

# ECI Library Matters

## Parenting and Working with Families (updated)

This issue features updated library resources on parenting and working with families. Abstracts of journal articles on this topic are also included. For a complete listing of library titles, go to [www.texashealthlibrary.com](http://www.texashealthlibrary.com).

Library materials may be borrowed upon request. Email ECI library requests or questions to [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

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## Selected Journal Abstracts

**Maternal-fetal attachment, parenting stress during infancy, and child outcomes at age 3 years.** Hruschak, J. L., Palopoli, A. C., Thomason, M. E., & Trentacosta, C. J. (2022). *Infant Mental Health Journal*, 43(5), 681-694. <https://doi.org/10.1002/imhj.22004>

Maternal-fetal attachment (MFA), a woman's relationship with and affiliative behaviors toward her unborn child, has been linked to near-term infant physical and developmental outcomes. However, further longitudinal research is needed to understand whether the impact of MFA extends past the earliest years of life. The current study explored relationships between MFA and child socioemotional competence and behavior problems at age 3 and whether parenting stress mediated the association between MFA and child outcomes. Data were collected from 221 primarily Black/African-American mothers who completed a scale of MFA during pregnancy. Mothers reported on parenting stress at infant age 7 months and reported on child socioemotional competence and problem behaviors at child aged 3 years. In path analyses, MFA was directly associated with child socioemotional competence at age 3 years, but an indirect association between MFA and socioemotional competence via parenting stress was not significant. We also observed a significant indirect association between lower MFA and child internalizing behavior problems via parenting stress that was related to maternal dissatisfaction regarding interactions with her child. Findings suggest that assessing MFA may serve as a means to identify dyads who would benefit from support to promote individual health outcomes.

**Families' access to early intervention and supports for children with developmental disabilities.** Sapiets, S. J., Hastings, R. P., Stanford, C., & Totsika, V. (2022). *Journal of Early Intervention*, 105381512210839. <https://doi.org/10.1177/10538151221083984>

Early intervention (EI) provision is critical for families who have children with developmental disabilities (DD), but existing evidence suggests accessing EI is not always straightforward. The purpose of this study was to provide a comprehensive description of access to various EI supports (e.g., professionals, services, interventions) for families of young children with suspected or diagnosed DD across the United Kingdom and to investigate perceived ease of access to support, unmet need for support, and barriers and facilitators of access to support. Overall, 673 parental caregivers of children aged 0 to 6 years with suspected or diagnosed DD (e.g., developmental delay, intellectual disability, autism) completed our survey anonymously. Across education, health, and social care, services

accessed the most were pediatrics (N = 569, 84.5%), speech and language (N = 567, 84.2%), and general medical practice (N = 530, 78.8%). However, only 18.9% (N = 127) accessed packaged interventions. More than three-quarters (N = 508, 75.5%) reported an unmet need for early support, indicating a mismatch between the availability and capacity of services and demand for support. Parents also reported common barriers (e.g., obstructive services and unhelpful professionals) and facilitators (e.g., supportive and competent professionals, enabling parent factors) of access. Implications for policy, practice, and research are discussed. The role of temperament and parenting on anxiety problems among toddlers: Moderating role of parenting and mediating role of attachment.

Bahtiyar-Saygan, B., & Berument, S. K. (2022). *Infant Mental Health Journal*, 43(4), 533-545. <https://doi.org/10.1002/imhj.21988>

Anxiety problems are seen as early as 1-2 years of age. Among others, parenting and child temperament are considered as the most important factors affecting anxiety in early childhood. In the current study, the unique roles of parenting (maternal overprotectiveness and warmth) and temperament (behavioral inhibition and negative emotionality), parenting-temperament interactions, and mediating role of ambivalent attachment between behavioral inhibition and anxiety were investigated. One-hundred mother-child (18-36-month-old) dyads participated in this study. Children's anxiety and temperament were measured through mother-reported scales, attachment was measured by observation via home visits, and parenting dimensions were measured via both mother-reported scales and observation. The results revealed that behavioral inhibition and overprotectiveness were positively associated with toddlers' anxiety, whereas there were no significant direct associations of negative emotionality and warmth with anxiety. However, the interaction between behavioral inhibition and warmth predicted toddler's anxiety; that is, if behaviorally inhibited children had mothers who were low on warmth, those children were more likely to exhibit anxiety symptoms compared to children with low behavioral inhibition, whereas anxiety levels did not change for children of warm mothers. Ambivalent attachment mediated the relationship between behavioral inhibition and anxiety. The nature of parent-child interactions is discussed based on toddlerhood anxiety.

