

ECI Library Matters

Cultural Competence and Bilingual Language Development (updated)

This issue features updated library resources on Cultural Competence and Bilingual Language Development. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to www.texashealthlibrary.com.

Library materials may be borrowed upon request. Email any ECI library requests or questions to avlibrary@dshs.texas.gov.

In This Issue

- **[Selected Journal Abstracts](#)**
- **[Selected Journal Table of Contents](#)**
 - **[Infant Mental Health Journal](#)**
Volume 43, Issue 6; November 2022
 - **[Infants and Young Children](#)**
Volume 36, Issue 1; January/March 2023
- **[New Audiovisuals](#)**
- **[New Book](#)**
- **[Selected Audiovisuals](#)**
- **[Selected Books](#)**
- **[Selected eBooks](#)**
- **[Selected Websites](#)**
- **[Useful Library Information](#)**

Selected Journal Abstracts

Addressing bias and advancing equity in state policy. Coburn, K., Keating, K., & Jennings-Shaffer, J. (2021). *Zero To Three, 42(1)*, 18-25. This article explores the many ways in which states can and are addressing racial equity in problem solving and policymaking. The authors explore national data that make the case for addressing bias and advancing equity in state policy; share strategies and best practices for engaging families and communities; and provide examples of policies that can disrupt and dismantle institutional racism, promote equity, and ensure all babies get a strong start in life.

Culture clash in early intervention services. Ritchey, M. (2021). *Zero To Three, 42(1)*, 62-71.

This article discusses how increasing diversity within a community requires health care professionals to reassess the developmental assessment tools being used, or at the least, what implications one can derive from resultant identification of delays. The author describes a culture clash between her training and developmental expectations as a physical therapist practicing in the San Francisco Bay Area and the upbringing and cultural expectations of a recently immigrated young Guatemalan Maya Mam mother and her medically fragile infant. The author explores the concepts of cultural humility and mentalization as strategies to aid in development of a therapeutic relationship when working with families from diverse cultural backgrounds.

Finding the on ramp: Accessing early intervention and early childhood special education in an urban setting. Moran, K. K., & Sheppard, M. E. (2022). *Journal of Early Intervention, 105381512211378*. <https://doi.org/10.1177/10538151221137801> Early Intervention and Early Childhood Special Education (EI/ECSE) are critical services for children with disabilities and their families. Urban areas are charged with providing EI/ECSE services to a large number of children, who come from diverse racial, cultural, and linguistic backgrounds, and whose parents may or may not have economic resources. To better understand the nuances of EI/ECSE systems in urban contexts, we interviewed stakeholders in a large Mid-Atlantic U.S. city, examining the process of accessing EI/ECSE. We interviewed parents, medical professionals, early care providers, and special education personnel, and reviewed and analyzed artifacts using content analysis to inform the research questions and verify findings. Findings showed a strained system

with both structural and situational challenges, specifically for families from diverse backgrounds.

Infant and early childhood mental health consultation in a diverse metropolitan area.

Natale, R., Kolomeyer, E., Futterer, J., Mahmoud, F. D., Schenker, M., Robleto, A., Horen, N., & Spector, R. (2022, May). *Infant Mental Health Journal*, 43(3), 440-454. <https://doi.org/10.1002/imhj.21983>

IECMHC can and should be a vehicle that promotes greater equity in access to high quality relationships within an early classroom environment. It is important to consider consultation through a racial equity lens to ensure that it is integrated in all levels of work. The goal of the study was to replicate the results from other IECMHC programs with a diverse, largely Latinx, population. The Jump Start program was given the unique opportunity to adapt the Georgetown Framework of Infant and Early Childhood Mental Health Consultation to a multicultural population in Miami. A total of 88 early learning programs and 244 teachers participated. Services were provided in English, Spanish, and Creole at the program- and classroom-level. Pre- and post-data were collected at both levels. Significant improvements at the program- and classroom-level were found post-consultation. Consultants demonstrated fidelity to core program practices while providing culturally and linguistically competent service. The current study replicated findings regarding the effectiveness of IECMHC while expanding results to a diverse metropolitan community. Key features of program success may be attributed to the use of highly trained consultants, action planning, fidelity monitoring, and enrollment of programs that were ready and have a champion for IECMHC.

