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## ***Play and Motor Development - Updated***

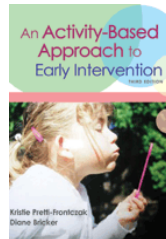
*This month we are featuring books, videos, and websites about play and motor development.*

*Check out the new additions to the collection on page 7!*

## **Play and Motor Development - Books**

### **Achieving Learning Goals through Play: Teaching Young Children with Special Needs.** Anne H. Widerstrom, 2005. (655 W639 2005 ECI).

This book describes how to use naturalistic play activities to address children's learning goals. Intended for teachers, therapists, and daycare providers, this book shows that play is a valuable medium for learning.



### **An Activity-based Approach to Early Intervention.** Diane Bricker and Kristie Pretti-Frontczak, 2004. (556 B762 2004 ECI).

This book provides child-directed techniques and ready-to-use forms to assist teachers and interventionists to individualize goals and objectives, match developmental levels, plan and execute program schedules and activities, and monitor a child's progress over time.

### **Activity-Based Intervention Guide with More than 250 Multisensory Play Ideas.** Marcia Cain Coling and Judith Nealer Garrett, 1995. (556 C682 1995 ECI).

This book provides detailed guidelines for implementing the activity-based approach in centers, homes or integrated settings. Its fifty weeks of multisensory activity ideas are organized into thematic units that include topics such as holidays, seasons, colors and shapes. Each activity contains goals for the sensory, gross motor, fine motor, cognitive, language and social developmental domains.

### **AEPS Curriculum for Birth to Three Years.** Diane Bricker, Juliann Cripe, and Kristine Slentz, 1993. (520 C868 1993 ECI).

This hands-on curriculum is designed to provide abundant teaching opportunities tailored to each child's involvement in the daily activities and routines of early childhood.

### **Baby Play: 100 Fun-Filled Activities to Maximize Your Baby's Potential.** (655.2 B115 2001 ECI).

Sharing play time with infants is one of the best ways to give them a great start in life. This book is full of simple activities that parents and babies can do together. The activities stimulate a baby's physical and social development.

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## Play and Motor Development - Books (continued)

**Baby Play and Learn: 160 Games and Learning Activities for the First Three Years.** Penny Warner, 1999. (655.2 W283 1999 ECI).

This book offers 160 age-appropriate ideas for games and activities to promote developmental learning opportunities for the baby's first three years when rapid growth and development take place. Parents can use the skills index to find activities that help with fine and gross motor skill development.

**Child's Play: Revisiting Play in Early Childhood Settings.** Elizabeth Dau and Elizabeth Jones, 1999. (655.2 D235 1999 ECI).

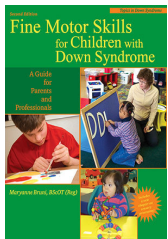
A variety of experts present their ideas about the importance of and the ways play helps to further the young child's social, cognitive, and emotional development, with a particular focus on the acquisition of social skills and the development of attitudes.

**Developmental Play Group Guide.** Barbara C. Browne, Marian H. Jarrett, Carolyn J. Hovey-Lewis, and Maxine B. Freund, 1995. (655.2 B816 1995 ECI).

The authors present their developmental play model, which is geared to teach parents and caregivers about many of the skills required for infants to become developmentally competent. This book contains 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. The lesson plans are also provided in Spanish.

**Early Communication Games: Routine-Based Play for the First Two Years.** Deborah G. Casey-Harvey, 1995. (655 C268 1995 ECI).

This book is designed for both the professional and the parent. It lists target language skills and provides games to develop each of those skills for infants and toddlers 0-12 months and 12-24 months. Parents learn how simple games and activities help their child learn communication skills, and become involved in evaluating their child's progress.



**NEW! Fine Motor Skills in Children with Down Syndrome: A Guide for Parents and Professionals.** Maryanne Bruni, 2006. (226.11 B896f 2006 ECI).

This book explains the best practices and procedures for helping children master the finger and hand skills needed for home and school activities. It is written by an occupational therapist who has worked extensively with children with Down syndrome.

**NEW! Investigating Play in the 21<sup>st</sup> Century.** 2007. (655.2 I62 2007 ECI).

This volume presents theoretical and empirical research on play and culture from a variety of disciplines. It begins with an overview of the 20th century and moves from conceptualizing play to other topics such as the relationship between play and literacy; play and science; and play across space and time.

**NEW! Mister Rogers' Plan & Play Book: Hundreds of Preschool Activities for Parents and Child Care Providers.** Fred Rogers, 2002. (655.2 R725m 2002 ECI).

