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Brain Development - Updated

This issue features resources on brain development.

Check out the new additions to the collection on page 8!

Brain Development - Books

Baby Minds: Brain-Building Games Your Baby Will Love. Linda Acredolo, 2000. (530 A187 2000).

This guide for parents is based on the most current knowledge of how babies discover the world. It presents activities to develop babies' unique abilities and make the daily interactions of parent and child full of the joy of discovery for both.

Brain, Behaviour, and Iron in the Infant Diet. John Dobbing, 1990. (247.4 D632 1990 ECI).

This book examines whether iron deficiency in early life leads to deleterious changes in brain and or behavioral development and, in particular, whether it has any long lasting effects on intellectual capacity.

Brain Research and Childhood Education: Implications for Educators. Doris Bergen, 2001. (530 B495 2001).

This book, which uses research to offer information about brain growth and neurological development, provides educators the answers to some questions about brain research as it applies to education.

Building Your Baby's Brain: A Parent's Guide to the First Five Years. Diane Trister Dodge, 1999. (525 D633 1999).

This booklet contains illustrations and helpful charts to explain to parents what scientists know about brain development. The author explains why the first five years of life are so important to brain development. She offers suggestions for everyday activities to stimulate brain development.

Children with Acquired Brain Injury: Educating and Supporting Families. George H.S. Singer, 1996. (203.2 Si64 ECI).

The purpose of this book is to provide a resource for parents and service providers. The experience of acquired brain injury is revealed from a family perspective. Details of the kinds of supports needed and the practices of exemplary programs are provided.



Brain Development - Books (continued)

Children with Traumatic Brain Injury: A Parent's Guide. Lisa Schoenbrodt, 2001. (203.2 S365 2001 ECI).

This guide, which is for parents of children who have had a traumatic brain injury, is a comprehensive reference that provides the support and information needed to cope and help their child recover.

Como Estimular el Cerebro Infantil. Diane Trister Dodge, 1999. (525 D633s 1999).

This booklet, written in Spanish, contains illustrations and helpful charts to explain to parents what scientists know about brain development and why the first five years of life are so important to its development. This book shows how a few simple things parents can do every day will make a big difference.

Critical Thinking about Critical Periods. Donald B. Dailey, 2001. (525 B154 2001 ECI).

This book contains information from experts in the fields of psychology, neuroscience, and education discussing the importance of the first few years of infants' lives concerning their critical growth and brain development.

The Developing Mind: Toward a Neurobiology of Interpersonal Experience. Daniel J. Siegel, 1999.

This book presents anatomical, neurological, research, and clinical information in easy to understand language with clear concise sentences free of jargon and at the same time points out what remains unknown.

Effective Early Childhood Programs. Susan H. Landry, 2005. (560 L262e 2005 ECI).

This book harvests the knowledge that has been gained from the sciences of brain development, human development and early childhood education and translates that knowledge into usable guidelines for organized programs for three- and four-year-old children.

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

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

Ghosts from the Nursery: Tracing the Roots of Violence. Robin Karr-Morse and Meredith S. Wiley, 1997. (326.1 K18 1997 ECI).

The authors examine the poisonous effect that neglect, abuse, trauma, injury, and toxicity have in the first thirty-three months of life. They make the case that infancy is the stage during which the foundations for trust, empathy, conscience, and lifelong learning and thinking are laid down. It is also the crucial stage during which a predisposition to violent behavior may be hardwired into the brain.

NEW! A Good Start in Life: Understanding Your Child's Brain and Behavior. Norbert Herschkowitz, 2002. (525 H571g 2002 ECI).

This book describes the stages of infant and child development from birth through six years of age. It especially focuses on brain development and how that affects a child's behavior and personality. It is easy to read because it uses the example of a particular child and her birthday parties to demonstrate the theoretical ideas being presented. Tips for parenting and answers to common questions are included.

The Growth of the Mind and the Endangered Origins of Intelligence. Stanley Greenspan, 1997. (530 G815g 1997).

In this book the author discusses the six fundamental levels that form the architecture of our minds. Progress to these levels depends on a series of critical but subtle emotional transactions between an infant and a devoted caregiver.

The Human Mind Explained: An Owner's Guide to the Mysteries of the Mind. Susan A. Greenfield, 1996. (202.1 G837 1996 ECI).

This book, with extensive illustrations, explores every aspect of the human mind in five chapters: Surveying the Mind; Building the Brain; Inputs and Outputs; Far Horizons; and States of Mind.