Latina mothers of young children with special needs: Personal narratives capturing the impact of the COVID-19 pandemic.

Luna, A., A. Zulauf-McCurdy, C., Harbin, S., & Fettig, A. (2022). *Topics in Early Childhood Special Education*, 027112142211292. <https://doi.org/10.1177/02711214221129240>

The Latino community has been disproportionately impacted by the COVID-19 pandemic, resulting in unique challenges. This paper explores the lived experiences of five Spanish-speaking Latina mothers of young children receiving early childhood special education (ECSE) services during the pandemic. Through in-depth qualitative interviews, this paper focuses on the following research questions: (1) What barriers have Spanish-speaking Latino families encountered in ECSE service delivery during this pandemic? (2) How have families overcome those barriers? Latina mothers describe how despite encountering numerous barriers to ECSE service delivery during

the pandemic, they also experienced key areas of support and strength. We discuss how ECSE professionals can leverage these sources of support and strength in a culturally responsive manner to better support the Latino community through the pandemic. By presenting interviews with Latina mothers, this paper offers a unique interpretation of their experience which is often left out of educational research.

Latinx mothers' experiences with linkage to early intervention.

Quebles, I., Perrigo, J. L., Bravo, R., Patel Gera, M., Poulsen, M. K., Wheeler, B. Y., & Williams, M. E. (2022). *Infants & Young Children*, 35(3), 189-204. <https://doi.org/10.1097/IYC.0000000000000220>

This study explored the experiences and perspectives of Latinx mothers of children younger than 3 years who had participated in a developmental screening initiative provided by 2 Federally Qualified Health Centers in an urban setting, had positive developmental screenings, and were referred to early intervention (EI) services. A 2-phase mixed-methods explanatory design was implemented in English and Spanish. In Phase 1, a telephone survey was conducted with 62 parents. In Phase 2, qualitative semistructured interviews (regarding parental experiences with their child's developmental screening, the process of linking to services, the EI evaluation, and subsequent services received) were conducted with a subset of 13 Phase 1 mothers. Results from the phone survey showed that 91% of children were found eligible for EI and 92% were receiving EI services. More than 90% of mothers reported positive experiences with their children's developmental screening, learning about their child's development, and accessing services. However, results from the semistructured interviews revealed that mothers had mixed experiences with the developmental screening process and linkage to EI services. Findings from this study provide insights into the perceived value of EI services by Latinx families and the need for improved system supports to access and navigate EI services.

Selected Journal Table of Contents

Infant Mental Health Journal. Volume 43, Issue 6; November 2022.

The role of experience in parenting beliefs of British and Italian women during pregnancy. p. 835-848. Mascheroni, E., Grassi, M., Bonanomi, A., Sperotto, R., Deeg, S., Hung, S., Xia, R., Ionio, C., Kit-Fong Au, T., & Gattis, M.

Maternal mental health and infant neurodevelopment at 6 months in a low-income South African cohort. p. 849-863. Burger, M., Einspieler, C., Niehaus, D. J. H., Unger, M., & Esme R. Jordaan, E. R.

Maternal self-efficacy development from pregnancy to 3 months after birth. p. 864-877. Samdan, G., Reinelt, T., Kiel, N., Mathes, B., & Pauen., S

Building reflective capacity and improving well-being of early childhood professionals through an embedded cross-system model of infant early childhood mental health consultation. p. 878-898. Spielberger, J., Burkhardt, T., Herriott, A. L., & Winje, C. J.

Development and validation of a goal attainment scale for families affected by maternal substance use. p. 899-909. Chiang, D. F., Siedlik, E. A., & Templeton, O. J.

Japanese infants' attachment insecurity and externalizing/internalizing problems: Using strange situation and attachment Q-sort methods. p. 910-920. Umemura, T., Iwamoto, S., & Tanaka, H.

The parental reflective functioning questionnaire: Infant version in fathers of infants and association with paternal postpartum mental health. p. 921-937. Wendelboe, K. I., Nielsen, J. S., Stuart, A. C., & Skovgaard Væver, M.

