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May 2006



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Infant and Early Childhood Mental Health

May is Mental Health Month. This issue is devoted to library resources on infant and early childhood mental health, including social and emotional development.

Check out the new additions to the collection on pages 9-10!

Infant and Early Childhood Mental Health - Books

The ASQ:SE User's Guide for the Ages and Stages Questionnaires: Social-Emotional (English and Spanish) Jane Squires, Diane Bricker and Elizabeth Twombly, 2002. (525 S774 2002 ECI).

This book contains both the English and Spanish version of the questionnaires, which offer a system for assessing children's social-emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months, and a user's guide to accompany both.

Assessment of Childhood Disorders. Eric J. Mash, 1997. (227 M378 ECI).

This book considers the assessment of children with challenging behaviors and families from a behavioral systems perspective. A major focus of the book is on the family and the broader social environment as a context for understanding the child's strengths and weaknesses and as a focus for assessment and intervention. The book considers behavior, emotional, social, developmental and health-related disorders as well as children at risk for abuse and the problems of adolescence.

Attachment and Psychopathology. Leslie Atkinson and Kenneth J. Zucker, 1997. (271.5 A876 1997 ECI).

This book contains information about attachment and psychopathology in three sections: general considerations, risk and prediction, and in the clinic.

Behavioral Problems in Preschool Children: Clinical and Developmental Issues. Susan B. Campbell, 1990. (540 C153 1990 ECI).

This volume focuses exclusively on children from toddlers through the preschool period. It integrates theory with clinical and developmental research, and presents illustrative case material. It provides practitioners and researchers as well as child psychiatrists, social workers, pediatricians, and nurses an account of this significant stage in the behavioral development of children.

Infant and Early Childhood Mental Health - Books (continued)

Best Beginnings: Helping Parents Make a Difference Through Individualized Anticipatory Guidance: Handouts for Parents (Birth to Three Years). Brenda Hussey-Gardner, 1999. (555.5 H972 1999 ECI).

This binder contains information professionals may give to parents about what to expect in their child's current and next developmental phases. Best Beginnings addresses issues related to child development in each of the five developmental domains: cognition, language, motor, social-emotional, and self-help. It also addresses issues related to feeding, sleeping, guiding behavior, toilet learning, and choosing a preschool. It includes a Best Beginnings chart.

Bright Futures in Practice: Mental Health Practice Guide. Michael Jellinek, 2002. (266.5 J48 2002 ECI).

This book focuses on promotion of mental health and on prevention and early recognition of psychosocial problems and mental disorders. The information and resources in this guide provide primary care health professionals with the tools needed to promote mental health in children, adolescents, and their families, to recognize the early stages of mental health problems and mental disorders, and to intervene appropriately.

Bright Futures in Practice: Mental Health Tool Kit. Michael Jellinek, 2002. (266.5 J48 2002 ECI).

The materials in this tool kit accompany, *Bright Futures in Practice: Mental Health: Practice Guide*, and contain the materials for the health professionals or the families to use as they go through the Practice Guide, and may be photocopied for the individual's use.

Building Strong Foundations: Practical Guidance for Promoting the Social-Emotional Development of Infants and Toddlers. Rebecca Parlakian, 2003. (266.5 P252 2003 ECI).

This publication provides readers with a thorough grounding in how supportive relationships promote the social-emotional development of very young children. It includes a description of what infant mental health is; what is so important about good relationships; good relationships are catching; practical strategies for promoting infant mental health; and guidelines for identifying infant mental health needs.

The Carey Temperament Scales: Professional Practice Set, Test Manual, and Users Guide. (540 C188 1995 ECI).

This is a series of behavioral rating instruments developed by William B. Carey, M. D. and associates for assessing temperamental characteristics in infants and children up to 12 years of age. The questionnaires in the Carey series measure nine temperament characteristics: activity level, rhythmicity, approach-withdrawal, adaptability, intensity, mood, attention span and persistence, distractibility, and sensory threshold.

Case Management for Children's Mental Health: A Training Curriculum for Child-Serving Agencies. Lenore Behar and Irene Nathan Zipper, 1994. (555.5 B395 1994 ECI).

