

# ECI Library Matters

## **Down Syndrome Resources (updated)**

This issue features updated library resources on Down Syndrome. 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).

## **In This Issue**

- **Selected Journal Abstracts**
- **Selected Journal Table of Contents**
  - **Infants and Young Children**  
Volume 35, Issue 3; July/September 2022
  - **Topics in Early Childhood Education**  
Volume 42, Issue 2; August 2022
- **New Audiovisual**
- **New Books**
- **Selected Audiovisuals**
- **Selected Books**
- **Selected Children's Books**
- **Selected eBooks**
- **Selected Websites**
- **Useful Library Information**

## Selected Journal Abstracts

**The Family-Centred Practices Scale: Psychometric properties of the Spanish version for use with families with children with Down syndrome receiving early childhood intervention.** Robles-Bello, M. A., & Sánchez-Teruel, D. (2022). *Child: Care, health and development*, 48(4), 634-642. <https://doi.org/10.1111/cch.12970>

**Background:** The Family-Centred Practices Scale (FCPS) assesses the degree to which staff in early childhood intervention and development centres use this therapeutic approach. However, there is no adaptation of this scale to families of children with Down syndrome, which is one of the most prevalent intellectual disabilities in early intervention.

**Objectives:** To validate and analyse the psychometric properties of the FCPS in Spanish parents with children with Down syndrome receiving early childhood intervention.

**Methods:** Descriptive analyses, exploratory factor analysis (  $n = 131$ ), confirmatory factor analysis (  $n = 126$ ) and scale reliability analyses were performed. In addition, the invariance of the scale by parents' age and gender was assessed, and a longitudinal analysis of the scores was performed.

**Results:** A new scale was obtained with a two-factor structure, similar to the original version, but with fewer items. Goodness-of-fit indices were excellent (root mean square error of approximation [RMSEA] [95% confidence interval {CI}] = 0.02 [0.01; 0.04]; comparative fit index [CFI] = 0.98; Tucker–Lewis index [TLI] = 0.97; root mean residual [RMR] = 0.02; goodness-of-fit index [GFI] = 0.91; adjusted GFI [AGFI] = 0.90). However, the measure was not gender invariant. Additionally, internal consistency of the two dimensions showed high values in this sample, and comparing the means between the two measurement time points (initial and at about 6 months) showed no differences; the test was powerful but had a very small effect size.

**Conclusions:** The psychometric properties of this FCPS are adequate, and it uses fewer items, which makes it faster to apply and gives it better clinical applicability. This new version of the scale is a valid, reliable tool for evaluating family-centred practices in Spanish families with children with Down syndrome.

**Maternal use of decontextualized and contextualized talk: An in-depth investigation of early parent-child interactions in down syndrome.** Hilvert, E., Lorang, E., & Sterling, A. (2021). *American journal of speech-language pathology, 30*(4), 1767-1780.

[https://doi.org/10.1044/2021\\_AJSLP-20-00190](https://doi.org/10.1044/2021_AJSLP-20-00190)

**Purpose** The goal of this study was to characterize and quantify maternal use of decontextualized and contextualized input during mother-child interactions including young children with Down syndrome (DS). **Method** Participants included 22 mother-child dyads with DS (M age = 42.8 months) and 22 mother-child dyads with typical development (M age = 44.0 months). Parent-child language samples were collected during free-play, book reading, and snack time, and coded for maternal decontextualized (i.e., pretend, explanatory, and narrative talk) and contextualized input (i.e., descriptions, conversation, praise, questions, and directives). **Results** Mothers of children with DS used a larger proportion of pretend talk compared to other types of decontextualized input and also used a larger proportion of questions, conversation, and descriptions compared to other types of contextualized language. Mothers of children with DS generally used a smaller proportion of decontextualized input compared to mothers of children with typical development, with the exception of pretend talk. Maternal decontextualized input was not related to children's age or language ability in DS. **Conclusions** Findings shed new light on the early language environments of children with DS, providing important insight into the ways that mothers of children with DS are incorporating decontextualized and contextualized talk into early mother-child conversations. Additional implications and future directions are discussed.