This book provides activities to go along with the themes presented in the television show, Mister Rogers' Neighborhood. The activities can also be used without watching the show. Song lyrics, an activities index, a topic index, and a theme index are all included.

**NEW! The Out-Of-Sync Child Has Fun: Activities For Kids with Sensory Processing Disorder.** 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.

**Pathways to Competence.** Sarah Landy, 2002. (540 L264 2002 ECI).

This book covers nine critical aspects of social and emotional development in children from birth to six years of age including the importance of play and imagination.

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## Play and Motor Development - Books (continued)

**NEW! Perspectives on Play: Learning for Life.** Avril Brock, Sylvia Dodds, and Pam Jarvis, 2008. (655 P467 2008 ECI).

This book explores, debates, and develops the theory of play, relating theory to examples of practice. The first section discusses the value of play: psychological, educational and playwork perspectives. The second reviews play through the years from 0 to 11. The third section is on supporting children's play, and the final section covers concluding perspectives.

**Play and Imagination in Children with Autism.** Pamela J. Wolfberg, 1999. (203.6 W855 1999 ECI).

The author presents a variety of situations for children with autism to express themselves and learn through play and use of imagination.

**NEW! Play from Birth to Twelve: Contexts, Perspectives, and Meanings.** Doris Pronin Fromberg and Doris Bergen, 2006. (655 P722 2006 ECI).

This book is a comprehensive investigation of the nature and influence of childhood play, designed to help teachers understand and support children's play activity and learning. It includes sections on perspectives on play development; meanings of play; educational contexts for play; social and physical contexts for play; and particular meanings embedded in play.

**Playing Is Learning: A Curriculum for Partners in Parenting Education.** Barbara Pagano and Sue F. Dolezal, 1997. (655.2 B988 1997 ECI).

This guide, which focuses on how babies learn and how parents can help or hinder this process, uses the power of play to promote learning. It presents activities parents can use to stimulate the emotional ties to their baby and create a positive learning environment at the same time.

**Read, Play, and Learn! Storybook Activities.** Toni Linder, 1999. (655.2 L744r 1999 ECI).

This series contains play activities and games for young children with disabilities and their families. It is designed to promote growth across all of the areas of development important for a young child, and it contains a school-year's worth of ready-to-use lessons. It includes 16 modules. Each module contains a brief retelling of a popular children's story and information on where to get the storybook itself. Additionally, each booklet is accompanied by curriculum planning sheets, vocabulary and material lists, activities, and tips for involving families and additional suggestions.

**Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds.** Karen Miller, 1999. (655.2 M648 1999 ECI).

The activities in this book have been created to encourage young children to develop new skills, practice these skills, and move along at their own pace. The author provides an explanation of each stage of development and lists appropriate games for the child at that stage of development.

**NEW! Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders: A Guide for Parents and Professionals.** Sieglinde Martin, 2006. (203.21 M383t 2006 ECI).

This book is a resource that parents, therapists and other caregivers can consult to help young children with gross motor delays learn and practice motor skills. The book offers dozens of easy-to-follow exercises with photos to assist with head control, protective reactions, proper positioning, independent sitting, transitional movements, stretching, muscle strength, balance training and gait training.

**Toddler Play: 100 Fun-Filled Activities to Maximize Your Toddler's Potential.** 2001. (655.2 T636 2001).

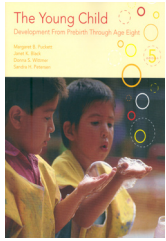
Fun-filled play is one of the most practical ways to ensure toddlers receive the best start in life. This book teaches parents how to teach their child by providing ideas and inspiration to enliven quality playtime. Each activity provides children with the foundations for many of the skills they need in preschool. Parents can use the skills index to find activities that help with fine and gross motor skill development.

**NEW! Unplugged Play: No Batteries, No Plugs, Pure Fun.** Bobbi Conner, 2007. (655 C752u 2007 ECI).

This book provides hundreds of battery-free, screen-free games and fun variations that stretch the imagination, spark creativity, build strong bodies, and forge friendships. Games are included for playing solo and playing with others, parent and child games, and birthday party games.

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## Play and Motor Development - Books (continued)



**NEW! The Young Child: Development from Prebirth through Age Eight.** 2009. (525 Y69 2009 ECI).

The author examines physical, motor, social and emotional development of the child as he or she grows.

**Your Child at Play: Birth to One Year.** Marilyn Segal, 1998. (655 S454 1998 ECI).

This book, which contains 180 candid photos, is organized in a month-by-month format. Each month begins with a description of the developmental events and advances in play behavior that are likely to occur during the month. A section of play ideas suggests ways that parents can introduce games and activities that capitalize on the babies' emerging skills.