Is participation in antenatal classes associated with fathers' mental health? A quasi-experimental and prospective study. p. 938-950. Kakaşçı, C. G., Potur, I. C., Abbasoğlu, D. E., Karabulut, O., Merih, Y. D., & Demirci, N.

Preventing early harsh parenting and toddler behavior problems: The role of neighborhood collective efficacy among low-income Latine families. p. 951-958. Martoccio, T. L., Berlin, L. J., & Harden, B. J.

Coaching home visitors: A thematic review with an emphasis on research and practice needs. p. 959. Walsh, B. A., Innocenti, M. S., Early, S., & Hughes-Belding, K.

Infants and Young Children. Volume 36, Issue 1; January/March 2023.

From the editor. p 1.

Professional preparation, growth, and recognition in the service coordination workforce. p. 2-20. Nichols, S. L., Connor, S. M., Kastanis, M. P., & Corso, R.

Family-centered practices and caregiver mental health in a developmental intervention for young children with congenital Zika syndrome. p. 21-36. Williams, N. A., Villachan-Lyra, P., Hatton-Bowers, H., Marvin, C., Chaves, E., Hollist, C., Gomes, R. T. M., & Barbosa, L. N. F.

The Coaching Fidelity Scale (CFS): Development and evaluation of an observational measure of coaching fidelity. p. 37-52. Meadan, H., Lee, J. D., Sands, M. M., Chung, M. V. & Garcia-Grau, P.

A conceptual model for a blended intervention approach to support early language and social-emotional development in toddler classrooms. p. 53-73. Cunningham, J. E., Chow, J. C., Meeker, K. A., Taylor, A., Hemmeter, M. L. & Kaiser, A. P.

A survey of perceptions of consulting in inclusive preschool classrooms. p. 74-90. Forsythe, N., & Larson, A. L.

New Audiovisuals

Diversity in the workplace for managers and supervisors.

DVD. 14 min. 2018. (DV1370)

The diversity of the people in today's workforce can bring meaningful benefits for businesses as well as for employees but it can bring significant challenges as well. Managers and supervisors learn about the obstacles that can prevent people from accepting change and what they can do to embrace and encourage diversity in their department.

Seat at the table: Embracing diversity.

DVD. 9 min. 2018. (DV1340)

This DVD teaches staff how integrate inclusion and diversity across the organization, capitalize on different skills, ideas, and perspectives and appreciate how an inclusive workplace encourages productivity and innovation. Viewers are shown how to avoid practices that disrespect and marginalize employees.

New Book

Creating diversity-rich environments for young children.

Angele Sancho, 2020. (LB 1139.3 P287 2020 ECI)

This guide shows how early childhood professionals can create a positive and inclusive environment for children of all cultures.

Selected Audiovisuals

Active learning for infant-toddlers.

Streaming. 37 min. 2012.

Baby steps for tiny teeth. (English/Spanish).

Streaming. 7 min.; 8 min. 2019.

Cultural awareness in healthcare: An action plan.

DVD. 17 min. 2014. (DV0892)

Diversity in the workplace.

Streaming & DVD. 23 min. 2012. (DD0620)

It's about respect: Recognizing harassment in a diverse workplace.

DVD. 19 min. 2013. (DV0849)

Making noise in silence.

DVD. 20 min. 2014. (DD0704)

Respectful communicator: The part that you play.

DVD. 15 min. 2011. (DV0859)

The respectful supervisor: Integrity and inclusion.

DVD. 13 min. 2015. (DV0944)

Stories from our hearts series.

DVD. 17 min.; 18 min. 2011. (DD0806; DD0807; DD0808)

Supporting cultural and linguistic diversity in early intervention and early childhood special education.

DVD. 106 min. 2011. (DD0502)

Selected Books

45 strategies that support young dual language learners.

Shauna L. Tominey, 2018. (LB 1140.5 L3 T657 2018 ECI)

50 strategies for communicating and working with diverse families,

3rd ed. Janet Gonzalez-Mena, 2014. (LB 1139.3 G643 2014 ECI)

An introduction to young children with special needs: Birth through age eight.

