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December 2015



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E-mail: avlibrary@dshs.state.tx.us

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1100 W. 49th St.
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Challenges in Parenting (updated)

This newsletter issue on challenges in parenting includes such topics as nutrition and feeding; working with early childhood professionals; and dealing with grief when things do not work out the way you wish they would. This issue highlights observation and DEC recommended practice.

Parenting and Working with Families – Audiovisuals

Art and science of home visits. 15 min. 2004. (DD0222).

This DVD shows early intervention specialists how to establish trusting, caring relationships between themselves and families of infants and toddlers with hearing loss. Best practices in this family-centered approach are demonstrated in actual home visits.

ASQ-3 scoring & referral. 18 min. 2009. (DD0426).

Viewers first get a brief overview of the ASQ-3 questionnaires and the screening process. Then they'll watch a home visitor guiding a mother as she fills out a questionnaire for an infant and tries the ASQ-3 tasks with her child. Through footage of specific tasks and close-ups of sample questions and scores, ASQ-3 users will discover how to use the revised third edition scoring sheets convert parent responses into point values, compare the results with the cutoff scores, use the ASQ-3 monitoring zone to determine if a child's progress should be monitored in one or more areas, interpret parent responses on the overall section of ASQ-3, and decide if a referral for further assessment is needed.

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

A companion to the Ages & Stages Questionnaires: Social-Emotional (ASQ: SE) screening system, this program 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.

Parenting and Working with Families – Audiovisuals (continued)

A child with special needs. 30 min. 2005. (DD0001).

This program, hosted by Sylvester Stallone, provides information on the following topics: what to do when you find out that your child has a special need; moving from confusion and grief to acceptance and empowerment; finding answers and getting help; speaking up as your child's best advocate; the importance of looking beyond the diagnosis; and focusing on your child's unique strengths. It is part of the *I am your child* series.

Childhood nutrition: preventing obesity. 36 min. 2005. (DV0156).

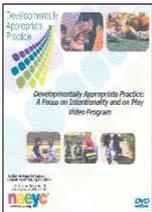
In this English/Spanish DVD, parents learn about age-appropriate food choices for babies and the importance of positive, nurturing eating experiences. New parents learn about reading hunger and fullness cues; how and when to introduce solid foods; choking and allergies; self-feeding and family meals. Parents of children older than 1 year old learn about making mealtime a positive experience; quick and healthy home-made and fast food ideas; ways to promote exercise and limit TV; and food safety and choking hazards.

Communication options for deaf children: a family decision. 18 min. 2002. (DD0186).

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

Developing child: observation. 29 min. 2004. (DD0232).

Using the four areas of development: physical, cognitive, language, and social-emotional, the viewer is guided through several sequences of naturalistic observation of infants, toddlers, and preschoolers. From the ongoing assessment of children, educators link the planning for student learning to what they know about the child's accomplishments, interests, strengths, and areas to achieve.



Developmentally appropriate practice: a focus on intentionality and on play video program.

177 min. 2009. (DD0469).

This DVD disc is meant to be played on a computer with a DVD drive. It contains two programs. Developmentally Appropriate Practice (DAP) and intentionality addresses ways in which teachers intentionally use a variety of learning formats and teaching strategies to support children's learning. DAP and play focuses on the characteristics and types of play and the teacher's role in supporting high-level play.

Early interactions. 45 min. 2007. (DD0150).

Viewers will watch footage of two young children with disabilities as parents and professionals conduct observations during typical home activities. In the first segment, Ryan, an infant with visual impairment and cerebral palsy, carries out a range of developmental activities with the expert guidance of his mother and a physical therapist. In the second segment, Michael, a toddler with visual impairment and hearing loss, engages in play by himself and with his parents and sibling.

Early intervention in action: working across disciplines to support infants with multiple disabilities and their families. CD-Rom. 2009. (CR0044).

This interactive textbook with video clips covers working with families, home visiting approaches, early communication development, sensory processing, motor development and physical disabilities, visual impairment, and hearing loss. It also covers infusing interdisciplinary intervention into the daily routine.

Parenting and Working with Families – Audiovisuals (continued)

ECI teleconference: increasing family involvement and follow through in early childhood intervention. 112 min. 2008. (DD0216).

Ellen Stubbe-Kester explains how to increase family involvement and follow through. She explains why family participation is critical and presents the SMILE solution. SMILE stands for Sign, Model, Imitate, Label, and Expand. This teleconference was broadcast on June 26, 2008. This DVD can only be played using Windows Media Player or Real Player software.

ECI teleconference: intervention facilitating healthy emotional functioning. 44 min. 2000. (DD0178).

Sonya Lopez discusses how ECI specialists facilitate the emotional development of children by performing assessments in the home.

ECI teleconference: nutritional strategies for the team. 120 min. 2001. (DD0362).

Nutritionists can support and enhance the efforts of the interdisciplinary team. Important red flags that signal nutritional needs are reviewed along with recommendations for intervention.

ECI teleconference: routines based intervention. 112 min. 2006. (DD0179).

Kathy Fad made this presentation in February of 2006 about routine-based intervention for children with autism, pervasive developmental disorder, and communication challenges.

Enhancing services in natural environments: conference call series. 560 min. 2004. (CA0041).

This conference call series consists of 15 audio CDs. The first disc in the series contains PDF and Power Point presentations to accompany each call. Call 1: Mary Beth Bruder, Call 2: Juliann Woods, Call 3: Geneva Woodruff, Call 5: Barbara Hanft, Call 6: Carl J Dunst, Call 7: Robin McWilliam, Call 8: Larry Edelman. (Call 4 not included).

Essentials of discipline: toddler and preschool years. 28 min. 2000. (DV0319).

Tantrums, poor manners, whining, and refusing to share are all typical behaviors in young children. These typical behaviors can test the patience of any caregiver or parent. This DVD shows how to use positive techniques and problem-solving to guide youngsters into better behavior.

Family to family. 90 min. 2004. (DD083).

This DVD is designed to assist families in dealing with the daily challenges of autism spectrum disorders. Alyson Beytien is a parent/teacher trainer and a mother of three children with autism. Her knowledge of intervention theories combined with her twelve years of practical experience is shared in front of a live parent audience.

Family violence: impact on children for educators and caregivers. 19 min. 2011. (DD0493).

This program features Dr. Harvey Karp and other experts and practitioners. Family members who have been affected by domestic violence are also interviewed. The program inspires the viewer to take action in order to prevent physical and psychological injury to innocent children.

Fantastic voyage: neonates and infants. 22 min. 2008. (DD0533).

This DVD reviews the age characteristics, age-specific care, and nursing considerations relevant to young infants. Viewers learn how young infants communicate. Those who work with parents of young children are reminded to teach parents about child proofing their homes.

Feeding with love and good sense II. 121 min. 2011. (DD0556).

Short 15 to 20 min segments of this DVD contain vignettes of families of infants, toddlers, and preschoolers as they eat. Ellyn Satter explains how children's eating habits differ at each stage of development and gives advice on what to do and what not to do with feeding.

Parenting and Working with Families – Audiovisuals (continued)

Feeding your baby. 2008. (CR0043).

This comprehensive feeding guide for parents, professionals, and caregivers includes demonstrations of all major cleft palate nursers and suggestions about adapting bottles, breastfeeding, and team care.

Finding the words finding the ways: exploring reflective supervision and facilitation. 80 min. 2012. (DD0614).

This training DVD includes four supervisory scenarios. Each vignette presents a common supervisory dilemma showing how supervisor and practitioner work together to formulate an appropriate plan of action. In the first scenario we meet a supervisor who helps the teacher calm down enough to be able to think clearly and use her many skills to address a difficult classroom situation. In the second scenario an experienced clinician works with her protégé to help a family dealing with depression, distress, and conflict. In the third scenario a supervisor and speech therapist work through a conflict between the therapist and a family. In the fourth scenario a supervisor and home visitor discuss boundary issues.

The first years last forever. 30 min. 2000. (DD0026).

This DVD, hosted by Rob Reiner, is designed to help new parents and caregivers understand research regarding brain development and the vital importance of their relationship with the infant during the critical first years of life.

