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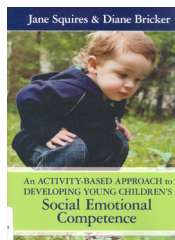
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Infant and Early Childhood Mental Health - Updated

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 page 13!

Infant and Early Childhood Mental Health - Books



An Activity-Based Approach to Developing Young Children's Social Emotional Competence. Jane Squires, 2007. (540 S774a 2006 ECI).

This book walks readers through the five-step intervention process called Activity-Based Intervention: Social Emotional. It explains how to screen the child for behaviors of concern and how to evaluate the family environment.

It performs a more detailed assessment of child and caregiver competence. It works with parents on goal development and embeds intervention activities into everyday routines. It shows how to conduct an evaluation of the program.

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.

Infant and Early Childhood Mental Health - Books (continued)

Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers. Helen H. Raikes, 2006. (525 R151b 2006 ECI).

Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers. This research-supported curriculum helps children progress in their social and emotional development.

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.

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 materials for health professionals or families to use as they go through the Practice Guide, and may be photocopied for individual 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, MD 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.

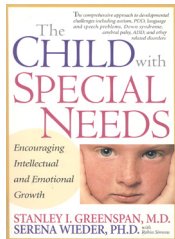
Case Management for Children's Mental Health: A Training Curriculum for Child-Serving Agencies. Lenore Behar and Irene Nathan Zipper, 1994. (555.5 B395 1994 ECI).

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.

Infant and Early Childhood Mental Health - Books (continued)

Case Studies in Infant Mental Health: Risk, Resiliency and Relationships. Joan J. Shirilla, 2002. (266.5 C337 2002 ECI).

This volume contains twelve detailed and diverse case studies written by infant mental health specialists about their work with a young child and family. Each case study reveals the supervision and consultation that supported the specialist and the specialists' interaction with the larger service system.



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

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.

Infant and Early Childhood Mental Health - Books (continued)

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.

Emotional Connections: How Relationships Guide Early Learning: Instructor's Guide. Perry M. Butterfield, Carole A. Martin and Arleen Prairie, 2004. (540 B988eig 2004 ECI).

This Instructor's Guide 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.

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.

Infant and Early Childhood Mental Health - Books (continued)

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 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.

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

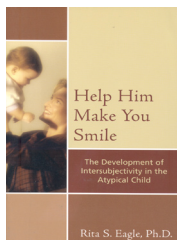
The purpose of this book is to present a wealth of information to help caregivers with their day-to-day efforts to nurture social and emotional growth in infants and toddlers.

Handbook of Infant Mental Health. Charles H. Zeanah, 2000. (266.5 Z41 2000 ECI).

This handbook offers a broad multidisciplinary analysis of the developmental, clinical, and social aspects of infant mental health. With chapters written by scholars and clinicians from a variety of perspectives, the work is grounded in a relational view of infancy and applies current research in developmental psychology to the problems encountered in clinical practice. It contains models of development, risk conditions and protective factors, and social policy considerations, as well as assessment, evaluation, and diagnosis for all children from birth to three years of age.

Handbook of Preschool Mental Health: Development, Disorders, and Treatment. Joan L. Luby, 2006. (266.5 H236 2006 ECI).

This book reviews the current knowledge on mental health and early onset disorders in 2- to 6-year-olds. It balances research, theory and practical clinical concerns. It sheds new light on typical and atypical development. It assists practitioners to identify the intervention needs of preschoolers and their families and formulate prevention and treatment strategies.



NEW! Help Him Make You Smile: The Development of Intersubjectivity in the Atypical Child. Rita S. Eagle, 2007. (226.5 E11h 2007 ECI).

This book is the diary of the mother of a child with developmental disabilities who is also a psychologist. She interweaves the story of her son with psychological theories about child development. She describes her journey from the baby's birth through age four and concludes with a chapter about her son as an adult.

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.