**Transitions out of early intervention: A qualitative investigation of families' experiences.** Mahurin-Smith, J. (2022). *Infants & Young Children*, 35(2), 150-162. <https://doi.org/10.1097/IYC.0000000000000211>

This study was designed to describe the experience of families exiting the early intervention (EI) system and transitioning into early childhood special education (ECSE) programs. Eight mothers of children preparing to exit EI services completed semistructured interviews, which were transcribed and analyzed using interpretative phenomenological analysis. Four mothers answered additional post-transition interview questions. Interview participants experienced anxiety about the transition process but reported that they found EI personnel to be knowledgeable and supportive allies. Participants also described favorable outcomes related to a structured transition class. These findings indicate that the transition out of EI is associated with parental anxiety and uncertainty, which can be allayed through strong relationships with EI service providers.

### **Selected Journal Table of Contents**

**Infants and Young Children.** Volume 35, Issue 4; October/December 2022.

Comparing and contrasting quality frameworks using research on high-probability requests with young children. p. 267-284. Hardy, J. K., McLeod, R. H., Sweigart, C. A., & Landrum, T.

Impacts of a parent-implemented language intervention on children's language development within home visiting. p. 285-302. Pentimonti, J., Attaway, D. S., Little, M. H., Holod, A., Buysse, V., Walker, D., & Bigelow, K.

Redistribution for regular texture bites for clinical pediatric feeding cases in-home. p. 303-319. Taylor, T.

Parent-mediated targeted intervention for young children at risk for autism spectrum disorder. p. 320-338. Azzano, A., Ward, R., Vause, T., & Feldman, M.

A review of early motor issues in young children with autism spectrum disorder. p. 339-355. Hebert, E. B., Nolan, K. W., & Smith, K. N.

**Young Exceptional Children.** Volume 25, Issue 4; December 2022.

IFSP child and family outcomes: Creating clarity with a team-based approach. p. 171-183. DeSpain, S. N., & Hedin, L.

Collaborative strategies for supporting the well-being of fathers of young children with complex disabilities. p. 184-194. Pancsofar, N., Petroff, J. G., & Carlani, J.

Utilizing quick response codes to extend instruction in early childhood contexts. p. 195-206. Oh-Young, C.

Coaching early interventionists: Responsive interactions for social-emotional development of children with autism. p. 207-220. Shire, S. Y., & Chang, Y.

Follow their lead: A conversation about person-first and identity-first language in early childhood settings. p. 221. Morgan, C. W., Cheatham, G. A., & Park, K. K.

To receive full-text copies of articles listed in the journal table of contents, please email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

### **New Books**

**Caring for your baby and young child: Birth to age 5.** 2019.

(WS 105.5 C3 S545c 2019 ECI)

This resource, which contains the medical and parenting information parents and caregivers need to know to answer their questions, covers everything from preparing for childbirth to toilet training and from breastfeeding to nurturing your child's self-esteem.

**Promoting positive behavioral outcomes for infants and toddlers: An evidence-based guide to early intervention.** Heather Agazzi, 2020.

(WS 350 A264 2020 ECI)

This book provides a guide for planning, providing, and documenting effective early interventions for infants and toddlers and their families.

### **New eBooks**

**Effective family engagement policies: A guide for early childhood administrators.** Teresa S. McKay, 2022.

This book helps early childhood administrators create effective family

engagement policies that work. For each of the six key principles, this accessible guide walks leaders through the process of creating effective policy to engage families in their program.

**A guidance guide for early childhood leaders: Strengthening relationships with children, families, and colleagues.**

Daniel Gartrell, 2021.

In this follow-up to **Guidance for Every Child**, author Dan Gartrell, EdD, expands on the advice broached in that book - those children need guidance rather than discipline. Guidance is teaching for healthy emotional and social development. On a day-to-day basis as conflicts occur, guidance is teaching children to learn from their mistakes, rather than punishing them for the mistakes they make; helping children learn to solve their problems, rather than punishing children for having problems they cannot solve.