Richard M. Gargiulo, 2020. (LC 4019.3 G27 2020 ECI)

Blindspot: Hidden biases of good people.

Mahzarin Banaji, 2013. (BF 575 B212b 2013 RHB)

Celebrating 50 years of child development research: Past, present, and future perspectives.

Barbara Hanna Wasik and Samuel L. Odom, 2019. (WS 103 c392 2019 ECI)

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

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

Connecting through talk: Nurturing children's development with language.

David K. Dickinson, 2019. (LB 1139.5 L35 D552 2019 ECI)

Cultural reciprocity in special education: Building family-professional relationships.

Beth Harry and Maya Kalyanpur, 2012. (275 K14 2012 ECI)

Early childhood development: A multicultural perspectives, 7th ed.

Jeffrey W. Trawick-Smith, 2018. (LB 1139.3 T782 2018 ECI)

Hard conversations unpacked: The whos, the whens and the what-ifs.

Jennifer Abrams, 2016. (LB 1033.5 A161 ECI 2016)

Health literacy from A to Z: Practical ways to communicate your health message.

Helen Osborne, 2013. (WA 590 O81h 2013 MRL)

This title is also available in eBook format.

Leading anti-bias early childhood programs: A guide for change.

Louise Derman-Sparks, 2015. (LB 1139.3 D435 2015 ECI)

Many languages, building connections: Supporting infants and toddlers who are dual language learners.

Karen N. Nemeth, 2012. (LB 1140.5 L3 N464 2012 ECI)

Medical management of vulnerable and underserved patients: Principles, practice, and populations.

Talmadge E. King and Margaret B. Wheeler, 2016. (WA 300 M489 2016)

Research and practice in infant and early childhood mental health.

Cory Shulman, 2016. (WS 105 S562 2016 ECI)

Skilled dialogue: Strategies for responding to cultural diversity in early childhood, 2nd ed.

Isaura Barrera, Lucinda Kramer, and T. Dianne Macpherson, 2012.

(275 B272 2012 ECI)

SMILE for young children: A program for improving communication skills in English and Spanish, 2nd ed.

Scott Prath, 2012. (535 P912s 2012 ECI)

Soy maravilloso: Hay tanto que hacer a los 3 años.

Julia Cook, 2012. (WS 103 C771s 2012 ECI)

Spotlight on young children: Exploring language and literacy.

2014. (WS 105.5 C8 E96 2014 ECI)

Supporting young children who are dual language learners with or at-risk for disabilities.

Rosa M. Santos, Gregory A. Cheatham and Lillian Duran, 2012.

(LC 4019.3 S959 2012 ECI)

Teaching young children with disabilities in natural environments.

Mary Jo Noonam, 2014. (LC 4019.3 N817t 2014)

This title is also available in eBook format.

Understanding families: Supportive approaches to diversity, disability, and risk, 2nd ed.

Marci J. Hanson, 2013. (LC 4019.3 H251u 2013 ECI)

This title is also available in eBook format.

Young children's play: Development, disabilities and diversity.

Jeffrey W. Trawick-Smith, 2020. (LB 1137 T782 2020 ECI)

This title is also available in eBook format.

Selected eBooks

Addressing racial disproportionality and disparities in human services: Multisystemic approaches.

Joyce James, Carolyne Rodriguez, Rowena Fong, and Alan Dettlaff, 2015.

From leading voices on culturally-competent care comes a book that examines disproportionalities across these racial and ethnic groups.

Chapters are devoted to mental health, the courts, education, and healthcare.

Beyond behavior management: The six life skills children need,

2nd ed. Jena Bilmes, 2012.

This book teaches how to guide and manage young children's behavior by helping them build and use essential life skills.

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.

Diversity and cultural competence in health care: A systems approach.

Janice L. Dreaschlin, 2013.

This book provides health care students and professionals with a clear understanding of foundations, philosophies, and processes that strengthen diversity management, inclusion, and culturally competent care delivery.

This textbook integrates strategic diversity management, self-reflective leadership, and the personal change process with culturally and linguistically appropriate care into a cohesive systems-oriented approach for health care professionals.

How real is race? A sourcebook on race, culture, and biology, 2nd ed.