NEW! Helping Your Anxious Child: A Step-By-Step Guide for Parents. Ronald M. Rapee, 2000. (540 R216h 2000 ECI).

This book helps parents to understand their child's worries, fear or anxiety. It clearly describes and demonstrates how to help children build the necessary courage and self-confidence needed to face their fears.

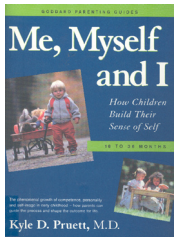
Infant and Early Childhood Mental Health - Books (continued)

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 and Early Childhood Mental Health: A Comprehensive, Developmental Approach to Assessment and Intervention. Stanley I. Greenspan and Serena Wieder, 2006. (266.5 G815i 2006 ECI).

This is a comprehensive book on infant mental health. It presents a model for infant and early childhood mental health. It describes principles of assessment and intervention. It discusses classification, diagnosis and treatment of infant and early childhood disorders and covers prevention and early intervention.



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.

Mental Health in Early Intervention: Achieving Unity in Principles and Practice. Gilbert M. Foley and Jane D. Hochman, 2006. (266.5 M549 2006 ECI)

This book urges the integration of infant mental health and early intervention. Readers will learn to identify and apply specific mental health principles and practices to early intervention work. The three sections include: historical foundations and models for integrated practice; implementing integrated practice; and leadership, training and policies for integrated practice.

NEW! The Neurobehavioral and Social-emotional Development of Infants and Children. Edward Tronick, 2007. (540 T853n 2007 ECI).

This book represents Tronick's major ideas and studies regarding infant-adult interactions, developmental processes, and mutual regulation. It is organized into five parts: neurobehavior, culture, infant social-emotional interaction, perturbations (natural and experimental), and dyadic expansion of consciousness and meaning making. The central goal of the book is to present Tronick's Mutual Regulation Model. The CD-ROM contains the neonatal assessment of the substance exposed infant and Tronick's still-face in infants and toddlers.

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.

Infant and Early Childhood Mental Health - Books (continued)

Pivotal Response Treatments for Autism: Communication, Social, and Academic Development. Robert L. Koegel and Lynn Kern Koegel, 2006. (203.6 K77p 2006 ECI).

Pivotal Response Treatment uses natural learning opportunities to target and modify key behaviors in children with autism, leading to widespread positive effects on communication, behavior, and social skills.

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 and 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.

NEW! Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment. Alicia F. Lieberman, 2008. (266.5 L716p 2008 ECI).

This book describes working with parents and children to promote children's well-being and parents' capacity to nurture and protect. It contains examples and provides a theoretical framework and practical therapeutic guidelines.

Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD, and NLD. Steven E. Gutstein and Rachele K. Sheely, 2002. (203.6 G984 2002 ECI).

Friendship is a difficult skill for children with autism spectrum conditions to learn. This comprehensive set of activities for children between the ages of two and eight emphasizes foundation skills such as social referencing, regulating behavior, conversational reciprocity and synchronized actions. The authors include objectives to help plan and evaluate a child's progress. Parents, counselors and teachers will find the activities helpful to use with 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.

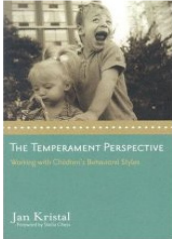
Social Competence of Young Children: Risk, Disability and Intervention. William H. Brown, Samuel L. Odom, Scott R. McConnell, 2008. (540 S678 2008 ECI).

This book helps readers gain a deep and thorough foundation for understanding social competence. It examines key influences on social development: family, culture, classroom and friendships. It pinpoints strategies for social interaction interventions specific to different populations. Readers will understand the effects of autism, behavioral disorders, communication and language disorders and severe disabilities on peer interactions and relationships.

NEW! Socioemotional Development in the Toddler Years: Transitions and Transformations. Celia A. Brownell and Claire B. Kopp, 2007. (540 B884s 2007 ECI).

