

# ECI Library Matters

## Early Childhood Intervention Skills and Strategies

This issue features updated library resources on early childhood intervention skills and strategies. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to the online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com).

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library requests or questions to [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

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## Selected Journal Abstracts

Leveraging joint planning in early intervention: Documenting with intentionality and specificity. Mickelson, A.M., & Hoffman, R. (2024). *Topics in Early Childhood Special Education*, 43(4), 278-292.

<https://doi.org/10.1177/02711214211064774>

A family-capacity building approach to coaching, where providers support caregivers to embed identified strategies into daily routines and activities, is commonly embraced in Part C Early Intervention (EI). EI providers use several coaching strategies within this approach, yet few studies have reported process features, and coaching strategies are not well defined in the literature. We partnered in this Participatory Action Research (PAR) with current EI providers engaged in a year-long self-study process to provide an empirical account of one coaching strategy, joint planning, and related documentation. Our results indicate both providers and caregivers view documentation of joint planning as beneficial, highlight supports and challenges, and suggest that joint planning documentation holds significant promise for improving practice, data-based decision making, and progress monitoring of child and family outcomes including changes in caregiver capacity.

Professional development effects on early intervention providers' implementation of home visiting practices. Harrington, J.F., Snyder, P., Reichow, B., & Sun, S. (2025). *Journal of Early Intervention*, 47(1), 63-83.

<https://doi.org/10.1177/10538151231206771>

A non-concurrent multiple baseline design across four early intervention providers was used to examine functional relations between job-embedded professional development (PD), including practice-based coaching (PBC), and providers' fidelity of implementation of home visiting practices for embedded intervention. Four providers with one to two caregivers and their toddler with disabilities or developmental delays participated. The primary dependent measure was the number of essential home visiting practices providers implemented with fidelity. Results from visual analyses showed a functional relation between job-embedded PD and the number of essential home visiting practices implemented with fidelity for three of four providers. Provider and caregiver social validity data indicated PD and home visiting practices and embedded intervention were appropriate, feasible, and useful. Results provide promising evidence for job-embedded PD, including PBC, to support providers' fidelity of implementation of home visiting practices for embedded intervention. Implications for future research and practice are discussed.

## **Selected Journal Table of Contents**

### **Infants & Young Children.** Volume 38, Issue 2; April/June 2025

From the editor. p. 85-86. Bruder, M.B.

Advertised Australian early childhood intervention role descriptions: Are they reflective of best practice and are the skills, knowledge, and experience sought by employers suitable? p. 87-106. Carlon, S., Zanuttini, J.Z., Kemp, C. & Gavidia-Payne, S.

Adapting an internet-based parenting intervention for parents with intellectual disabilities: Preliminary data and lessons learned. p. 107-126. Guinness, K.E., Diercks, C., Vaughn, K., Davis, B., Landry, S. & Feil, E.G.

Infant crawling variation related to subsequent development. p. 127-137. Yamamoto, S., Lee, Y., Matsumura, U. & Tsurusaki, T.

Experiences of parents who have children with disabilities: A qualitative study from Türkiye during COVID-19. p. 138-153. Acar, S., Er, D.M., Volk, K.T. & Spence, C.M.

Experiences of pediatricians and Part C EI personnel with identification, referral, and evaluation amidst COVID-19. p. 154-175. Yadav, A., Phelps, R.A. & Squires, J.

#### Erratum

Fostering development in children with congenital heart disease: Birth to three. p. 176. Butler, S., Shade, C.U., Wood, L., Roseman, A., Berry, E., Walecka, E., Engstler, K., Dickinson, H. & Sadhwani, A.

### **Journal of Early Intervention.** Volume 47, Issue 1; March 2025

Children diagnosed with Neonatal Abstinence Syndrome (NAS) in Kentucky and their involvement in early intervention. p. 3-14. Ferrell, E., Marshall, J., Bada, H. & Kirby, R.S.

Staff travel time in rural- and urban-serving infants and toddlers with disabilities (Part C) programs in Kansas. p. 15-24. Tilden, C.D., Kuhn, N.C., Samaddar, S., McKee, H.A., von Esenwein, S.A. & Gillam, R.J.