The five essentials of successful parenting. 69 min. 2003. (DV0072).

This DVD focuses on birth to age 5 with easy to follow techniques that nurture parent-child relationships. Parents are urged to become powerful role models for their children through compassion, consistency, and understanding. The chapters are love and stability; time together; inspire and challenge; positive discipline; safety and health.

Food and fitness matter. 24 min. 2006. (DD0042).

This DVD is presented by Julia Louis Dreyfus. The aim of this program is to help reverse the trend of childhood obesity. It presents practical tips for parents to improve nutrition and fitness at home. It also profiles schools that serve healthy foods and provide physical activity.

NEW! Go to bed: kids and sleep. 21 min. 2006. (DD0696).

The trip from womb to world is the longest, most traumatic journey a human will ever take. One result is to send newborns into months of what is much like severe jet lag. Their first sleeping patterns are nearly random. They need to learn night from day and adjust sleep patterns to fit their new world. This DVD teaches parent how to help their infants and school age children how to become good sleepers. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Growing with love: creciendo con amor. 29 min. 2002. (DD0237).

This program, which is presented in English first and then repeated in Spanish, is a parenting guide covering pregnancy, newborns, infants, and toddlers. From eating right when pregnant to teaching their toddlers to use the potty, new moms and dads will learn the basics for raising a happy and healthy child.



Happiest baby on the block. 68 min. 2006. (DD0462).

Dr. Harvey Karp regards the first three months of life as the fourth trimester. He discusses the calming reflex of the young infant, how to help young infants sleep, and the advantages of swaddling. He also gives parents tips on dealing with colic.

Parenting and Working with Families – Audiovisuals (continued)

Happiest toddler on the block. 69 min. 2006. (DD0410).

Pediatrician Harvey Karp teaches parents how to cope with their toddlers' challenging behaviors. This program includes tips on how to calm outbursts, stop most tantrums before they start, and build a loving and respectful relationship with a child. The main program lasts 38 minutes. A 31-minute bonus track shows Dr. Karp answering common parent questions.

Home team. 15 min. 2003. (DD0221).

This DVD presents strategies and techniques that can help establish trusting, caring relationships between interventionists and families using the highly successful family-centered approach. Best practices are demonstrated in actual home visits. Parents and professionals share their expertise on how to create true collaboration as a team.

I'm not a baby anymore: tips for feeding toddlers. 11 min. 2004. (DV0101).

This English/Spanish/Vietnamese DVD is designed to educate parents about the importance of feeding toddlers a healthy, delicious, and varied diet. Viewers will learn which foods, and how much, make up a well-balanced toddler diet. They will also learn about mealtime dos and don'ts, the best way to introduce new foods, and which beverage choices are the healthiest for toddlers. Interviews with three moms from diverse cultural backgrounds are woven throughout the video.

Is baby ok? 22 min. 2003. (DD0526).

Learn some of the basic developmental milestones in physical growth, personal and social skills, large and small motor skills, and language acquisition. Parents discover when to seek professional help to assess development, especially for potential problems in hearing and vision. They will also learn to recognize key motor skill developments, see how symmetry of movement is important, and learn how growth charts take ethnic diversity into account.

It's not just routine: feeding, diapering, and napping infants and toddlers. 24 min. 2006. (DD0408).

Caregivers learn how to properly carry out the daily routines of napping, feeding, and diapering. This DVD shows how these routines are rich in opportunities for learning and one-to-one contact between caregiver and child.

Just being kids. 50 min. 2001. (DD0077).

This DVD demonstrates how effective supports and services for infants and toddlers with special needs can be when provided in the home. Each of the six stories in this program demonstrates best practices as a therapist or early childhood specialist works collaboratively with a family to achieve meaningful goals for their child in everyday routines, activities, and places.

Kids and family food issues. 29 min. 2010. (DD0646).

Getting children to eat can be a constant battle for some parents, while other parents may be restricting foods to thwart weight gain. In this DVD, child feeding expert Dr. Katja Rowell addresses many feeding issues that families with young children may be facing and offers practical solutions to make meals a pleasant experience for both parents and children. She provides advice on helping picky eaters, planning time for family meals, eating out, feeding children labeled overweight, feeding children labeled underweight and how to plan snacks.

Kids with Down syndrome: staying healthy making friends. 120 min. 2008. (DD0483).

Professionals and parents of children with Down syndrome provide guidance to other parents. Topics span the years from toddlerhood to pre-adolescence. This DVD has a section on nutrition and children with Down syndrome.

Parenting and Working with Families – Audiovisuals (continued)

Learning happens. 29 min. 2010. (DD0411).

This DVD features 30 short video clips that show parents and children, aged birth to 3 years, interacting during playtime and everyday routines. These vignettes capture how learning unfolds through loving interactions with parents and caregivers, and highlights the critical role that adults play in supporting children's healthy development and school readiness. Some of the clips are in Spanish with English subtitles.

Learning happens II. 29 min. 2010. (DD0412).

These vignettes highlight the critical role that parents and other adults play in supporting children's healthy development and school readiness. The clips are provided without commentary or narration.

Learning through observation. 65 min. 2003. (DD0407).

This DVD shows five practitioners in the infant and family field interacting with very young children and their families in a range of service settings. These vignettes, each 10 minutes long, are presented without narration so students, teachers, practitioners, and supervisors can learn through observation. Questions and a filmed discussion among three Zero to Three board members follow each vignette.

Minding the baby. 15 min. 2005. (DV0670).

This animated program was produced in England. It shows the fears, joys, and misunderstandings of five sets of parents as they plan, expect, and start to live with their babies.

Multiples, more of everything: volume 1: prenatal and birth. 26 min. 2009. (DD0396).

This DVD teaches parents what to expect from a multiple pregnancy and shows different delivery scenarios through four personal birth stories.

Multiples, more of everything: volume 2: postpartum and breastfeeding. 29 min. 2009. (DD0397).

This DVD prepares parents for life with multiples from the NICU to the first birthday. It includes information on establishing a routine, taking time for yourself, and breastfeeding.

Newborn care. 34 min. 2006. (DV0316).

This DVD covers newborn senses and brain development, crying and comfort techniques, information on colic and Shaken Baby Syndrome, eating, hunger cues, breastfeeding, and formula feeding. Viewers will learn about newborn sleeping including the SIDS recommendations, diapering and cleaning, and cord and circumcision care. They will also learn about infant health and safety, signs of sickness, dehydration, jaundice, and car seat and home safety. Postpartum information for new mothers is also included. The Spanish language version is DV0317.

News about newborns. 22 min. 2000. (DV0120).

This DVD illustrates key aspects of newborn behavior. It discusses newborn sleep patterns and infant temperament and provides soothing strategies.

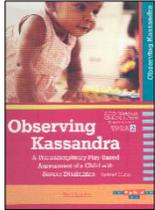
The not-so-terrible twos: a parent's guide. 22 min. 2005. (DD0529).

Two-year-olds fine-tune their muscles through constant imitation, experimentation, and repetition. Observe as two-year-olds learn to make the complex mental connections that lead to true understanding. Hear how their growing language abilities lead two year-olds to speak with others, to ask "why" and proclaim their independence by saying "no". See how two-year-olds deal with the conflicting emotions of wanting to possess and demand one moment, and share and hug the next. Watch their first interactions with others, and see how it's still difficult for them to see a situation from another's viewpoint. Learn from a pediatrician what body awareness, language skills, and motor skills have to do with toilet training.

Parenting and Working with Families – Audiovisuals (continued)

Nutrition for infants and children. 27 min. 2007. (DD0132).

This DVD explains the importance of good nutrition for newborns, infants, and toddlers and examines its beneficial effects on their growth and development. Filled with how-to and when-to advice, the program also discusses the relative merits of breastfeeding and bottle-feeding, potential food allergies, the importance of a balanced diet and physical activity even at a young age, and special dietary preferences like vegetarianism. This DVD is in English with captions in Spanish.



Observing Cassandra. 2010. (KT0079).