This book examines the key social and emotional transitions that characterize the second and third years of life. It illuminates the pathways by which children develop socioemotional competence, how specific abilities emerge, and the nature and significance of individual differences.

Infant and Early Childhood Mental Health - Books (continued)



The Temperament Perspective: Working with Children's Behavioral Styles. Jan Kristal, 2005. (540 K92t 2005 ECI)

This book provides practical guidance for professionals in order to transform knowledge of temperament into positive interactions and better outcomes. Readers will examine how temperament traits combine to affect children's behavior; how behavior patterns typically manifest in children of various age groups and how environmental factors affect temperament in child care, school, home, health care and mental health settings. Case studies, tips and practical guidelines are included.

NEW! Trauma through a Child's Eyes: Awakening the Ordinary Miracle. Peter A. Levine, 2006. (326.1 L665t 2006 ECI).

Trauma can result from catastrophic events such as abuse or violence but also from natural disasters and other incidents like auto accidents, medical procedures or divorce. This book explains how trauma is imprinted on the body, brain and spirit, resulting in illnesses and addictions later. This book includes case studies and hands-on activities to give insight into children's innate ability to rebound with the appropriate support. It provides their caregivers with tools to overcome and prevent trauma.

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

This book synthesizes the knowledge and clinical strategies for assessing and treating the psychosocial aspects of acquired and congenital neurodevelopmental disorders. Included are chapters introducing childhood disability, on traumatic brain injury, spinal cord injury, early medical risks, physical impairments, chronic illness, hard-of-hearing and deafness, visual impairments, and a whole section on innovative treatment strategies.

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

This book presents a range of interventions 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.

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.

WAIMH Handbook of Infant Mental Health. Joy D. Osofsy, 2000. (266.5 O83 2000 ECI).

This set of four handbooks on infant mental health have these subtitles: Vol. 1- Perspectives on Infant Mental Health; Vol. 2- Early Intervention, Evaluation, and Assessment; Vol. 3- Parenting and Child Care; and Vol. 4- Infant Mental Health in Groups at High Risk.

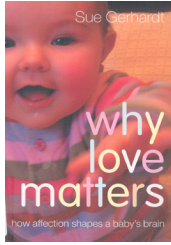
NEW! What Works for Bipolar Kids. Mani Pavuluri, 2008. (227.4 P339w 2008 ECI).

This book is for parents and professionals who work with children with bipolar disorder. It explains what it feels like to have the disorder. It gives the facts about medication. It shows how to use proven strategies to manage behavior and help the child develop social skills and to make friends. It discusses ways to reduce the stress on families.

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.

Infant and Early Childhood Mental Health - Books (continued)



NEW! Why Love Matters: How Affection Shapes a Baby's Brain. Sue Gerhardt, 2004. (540 G368w 2004 ECI).

This book explains why love is essential to brain development in the early years of life and how early interactions between babies and their parents have lasting and serious consequences. The earliest relationships shape the baby's nervous system. Development of the brain determines future emotional well being and early pathways can affect the way people respond to stress. This book is an easy to read interpretation of findings in neuroscience, psychology, psychoanalysis and biochemistry.

Young Children and Trauma: Intervention and Treatment. Joy D. Osofsky, 2004. (130.5 Y68 2004 ECI).

This book is full of practical information on the assessment and treatment of young children exposed to trauma and violence.

Your Guide to Nurturing Parent-Child Relationships: Positive Parenting Activities for Home Visitors. Nadia Hall, Chava Kulkarni and Shauna Seneca, 2008. (555.5 H178y 2008 ECI).

This practical guide gives home visitors flexible and culturally sensitive tools to help parents strengthen their relationships with their children. There are more than forty exercises in empathy and caring, coping and resilience, problem solving and social competence.

Infant and Early Childhood Mental Health - Audiovisuals

NEW! ASQ Scoring and Referral. 16 minutes. 2004. (DD0189).

