

ECI Library Matters

Social Emotional Development & Behavioral Issues (updated)

This issue features updated library resources on social emotional developmental and behavioral issues. 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. Please email any ECI library requests or questions to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

Incorporating video feedback within a parent-implemented naturalistic developmental behavioral intervention package via telepractice. Fettig, A., Barton, E. E., Ousley, C. L., Raulston, T. J., & Gilhuber, C. S. (2022). *Topics in Early Childhood Special Education*, 42(3), 246-258. <https://doi.org/10.1177/02711214221117087>

Delays in communication are commonly experienced by young children who are not meeting developmental milestones. Early naturalistic developmental behavioral interventions are efficacious, and parents can successfully embed these communication strategies into playtime routines, including when coaching is delivered via telepractice. Video feedback is a strength-based coaching method that has been successfully applied to increase positive parenting behaviors (e.g., descriptive praise, responsivity). However, limited research exists on the use of video feedback as a coaching tool for parents of children with developmental delays for communication interventions. We evaluated the effects of a telepractice-based parent training followed by joint reflections and video feedback coaching on parent strategy use and child communication targets, using a concurrent multiple-baseline across three parent-child dyads design. Parent perceptions of the feasibility and appropriateness of the intervention were positive. We discuss implications and provide suggestions for future research and practice.

Increased behavioral health needs and continued psychosocial stress among children with medical complexity and their families during the COVID-19 pandemic. von Schulz, J., Serrano, V., Buchholz, M., Natvig, C., Talmi, A., & Serrano, V. (2022). *Infant Mental Health Journal*, 43(1), 111-126. <https://doi.org/10.1002/imhj.21962>

Objective: Children with medical complexity (CMC) and their caregivers are at increased risk for multiple psychosocial stressors that can impact child and family well-being and health outcomes. During the COVID-19 pandemic, when access to supports diminished, psychosocial screening and integrated behavioral health (IBH) services in the primary care setting were crucial in identifying and addressing the unique needs of this population.

Methods: Universal screening to identify psychosocial needs was implemented in a primary care clinic for CMC that includes IBH services. Data on the prevalence of psychosocial screening and IBH services for young children and their caregivers before and during the COVID-19 pandemic were evaluated.

Results: Psychosocial screening levels remained stable during the pandemic. Psychosocial needs were identified for 36% of screeners prior to

the COVID-19 pandemic and 33% during the COVID-19 pandemic. The need for IBH services increased during the COVID-19 time period resulting in a significant increase in IBH services.

Conclusions: For CMC and their caregivers, psychosocial needs identified through psychosocial screening remained high during the pandemic, demonstrating the importance of screening for this population. The need for IBH services during the COVID-19 pandemic increased, underscoring the value and demand for these services particularly during an unprecedented time.

Initial evaluation practices to identify young children’s social emotional difficulties. Stein, R., & Steed, E. A. (2023). *Topics in Early Childhood Special Education*, 42(4), 383-394.

<https://doi.org/10.1177/02711214221075375>

For young children with significant social emotional difficulties, early identification and intervention can mitigate later challenges. Early social emotional difficulties may indicate an early mental health condition, developmental delays, or educational disabilities. The Individuals with Disabilities Education Improvement Act (2004) includes provisions for finding and supporting young children with delays or disabilities associated with social emotional needs. Yet, few young children are identified and connected to services, suggesting identification challenges. We used survey methodology to learn about social emotional evaluation practices used by Child Find teams in Colorado for children evaluated for early intervention and preschool special education eligibility. Results suggested that Child Find professionals relied heavily on observations, parent report, and teacher/caregiver input when determining social emotional eligibility. Fewer providers used standardized screening and validated social emotional tools. While most providers made decisions aligned with Colorado eligibility, others appeared to misunderstand the criteria. Implications and future directions are discussed.

Responding to young children’s social-emotional needs through video modeling. Mitsch, M. K., Riggleman, S., & Buchter, J. M. (2021). *Young Exceptional Children*, 24(1), 16-27.