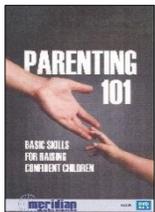
This kit is a second edition of the Transdisciplinary Play-Based Assessment (TPBA2). It contains a 50 minute DVD of an actual play session to help early childhood professionals practice their observational and note-taking skills, a tablet of blank TPBA2 forms, and a CD-ROM with sample completed TPBA2 and TPBI2 forms to use as models for assessment and intervention. A workbook with guidance for professional development is also included. It is intended for use for children from birth to age 6. It assesses sensorimotor, emotional, social, communication, and cognition domains.

Parent partnerships: parents and caregivers together. 26 min. (DD0332).

This DVD examines the benefits of a high quality relationship between caregiver and parent. Caregivers learn strategies to build stronger partnerships.

Parenting doesn't have to be rocket science. 110 min. 2001. (DD0140).

Dr. Foster Cline uses humor to explain the basic principles of the Love and Logic parenting philosophy. Dr. Cline provides viewers with tools and techniques to become more helpful, loving, and effective while raising children who are respectful, responsible, and fun to be around.



Parenting 101: basic skills for raising confident children. 23 min. 2011. (DD0542).

This DVD presents practical advice on building a strong parent-child relationship. New parents learn about discipline through teaching and reinforcing desirable behavior, creating an environment that stimulates intellect and confidence, developing a routine that offers stability, and working through parental conflict constructively. Dramatizations that highlight problems and solutions are combined with commentary from educators, counselors, and psychologists. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Place of our own: early childhood solutions health and nutrition. 119 min. 2008. (DD0324).

Host Debi Gutierrez leads engaging discussions on health and nutrition with parents, caregivers, and child care experts. This DVD is divided into segments: Exercising for Life - 10 min.; Your Kid's Nutritional Needs - 9 min.; Healthy Eating - 5 min.; and Infant Nutrition-12 min.

Preschooler observation: cognitive development. 26 min. 2012. (DD0498).

This detailed observation of preschoolers shows them engaged in activities that exemplify the extraordinary mental advancements that children make at this age. Viewers also witness the natural activities children are drawn to which help their cognitive development and learn strategies to encourage these activities. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preschooler observation: language and literacy development. 23 min. 2012. (DD0497).

This detailed observation of preschoolers shows them engaged in activities that exemplify the extraordinary advancements in language and literacy that children make at this age. Viewers also see the natural activities children are drawn to which foster language development and strategies to encourage these activities. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Parenting and Working with Families – Audiovisuals (continued)

Preschooler observation: physical and motor development. 21 min. 2012. (DD0495).

This detailed observation of preschoolers shows them engaged in activities that exemplify the extraordinary physical advancements that children make at this age. Viewers also see the natural activities children are drawn to which help their physical development and strategies to encourage these activities. This program includes 16 live-action clips. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preschooler observation: social and emotional development. 23 min. 2012. (DD0496).

Viewers will learn the skill set that makes up social and emotional development; the value of encouraging creativity and risk taking; activities that foster initiative and positive self-esteem; how culture and gender affect development; levels of social participation; examples of pro-social and antisocial behaviors; and ways caregivers can help children develop these skills. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Preventing abusive head trauma: the crying connection. 16 min. 2013. (DV0779).

Abusive Head Trauma (AHT), also known as Shaken Baby Syndrome (SBS), is a serious form of child abuse, most commonly triggered by crying. This program explains why babies cry, identifies frustration thresholds, and provides tips on how to cope with infant crying.

Ready to learn. 30 min. 2005. (DD0031).

This DVD, hosted by Jamie Lee Curtis and LeVar Burton, provides helpful information about: the importance of communicating with a newborn; establishing reading routines; materials that prepare children for reading and writing; activities to spark a child's interest in learning; the importance of quality child care; and incorporating literacy into everyday activities.

Reflective supervision for infant mental health practitioners. 136 min. 2012. (DD0613).

This DVD features infant mental health mentors Douglas Davies, Julie Ribaldo, Deborah Weatherston, and William Schafer, and infant mental health practitioners Vicky Novell, Katie Bresky, Carla Barron, and Stefanie Hill. It presents four spontaneous unrehearsed reflective supervision sessions. Each session provides a window into reflective supervision experiences and offers opportunities to consider essential elements of reflective process. Sessions are followed by a brief training guide and questions.

Routines-based interview. 120 min. 2012. (DD0560).

This DVD gives the early intervention professional a deep exposure to the routines based interview, including a full-length, 2-hour demonstration interview conducted by Dr. Robin McWilliam at the 2012 RBI Certification Institute. It also contains a demonstration of ecomap development, a list of informal outcomes, and the list rewritten for inclusion on an individualized family service plan.

Rules, rituals, and routines. 55 min. 2010. (DD0500).

Dr. Thomas Knestrict recommends that parents follow three steps to achieve effective and meaningful behavior management of their children. He recommends that parents institute rules, establish predictable routines, and maintain family rituals. Rules should be based on a family's values and should be clear and consistently reinforced. A routine is defined as something that is done at the same time in the same way every day. Rituals are routines with meaning that connect family members together.

Safe from the start. 30 min. 2005. (DD0037).

In this DVD, part of the *I am your child* series, Gloria Estefan shows parents and caregivers how to keep children safe from accidental injuries. It includes information on automobile child safety seats, toy and gun safety, and provides practical advice to keep children safe both inside and outside the home.

Parenting and Working with Families – Audiovisuals (continued)

Social toddler. 43 min. 2005. (DD0516).

This program was filmed in England. It sheds light on toddler behavior and presents strategies for coping with challenging behavior. Two child development experts share their firsthand parenting experiences and the findings of early childhood education specialists. These experts explore the basics of toddler growth and learning; look at the world from a small child's perspective; and examine the needs of especially challenging children. Mobility, copying, repetition, fine motor skills, categorizing, and many other developmental benchmarks are highlighted. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

Solve parenting problems: the toddler years. 40 min. 2002. (DD0449).

This is a step-by-step tool to help parents handle toddler misbehavior. Developed by Ann Corwin, the SoOoLoVoEo formula (for children ages 1-3) is a flexible problem-solving process that parents can apply to any number of behavioral issues. This DVD shows families using the SoOoLoVoEo formula in three common toddler challenges: temper tantrums, sharing, and toilet learning.

Supportive adult-child interactions. 53 min. 2011. (DD0494).

Viewers will learn how to create a climate of trust for infants and toddlers, form partnerships with children, and support children's intentions. Details on establishing program policies that promote continuity of care are provided. Several extended unnarrated scenes from HighScope programs illustrate strategies for developing supportive interactions with young children.

Unexpected journey. 25 min. 2001. (DD0363).

The viewer discovers the concerns and joys of an infant's earliest days through the voices of families and hospital medical staff in the NICU. This program addresses ways to promote smooth transitions for the family and child as they prepare to leave the hospital and begin their lives together in their homes and communities.

Welcome to Holland: resiliency in families raising children with special health care needs. 48 min. 2010. (DD0464).

This program follows the journey of three families who have children with special needs. Two families have a member with Down syndrome. One family has a child with 22Q13 Deletion (Phelan-McDermid) syndrome. Viewers learn how these three families have successfully met the challenges of raising a child with special needs. These resilient families understand the importance of structure and predictability in the home and have learned the value of rules, rituals, and routines. These families experience the stress and joys of raising a child with special needs, and not only survive but also thrive.

Working with parents who have cognitive limitations: guidance for teachers, nurses, and social service providers. 79 min. 2006. (DD0304).

This DVD will help teachers, nurses, and social service providers recognize when a parent might have cognitive limitations. It has tips on developing a respectful working relationship with such parents and communicating effectively with them.

Your healthy baby. 30 min. 2005. (DD0033).

This DVD is hosted by Phylicia Rashad. It focuses on children's health and nutrition with discussions of children's changing health needs as they grow. It provides useful information on prenatal care, breastfeeding, visiting the pediatrician, and exercise. This program is part of the *I am your child* series.

Your premature baby: volume 1: preemie basics and medical care. 26 min. 2008. (DD0439).

This volume is intended to be shown to high-risk pregnant women or to parents who have just had a premature baby. Topics include defining prematurity, preemie appearance and behavior, the neonatal intensive care unit and its equipment, and common medical problems.