Brain Development - Books (continued)

Inside the Brain: Revolutionary Discoveries of How the Mind Works. Ronald Kotulak, 1997. (202.1 K87i 1997 RHB).

This book presents the latest scientific findings about the human brain and reveals new understandings about how nature builds the brain then develops it during early childhood. It also explores how the brain gets damaged and how it heals itself.

Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth through Adolescence. Marian Diamond, 1998. (530 D537m 1998).

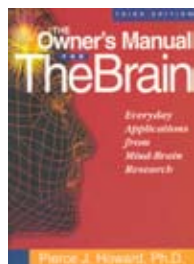
This book contains a description of how a child's brain develops and gives parents a collection of ideas for sensibly nurturing the child's growing mind.

NEW! Making Sense of Autism. Travis Thompson, 2007. (203.6 T477m 2007 ECI).

Expertly clarifying research and science, this primer on autism helps the reader make sense of brain development and differences in children with autism.

Medical Aspects of Early Intervention. James A. Blackman, 1995. (200.8 B565 ECI).

This textbook includes a chapter on disorders in brain development.



NEW! Owner's Manual for the Brain: Everyday Applications for Mind-Brain. Pierce J. Howard, 2006. (202.1 H851 2006 RHB).

Drawing from psychology, neurobiology, information science, philosophy, anthropology, and linguistics, this guidebook presents information on brain research. Although the book covers the entire life-span, it includes information on infants and their brain development, temperament, sleep and memory.

Pediatric Brain Injury: The Special Case of the Very Young Child. Carole Wedel Sellars and Candace Hill Vegter, 1996. (203.2 Se48 ECI).

This book was written to help parents understand the complexity of a child's recovery from brain injury. It includes an overview of brain injury in this age group and typical child development at this age. Discussions of therapy, the effect of the injury on the family, as well as the availability of community services are included.

Pediatric Traumatic Brain Injury: Proactive Intervention. Jean L. Blosser and Roberta DePompei, 1994. (203.2 B623).

This book is written for professionals from a variety of disciplines who are challenged daily by children and adolescents with traumatic brain injury (TBI). It is divided into four major parts: Part 1 provides an overview of TBI in the pediatric population and our philosophical orientation for assessment and treatment; Part 2 describes how to use problem-solving techniques to conduct functional assessments; Part 3 suggests treatment approaches based on the proactive, problem-solving approach; Through a case study Part 4 illustrates a proactive approach to intervention for a child with TBI.

NEW! Rehabilitation for Traumatic Brain Injury. Walter M. High, Angelle M. Sander, Margaret A. Struchen, and Karen A. Hart, 2005. (203.2 R345 2005 RHB).

This book reviews the effectiveness of a multitude of rehabilitation interventions for traumatic brain injury. It includes a history of rehabilitation efforts from World War I until the present. It also includes a chapter on children with traumatic brain injury.

Rethinking the Brain. Rima Shore, 1997. (530 S559r 1997).

This book and the conference which inspired it present an overview of neuroscientists' findings about the brain and suggests how these insights can guide and support our nation's efforts to promote the healthy development and learning of young children.

Brain Development - Books (continued)

The Scientist in the Crib: Minds, Brains, and How Children Learn. Alison Gopnik, Patricia K. Kuhl, and Andrew N. Meltzoff, 1999. (530 G660 1999).

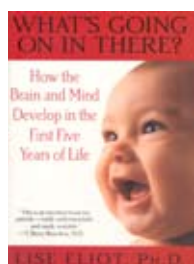
This book explains just how, and how much, babies and young children know and learn, and how much parents naturally teach them. The authors argue that nurture is our nature, and the drive to learn is our most important instinct.

Start Smart! Building Brain Power in the Early Years. Pam Schiller, 1999. (530 S334 1999).

This book presents simple, straightforward ways to boost brain power with active exploration, repetition, sensory exploration, laughter, and more. It contains information about how and why the brain develops.

NEW! Treating Neurodevelopmental Disabilities: Clinical Research and Practice. Janet E. Farmer, Jacobus Donders, and Seth Warschusky, 2006. (226.5 T784 2006 ECI).

This book synthesizes the knowledge and clinical strategies for assessing and treating psychosocial aspects of acquired and congenital neurodevelopmental disorders in children. A chapter on traumatic brain injury is included.



What's Going on in There?: How the Brain and Mind Develop in the First Five Years of Life. Lise Eliot, 1999. (530 E42w 1999 ECI).

This book charts brain development from conception through the first five years. It discusses the ongoing debate between the role of genes versus environment in a child's behavior and personality. It shows parents and caregivers ways they may enrich their child's brain and encourage healthy development.