Virtual practitioner training and coaching of a triadic approach in early intervention: A mixed-methods investigation. p. 25-45. Harbin, S.G., Fettig, A. & Kelly, E.M.

State coordinator perceptions of linkages between newborn screening and early intervention. p. 46-62. Reynolds, E., Andrews, S.M., Blanchard, S., Scott, S., Isiaq, A. & Bailey Jr, D.B.

Professional development effects on early intervention providers' implementation of home visiting practices. p. 63-83. Harrington, J.F., Snyder, P., Reichow, B. & Sun, S.

Parent perceptions of participating in a parent-mediated program for young autistic children. p. 84-106. van Noorden, L.E., Sigafoos, J., Wallace-Watkin, C. & Waddington, H.L.

ASD-Modified Interaction Therapy: Effects on fathers' and mothers' responsiveness, affect, and attachment. p. 107. Nitza Weinstein, N. & Golombick, A.Z.

### **New Audiovisuals**

**Don't let common pediatric symptoms fool you.** DVD. 394 min. 2019. CPE=3.5 (DD0853)

This video shows practical strategies to intervene quickly and appropriately for young patients. Children are not small adults, and infants are not small children. Each are unique and require different interventions and treatment for symptoms.

**No small matter.** DVD. 74 min. 2020. CPE=1.25 (DD0854)

This documentary explores early childhood education and how our country is raising its youngest citizens. The program brings public attention to this vital question by sharing powerful stories and stunning truths about the human capacity for early intelligence and the potential for quality early care and education to benefit America's social and economic future.

**Sensory and motor treatment for social-emotional development: Proven strategies for children birth to five.** DVD. 359 min. 2016. (DD0862)

This video seminar discusses how social emotional health is influenced by sensory and motor systems as well as the environment. Viewers learn an

array of treatment strategies that will help with children's self-calming, development of bonds, transitions, and sleeping and eating habits. These tools help make long lasting and positive changes to improve behaviors, mental health, and the emotional well-being of young children.

### **New Books**

**Coaching and consultation practices in early childhood.** Laurie A. Dinnebeil, 2023. CPE=4 (LB1775.6 D585 2023 ECI)

This book introduces multiple models of professional collaboration and offers in-depth guidance on how to implement an effective consultation/coaching model in early childhood settings. From big-picture considerations to small logistical details, professionals will learn the entire process of creating, maintaining, and evaluating a successful coaching relationship.

**Interaction: Enhancing children's access to responsive interactions.** (DEC Recommended Practices Monograph Series No. 5) 2018. CPE=3 (LC 4019.3 I61 2018 ECI)

This book offers professionals and families multiple ways to implement the instruction practices across the settings in which children grow and learn.

### **New eBooks**

**Tackling the tough stuff: A home visitor's guide to supporting families at risk.** Angela M. Tomlin, 2024.

This book will help home visitors manage even the toughest situations they encounter on the job - and support and empower vulnerable families of children birth to 3. Learn how to develop positive partnerships with parents and caregivers, address specific challenges in skillful and culturally sensitive ways, and give families the tools and knowledge they need to generate their own solutions.

### **Selected Audiovisuals**

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

**Engaging young learners with special needs.** DVD. 98 min. 2014. (DD0656)

## **Continuing Professional Education Resources**

**45 strategies that support young dual language learners.** Shauna L. Tominey, 2018. CPE=4.5 (LB 1140.5 L3 T657 2018 ECI)

**Assessment of young children: A collaborative approach.** Lisa B. Fiore, 2021. CPE=4.5 (LB 3051 F518 2021 ECI)

**Early childhood intervention: Working with families of young children with special needs.** 2019. CPE=6 (LC 4019.3 E12 2018 ECI)

**Early social-emotional development: Your guide to promoting children's positive behavior.** Nicole M. Edwards, 2018. CPE=5 (WS 350 E26 2018 ECI)

**How to develop partnerships with parents: A practical guide for the early years.** Teresa Wilson, 2019. CPE=5 (LB 1775.6 W746 2019 ECI)

**Instruction: Effective strategies to support engagement, learning and outcomes.** 2018. CPE=3.5 (LC 4019.3 I59 2018 ECI)

