

ECI Library Matters

Parents and Their Children Effected by Opioids, Alcohol and Other Drugs (updated)

This issue features updated library resources on parents and their children effected by opioids, alcohol, and other drugs. 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 ECI library requests or questions to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

Associations between parenting representations and behavior among young mothers and mothers with opioid use disorder.

Edwards, R. C., Herriott, A. L., Finger, B., & Hans, S. L. (2021). *Infant Mental Health Journal*, 42(6), 796-811. <https://doi.org/10.1002/imhj.21948>

Mothers' representations reflect how they experience their child and their relationship, and can guide parenting behavior. While studies of representations typically focus on infancy, this study examines associations between mothers' representations and behavior with their preschoolers using two samples: young mothers (n = 201; 42% African American, 42% Latina, 8% European-American, 8% multi-ethnic; Mage = 32 months) and mothers in treatment for opioid use disorder (OUD; n = 150; 100% African American; Mage = 49 months). This study aims to identify the distribution of representations within these populations, differences in parenting between mothers classified with balanced and non-balanced representations, and distinct parenting behaviors associated with distorted and disengaged representations. The Working Model of the Child Interview was conducted to assess representations, and mother-child interactions were video-recorded. The distribution of balanced, distorted, and disengaged representations was 59%, 25%, and 15% among young mothers, and 21%, 39%, and 40% among mothers with OUD. Balanced representations (coherent, rich, engaged, respectful) were associated with positive parenting, including sensitivity, autonomy support, cognitive support and less negative regard among young mothers, and sensitivity and encouragement in the OUD sample. Mothers with disengaged representations (emotionally distant, lacking detail, indifferent) demonstrated less support for learning compared to mothers with distorted representations (involved but inconsistent, negative, or bizarre descriptions of child).

Enhancing families' capacities to care for young children with neonatal abstinence syndrome through division of early childhood recommended practices. Rutland, J. H., Hawkins-Lear, S., & Gooden,

C. J. (2021). *Young Exceptional Children*.

<https://doi.org/10.1177/10962506211048869>

Mary Anne is an early interventionist and today is her first visit with a new family. This is no ordinary visit for Mary Anne; it is her first experience in a Neonatal Intensive Care Unit (NICU). As she enters the NICU, she is excited to learn more about the new child on her caseload. Mary Anne observes the NICU nurse, Consuela, coaching the baby's mom, Shayla, in ways to comfort her infant. Consuela is showing Shayla how to swaddle and encourage sucking from her newborn, Jax. Jax was born full-term and is experiencing neonatal abstinence syndrome (NAS), as diagnosed by the NICU team. Shayla practices the techniques that Consuela shows her, and Jax begins to settle. Mary Anne has not worked with an infant with NAS and is unfamiliar with these calming techniques. She is grateful to have Consuela's guidance and her own professional development resources as she learns how to support Shayla and Jax. Mary Anne is motivated to increase her skills to use best practice strategies with this family. She knows that the Division for Early Childhood (DEC) of the Council for Exceptional Children Recommended Practices (DEC, 2014) are a great place to start.

Evaluating child maltreatment and family violence risk during the COVID-19 pandemic: Using a telehealth home visiting program as a conduit to families. Bullinger, L. R., Marcus, S., Reuben, K., Whitaker, D., & Self-Brown, S. (2022). *Infant Mental Health Journal*, 43(1), 143-158.

<https://doi.org/10.1002/imhj.21968>

The COVID-19 pandemic has affected many child maltreatment risk factors and may have affected maltreatment among vulnerable families. We surveyed 258 certified providers of an evidence-based home visiting program, SafeCare, about their perception of the impact of the pandemic on the families they serve. We examined if the providers perceived an overall change in child maltreatment and family violence risk among the families with young children they served and factors that may have contributed to changes. Regressions estimated the relationship between providers' assessment of families' ability to social distance, emotional struggles, and access to public resources/services with providers' perception of child maltreatment and family violence risk in the home. Findings indicate that

87% of providers believed maltreatment risk had increased during the pandemic. Providers serving families who were unable to social distance due to employment were more likely to report increased supervisory neglect and material neglect among the families they serve. Providers reporting that families were struggling with elevated frustration levels also reported more family conflict and material neglect among the families they serve. Results from this research can inform strategic decision-making for policies and programs that address the challenges low-income families with young children face in emergency situations.