What to Do about Your Brain-injured Child. Glenn Doman, 1994. (203.2 D711 ECI).

Based on decades of work performed at the Institutes for the Achievement of Human Potential, this book discusses all aspects of brain damage in children.

The Youngest Minds: Parenting and Genes in the Development of Intellect and Emotions. Ann B. Barnet, 1998. (530 B273y 1998).

This book reveals what goes on in a child's brain during the first months and years of life by exploring children's genetic tendencies toward anger, fear, and other emotions. The authors provide information on how interactions with people can actually organize and reorganize a child's brain. They offer guidance to parents and caregivers by describing the essential characteristics of healthy parent-child relationships and good child care, as well as how the effects of bad early experiences can be overcome later in life.

Your Child's Growing Mind: Brain Development and Learning from Birth to Adolescence. Jane M. Healy, 1994. (530 H347).

This book serves as a guide to learning skills for children. The author begins by translating current scientific theories on nervous system development into practical information for parents. She then explains in detail how children develop language and memory, and addresses academic learning: reading, writing, spelling and mathematics.

Brain Development - Audiovisuals

ECI Teleconference: Brain Development. 44 min. 2000. (VT1674).

This video is the fifth in a series from a June 9, 2000 teleconference in San Antonio. Neal Boris discusses what information on infant brain development means for ECI personnel in the field.

ECI Teleconference on Cognitive Development in Young Children. 120 min. 1999. (VT0442).

This video is a copy of the teleconference held February 25, 1999 to help participants become familiar with theories of cognitive development in young children, and gain insight into brain research and its implications for early childhood intervention.

Brain Development - Audiovisuals (continued)

ECI Teleconference on the Brain: Role of Early Experience on Neurodevelopment. 480 min. 1999. (VT0444). These tapes of the ECI Teleconference on the Brain are in two parts. Each part consists of two tapes. It was broadcast from Omaha, Nebraska as part of Project Learn.

ECI Teleconference: Trauma and Attachment. 97 min. 2000. (VT1678).

In this second tape of the June 9, 2000 San Antonio teleconference, Prachi Shah discusses how the infant's brain develops and the environmental influences on the infant's brain during the first years of growth. Stephanie Schick discusses the effects of traumatic experiences and attachment on the infant.

Childhood: Love's Labors. 57 min. 1995. (VT2116).

This video, the third of a seven-part series, explores the period between six months and three years, when almost every day brings startling evidence of rapid maturation in brain and body. It is during these early months that observers can witness a baby's improved coordination, increased mobility, acquisition of language, and emerging sense of self. The video shows how babies and infants are not powerless but are instead active participants in a world they affect and change almost from birth.

¡Empieza Ya! Start Now! 16 min. (English); 12 min. (Spanish). 1998. (VT0426).

This video shows parents that from birth children need to be enriched through reading, communication, music, and play every day. These powerful activities form billions of connections in the infant's brain. The infant's brain develops fastest during the first three years of life, and this critical parent involvement improves the child's ability to learn throughout life. The first half of the video is in Spanish and the second half repeats the pictures but is spoken in English.

Feed Your Child's Future. 12 min. (English); 12 min. (Spanish). 2002. (VC7852).

A couple learns that high-iron foods and reading to their young son are important to his brain's growth and development.

NEW! First Year Milestones: A Monthly Guide to Your Baby's Growth Vol 1: Birth to 6 Months (closed captioned). 25 min. 2006. (DD0128).

This program demonstrates the milestones of the first six months and provides information on corresponding brain development.

NEW! First Year Milestones: A Monthly Guide to Your Baby's Growth Vol. 2: 7 Months to 12 Months (Closed Captioned). 25 min. 2006. (DD0129).

This companion program demonstrates the milestones of months 7 to 12 and provides information on corresponding brain development.

The First Years Last Forever. 29 min. 2000. (DD0026).

This DVD, hosted by Rob Reiner, and accompanying computer disc, presents information from research on infant brain development supporting the importance of the relationship between the caregiver and the child in the critical first years of life.

From the Beginning: Developing Connectors in the Brain from Birth. 15 min. 1995. (VT2113).

This program shows how the newborn baby's brain makes connections to develop sight, sound, and emotional attachments. If these chemical connections are not made in the brain by 12 to 18 months, the brain will never be able to make them.

Getting to Know Your Premature Baby. 30 min. 1996. (VC6437).

