



## 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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Volume 47, Issue 3; May 2026
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## Selected Journal Abstracts

Table of contents from current ECI journals are listed below. To receive articles listed in the table of contents, email [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov). Please include article title, journal title, volume, issue, and date listed in the table of contents. A full-text copy of the article will be emailed to you.

**Coaching in early intervention training and mentorship program: Development and implementation.** Wheeler, S.J., Dunn, W. & Tomchek, S.D. (2025, November). *Topics in Early Childhood Special Education*, 45(3), 236-247. <https://doi.org/10.1177/02711214251383501>

We describe a statewide professional development program designed to expand early intervention providers' knowledge and skills to coach caregivers to support their children's development and learning. Early intervention providers are expected to implement family-centered, capacity-building practices with caregivers of infants and toddlers eligible for Part C services. Yet, a persistent knowledge-to-practice gap in early intervention service delivery highlights the need for evidence-informed professional development. We used implementation science, adult learning principles, and evidence-informed professional development practices to design and implement the Coaching in Early Intervention Training and Mentorship Program with 266 Part C early intervention providers in the U.S. state of Kentucky. We report on targeted program outcomes (i.e., reflect on practice, enhanced caregiver coaching knowledge, intervention fidelity, and expanded professional network) from the first 4 years of the professional development program and share professional development specialists' implementation fidelity in the context of providing flexibility with PD completion.

**One state's journey with a reflective supervision professional development series: Development, implementation and adaptation.**

Silver, R.B., Low, C.M., Huffhines, L., Newland, R., Herman, R. & Parade, S.H. (2025, May) *Infant mental health journal*, 46(3), 328-342.

<https://doi.org/10.1002/imhj.22165>

Reflective supervision (RS) has been viewed as best practice and is therefore incorporated-and often mandated-as a key feature of many relationship-based infant and early childhood serving programs. To promote the implementation of high-quality RS for infant and early childhood professionals, it is critical that a focus is placed on how infant and early childhood professionals are trained to build RS capacities. To this end, we describe Rhode Island, United States's journey developing, implementing, and iteratively adapting an RS professional development series. We describe the structure of the curricula as well as the content and learning objectives,

which strive to bridge the gap between the theoretical concepts foundational to RS, process-oriented self-reflection, and the practical application of RS skills and strategies. We also outline the development and process of iterative adaptation that has refined the curricula over the past decade. Finally, we chronicle the history of coordination and collaboration that promoted the development and implementation of this series, which has been disseminated within home visiting and early care and education settings. This narrative can serve as a model for organizations, systems, and states that are undertaking efforts to provide professional development focused on RS.

## Selected Journal Table of Contents

**Infant Mental Health Journal.** Volume 47, Issue 3; May 2026

Issue Information. e70080.

Family protective service involvement and reduced infant cortical grey matter volume. e70077. Penner, F., Ahtam, B., Ou, Y., Grant, P.E. & Lyons-Ruth, K.

The relationship between mothers' maladaptive schemas and sleep problems in 12-to-36-month-old children: The role of attachment and sleep behaviors. e70078. Yilmaz, N., Yilmaz, E.S. & Algedik, P.

The effects of early childhood mental health consultation on early childhood teachers' perceptions of children's challenging behaviors, expulsion risk, and the moderating role of teaching stress. e70079. Trigg, A.B., W. Keyes, A.W., Gray, S., Hatch, V., Brunet, K.T. & Heller, S.S.

Paternal bonding failure and depression at 1 month postpartum are associated with neurodevelopmental delay in 4-year-old children: An Adjunct Study of the Japan Environment and Children's Study. e70081. Nishigori, H., Nishigori, T., Obara, T., Sakurai, K., Ishikuro, M., Mizuno, S., Watanabe, Z., Saito, M., Ota, C., Arima, T., Metoki, H., Kuriyama, S. & Yaegashi, N.

Timing of early maternal stress and transdiagnostic psychopathology in toddlers: Longitudinal associations across internalizing, dysregulation, and maladaptive symptom domains. e70085. Lutri, N., Shonukan, I., Nelson, C.A. & Valdes, V.