**Your Child at Play: One to Two Years.** Marilyn Segal, 1998. (655 S454 1998 ECI).

This book, illustrated with more than 200 photos, provides a vivid look at everyday life with a toddler and offers hundreds of creative play activities; expert advice on managing problem situations; and ideas for encouraging creativity, exploration, and language skills.

**Your Child at Play: Two to Three Years.** Marilyn Segal, 1998. (655 S454 1998 ECI).

This book, illustrated with over 130 photographs of real children at play, provides insight into how two year olds see themselves; how they get along with others; and how they learn language.

## Play and Motor Development - Audiovisuals

**NEW! Babies and Young Children with Each Other.** 28 min. 2000. (DD0103).

This program explores the development of social contacts of babies and young children from the ages of four months to two and a half years. Observed in the "naturalistic" setting of the Loczy home residence in Budapest, children go through three overlapping periods of development. In the first period, the child discovers that "others" are not just objects, but are actually living beings. In the second period, the child discovers that "others" are actually people. In the third period, after taking part in common activities, the child begins to experience the first feelings of friendship with other children and finds pleasure in their company.

**NEW! Baby's Attention during Play.** 28 min. 1990. (DD0104).

Based on the research of Anna Tardos, this program explores the phenomenon that infants who have had a harmonious relationship with those around them seem more able to find pleasure in autonomous and independent activities. Tardos also investigates the different types of attentiveness which infants can manifest under favorable circumstances, types of attentiveness which during lengthy periods of play seem to form a self-regulated system. This system is a sign of a healthy equilibrium and its presence in the infant serves to facilitate the learning process and insure healthy cognitive and affective development. The infants in this program range in ages from 9 to 12 months. The program is primarily intended for a professional audience, but may be used with groups of parents.

**NEW! 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.

**NEW! Can Do: Moving Through the World: Gross Motor Skills and Play.** 10 min. 1991. (DD0202).

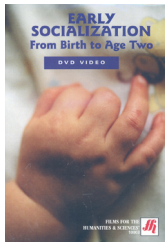
Visual impairment can significantly impact the development of the gross motor skills needed for young children to move beyond their environment and learn about the world. Parents and teachers can play a major role in fostering the development of gross motor skills. This DVD discusses key gross motor 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.

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## Play and Motor Development - Audiovisuals (continued)

**NEW! Child's Play: How Having Fun Turns Kids into Adults.** 23 min. 2003. (DD0105).

Play is how children try out roles and test limits, how they develop basic physical and mental skills. Play is fun and free, yet also a dress rehearsal for adulthood. Play is the engine that drives child development



**NEW! Early Socialization from Birth to Age 2.** 23 min. 2002. (DD0278).

This DVD follows the social development of two young children, Max and Ellie, from the ages of birth to two. The program contains examples of parallel play, sharing with peers and negotiation.

**NEW! Early Socialization from Age 2 to Age 5.** 29 min. 2002. (DD0133).

This program follows the social development of two young children, Max and Ellie, from the ages of two to five. Examples of cooperative play are captured on film as the children broaden their awareness of the world through interactions with each other, family members, and peers.

**NEW in DVD! ECI Teleconference: Gross Motor Development and Handling.** 120 min. 1999. (DD0240).

Pat Ferl discusses gross motor development in infants and its importance in all humans.

**NEW! Embracing Play.** 47 min. 2002. (DD0193).

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.

**NEW! Landmarks of Development.** 22 min. 2003. (DD0259).

This DVD addresses the major milestones in locomotion and fine motor skills that are realized in the child's first year.

**NEW! Passport to Friendship.** 37 min. 2006. (DD0082).

This program presents a step-by-step approach to helping young children with autism spectrum disorder learn to play with other kids. Using examples, insights from parents, and commentary by Hilary Baldi of the Behavioral Intervention Association, this program demonstrates how to build structure and predictability into peer play to help the child with autism spectrum disorder improve his interaction skills.

**NEW! Promoting Children's Competence: A Guide to Family Child Care Providers.** 23 min. 2007. (DD0119).

This program gives child care providers tips on how to teach children to cooperate, play positively, share and take turns.

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

Ten simple things influence the brain development of children including play. This program offers a simple checklist that parents, teachers, family child care providers and babysitters can follow to give children the best start in life.

**NEW! Toddlers: Physical Development.** 29 min. 2009. (DD0262).

Viewers will learn about the physical characteristics of toddlers, and how gross and fine motor skills are developed. They will see the milestones children achieve at this age by observing toddlers at learning centers and at home.