This video gives parents of premature babies information concerning the health and development of the baby. It describes the health professionals and equipment in the neonatal ICU and encourages parents to visit and touch their baby. It explains the complications which may occur in premature infants, including those associated with brain development, hearing, eyesight, respiration, heart, the gastrointestinal system, hematology, and the muscular system.

Brain Development - Audiovisuals (continued)

It Feels Good to Help Your Baby Learn! 14 min. 1998. (VT0427).

This video is produced for the first time mom, who may or may not be a single, high school parent. It emphasizes that the baby's development begins at birth and stresses the role of mothers. Mothers can help the baby's brain to make its needed connections by doing simple things like touching, holding, talking, reading, and playing with the baby.

Living with Hope: Understanding Holoprosencephaly. 45 min. 2001. (VC7373).

Holoprosencephaly (HPE) is a neurological birth defect in which the fetal brain does not grow forward and divide as it should during early pregnancy. This program explores the nature of HPE, the wide range of its manifestations, its cause, treatment and probable outcomes.

The Newborn. 23 min. 1993. (VT2134).

The reactions of the newborn ten days after birth can be recognized for most important functions (sitting, standing, walking, grasping and social contact) in their incipient form. At this point, however, these capabilities are solely the result of innate reflexes. They disappear during the course of the first few months, as the brain is gradually able to take over the control of these movements. Early tests give the examining physician indications of possible damage to and developmental disorders of the newborn.



NEW! No Matter How Small: A Parent's Guide to Preterm Infant Development (English/Spanish). 39 min. 2006. (DD0051).

This DVD is research-based and features a diverse cast of real parents and providers. It shows parents ways in which they can help support the normal growth and development of their baby's brain.

Portrait of Promise: Preventing Shaken Baby Syndrome. 11 min. 1995. (VC6876).

This video describes how shaking a baby can damage the baby's brain and inflict long term effects. It provides tips in coping with a crying baby.

Los Primeros Años Marcan Para Siempre. 30 min. 2005. (VT2261).

This video, the Spanish version of "The First Years Last Forever", is designed to help new parents and caregivers understand the new brain research and the vital importance of their relationship with the infant during the critical first years of life.

Ready for Life: First Impressions. 54 min. 2000. (VT2140).

This documentary features six real Texas families as they welcome a new baby. These stories illustrate how children begin to develop the strength and confidence to face life's challenges in emotionally healthy ways. Dr. Bruce Perry narrates and discusses how important parental involvement is to the healthy brain development of the infant just a few hours old.

The Secret Life of the Brain. 60 min. 2001. (VC7538).

This video explores how the brain constructs itself from conception through the first year of life. This video examines the difficulties of premature babies and the delicate developmental process of the brain.

Shaping Youngest Minds. 23 min. 1999. (VT0450).

This video shows the importance of day-to-day loving care composed of sights, sounds, noises, smells, touches, language and eye contact that will literally shape the infant's brain. At birth, the brain is remarkably unfinished; its 100 billion neurons are not yet connected. How the brain is wired for life depends on how the child experiences the world and forms attachments to parents, family, and caregivers.

Small Wonders: Early Brain Development. 12 min. 1998. (VT2177).

In this video, the importance of communication and touching between care givers and babies is linked to the development of a baby's brain.

Brain Development - Audiovisuals (continued)

Ten Things Every Child Needs. 60 min. 1997. (DD0153).

Ten simple things influence the brain development of children: interaction, loving touch, stable relationships, safe healthy environments, self esteem, quality child care, play, communication, music and reading. This DVD offers a simple checklist that parents, teachers, family child care providers and babysitters can follow to give children the best start in life.

NEW! Understanding Traumatized and Maltreated Children. 157 min. 2004 (DD0127).

This series consists of 7 programs hosted by Bruce Perry and Art Linkletter on 2 DVDs. Program 1 Challenging Our Beliefs: Dr. Perry challenges us to evaluate existing childcare systems, and urges us to consider their effectiveness, Program 2 The Amazing Human Brain: Dr. Perry covers the basics of brain anatomy and function, Program 3 How the Brain Develops: The Importance of Early Childhood: Bonding and attachment are stressed as the cornerstones of early childhood optimal development, Program 4 Neglect: How the Poverty of Experience Disrupts Development: Severe neglect and missed caregiving opportunities cause various degrees of brain effects and behavior problems in maltreated children, Program 5 The Fear Response: The Impact of Childhood Trauma: Caregivers learn to effectively recognize the behaviors and physical reactions of children in the various stages of the fear response, Program 6 Living and Working with Traumatized Children: In depth information and effective skills for those who care for traumatized and maltreated children, Program 7 Violence and childhood: Insufficient brain cortex modulation and primitive brain stem impulsivity can lead to acts of violence.