Viewers 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.

NEW IN DVD! ASQ: SE in Practice: Ages and Stages Social Emotional Questionnaire. 26 minutes. 2006. (DD0190).

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.

Baby's Attention during Play. 28 minutes. 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 Developing Child Infancy: Early Relationship. 19 minutes. 2003. (DD0102).

In this module, early bonding and the signs of unfolding attachment between parent and child are presented. It examines development of stranger anxiety and separation anxiety. It also explores current thinking on the impact of attachment relationships.

Infant and Early Childhood Mental Health - Audiovisuals (continued)

The Developing Child Infancy: Emotional and Social World. 15 minutes. 2003. (DD0101).

Infants sense themselves as an integral part of their mothers in the first months. Gradually they gain the knowledge of being separate people and activate this knowledge by both choosing to stay by their mothers' side and move away from them to explore. In this DVD, the early interactions between parents and children are likened to a dance with carefully orchestrated interactions on both sides. At first the relationship includes parents only, but by six months infants can include siblings and other constant adult caregivers. Differing cultural belief systems have an impact on the family and subsequently on the development of children.

NEW IN DVD! ECI Teleconference: Intervention Facilitating Healthy Emotional Functioning. 44 minutes. 2000. (DD0178).

In this teleconference broadcast 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 by doing the assessments in the child's home.

NEW IN DVD! ECI Teleconference: Introduction and Mental Health Current Viewpoints. 91 minutes. 2000. (DD0177).

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.

NEW IN DVD! ECI Teleconference: Implementing a Mental Health Perspective in Early Intervention Services. 77 minutes. 2002. (DD0235).

In this teleconference broadcast on October 16, 2002, presenters Betty Ablon and Barbara Moss discuss infant mental health and the importance of attachment.

Emotional/Social Development. 22 minutes. 1991. (VT2205).

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.

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

This 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. This DVD is also available in Spanish as *Para el Nino Informacion Sobre Salud Mental Y Abogacia para Padres de Crianza*.

Mastering Tasks of Toddlerhood. 24 minutes. 1990. (DD0118).

Emotional growth is among the topics covered in this DVD that reflects the charm and liveliness of this stage of life.

Infant and Early Childhood Mental Health - Audiovisuals (continued)

The Professional's Role with the Newborn. 52 minutes. 1990. (VT0461).

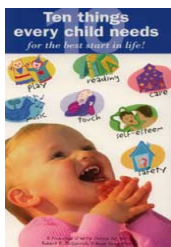
Early caregiver-infant interaction, particularly communicative interaction, can have long-term effects on the development of cognitive, social, and linguistic skills, as well as the ability to form emotional bonds. But a number of conditions may interfere with this natural communication process, and 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 minutes. 1990. (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.

Successful Kids: Emotional Needs of Parents and Children. 83 minutes. 2003. (VT2523).

This videotaped training session focuses on understanding the emotional needs of parents and their young children. It is intended for members of preschool behavior technical assistance teams, early childhood educators, Head Start staff, social workers, home visitors, child care workers, and interested others who work with children birth to age five.



Ten Things Every Child Needs. 60 minutes. 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 program offers a simple checklist that parents, teachers, family child care providers and babysitters can follow to give children the best start in life.

Touchpoints. 123 minutes. 1991. (DD0154).

According to host Dr. T. Berry Brazelton, touchpoints are times in a child's development that precede a rapid burst in learning for both the parent and the child, critical to future development. Brazelton covers the touchpoints of pregnancy to the toddler years. He touches on behavioral challenges.

Trainer's Manual Module I: Social-Emotional Growth and Socialization. 138 minutes. 1995. (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.

Substance Exposure and Promoting Attachment. (CA0006).

Mary Susan Rudisill, clinical psychologist, presents information about prenatal substance exposure and the early absence of consistent, loving caregivers. The first part of the session explores the interrelationship of biological and environmental risk factors as they affect attachment and development in substance-exposed children. Part two presents a comprehensive view of this multi-deficit model and innovative intervention options.