Family risk and early attachment development: The differential role of parental sensitivity. Gerlach, J., Föbel, J. M., Vierhaus, M., Sann, A., Eickhorst, A., Zimmermann, P., & Spangler, G. (2022). *Infant Mental Health Journal*, 43(2), 340-356. <https://doi.org/10.1002/imhj.21964>

Family risks are known to be detrimental to children's attachment development. This study investigated whether parental sensitivity plays different roles in early attachment development in the context of risk: Sensitivity was hypothesized to mediate risk effects on attachment, as well as a moderator that shapes the relation between risk and attachment. Multiple family risks, parental sensitivity (defined as responsiveness and supportive presence), and children's attachment security of 197 infants and toddlers (Mage = 15.25 months) and their caregivers were assessed in a prospective study with a cohort-sequential-design in Germany. Caregivers' sensitivity served as a mediator of risk effects on attachment as well as a moderator that buffers adverse consequences of risk. Early sensitivity might be relevant in setting the stage for attachment development supporting resilience.

Understanding links between maternal perinatal posttraumatic stress symptoms and infant socioemotional and physical health.

Huffhines, L., Coe, J. L., Busuito, A., Seifer, R., & Parade, S. H. (2022). *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.21985>
Maternal posttraumatic stress symptoms (PTSS) are associated with adverse consequences for older children, but very few studies have examined links between perinatal maternal PTSS and infant outcomes. Trauma exposure

and psychopathology, including PTSS, is often heightened for women during pregnancy through 1 year postpartum. Therefore, the perinatal period may be a critical time for understanding the risk maternal PTSS and other mental health factors pose to the socioemotional and physical health of infants. The present study explored the relation between maternal PTSS and infant socioemotional and physical health problems in a sample of racially and ethnically diverse mother-infant dyads (N = 295) assessed prenatally and at 12 months postpartum. This study also examined whether there are: (1) moderating effects of maternal depressive symptoms and parenting stress on these associations and (2) indirect effects of PTSS on infant outcomes through observed maternal sensitivity. Results indicated that postpartum depressive symptoms and parenting stress, rather than PTSS, were associated with greater infant socioemotional health problems. However, prenatal PTSS were associated with greater infant physical health problems when mothers also reported clinically significant levels of postpartum depressive symptoms. Maternal sensitivity was not associated with maternal PTSS, depressive symptoms, or parenting stress, nor was it related to infant socioemotional and physical health; thus, maternal sensitivity was not tested as an intermediary mechanism linking maternal mental health with infant outcomes. Implications for promoting maternal mental health in the perinatal period to bolster socioemotional and physical health of infants are discussed.

“Would you like to hear a story?”: Collaborating with families using photo-elicitation. Hile, K. A., & Santos, R. M. (2022). *Journal of Early*

Intervention, 44(1), 40-57. <https://doi.org/10.1177/10538151211009310>

Research related to family empowerment and capacity-building suggests that families facing multiple risk factors (e.g., presence of a disability, poverty, single parents, low levels of maternal education, etc.) may experience feelings of powerlessness when asked by professionals to make decisions on behalf of their families. The purpose of this study was to explore a particular strategy for engaging families experiencing multiple risk factors, including caring for young children with disabilities, to work collaboratively with Head Start professionals when planning and implementing family-centered interventions. Specifically, we examined how

photo-elicitation may empower families to share their personal stories as a pathway to building meaningful relationships with their Head Start family service workers. A qualitative approach via thematic analysis was used. Findings begin to address the need for identifying innovative strategies for building family capacity with Head Start families, specifically those caring for young children with disabilities.

