

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.

In This Issue

- [Selected Journal Abstracts](#)
- [Selected Journal Table of Contents](#)
 - [Infants Mental Health Journal](#)
Volume 43, Issue 4; July 2022
 - [Zero to Three Journal](#)
Volume 42, Issue 4; September 2022
- [New Audiovisuals](#)
- [New Books](#)
- [Selected Audiovisuals](#)
- [Selected Books](#)
- [Selected eBooks](#)
- [Selected Websites](#)
- [Useful Library Information](#)

Selected Journal Abstracts

From zero to thrive: A model of cross-system and cross-sector relational health to promote early childhood development across the child-serving ecosystem. Miller, A. L., Stein, S. F., Sokol, R., Varisco, R., Trout, P., Julian, M. M., Ribaldo, J., Kay, J., Pilkauskas, N. V., Gardner-Neblett, N., Herrenkohl, T. I., Zivin, K., Muzik, M., & Rosenblum, K. L. (2022). *Infant Mental Health Journal*, 43(4), 624-637.
<https://doi.org/10.1002/imhj.21996>

Early relational health between caregivers and children is foundational for child health and well-being. Children and caregivers are also embedded within multiple systems and sectors, or a "child-serving ecosystem", that shapes child development. Although the COVID-19 pandemic has made this embeddedness abundantly clear, systems remain siloed and lack coordination. Fostering relational health amongst layers of this ecosystem may be a way to systematically support young children and families who are facing adversity. We integrate theory, examples, and empirical findings to develop a conceptual model informed by infant mental health and public health frameworks that illustrates how relational health across the child-serving ecosystem may promote child health and well-being at a population level. Our model articulates what relational health looks like across levels of this ecosystem from primary caregiver-child relationships to secondary relationships between caregivers and child-serving systems, to tertiary relationships among systems that shape child outcomes directly and indirectly. We posit that positive relational health across levels is critical for promoting child health and well-being broadly. We provide examples of evidence-based approaches that address primary, secondary, and tertiary relational health, and suggest ways to promote relational health through cross-sector training and psychoeducation in the science of early development. This model conceptualizes relational health across the child-serving ecosystem and can serve as a template for promoting child health and well-being in the context of adversity.

Implementation of developmental screening in early childhood education: An investigation of process variables and acceptability. Rispoli, K. M., Norman, M. Z., & Nelson, S. R. (2021). *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214211057010>
Many children with developmental delays need early intervention services

but do not receive them. Developmental screening provides the impetus for identification of delays and service referrals but is not used consistently across all early childhood education settings. We used an implementation science framework to examine attitudes and engagement in a developmental screening program across three early childcare centers. Teachers demonstrated adequate knowledge of screening following training in the screener and were highly engaged in the screening process. Teachers' positive attitudes toward screening increased yet perceived barriers to regular use of screening in their practice remained unchanged. Family participation in the screening process varied across centers and suggested a trend between family income and participation. Future research is needed to target pervasive barriers to teachers' use of screening, such as perceived difficulties in engaging parents in the screening process.

The legacy of the first 3 years. Sroufe, L. A. (2021). *Zero To Three*, 41(3), 5-9.

The Minnesota Longitudinal Study of Risk and Adaptation, a 45-year study of children born into poverty, offers a number of lessons for practitioners. Among these are the potency of early relationship experiences for predicting developmental outcomes and the fate of early experience following developmental change. This article describes the lawfulness of both continuity and change in development, why early experience is so powerful, why change can be difficult, and why it is nonetheless possible. Case examples as well as group data are provided.