Parenting and Working with Families – Audiovisuals (continued)

Your premature baby: volume 2: interacting with and feeding your preemie. 26 min. 2008. (DD0440).

This DVD educates parents of premature babies about communication and touch cues, interaction, over-stimulation, kangaroo care, feeding, benefits of breast milk, pumping, and learning to breastfeed. The video also instructs parents on how they can take care of themselves so as to enjoy good emotional and physical health and cope with postpartum depression.

Your premature baby: volume 3: going home. 26 min. 2008. (DD0441).

This volume is designed to be shown to parents as their baby nears discharge. Topics include preparing for discharge, gaining confidence, rooming-in, training for baby care, and car seat/bed. Parents learn about SIDS, preventing infections, responding to crying, pre-crying signals, feeding, and sleep cycles.

Parenting and Working with Families – Books

An activity-based approach to developing young children's social emotional competence.

Jane Squires, 2007. (540 S774a 2007 ECI).

This book gives interventionists, educators, and other professionals a linked system for identifying concerns and improving young children's social emotional health.

An activity-based approach to early intervention, 4th ed. JoAnn Johnson, 2015. (LC 4019.2 J646 2015 ECI).

Early childhood professionals learn the essentials of activity-based intervention (ABI), the trusted, child-directed approach for young children birth to 5. Readers will discover how to embed learning opportunities in everyday activities to help children acquire and generalize functional skills and reach their developmental goals.

The anti-romantic child: a mother's story of loss, literature, and unexpected joy. Priscilla Gillman, 2011.

(WS 107.5 G487a 2011 ECI).

A mother describes her journey from secret disappointment to total acceptance of her child with special needs. She shows how life can flourish when one accepts the unexpected and how events and situations perceived as setbacks can actually serve to enrich us.

The art and practice of home visiting: early intervention for children with special needs and their families.

Ruth E. Cook, 2008. (LC 4019.3 c771a 2008 ECI).

This book is a home visitor's key to culturally sensitive, family-centered early intervention for children with special needs. Home visitors learn the essential skills to help parents enjoy a lead role in guiding their child's development. They learn how to communicate, conduct effective assessments, and implement evidence-based interventions. Specific disorders are also covered such as autism, delayed speech, and developmental delays.

Assessment of parenting competency in mothers with mental illness. Teresa Ostler, 2008. (320.4 O85a 2008 ECI).

This book gives mental health professionals sound assessment strategies to fairly evaluate the parenting competency of mothers with a wide range of mental illnesses. This book integrates multiple approaches so that professionals get the full picture of parenting competency.

Parenting and Working with Families – Books (continued)

Authentic assessment for early childhood intervention: best practices. Stephen J. Bagnato, 2007. (520 B147a 2007 ECI).

This book discusses evaluating children in their natural environments using materials and activities that are part of their daily experience. A number of different theoretical perspectives and practical points of view are described. It addresses ways to screen and evaluate diverse populations, including typically developing children, those at risk, and those with mild to severe delays and disabilities.

Autism sisterhood. Michele C. Brooke, 2010. (203.6 B872a 2010 ECI).

This book is designed to be a starting point for mothers once her child has been diagnosed with autism. It provides simple suggestions for activities that mothers and children can do together to help the child learn. It includes many words of encouragement. Please note that DSHS does not endorse products mentioned in this book but makes this book available for consumer education.

Beginning literacy with language: young children learning at home and school. David K. Dickinson and Patton O. Tabors, 2001. (LB 1140.5 L3 B44 2001 ECI).

In this book, you'll travel into the homes and schools of over 70 young children from diverse backgrounds and observe parent-child and teacher-child interactions. Through research gathered in the Home School Study of Language and Literacy Development, the authors share with you the relationship they've found between these critical, early interactions and children's kindergarten language and literacy skills.

Beyond the autism diagnosis: a professional's guide to helping families. Marion O'Brien and Julie A. Daggett, 2006. (WS 350.8 P4 O13b 2006 ECI).

This book will help professionals improve the assessment and intervention process, communicate accurately and sensitively, avoid misunderstandings, assist families in choosing and evaluating intervention services, and helps families manage short- and long-term issues.

Building a joyful life with your child who has special needs. Nancy J. Whiteman and Linda Roan-Yager, 2007. (271.3 W594b 2007 ECI).

This book was written by two mothers of children with special needs. However, it goes beyond simply describing their journey. It gives detailed information about how to maintain a balanced and even joyful life in spite of all the challenges of having a child with special needs. Exercises are included to help readers put the information into practice.

Caring for your baby and young child: birth to age 5. Steven P. Shelov, 2009. (WS 105.5 C3 S545c 2009 ECI).

This book gives advice on child rearing from preparing for childbirth to nurturing the child's self-esteem. Information on common childhood health problems, as well as short descriptions of developmental disabilities, is also included.

Child-centered practices for the courtroom and community: a guide to working effectively with young children and their families in the child welfare system. Lynne F. Katz, Cindy S. Lederman and Joy D. Osofsky, 2011. (WA 320 K19c 2011 ECI).

This book presents a profile of infants, toddlers, and parents involved in the child welfare system. It discusses the use of evidence-based parenting programs for parents of at-risk young children. It also covers healing the infant-parent relationship and supporting the development of very young children, including early care and education settings that support child development. Other issues include developing a coordinated system of care and demystifying the court process, such as how to be an effective advocate in juvenile and family court. Finally, understanding and preventing vicarious traumatization and compassion fatigue is discussed.

Parenting and Working with Families – Books (continued)

Child, family, and community: family-centered early care and education. Janet Gonzalez-Mena, 2013. (325 G643c 2013 ECI).

This book is about the socialization and education of young children in child rearing, caring, and educational contexts from birth to eight years of age. It puts working with families in early care and education settings in the spotlight as the central theme and includes practical advice in every chapter about how to do that.

Children with hearing loss: a family guide. David Luterman, 2006. (WV 271 C536 2006 ECI).

This book contains a series of essays on hearing loss in children. It discusses the emotional impact of hearing loss. Hearing aids and cochlear implants are described. The effects of hearing loss on family relationships are mentioned. Essays on learning and what parents should know about the educational system are also included.

Children with Tourette syndrome: a parents' guide, 2nd ed. Tracy Lynne Marsh, 2007. (WM 197 C536 2007 ECI).

This book explains what life is like for families who have a child with Tourette syndrome. It explains what the syndrome is, how to adjust to the diagnosis; medical treatments and healthcare professionals; behavior therapies; daily life; family relationships; child development; educational needs; and legal rights and remedies.

Choices in deafness: a parent's guide to communication options. Sue Schwartz, 2007. (WV 271 C545 2007 ECI).

This book provides parents of children who are deaf with comprehensive information about assessment, diagnosis, medical and audiological treatments, cochlear implants, education and technology devices, and more. Five major communication options are presented: auditory-verbal; ASL-English bilingual; cued speech, auditory-oral; and total communication. The CD-ROM gives hearing listeners an idea of what speech sounds like to children who have different types of hearing loss.

Circles in the nursery: practicing multicultural family therapy. Leena Banerjee Brown, 2007. (275 B878c 2007 ECI)

This book explains how to understand and practice multicultural infant-family mental health. The book includes clinical case studies with practical applications. A 7-part framework for analyzing family, infant, and clinician cultural perspectives is included.

Collaboration with parents and families of children and youth with exceptionalities. Marvin Fine and Richard L. Simpson, 2000. (740 F495 2000 ECI).

This book, which contains essays by various experts, expresses the importance of educating and empowering parents and families so they can become active partners with the professional community in meeting the needs of their own children.

Coming home from the NICU: a guide for supporting families in early infant care and development.

Kathleen A. Vandenberg, 2013. (WS 410 V227 2013 ECI).

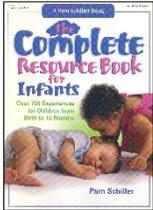
This book provides family-centered, developmentally supportive guidance in the months after the NICU. Professionals will deepen their understanding of the emotional and physical challenges of the NICU experience, and they'll get in-depth guidance on how to support parents effectively.