**Selected Audiovisuals**

**Baby steps for tiny teeth.**

[Streaming](#). 7-8 min. 2019. (English/Spanish)

**Family violence: Impact on children for educators and caregivers.**

DVD. 19 min. 2011. (DD0493)

**Finding the words finding the ways: Exploring reflective supervision and facilitation.**

DVD. 80 min. 2012. (DD0614)

**How to raise emotionally healthy children series: Babies.**

[Streaming](#) or DVD. 24 min. 2013. (DD0682)

**How to raise emotionally healthy children series: Toddlers.**

[Streaming](#) or DVD. 23 min. 2013. (DD0683)

**Life with baby: Parenting from birth to 12 months.**

DVD. 24 min. 2019. (DD0824)

**Magic of everyday moments.**

DVD. 23 min. 2014. (DD0685)

**Parenting 101: Basic skills for raising confident children.**

Streaming or DVD. 23 min. 2011. (DD0542)

**Parenting basics library.** DVD. 9-12 min. 2016.

(DD0737; DD0738; DD0739; DD0740; DD0741; DD0764; DD0765; DD0766; DD0767; DD0768; DD0769; DD0770)

**Preventing abusive head trauma: The crying connection.**

DVD. 16 min. 2013. (DV0779)

**Reflective supervision for infant mental health practitioners.**

DVD. 136 min. 2012. (DD0613)

**Routines-based interview.**

DVD. 120 min. 2012. (DD0560)

**Softening: Loving a child with special needs.**

Streaming or DVD. 39 min. 2012. (DD0818)

**Stories from our hearts: Maternal mental health, abuse and domestic violence.**

DVD. 17 min. 2011. (DD0806)

**Supportive adult-child interactions.**

DVD. 53 min. 2011. (DD0494)

### **Selected Books**

**An activity-based approach to early intervention**, 4th ed. JoAnn Johnson, 2015. (LC 4019.2 J646 2015 ECI)

**ASQ:SE-2 learning activities & more**, 2nd ed. Elizabeth Twombly, 2018. (WS 103 T974 2018 ECI)

**Autism intervention every day! Embedding activities in daily routines for young children and their families.** Merle J. Crawford, 2016. (WS 350.8 P4 C899 2016 ECI)

**Autistic logistics: A parent's guide to tackling bedtime, toilet training, tantrums, hitting, and other everyday challenges.**

Kate Wilde, 2015. (WS 350.8 P4 W671 2015 ECI)

**Baby and toddler basics: Expert answers to parents' top 150 questions.**

Tanya Altmann, 2018. (WS 103 A465 2018 ECI)

**Children with hearing loss: Developing listening and talking, birth to six.**

Elizabeth B. Cole, 2020. (WV 271 C689c 2020 ECI)

**Child, family, and community: Family-centered early care and education.**

Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI)

**Childhood speech and language disorders: Supporting children and families on the path to communication.**

Suzanne M. Ducharme, 2016.

(WM 475 D826 2016 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)

**DEC recommended practices: Enhancing services for young children with disabilities and their families.**

Rosa Santos, 2015. (LC 4019.3 D291

2015 ECI)

**Developmental screening in your community: An integrated approach for connecting children with services.**

Diane D. Bricker, 2013. (LB 3051

B849 2013 ECI)

**Does my child have a developmental delay? A step-by-step guide for parents on early intervention.**

Sarah Taylor Vanover, 2019.

(LC 4019.3 V272 2019 ECI)

**Dr. Spock's baby and childcare,** 9th ed. Benjamin Spock and Robert Needlman, 2012. (515 S762 2012 ECI)

**The early childhood coaching handbook,** 2nd ed. Dathan D. Rush, 2020.

(LB 1775.6 R87 2020 ECI)

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

**The early intervention guidebook for families and professionals: Partnering for success.** Bonnie Keilty, 2016. (LC 4019.3 K27 2016 ECI)

**The early intervention teaming handbook: The primary service provider approach.** M'Lisa L. Shelden, 2022. (LC 4019.3 S54 2022 ECI)

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

**The early years: Foundations for best practice with special children and their families.** Gail L Ensher, 2016. (LC 4019.3 E59 2016 ECI)

**Fragile beginnings: Discoveries and triumphs in the newborn ICU.** Adam Wolfberg, 2012. (WS 410 W855f 2012 ECI)

**Families, families, families!** Suzanne Lang, 2015. (GN 480 L364 2015 ECI)

**Family: Knowing families, tailoring practices, building capacity.** 2017. (LC 4019.3 F198 2017 ECI)

**Family-centered early intervention: Supporting infants and toddlers in natural environments.** Sharon A. Raver, 2015. (WA 320 R254f 2015 ECI)

**Far from the tree: Parents, children, and the search for identity.** Andrew Solomon, 2012. (200.8 S65 2012 ECI)

**Finding your way with baby: The emotional life of parents and babies.** Dilys Daws, 2015. (WS 105.5 E5 D272 2015 ECI)

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

**Grandparenting children with disabilities.** Madonna Harrington Meyer, 2020. (WS 105.5.C3 H299 2020 ECI) This title is also available as an eBook.