Remote use of Individual Growth and Development Indicators (IGDIs) for infants and toddlers. Buzhardt, J., Meadan, H., Greenwood, C. R., Higgins, S., McKenna, M., Buzhardt, J., Walker, D., Ai, J., Irvin, D. W., & Grasley-Boy, N. (2022). *Journal of Early Intervention*, 44(2), 168-189. <https://doi.org/10.1177/10538151211057552>

Universal screening and progress monitoring are evidence-based practices in early intervention/early childhood special education (EI/ECSE). Individual Growth and Development Indicators (IGDIs) for infants/toddlers are measures that programs can use for universal screening, progress monitoring, intervention decision-making, and accountability. Prior to the COVID-19 pandemic, IGDIs were administered and scored exclusively in person by certified early educators. Because of COVID-19, EI/ECSE practitioners could no longer conduct in-person assessments. We report how

two early intervention programs implemented IGDI using remote protocols that included (a) preparation of parents for IGDI administration at home, (b) session observation by program staff using videoconferencing, and (c) remote coding of the child's performance by program staff when interacting with a parent/caregiver play partner using the standard toy set. The remote protocols are described, and uptake by the programs is compared before and during the pandemic. Equivalence of children's scores from in-person versus remote protocols is reported, as well as caregivers' and program staff's preferences. Implications for remote early childhood services are discussed.

To request full-text copies of journal articles highlighted in the abstracts, please contact the librarian by email: avlibrary@dshs.texas.gov.

Selected Journal Table of Contents

Infant Mental Health Journal. Volume 43, Issue 4; July 2022.

Exploring resting frontal EEG and reflective functioning in maternal substance use. p. 519-532. Ngoh, G., Wu, J., Potenza, M. N., Mayes, L. C., & Rutherford, H. J. V.

The role of temperament and parenting on anxiety problems among toddlers: Moderating role of parenting and mediating role of attachment. p. 533-545. Bahtiyar-Saygan, B., & Berument, S. K.

Adverse childhood experiences and maternal self-efficacy: Examining the mediating role of intimate partner violence and the moderating role of caste membership in rural India. p. 546-557. Jiwani, Z., Drylewski, G., Sharma, S., Ahun, M., Thapa, S., & Steele, M.

Community perspectives on developmental screening of American Indian and Alaska Native children. p. 558-575. Whitesell, N. R., Howley, C. T., Asdigian, N. L., Clifford, C., Senehi, N., Sarche, M., & The Tribal Early Childhood Research Center PEDS Community of Learning.

Exploring the feasibility of validating early developmental screening tools for American Indian and Alaska Native children. p. 576- 588. Asdigian, N. L., Howley, C. T., Sarche, M., Clifford, C., Miller, A. K., Whitesell, N. R., and The Tribal Early Childhood Research Center PEDS Community of Learning

Serotonin transporter gene methylation and emotional regulation in preschool children born preterm: A longitudinal evaluation of the role of negative emotionality in infancy. p. 589-596. Mascheroni, E., Schiavolin, P., Wigley, I. L. C. M., Giorda, R., Pozzoli, U., Morandi, F., Fontana, C., Mosca, F., Fumagalli, M., Montirosso, R.

Hostile-helpless states of mind: A scoping review of risk factors, correlates, and consequences. p. 597-623. Turgeon, J., Milot, T., St-Laurent, D., & Dubois-Comtois, K.

From zero to thrive: A model of cross-system and cross-sector relational health to promote early childhood development across the child-serving ecosystem. p. 624-637. Miller, A. L., Stein, S. F., Sokol, R., Varisco, R., Trout, P., Julian, M. M., Ribaud, J., Kay, J., Pilkauskas, N. V., Gardner-Neblett, N., Herrenkohl, T. I., Zivin, K., Muzik, M., & Rosenblum, K. L.

Mind the gap(s): Reflective supervision/consultation as a mechanism for addressing implicit bias and reducing our knowledge gaps. p. 638-652. Lingras, K. A.

Latin American attachment studies: A narrative review. p. 653. Fourment, K., Espinoza, C., Ribeiro, A. C. L., & Mesman, J.

Zero to Three Journal. Volume 42, Issue 4; September 2022.

Reflections from the field reflections on “How you are is as important as what you do”: Jeree H. Pawl’s Enduring influence in contemporary infant and early childhood mental health practice. p. 5-13. Perez, L., St John, M. S., & Wong, E.