The common sense guide to your child's special needs: when to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3969 P45 2012 ECI). This book responds to the needs of parents who don't have a diagnosis yet or want to explore challenges common across disabilities. Dr. Pellegrino offers guidance on what it means and what to do next when a child struggles with speech and language development; motor skills development; daily living skills; social skills; behavioral control and attention; learning and cognitive development; vision, hearing, and sensory processing; and special medical issues.

Parenting and Working with Families – Books (continued)

Como educar a tu niño (Teach your child). Miriam Stoppard, 2001. (515 S883 2001 ECI).

This book in Spanish is a practical guide to help parents of babies and young children understand and develop their child's unique abilities.



The complete resource book for infants: over 700 experiences for children from birth to 18 months. Pam Schiller, 2005. (525.2 S334c 2005 ECI).

This book features hundreds of activities that are perfect for infants from birth through 18 months. They maximize learning and development in the areas of language, physical, social-emotional, and cognitive growth. The activities can be used individually or grouped together to focus on a specific skill.

Cultural reciprocity in special education: building family-professional relationships. Maya Kalyanpur, 2012. (275 K14 2012 ECI).

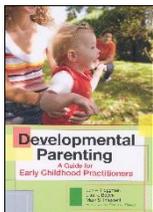
This book provides explicit training on working effectively with all families, no matter how diverse. It explains the concept of cultural reciprocity, which involves examining the provider's own values, learning to respect each other's differences, and collaborating to benefit the children.

The dancing dialogue: using the communicative power of movement with young children. Suzi Tortora, 2006. (256 T712d 2006 ECI).

Tortora explains how someone with a trained eye can observe nonverbal movements and cues and use them as tools for designing appropriate, movement-based interventions.

DEC recommended practices in early intervention/early childhood special education: a comprehensive guide for practical application. Susan Sandall, 2005. (325 S213d 2005 ECI).

This book contains the DEC Recommended Practices, plus real life examples and practical tips for implementation. It includes strategies for program assessment and improvement, useful checklists for parents and administrators, and an annotated list of relevant resources.

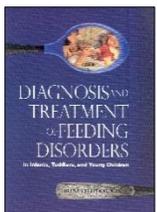


Developmental parenting: a guide for early childhood practitioners. Lori A. Roggman, 2008. (LC 4019.3 R733d 2008 ECI).

This book helps home visitors teach parents/caregivers how to guide their young children's development. Readers will learn supportive attitudes, positive behaviors, and program content. Assessments are used to evaluate child progress and parenting behaviors. Home visitors will learn how to share clear, culturally sensitive information on child development with parents.

Developmental screening in your community: an integrated approach for connecting children with services. Diane D. Bricker, 2013. (RJ 51 D48 B75 2013 ECI).

Developed by early childhood, medical, and social service experts in screening and assessment, this book helps your community establish an effective early detection system that's comprehensive and low-cost; encourages close collaboration among health, social service, and educational agencies; and meets each child's whole continuum of needs, from universal screening to community services.



Diagnosis and treatment of feeding disorders in infants, toddlers, and young children. Irene Chatoor, 2009. (WS 130 C494d 2009 ECI).

This is a comprehensive look at problems with feeding that can occur in infants and young children. The author covers how emotions affect the development of regulation of feeding. She then discusses disorders of achieving regulation of food intake, caregiver-infant reciprocity, infantile anorexia, sensory food aversions, and posttraumatic feeding disorder. Finally, she explains feeding disorders associated with a concurrent medical condition and other comorbidities.

Parenting and Working with Families – Books (continued)

Discipline from birth to three: how teen parents can prevent and deal with discipline problems with babies and toddlers. Jeanne Warren Lindsay, 2004. (WS 105.5 C3 L748d 2004 ECI).

This book describes for teenage parents how to discipline young children using teaching strategies rather than punishment. It offers the advice and comments of young parents themselves. Although aimed at teen parents, this book can be used by any parent.

Double duty: the parents' guide to raising twins, from pregnancy through the school years. Christina Baglivi Tinglof, 2009. (515 T588 2009 ECI).

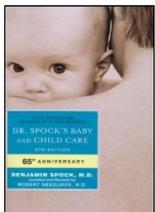
This book covers practical questions women may have when they discover they are going to have twins. It covers pregnancy, various stages throughout infancy, toddlers, and school age concerns.

The Down syndrome nutrition handbook: a guide to promoting healthy lifestyles, 2nd ed. Joan E.G. Medlen, 2006. (226.11 M491 2006 ECI).

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

Down syndrome parenting 101: must have advice for making your life easier. Natalie Hale, 2011. (WS 107.1 H163d 2011 ECI).

This book offers advice on everything from celebrating children's unique personalities and seeing them for who they are to insisting they finish their chores and ensuring they can become their own people as adults. The author leads readers through every stage of growing up and lends support to parents, encouraging them rather than making them feel inadequate in the journey before them.



Dr. Spock's baby and child care, 9th ed. Benjamin Spock and Robert Needlman, 2012. (515 S762 2012 ECI).

This is a newly revised edition of the classic Dr. Spock comprehensive book on raising children. It first discusses child behavior by age. It then has special sections on feeding and nutrition, health and safety, raising mentally healthy children, common developmental and behavioral challenges, and finally, issues in learning and school.

The early childhood coaching handbook. Dathan D. Rush, 2011. (LB 1775.6 R87 2011 ECI).

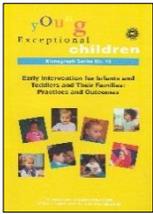
This book helps early childhood practitioners support other professionals and families as they enhance existing knowledge, develop new skills, and promote healthy development of young children. This hands-on guide shows professionals how to conduct skillful coaching in a home, school, or community setting.

Early childhood intervention: shaping the future for children with special needs and their families.

Christina Groark and Steven Eidelman, 2011. (LC 4019.3 G873e 2011 ECI volumes 1, 2 & 3).

Volume 1 of this three-volume set is titled *Contemporary policy and practices landscape*. It discusses historical perspectives; key national and state policy implementation issues; international policies and programs; reflections on early identification; professional development; trends in American families; program evaluation; and cost-effectiveness. Volume 2 is titled *Proven and promising practices*. It discusses IDEA Part C; special education; Head Start and Early Head Start; assessment systems; sensory processing; teaching English-language learners; mental health in early childhood; children with social or behavioral challenges or developmental disabilities, visual impairment, hearing loss, or severe disabilities; and early literacy in reading and mathematics. Volume 3 is titled *Emerging trends in research and practice*. It discusses families from diverse cultures; responses to intervention; data-driven decision-making; transition to kindergarten; uses of technology; evidence-based practice; professional development; and crossing systems in service delivery.

Parenting and Working with Families – Books (continued)



Early intervention for infants, toddlers, and their families: practices and outcomes. Carla Peterson, Lise Fox, and Patricia M. Blasco, 2008. (325 E12 2008 ECI).

This monograph takes a look at the characteristics of Part C early intervention services across the country. It discusses how to use effective communication with families; using infant and toddler portfolios as an assessment tool; how to conduct home visits; creating inclusive playgroups; and much more.

The early intervention teaming handbook: the primary service provider approach. M’Lisa L. Shelden, 2013. (LC 4019.3 S54 2013 ECI).

This how-to guide describes the logistics and benefits of making one team member the consistent point of contact with a family. It provides guidance on how to ensure buy-in and support from program leaders and team members, establish a cohesive team that collaborates effectively, fully introduce families to the procedures and practices of the PSP approach, develop family-focused and child-focused IFSP outcome statements, select the most appropriate primary service provider for each family, master the three essential components of a successful home visit, adopt a flexible, activity-based approach to scheduling that promotes child learning and development, coordinate joint visits with other service providers, and conduct successful, efficient team meetings to share expertise and resources.

Early intervention with multi-risk families: an integrative approach. Sarah Landy and Rosanne Menna, 2006. (271 L264 2006).

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

The early intervention workbook: essential practices for quality services. Lynda C. Pletcher, 2013. (LC 4019.3 P726e 2013 ECI).

This workbook reveals what every EI professional should be doing in their practice and how to do it, with practical tips, activities, and strategies they can use to improve their work with children and families right away. Based on specific recommendations from a workgroup of today’s top researchers, this resource walks readers through every step of the early intervention journey with children birth to 3, from the crucial first meeting with a family to the child’s transition out of intervention.