Effective services for children and families should be planned and provided through a collaborative effort involving children, families, and service providers. This curriculum is aimed at addressing the need for service providers who value collaboration. It explores the broad range of issues in case management for children's mental health. Modules include an introduction to case management, diversity and cultural competence, crisis intervention, team development, and survival skills for the case manager.

The Child with Special Needs: Encouraging Intellectual and Emotional Growth. Stanley I. Greenspan and Serena Wieder, 1998. (540 G858 1998 ECI).

This book presents a complete, step-by-step approach for parents, educators, and others who work with children with developmental problems. It covers all kinds of disabilities (autism, PDD, language and speech delays, Down syndrome, cerebral palsy and others) while offering an understanding of the nature of these challenges as well as offering specific ways of helping children extend their intellectual and emotional potential. Sections include: discovering each child's unique strengths, developmental capacities, and challenges; encouraging emotional and intellectual growth; and family, therapy, and school.

Children's Mental Health: Creating Systems of Care in a Changing Society. Beth A. Stroul, 1996. (266.5 S925c 1996 ECI).

This groundbreaking volume presents a road map for designing and implementing comprehensive, community-based and family-focused mental health services for children of all socioeconomic backgrounds.

Infant and Early Childhood Mental Health - Books (continued)

Children's Psychological Testing: A Guide for Nonpsychologists. David Woodrich, 1997. (266.5 W819 ECI). This book explains in layperson's terms the principles behind psychological testing, the definitions of key terminology, and how psychologists interpret test data. Practitioners and students will learn about the validity and reliability of numerous widely used measures of intelligence, special abilities, behavioral and emotional status, and academic achievement. Special attention is given to instruments used for developing IEPs and for identifying children for services under IDEA.

Child's Play: Revisiting Play in Early Childhood Settings. Elizabeth Dau, 1999. (655.2 D235 1999 ECI). A variety of experts present their ideas about play and how it furthers the social, cognitive, and emotional development of the young child. The author emphasizes the importance of social skills and the development of attitudes.

Coping in Young Children: Early Intervention Practices to Enhance Adaptive Behavior and Resilience. Shirley Zeitlin, 1994. (540 Z37 1994 ECI).

This book describes ways to assist children to integrate and apply their developmental skills for greater flexibility, self-initiation, social reciprocity, and independent problem solving.

DC 0-3 Casebook: A Guide to the Use of Zero to Three's Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood in Assessment and Treatment Planning. Alicia F. Lieberman, 1997. (226.5 L615 ECI).

This book, a system for diagnostic classification of mental health and developmental disorders of infancy and early childhood, encourages clinicians to try to understand the developmental process in the earliest years of life.

Developing Outcome Strategies in Children's Mental Health. Mario Hernandez, 2001. (266.5 H557 2001 ECI). This book presents the process of measuring and evaluating outcomes in mental health services for children.

Developmental Play Group Guide. Barbara C. Browne, 1995. (655.2 B816 1995 ECI).

This book presents the developmental play model which is geared to teach parents and caregivers about many of the skills required for infants to become developmentally competent. It contains bilingual (English-Spanish) lesson plans which are based on the belief that cognitive understanding, emotional development, social skills, language use, and physical and motor development are all influenced by the child's play experiences.

Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: DC: 0-3R, Rev. ed. (520 D574 2005 ECI).

This book seeks to address the need for a systematic, developmentally based approach to the classification of mental health and developmental difficulties in the first four years of life. It is designed to complement existing medical and developmental frameworks for understanding mental health and developmental problems in the earliest years.

Early Intervention with High-Risk Children: Freeing Prisoners of Circumstance. Arthur Zelman, 1996. (227.2 Z38 ECI).

Many children live in circumstances that threaten their emotional and physical development. What they face: abuse, abandonment, neglect, domestic violence, homelessness, and parental mental illness, is painful in the extreme. This book describes innovative intervention techniques and modalities effective with these children.

Early Intervention/Early Childhood Special Education: Recommended Practices. Samuel L. Odom, 1996. (556.1 O25e 1996 ECI).

This book includes a chapter titled, "Strategies for Promoting Social Interaction and Emotional Development in Infants and Young Children with Disabilities and Their Families."