<https://doi.org/10.1177/1096250620910708>

Although young children benefit from early learning environments, many children with developmental delay struggle to meaningfully interact, engage, participate in daily routines and activities, and learn new social skills without direct support from evidence-based interventions (EBI), activity-based instruction, or Division for Early Childhood of the Council for Exceptional

Children Recommended Practices (DEC RPs). Despite the benefits of social skills and need for explicit instruction, research suggests young children with disabilities are not receiving the social skills instruction they need. Video modeling (VM), an EBI, is effective in increasing social skills of young children with disabilities. This article discusses several key components of VM. After defining VM, it discusses the benefits of using VM and the different types of VM. Finally, it details a three-step process: planning for, creating and implementing, and teaching strategies to support VM.

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Journal of Early Intervention. Volume 44, Issue 4; December 2022.

Caregiver intervention implementation fidelity: An empirical investigation of a multidimensional model. p. 315-330. Dynia, J. M., Guo, Y., Logan, J. A. R., Justice, J. M., & Kaderavek, J. N.

Parent coaching behaviors used within an adapted responsive teaching intervention. p. 331-352. Artis, J., Watson, L. R., & Crais, E. R.

Comparing coding viewing and recording methods to quantify embedded instruction learning trials. p. 353-370. Martin, M. K., Snyder, P. A., Reichow, B. & Bishop, C. D.

Family routines within caregiver-implemented early interventions: A scoping review. p. 371. Romano, M., Lorio, C., Delehanty, A., Eugenio, J., Abarca, D., Trivedi, B., & Brown, J. A.

Zero To Three Journal. Volume 43, Issue 2; December 2022.

Holding multiple perspectives: A toddler's journey with traumatic grief in the child welfare system. p. 5-12. Bekman, S., & Bellas, V.

Experiences and dreams of a young Malawi slay queen and her children: How peer support, trust, and sharing can address stigma, mistrust, and shame. p. 13-19. Chitwanga, A, & Ostler, T.

Concerns within a caregiver-child relationship: The diagnosis of a relationship-specific disorder of infancy/early childhood. p. 20-25. John, S.

Essential elements of reflective supervision and consultation: The RIOSTM framework. p. 26-32. Watson, C. with Harris, M., Hennes, J., Harrison, M., & Meuwissen, A.

Promoting equity and support for the whole family through the new NICU discharge preparation and transition planning guidelines. p. 33-37. Yearly, J., & Smith, V.C.

Start spreading the news: New York State's DC:0-5 initiative. p. 38-46. Blanck, E. J., Foley, G. M., & Costa, G.

PERSPECTIVES: Breaking new ground. Interoceptive awareness in early childhood: Connecting bodily sensations to emotions. p. 47. Jones, J. L., & Glovinsky, I.

Also In This Issue

This issue and why it matters p. 2. Powers, S.

Zero To Three Competencies for prenatal to age 5 professionals: Understanding the P-5 competency domains. p. 4.

PERSPECTIVES: Emerging Research. Not just for the client: Translating principles of relationship-based practice to the organizational level. p. 53. Bosk, E. A., Kautz, S. V., Mendez, A., Hanson, K. E., Myers, A. J., & Radawic, J.

To receive full-text copies of journal articles listed in the Table of Contents, please send an email to avlibrary@dshs.texas.gov.

New Audiovisual

Watch us grow! Scenes from Highscope infant-toddler programs.

DVD. 171 min. 2017. (DD0842)

This 2-disc set illustrates the Highscope approach in action through 90 short video clips. These clips show learning experiences, developmental indicators, and teaching practices with young children. It is an engaging learning tool for caregivers of infants and toddlers.

New Books

Early social-emotional development: Your guide to promoting children's positive behavior. Nicole M. Edwards, 2018.