**The happiest baby on the block.** Harvey Karp, 2015. (WS 105.5 C3 K18h 2015 ECI)

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

**Mikey and me: Life with my exceptional sister.** Teresa Sullivan, 2017. (HV 894 S949 2017 ECI)

**More than words: A parent's guide to building interaction and language skills for children with autism spectrum disorder or social communication difficulties.** Fern Sussman, 2012. (WS 350.8 P4 SU964 2012)

**Not always happy: An unusual parenting journey.** Kari Wagner-Peck, 2017. (WS 107.1 W133 2017 ECI)

**Parenting interactions with children: Checklist of observations linked to outcomes: PICCOLO user's guide.** Lori A. Roggman, 2013. (LC 4019.3 R733p 2013 ECI)

**The parenting journey: Raising deaf and hard of hearing children.** Karen Putz, 2012. (WV 271 P993 2012 ECI)

**Parents ask, experts answer: Nurturing happy, healthy children.** Tina Nocera, 2014. (WS 105.5 C3 N756p 2014 ECI)

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

**Prevent-teach-reinforce for families: A model of individualized positive behavior support for home and community.** Glen Dunlap, 2017. (LB 1139 P944 2017 ECI)

**Raising exceptional children: A guide to understanding learning differences and empowering your child.** Marianne Young, 2020. (LC 4019.3 Y68 2020 ECI)

**Raising our children's children: Room in the heart**, 2nd ed. Deborah Doucette-Dudman, 2014. (WS 105.5 C3 D728 2014 ECI)

**Research and practice in infant and early childhood mental health.** Cory Shulman, 2016. (WS 105 S562 2016 ECI)

**Seven essentials for family-professional partnerships in early intervention.** Bonnie Keilty, 2017. (LC 4019.3 K27 2017 ECI)

**Solving sleep problems in children with autism spectrum disorders: A guide for frazzled families.** Terry Katz, 2014. (WM 203.5 K11 2014 ECI)

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

**Teaching and learning with infants and toddlers: Where meaning-making begins.** Mary Jane Maguire-Fong, 2020. (LB 1139 M213 2020 ECI)

**Weaving the cradle: Facilitating groups to promote attunement and bonding between parents, their babies and toddlers.** 2017. (WS 105.5 C3 W363 2017)

**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.** Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI)

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

### **Selected eBooks**

**Beyond behavior management: The six life skills children need.** Jenna Blimes, 2012.

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

**Foster parenting step-by-step: How to nurture the traumatized child and overcome conflict.** Kalyani Gopal, 2013.

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

**Growing together: Developing and sustaining a community of practice in early childhood.** Kathi Gillaspay, 2019.

This book helps those in the field of early childhood define, create, and promote a community of practice to foster collaborative problem solving and enhance professional learning experiences. It covers key strategies and techniques to help you develop a shared vision and structure; leverage tools to invite members and build a community; build member engagement and investment; and master facilitation and evaluation strategies for ongoing professional learning.

**Letters to the home front: Positive thoughts and ideas for parents bringing up children with developmental disabilities, particularly those with an autism spectrum disorder.** John Clements, 2013.

Bringing up a child with developmental disabilities, especially autism, presents many challenges for parents, and the focus of attention is almost invariably on the child. This practical and compassionate book looks at a range of issues from the parents' point of view, from whether their child really loves them, to challenging received wisdom on matters such as sensory integration and boarding school.

**Mastering whole family assessment in social work: Balancing the needs of children, adults, and their families.** Fiona Mainstone, 2014.

How do you keep the whole family in mind when carrying out assessments? How do you balance the needs of adults and children? How do you ensure that children's welfare and safety are everyone's priority when families face complex difficulties? This book brings together what social workers in adult and children services need to know about assessment across both services.

**Parenting across cultures: Childrearing, motherhood, and fatherhood in non-western cultures.** Helaine Selin, 2014.

There is a strong connection between culture and parenting. What is acceptable in one culture is frowned upon in another. This applies to

behavior after birth, encouragement in early childhood, and regulation and freedom during adolescence. There are differences in affection and distance, harshness and repression, and acceptance and criticism. Some parents insist on obedience; others are concerned with individual development. This clearly differs from parent to parent, but there is just as clearly a connection to culture. This book includes chapters on China, Colombia, Jordan, Kenya, the Philippines, Thailand, Korea, Vietnam, Native Americans, Mexico, Pakistan, Nigeria and several other countries.