Brain Development - Websites

Baby Brain Map from Zero to Three: This web page demonstrates in a visual manner the parts of the brain that are learning at each stage of a baby's development. Click on the questions to get answers about how caregivers/parents can stimulate brain development in each hot spot (such as movement, language, social/emotions) at each stage of development. Available at http://www.zerotothree.org/site/PageServer?pagename=ter_util_babybrainflash (It works best using Internet Explorer as your web browser.)

Embryological Development by Joanna Schaffhausen: This article available on the internet describes in easy to understand language how the brain develops before birth: http://www.brainconnection.com/topics/?main=fal_embryo-development

Interactive Childhood Development Checklist from the Centers for Disease Control: This interactive tool allows a parent to view how a developmental milestone category (social and emotional, cognitive, or language) changes as a child grows. See <http://www.cdc.gov/ncbddd/autism/actearly/interactive/>

Memory Matters from KidsHealth.org: This article is written for children and describes human memory and memory disorders. It discusses amnesia, traumatic brain injuries, signs and diagnosis of a memory problem, and related topics. Available at http://kidshealth.org/kid/health_problems/brain/memory.html

Parenting and Brain Development from the Talaris Research Institute: This website presents research-based information on infant brain development and early brain development in children, mainly ages birth to five years old. The information is geared toward parents and educators and includes topics such as empathy, early emotions and early memory development. Available at <http://www.talaris.org/synopsis.htm>

Starting Smart: How Early Experiences Affect Brain Development: In this publication available on the Internet, the author explains new research on how the brain develops, windows of opportunity in brain development, the connection between emotional development and the infant brain, how trauma and chronic stress affect brain development and how to help families support healthy brain development. Available at: <http://www.zerotothree.org/site/DocServer/startingsmart.pdf?docID=2422>

New Books

The Down Syndrome Nutrition Handbook: A Guide to Promoting Healthy Lifestyles, 2nd ed. Joan E.G. Medlen, 2006. (226.11 M491 2006 ECI)

This book presents information on nutrition and healthy living for children with Down syndrome. It encourages parents to start teaching healthy habits early in their child's life but also stresses that it is never too late to begin healthy habits.

The Out-Of-Sync Child Has Fun: Activities for Kids with Sensory Processing Disorder, rev ed. Carol Stock Kranowitz, 2006. (219 K862 2006 ECI)

This book presents more than one hundred playful activities specially aimed at children with sensory issues. Whether the child faces challenges with touch, balance, movement, body position, vision, hearing, smell, taste, motor planning or other sensory problems, this book brings fun and play to these children.

Social Competence in Children. Margaret Semrud-Clikeman, 2007. (270.1 S473s 2007 ECI)

Social competence is essential to the mental and physical well-being of all humans but many children have difficulty making and keeping friends. This book provides a developmental view of social functioning in children at different stages, with an emphasis on clinical conditions that may disrupt this development. Assessment, parenting issues, interventions, and treatment guidelines are included.

New Audiovisuals

Ages and Stages Questionnaires on a Home Visit. 20 min. 1995. (DD0188) (New in DVD)

The Ages & Stages Questionnaire (ASQ) system is designed to be implemented in many settings and can easily be tailored to fit the needs of many families. This DVD demonstrates completion of the questionnaire for two children. Their family is introduced and guided through questionnaire completion by a home visitor. Viewers discover how to explain the ASQ screening process, redefine items to reflect a family's values and culture, create opportunities for child learning and development, and promote positive parent-child interaction.

ASQ Scoring and Referral. 16 min. 2004. (DD0189)

Viewers of this DVD see a brief description of the ASQ questionnaires and the screening process. Then, they watch a home visitor guiding a mother as she fills out a questionnaire for an infant and tries the ASQ tasks with her child. Through footage of specific tasks and close ups of sample questions and scores, ASQ users will learn how to convert parent responses into point values, compare the results to the cutoff scores, evaluate sections that are not scored, such as the family information page and use professional judgment to decide if a referral for further assessment is needed.

ASQ: SE in Practice. 26 min. 2004. (DD0190)

A companion to the Ages & Stages Questionnaires: Social-Emotional (ASQ:SE) screening system, this DVD 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 program, early interventionists, home visitors, pediatricians, teachers, and other professionals will be fully prepared to administer and score ASQ:SE.

Autism Spectrum Disorders and the SCERTS Model. 106 min. 2004. (DD0192) (New in DVD)

This DVD provides an overview of the SCERTS model and demonstrates its application in classroom, community, and home environments for children in early intervention through the primary school grades. This model is designed for those interested in a comprehensive framework that builds meaning, logic and predictability into daily functional activities for children with ASD and their social partners.