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## Play and Motor Development - Websites

Alliance for Childhood: Time for Play, Every Day. Play boosts healthy development across a broad spectrum of critical areas: intellectual, social, emotional, and physical. The benefits are so impressive that every day of childhood should be a day for play. For more information, see [http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/pdf/projects/play/pdf\\_files/play\\_fact\\_sheet.pdf](http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/pdf/projects/play/pdf_files/play_fact_sheet.pdf).

Benefits of Play in Children: Age Specific Interventions by Karen DeBord and Nick Amann. This information is especially valuable for children who are experiencing times of high stress. <http://www.preparerespondrecover.com/childrensneeds/playintervention1.html>.

Family TLC: tools to enhance the parent/child relationship. This website offers ideas for games, sports, crafts, music, cooking, nature and more for parents to do with their children. The ideas are based on the child's age. <http://www.familytix.net/index.html>.

Find toys for children with special needs at <http://www.lekotech.org>.

"Learning through play" explains how an occupational therapist can help your child (from the American Occupational Therapy Association): <http://www.aota.org/featured/area6/links/link02v.asp>.

## Other Featured Websites

Categories of Disability under IDEA: a revised fact sheet: <http://www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/gr3.pdf>.

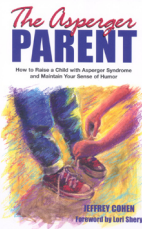
Infant-Toddler training modules are available in Spanish. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) has a Spanish version of its "Promoting Social and Emotional Competence: Infant Toddler Training" modules, including facilitator guides, trainer scripts, PowerPoint slides, participant handouts, and training video clips. The modules are aimed at early care and education providers who work with children birth to 2 and their families. It is available online at: <http://www.vanderbilt.edu/csefel/inftodd.html>.

Response to intervention is aimed at preventing delays in children's learning and behavior. It has been used effectively in the K-12 setting. How can it be applied to early childhood programs? Find guidance in a new paper from the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI): See <http://www.challengingbehavior.org/do/resources/papers.htm>.

What works to promote healthy social-emotional development in young children? TACSEI also produces an Evidence-Based Social-Emotional Curricula and Intervention Package for Children 0-5 Years and Their Families. Find the "Roadmap to Effective Intervention Practices" at: [http://www.challengingbehavior.org/do/resources/documents/roadmap\\_2.pdf](http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf).

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## New Books



**The Asperger Parent: How to Raise a Child with Asperger Syndrome and Maintain Your Sense of Humor.** Jeffrey Cohen, 2002. (203.5 C678a 2002 ECI)

This book is aimed at the parents of children with Asperger syndrome. The author has a child of his own and describes real situations, providing essential information, as well as emotional support. He discusses meltdowns, whether or not to use medication, vacations, school, and many other topics that are common to parents of children with Asperger syndrome.

**At a Loss for Words: How America Is Failing Our Children and What We Can Do about It.**

Betty Lynn Segal Bardige, 2005. (535 B246a 2005 ECI)

Language is an important and virtually inevitable part of a child's development. This book points out the importance to each child not only of a strong language base, but also of the emotional background that it represents. This book discusses the importance of early child care in fostering language and emotional well-being and how Americans need to push for a better child care system for their young children.

**Autism's False Prophets: Bad Science, Risky Medicine, and the Search for a Cure.** Paul A. Offit, 2008. (203.6 O32a 2008 ECI)

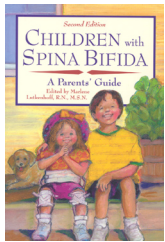
This book discusses the history of autism research and some of the theories of the causes of autism. The author is an expert on vaccines and explains the controversy about vaccines, as well as discussing some of the alternative therapies that have no basis in science.

**Baby Signing for Dummies.** Jennifer Watson, 2006. (153.11 W339b 2006 ECI)

This guide shows parents how to use sign-language gestures to communicate with hearing infants and toddlers.

**Blended Practices for Teaching Young Children in Inclusive Settings.** J Grisham-Brown, ML Hemmeter and K Pretti-Frontczak, 2005. (557 G869b 2005 ECI)

This book integrates knowledge about effective practices for teaching young children with and without disabilities. It discusses designing and planning quality curriculum frameworks; involving families in planning and implementing inclusive programs; using assessment information to plan what to teach; and strategies for monitoring child progress. It also provides a systematic approach to preventing and addressing challenging behavior.