Honoring race and diversity in reflective supervision: Guiding principles to enhance relationships. p. 14-21. Wilson, K., & Barron, C. C.

The paradigm shift to early relational health: A network movement. p. 22-31. Willis, D. W., Paradis, N., & Johnson, K.

Advancing equity, diversity & inclusion queering “Ways of being”: Replacing politeness with honesty to create belonging. p. 32-39. Vikitsreth, N.

Beyond case management: The role of mental health professionals within Part C early intervention. p. 40-48. Poffenberger, E.

Humble credibility: The role of the facilitator to engage powerful interactions within a community of practice. p. 49-55. Diaz, R. M., & Jones, T. T.

Respect, reflect, relate: A way of being. p. 56-61. Matter, L., Jankovsky, E., Phillips, L., & Petersen, S.

Holding from afar: The protective impact of Virtual Reflective Supervision/Consultation (V-RSC) during the pandemic. p. 62-71. Willford, J., Gallen, R., Cruz, T., Hensler, H., Khalaifa, M., Leonard, M., Wernert, E., & Willard, M.

Building collaborative relationships to support infant-toddler teachers through an evidence-informed coaching initiative. p. 72-78. Bayly, B. L., Escott, R., Nicewonger, N., & Campana, C.

What does it mean to be a leader in the infant and early childhood mental health field? Research on training and supervision needs. p. 79. Brown, E. C., Spudowski, C., & Barron, C. C.

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.

New Audiovisuals

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

This program gives child caregivers and parents direct access to a comprehensive care approach from renowned child specialist Beverly Kovach -certified Montessori trainer and consultant for Magda Gerber's Resources for Infant Educators (RIE). It includes proper bottle feeding, solid feeding, diapering, sleep, play, and much more.

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

Experts explore how dynamic movement is important in physical, emotional, social, and mental development and show how awareness of movement from the beginning can support healthy family bonding and positively shape how a child grows.

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

Occupational Therapist Bonnie Bainbridge-Cohen, and other leading movement development experts, discuss and demonstrate the physical, emotional, and cognitive importance of the developmental movement babies engage in their first year.

New Books

Enhancing brain development in infants and young children: Strategies for caregivers and educators. Doris Bergen, 2020.

(WL 300 B495 2020 ECI)

This book explains brain development from prenatal to age 8 with suggestions for activities educators and caregivers can use to foster children's cognitive growth. The authors begin with the basics of brain development, and the issues that affect it, and then provide information specific to infant, toddler, preschool, and kindergarten to primary age levels. Educational activities are described as they relate to physical, language, social, emotional, cognitive, and academic progress relevant to brain development at each age level. This title is also available in eBook.

Planning in the moment with young children: A practical guide for early years practitioners and parents. Anna Ephgrave, 2018.

(LB 1139 E63 2018 ECI)

Young children live in the here and now. If adults are to make a real difference to their learning, they need to seize the moments when children first show curiosity and support their next steps immediately. This book embraces the concept of Planning in the moment and emphasizes the critical role of the adult in promoting child-led learning, giving early years practitioners the confidence and insight to work and plan in the moment, and enabling the children in their care to live, learn, play, and develop in the here and now.

Working well with babies: Comprehensive competencies for educators of infants and toddlers. Clare D. Vallotton, 2021.

(LB 1139.23 V193 2021 ECI)

This book describes the comprehensive competencies (including the knowledge, dispositions, and skills) that educators of infants and toddlers must have to provide optimal support for infants and toddlers. Designed as a learning resource for both in-service and pre-service infant/toddler practitioners, this text details the nine competency dimensions of infant/toddler educators developed by the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID).

Selected Audiovisuals

Active learning for infant-toddlers.

Streaming. 37 min. 2012.

Babies outdoors: Play, learning and development.

DVD. 53 min. 2010. (DD0631)

Baby instructions: Crawler to toddler.