Infant and Early Childhood Mental Health - Websites

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>.

From Neurons to Neighborhoods: The Science of Early Childhood Development is a report from the Institute of Medicine issued in 2000. The report presents evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows. The whole report is available at <http://www.nap.edu/openbook.php?isbn=0309069882>.

The National Child Traumatic Stress Network's mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. See http://www.nctsn.org/nccts/nav.do?pid=hom_main

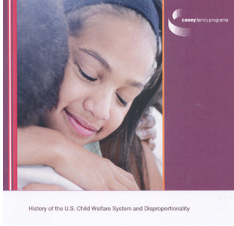
The National Library of Medicine has compiled a set of links to reliable information on child mental health. See <http://www.nlm.nih.gov/medlineplus/childmentalhealth.html>.

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 develop serious difficulties. See "Starting Smart: How Early Experiences Affect Brain Development" at <http://www.zerotothree.org/site/DocServer/startingsmart.pdf?docID=2422>.

Texas Association for Infant Mental Health (TAIMH) is a non-profit affiliate of the World Association for Infant Mental Health. The mission of TAIMH is to provide awareness of the critical importance of the first three years of life in human development; conditions which enhance the quality of infant/caregiver relationships; and policy and practice which optimize the emotional development of infants. See <http://www.taimh.org/>.

Zero to Three has several resources on early childhood mental health, including resources aimed at professionals, parents and policymakers. See http://www.zerotothree.org/site/PageServer?pagename=key_mental.

New Additions - Audiovisuals



History of the U.S. Child Welfare System and Disproportionality. 60 min. 2008. (DD0253)

In this DVD, Dr. Carol Spigner delivers a lecture on the history of child welfare and the disproportionate number of children of color in the child welfare system.

Knowing Who You Are: Helping Youth in Care Develop Their Racial and Ethnic Identity. 24 min. 2005. (DD0252)

This DVD serves as a catalyst to begin developing a healthy dialog about racial and ethnic identity formation. It promotes conversations related to topics that previously may have been ignored or considered uncomfortable. It illustrates some of the overt and subtle ways that prejudice and racism undermine an individual's sense of self. It also explores the challenges faced by children in care.

Featured Journal Articles

Dodd DCH, Zabriskie RB, Widmer MA, Eggett D. **Contributions of family leisure to family functioning among families that include children with developmental disabilities.** *Journal of Leisure Research*, 2009;41(2):261-86. The purpose of this study was to examine the relationship between family leisure involvement and family functioning among families that include children with developmental disabilities. The sample consisted of 144 families (144 parents and 60 youth). Data were analyzed from the parent, youth, and family perspective. The Family Leisure Activity Profile (FLAP) was used to measure family leisure involvement. FACES II was used to measure family functioning. A scale based upon the definition, classification, and systems of support manual of the American Association on Mental Retardation adapted by Dyches was used to measure the level of support needed by the child with a developmental disability. Blocked multiple regression analyses indicated a positive relationship between core family leisure and family cohesion, adaptability, and overall family functioning, but the analyses indicated no relationship between balance family leisure and family cohesion, adaptability, and overall family functioning from all three perspectives. Results also indicated that family functioning and family leisure involvement were very similar between traditional families and families including children with developmental disabilities. Implications for practitioners and recommendations for further research are discussed.