**Children with Spina Bifida: A Parent's Guide, 2<sup>nd</sup> ed.** Marlene Lutkenhoff, 2008. (201.1 C536 2008 ECI)

This book provides parents with a resource that covers every aspect of their child's care and development from birth through age six. It discusses causes of spina bifida, prenatal diagnosis, neurosurgery, urological and bowel management, physical therapy, common medical concerns, child development, day-to-day parenting issues, early intervention and school issues, emotional development, legal rights, and finally, perspectives from teens and adults with spina bifida.

**Communication Intervention: Birth to Three, 2<sup>nd</sup> ed.** Louis M. Rossetti, 2001. (219.4 R829c 2001 ECI)

The topics addressed in this book include risk factors for communication delay, enhancing interaction and attachment for children birth through 3 years of age, assessment of communication skills, general and specific communication-based intervention suggestions, and a discussion of the efficacy of services provided.

**Communicative Disorders Related to Cleft Lip and Palate, 5<sup>th</sup> ed.** Kenneth R. Bzoch, 2004. (201.2 C734 2004 ECI)

This clinical textbook is designed for a professional graduate course of study in speech pathology. It introduces the study of communicative disorders in cleft palate and related craniofacial anomalies taking a multidisciplinary approach. Diagnostic aspects are covered in detail. The last section discusses cleft palate speech therapy: early preventive and later rehabilitative aspects.

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## New Books (continued)

**Developing Quality Care for Young Children: How to Turn Early Care Settings into Magical Places.** Nettie Becker and Paul Becker, 2009. (320.11 B395 2009 ECI)

This book discusses the qualities of an effective early child care program and the need to provide children with experiences that will prepare them for future emotional, social, and academic success. It demonstrates how to create environments that foster healthy relationships for children and adults and that will build on children's sense of wonder and joy for learning.

**Disabled Fables: Aesop's Fables.** 2004. (805.1 D611 2004 ECI)

This book retells and illustrates Aesop's Fables by artists with developmental disabilities. Each story includes a statement about what the story means to the artist. The book includes: The fox and the cat by Stephen Wise -- The debonair crow by Robin Trocki -- The miserly woman by Christine Monroe -- The city mouse and the country mouse by Shayna Lavin -- The jay and the peacock by Helen Pacheco -- The shepherd boy by Todd Rubien -- The two goats by Robert Schwartz -- The tortoise and the hare by Elisabeth Cooper -- The crane by Lisa Yalowitz -- The dog and his shadow by Lisa Finkelor -- The bear and the bees by Joe Mills -- The dove and the ant by Helen Pacheco -- The fox and the grapes by Stephen Wise -- The lion and the mouse by Elaine Hartman.

**Don't Call Me Special: A First Look at Disability.** Pat Thomas and Lesley Harker, ill., 2002. (805.1 T461d 2002 ECI)

This picture book explores questions and concerns about disability in a simple and reassuring way. Younger children will learn what a disability is, and how people deal with their disabilities to live happy and full lives.

**Early Focus: Working with Young Children Who Are Blind or Visually Impaired and Their Families,** 2<sup>nd</sup> ed.

Diane L. Fazzi and Rona L. Pogrund, 2002. (219.13 E12 2002 ECI)

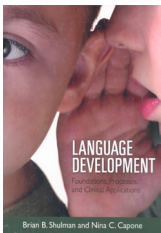
This book contains information from experts in multidisciplinary fields who present their knowledge and experience working with children who are blind or visually impaired. It includes chapters on working with families; understanding the medical implications of vision loss; developing cognition, concepts and language; literacy; social skills, independence, positive behavioral supports, motor development; and mobility. The final chapter discusses trends, service delivery, and advocacy.

**Educating and Caring for Very Young Children: The Infant/Toddler Curriculum,** 2<sup>nd</sup> ed. Doris Bergen, Rebecca Reid and Louis Torelli, 2009. (560 B4945e 2009 ECI)

This book presents developmental concepts of infants and toddlers to help train adults and teachers to design environments capable of melding education and care into a unified process. It includes the real life experiences of 24 families who share the stories of their children's development.

**Fathering Your Special Child: A Book for Fathers or Carers of Children Diagnosed with Asperger Syndrome.** Josie Santomauro, 2009. (203.5 S237f 2009 ECI)

This book offers an introduction for the father or carer of a child diagnosed with Asperger syndrome. It is a support tool in the initial period after diagnosis. Besides factual information, it also includes poems, stories, illustrations, and activities to help fathers understand and deal with the diagnosis.