Carol C. Mukhopadhyay, Yolanda T. Moses and Rosemary C. Henze, 2014.

This book employs an activity-oriented approach to engage readers in unraveling and rethinking the contradictory messages we so often hear about race. It systematically covers the myth of race as biology and the reality of race as a cultural invention, drawing on biocultural and cross-cultural perspectives.

Introduction to multicultural counseling for helping professionals,

3rd ed. Graciela L. Orozco, Wanda M. L. Lee, John A. Blando and Bitu Shooshani, 2014.

This text provides a broad survey of counseling techniques for different ethnic, religious, and social groups. Beyond its topic-specific sections, it also includes chapters on the theory and history of multicultural counseling and expanded cultural resources.

Leading with Cultural Intelligence: The real secret to success.

David A. Livermore and Soon Ang, 2015.

You don't have to master the nuances of every culture you encounter to lead a diverse team successfully. With Cultural Intelligence, or CQ, you can lead effectively in any context.

Multicultural approaches to health and wellness in America.

Reagan A. R. Gurung, 2014.

Led by a UCLA-trained health psychologist, a team of experts describes non-traditional treatments that are quickly becoming more common in Western society, documenting cultural variations in health and sickness practices to underscore the diversity among human society.

Native American communities on health and disability: A border-land dialogue.

Lavonna Lovern, 2013.

This book examines concepts of disability and wellness in Native American communities. The author confronts the difficulties of translating not only words but also entire concepts between Western and Indigenous cultures. She hopes to bring readers from both cultures into a more equal dialogue by

increasing the cultural competency of those unfamiliar with Native American ways of being. The author briefly explores the attitudes of Native American communities towards children with disabilities.

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. These parenting practices clearly differ 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.

Teaching young children with disabilities in natural environments.

Mary Jo Noonam, 2014.

Focusing on children from birth to 5, this core text gives future professionals specific, evidence-based knowledge on what to teach and how to teach it, with practical methods that fit into naturally occurring activities and routines. This title is also available in print format.

Understanding families: Supportive approaches to diversity, disability, and risk, 2nd ed.

Marci J. Hanson, 2013.

This book gets pre-service and in-service professionals ready to work with a broad range of families with diverse structures, backgrounds, and circumstances; communicate and collaborate effectively with every family they serve; support families of children with disabilities; advance strong parent-child attachment and interactions; match services and supports with each family's desired goals and outcomes; address risk factors such as poverty, addiction, and violence; promote the mental health of young children and their parents; apply human development theories in their work with children; and defuse common sources of tension between families and professionals.

Young children’s play: Development, disabilities and diversity.

Jeffrey W. Trawick-Smith, 2020.

This book introduces readers to various play types and strategies and helps them determine when intervention might be needed. Skillfully addressing both typically developing children and those with special needs in a single volume, this book covers dramatic play, blocks, games, motor play, artistic play, and non-traditional play forms, such as humor, rough and tumble play, and more.

Selected Websites

Early Childhood Learning and Knowledge Center provides tools for enhancing the experiences of children from birth to five. For more information, go to [Culture & Language ECLKC \(hhs.gov\)](https://www.eclkc.gov).

Migration Policy Institute (MPI) provides a source of policies, research and learning opportunities in the field of immigration. For more information, go to [MPI early childhood education](https://www.migrationpolicy.org/early-childhood-education).

National Association for the Education of Young Children (NAEYC) provides tools to help with diversity, equity, and cultural competence. For more information, go to [Diversity, Equity and Cultural Competence](https://www.naeyc.org/diversity-equity-cultural-competence).

National Black Child Development Institute (NBCDI) seeks to improve and advance the quality of life for Black children and their families through education and advocacy. For more information, go to [NBCDI Who Are We](https://www.nbcdi.org/who-are-we).

U.S. Department of Education features a guide on the benefits of being bilingual, go to [The Benefits of Being Bilingual \(ed.gov\)](https://www.ed.gov/bilingual).

Health Resource in Languages Other than English: EthnoMed is a website that contains information about cultural beliefs, medical issues, and other related issues pertinent to the care of recent immigrants to the US. For more information, go to [EthnoMed](https://www.ethnomed.com).

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