. Streaming or DVD. (DD0497).

Preschooler observation: Physical and motor development. 21 min. 2012. Streaming or DVD. (DD0495).

Preschooler observation: Social and emotional development. 23 min. 2012. Streaming or DVD. (DD0496).

Preschoolers. 28 min. 2008. DVD. (DD0334).

Preschoolers: Cognitive development. 24 min. 2008. DVD. (DD0432).

Preschoolers: Physical development. 21 min. 2008. DVD. (DD0431).

Preschoolers: Social and emotional development. 23 min. 2008. DVD. (DD0433).

Resilience: The biology of stress and the science of hope. 60 min. 2016. DVD. (DV1395).

Secret life of babies. 47 min. 2014. DVD. (DD0821).

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

Social toddler. 43 min. 2005. Streaming or DVD. (DD0516).

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

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

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

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

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

Child and Brain Development: Selected Books

- Amazing me: It's busy being 3.** Julia Cook, 2012. (WS 103 C771a 2012 ECI).
- ASQ:SE-2 learning activities & more.** Elizabeth Twombly, 2018. (WS 103 T974 2018 ECI).
- Baby and toddler basics: Expert answers to parents' top 150 questions.** Tanya Altmann, 2018. (WS 103 A465 2018 ECI).
- Baby smarts: Games for playing and learning.** Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).
- The best for babies: Expert advice for assessing infant-toddler programs.** Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI).
- 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).
- Celebrating 50 years of child development research: Past, present, and future perspectives.** 2019. (WS 103 C392 2019 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).
- Critical thinking about critical periods.** Donald B. Dailey, 2001. (WS 105 B154c 2001 ECI).
- The developing brain: Birth to age eight.** Marilee Sprenger, 2008. (530 S768d 2008 ECI).
- Developing empathy in the early years.** Helen Garnett, 2018. (LB 1139 G235 2018 ECI).
- Developmental profiles: Pre-birth through twelve.** K. Aileen Allen, 2010. (WS 103 A427d 2010 ECI).
- Dr. Spock's baby and child care, 9th ed.** Benjamin Spock and Robert Needlman, 2012. (515 S762 2012 ECI).
- Early childhood intervention: Working with families of young children with special needs.** 2017. (LC 4019.3 E12 2018 ECI).
- Early social-emotional development: Your guide to promoting children's positive behavior.** Nicole M. Edwards, 2018. (WS 350 E26 2018 ECI).

Child and Brain Development: Selected Books (continued)

Emotional life of the toddler. Alicia F. Lieberman, 2018. (WS 105.5 E5 L716 2018 ECI).

Emotional readiness: How early experience and mental health predict school success. Terrie Rose, 2013. (WS 350 R795 2013 ECI).

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

Focus on babies: How-tos and what-to-dos when caring for infants. Jennifer Karnopp, 2012. (LB 1139 K18b 2012 ECI).

Focus on toddlers: How-tos and what-to-dos when caring for toddlers and twos. Jennifer Karnopp, 2012. (LB 1139 K18 2012 ECI).

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

From neurons to neighborhoods: The science of early childhood development. Jack P. Shonkoff, 2000. (WS 105 S559f 2000 ECI).

Games to play with babies. Jackie Silberg, 2015. (WS 105.5 P5 S582b 2015 ECI).

Guiding young children, 8th ed. Patricia F. Hearron, 2009. (WS 100 H436g 2009 ECI).

Handbook of infant biopsychosocial development. 2015. (WS 350 H236 2015 ECI).

Handbook of infant mental health, 4th ed. 2019. (WS 350 Z41h 2019 ECI).

Happiest baby on the block, 2nd ed. Harvey Karp, 2015. (WS 105.5 C3 K18h 2015 ECI).

Infant and toddler development and responsive program planning: A relationship-based approach, 3rd ed. Donna Sasse Wittmer, 2014. (LC 4019.3 W832i 2014 ECI).

Child and Brain Development: Selected Books (continued)

Infant/child mental health, early intervention, and relationship-based therapies: A neurorelational framework for interdisciplinary practice. Connie Lillas, 2009. (WS 350 L729i 2009 ECI).

The irreducible needs of children: What every child must have to grow, learn, and flourish. T. Berry Brazelton and Stanley I. Greenspan, 2000. (525 B827 2000 ECI).

Is this a phase: Child development and parenting strategies, birth to 6 years. Helen F. Neville, 2007. (525 N523 2007 ECI).

Making sense of autism. Travis Thompson, 2007. (203.6 T477m 2007 ECI).

Nurturing personal, social and emotional development in early childhood: A practical guide to understanding brain development and young children's behaviour. Debbie Garvery, 2018. (WS 105.5 E5 G244 2018 ECI).