**Language Development: Foundations, Processes, and Clinical Applications.** Brian B. Shulman and Nina C. Capone, 2010. (325 L287 2010 ECI)

This comprehensive resource helps students understand language development as it applies to a child's communication needs. It discusses the typical course of language development within the clinical context of language assessment and intervention.

**Language Learning Practices with Deaf Children,** 3<sup>rd</sup> ed. Patricia McAnally, Susan Rose, and Stephen P. Quigley, 2004. (219.23 M114 2004 ECI)

This book presents an unbiased look at the variety of language development theories and practices used with children who are deaf. The authors focus primarily on children and youth who are likely to use vision as their major channel for receiving communication.



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## New Books (continued)

### **The Potty Journey: Guide to Toilet Training Children with Special Needs, Including Autism and Related Disorders.** Judith A. Coucouvanis, 2008. (203.6 C853p 2008 ECI)

Toilet training children with autism and related disorders can be very challenging due to their unique characteristics, especially with communication and sensory issues. This book shares strategies that have produced results for parents of children with autism and related disorders. The book systematically guides readers through the entire toileting journey.

### **Preschool Assessment: Principles and Practices.** Marla R. Brassard and Ann E. Boehm, 2008. (520 B823p 2008 ECI)

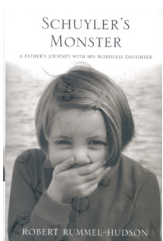
This book provides a framework for assessing 3- to 6-year-olds in accordance with best practices and IDEA guidelines. Readers learn to select appropriate measures, integrate data from a variety of sources, and use the results to plan and evaluate effective interventions and learning experiences. Coverage encompasses screening and assessment of cognitive, linguistic, emotional, and behavioral difficulties, including mental retardation and autism. Case studies are included to illustrate key facets.

### **Preschool Education Programs for Children with Autism,** 3<sup>rd</sup> ed.. Sandra L. Harris and Jan S. Handleman, 2008. (203.63 H316 2008 ECI)

This book presents current procedures of demonstrated value to help teachers and other professionals become aware of the strategies to educate preschool-aged children with autism. It describes successful programs that use applied behavior analysis in many different settings, including public schools, private settings, and university-based programs.

### **Right from the Start: Behavioral Intervention for Young Children with Autism,** 2<sup>nd</sup> ed. Sandra L. Harris and Mary Jane Weiss, 2007. (203.6 H316r 2007 ECI)

This guide shows how early behavioral intervention can benefit young children with autism and related disorders, especially in the first years. Examples show how speech and language, social, motor, and adaptive skills can be broken down and taught through a system of repetition, reward, and goal adjustment. Also covered are curriculum, professional's roles, parent involvement, inclusion, and the pros and cons of a home-based vs. center-based program. This book explains Applied Behavior Analysis techniques.



### **Schuyler's Monster: A Father's Journey with His Wordless Daughter.** Robert Rummel-Hudson, 2008. (271.52 R937s 2008 ECI)

This is a biography of Schuyler who cannot speak due to a rare neurological disorder. It is told by her father and describes the relationship he has with his daughter and how he deals with and learns from the disability.

### **The Sibling Slam Book: What It's Really Like to Have a Brother or Sister with Special Needs.** Donald J. Meyer, 2005. (271.6 S564 2005 ECI)

This book presents comments from more than 80 teenage siblings from around the world who answer questions about what it is really like to have a sibling with special needs.

### **Signing for Kids: The Fun Way for Anyone to Learn American Sign Language,** 2<sup>nd</sup> ed. Mickey Flodin, 2007. (153.11 F628 2007 ECI)

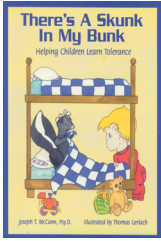
This easy-to-follow book introduces sign language to hearing children or others who want to be able to communicate manually with deaf friends or relatives. It features basic signs and concepts, with illustrations and clear instructions.

### **Some Kids Are Deaf,** Rev. ed. Lola M. Schaefer, 2008. (805.1 S294s 2008 ECI)

This children's book is aimed at helping children understand differences, specifically deafness. It uses bright photographs and simple text to explain what deafness is, tools for hearing, talking, and everyday life with children who are deaf.

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## New Books (continued)



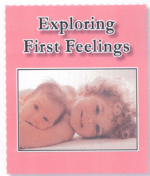
**There's a Skunk in My Bunk: Helping Children Learn Tolerance.** Joseph T. McCann and Thomas Gerlach, ill., 2003. (805.1 M122t 2003 ECI)

A skunk shows up in a little boy's house. Timmy and the skunk are both afraid of each other. Other animals visit too and teach Timmy an important lesson. This book shows with cute text and appealing pictures that children should not judge others based simply on things they hear about them as a group but rather that they should think for themselves and learn that different is not necessarily bad.