**Occupational therapy activities for kids: 100 fun games and exercises to build skills.** Heather Ajzenman, 2020. CPE=2 (WS 368 A312 2020 ECI)

**Planning in the moment with young children: A practical guide for early years practitioners and parents.** Anna Ephgrave, 2018. CPE=4 (LB 1139 E63 2018 ECI)

**Promoting positive behavioral outcomes for infants and toddlers: An evidence-based guide to early intervention.** Heather Agazzi, 2020. CPE=3.75. (WS 350 A264 2020 ECI)

**Softening: Loving a child with special needs.** DVD or [Streaming](#). 39 min. 2012. CPE=.75 (DD0818)

**Supporting children with social, emotional, and mental health needs in the early years: Practical solutions and strategies for every setting.** Sonia Mainstone-Cotton, 2021. CPE=4.75 (LB 1139 M225 2021 ECI)

**Working well with babies: Comprehensive competencies for educators of infants and toddlers.** Clare D. Vallotton, 2021. CPE=5.75 (1139.23 V193 2021 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. Suspecting that your baby or toddler may have autism spectrum disorder or another developmental delay can be scary and overwhelming. But there is a lot you can do to help. With the right tools, everyday tasks can be terrific opportunities for building critical social and communication skills. In this easy-to-navigate guide, leading experts present more than 100 games and activities designed to support development in children from birth to age 3. Your child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs. As a parent, you are the most important person in your child's life. Now you can be the best teacher, too.

**Developing early verbal skills through music: Using rhythm, movement and song with children and young people with additional or complex needs.** Tracy Jeffery, 2023.

Drawing on current research about the connections between music and speech, this book explains how and why musical activities can be used to support the mechanisms and processes needed for speech. It contains guidance on the physiological, neurological, and learning differences children face when trying to make sense of speech, including hypermobility, autism spectrum conditions, Down syndrome, auditory processing differences and motor timing difficulties. It provides an in-depth evaluation into how you can enhance your practice. Discover evidence-based and easy-to-use activities such as how to use whistles for breathing, drums to support the ability to 'hear' or produce speech sounds, and how to use songs to support speech.

**Digital tools for learning, creating, and thinking: Developmentally appropriate strategies for early childhood educators.** Victoria B. Fantozzi, 2022.

This book helps you make thoughtful, informed decisions that will enhance what you are already doing to support children's learning. Readers will learn how to use technologies in ways that build on, not detract from, the learning children gain through play; introduce technologies using a gradual release of

responsibility model; foster children's storytelling, reflection, early coding skills, and more.

**Handbook of early childhood special education.** Brian Reichow, 2016. This handbook discusses early childhood special education, with particular focus on evidence-based practices. Coverage spans core intervention areas such as literacy, motor skills, and social development, as well as diverse contexts for services, including speech-language pathology, physical therapy, and pediatrics.

### **Selected Websites**

**Centers for Disease Control and Prevention (CDC) Early Care and Education Portal** provides resources for ECE providers, including free trainings, and works with partners to understand how to help ECE providers support children and families. Go to [Resources for Early Care and Education Providers](#) for more information.

**Early Childhood Texas**, a partnership of Texas state agencies, aims to provide families with young children easy access to Texas state agency programs, services, and resources. For more information, go to [Texas Child Development Resources](#).

**National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)** ensures early care and education programs have access to high quality TTA, information, and materials consistent with the requirements of the Head Start Act, Head Start Program Performance Standards, the Child Care and Development Block Grant Act of 2014, and other applicable regulations. It is part of the Office of Head Start Training and Technical Assistance (TTA) System.

**Texas Early Childhood Intervention Services** are provided through the **Texas Health and Human Services Commission**, which offers statewide resources and support for families of young children, birth to 36 months, with developmental delays, disabilities, or certain medical diagnoses. For more information, go to [ECI Resource Guide and Central Directory](#).

**Zero to Three**, a leader in the field of early childhood development, offer early childhood trainings and resources to address the most critical issues impacting babies and toddlers. Go to [Resources for Professionals: Skills Development Tools for Early Childhood Practitioner](#) for more information.

## **Useful Library Information**

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

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

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

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