Owner's manual for the brain: Everyday applications for mind-brain, 4th ed. Pierce J. Howard, 2014. (WL 300 H851 2014 RHB).

Pathways to competence: Encouraging healthy social and emotional development in young children, 2nd ed. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).

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

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

Socioemotional development in the toddler years: Transitions and transformations. Celia Brownell and Claire Kopp, 2007. (540 B884s 2007 ECI).

Social and emotional development in early intervention: A skills guide for working with children. Mona Delahooke, 2017. (WS 350 D333 2017 ECI).

Child and Brain Development: Selected Books (continued)

Supporting development in internationally adopted children.

Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).

Talk to me baby! How you can support young children's language development, 2nd ed. Betty Lynn Segal Bardige, 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).

Thinking critically about child development: Examining myths, mistakes, and misunderstandings. Jean Mercer, 2016. (WS 103 M554t 2016 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 toddler care book: A complete guide from 1 to 5 years old.

Jeremy N. Friedman, 2009. (WS 105.5 C3 F911t 2009 ECI).

Touchpoints: Birth to three: Your child's emotional and behavioral development. T. Berry Brazelton, 2006. (WS 105.5 E5 B827t 2006 ECI).

Touchpoints: Three to six: Your child's emotional and behavioral development. T. Berry Brazelton and Joshua D. Sparrow, 2001. (WS 105.5 E5 B827t 2001 ECI).

Treating infants and young children impacted by trauma: Interventions that promote healthy development.

Joy D. Osofsky, 2017. (WA 320 OS83 2017 ECI).

Using IGDIs: Monitoring progress and improving intervention for infants and young children. Judith J. Carta, 2010. (520 U85 2010 ECI).

What to expect the first year. Heidi Eisenberg Murkoff, 2014. (WS 105.5 C3 M977 2014 ECI).

Why love matters: How affection shapes a baby's brain, 2nd ed. Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI).

The Wiley-Blackwell handbook of infant development, 2nd ed. 2010. (WS 105 W676 2010 ECI).

Child and Brain Development: Selected Books (continued)

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

The young child: Development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).

Your baby's first year, 4th ed. Steven P. Shelov, 2015. (WS 103 S545y 2015 ECI).

Your child's motor development story: Understanding and enhancing development from birth to their first sport. Jill Howlett Mays, 2011. (WE 103 M466 2011 ECI).

Your successful preschooler: Ten skills children need to become confident and socially engaged. Ann E. Densmore, 2011. (WS 105.5 E5 D413 2011 ECI).

Child 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.

Appropriate environments for children under three. Helen Bradford, 2012. 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.

Ask an expert: Answers every parent needs to know: Issues from toddler tantrums and meltdowns to peer pressure and teen self-esteem. Clare Halsey, 2009.

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.

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

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

The developing child in the 21st century: A global perspective on child development. Sandra Smidt, 2013.

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.

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.

Infant mind: Origins of the social brain. Marc H. Bornstein, 2013.

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.

Theories of attachment: An introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus. Carol Garhart Mooney, 2010.

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

Child and Brain Development: Selected eBooks (continued)

Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky, 2nd ed. Carol Garhart Mooney, 2013. 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.

Child and Brain Development: Selected Websites

American Academy of Pediatrics has created a website just for parents, with trusted advice on how to care for infants and children. For more information, go to healthychildren.org.

NEW! Birth to 5: Watch Me Thrive! is a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening. For more information, go to acf.hhs.gov/ecd/child-health-development/watch-me-thrive.

NEW! Centers for Disease Control and Prevention (CDC) Child Development webpages provide checklists for the developmental milestones from birth to five years old. Go to cdc.gov/ncbddd/childdevelopment/index.html for a general overview. Go to cdc.gov/ncbddd/actearly/milestones/index.html for information on developmental milestones. Go to cdc.gov/ncbddd/childdevelopment/early-brain-development.html for information on early brain development.

Federal Interagency Forum on Child and Family Statistics offers reports such as America's Children in Brief: Key National Indicators of Well-Being. For more information, go to childstats.gov/.

Little Kids, Big Questions is a series of 12 podcasts from Zero to Three. Listen to the podcasts at zerotothree.org/parentingpodcasts.

MedlinePlus Child Development Links, provided by the National Library of Medicine, lists links to extensive full-text information from the National Institutes of Health and other trusted sources. For more information, go to medlineplus.gov/infantandnewborndevelopment.html and medlineplus.gov/toddlerdevelopment.html for information on newborn, infant and toddler development.

Texas Parent to Parent provides support and information for families of children with disabilities, chronic illness, and other special needs. For more information, go to txp2p.org/.