**Swallowing related problems of toddlers with Down syndrome.**

Serel Arslan, S. (2022). *Journal of Developmental and Physical Disabilities, 1-11*. <https://doi.org/10.1007/s10882-022-09875-4>

The study was aimed to define swallowing related problems of toddlers with Down syndrome (DS) by comparing toddlers with typically developing children (TDC). A total of 127 children (96 DS, 31 TDC), and their mothers included in the study. The presence of chewing disorders, food selectivity, drooling, coughing during swallowing was scored as 'absent' or 'present'. The Pediatric version of the Eating Assessment Tool-10 (PEDI EAT-10) was used to determine dysphagia symptom severity, and the Turkish version of the Feeding/Swallowing Impact Survey (T-FS-IS) was used to measure the

impact of swallowing disorders on caregivers. Mothers of DS reported higher rates of chewing disorders ( $n = 39, 40.6\%$ ), drooling ( $n = 30, 31.3\%$ ) and coughing during swallowing ( $n = 50, 41.7\%$ ) than mothers of TDC ( $p < 0.01$ ). The mean PEDI-EAT-10 score of children with DS was higher than TDC ( $p = 0.006$ ). There were significant differences between groups in terms of T-FS-IS. Moderate to strong correlations were detected between PEDI-EAT-10 and total and subscale scores from T-FS-IS ( $p < 0.001$ ). This prospective study defines swallowing related problems of toddlers with DS. The study results highlight the importance of early investigation of (i) swallowing concerns in children with DS, and (ii) caregivers' quality of life to define swallowing problems and plan an appropriate swallowing related management program.

Views of parents of children with Down syndrome on early intervention services in Turkey: Problems, expectations, and suggestions. Tomris, G., Celik, S., Diken, I. H., & Akemoğlu, Y. (2022). *Infants & Young Children*, 35(2), 120-132.

<https://doi.org/10.1097/IYC.0000000000000212> Perceptions of parents of young children receiving early intervention are important to understand. Parents have valuable opinions on the delivery of early interventions services and can provide critical feedback that can help professionals revise their existing early intervention delivery modalities. In the current study, we examined the perceptions of parents of young children with Down syndrome on early intervention services in Turkey. Specifically, we aimed to understand the parents' views on medical and educational evaluation and diagnosis processes. The study was conducted using a cross-sectional research design, which is one of the survey design methods. Data were collected from a total of 893 parents via an online survey. The results demonstrated that children with Down syndrome were diagnosed within an average of 2.3 months from birth, but the average age for starting education was 10.5 months. The majority of the parents evaluated the process until their children were diagnosed and accessed education services as a rather slow process that proceeded with their own means and efforts. Furthermore, the parents reported that during the diagnosis processes the type of materials, equipment, toys, and settings used were not relevant and time provided was insufficient. Moreover, the majority of the parents reported that the education services presented to them and their children were not sufficient and early intervention services were not provided within a system.

As a result, although the legal regulations in Turkey are parallel to those in developed countries and studies in the field have been increasingly gaining momentum, issues such as the absence of an early intervention system model, insufficient cooperation between experts and institutions, and the shortage of expert staff in the field are still present and awaiting a solution.

To receive full-text copies of the journal articles in this newsletter, please email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

### Selected Journal Table of Contents

**Infants and Young Children.** Volume 35, Issue 3; July/September 2022.

From the Editor p. 163-164.

Including peers in intervention for young children with disabilities: A systematic review of single case design studies. p. 165-188. Hanline, M. F., Eldridge, J. N., & Robbins, A.

Latinx mothers' experiences with linkage to early intervention. p. 189-204. Quebles, I., Perrigo, J. L., Bravo, R., Gera, M. P., Poulsen, M. K., Wheeler, B. Y., & Williams, M. E.

Developing parents plus: A parent-implemented intervention for young children with developmental language disorders. p. 205-221. Sawyer, B. E., Hammer, C. S. Santoro, J. K., Smith, J. C., & Feil, E. G.

Comparison of participants' behaviors during telepractice and in-person family-centered early intervention: An exploratory study. p. 222-247. McCarthy, M., Leigh, G., & Arthur-Kelly, M.

Early childhood providers' perceptions of effective professional development components: A qualitative study. p. 248-263. Pfeiffer, D., Feuerstein, J., Herman, D., & Landa, R.

**Topics in Early Childhood Education.** Volume 42, Issue 2; August 2022.

Future Topics. p. 123.

Iterative design and pilot implementation of a tiered coaching model to support socio-emotional teaching practices. p. 124-136. Artman-Meeker, K., Fetting, A., Cunningham, J. E., Chang, H. C., Choi, G., & Harbin, S.

State early learning and development standards: A unified curriculum framework for all young children. p. 137-149. Bruder, M. B., & Ferreira, K. E.