Emotional Connections: How Relationships Guide Early Learning. Perry M. Butterfield, Carole A. Martin and Arleen Prairie, 2004. (540 B988e 2004 ECI)

This book includes the following chapters: Relationships nurture early learning; The caregiver builds relationships; Relationships are emotional connections; Relationships foster a positive sense of self; Responsive relationships model and promote social skills; Relationships guide and regulate behavior; Relationships promote learning and cognition; Relationships promote language and literacy; Relationships with families; Making responsive relationships work in your program.

Infant and Early Childhood Mental Health - Books (continued)

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Emotional Development in Young Children. Susanne A. Denham, 1998. (540 D393 1998 ECI).

This book presents information about the beginnings of emotional competence in young children. Denham looks at what toddlers and preschoolers understand about their own and other people's feelings, and the connections between emotions, socialization, and healthy relationships.

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum. Marion C. Hyson, 1994. (540 H999 1994 ECI).

This book provides readers with an innovative resource that brings together theory and research into children's early emotional development, and applies this knowledge to practice. Proposing specific teaching strategies that advance children's understanding and appropriate expression of their emotions, Hyson focuses her suggestions for practice through the lens of classroom anecdotes drawn from observation. This book will serve as a text in graduate and undergraduate early education courses in curriculum and child development, and as an important reading for early childhood teacher educators, teachers, and school and child care administrators.

Enhancing Early Emotional Development: Guiding Parents of Young Children. Jean W. Gowen, 2002. (540 G722 2002 ECI).

This book helps home visitors, social workers, and other professionals provide the guidance and support parents of newborn children need to form secure attachments during the first two years of their child's life.

From Case Management to Service Coordination for Children with Emotional, Behavioral, or Mental Disorders: Building on Family Strengths. Barbara J. Friesen, 1995. (227.2 F913 ECI).

This book concerns the increasingly rapid changes in service coordination for child and adolescent mental health, examining the state of the field and detailing the shift to more collaborative, family-centered service delivery. This volume describes how to develop links among providers and among agencies. It also includes case studies drawn from successful programs that illustrate how to translate innovative ideas into practice.

From Neurons to Neighborhoods: The Science of Early Childhood Development. Jack P. Shonkoff, 2000. (525 S559 2000 ECI)

This book presents the current knowledge about early childhood development and the effects of child care, family stress, brain development, parent's role in early development on children's development from before birth until kindergarten years.

A Guide to Social-Emotional Growth and Socialization. J. Ronald Lally, 2002. (540 G722 2002 ECI).

The purpose of this book is to present a wealth of information to help caregivers with their day-to-day efforts to nurture social and emotional growth in infants and toddlers.

Helping Babies Learn: Developmental Profiles and Activities for Infants and Toddlers. Setsu Furuno, 1993. (525 F984 1993 ECI).

This book provides developmental activities that fit easily into daily life. Parents and professionals alike will enjoy a deeper understanding of child development and a renewed enthusiasm for encouraging - and enjoying - a child's growth. Developed by a team of professionals experienced in child development work, this book encompasses a wide range of developmental domains: social and emotional, cognitive, expressive language, gross motor skills, fine motor skills, and self-help.

Helping Children Take Healthy Steps: Abstracts of Selected Articles on Early Childhood Interventions.

Jeanne Brooke Gunn, 1997. (555.5 B873 1997 ECI).

This book contains abstracts of articles on infant social and emotional development as well as other topics.

Infant and Early Childhood Mental Health - Books (continued)

Infancy and Early Childhood: The Practice of Clinical Assessment and Intervention with Emotional and Developmental Challenges. Stanley Greenspan, 1992. (525 Gr853 1992 ECI).

Clinical work with infants, young children, and their families is mutually satisfying because of the unique opportunity to foster dramatic shifts toward adaptive development. This book includes detailed discussion of the steps in the assessment and treatment process, as well as detailed case studies.

Infant Previewing: Predicting and Sharing Interpersonal Outcome. Paul V. Trad, 1990. (271.5 T675 ECI).