Holck P, Nettelblatt U, Sandberg AD. **Children with cerebral palsy, spina bifida and pragmatic language impairment: differences and similarities in pragmatic ability.** *Res Dev Disabil*. 2009 Sep-Oct;30(5):942-51. Pragmatically related abilities were studied in three clinical groups of children from 5 to 11 years of age; children with cerebral palsy (CP; n=10), children with spina bifida and hydrocephalus (SBH; n=10) and children with pragmatic language impairment (PLI; n=10), in order to explore pragmatic abilities within each group. A range of pragmatic, linguistic and cognitive assessments were performed, and comparisons between the groups were made. In addition, connections between variables were studied. The most salient result was the many similarities and the lack of clear boundaries between the groups. The only significant differences found concerned short-term memory and inference ability, where all three groups experienced problems but to varying extent. Different patterns of variance were found in the groups, indicating that different underlying abilities such as reception of grammar, inferential comprehension and lexical comprehension seem to affect pragmatic ability in somewhat different ways. The results suggest that the children with CP and SBH in this study shared a number of pragmatically related traits, being more similar than would be expected according to earlier research. Finally, it is suggested that pragmatic assessment is further subdivided into a socially versus a linguistically related assessment.

Luben TJ, Messer LC, et al. **Urban-rural residence and the occurrence of neural tube defects in Texas, 1999-2003.** *Health Place*. 2009 Sep;15(3):848-54.

Neural tube birth defects (NTDs) affect more than 4000 pregnancies in the US annually. The etiology of NTDs is believed to be multifactorial, but much remains unknown. We examined the pattern and magnitude of urban-rural variation in anencephaly, spina bifida without anencephaly, and encephalocele in Texas in relation with urban-rural residence for the period 1999-2003. There was no evidence that urban-rural residence was associated with

Featured Journal Articles (continued)

changes in the rate of anencephaly or spina bifida without anencephaly in unadjusted or adjusted analyses. In contrast, rates of encephalocele were statistically significantly higher in areas classified as suburban or more rural compared to urban areas using four different urban-rural residence indicators.

Panepinto JA, Pajewski NM, et al. **Impact of family income and sickle cell disease on the health-related quality of life of children.** *Qual Life Res.* 2009 Feb;18(1):5-13.

PURPOSE: The objective of this study was to determine the impact of family income and sickle cell disease on the health-related quality of life (HRQL) of children. **METHODS:** This was a cross-sectional study of children with and without sickle cell disease. Participants completed the PedsQLtrade mark generic core scales parent-proxy or child self-report questionnaire during a routine clinic visit. HRQL was the primary outcome measured. Family income and sickle cell disease were the primary independent variables of interest. **RESULTS:** A total of 104 children with sickle cell disease and 74 without disease participated in the study. After adjusting for family income, patient age, and the presence of co-morbidities, children with severe sickle cell disease had increased odds of worse overall HRQL (parent-proxy HRQL report odds ratio [OR] 4.0) and physical HRQL (parent-proxy report OR 5.67, child self-report OR 3.33) compared to children without sickle cell disease. **CONCLUSIONS:** Children with sickle cell disease have significantly impaired HRQL, even after considering the potential detrimental effect of family income on HRQL. Targeted interventions to improve these children's HRQL are warranted.

Silver J, Dicker S. **Mental health assessment of infants in foster care.** *Child Welfare.* 2007 Sep-Oct;86(5):35-55.

Infants placed in foster care are at high risk for emotional and behavioral problems. Assessment of their mental health must account for their often-adverse life experiences prior to placement and the involvement of multiple systems that shape their lives in lieu of parents' authority. This article presents practice guidelines for infant mental health evaluations with consideration of legal requirements and the unique issues conferred by foster care.

van Doesum KT, Riksen-Walraven JM, Hosman CM, Hoefnagels C. **A randomized controlled trial of a home-visiting intervention aimed at preventing relationship problems in depressed mothers and their infants.** *Child Dev.* 2008 May-Jun;79(3):547-61.

This study examined the effect of a mother-baby intervention on the quality of mother-child interaction, infant-mother attachment security, and infant socioemotional functioning in a group of depressed mothers with infants aged 1-12 months. A randomized controlled trial compared an experimental group (n = 35) receiving the intervention (8-10 home visits) with a control group (n = 36) receiving parenting support by telephone. There were assessments pre, post, and follow-up after 6 months. The intervention had positive effects on the quality of mother-infant interaction. Infants in the experimental group had higher scores for attachment security and for one aspect of socioemotional functioning, namely, competence. The intervention proved successful in preventing deterioration of the quality of mother-child interaction.