**Wrightslaw: Special Education Law,** 2<sup>nd</sup> ed. Peter W. D. Wright and Pamela Darr Wright, 2009. (104.21 W952 2009 ECI)

In this book the authors take some of the confusion out of special education law as they teach the reader how to advocate for a child with a disability. Parents will be fully informed when they attend an IEP meeting, mediation, or a due process session.

## New Audiovisuals



**Exploring First Feelings.** 21 min. 1985. (DD0276)

This DVD covers six stages of development identified by Stanley Greenberg. The stages are Stage 1 (birth - 3 months): self-regulation and interest in the world; Stage 2 (2 - 7 months): falling in love; Stage 3 (3 - 10 months): intentional communication; Stage 4 (9 - 18 months): emergence of an organized sense of self; Stage 5 (18 - 36 months): creating emotional ideas; and Stage 6 (30 - 48 months): emotional thinking.



**Sing Out: Music to Enhance Early Speech Development.** 86 min. 2009. (CA0016)

The songs on this audio CD facilitate speech development for children with speech delays in a fun, systematic and success-oriented way. Songs are slowed down so a child can easily follow along. Children can sing along to songs like She'll Be Comin' 'Round the Mountain, Peek-a-boo, and Old McDonald.

**Understanding Brothers and Sisters on the Autism Spectrum.** 94 min. 2007. (DD0274)

This DVD contains 4 segments: Program One: features puppets and explains autism to siblings 4 through 7 years. Program Two: includes interviews with siblings and narration for siblings ages 7 through 12 years. Program Three: for siblings 12-adult. Program Four: includes interviews with parents of children on the autism spectrum and narration.

**Understanding Brothers and Sisters with Asperger Syndrome.** 109 min. 2007. (DD0275)

This DVD contains 4 segments: Program One: features puppets and explains Asperger syndrome to siblings 4 through 7 years. Program Two: includes interviews with siblings and narration for siblings ages 7 through 12 years. Program Three: for siblings 12-adult. Program Four: includes interviews with parents of children with Asperger syndrome and narration.

## Featured Journal Articles

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**Child Development:** The July issue is a special issue devoted to developmental social cognitive neuroscience. Review articles include: "Developmental Social Cognitive Neuroscience: Insights from Deafness" by David Corina, Jenny Singleton; and "Looking at Eye Gaze Processing and Its Neural Correlates in Infancy -- Implications for Social Development and Autism Spectrum Disorder" by Stefanie Hoehl et al.

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## Featured Journal Articles (continued)

**Incidence of Gastrointestinal Symptoms in Children with Autism: A Population-Based Study.** Ibrahim SH, Voigt RG, Katusic SK, Weaver AL, Barbaresi WJ. *Pediatrics*. 2009 Aug;124(2):680-6.

**OBJECTIVE:** To determine whether children with autism have an increased incidence of gastrointestinal symptoms compared with matched control subjects in a population-based sample. **DESIGN/METHODS:** In a previous study including all of the residents of Olmsted County, Minnesota, aged <21 years between 1976 and 1997, we identified 124 children who fulfilled criteria on the basis of Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, for a research diagnosis of autism. Two matched control subjects were identified for each case subject. Through the Rochester Epidemiology Project, all medical diagnoses, are indexed for computerized retrieval. Gastrointestinal diagnoses before 21 years of age were grouped into 5 categories: (1) constipation; (2) diarrhea; (3) abdominal bloating, discomfort, or irritability; (4) gastroesophageal reflux or vomiting; and (5) feeding issues or food selectivity. The cumulative incidence of each category was calculated by using the Kaplan-Meier method. Cox proportional hazards models were fit to estimate the risk ratios (case subjects versus control subjects) and corresponding 95% confidence intervals. **RESULTS:** Subjects were followed to median ages of 18.2 (case subjects) and 18.7 (control subjects) years. Significant differences between autism case and control subjects were identified in the cumulative incidence of constipation (33.9% vs 17.6%) and feeding issues/food selectivity (24.5% vs 16.1). No significant associations were found between autism case status and overall incidence of gastrointestinal symptoms or any other gastrointestinal symptom category. **CONCLUSIONS:** As constipation and feeding issues/food selectivity often have a behavioral etiology, data suggest that a neurobehavioral rather than a primary organic gastrointestinal etiology may account for the higher incidence of these gastrointestinal symptoms in children with autism.