(WS 350 E26 2018 ECI)

This book equips early childhood educators and service providers with tools to support emerging social-emotional development and positive behavior in the first five years of life. It begins by providing an overview of social-emotional development, including how this development is intertwined with other areas of growth, environmental influences, and short- and long-term child outcomes. The educator's influential role is discussed within the context of the Positive Behavioral Interventions and Supports (PBIS) framework and the Pyramid Model. Guiding principles and specific, research-based strategies for supporting children's success are presented, with numerous specific examples of how to foster healthy social-emotional development and adaptive behavior in center- and home-based settings.

Social and emotional development in early intervention:

A skills guide for working with children. Mona Delahooke, 2017.

(WS 350 D333 2017 ECI)

This book provides practical methods so that all childhood providers can better support the social and emotional lives of children and families. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors, and promote self-regulation.

Selected Audiovisuals

ACE study: The adverse childhood experiences study: Background, findings, and paradigm shift. DVD. 123 min. 2012. (DD0697)

ASQ:SE-2 in practice. DVD. 25 min. 2017. (DD0819)

Beginnings of life: Newborn development. DVD. 42 min. 2011. (DD0504)

A child's mind: How kids learn right and wrong. DVD. 34 min. 2011. (DD0553)

The deepest well: Healing the long-term effects of childhood adversity. CD. 630 min. 2018. (CA0046)

Early intervention for social-emotional development. DVD. 39 min. 2017. (DD0827)

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. 136 min. 2012. (DD0614)

How to raise emotionally healthy children: Volumes 1-3. [Streaming](#) or DVD. 23min; 24min.; 25 min. 2013. (DD0682; DD0683; DD0684)

I want all the turns: Supporting children in resolving problems and conflicts / Quiero todos los turnos. DVD. 90 min. 2013. (DD0655)

Infant mental health home visiting. CD. 2015. (CR0045)

Life with baby: Parenting from birth to 12 months. DVD. 25 min. 2019. (DD0824)

Magic of everyday moments series. DVD. 23 min.; 18 min.; 21 min. 2014. (DD0685; DD0742; DD0743)

The moving child film I: Supporting early development through movement. DVD. 60 min. 2017. (DD0837)

The moving child film III: Developmental movement in the first years. DVD. 60 min. 2019. (DD0838)

Parenting: Emotional health and positive discipline: Birth to 6 months. [Streaming](#) and DVD. 9 min. 2016. (DD0736)

Parenting: Emotional health and positive discipline: 7-12 months. [Streaming](#) and DVD. 10 min. 2016. (DD0737)

Piccolo training: Implementation and scoring. DVD. 70 min. 2013. (DD0630)

Selected Books

Addressing challenging behaviors and mental health issues in early childhood. Mojdeh Bayat, 2020. (LB 1139.25 B356 2020 ECI)

Addressing challenging behavior in young children: The leader's role. Barbara Kaiser and Judy Sklar Rasminsky. 2021. (LB 1060.2 K13 2021 ECI)
This title is also available as an eBook.

Addressing young children's challenging behaviors. 2013.
(LC 4019.3 A227 2013 ECI)

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

Behavioral challenges in early childhood education setting.
Connie Jo Smith. 2017. (LC 3969 S642 2017 ECI)
This title is also available as an eBook.

Best for babies: Expert advice for assessing infant-toddler programs.
Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI)

The body keeps the score: Brain, mind, and body in the healing of trauma. Bessel A. Van der Kolk, 2014. (WM 172.5 V228 2014 RHB)

Building resilience to trauma: The trauma and community resiliency models. Elaine Miller-Karas, 2015. (WM 172.4 M647b 2015 RHB)

Child abuse: Today's issues. Kimberly McCabe, 2017. (WA 320 M478 2017 ECI)

Child, family, and community: Family-centered early care and education, 6th ed. Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI)

Childhood disrupted: How your biography becomes your biology, and how you can heal. Donna Jackson Nakazawa, 2016. (WM 170 N163 2016)

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)

Coaching parents of vulnerable infants: The attachment and biobehavioral catch-up approach. Mary Dozier, 2019.
(WS 105.5.C3 D755 2019 ECI)

