

ECI Library Matters

Child Care, Inclusion, and Transition (updated)

This issue features updated library resources on child care, inclusion, and transition. 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.

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Selected Journal Abstracts

Definition, context, quality: Current issues in research examining high-quality inclusive education. Love, H. R., & Horn, E. (2021).

Topics in Early Childhood Special Education, 40(4), 204-216.

<https://doi.org/10.1177/0271121419846342>

The most recent efforts to promote inclusive education have acknowledged the various contexts in which it takes place, moving away from a placement-focused conceptualization of inclusion. Acknowledging that inclusive education may take place within multiple types of early childhood education programs necessitates the consideration of context as a potential factor influencing its high-quality implementation. Moreover, assessing and supporting quality within inclusive classrooms requires a consideration of both global quality and inclusion quality; yet these two facets of inclusive education quality have rarely been considered together. In accordance with recent advancements in the conceptualization and promotion of inclusive education, we discuss three ongoing challenges in inclusive education research: operationalizing inclusive education independent of physical placement, ensuring the adequate consideration of context, and appropriately measuring quality. We also provide recommendations for future research aiming to continue advancing the field's knowledge of high-quality inclusive education.

Fathers' help seeking behavior and attitudes during their transition to parenthood. Ghaleiha, A., Barber, C., Tamatea, A. J., & Bird, A. (2022).

Infant Mental Health Journal, 43(5), 756-768.

<https://doi.org/10.1002/imhj.22008>

New fathers face multiple changes as they take on this complex, demanding, and continually shifting role. The current study aimed to understand these experiences, especially the ways fathers seek help and information while facing stressful situations. Eleven fathers completed a semi-structured interview about their transition to fatherhood and whether and how they sought help and advice through that process. Results were analyzed using an inductive thematic analysis approach. Fathers viewed themselves as supportive figures and sources of financial and emotional stability for their families. Fathers experienced anxiety and uncertainty in their transition to parenthood, and utilized a variety of ways to cope with their stress; these were categorized into individual and interpersonal coping strategies. Most relied on their partner for emotional support, but some felt uncomfortable relying on her and using her for support while she was coping with pregnancy and new parenting. This study found that fathers tended to see themselves in a rather traditional role of provider and supporter of their

partners and children, and this created some stresses for work-life balance, and, for some, created a dilemma where they felt unable to seek emotional support from the person-their partner-on whom they would typically rely. These findings have important implications for fathers' wellbeing and providing support programs for new fathers.

Prevalence and characteristics of home-based child care providers serving children with provider-reported disabilities. Hooper, A., & Hallam, R. (2021). *Journal of Early Intervention*, 43(2), 135-154.

<https://doi.org/10.1177/1053815120939651>

<https://doi.org/10.1177/1053815120939651>

This study examines the prevalence of home-based child care providers who report serving at least one child whom they identify as having a disability. Although many families choose home-based child care, researchers know very little about how many home-based providers care for young children with disabilities. Through secondary analysis of the National Survey of Early Care and Education (NSECE) data about home-based child care providers, we examined the prevalence and predictors of serving children with provider-reported disabilities among listed and unlisted home-based providers. Descriptive analyses showed that 21.7% of listed providers, 20.5% of unlisted paid providers, and 10.1% of unlisted unpaid providers reported serving at least one child whom they identified as having a disability. These providers reported relatively low rates of connecting families to outside resources and utilizing outside resources to support them in their work with children. Providers who reported higher enrollment and who received child care subsidies were more likely to report serving a child with a disability.

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>

<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

Infant Mental Health Journal. Volume 43, Issue 5; September 2022.

Research Articles:

Maternal-fetal attachment, parenting stress during infancy, and child outcomes at age 3 years. p. 681-694. Hruschak, J. L., Palopoli, A. C., Thomason, M. E., & Trentacosta, C. J.

Childcare providers' views of challenging child behaviors, suspension, and expulsion: A qualitative analysis. p. 695-713. Mondy, C. F., Rihal, T. K., Magro, S. W., Kerber, S., & Carlson, E. A.

An explanatory model of parental sensitivity in the mother–father–infant triad. p. 714-729. Olhaberry, M. P., León, M. J., Coe, S., Barrientos, M., & Pérez, J. C.

The prenatal video-feedback intervention to promote positive parenting for expectant fathers (VIPP-PRE): Two case studies. p. 730-743. De Waal, N., Alyousefi-van Dijk, K., Buisman, R. S. M., Verhees, M. W. F. T., & Bakermans-Kranenburg, M. J.