Early intervention every day!: embedding activities in daily routines for young children and their families. Merle J. Crawford, 2013. (556 C73 2013 ECI).

Targeting 80 skills in 6 key developmental domains for children birth to three, this guide gives professionals dozens of ideas for helping families and caregivers embed learning opportunities in their everyday routines. Early interventionists will learn strategies that enhance child development, strengthen attachment, and help children with developmental delays participate fully in family life.

An early start for your child with autism: using everyday activities to help kids connect, communicate, and learn. Sally J. Rogers, 2012. (WM 203.5 R729 2012 ECI).

Parents can play a huge role in helping toddlers and preschoolers with autism spectrum disorders (ASD) connect with others and live up to their potential. This guide provides doable, practical strategies you can use every day. The authors turn daily routines like breakfast or bath time into fun and rewarding learning experiences that target crucial developmental skills. Examples illustrate techniques for promoting play, language, and engagement.

Parenting and Working with Families – Books (continued)

Eating behaviors of the young child: prenatal and postnatal influences on healthy eating. Leanne L. Birch and William H. Dietz, 2008. (WS 130 E14 2008 ECI).

This book shares the perspectives of many nutrition experts on the factors that may contribute to unhealthy feeding and eating behaviors, especially those that lead to obesity. Four sections are included: nutrition influences on growth and development; cultural and parenting influences; delivery systems (such as helping parents with eating difficulties and whether to breast or bottlefeed an infant); and a summary.

The elephant in the playroom: ordinary parents write intimately and honestly about the extraordinary highs and heartbreaking lows of raising kids with special needs. Denise Brodey, 2007. (271.3 B865e 2007 ECI).

This book is a group of essays written by parents or siblings of children with special needs. It explains the difficulties and the high points of raising a child who is different from other children. It includes essays on how to take care of the caregiver; the search for a good school; whether or not to medicate; going public; and other success stories.

Empowered autism parenting: celebrating (and defending) your child's place in the world. William Stillman, 2009. (WS 350.8 P4 S857e 2009 ECI).

This book is written by an adult with Asperger syndrome. He clears up some misconceptions about autism and demonstrates that people with autism can be intelligent, insightful, and inspired human beings. He also shatters myths about high-cost therapies and medications.

Enhancing early development: guiding parents of young children. Jean W. Gowen, 2002. (540 G722 2002 ECI).

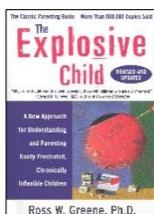
This book helps home visitors, social workers, and other professionals provide the guidance and support parents of newborn children need to form secure attachments during the first two years of their child's life.

NEW! Essential first steps for parents of children with autism. Lara Delmolino and Sandra L. Harris, 2013. (WM 203.5 D359 2013 ECI).

When autism is diagnosed or suspected in young children, overwhelmed parents wonder where to turn and how to begin helping their child. This book helps to eliminate the confusion and guesswork by outlining the steps parents can take now to optimize learning and functioning for children age 5 and younger.

Expecting Adam: a true story of birth, rebirth, and everyday magic. Martha Beck, 2000. (226.11 B393e 2000 ECI).

This book tells the story of a mother expecting a baby with Down syndrome. She learns that having her baby with special needs teaches her very important lessons she never learned at Harvard and that there are many experiences that cannot be explained solely by science.



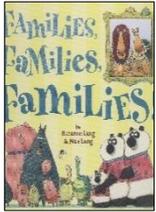
The explosive child: a new approach for understanding and parenting easily frustrated and chronically inflexible children, Rev. ed. Ross W. Greene, 2010. (WS 105.5 C3 G811e 2010 ECI).

Severe noncompliance, temper outbursts, verbal or physical aggression can leave parents feeling very frustrated and overwhelmed. This book helps parents gain confidence and knowledge to handle these situations, understand the factors that contribute to a child's explosions, reduce hostility and antagonism between the child and adults, focus less on reward and punishment and more on communication and collaborative problem solving, and helps the child develop skills to be more flexible and better handle the frustrations in life.

Parenting and Working with Families – Books (continued)

Families and positive behavior support: addressing problem behavior in family contexts. Joseph M. Lucyshyn, Glen Dunlap, and Richard W. Albin, 2002. (262.2 F198 2002 ECI).

Children of all ages and disabilities can overcome challenging behaviors with positive behavior support. This book shows how they can overcome challenging behaviors by describing the research and theory, giving practical instructions, and presenting real life experiences of parents.



NEW! Families, families, families! Suzanne Lang, 2015. (GN 480 L364 2015 ECI).

Moms, dads, sisters, brothers, and even Great Aunt Sue, appear in dozens of combinations, demonstrating all kinds of nontraditional families! Silly animals are cleverly depicted in framed portraits, and offer a warm celebration of family love.

Families, infants, and young children at risk. Gail L. Ensher, 2009. (556 E59f 2009 ECI).

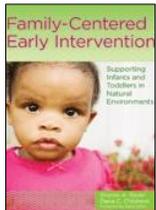
This book covers a full range of issues in early childhood special education. It discusses autism, sensory processing disorders, early identification of delays, family systems and environments, effects of prematurity, evaluation and care of newborns, pain management, cultural diversity, abuse and neglect, and more.

Families, professionals, and exceptionality: positive outcomes through partnerships and trust. Ann P. Turnbull, 2011. (555.5 T942f 2011 ECI).

This book discusses how members of families and professionals in special and general education and related services personnel can form lasting partnerships. Actual case studies are included exemplifying effective practices and principles.

Family-based practices. Eva Horn, Michaelene Ostrosky, and Hazel Jones, 2004. (LC 4019.3 H813f 2004 ECI).

The articles in this monograph discuss values, beliefs, and practices found in the DEC Recommended Practices by describing specific strategies that will assist practitioners to collaborate with families in achieving the various components of the recommended practices.



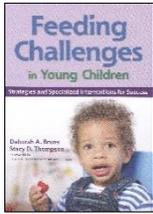
NEW! Family-centered early intervention: supporting infants and toddlers in natural environments. Sharon A. Raver, 2015. (WA 320 R254f 2015 ECI).

This introductory text prepares professionals to support infants and toddlers with special needs and their families. It addresses three child outcome indicators: positive socialemotional skills, acquisition and use of knowledge and skills, and using appropriate behaviors to meet needs. It teaches how to weave intervention strategies into a family's established routine, how to empower parents to successfully guide and support their child's development, and much more.

Far from the tree. Andrew Solomon, 2012. (200.8 S65 2012 ECI).

All parenting turns on a crucial question: to what extent parents should accept their children for who they are, and to what extent they should help them become their best selves. Drawing on forty thousand pages of interview transcripts with more than three hundred families, Solomon mines the eloquence of ordinary people facing extreme challenges. Whether considering prenatal screening for genetic disorders, or cochlear implants for the deaf, Solomon narrates a universal struggle toward compassion. Many families grow closer through caring for a challenging child; most discover supportive communities of others similarly affected; some are inspired to become advocates and activists, celebrating the very conditions they once feared. Woven into their courageous and affirming stories is Solomon's journey to accepting his own identity, which culminated in his midlife decision, influenced by this research, to become a parent.

Parenting and Working with Families – Books (continued)

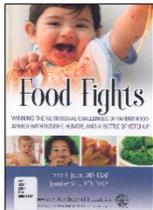


Feeding challenges in young children: strategies and specialized interventions for success. Deborah Bruns, 2012. (WS 130 B899 2012 ECI).

Ideal for a wide range of professionals working with young children birth–5 years across school, home, and child care settings, this book-and-CD set gives readers in-depth background information, how-to strategies, and helpful tools for addressing feeding challenges. With almost 50 pages of printable tools, forms, and handouts, the included CD-ROM gives professionals practical help with every step of improving children’s feeding issues. Professionals will get daily feeding logs, recordkeeping forms, quick-guides to feeding milestones and red flags, and tip sheets on critical issues such as breastfeeding, feeding team requirements, positioning strategies, and specialized feeding equipment.

Fifty strategies for communicating and working with diverse families, 2nd ed. Janet Gonzalez-Mena, 2010. (275 G643f 2010 ECI).