To request full-text copies of journal articles highlighted in the abstracts, please email the librarian at avlibrary@dshs.texas.gov.

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Journal of Early Intervention. Volume 44, Issue 1; March 2022.

Exploring growth in expressive communication of infants and toddlers with autism spectrum disorder. p. 3-22. Buzhardt, J., Wallisch, A., Irvin, D., Boyd, B., Salley, B., & Jia, F.

Multitiered early literacy identification in 3-year-old children in Head Start settings. p. 23-39. Albritton, K., Stuckey, A., & Terry, N. P.

“Would you like to hear a story?”: Collaborating with families using photo-elicitation. p. 40-57. Hile, K. A., & Santos, R. M.

Examining the feasibility and fit of family implemented TEACCH for toddlers in rural settings. p. 58-77. Coleman, H., Hume, K., Fanning, L., & Scott, S.

Preliminary study of the effects of BEST in CLASS—web on young children’s social-emotional and behavioral outcomes. p. 78-96. Conroy, M. A., Sutherland, K. S., Granger, K. L., Marcoulides, K. M., Huang, K., & Montesion, A.

CORRIGENDUM to “A pilot study of a culturally adapted early intervention for young children with autism spectrum disorders in China” p. 97.

Topics in Early Childhood Special Education. Volume 42, Issue 1; May 2022.

Future Topics p. 3

Systematic review and meta-analysis of classroom-wide social-emotional interventions for preschool children. p. 4-19. Luo, L., Reichow, B., Snyder, P., Harrington, J., & Polignano, J.

Exploring the professional development needs of early childhood paraeducators and supervising teachers. p. 20-32. Frantz, R., Douglas, S., Meadan, H., Sands, M., Bhana, N., & D'Agostino, S.

Using least-to-most prompting to increase the frequency and diversity of pretend play in children with autism. p. 33-49. Saral, D. & Ulke-Kurkcuoglu, B.

Does teachers' self-efficacy vary for different children? A study of early childhood special educators p. 50-63. Sawyer, B. E., O'Connell, A., Bhaktha, N., Justice, L. M., Santoro, J. R., & Rhoad Drogalis, A.

Mind the gap: Strategies to bridge the research-to-practice divide in early intervention caregiver coaching practices. p. 64-76. Romano, M. & Schnurr, M.

Exploring the use of parent and teacher questionnaires to screen for language disorders in bilingual children. p. 77-90. Pratt, A. S., Adams, A. M., Peña, E. D., & Bedore, L. M.

The effects of an intervention using low-tech visual scene displays and aided modeling with young children with complex communication needs. p. 91-104. Muttiah, N., Drager, K. D. R., Beale, B., Bongo, H., & Riley, L.

Structured teaching and the play of preschoolers with developmental disabilities: An evaluation. p. 105-117. Pullum, M. R., King, S. A., & Kennedy, K.

Conference Calendar. p. 118.

Author Guidelines. p. 119.

New Audiovisuals

Being with infants: Pt 2. DVD. 120 min. 2019. (DD0836)

This program gives child caregivers and parents direct access to a comprehensive care approach from renowned child specialist Beverly Kovach-certified Montessori trainer and consultant for Magda Gerber's Resources for Infant Educators (RIE) It includes proper bottle feeding, solid feeding, diapering, sleep, play, and much more.

Understanding grandparenting. DVD. 36 min. 2018. (DD0835)

A guide to what's new with birth and babies. This video provides an effective way to educate and engage grandparents. It teaches grandparents important health and safety guideline changes in a positive way, including interviews featuring new grandparents.

New Books

Treating infants and young children impacted by trauma: Interventions that promote healthy development. Joy D. Osofsky, Lucy S. King and Philip T. Stepka, 2017.