Home visitor perspectives on implementing a precision approach to home visiting in communities serving Native American families. p. 744-755. Russette, H. C., Grubin, F., Ingalls, A., Martin, L., Leonard, A., Kushman, E., Cisler, A., Leffler, E., Herman, A., & Haroz, E. E.

Fathers' help seeking behavior and attitudes during their transition to parenthood. p. 756-768. Ghaleiha, A., Barber, C., Tamatea, A. J., & Bird, A.

Associations between mothers' emotion regulation and real-time experiences of negative emotion: The moderating role of caregiving context. p. 769-782. Park, Y. R., Kerr, M. L., Smiley, P. A., & Borelli, J. L.

Efficacy of a peer-based in-home education program in improving social-emotional outcomes of parents and children. p. 783-796. Koop, J., Holliday, D., Mathews, B. L., Namaste, J., Alt, R., & Biel, C. H.

Brief Report:

Enrollment and outcomes of home visiting for mothers with and without a history of out-of-home care. p. 797-807. Nause, K., Ammerman, R. T., Folger, A. T., Hall, E. S., Greiner, M. V., & Beal, S.

Review Article:

What factors influence dyadic synchrony? A systematic review of the literature on predictors of mother–infant dyadic processes of shared behavior and affect. p. 808-830. Golds, L., Gillespie-Smith, K., Nimbley, E., & MacBeth, A.

Journal of Early Intervention. Volume 44, Issue 3; September 2022.

Research Reports:

Impact of meeting early hearing detection and intervention benchmarks on spoken language. p. 235-251. Grey, B., Deutchki, E. K., Lund, E. A., & Werfel, K. L.

The individualization of the little talks intervention: Implications for modular treatment designs. p. 252-267. Carr, D. S., & Manz, P. H.

The effects of progressive time delay to teach social problem-solving to preschoolers. p. 268-288. Korba, J., Hemmeter, M. L., Golden, A. K., & Nuhring, K.

Brief Reports:

Cross-system communication in early childhood settings in the United States: An exploratory study using the National Survey Of Children’s Health. p. 289-298. Roy, S., Lindly, O. J., Berardinelli, M., & Martin, A. J.

Relationship between state-level developmental screening and IDEA Part C early intervention rates. p. 299. Traube, D. E., & Mamey, M. R.

Young Exceptional Children. Volume 25, Issue 3; September 2022.

EI/ECSE personnel practice-based preparation standards: What are they good for? p. 119-130. Horn, E. M., Purcell, M. L., Connor, S. M., Stayton, V. D., & DeJong, L.

Using the EI/ECSE personnel preparation standards to develop and revise EI/ECSE teacher preparation programs. p. 131-145. Love, H. R., Zhe (Gigi) An, Z., Trezek, B. J., & Dahl, H.

Using the EI/ECSE personnel preparation standards to inform in-service professional development in early intervention. p. 146-157. Tomchek, S. D., & Wheeler, S.

Using the EI/ECSE standards to inform families' expectations and advocacy efforts. p. 158. Guillen, C., Burke, M. M., Andrus, N., & Potter, K.

To receive full-text copies of journal articles listed in the Journal Table Of Contents, please email the library staff: avlibrary@dshs.texas.gov.

New Audiovisual

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

Social-emotional health is influenced by our physical and sensory system as well as our environment. Karen Hyche presents much-needed strategies for infants and young children who have sensory processing disorders, autism spectrum disorder, development delays, behavior issues or speech and language delays to improve social-emotional development. You will develop special techniques for infants and toddlers that have difficulty transitioning, poor sleep habits and poor eating habits.

New Books

America's child-care crisis: Rethinking an essential business.

Sarah Taylor Vanover, 2021. (HQ 778.63 V272 2021 ECI)

This book takes a hard look at the current state of the industry and explores how to save this critical service by: Identifying the systemic changes needed; altering public opinion of the field; securing state and federal dollars for the private sector; prioritizing the growth of family child-care homes; educating parents on quality care and helping them access it.

Extreme caregiving: The moral work of raising children with special needs. Lisa Freitag, 2018. (WS 107.5 F866 2018 ECI)

This book collects parent narratives, personal experience, and academic research to portray the lives of parent caregivers, looking at both the trials and the triumphs inherent in raising a child with special needs.