Previewing refers to the quality which helps propel an infant's development forward by introducing imminent maturational trends. This book explains previewing, describes how it heightens the maturational processes of the infant, and offers guidelines for using previewing behaviors in the caregiver-infant dyad.

Me, Myself and I: How Children Build Their Sense of Self 18 to 36 Months. Kyle D. Pruett, 1999. (520 P971 1999 ECI).

This clear, practical guide helps parents enhance their child's growth in language and social skills and cognitive and emotional development. It is the result of the author's decades of experience as a developmentalist and child-family psychiatrist and of important research in the field.

Mental Health Consultation In Early Childhood. Paul J. Donahue, 2000. (266.5 D674 2000 ECI).

This book contains practical suggestions, vignettes, and common sense information for the mental health professionals and early childhood educators who want a more effective way to reach the children and families they serve.

Outcomes for Children and Youth with Emotional and Behavioral Disorders and Their Families: Programs and Evaluation Best Practices. Albert Duchnowski, Michael H. Epstein, and Krista Kutash, 1998. (560.4 E64o 1998 ECI).

This book provides descriptions and evaluations of programs that serve children who have emotional disturbances. A summary of applied research on interventions, mental health services, and case management is also included.

Pathways To Competence: Encouraging Healthy Social and Emotional Development in Young Children.

Sarah Landy, 2002. (540 L264 2002 ECI).

Nine critical aspects of social and emotional development in children from birth to six years of age are covered in this comprehensive reference for anyone working with children. Aspects covered are a sense of body self, including body control and a positive body image; attachment to caregivers; play and imagination; language and communication; self-esteem; morality and conscience; emotion regulation; concentration, planning and problem solving; and social competence or empathy.

Promising Practices in Children's Mental Health. Sharon Hodges, 1998. (266.5 C737 1998 ECI).

The Promising Practices Initiative of the Comprehensive Community Mental Health Services for Children and Their Families Program provides effective, coordinated care to children with a serious emotional disturbance and their families. The lessons learned by grantees of the program are collected in this 7 volume set. Topics include new roles for families in systems of care, family and provider collaboration, the role of education and training strategies.

Promoting Cultural Competence in Children's Mental Health Services. Mario Hernandez, 1998. (275 H43 ECI).

This book offers ways to improve children's mental health programs in a multicultural society. It defines cultural competence and outlines strategies for fostering it in a variety of mental health programs for children from birth to age 18 and for their families. The book includes self-assessment tools, troubleshooting suggestions, planning assistance, methods for recruiting and retaining ethnically diverse staff, and tips on operating in a managed care environment.

Social Competence of Young Children with Disabilities: Issues and Strategies for Intervention. Samuel L. Odom, 1992. (540 Od5 1992 ECI).

Experts in the subject of social competence provide a multitude of intervention strategies to promote meaningful peer interactions for young children with disabilities in inclusive settings.

Infant and Early Childhood Mental Health - Books (continued)

Vineland SECC Social-Emotional Early Childhood Scales: Manual. Sara S. Sparrow, 1998. (540 S737s 1998 ECI).

This scale is an individually administered assessment of social and emotional functioning for children from birth through 5 years 11 months. It examines the child's world of feelings and relationships and documents how he or she interacts in the home and external environments. The scales assess the skills of paying attention, entering into intentional social interactions, understanding expressions of emotion, constructing and observing relationships, and developing self-regulation behavior.

Who Will Hear My Cry? Developing a System of Care to Meet the Mental Health Needs of Infants, Toddlers, and Preschoolers. Edward Feinberg, 1996. (266.5 F327 ECI).

This book is a summary of the two day invitational conference held the last two days of November 1995 to address the social-emotional and behavioral needs of young children, especially those from birth to age 7, which have largely been ignored in the U.S.

Infant and Early Childhood Mental Health - Videos

ASQ: SE In Practice: Ages And Stages Social Emotional Questionnaire. 26 min. (VT2519).

A companion to the Ages & Stages Questionnaires: Social-Emotional (ASQ:SE) screening system, this video gives an overview of emotional and social development and provides a thorough introduction to ASQ:SE. Viewers get an inside look at the screening system in practice as they watch a home visitor using ASQ:SE with the family of a 4-year-old boy. With this video, early interventionists, home visitors, pediatricians, teachers, and other professionals will be fully prepared to administer and score ASQ:SE.