DVD or Streaming. 66 min. 2010. (DD0733)

Baby instructions: Newborn to crawler.

DVD or Streaming. 61 min. 2010. (DD0732)

Infant milestones.

DVD or Streaming. 30 min. 2012. (DD0726)

Infant toddler learning environment.

DVD. 43 min. 2017. (DD0825)

Infants: Cognitive development.

DVD or Streaming. 28 min. 2010. (DD0429)

Infants: Physical development.

DVD or Streaming. 30 min. 2010. (DD0428)

Infants: Social and emotional development.

DVD or Streaming. 23 min. 2010. (DD0430)

Learning happens II.

DVD. 29 min. 2010. (DD0412)

Life at 1: New experiences.

DVD. 54 min. 2011. (DD0512)

Life with baby: Parenting from birth to 12 months.

DVD. 24 min. 2019. (DD0824)

Life with newborn: Parenting from birth to 3 months.

DVD. 33 min. 2010. (DD0823)

Magic of everyday moments: Seeing is believing: Series 1.

DVD. 23 min. 2014. (DD0685)

Magic of everyday moments: Seeing is believing: Series 2.

DVD. 18 min. 2015. (DD0742)

Magic of everyday moments: Seeing is believing: Series 3.

DVD. 21 min. 2015. (DD0743)

Magic of everyday moments: Seeing is believing: Series 4.

DVD. 23 min. 2015. (DD0744)

Making sense of play.

DVD. 130 min. 2015. (DD0789)

**Parenting: Emotional health and positive discipline:
7-12 months.**

DVD. 10 min. 2016. (DD0737)

**Parenting emotional health and positive discipline:
7-12 months. (Spanish)**

DVD. 10 min. 2016. (DD0767)

Parenting: Play and milestones: Birth to 6 months.

DVD. 10 min. 2016. (DD0740)

Parenting: Play and milestones: 7 to 12 months.

DVD. 11 min. 2016. (DD0741)

**Resilience: The biology of stress and the science of hope.
(English/Spanish)**

DVD. 60 min. 2016. (DV1395)

See how they play.

DVD. 36 min. 2013. (DD0626)

Selected Books

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

Baby and toddler basics: Expert answers to parents' top 150 questions. Tanya Altmann, 2018. (WS 103 A465 2018 ECI)

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

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)

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)

Early childhood intervention: Working with families of young children with special needs. 2017. (LC 4019.3 E12 2018 ECI)

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

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

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

Games to play with babies. Jackie Silberg, 2015. (WS 105.5 P5 S582b 2015 ECI)

Handbook of infant biopsychosocial development. 2015.

(WS 350 H236 2015 ECI)

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

(WS 350 Z41h 2019 ECI)

Happiest baby on the block, 2nd ed. Harvey Karp, 2015.

(WS 105.5 C3 K18h 2015 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)

**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 in 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)

**Pathways to positive parenting: Helping parents nurture healthy
development in the earliest months.** Jolene Pearson, 2016.

(LC 4019.3 P361p 2016 ECI)

**The psychology of babies: How relationships support development
from birth to two.** Lynne Murray, 2014.

(WS 105.5 C3 M981 2014 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.

Talk to me baby! How you can support young children's language development, 2nd ed. Betty Lynn Segal Bardige, 2016.

(LB 1140.5 L3 B246t 2016 ECI)

Thinking critically about child development: Examining myths, mistakes, and misunderstandings. Jean Mercer, 2016.

(WS 103 M554t 2016 ECI)

The toddler brain: Nurture the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to age 5. Laura A. Jana, 2017.

(WS 103 J33 2017 ECI)

Treating infants and young children impacted by trauma:

Interventions that promote healthy development. Joy D. Osofsky, 2017.

(WA 320 OS83 2017 ECI)

What to expect the first year, 3rd ed. Heidi Eisenberg Murkoff, 2014.