Can Do: Becoming a Can Do Kid Self-Help Skills. 14 min. 1991. (DD0198)

It is tempting for parents to do too much for their child who is blind. This DVD encourages parents to build independence in their child by teaching the child to do things for him- or herself, including feeding, dressing and personal care.

New Audiovisuals (continued)

Can Do: Full of Hope. 18 min. 2002. (DD0206)

Viewers share in the experiences of children and young adults with visual impairments. This DVD offers hope and encouragement to families and professionals who work with them. It is especially helpful to families of newly diagnosed infants and preschoolers with visual and multiple impairments.

Can Do: Going Places: Orientation and Mobility. 14 min. 1991. (DD0200)

Two very important skills for a child who is visually impaired to function independently are orientation and mobility, knowing where he or she wants to go and how to get there. This DVD teaches parents about these skills and what they can do from the time their child is very young to encourage independent and safe movement. Families and their children model a progression of skills from infancy through preschool age.



Can Do: Growing My Way Part 1. 12 min. 2005. (DD0195)

This DVD follows five babies and their parents as their development is tracked at 3-month intervals, beginning at 3 months of age and ending at 18 months of age. It provides an intimate look at them as they progress through their first year and a half of life. The children include a typically developing baby, two babies with low vision conditions, and two babies who were born very prematurely and are seriously visually impaired. The series highlights what adaptations children and parents make to deal with visual impairment at different ages and developmental stages.

Can Do: Hands on Experience: Tactual Learning and Skills. 11 min. 1996. (DD0203)

Children who are blind or visually impaired need to be able to use their other senses to gain information about the world. The sense of touch is one of the major senses that can make up for their loss of sight. However, babies, toddlers and preschoolers who are visually impaired need encouragement and opportunities to build their tactual skills. This DVD discusses the importance of tactual learning, the progression of tactual skills from infancy through preschool needed for preparing children for Braille reading, and how parents and teachers can help.

Can Do: Learning about the World: Concept Development. 16 min. 1991. (DD0197)

Lack of vision can cause children who are visually impaired to miss much of what is going on around them, inhibiting their understanding of the world. This DVD helps parents appreciate the importance of early concept development and what they can do to help their child.

Can Do: Making Friends: Social Skills and Play. 11 min. 1991. (DD0199)

Blindness can significantly impact a child's understanding of how to behave with others. This DVD explores several areas of potential social difficulty and shows parents how to help their child build the social skills that are keys to successful living in a sighted world.

Can Do: Moving Through the World: Gross Motor Skills and Play. 10 min. 1996. (DD0202)

Visual impairment can significantly impact the development of the gross motor skills needed for young children to move beyond their environment and learn about the world. Parents and teachers can play a major role in fostering the development of gross motor skills. This DVD discusses key gross motor skills and demonstrates simple and fun play activities that parents and teachers can use to encourage a progression of skills from infancy through preschool age.

Can Do: Power at Your Fingertips: An Introduction to Learning Braille. 22 min. 1996. (DD0205)

This DVD features instruction in the Braille alphabet and numbers, introduction to the use of contractions in Braille, and training in the use of the slate and stylus and Braille writer. It is a tutorial for parents and teachers to get started in using Braille with their children who are blind and to pursue self-instruction at their own pace.

Can Do: Seeing Things in a New Way: What Happens When You Have a Blind Baby. 16 min. 1991. (DD0196)

Parents can be devastated when they learn that their child is blind. This DVD is designed to help parents with their sense of loss and develop a positive outlook for their child's capabilities and potentials.

New Audiovisuals (continued)

Can Do: Successfully Adapting the Preschool Environment. 12 min. 1996. (DD0204)

Children who are visually impaired can be successful in the typical preschool classroom. This DVD demonstrates a variety of adaptations that easily and effectively can be introduced to accommodate the special needs of students who are visually impaired.

Can Do: Through Their Eyes: An Introduction to Low Vision. 15 min. 1996. (DD0201)

It can be difficult to understand low vision conditions and to determine how they affect a young child's visual functioning. However, with some special adaptations in the home and preschool environment, children with low vision will be able to use their sight to their best advantage. This DVD discusses several common causes of low vision, how they affect visual function, and adaptations that can be simply incorporated into home and classroom to meet these special needs.