Conducting an Infant Mental Health Family Assessment. 59 min. (266.5 T758).

This video (part 2 of the series "The Awakening and Growth of the Human") examines, at both practical and theoretical levels, the process of clinical assessment for infant mental health. Clinicians working in a array of clinical settings are featured. Michael Trout discusses transference, cultural differences, and how to help parents who may be resistant to discussing their child's challenges.

Early Intervention with Special Needs Children. 92 min. (VT0336).

This training resource, which contains three videocassettes, is intended to help professionals and parents work together to stimulate the development of motor, speech, language, social-emotional, sensory, self-help, and cognitive skills in children with special needs. The three videos contain the following programs: It's Time to Ask; Play is Wonderful; If Your Child Needs Special Help to Grow; How to Deal with the System; Being Special...What It Means;And Some Do Not.

ECI Teleconference: Intervention Facilitating Healthy Emotional Functioning. 44 min. (266.5 B932 2000).

In this tape of the teleconference on June 9, 2000 from San Antonio, Sonya T. Lopez discusses how the ECI specialists in the front line deal with facilitating the emotional development of children through doing the assessments in the child's home.

ECI Teleconference: Introduction and Mental Health Current Viewpoints. 91 min. (266.5 B932 2000).

In this teleconference broadcast on June 9, 2000 from San Antonio for occupational therapists and others in ECI, Tom Carey talks about infant and child mental health. He describes the important role the occupational therapist plays in the lives of children and their families in helping them to improve their mental health. He also describes cases from his experiences in his private child psychologist practice and in a hospital setting to illustrate his presentation.

ECI Teleconference: Social Emotional Development in Young Children. 120 min. (540 E18 1999).

In this teleconference Sonya T. Lopez presents information and leads the discussion on social emotional development in young children.

Infant and Early Childhood Mental Health - Videos (continued)

Emotional Development. 30 min. (540 Z29).

Psychiatrist Stanley Greenspan discusses his six stages of emotional development in children. Knowledge of these milestones will help parents and caregivers to interact with the child in a way that will enhance the child's emotional development, thus making it possible to experience more satisfying relationships with the child. He also discusses how children with disabilities fit into these six stages, and how adjustments can be made for their special needs.

Emotional/Social Development. 22 min. (540 C744).

This video begins with a brief discussion of Erikson's first two stages of man and traces the developmental processes by which the newborn becomes a social being. It includes discussion of temperament, attachment, and social responses such as smiling, stranger anxiety and separation anxiety. Self-awareness, development of empathy, and the development of standards are discussed at length.

Infant Mental Health: A Psychotherapeutic Model of Intervention. 95 min. (266.5 T756).

This video examines the question of whether it is possible to clinically intervene with families of children who have a prolonged illness or a disability. Intervention may help preserve the attachments that normally develop between the child and his family or can help to repair the bond if it has been interrupted. This program features several clinicians and their work, and presents a psychotherapeutic model of intervention.

The Professional's Role with the Newborn. 52 min. (VT0462).

Early caregiver-infant interaction, particularly communicative interaction, can have long-term effects on the development of cognitive, social, and linguistic skills, as well as the ability to form emotional bonds. But a number of conditions may interfere with this natural communication process, and place an infant at risk for communication disorders. Directed at health-care professionals, this video explores three important questions: 1) How are newborns identified as at-risk for communication disorders? 2) What assessment and intervention services do we provide to newborn infants and their families? 3) What is our role in the prevention of communication disorders for at-risk newborns?

Raising America's Children - #110 A Sense of Self. 30 min. (VT0277).

A Sense of Self (program 110) looks into what it takes for children to develop a positive image of themselves. Basic concepts include showing children that they are loved and accepted; fostering peer support among children; appreciating the child as a unique, separate individual; allowing both boys and girls to explore feelings of power as well as feelings of tenderness.

Trainer's Manual Module I: Social-Emotional Growth and Socialization. 138 min. (VT0305).