(WS 105.5 C3 M977 2014 ECI)

Why love matters: How affection shapes a baby's brain, 2nd ed.

Sue Gerhardt, 2015.

(WS 350 G368w 2015 ECI)

Selected eBooks

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.

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.

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. It sets this within the context of child development and practically demonstrates how a high-quality environment can be created for babies and children under three that supports their learning and development

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

Six hundred brain-based activity ideas on brain research to enhance any early childhood curriculum are included in this book.

The developing child in the 21st century: A global perspective on child development. Sandra Smidt, 2013.

Offering a sociocultural approach to education and learning, this exploration of childhood provides an in-depth understanding of how children make sense of the world and the people in it. Examining the ways in which children express their thoughts, feelings and actively generate meaning through experience and interaction, this edition is illustrated throughout by extensive case studies and covers a diverse range of topics.

The developing mind: How relationships and the brain interact to shape who we are, 2nd ed. Daniel J. Siegel, 2012.

This book presents a new way of thinking about the emergence of the human mind and the process by which each of us becomes a feeling, thinking, remembering individual. Illuminating how and why neurobiology

matters, this book is essential reading for clinicians, educators, researchers, and students interested in promoting healthy development and resilience.

Early childhood and neuroscience: Links to development and learning. Debby Zambo and Leslie Haley Wasserman, 2013.

This book helps educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with special needs. Neuroscience can be insightful and useful to educators if applied ethically and with care. The book offers strategies educators and caregivers can use to affect children today and the adults they can become.

Everything you need to know about Jean Piaget's theory of cognitive development. Takeesha L. Rowland, 2012.

Rowland gives a quick overview of Piaget's theory of cognitive development while providing definitions and explaining the key concepts to those readers unfamiliar with Piaget's work.

Infant mind: Origins of the social brain. Marc H. Bornstein, 2013.

Integrating research from multiple disciplines, this book 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. This book probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies.

Retro baby: Cut back on all the gear and boost your baby's development with more than 100 time-tested activities.

Anne H. Zachary, 2014.

Baby bouncers, carriers, electronic toys, and "educational" videos are intended to make our children smarter and our lives easier, but can their overuse negatively impact infant development? Absolutely. This book helps caregivers understand the potential dangers of extended equipment use and overexposure to technology.

Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky, 2nd ed. Carol Garhart Mooney, 2013.

Readers have the opportunity to examine the work of five groundbreaking education theorists: John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky. This book provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition includes new understandings of Vygotsky's work. It is a popular guide to help caregivers be aware of the theories behind good child care practices.

Selected Websites

American Academy of Pediatrics 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, universal developmental and behavioral screening. For more information, go to [acf.hhs.gov/archive/ecd/child-health-development/watch-me-thrive](https://www.acf.hhs.gov/archive/ecd/child-health-development/watch-me-thrive).

Centers for Disease Control and Prevention (CDC) Child Development provide checklists for the developmental milestones from birth to five years old. For more information, go to [cdc.gov/ncbddd/childdevelopment/index.html](https://www.cdc.gov/ncbddd/childdevelopment/index.html)

Federal Interagency Forum on Child and Family Statistics offers reports, such as America's Children in Brief: Key National Indicators of Well-Being, 2021. For more information, go to [childstats.gov/](https://www.childstats.gov/).

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. Go to [medlineplus.gov/childdevelopment.html](https://www.medlineplus.gov/childdevelopment.html) for more information.

Infant and Newborn Development: [MedlinePlus](#) and Toddler Development: [MedlinePlus](#) provides information on newborn, infant and toddler development. Go to medlineplus.gov/infantandnewborndevelopment.html for more information.

Visit medlineplus.gov/childdevelopment.html for additional information on child development.

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. For more information, go to www.hhs.texas.gov/providers/assistive-services-providers/early-childhood-intervention-programs.

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

HHSC ECI Website
ECI Library Matters

Library Website
Library Catalog

Texas Department of State Health Services ECI Library Services

Email: 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