This book discusses childhood trauma and the effects these experiences can have on infants and young children. It examines which treatments are best for addressing them and provides a detailed framework for selecting the most appropriate interventions based on specific criteria. Vivid case examples teach clinicians how to apply these treatments in real scenarios

and support parents and caregivers as key attachment figures and sources of security in a child's life.

Violence and trauma in the lives of children. Volume 1: Overview of exposure. 2018.

This two volume set explains the neurological, emotional, and behavioral impacts of violence and trauma experienced by newborns, infants, children, and teenagers. It covers the effects of a range of types of violence and trauma, including child abuse, sexual abuse, family violence, teen dating violence, loss of parent or caregiver, and exposure to natural disaster. It addresses the impacts of violence and trauma during infancy and early childhood, middle childhood, and adolescence, and it details mental health interventions to encourage resilience and post traumatic growth. Finally, it describes how public systems from schools to pediatric and obstetrical clinics to juvenile justice systems identify and work with children affected by violence and trauma.

New eBooks

A guidance guide for early childhood leaders: Strengthening relationship with children, families, and colleagues. Daniel Gartrell, 2020.

This book explores secure relationships as the foundation for guidance and how to build them with children, families, and colleagues. It gives examples of how children's mistaken behavior (not misbehavior) can play out in the classroom and provides strategies on how early childhood professionals can help others to gain the emotional health they need to be socially responsive, and then support the social skills they need to build relationships and solve problems cooperatively

Guidance for every child: Teaching young children to manage conflict. Dan Gartrell, 2017.

Tying together the theory and practice of child guidance and behavior in clear and accessible ways, this book provides educators and caregivers

actionable best practices to teach children healthy emotional and social development. Using contemporary brain research, vignettes, and discussion questions, this book gives you the tools and strategies to reduce the increasing expulsion rate in early childhood, understand how stress effects children's self-regulation, and help even the most at-risk children thrive.

Selected Audiovisuals

7 steps to reduce the risks of SIDS. DVD. 15 min. 2013. (DV0853)

Confident parenting in recovery. Streaming. 93 min. 2016.

Domestic violence and substance abuse: The abusers. DVD. 29 min. 2012. (DV1089)

Safe babies court teams: Building strong families and healthy communities. DVD. 55 min. 2012. (DD0681)

Stories from our hearts: Maternal mental health abuse and domestic violence. DVD. 17 min. 2011. (DD0805)

Stories from our hearts: Teen parenting and grandparent custody. DVD. 17 min. 2011. (DD0805)

Understanding the opioid epidemic. Streaming. 53 min. 2018.

Selected Books

Building blocks for teaching preschoolers with special needs, 3rd ed. Susan Sandall, 2019. (LC 4019.3 s213b 2019 ECI)

Celebrating 50 years of child development research: Past, present, and future perspectives. 2019. (WS 103 C392 2019 ECI)

Effective early intervention: The developmental approach. Michael J. Guralnik, 2019. (LC 4019.3 G978e 2019 ECI)

Ghosts from the nursery: Tracing the roots of violence. Robin Karr-Morse, 2013. (WA 320 K18g 2013 ECI)

Handbook of infant mental health. Charles H. Zeanah, 2019. (WS 350 Z41h 2019 ECI)

Maternal mental health: A guide for health and social workers. Sally Field, 2018. (WM 55 F453 2018)

Parental psychiatric disorder: Distressed parents and their families. 2015. (WM 140 P228 2015 ECI)

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

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

Supporting infants, toddlers, and families impacted by caregiver mental health problems, substance abuse, and trauma: A community action guide. Beth Maschinot, 2012. (271.5 M396 2012 ECI)

Supporting students with special health care needs: Guidelines and procedures for school, 3rd ed. 2014. (WS 107 S959 2014 ECI)

Treating infants and young children impacted by trauma: Interventions that promote healthy development. Joy D. Osofsky, 2017. (WA 320 OS83 2017 ECI)

Selected eBooks

Children of substance-abusing parents: Dynamics and treatment.

Christine Huff Fewell, 2011.