Selected Audiovisuals

Active learning for infants-toddlers. [Streaming](#). 37 min. 2012.

Baby steps for tiny teeth. [Streaming](#). 7 min. 2019.

Baby steps for tiny teeth. (Spanish). [Streaming](#). 8 min. 2019.

Being with infants. [Streaming](#). 108 min. 2018.

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

Daily schedules and caregiving routines. [Streaming](#). 92 min. 2016.

I want all the turns: Supporting children in resolving problems and conflicts. (English/Spanish). DVD. 90 min. 2013. (DD0655)

Infant toddler learning environment. [Streaming](#) or DVD. 43 min. 2017. (DD0825)

The power of physical play: Developmental and effective learning. DVD. 57 min. 2016. (DD0829)

Raising of America: Early childhood and the future of our nation. DVD. 200 min. 2015. (DD0725)

Reflective supervision II: Video training series. DVD. 124 min. 2016. (DD0820)

Routines-based interview. DVD. 120 min. 2012. (DD0560)

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

Supportive adult-child interactions. (English/Spanish). DVD. 53 min. 2011. (DD0494)

Understanding your newborn: The first six weeks and beyond. DVD. 40 min. 2016. (DV1269)

Selected Books

50 strategies for communicating and working with diverse families, 3rd ed. Janet Gonzalez-Mena, 2014. (LB 1139.3 G643 2014 ECI)

Applying implementation science in early childhood programs and systems. Tamara Halle, 2013. (LB 1139.35 C64 H35 2013 ECI)

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

Blended practices for teaching young children in inclusive settings, 2nd ed. Jennifer Grisham-Brown, 2017. (LC 4019.3 G869b 2017 ECI)

Blending practices for all children. 2014. (LC 4019.3 B647 2014 ECI)

Cara's kit for toddlers: Creating adaptations for routines and activities. Philippa H. Campbell, 2012. (LB 1139.35 A37 C367 2012 ECI)

Caring for our children: National health and safety, 4th ed. 2019. (LB 1139.23 C277 2019)

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

DEC recommended practices: Enhancing services for young children with disabilities and their families. 2015. (LC 4019.3 D291 2015 ECI)

Early childhood development: A multicultural perspective. Jeffrey W. Trawick-Smith, 2018. (LB 1139.3 T782 2018 ECI)

Early childhood staff orientation guide. Sharon Bergen, 2016. (LB 1139.2 B495 2016).

Early childhood staff orientation guide: Facilitator's edition. Sharon Bergen, 2016. (LB 1139.2 B495 2016)

The early intervention workbook: Essentials 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)

Encouraging physical activity in infants. Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI)

Environment: Promoting meaningful access, participation, and inclusion. 2016. (LC 4019.3 E61 2016 ECI)

The exceptional child: Inclusion in early childhood education, 8th ed. Eileen K. Allen, 2015. (LC 4019.3 A427 2015 ECI)

Focus on babies: How-tos and what-to-dos when caring for infants. Jennifer Karnopp, 2012. (LB 1139 K18b 2012 ECI)

Focus on toddlers: How-tos and what-to-dos when caring for toddlers and twos. Jennifer Karnopp, 2012. (LB 1139 K18 2012 ECI)

From biting to hugging: Understanding social development in infants and toddlers. Donna Sasse Wittmer, 2018. (LB 1139.23 W832 2018 ECI)
This title is also available as an eBook.

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

Infant and toddler development and responsive program planning: A relationship-based approach, 3rd ed. Donna Sasse Wittmer, 2014. (LC 4019.3 W832i 2014 ECI)

Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education, 11th ed. Janet Gonzalez-Mena, 2018. (LB 1139 G643 2018 ECI)

Instructional technology in early childhood: Teaching in the digital age. Howard P. Parette, 2013. (LB 1139.35 C64 P37 2013 ECI)

An introduction to young children with special needs: Birth through age eight, 4th ed. Richard M. Gargiulo, 2020. (LC 4019.3 G27 2020 ECI)

Leading and managing early childhood settings: Inspiring people, places and practices. Nadine L. McCrea, 2015. (LB 1775.6 M478 2015 ECI)

Leading anti-bias early childhood programs: A guide for change. Louise Derman-Sparks, 2015. (LB 1139.3 D435 2015 ECI)

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

Practical solutions to practically every problem: The survival guide for early childhood professionals. Steffen Saifer, 2017. (LB 1140.2 ST817 2017)

Reflecting in communities of practice: A workbook for early childhood educators. Deb Curtis, 2013. (LB 1139.4 C89 2013 ECI)

Social and emotional development in early intervention: A skills guide for working with children. Mona Delahooke, 2017. (WS 350 D333 2017 ECI) This title is also available as an eBook.