Scale evaluation and eligibility determination of a field-test version of the assessment, evaluation, and programming system—third edition. p. 150-161. Toland, M. D., Grisham, J., Waddell, M., Crawford, R., & Dueber, D. M.

A qualitative examination of family and educator perspectives on early childhood behavior supports. p. 162-174. Kelly, E. M., Harbin, S. G., Spaulding, S. A., Roberts, C. A., & Artman-Meeker, K.

Parent-implemented oral vocabulary intervention for children with Down syndrome. p. 175-188. LeJeune, L. M., Lemons, C. J., Hokstad, S., Aldama, R. & Næss, K. A. B.

On the meanings of functional play: A review and clarification of definitions. p. 189-201. Sidhu, J., Barlas, N., & Lifter, K.

Systematic review of interventions designed to teach imitation to young children with disabilities. p. 202-214. Ledford, J. R., & Windsor, S. A.

Conference Calendar. p. 215.

Author Guidelines. p. 216.

## New Audiovisual

**Understanding fatherhood.** DVD. 40 min. 2019. (DD0834)

A dad's guide to pregnancy, birth and babies. This video provides an easy and effective way to teach dads about the important role they play in pregnancy, birth and beyond.

## New Books

**Caring for your baby and young child: Birth to age 5,** 7<sup>th</sup> ed. Tanya Altmann, 2019. (WS 105.5 C3 S545 2019 ECI)

This resource, which contains the medical and parenting information parents and caregivers need to know to answer their questions, covers everything from preparing for childbirth to toilet training and from breastfeeding to nurturing your child's self-esteem.

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

Parenting a child with special needs does not work with a one-size-fits-all plan—it requires a strategy toolbox. This book is a thoughtful and compassionate guide that helps you understand the learning and thinking differences of exceptional children and discover tools to help you support your child's growth without limiting their potential.

## Selected Audiovisuals

**Daily schedules and caregiving.** Streaming. 92 min. 2016.

**Down syndrome: The first 18 months,** 2<sup>nd</sup> ed. DVD. 108 min. 2010. (DD0561)

**Down syndrome - second opinion.** DVD or Streaming. 26 min. 2016. (DD0832)

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

**Infant toddler learning environment.** DVD or Streaming. 43 min. 2017. (DD0825)

### Selected Books

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

**Bringing your baby with Down syndrome home: A guide to the first month.** Jeannie Visootsak, 2014. (WS 107 V832 2014 ECI)

**Caring for our children: National health and safety performance standard guidelines for early care and education programs,** 4<sup>th</sup> ed. 2019. (LB 1139.23 C277 2019)

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

**Early communication skills for children with Down syndrome: A guide for parents and professionals,** 3<sup>rd</sup> ed. Libby Kumin, 2012. (WS 107.1 K96 2012 ECI)

**Effective early intervention: The developmental systems approach to early intervention.** Michael J. Guralnick, 2019. (LC 4019.3 G978e 2019 ECI)

**Finding your way with your baby: The emotional life of parents and babies.** Dilys Daws, 2015. (WS 105.5 E5 D272 2015 ECI)

**Fine motor skills in children with Down syndrome: A guide for parents and professionals,** 3<sup>rd</sup> ed. Maryanne Bruni, 2016. (WS 107 B896f 2015 ECI)

**Gross motor skills for children with Down syndrome: A guide for parents and professionals,** 2<sup>nd</sup> ed. Patricia C. Winders, 2014. (WS 107 W763 2014 ECI)

**Neurocognitive rehabilitation of Down syndrome: The early years.** 2011. (WS 107.5 R3 2011)

**Not always happy: An unusual parenting journey.** Kari Wagner-Peck, 2017. (WS 107.1 W133 2017 ECI)

**Off to a good start: A behaviorally based model for teaching children with Down syndrome. Book 1, Foundations for learning.** Emily A. Jones, 2019. (WS 107.1 J76 2019 ECI)

**Off to a good start: A behaviorally based model for teaching children with Down syndrome, Book 2, Teaching programs.** Kathleen M. Feeley. 2019. (WS 107.1 F295 2019 ECI)

**The parent's guide to Down syndrome.** Jen Jacob, 2016. (WS 107 J15p 2016 ECI)

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

**Prevent-Teach-Reinforce for families: A model of individualized positive behavior support for home and community.** Glen Dunlap, 2017. (LB 1139 P944 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)

