



ECI Library Matters

Child and Brain Development (updated)

This issue features updated library resources on Child and Brain Development. 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.

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.

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Selected Journal Abstracts

A framework for the design of inclusive community-based early childhood intervention programs. Guralnick, M.J. (2023). *Infants & Young Children*, 36(4), 270-284. doi.org/10.1097/IYC.0000000000000251

In this article, a framework for the creation of a fully inclusive and comprehensive early childhood intervention system is described. Although aspirational at this time, the potential for developmental science, intervention science, and implementation science to be integrated to maximize the effectiveness of early intervention systems is presented in the context of the Developmental Systems Approach. This framework guides a practice model emphasizing a family-centered problem-solving process that focuses on supporting well-characterized family patterns of interaction that contribute to children's development. Discussed as well is the ability of such an integrated system to be compatible with and incorporate principles and practices from a human rights perspective; all designed to support family and child goals. The transformational potential of this framework for organizing inclusive community-based early childhood programs is considered.

Supporting STEM learning within routines for infants and toddlers with developmental delays. Yang, H., Campbell, P.H., & Lim, C. (2023). *Young Exceptional Children*, 26(4), 220-232. doi.org/10.1177/10962506221145674

STEM is not just about learning four discrete subject-specific content areas (McClure et al., 2017), but also an approach of higher order thinking (i.e., the ability to think critically, logically, and creatively, and solve problems; Baharin et al., 2018). In this article, the authors use STEM learning to describe children's learning about STEM, which they define as a combination of STEM content knowledge and STEM thinking (i.e., the use of higher order thinking skills related to STEM; Lapek, 2018). The authors also define a STEM learning opportunity as a situation where children have opportunities to learn about STEM content knowledge and thinking. These situations may be naturally occurring and/or with guidance from an adult. This article describes what STEM learning looks like for infants and toddlers. It includes examples of STEM learning opportunities for infants and toddlers within daily routines and activities. The authors also share a coaching framework to help early intervention providers support families to embed STEM learning opportunities at home.

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Infant Mental Health Journal. Volume 45, Issue 3; May 2024

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Child-focused infant and early childhood mental health consultation: Shifting adult attributions to reduce the risk for preschool expulsion. p. 249-262. Newland, R., Silver, R.S., Herman, R., Hartz, K., Coyne, A., & Seifer, R.

Infant carrying: Associations with parental reflective functioning, parental bonding, and parental responses to infant crying. p. 263-275. Firk, C. & Großheinrich, N.

Prepartum and postpartum mothers' and fathers' feelings of frustration in response to infant crying. p. 276-285. Drabkin, M., Fairbrother, N., Crighton, B., Miller, E., Brant, R., Riar, S., Albert, A., & Barr, R.G.

Two babies, two bonds: Frequency and correlates of differential maternal-infant bonding in mothers of twins. p. 286-300. Wenze, S.J., Mikula, C.M., & Battle, C.L.

Offline and online parental mentalizing in mothers with symptoms of postpartum depression: Examining the association between self-reported parental reflective functioning and interactional mind-mindedness. p. 301-317. Wendelboe, K.I., Stuart, A.C., Smith-Nielsen, J., Linkhorst, T.B., & Væver, M.S.

Development of a tool for infant facial emotion recognition (InFER) for postpartum mothers with mental illnesses. p. 318-327. Pantoji, M.V., Ganjekar, S., Mehta, U.M., Chandra, P.S., & Thippeswamy, H.

Social support buffers the impact of pregnancy stress on perceptions of parent-infant closeness during the COVID-19 pandemic. p. 328-340. Becker, E., Atkinson, L., Gonzalez, A., & Khoury, J.

Associations between maternal smartphone use and mother-infant responsiveness: A cluster analysis of potential risk and protective factors. p. 341-353. Golds, L., Gillespie-Smith, K., & MacBeth, A.

Journal of Early Intervention. Volume 46, Issue 2; June 2024

Special Issue: Naturalistic Developmental Behavioral Interventions

Introduction to the special issue on Naturalistic Developmental Behavioral Interventions. p. 135-137. Ingersoll, B. & Stahmer, A.

Interdisciplinary competencies for implementing NDBIs with young children with autism and other social communication challenges. p. 138-154. Ingersoll, B., Douglas, S.N., Brodhead, M.T., Barber, A., & Kaczmarek, L.A.

Mapping the active ingredients and mechanisms of change of a Naturalistic Developmental Behavioral Intervention Using mixed methods. p. 155-173. Frost, K.M. & Ingersoll, B.

Parent fidelity mediates the effect of Project ImPACT on vocal complexity. p. 174-193. Edmunds, S.R., Hantman, R.M., Yoder, P.J., & Stone, W.L.

Pilot randomized trial of a caregiver-mediated Naturalistic Developmental Behavioral Intervention in Part C early intervention. p. 194-216. Pellecchia, M., Ingersoll, B., Marcus, S.C., Rump, K., Xie, M., Newman, J., Zeigler, L., Crabbe, S., Straiton, D., Chávez, E.C. & Mandell, D.S.