Developing empathy in the early years: A guide for practitioners.
Helen Garnett, 2018. (LB 1139 G235 2018 ECI)

Don't hit my mommy: A manual for child-parent psychotherapy with young children exposed to violence and other trauma.
Alicia F. Lieberman, 2015. (WS 350.6 L716d 2015 ECI)

Does time heal all? Exploring mental health in the first 3 years.
Miri Keren, Doreet Hopp, and Sam Tyano, 2018. (WS 350 K39 2018 ECI)

The early childhood coaching handbook. Dathan D. Rush and M 'Lisa L. Shelden, 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 and Barbara Weber, 2014. (LC 4019.3 C897e 2014 ECI)

Emotional life of the toddler, 2nd ed. Alicia F. Lieberman, 2018.
(WS 105.5 E5 L716 2018 ECI)

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

No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind. Daniel J. Siegel, 2014.
(WS 105.5 C3 S571 2014 ECI)

Parental psychiatric disorder: Distressed parents and their families,
3rd ed. 2015. (WM 140 P228 2015 ECI)

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

Pathway to positive parenting: Helping parents nurture positive development in the early years. Jolene Pearson, 2016.
(LC 4019.3 P361p 2016 ECI)

Supporting development in internationally adopted children.

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

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

Understanding early childhood mental health: A practical guide for professionals. 2012. (WS 105.5 M3 U55 2012 ECI)

Understanding families: Supportive approaches to diversity, disability, and risk. Marci J. Hanson, 2013. (LC 4019.3 H251u 2013 ECI)

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

Selected eBooks

The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein (2016).

Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. A 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.

The batterer as parent: Addressing the impact of domestic violence on family dynamics, 2nd ed. Lundy Bancroft, Daniel Ritchie, and Jay G. Silverman (2012).

The authors outline the complex and insidious processes through which batterers hamper the social and emotional development of children. This eBook addresses the impact that batterers have on family functioning and provides an understanding of batterers as parents and family members. It delineates approaches to such practice issues as assessing risk to children, parenting issues in child custody and visitation evaluation, and the impact

on children's therapeutic process and family functioning in child protective practice.

Beyond behavior management: The six life skills children need.

Jenna Bilmes (2012).

Why do children do the things they do? What can caregivers do to manage it all? While there is not a simple method for understanding and managing all behaviors or all children, caregivers can give young children the social and emotional tools needed to grow and thrive on their own. The authors recommend a strength-based approach to guiding and managing young children's behavior by helping them build and use essential life skills into the daily life of the early childhood classroom. As a result, children will learn to exhibit more pro-social behaviors, work better as a community, and become excited and active learners.

Empathic care for children with disorganized attachments: A model for mentalizing, attachment, and trauma-informed care. Chris Taylor (2012).

This book is a practical guide to caring for children who have experienced trauma. Focusing on the importance of interpersonal bonds to facilitate the child's capacity to mentalize, it aims to equip the reader with the appropriate skills to provide effective, sustained and, most importantly, empathic care to the most vulnerable and troubled children. This structured psychotherapeutic approach to caregiving will enable the development of child-carer relationships and can be used to create informed, safe environments that support both the child and the caregiver.

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

This eBook describes the trauma that can be experienced by children in foster care and the effect of that trauma on their behavior. Gopal 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.

Guidance for every child: Teaching young children to manage conflict. Daniel 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 affects children's self-regulation, and help even the most at-risk children thrive.

Infant mind: Origins of the social brain. Marc H. Bornstein, Maria Legerstee and David W. Haley (2013).

Integrating cutting-edge research from multiple disciplines, this eBook 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. It probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It also highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation.

John Bowlby and attachment theory, 2nd ed. Jeremy Holmes (2014).

John Bowlby is one of the outstanding psychological theorists of the twentieth century. This eBook is both a biographical account of Bowlby and his ideas and an introduction to contemporary attachment theory and research. The author traces the evolution of Bowlby's work from a focus on delinquency, material deprivation and his dissatisfaction with psychoanalysis' imperviousness to empirical science to the emergence of attachment theory as a psychological model in its own right. The book also examines advances in the biology and neuroscience of attachment.