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

The toddler brain: Nurturing the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to 5. Laura A. Jana, 2017. (WS 103 J33 2017 ECI)

Twelve essential topics in early childhood: A year of professional development in staff meetings. Nancy P. Alexander, 2018. (LB 1775.6 AL374 2018)

Wiley handbook of early childhood development programs, practices, and policies. 2017. (LB 1139 W676 2017 ECI)

Selected eBooks

A-Z of inclusion in early childhood. Mary Dickens, 2014.

Key themes in inclusion are explored through an A-Z approach covering important concepts, theories, theorists, and figures.

Appropriate environments for children under three. Helen Bradford, 2012.

It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on research, this book explores the concept of an appropriate environment, both within and beyond the early years setting.

Assessment and documentation in early childhood education. Maarit Alasuutari, Ann-Marie Markstrom, and Ann-Christine Valberg-Roth, 2014.

This book considers the increasing trend towards systematic child documentation in early childhood settings. The authors examine child documentation from the perspective of professional practice and suggest that documentation and assessment practices can empower and strengthen teachers, children, and parents.

Building brains: 600 activity ideas for young children. Suzanne Gellens, 2013.

Six hundred brain-based activities inspired by brain research are suggested to enhance any early childhood curriculum.

Early childhood education: History, philosophy, and experience.

Cathy Nutbrown and Peter Clough, 2014.

This introduction to the history of early childhood education emphasizes the role of history and philosophy in early childhood practice today. The text features a series of imagined conversations with key figures and pioneers in early childhood education and caregiving.

Handbook of early childhood special education. Brian Reichow, 2016.

This handbook discusses early childhood special education with a 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.

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

This book explains theories of child development and pairs them with practical examples to show how such theories translate into good working practice. 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. It demonstrates how practitioners can develop appropriate planning and observation techniques for babies and toddlers.

Redesigning health care for children with disabilities: Strengthening inclusion, contribution, and health. Heidi M. Feldman, 2013.

One in five families has a child with special health care needs-but medical and human service professionals often don't get the training they need to provide long-term, integrated care for these children. Filling a critical gap in professional education, this textbook presents a comprehensive, interdisciplinary framework for delivering effective health care to children with disabilities and chronic illnesses. Going far beyond the traditional model of treating and reducing symptoms, the book gives professionals a big-picture blueprint for improving the lives of children with disabilities and helping them participate fully in family and community life.

Teaching young children with disabilities in natural environments, 2nd ed. Mary Jo Noonan, 2013. (LC 4019.3 N817t 2014)

This book focuses on children birth to 5. It 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.

Selected Websites

Child Care and Early Education Research Connections is an online library of policy-relevant research for child care and early education professionals. It promotes high quality research in child care and early education and the use of that research in policy making. For more information, go to researchconnections.org.

Child and Family Data Archive (CFData) is the place to discover, access, and analyze data on early care, education, and families. It hosts datasets about young children, their families and communities, and the programs that

serve them. For more information, go to childandfamilydataarchive.org/cfda/pages/cfda/index.html.

Early Childhood Education Training offers seven online modules for teachers in English and Spanish. Modules are Embedded Interventions, Transition, Communication for Collaboration, Family-Professional Partnerships, Assistive Technology, Dialogic Reading Practices, and Tiered Instruction. For more information, go to connectmodules.dec-spced.org/connect-modules/learners/.

Ensuring Quality Care for Children with Disabilities and Complex Health and Emotional Needs are the workshop proceedings that explore the needs and challenges faced by individuals and families affected by disabilities and complex conditions, as well as opportunities and innovative approaches for those conditions. For more information, go to nap.nationalacademies.org/catalog/23544/ensuring-quality-and-accessible-care-for-children-with-disabilities-and-complex-health-and-educational-needs.

The Office of Head Start (OHS) helps young children from low-income families prepare to succeed in school through local programs. Head Start and Early Head Start programs promote children's development through services that support early learning, health, and family well-being. For more information, go to eclkc.ohs.acf.hhs.gov/.

ZERO TO THREE has articles for parents about choosing child care, including tips and tools. For more information, go to zerotothree.org/early-learning/child-care/.

Useful Library Information

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