There are all different kinds of families and this book will help teachers feel more comfortable and be more effective in dealing with them. The book discusses honoring and working with diversity, how to deal with holiday issues, working with fathers, communicating and meeting with families, and gives tips for challenging conversations.



Food fights: winning the nutritional challenges of parenthood armed with insight, humor, and a bottle of ketchup. Laura A. Jana, 2007. (247 J33f 2007 ECI).

This book brings together the science of nutrition with the practical insight of parents and offers solutions for daily nutritional challenges. The book applies to infants, toddlers, and young children. It discusses how to pick your battles, dealing with whining, eating out, healthy drinks, and much more.

NEW! Foster parenting step-by-step: how to nurture the traumatized child and overcome conflict. Kalyani Gopal, 2013.

This book describes the trauma that can be experienced by children in foster care and the effect of that trauma on their behavior. Gopal summarizes successful evidence-based strategies that develop the parent-child bond. Although the book was written for foster parents, it would be useful to anyone working with children who are or have been in foster care. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Fragile X, fragile hope: finding joy in parenting a child with special needs. Elizabeth Griffin, 2005. (201 G851f 2005 ECI).

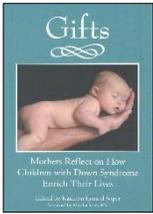
This is the story of Zack from the perspective of his mother. Zack has fragile X syndrome and autism. His mother shares her journey of grief and unexpected joy.



Freedom from meltdowns: Dr. Thompson’s solutions for children with autism. Travis Thompson, 2009. (203.61 T477f 2009 RHB).

This book helps parents identify meltdown triggers, use functional behavioral assessment to uncover behavior patterns, and improve communication skills. Simple tips and strategies will help parents of children with autism improve their parenting skills.

Parenting and Working with Families – Books (continued)



Gifts: mothers reflect on how children with Down syndrome enrich their lives. Kathryn L. Soper, 2007. (WS 107.1 G458 2007 ECI).

Sixty-three mothers describe the gifts of respect, strength, delight, perspective, and love, which their child with Down syndrome has brought into their lives. The contributors to this collection have diverse personalities and perspectives, and draw from a wide spectrum of ethnicity, world views, and religious beliefs. Some are parenting within a traditional family structure; some are not. Some never considered terminating their pregnancy; some struggled with the decision. Some were calm at the time of diagnosis; some were traumatized. Some write about their pregnancy and the months after giving birth; some reflect on years of experience with their child. Their diverse experiences point to a common truth: The life of a child with Down syndrome is something to celebrate. These women have something to say, not just to other mothers but to all of us.

Gifts 2: how people with Down syndrome enrich the world. Kathryn L. Soper, 2009. (WS 107.1 G458 2009 ECI).

Acceptance, courage, friendship, awareness, and joy: these are the gifts recounted in more than seventy inspirational essays included in this book. This book presents a broader perspective on Down syndrome and life by including passionate stories by siblings, grandparents, cousins, aunts and uncles, as well as mothers of older children. Friends, teachers, medical professionals, and coaches also share the joys of knowing and caring for someone with Down syndrome.

Group parent education: promoting parent learning and support. Deborah Campbell, 2004. (261.1 C187g 2004 ECI).

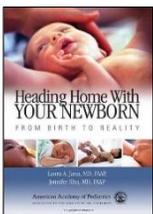
The author covers the history and evolution of group parent education while providing information on designing curricula for parent groups. Parent group leaders also learn about group dynamics and dealing with difficult situations.

Handbook of pediatric nutrition. Patricia Q. Samour, Kathy K. Helm, and Carol E. Lang, 2005. (247.4 S191 2005 ECI).

This handbook covers all aspects of pediatric nutrition. It includes clinical research, accepted practice protocols, and study of the child from preconception through adolescence. Chapters are included on nutrition for children with special needs. The book includes growth charts and dietary guidelines.

The happiest baby on the block. Harvey Karp, 2002. (WS 105.5 K18h 2002 ECI).

This book by a pediatrician explains the reasons why infants cry and gives practical tips on how to calm your baby. An appendix lists red flags and red alerts. Red alerts are situations when you should call your doctor.



Heading home with your newborn: from birth to reality. Laura A. Jana, 2005. (WS 105.5 C3 J33h 2005 ECI).

This comprehensive book includes information on everything a new parent needs to know from a newborn's appearance, health, feeding, and sleeping habits to changing, dressing, traveling, sickness, and more.

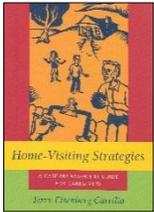
Health, safety, and nutrition for the young child. Lynn R. Marotz, 2009. (WS 100 M355h 2009 ECI).

This textbook discusses the importance and interrelationship of health, safety, and nutrition for children to grow up safe and healthy. It then discusses each dimension (health, preventing accidents, and food and nutrition) in more detail.

Parenting and Working with Families – Books (continued)

NEW! Help! There's a toddler in the house!: proven strategies for parents of 2- to 6-year-olds to survive and thrive through the mischief, mayhem, and meltdowns. Thomas M. Reimers, 2011.

The challenging behaviors of young children can drive even the most patient parents to their wits end. In these pages, parents learn how to cope with and correct many of the most common behavioral problems that little ones demonstrate. Each chapter examines a specific problem, from the mildly irritating to the downright maddening, and describes practical strategies to rein in, correct and prevent it. Also included are special chapters on how to use time-out correctly, potty train a toddler, and how moms and dads can create a more rewarding and enriching family life. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

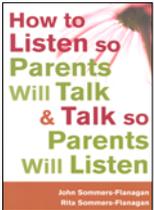


Home-visiting strategies: a case-management guide for caregivers. Terry Eisenberg Carrilio, 2007. (320.64 C317h 2007 ECI).

This book lays out a clear, step-by-step approach to designing, implementing, and evaluating home-based services, from engaging hard-to-reach families, to addressing complex mental health issues, to working in multi-disciplinary teams, and using integrated case management.

The home visitor's guidebook: promoting optimal parent and child development. Carol S. Klass, 2008. (320.64 K63 2008 ECI).

This guidebook contains a collection of personal stories, relevant research, and practical strategies for the professional working with young children and families. This manual helps the early intervention professional ensure home visits that foster not only the healthy development of the child but of the parent as well.



How to listen so parents will talk and talk so parents will listen. John Sommers-Flanagan and Rita Sommers-Flanagan, 2011. (WS 350 S697h 2011 ECI).

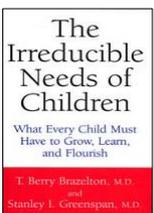
This book is aimed at counselors who help parents with their common parenting struggles. It features many specific interventions and methods for helping parents implement developmentally appropriate and scientifically supported strategies for building healthy parent-child relationships. Case studies are included.

Infant/child mental health, early intervention, and relationship-based therapies: a neurorelational framework for interdisciplinary practice. Connie Lillas and Janiece Turnbull, 2009. (WS 350 L729i 2009 ECI).

This book uses a neurorelational framework to reconcile theory, clinical observations, and research for use with infants, young children, and their families. The book goes into detail about the different brain systems: the regulation system, the sensory system, the relevance system, and the executive system. It will help professionals integrate their understanding of the body, the mind, and relationships.

Interdisciplinary teams. Eva Horn and Hazel Jones, 2005. (325 H813i 2005 ECI).

This book describes specific strategies that will assist practitioners to collaborate with families in achieving the various components of the DEC Recommended Practices for early childhood special education.

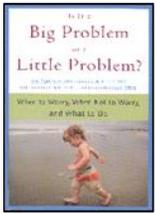


The irreducible needs of children: what every child must have to grow, learn, and flourish.

T. Berry Brazelton and Stanley I. Greenspan, 2000. (525 B827 2000 ECI).

This book defines the seven irreducible needs any child, in any society, must have in the first five years of life. This book, the result of decades of experience and caring by both authors, explains the importance of parents and other adults in the lives of young children.

Parenting and Working with Families – Books (continued)



Is it a big problem or a little problem?: when to worry, when not to worry, and what to do. Amy Egan, 2007. (WS 105 I73 2007 ECI).