Parenting and substance abuse: Developmental approaches to intervention. Linda C. Mayles (2014).

This eBook is the first to report 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.

A practical guide to mental health problems in children with autistic spectrum disorder: It's not just their autism. Khalid Karim (2014).

Exploring the relationship between ASD and mental health difficulties, this eBook offers practical guidance to help parents and professionals recognize and handle co-morbid conditions, and dispels the myth that they are just a part of autism. The authors cover a wide range of common mental health problems experienced by children with ASD, including Obsessive Compulsive Disorder (OCD), anxiety, ADHD, eating disorders, psychosis, stress, tics, and depression, and illustrate these issues with case studies.

Selecting effective treatments, 4th ed. Linda Seligman and Lourie W. Reichenberg. (2014).

This eBook presents a systematic, research-based approach to the treatment of mental disorders. A chapter is devoted to the mental disorders of infants, children, and adolescents.

Trauma-informed care: How neuroscience influences practice.

Amanda Evans and Patricia Coccoma (2014).

The authors devote a chapter of their book to the impact of trauma on the developing brain. A simple rubric is included as a method to recognize behaviors that may be trauma-related.

Selected Websites

Center for Early Childhood Mental Health from Georgetown University translates research in healthy mental development into materials for families, mental health consultants, and Head Start staff at iecmhc.org/.

Center on the Social and Emotional Foundations for Learning has a tremendous amount of information for families, trainers, teachers, caregivers, and more at csefel.vanderbilt.edu/.

Challenging Behaviors is a webpage from **Zero To Three** aimed at helping parents understand what behavior is typical and how to deal with it. To learn more, go to zerotothree.org/resource/challenging-behavior/.

Child Welfare Information Gateway offers resources related to child abuse and neglect at childwelfare.gov/topics/can/.

Children's Trauma Assessment Center (CTAC) provides comprehensive neurodevelopmental trauma assessments for children who have experienced trauma or adverse childhood experiences at wmich.edu/traumacenter.

Creating Teaching Tools for Young Children with Challenging Behavior provides teachers with practical strategies that are helping young children with challenging behavior. The tools are provided online by the Center for Effective Mental Health Consultation at Georgetown University at ecmhc.org/TTYC/.

Discipling Your Child, presented by the Nemours Foundation, explains that whatever your child's age, it's important to be consistent when it comes to discipline. If parents don't stick to the rules and consequences they set up, their kids aren't likely to either. To learn more, go to kidshealth.org/en/parents/discipline.html.

First3Years is an organization whose mission is to educate, advocate, and collaborate to advance the healthy development of infants, toddlers, and their families. To learn more, go to first3yearstx.org/.

Effective Discipline to Raise Healthy Children, a revision to policy statement reaffirmed in 2014 by the American Academy of Pediatrics, is available at Effective-Discipline-to-Raise-Healthy-Children.

Helping Children and Adolescents Cope with Disasters and Other Traumatic Events: What Parents, Rescue Workers, and the Community Can Do is a webpage from the National Institute of Mental Health that provides caregivers and parents with advice on how they can help children overcome traumatic experiences and start the process of recovery. To learn more, go to [NIMH » Helping Children and Adolescents Cope With Traumatic Events \(nih.gov\)](http://NIMH » Helping Children and Adolescents Cope With Traumatic Events (nih.gov))

National Center for Pyramid Model Innovations (NCPMI) takes research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Learn more at challengingbehavior.org/.

National Child Traumatic Stress Network aims to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. Learn more at nctsn.org/.

National Library of Medicine has compiled reliable links to information on child mental health at medlineplus.gov/childmentalhealth.html.

Nine Steps to More Effective Parenting are presented by the Nemours Foundation at kidshealth.org/en/parents/nine-steps.html.

Useful Library Information

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Room M-652, Austin, TX 78756

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