**When Down syndrome and autism intersect: A guide to DS-ASD for parents and professionals.** Margaret Froehlke and Robin Zaborek, 2013. (WS 107 W556 2013 ECI)

## Selected Children's Books

**47 strings: Tessa's special code.** Becky Carey, 2012.

(WS 107 C273 2012 ECI)

**Animal fun for everyone.** Marjorie W. Pitzer, 2013.

(WS 107 P681a 2013 ECI)

**I like berries, do you?** Marjorie W. Pitzer, 2013.

(WS 107 P681i 2013 ECI)

## Selected eBooks

**Children with disabilities**, 7<sup>th</sup> ed. Gaetano R. Lotrecchiano, Nancy J.

Roizen, and Mark L. Batshaw, 2013.

This seventh edition of a trusted resource for professionals, families, and students presents extensive coverage of crucial developmental, clinical, educational, family, and intervention issues related to all aspects of children with disabilities. It includes a chapter on children with Down syndrome.

**Genetic disorder sourcebook.** Sandra J. Judd, 2013.

This book provides basic consumer health information about heritable disorders, including disorders resulting from abnormalities in specific genes, such as hemophilia, sickle cell disease, and cystic fibrosis, and chromosomal disorders, such as Down syndrome or fragile X syndrome.

**Life with a superhero: Raising Michael who has Down syndrome.**

Kathryn U. Hulings, 2013.

Over twenty years ago, Kathryn Hulings adopted an infant with Down syndrome. She recounts the challenges and joys of parenting her son Michael.

## Selected Websites

Local Down Syndrome Associations: Texas has sixteen local Down syndrome associations. Please visit individual association websites for more information.

- BUDS - Better Understanding of Down Syndrome: [budslubbock.org](http://budslubbock.org)
- Down By the Border: [downbytheborder.org](http://downbytheborder.org)
- Down Syndrome Association of Brazos Valley: [dsabv.org](http://dsabv.org)
- Down Syndrome Association of Central Texas: [dsact.org](http://dsact.org)
- Down Syndrome Association of El Paso: [dsaep.org](http://dsaep.org)
- Down Syndrome Association of Houston: [dsah.org](http://dsah.org)
- Down Syndrome Association of South Texas: [dsastx.org](http://dsastx.org)
- Down Syndrome Guild of Dallas: [downsyndromedallas.org](http://downsyndromedallas.org)
- Down Syndrome Partnership of North Texas: [dspnt.org](http://dspnt.org)
- East Texas Down Syndrome Group: [etdsg.org](http://etdsg.org)
- Galveston-Houston Families Exploring Down Syndrome: [ghfeds.org](http://ghfeds.org)
- Heart of Texas Down Syndrome Network: [hotdsn.org](http://hotdsn.org)
- Panhandle Down Syndrome [pdsg.org](http://pdsg.org)
- Red River Valley Down Syndrome Society: [parisreach.org](http://parisreach.org)
- Rio Grande Valley Down Syndrome Association: [rgvdsa.org](http://rgvdsa.org)

**MedlinePlus**, an online medical resource provided by the National Library of Medicine, offers resources about Down syndrome. For more information, go to [medlineplus.gov/downsyndrome.html](http://medlineplus.gov/downsyndrome.html).

**National Down Syndrome Society** mission is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome. This website is immense and attempts to be the comprehensive information source on Down syndrome. For more information, go to [ndss.org](http://ndss.org).

**National Institutes of Health** provides DS-Connect®, a powerful resource where people with Down syndrome and their families can connect with researchers and health care providers, express interest in participating in certain clinical studies on Down syndrome, including studies of new medications and other treatments, and take confidential health-related

surveys aimed at better understanding of the health of people with Down Syndrome across their lifespans. For more information, go to [dsconnect.nih.gov/](http://dsconnect.nih.gov/).

**National Human Genome Research Institute** provides an online resource on Down syndrome. For more information, go to [genome.gov/Genetic-Disorders/Down-Syndrome](http://genome.gov/Genetic-Disorders/Down-Syndrome).

**Texas Department of State Health Services Down Syndrome** provides online resources for new and expecting parents. For more information, go to [dshs.texas.gov/birthdefects/downsyndrome/](http://dshs.texas.gov/birthdefects/downsyndrome/).

### Useful Library Information

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

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

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

**E-mail:** [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov)

**Phone:** 512-776-7260

**Toll-free:** 1-888-963-7111 ext. 7260

**Fax:** 512-776-7474

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

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

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