**Parenting and substance abuse: Developmental approaches to intervention.** Linda C. Mayes, Pajulo Marjukka, and Nancy E. Suchman, 2013.

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

**Planning and observation of children under three.** Helen Bradford, 2012.

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

**Ready for air: A journey through premature motherhood.** Kate Hopper, 2013.

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

**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.

**Sleep: What every parent needs to know**, 2nd ed. Rachel Y. Moon, 2013.

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

**Supporting families experiencing homelessness: Current practices and future directions**. Beryl Ann Cowan, Staci Perlman, and Mary E. Haskett, 2014.

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

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

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

**What children need to be happy, confident and successful: Step by step positive psychology to help children flourish**.

Jeni Hooper, 2012.

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

key areas of wellbeing: personal strengths, emotional wellbeing, positive communication, learning strengths, and resilience.

**Your preemie baby: Caring for your premature baby.** Su Laurent, 2012.

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

### Selected Websites

**American Academy of Pediatrics** has created the website **Healthy Children** to assist parents with scientific information about raising healthy children.

**Early Childhood Intervention (ECI) Services** is a statewide program within the Texas Health and Human Services Commission for families with children birth up to age 3 with developmental delays, disabilities or certain medical diagnoses that may impact development. ECI services support families as they learn how to help their children grow and learn.

**Keep Connected Bringing Out the Best in Your Family** provides resources for parents on how to strengthen relationships with their young children.

#### **For Grandparents:**

**Administration for Community Living Supporting Grandparents Raising Grandchildren** provides resources to assist, identify, promote, coordinate, and disseminate information, resources, and the best practices available to help grandparents and other older relatives both meet the needs of the children in their care and maintain their own physical and mental health and emotional well-being.

#### **For Fathers:**

**National Center for Fathering (NCF)** provides practical, research-based training and resources that equip men in virtually every fathering situation to be the involved fathers their children need.

**For Siblings:**

**Sibling Support Project** is a national effort dedicated to the life-long concerns of brothers and sisters of people who have special health, developmental, or mental health concerns.

**For Tele-Early Intervention:**

**Early Intervention Strategies for Success** provides 10 strategies for focusing on parent/caregiver learning during tele-intervention. You can do this!

**Early Intervention Technical Assistance Portal** provides resources to support Early Intervention (EI) professionals. This website includes an overview of tele-intervention and tips to ensure quality practices using this mode of service delivery.

**Tele-intervention (TI) 101 Courses** from the **National Center for Hearing Assessment and Management (NCHAM)** at Utah State University, which serves as the **Early Hearing Detection and Intervention, National Technical Resource Center (EHDI NTRC)**, are available to support early intervention programs that are interested in implementing TI - Tele-intervention 101 Families, Tele-intervention 101 Providers, and Tele-intervention 101 Administrators.

**Telepractice Services and Coronavirus/COVID-19 Resources** from the **American Speech-Language-Hearing Association**. The coordinating committee of the ASHA Special Interest Group 18 (SIG 18; Telepractice) helped to compile a list of resources which should be reviewed before engaging in telepractice services.

**Tips for Families: Coronavirus** from **Zero to Three** include age-appropriate responses to common questions, a guide to self-care, and activities for young children experiencing social distancing.

**Why tele-early intervention is a great idea for your family** from **Zero to Three** is a resource that supports conversations between parents and EI providers on the importance of children receiving EI services during this time. This resource provides reasons to start or continue with EI services for your child - backed by the science of child development.

## **Useful Library Information**

**HHSC ECI Website**  
**ECI Library Matters**

**Library Website**  
**Library Catalog**

**Texas Department of State Health Services**  
**ECI Library Services**

**E-mail:** [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov)

**Phone:** 512-776-7260

**Toll-free:** 1-888-963-7111 ext. 7260

**Fax:** 512-776-7474

**Hours:** Monday-Friday, 7:30 a.m.-5:00 p.m.

**Physical Address:** 1100 W. 49th St., Moreton Building, 6<sup>th</sup> floor,  
Room M-652 Austin, TX 78756

**Mailing Address:** PO Box 149347, Mail Code 1955, Austin, TX 78714-9347