Communication Options for Deaf Children: A Family Decision. 18 min. 2002. (DD0186)

Experts and parents who have made choices about communication options discuss four alternatives: auditory/verbal, American Sign Language, auditory/oral lip reading and aggressive hearing amplification, total communication combining methods to help a child develop natural language skills. This DVD program helps parents, service providers, and students understand that there is no "one right way" of communicating with deaf children that will meet the needs of all families. The emphasis is on researching the various communication options, choosing what is best for a family, and starting the communication process early.

Educating Peter. 30 min. 1991. (DD0187) (New in DVD)

This program, winner of an Academy Award for Best Documentary Short Subject, is the story of a child with Down syndrome and his third grade classmates as they test the limits of the federal law requiring children with disabilities to be included in classes with typically developing children.

Embracing Play. 47 min. 2002. (DD0193) (New in DVD)

This program is intended for parents of a child newly diagnosed with autism. It presents ways they can interact with their child through using household objects and toys in various play situations. It demonstrates strategies for creating the structure necessary to foster the child's play skills. Because play comes naturally to most children, it is a good way to immediately keep the child engaged.

First IEP Parent Perspectives. 30 min. 2005 (DD0194)

This DVD resource answers common questions and concerns about IEPs and gives viewers a picture of the process. Viewers will learn from mothers who discuss their children's special needs, their IEP preparation, and how they got the results they wanted. A mother meets with an early interventionist to talk about what to expect and how to prepare. A simulation of a successful IEP meeting is shown for a boy with multiple disabilities along with video footage of the child in his new preschool.

For the Child: Information on Mental Health and Advocacy for Resource Parents. 30 min. 2007. (DD0208)

This DVD program is hosted by Morgan Freeman. It provides information to help foster parents and kinship care providers address the mental health needs of children in their care. Viewers will understand the most common children's mental health problems and learn about navigating the mental health delivery system. They will learn how important it is to develop alliances with birth parents, school systems, mental health providers and case workers. Foster children, birth parents, foster parents and caseworkers all have rights and responsibilities. Parents can be more effective advocates for the children in their care if they know who to call, what to say, and where to go to obtain the right services.

Fragile X Syndrome. 25 min. 2004. (DD0191)

Viewers of this DVD learn about the physical and behavioral characteristics, diagnostic tests, neurological and neurobehavioral symptoms of this disability. This syndrome affects males and females differently. A visual learning style, peer teaching and occupational therapy can be effective in teaching a child with Fragile X syndrome.

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Early Childhood Report - July 2008

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 19, ISSUE 7

JULY 2008

LEGAL SPOTLIGHT

You Be the Judge

Must district offer transition services to this kindergartner? **Page 2**

Washington Watch

Most states have been doing a better job running their Part C programs, according to recent OSEP report cards; researchers say holding programs accountable under the Head Start Act would be unwarranted until more research is validated. **Page 3**

Decisions & Guidance

Read a recent judicial ruling, OSEP letter, OCR letter and SEA decisions. **Pages 10-12**

Part C Primer

Proposed IDEA Part C Section 303.303 would allow a lead agency to use screening to determine whether a child is suspected of having a disability. The use of screening as a vehicle to identify children who are potentially eligible for Part C services may reduce the number of evaluations and assessments that would otherwise need to be conducted. ■

COVER STORY

New ED center will create national research, support network on early childhood RTI

A new national center with the goal of adapting response to intervention for the early childhood set will launch this summer thanks to a recent \$10 million, five-year grant awarded by the Education Department. The Center for Response to Intervention in Early Childhood will focus on developing literacy and language interventions for preschoolers at Tiers 2 and 3, and assessing their efficacy in high-quality early childhood settings. Project collaborators also hope to cultivate a national network where early childhood researchers, educators and policymakers can brainstorm effective approaches. **Full story, page 4.**

Challenges

Find out the barriers to crafting effective Tier 2 and 3 interventions for preschoolers at risk for literacy and language difficulties, including a lack of universal access to children, and how to surpass them. **See page 4.**

HIGHLIGHTS

Resist recording specific methodologies on IFSPs

Learn why leaving particular approaches off IFSPs will allow your early intervention personnel to adjust their tactics depending on a child's progress. **Page 5**

IDEA does not dictate ratio of nondisabled peers

Find out about a recent court case underscoring that there's no "magic number" for the right ratio of nondisabled students in inclusive preschool programs. **Page 6**

Distinguish signs of auditory processing disorder

Uncover what signs indicate a child may have difficulty processing what he hears. Also see interventions you can implement in the early childhood classroom. **Page 7**