This reference is for all mental health professionals who need to understand and treat this population. It offers a look at treatment options and programmatic interventions across the life span. The contributors include a range of experts who provide evidence-based clinical and programmatic strategies for working with children of alcohol and other substance-abusing parents of any age and in almost any practice setting.

Fetal alcohol spectrum disorders. Jo Egerton, 2014.

In this publication, academics, professionals, and families from around the world share expertise and insights on fetal alcohol spectrum disorders (FASD). Their combined interdisciplinary perspective makes an invaluable contribution to how we understand and address the complex social, educational and health needs associated with this growing group of children and young people.

Opioid addiction. 2018.

This collection of articles from the American Academy of Pediatrics focuses on the manifestations of the opioid epidemic in children. It discusses topics like the increased rate of neonatal abstinence syndrome (NAS) among others.

Parenting and substance abuse: Developmental approaches to intervention. Linda C. Mayes, 2014.

This book reports on pioneering efforts to move the treatment of substance-abusing parents forward by embracing their roles and experiences as mothers and fathers directly and continually across the course of treatment.

Selected Websites

Addiction Science Research & Education Center (ASREC):

The University of Texas Addiction Science Research & Education Center (ASREC) can help educate professionals and non-professionals to better understand the science of addiction and to overcome myths about drug abuse and addiction.

Centers for Disease Control and Prevention: Fetal Alcohol Spectrum Disorders:

Information is provided on the basics of FASDs; cause and prevention; signs and symptoms; FASD diagnoses; areas evaluated for FASD diagnoses; treatment; ways to get help; and references. Available in Spanish [here](#).

Centers for Disease Control and Prevention: Opioids During Pregnancy:

Information is provided on the CDC's work on opioid use during pregnancy; treatments before, during, and after pregnancy; data and statistics; articles and key findings; and resources on opioids use during pregnancy. Available in Spanish [here](#).

Intervening Early: Substance Use Disorders During Pregnancy:

Substance use disorders can cause serious problems for both a pregnant woman and her baby. Home visitors are in a unique position to identify substance use disorders among pregnant women. They can also connect expectant mothers to community resources, creating better health outcomes for the mother and her baby. Use the Office of Head Start (OHS) information to explore substance use disorders among pregnant women. Learn talking points to use during a home visit and find resources to support the expectant family. Available in Spanish [here](#).

National Institute on Alcohol Abuse and Alcoholism (NIAAA): Fetal Alcohol Exposure:

NIAAA provides information and resources on the dangers of fetal alcohol exposure, Fetal Alcohol Spectrum Disorders (FASD), FASD-related problems,

relevant clinical diagnoses, risk factors, and interventions. Available in Spanish [here](#).

FASD United:

FASD (Fetal Alcohol Spectrum Disorders) United works to prevent prenatal exposure to alcohol, drugs and other substances known to harm fetal development by raising awareness and supporting women before and during their pregnancy. It supports individuals, families and communities living with fetal alcohol spectrum disorders (FASDs) and other preventable intellectual and developmental disabilities. It shares resources on FASD, trainings, news, programs, and partnerships.

Office of Disability Prevention for Children (ODPC):

The Office of Disability Prevention for Children (ODPC) focuses on preventing disabilities in children from the time of conception to the age of 12, including preventing disabilities caused by prenatal alcohol or substance exposure.

Prescription Opioids during Pregnancy:

Medline Plus provides a collection of full-text links from reliable sources compiled by the National Library of Medicine on the use of prescription opioids during pregnancy. Available in Spanish [here](#).

U.S. Drug Enforcement Administration: Accidental Exposure: Drugs and Young Children:

A U.S. Drug Enforcement Administration (DEA) resource for parents, educators, and caregivers focusing on the accidental exposure of drugs and young children. Available in Spanish [here](#).

Useful Library Information

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

Physical Address: 1100 W. 49th St. Moreton Building, Office M-652,
Austin, TX 78756

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