Zwaigenbaum L, **Clinical assessment and management of toddlers with suspected autism spectrum disorder: insights from studies of high-risk infants.** *Pediatrics.* 2009 May;123(5):1383-91.

With increased public awareness of the early signs and recent American Academy of Pediatrics recommendations that all 18- and 24-month-olds be screened for autism spectrum disorders, there is an increasing need for diagnostic assessment of very young children. However, unique challenges exist in applying current diagnostic guidelines for autism spectrum disorders to children under the age of 2 years. In this article, we address challenges related to early detection, diagnosis, and treatment of autism spectrum disorders in this age group. We provide a comprehensive review of findings from recent studies on the early development of children with autism spectrum disorders, summarizing current knowledge on early signs of autism spectrum disorders, the screening properties of early detection tools, and current best practice for diagnostic assessment of autism spectrum disorders before 2 years of age. We also outline principles of effective intervention for children under the age of 2 with suspected/confirmed autism spectrum disorders. It is hoped that ongoing studies will provide an even stronger foundation for evidence-based diagnostic and intervention approaches for this critically important age group.

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Early Childhood Report - May 2009

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 20, ISSUE 5

MAY 2009

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Must this district provide a child with ABA-based instruction? **Page 2**

WASHINGTON WATCH

ED releases guidance on McKinney-Vento funds; OSEP's Wexler: Don't wait to spend your ARRA dollars. **Page 3**

DECISIONS & GUIDANCE

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

Quick Tip

The IDEA requires every district to name a liaison to coordinate services mandated by the McKinney-Vento Homeless Assistance Act. Yet, in most instances, this duty is assigned to appointees who already "wear six hats," sources say. You can help lighten the liaison's load by knowing, first, who she is, then understanding McKinney-Vento and recognizing how homelessness — especially among children with disabilities — affects the educational process. **See page 6.** ■

COVER STORY

Spend Part C stimulus on one-time expenses that will pay long-term district dividends

The Education Department says districts should use IDEA Part C stimulus money allocated under the American Recovery and Reinvestment Act in a sustainable fashion. Idaho and Connecticut plan to rapidly allocate IDEA Part C stimulus dollars, yet each stresses a different use under the "sustainability" standard. Idaho will invest in assistive technologies and training; Connecticut will focus on direct services to pay for early education providers. Read more about these plans to help you generate ideas for sustainable Part C spending in your LEA. **Full story, page 4.**

Early deadline

Idaho issued a March 4 deadline to all state agencies to submit proposals for stimulus-related expenditures. Take a lesson on how you can get ahead in your state. **Page 4**

HIGHLIGHTS

OSEP drops plan for new category of preschool data

OSEP decided not to create a new category of preschool programs for data gathering, but it will alter a calculation method and relax another requirement. Find out more. **Page 5**

Forge relationships with McKinney-Vento liaisons

Learn how to coordinate with your district's McKinney-Vento liaison in identifying and providing supports and services to homeless students. **Page 6**

Explicitly identify LRE site in students' IEPs

See why failing to consider alternate placements for a child before developing her IEP can be a costly mistake — and discover how to prevent it. **Page 7**

Eye on Autism: Set realistic goals to monitor progress

Gain insight on developing and monitoring goals that reflect the true abilities of a child with autism. **Page 8**

Be up-front with parents about your placement duties

Uncover techniques for leading a conversation with parents about your placement obligations under the IDEA and their preferences for their child. **Page 9**

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ON THE COVER

Mobility equipment like the wheelchair stroller featured on EP's May front cover allows those with ambulation challenges to be a part of the action, even on unpaved surfaces.
Photo courtesy of ExoMotion.

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Topics in Early Childhood Special Education

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