Preliminary outcomes and adaptation of an NDBI for Spanish-speaking families. p. 217-238. Pickard, K., Guerra, K., Hendrix, N., Khowaja, M., & Nicholson, C.

Pilot feasibility of a community inclusion preschool program for children with autism. p. 239-254. Jobin, A., Stahmer, A.C., Camacho, N., May, G.C., Gist, K., & Brookman-Frazee, L.

Feasible adaptation of ESDM for statewide implementation: A look at potential effects, implementation conditions, and cost. p. 255-275. Rooks-Ellis, D.L., Scheibel, G., Mason, C., & Tu, S.

Professional development increases child care providers' NDBI implementation and children's language outcomes. p. 276-298. Landa, R.J., Pfeiffer, D., Hologue, C., & Baker, E.

Implementation of Naturalistic Developmental Behavioral Intervention strategies: An examination of preschool teachers' perceptions. p. 299. D'Agostino, S.R., Pinkelman, S.E., & Maye, M.

Young Exceptional Children. Volume 27, Issue 2; June 2024

Teaming to design tangible symbol communication systems for children with multiple disabilities. p. 63-77. Ivy, S., Hanline, M.F., & Robbins, A.

Libraries: Spaces for belonging, support, and partnerships. p. 78-88. Stormont, M., Cahill, M., Long, B.S., Adkins, D., Long, A.K., Daskalakes, D.T.M., Gooden, C., & Russell, C.

The Familismo Coaching Model: A values-based coaching framework for Latino caregivers. p. 89-98. Luna, A. & Schwartz, I.

DEC at the intersection: Cultivating opportunities for authentic parent/caregiver participation. p. 99. Talley, M.A.

New Audiovisuals

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

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

Parenting BASICS: Emotional health and positive discipline: 2-year-olds. [Streaming](#) or DVD. 11 min. 2016. (DD0844)

This film discusses emotional health and discipline topics for two-year-olds including: common behavior challenges, tantrums and staying calm.

Parenting BASICS: Play and milestones: 2-year-olds. [Streaming](#) or DVD. 12 min. 2016. (DD0848)

This film highlights play and milestones topics for two-year-olds including: kicking, throwing, running, puzzles, creativity and sentences.

New eBooks

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

Using contemporary brain research, vignettes, and discussion questions, this book provides readers with tools and strategies to reduce the increasing expulsion rates in early childhood, understand how stress effects children's self-regulation, and help even the most at-risk children thrive.

Your baby's first year. Tanya Almann, 2020.

This book, now revised and updated, offers guidance on all aspects of newborn and infant care. It includes guidelines for prenatal and newborn care, encompassing screening tests during pregnancy. The book outlines milestones for physical, emotional, social, and cognitive growth, alongside visual, hearing, language, and movement milestones. It presents research on early brain development and insights into how babies and young children think. Additionally, it serves as a complete health encyclopedia addressing injuries, illnesses, and congenital diseases, and features an in-depth discussion on breastfeeding, including its benefits, techniques, and challenges.

Selected Audiovisuals

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

Life with baby: Parenting from birth to 12 months. DVD. 24 min. 2019. (DD0824)

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

Parenting: Emotional health and positive discipline: Birth-6, 7-12 months. [Streaming](#) or DVD. 9-10 min. 2016. (DD0736; DD0737; DD0766; DD0767) (ENG/Spanish)

Parenting: Play and milestones: Birth-6, 7-12 months. DVD. 10-11 min. 2016. (DD0740; DD0741)

Resilience: The biology of stress and the science of hope.

(English/Spanish) DVD. 60 min. 2016. (DV1395)

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

DVD. 171 min. 2017. (DD0842)

Selected Books

ASQ:SE-2 learning activities & more. Elizabeth Twombly, 2018.

Caring for our children: National health and safety performance standards guidelines for early care and education programs, 4th ed.

2019. (LB 1139.23 C277 2019) This title is also available as an eBook.

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

Child development: Concepts & theories. Jean Mercer, 2018.

(WS 103 M554 2018 ECI)

Emotional life of the toddler. Alicia F. Lieberman, 2018.

(WS 105.5 E5 L716 2018 ECI)

Handbook of infant mental health, 4th ed. 2019.

(WS 350 Z41h 2019 ECI)

Integrating technology into modern therapies: A clinician's guide to developments and interventions. Jessica Stone, 2019.

(WS 83 I63 2019 ECI) This title is also available as an eBook.

Mental health in the early years: Challenges and pathways to resilience. Gail L. Ensher, 2020. (WS 350 E59 2020 ECI)

The natural laws of children: Why children thrive when we understand how their brains are wired. Celine Alvarez, 2019.

(WS 103 A473 ECI 2019)

Nurturing personal, social, and emotional development in early childhood: A practical guide to understanding brain development and young children's behaviour. Debbie Garvery, 2018.
(WS 105.5 E5 G244 2018 ECI)

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

Retro toddler: More than 100 old-school activities to boost development. Anne H. Zachry, 2018. (LB 1139 Z16 2018 ECI)
This title is also available as an eBook.