**A Longitudinal Examination of Father Involvement with Children with Developmental Delays: Does Timing of Diagnosis Matter?** Dyer WJ, McBride BA, Santos RM, Jeans LM. *Journal of Early Intervention*, 2009;31(3):265-81.

With a representative sample of U.S. children born in 2001, growth curve modeling was used to investigate the association between father—child involvement and the developmental status of the child. Three groups of children, which varied by timing of developmental delay diagnosis, were compared for father involvement trajectories. These groups of children were compared with each other as well as to a group of children without developmental delays. Group comparisons indicate many more similarities than differences, and implications for service providers are discussed.

**Journal for Specialists in Pediatric Nursing:** The whole July 2009 issue deals with autism. Articles include:

1. Autism and vaccination—the current evidence. Miller L, Reynolds J. 166-72.
2. Children with high-functioning autism spectrum disorders and co-occurring anxiety symptoms: implications for assessment and treatment. Reaven JA. 192-9.
3. Collaborative approach to autism: a parent's perspective. Quirantes D. 203-5.
4. Defining autism spectrum disorders. Phetrasuwan S, Miles MS, Mesibov GB, Robinson C. 206-9.
5. Helping families find the best evidence: CAM therapies for autism spectrum disorders and Asperger's disorder. Abbey D. 200-2.
6. Helping the student with Asperger's disorder with social and behavioral issues in the school: nursing, psychology, and educators working in unison. Bellando J, Pulliam E. 210-4.
7. Parenting stress in mothers of children with autism spectrum disorders. Phetrasuwan S, Shandor Miles M. 157-65.
8. Review of the evidence for treatment of children with autism with selective serotonin reuptake inhibitors. West L, Brunssen SH, Waldrop J. 183-91.
9. The school nurse's role in treatment of the student with autism spectrum disorders. Bellando J, Lopez M. 173-82.

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Early Childhood Report - August 2009

# Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 20, ISSUE 8

AUGUST 2009

## LEGAL SPOTLIGHT

### YOU BE THE JUDGE

Must LEA match amount of services provided by public agency? **Page 2**

### WASHINGTON WATCH

OSEP sends new Part C indicator list to OMB; OSERS nominee wins plaudits from all sides; rivals in High Court case agree on drawbacks of residential placements. **Page 5**

### DECISIONS & GUIDANCE

Read recent judicial rulings and SEA decisions. **Pages 10-12**

### Quick Tip

The IDEA requires districts to ensure assistive technology devices or services—or both—are made available to a child with a disability if required as a part of the child's special education, related services, or supplementary aids and services." 34 CFR 300.105 (a).

See how AT can help you teach a child to apply skills gained in a one-on-one setting in other environments. **See page 7.** ■

## COVER STORY

### Improve interagency coordination to enhance early childhood transition efforts

You likely work with other agencies to advance early childhood transition initiatives in your state. But are the different program methods helping or hindering your state efforts overall? A recent report cited six states for pulling together varied early childhood programs under one umbrella to foster dramatic improvements in meeting early childhood transition indicators. While each state-coordinated effort differs, all feature common elements you might consider replicating, such as developing a common standard of success. Find out exactly how these states fostered coordination among their transition programs. **Full story, page 4.**

#### Transition training

Training all prospective teachers in early childhood issues can greatly advance your transition success. **Page 4**

## HIGHLIGHTS

### Miller bill would authorize \$10B for early childhood

The program would award grants to states that create standards-based programs to improve standards and classroom environments and invest in the workforce. **Page 3**

### Eye on Autism: Raise awareness of early intervention

Get tips for reaching out to community providers and educating parents about child development to gain acceptance for early intervention. **Page 6**

### Help child generalize skills learned in one-to-one setting

Take note of these simple ways to turn virtually any activity into an opportunity to reinforce what a child learned in a specialized environment. **Page 7**

### 'Sell' IEP to parents by touting benefits of adaptability

Gather key strategies to gain parent buy-in on an IEP your district proposes for a child. Having a mutually acceptable third party review the plan can help. **Page 8**

### Case provides blueprint for justifying placement decisions

Parents may not agree with your decision to place their child in a more restrictive environment. Learn how to document your reasoning for the move. **Page 9**



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Infant Mental Health Journal - July/August 2009

VOLUME 30 • NUMBER 4 • JUL–AUG 2009

# INFANT MENTAL HEALTH JOURNAL

## ARTICLES

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Journal of Early Intervention - June 2009

# Journal of Early Intervention

Volume 31 Number 3 June 2009

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Topics in Early Childhood Special Education - August 2009

# Topics in Early Childhood Special Education

Volume 29 Number 2 August 2009

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