This module contains one trainer's manual, three videos: First Moves: Welcoming a Child to a New Caregiving Setting (1988); Flexible, Fearful or Feisty: The Different Temperaments of Infants and Toddlers (1990); and Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers (1990) and three companion booklets. These videos were created for professional caregivers. They present an overarching vision for the development of children's social and emotional competence.

Infant and Early Childhood Mental Health - Multimedia

Positive Beginnings: Supporting Children with Challenging Behavior. (CR0006)

These CDs contain presentation and print materials. Reproducible training modules cover social and communication development, determining the meaning of challenging behavior, positive behavior interventions and support, teaming to build a behavior support plan, intervention in everyday settings, and supporting families. These materials were designed for use by instructional personnel in higher education institutions and by in-service training personnel who support programs for young children. They require the use of a lap top computer, LCD projector, and sound amplification. The software programs required to operate the modules are Microsoft PowerPoint, Microsoft Media Player and Acrobat Reader.

Infant and Early Childhood Mental Health - Websites

These websites discuss infant and early childhood mental health:

Definition and principles of infant mental health: <http://www.ilaimh.org/aboutimh.html>

The web page "Early Childhood Mental Health, Social-Emotional Development, and Challenging Behaviors" lists links to definitions of infant mental health; federal efforts; national associations; foundations; resource centers; and articles on systems of care for children's mental health services, compiled by the National Early Childhood TA Center (NECTAC). See <http://www.nectac.org/topics/menhealth/menhealth.asp>

Healthy Minds: Nurturing Your Child's Development: What do we really know about how a young child develops? What can parents do to best support their child's healthy development and growing brain? Some of the answers are in this series of seven Healthy Minds handouts. Each handout is based on findings from a report from the National Academy of Sciences* that examined the research on child and brain development to establish what is known about the early years. The handouts are available in English and in Spanish: http://www.zerotothree.org/ztt_professionals.html

**From Neurons to Neighborhoods: The Science of Early Childhood Development* from the Institute of Medicine, 2000. The whole report is available at <http://www.nap.edu/books/0309069882/html/>

Magic of Everyday Moments (Zero to Three): These booklets focus on how, through interactions with your baby during everyday moments, you can support your baby's social, emotional, and intellectual development. <http://www.zerotothree.org/magic/>

Starting Smart: As babies grow, their ability to understand language, solve problems, and get along well with other people will be strongly influenced by what they experience as infants and young children. There is mounting evidence that while early experiences help the brain to develop well, poor early experiences can literally cause a genetically normal child to become mentally retarded or a temporarily easy-going child to develop serious emotional difficulties. "Starting Smart: How Early Experiences Affect Brain Development" delves deeper into this phenomenon. http://www.ounceofprevention.org/downloads/publications/Starting_Smart.pdf

New Additions - Books

Children with Special Needs in Early Childhood Settings: Identification, Intervention, Inclusion. Carol L. Paasche, Lola Gorrill and Bev Strom, 2004. (200.8 P111 2004 ECI)

This resource covers the spectrum of conditions, disabilities, syndromes and other types of developmental differences that teachers and caregivers may encounter in children from infancy through age eight. For each disability or condition, a very concise definition is presented in straightforward language. Following the definition is a wealth of information. The first column details observable behaviors, symptoms, and physical characteristics associated with the condition; the second presents a list of alternative conditions, behaviors and symptoms which may be similar but indicate a different root cause; and, the third column is dedicated to recommendations about how to work with a child who fits the profile of this disability or condition. Particular emphasis is placed on finding effective ways to include the children with special needs in the group.

Discipline from Birth to Three: How Teen Parents Can Prevent and Deal with Discipline Problems with Babies and Toddlers. Jeanne Warren Lindsay and Sally McCullough, 2004. (271.7 L748d 2004 ECI)

This book describes for teenage parents how to discipline young children using teaching strategies rather than punishment. It offers the advice and comments of young parents themselves.

Early Intervention with Multi-Risk Families: An Integrative Approach. Sarah Landy and Rosanne Menna, 2006. (271 L264 2006 ECI)

Helping families who live in environments with multiple risk factors, including poverty, domestic violence, teen parenthood, mental illness, and substance abuse, requires that people work together to provide the best possible interventions. This book shows service providers how to help these multi-risk families by using an integrative model that brings together the most effective intervention techniques from a variety of theoretical approaches, parenting strategies, and innovative programs.