Eye on Autism: Raise awareness of idiosyncracies, needs

See how you can raise early childhood educators' awareness of the characteristics of autism spectrum disorders to prevent inappropriate teaching tactics. **Page 8**

Recognize infants can experience mental health issues

Discover the subtle signs that an infant may have mental health challenges. Also learn how you can build babies' positive attachment to their caregivers to reverse a negative start to life. **Page 9**

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Early Childhood Report - August 2008

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 19, ISSUE 8

AUGUST 2008

LEGAL SPOTLIGHT

You Be the Judge

Can a district remove this aggressive child from his mainstream classroom? **Page 2**

Washington Watch

IDEA budget gets murky as appropriations process stalls; Head Start advocates hope the next administration will increase funding. **Page 3**

Decisions & Guidance

Read recent judicial rulings, SEA decisions, and an OCR letter, including an eligibility case. **Pages 10-12**

Part C Primer

Listing non-required services in an IFSP does not mean those services must be provided. Their identification may be helpful to the child's family, the service coordinator, and EIS providers. This is because the IFSP provides a comprehensive picture of the child's total service needs (including medical and health services), as well as early intervention services (including transition services). ■

COVER STORY

Struggling with OSEP Part C indicators? Beef up compliance monitoring practices

Before OSEP released the latest IDEA Part C determination letters in June, Maine and Tennessee knew what to expect. They had not provided data for Indicator 9, which required them to demonstrate that their states' systems were reasonably designed to correct identified noncompliance in a timely manner. This caused them to receive the rating of "needs intervention." See how they are availing themselves of OSEP technical assistance to better align local data reporting and monitoring with national Part C compliance indicators. **Full story, page 4.**

Raise efficiency

Learn how two states are improving their data collection and monitoring practices to raise their rank in IDEA Part C determination letters. **Page 4**

HIGHLIGHTS

Report finds high rates of preschoolers exiting special ed

Learn about a recent report on preschoolers in special education that shows a high number of children become declassified when transitioning to kindergarten and first grade. Also read about a rise in the use of one-on-one aides. **Page 5**

Learn about new study on toddlers with autism

Find out the goal of researchers involved in what promises to be a landmark study funded by the National Institute of Mental Health to explore interventions for young toddlers with autism. **Page 6**

Uncover working memory deficits in young children

See why you should educate teachers about the signs of working memory difficulties and provide strategies to strengthen young children's ability to retain information. **Page 7**

Eye on Autism: Link AT, children with Asperger syndrome

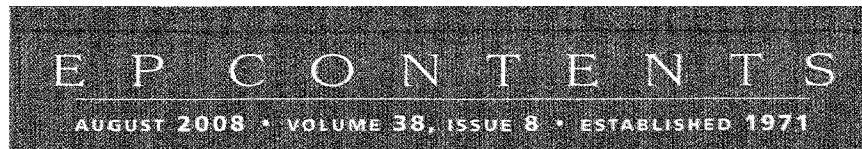
Glean ways you can employ assistive technology to help young students with Asperger syndrome process sensory input and understand cause and effect. **Page 8**

Tell teachers why discussing behavior is paramount

Find out ways you can impress on educators the importance of communicating with one another about a child's behavioral issues to prevent costly lawsuits. **Page 9**

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Exceptional Parent - August 2008



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On The Cover

Sheri Newell and Dr. Tom Cheetham team up in exploring alternative sites for examining patients with special needs. Sheri prefers to remain on her trike and have her medical appointments on the playground at Orange Grove Center (OGC), the non-profit agency where she receives services, which is located in Chattanooga, TN. Dr. Cheetham, OGC's Medical Director demonstrates his flexibility and ingenuity in finding a suitable seat on the slide. The hallmarks of developmental medicine are accommodation, imagination, and collaboration. Photo by Dennis Wilkes.

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Exchange - July/August 2008



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Infant Mental Health Journal - July 2008

VOLUME 29 • NUMBER 4 • JUL-AUG 2008

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Journal of Early Intervention - September 2008

Journal of Early Intervention

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Topics in Early Childhood Special Education

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Young Exceptional Children - September 2008

Young Exceptional Children

Volume 11 Number 4 September 2008

Young Exceptional Children is a peer-reviewed publication produced by the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), designed for teachers, early care and education personnel, administrators, therapists, family members, and others who work with or on behalf of children from birth through 8 years of age who have identified disabilities, developmental delays, are gifted/talented, or are at risk for future developmental problems. *Young Exceptional Children* is published four times per year and serves as a practitioner's journal and as a complement to the DEC's *Journal of Early Intervention*, as well as the major source of printed communication between DEC and its membership.

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