Correlates of disrupted behaviors in high-risk and maltreating parents: A comparison of the AMBIANCE-Brief and full versions. e70083. Cognard-Bessette, S., Myre, G., Dubois-Comtois, K., St-Laurent, D., Tarabulsky, G., Bernier, A. & Cyr, C.

Examining the relationships among child care providers' knowledge of child development, burnout, organizational climate, and expulsion risk: A brief report. e70087. Wang, J., Shapiro, C.J., Collier, T. & Sharp, J.

## Continuing Professional Education Resources (CPEs)

**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)

**Coaching and consultation practices in early childhood.** Laurie A. Dinnebeil, 2023. CPE=4.0 (LB1775.6 D585 2023 ECI)

**Developing early verbal skills through music: Using rhythm, movement and song with children and young people with additional or complex needs.** Tracy Jeffery, 2023. CPE=6.75

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

**Early childhood intervention: Working with families of young children with special needs.** 2019. CPE=6.0 (LC 4019.3 E12 2018 ECI)

**Early social-emotional development: Your guide to promoting children's positive behavior.** Nicole M. Edwards, 2018. CPE=5.0 (WS 350 E26 2018 ECI)

**How to develop partnerships with parents: A practical guide for the early years.** Teresa Wilson, 2019. CPE=5.0 (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)

**Interaction: Enhancing children's access to responsive interactions.**

(DEC Recommended Practices Monograph Series No. 5) 2018. CPE=3.0  
(LC 4019.3 I61 2018 ECI)

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

**Occupational therapy activities for kids: 100 fun games and exercises to build skills.** Heather Ajzenman, 2020. CPE=2.0  
(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=4.0  
(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  
(LB 1139.23 V193 2021 ECI)

### New Audiovisuals

**The characteristics of effective learning: An overview.** DVD or Streaming. 11 min. 2019. CPE=0.25 (DD0856)

This program shows an overview of the characteristics of effective learning. Infants are natural learners that develop and learn using all five of their senses. As children grow, their learning processes explore how they plan, solve problems, monitor their progress, alter plans, discard ideas, and review what they have learned.

**Watch us grow! Scenes from Highscope infant-toddler programs.** DVD. 171 min. 2017. CPE=2.75 (DD0842)

This two-disc set illustrates the Highscope approach in action through 90 short video clips. These clips show learning experiences, developmental indicators, and teaching practices with young children. It is an engaging learning tool for caregivers of infants and toddlers.

## New Books

**Coaching in home visiting: Supporting better outcomes for professionals and families.** Christa D. Haring, 2025. CPE=5.5 (LC 4019.3 H281 2025 ECI)

This book answers the call for more and better training in early childhood home visiting programs. The authors developed this guide for two critical purposes: to give supervisors actionable strategies as they coach home visitors, and to give home visitors principles and practices for coaching families of children from birth to 5 years.

This title is also available in eBook format.

## New eBook

**Love, learning disabilities and pockets of brilliance: How practitioners can make a difference to the lives of children, families and adults.** Sara Ryan, 2020. CPE=3.75

Find some pockets of brilliance for your practice! Insights and inspiration from families of people who have a learning disability, who share their lives, challenges and wishes. Discover what sorts of help will really help the people you support.

## Selected Audiovisuals

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

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

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

## 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.

In this 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.

**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.

**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 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 easy access to Texas state agency programs, services, and resources with young children. For more information, go to Texas Child Development Resources.

**New! ECI Coaching Approach** a webpage by the Texas Early Childhood Intervention Services are provided through the Texas Health and Human Services Commission, for providers who work with families when delivering services.

**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.

## Useful Library Information

Library Website  
ECI Library Matters

HHSC ECI Website  
Library Catalog

Texas Department of State Health Services ECI Library Services

Email: [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 p.m.

Address: 1100 W. 49th St., Moreton Building, 6<sup>th</sup> Floor, Room M-652, Austin, TX 78756

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

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