Emotional Connections: How Relationships Guide Early Learning. Perry M. Butterfield, Carole A. Martin and Arleen Prairie, 2004. (540 B988e 2004 ECI)

This book includes the following chapters: Relationships nurture early learning; The caregiver builds relationships; Relationships are emotional connections; Relationships foster a positive sense of self; Responsive relationships model and promote social skills; Relationships guide and regulate behavior; Relationships promote learning and cognition; Relationships promote language and literacy; Relationships with families; Making responsive relationships work in your program.

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Enhancing Everyday Communication for Children with Disabilities. Jeff Sigafos, Michael Arthur-Kelly and Nancy Butterfield, 2006. (154 S574e 2006 ECI)

Special educators, speech-language pathologists, behavior therapists, and parents will discover how to use the authors' included behavior assessment, the Inventory of Potential Communicative Acts, to pinpoint children's communication skills, strengths, and intervention needs; to create structured opportunities for communication and make the most of naturally occurring, child-directed opportunities; help children develop symbolic, effective, and socially appropriate forms of communication; be more responsive communication partners; interpret, enhance, and/or replace existing communicative behaviors; evaluate intervention plans and monitor children's progress. Five detailed case studies illustrate assessment, intervention, and instructional procedures for children with different strengths and needs.

New Additions - Books (continued)

The Oasis Guide to Asperger Syndrome: Advice, Support, Insight, and Inspiration. Patricia Romanowski Bashe and Barbara L. Kirby, 2005. (203.5 B298o 2005 ECI)

This book by two mothers of children with Asperger Syndrome (AS) is a treasure, full of practical information about AS. It describes what AS is and how it is diagnosed. It discusses the special needs of children with AS and gives lifesaving advice about how to deal with the child, schools and other situations.

Quirky Kids: Understanding and Helping Your Child Who Doesn't Fit In, When to Worry and When Not to Worry. Perri Klass and Eileen Costello, 2003. (200.8 K63q 2003 ECI)

This book is for parents who are worried that their child is not developing the same as other children. It helps parents understand the various diagnoses that are possible. It also gives advice about the various stages of childhood and how to handle different situations such as school, family gatherings and other possibly stressful events.

Treating Parent-Infant Relationship Problems: Strategies for Intervention. Arnold J. Sameroff. (266.5 T784 2004 ECI)

This book presents a range of therapies that address the connections between infant-caregiver relationships and infant mental health. Leading experts describe ways to intervene in early interactional difficulties, promote more sensitive and responsive parenting and support the healthy development of children and families.

New Additions - Videos

ASQ:SE in Practice: Ages and Stages Social Emotional Questionnaire 26 min. (VT2519)

A companion to the Ages & Stages Questionnaires: Social-Emotional (ASQ:SE) screening system, this video gives an overview of emotional and social development and provides a thorough introduction to ASQ:SE. Viewers get an inside look at the screening system in practice as they watch a home visitor using ASQ:SE with the family of a 4-year-old boy. With this video, early interventionists, home visitors, pediatricians, teachers, and other professionals will be fully prepared to administer and score ASQ:SE.

ECI Teleconference: Routines Based Intervention for Children with Autism/PDD and Other Severe Communication Challenges. 112 min. (VT0618)

This video teleconference was presented by Kathy Fad, Ph.D. on February 8, 2006. Viewers of this videotape will learn how to incorporate interventions for children with Autism/PDD and other severe communication challenges into typical, everyday routines. They will learn how to identify routines which can be used to improve communication, socialization and behavior, and will also learn how to incorporate practical strategies for communication into these routines.