Working well with babies: Comprehensive competencies for educators of infants and toddlers. Clare D. Vallotton, 2021.
(LB 1139.23 V193 2021 ECI)

Selected eBooks

Baby and toddler basics: Expert answers to parents' top 150 questions. Tanya Remer Altmann, 2023.

This easy-to-use guide offers parents the advice they need for pressing baby and toddler health and development concerns - fast! Topics covered include breastfeeding, baby care, developmental stages, first aid and injuries, sleep, vaccines, and more. This new edition is fully revised and updated and includes COVID-19 information, new fever guidelines, and reflects all current American Academy of Pediatrics policy.

Caring for our children: National health and safety performance standards guidelines for early care and education programs, 4th ed. 2019.

The fourth edition contains guidelines on the development and evaluation of the health and safety of children in early care and education settings. This guide features 10 chapters of more than 650 standards and dozens of appendixes with valuable supplemental information, forms, and tools.

Retro baby: Timeless activities to boost development - without all the gear! 2nd ed. Anne H. Zachry, 2022.

In *Retro Baby*, pediatric occupational therapist and child development specialist Anne H. Zachry, PhD, OTR/L, shows you how bouncers, swings, and other baby holders, as well as electronic toys and screen time, can hinder your baby's development and delay milestones. It will help you cultivate a back-to-basics parenting approach, featuring ideas for hands-on activities, instructions for homemade toys, and plenty of encouragement for one-on-one playtime with your baby. You'll save money, reduce household clutter, and, most importantly, boost development and bonding with your little one!

Retro toddler: More than 100 old-school activities to boost development. Anne H. Zachry, 2018.

Research shows that the best way for toddlers to learn is through daily, active play and *Retro Toddler* includes more than 100 fun, age-appropriate, "old-school" toddler activities that promote the development of language, motor and social skills. The book includes detailed instructions for developmentally stimulating, screen-free toys that parents and toddlers can make together out of everyday household items.

Quirky kids: Understanding and supporting your child with developmental differences, 2nd ed. Perri Klass, 2021.

This classic has been fully revised and updated to reflect the recent significant changes in the recognition and care of children whose development doesn't go as expected. It includes new information about therapeutic interventions, managing co-morbidities, and getting support for children with developmental differences at school. Additional information covers community resources, initiatives at hospitals, clinics, and even theme parks, that make life easier for children with developmental differences and their families. The authors also offer a stronger focus on self-care for parents in this new edition, with the pediatrician's perspective of supporting families as they go through the diagnostic process over time.

Selected Websites

[The American Academy of Pediatrics \(AAP\)](#) has created an AAP Parenting Website for parents with trusted advice on how to care for infants and children. For more information, go to [healthychildren.org](https://www.healthychildren.org).

Birth to 5: Watch Me Thrive! is a coordinated federal effort to encourage healthy child development and universal developmental and behavioral screening. For more information, go to acf.hhs.gov/occ/training-technical-assistance/birth-5-watch-me-thrive.

The National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention “Learn the Signs. Act Early.” Milestones matter! The NCBDDD’s “Learn the Signs. Act Early.” program encourages parents and providers to learn the signs of healthy development, monitor every child’s early development, and act when there is a concern. The program offers free checklists and other tools to make developmental monitoring practical and easy. For more information, go to cdc.gov/ncbddd/actearly/.

Supporting Child’s Development is a guide offered by ChildCare.gov that provides information for parents with links to resources for the care of the whole child. Access the guide at childcare.gov/consumer-education/supporting-childrens-development.

The Federal Interagency Forum on Child and Family Statistics publishes reports, such as America’s Children in Brief: Key National Indicators of Well-Being, 2023. For more information, go to childstats.gov/.

The [Hanan Centre](https://www.hanencentre.org/) is a nonprofit organization that provides free helpful information for parents, ECI professionals and staff in language acquisition.

MedlinePlus Child Development, provided by the [National Library of Medicine](https://www.nlm.nih.gov/), lists links to extensive full-text information from the [National Institutes of Health](https://www.nih.gov/) and other trusted sources. Visit medlineplus.gov/childdevelopment.html for additional information.

[Infant and Newborn Development: MedlinePlus and Toddler Development: MedlinePlus](https://medlineplus.gov/infantandnewborndevelopment.html) provide information on the development of young children. Go to medlineplus.gov/infantandnewborndevelopment.html for more information.

Texas Health and Human Services Early Childhood Intervention is a statewide program for families with children, from birth up to age 3, with developmental delays, disabilities, or certain medical diagnoses that may

affect development. Go to www.hhs.texas.gov/providers/assistive-services-providers/early-childhood-intervention-programs to learn more.

Texas Parent to Parent provides support and information for families of children with disabilities, chronic illness, and other special needs. For more information, go to txp2p.org/.

Useful Library Information

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