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 17, ISSUE 4

April 2006

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Did providers for a 5-year-old with autism communicate with school personnel enough to justify home services? **Page 2**

WASHINGTON WATCH

HHS officials say plans to consolidate its bureaus will improve coordination between preschool programs. Learn why some advocates disagree. **Page 3**

JUDICIAL DECISION

Learn how a district provided appropriate services to a preschool student with disabilities, despite having not accepted a diagnosis of autism. **Page 10**

DECISIONS & GUIDANCE

See why a district's transfer policy didn't discriminate against a kindergartner with health-related disabilities; find out how a district failed to provide necessary speech therapy to a 7-year-old; discover why a 5-year-old with autism needed home-based speech and language therapy to receive FAPE. **Pages 10-12**

COVER STORY

Emphasize need for high-quality teachers in your early childhood settings

Beginning Sept. 15, every center wanting the five-year accreditation by the **National Association for the Education of Young Children** will face new standards, such as higher qualifications for teachers and evaluations by highly trained assessors. The biggest change early child care operators who voluntarily seek NAEYC accreditation will notice is the requirement that all of the centers' teachers have Child Development Associate certificates and work toward an associate's or bachelor's degree in early childhood education. "The bar is being raised," says **Alan Simpson**, NAEYC's communications director. **See full story on page 4.**

Trends

Learn why new service standards require you to underscore the need for age-appropriate, evidence-based best practices in your classrooms. **Page 4**

HIGHLIGHTS

Learn how FAPE applies to transporting preschoolers

Find out why your district must review its transportation policy for preschoolers with special needs. **Page 5**

See how to improve children's social skills

Research shows that children rejected by peers in kindergarten often continue to be ostracized in older grades. Find out how small classroom groups, parent involvement, and mentor relationships can improve kids' social skills. **Page 6**

Reduce future costs by intervening early

Discover how implementing special education services for preschoolers can prevent future costs for your school district by lowering the number of children requiring such services and reducing the amount of services children will need when older. **Page 8**

Prevent depression by combating 'food insecurity'

See why combating early obesity and malnutrition in children can prevent challenging behaviors as they grow. **Page 9**

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Children With Special Needs & Their Families

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LEGAL SPOTLIGHT

You Be the Judge

Was a district required to maintain a 3-year-old in his current placement during the pendency of an OSEP mediation regarding his IEP? **Page 2**

Washington Watch

Head Start programs are facing severe budget cuts in 2007. Find out how programs are already coping with cuts. Also learn about a new database offered by NICHCY. **Page 3**

Judicial Decision

Learn how a district denies a 6-year-old FAPE by failing to define services she needed and describing her goals. **Page 10**

Decisions & Guidance

See why a 3rd-grader receives FAPE despite parents' objections; learn why the 'ever-changing' concept of a 6-year-old's program denies FAPE; see why a district can't force a parent to bring her child to preschool; and find out how a district provides FAPE to a child with a cochlear implant. **Pages 10-12**

COVER STORY

Create early intervention model that looks at 'whole child'

Michigan passed a law last month that will allow districts to create early intervention programs for struggling students in grades K-3 before they are placed in special ed. The law's broad emphasis differentiates it from other intervention models, making it a good example for states and districts that have weak early intervention programs. "The law doesn't just create one 10-week literacy intervention," said **Bob Sornson**, founder of the **Early Learning Foundation** in Brighton, Mich. "It emphasizes the need to look at the whole child and all the issues that affect early learning success, such as motor, sensory, behavior and visual memory skills." **See full story on page 4.**

Beyond reading

See how your district can create an early intervention program that involves the community and addresses numerous learning skills. **Page 4**

HIGHLIGHTS

Find out why sensitivity matters in parent relations

Learn how teachers and administrators can be constructive and empathetic toward parents new to special ed. Also see how to involve parents more in the process. **Page 5**

Consider testing vision before evaluating for special ed

Find out why testing students' vision can save your district special education costs and keep kids from falling behind. Uncover common signs of vision problems. **Page 6**

Discover benchmarks for successful pre-K programs

Learn 10 ways you can improve your early childhood services. **Page 7**

See the benefits of extended-day kindergarten

Discover why students with special needs may excel in extended-day kindergarten with literacy intervention and how to make the most of longer days. **Page 8**

Learn the highs and lows of using mentors

See why one district is switching from using volunteers to hiring reading intervention teachers and how you can decide which method is best for your district. **Page 9**

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Topics in Early Childhood Special Education - Spring 2006

Topics in Early Childhood Special Education



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