This book is a road map through the ups and downs of early childhood. Almost every child will have a hard day; not listening, throwing a tantrum, being mean or aggressive or excessively shy or withdrawn. This book helps parents decide if the hard days are the exception or the rule. It helps parents determine the size of the problem, how to manage problems on their own with practical tips and strategies, and when to seek a professional evaluation.

Is this a phase: child development and parent strategies, birth to 6 years. Helen F. Neville, 2007. (525 N523 2007 ECI).

This book explains the various phases that children go through and helps parents understand when to be worried and when to be reassured about their child's behavior. The first part explains typical behavior by age and the second part is an alphabetical reference for dealing with child behavior in daily life.

Just one of the kids: raising a resilient family when one of your children has a physical disability. Kay Harris Kriegsman, 2013. (WS 105.5 F2 K89 2013 ECI).

This book is designed to help parents focus not on what could have been, but instead on what can be, so that they, their children, and the grandparents thrive as individuals and as a family. The advice is valuable for any family with children who have a physical disability from any cause. The book is full of family stories, tips, and tools. Parents of children with physical disabilities can help them develop the skills needed to meet life's challenges and launch into independence.

Just take a bite: easy, effective answers to food aversions and eating challenges. Lori Ernspurger, 2004. (WS 130 E71j 2004 ECI).

This book offers a comprehensive plan to address food aversions and selectivities by children with special needs, especially with autism or Asperger syndrome. It provides insight as to the causes of eating challenges and specific techniques for increasing food selections and assisting children in eating a balanced diet.



Keepin' on: the everyday struggles of young families in poverty. Jean Ipsa, 2006. (LC 4019.3 I85k 2006 ECI).

This book is a journey into the lives of nine young African-American mothers facing issues related to single parenthood and poverty. By conducting interviews with the mothers, the authors share insights regarding individual, family, community, and program factors that either facilitate or constrain the effectiveness of intervention programs. Topics such as child rearing, young fatherhood, home visiting, and domestic violence are discussed.

Laughing Allegra: the inspiring story of a mother's struggle and triumph raising a daughter with learning disabilities. Anne Ford, 2003. (228 F699 2003 RHB).

This is the true story of the great-granddaughter of Henry Ford as told by her mother. This book shows how learning disabilities affect the whole family. Sections are included on how to find help and on sibling relationships.



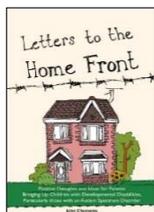
Learning and growing together: understanding and supporting your child's development. Claire Lerner and Amy Laura Dombro, 2000. (525 L616 2000 ECI).

This guide is for parents and others who have primary responsibility for raising a baby or toddler. The book provides information and tools to help build a strong foundation for a child's development.

Parenting and Working with Families – Books (continued)

Learning games: 12-24 months: the Abecedarian Curriculum. Joseph Sparling, 2006. (655.2 S736a 2006 ECI).

This curriculum provides instructions for fun activities to support and guide cognitive, social, emotional, and physical development. It can be used in home visitation. Books are also available for use with a child aged 24-36 months and 48-60 months.



NEW! Letters to the home front: positive thoughts and ideas for parents bringing up children with developmental disabilities, particularly those with an autism spectrum disorder. John Clements, 2013.

Bringing up a child with developmental disabilities, especially autism, presents many challenges for parents, and the focus of attention is almost invariably on the child. This practical and compassionate book looks at a range of issues from the parents' point of view. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Life skills progression LSP: an outcome and intervention planning instrument for use with families at risk. Linda Wollesen, 2006. (LB 3051 W864 2006 ECI).

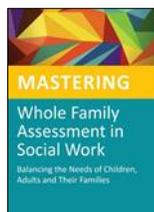
This assessment tool for families of children from birth to three years provides critical data that home visiting programs need to demonstrate their effectiveness and attract funding. Generating a comprehensive and accurate portrait of the behaviors, attitudes, and skills of both parents and children, the LSP helps professionals establish baseline client profiles, identify strengths and needs, plan interventions, and monitor progress and outcomes to show that interventions are working.

Love and logic magic for early childhood: practical parenting from birth to six years. Jim Fay and Charles Fay, 2000. (WS 105.5 C3 F282 2000 ECI).

This book uses simple and practical examples to show how to put love and logic principles into practice. Parents will learn how to guide their children into becoming confident, responsible adults.

Married with special-needs children: a couples' guide to keeping connected. Laura E. Marshak, 2007. (WS 107.5 M366m 2007 ECI).

This book discusses the stress that is placed upon a marriage when a couple has a child with a disability. The book gives very practical advice on how to make marriages stronger in spite of the difficulties encountered in this situation.



NEW! Mastering whole family assessment in social work: balancing the needs of children, adults, and their families. Fiona Mainstone, 2014.

How do you keep the whole family in mind when carrying out social work assessment? How do you balance the needs of adults and children? How do you ensure that children's welfare and safety are everyone's priority when families face complex difficulties? Mastering Whole Family Assessment in Social Work brings together what social workers in adult and children services need to know about assessment across both services. With tools and frameworks that make sense of the interface between adult life difficulties, family problems, parenting capacity and children's needs, this practical guide will help social workers to think across professional and administrative divides. Case studies, practice vignettes, exercises and suggestions for further reading are included throughout the book to help the reader consider the well-being of the whole family when conducting and interpreting assessments. This guide will help social workers to think holistically and work collaboratively both with each other and with families. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Parenting and Working with Families – Books (continued)

My baby rides the short bus: the unabashedly human experience of raising kids with disabilities. Yantra Bertelli, Jennifer Silverman, and Sarah Talbot, 2009. (WS 107.5 M995 2009 ECI).

This book is a collection of short stories about life with children who have disabilities. It tells the truth about the struggles and rewards of parenting children with special needs.

Newborn intensive care: what every parent needs to know, 3rd ed. Jeanette Zaichkin, 2010. (242.2 Z21 2010 ECI).

This book provides a variety of information parents of premature infants need to know to be able to participate as a vital part of their child's medical team while the baby is in the hospital's NICU.

NEW! Nutrition: what every parent needs to know, 2nd ed. Loraine Stern and William H. Dietz, 2012.

This essential guide to good eating gives parents all the information and strategies they need to meet the dietary needs of children from birth through adolescence, as well as the facts about standards of weight and height; eating disorders and special dietary needs, alternative diets, and supplements; allergies; and concerns over food safety. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

NEW! Optimistic parenting: hope and help for you and your challenging child. Vincent Mark Durand, 2011. (WS 350.6 D948 2011 ECI).

This book helps moms, dads, and other caregivers develop more positive thoughts and perceptions. Dr. V. Mark Durand delivers both philosophical hope and practical help to parents of children with a wide range of challenges. Durand guides parents step by step through the process of pinpointing the "why" behind challenging behavior; tuning in to their own thoughts, emotions, and self-talk; understanding how their thoughts affect their interactions with their child; interrupting negative thoughts and replacing them with positive, productive ones; achieving a healthy balance between taking care of their own needs and their child's needs; using effective emergency strategies when quick behavior intervention is needed; implementing long-term strategies for lasting behavior improvements; weaving functional communication training into everyday routines and interactions; addressing the most common problem areas, such as sleep and transitions; and increasing mindfulness and parenting "in the moment".

Ordinary families, special children: a systems approach to childhood disability. Milton Seligman, 2007. (WS 107.5 R5 S465o 2007 ECI).

This book explores how child, family, and sociocultural variables shape the ways families respond to disability. It addresses the impact of childhood disability on different members of the family system: parents, siblings, and grandparents. It details specific ways that professionals can partner with families to promote coping, adaptation, and empowerment.

Parent to parent handbook: connecting families of children with special needs. Betsy Santelli, 2001. (WS 107.5 S234p 2001 ECI).

In this handbook, written by two moms who have raised children with disabilities and another professional, the authors describe how to set up and start a parent-to-parent program (big or small) in your own community.

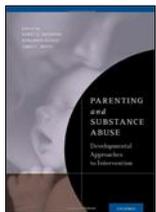
NEW! Parenting across cultures: childrearing, motherhood, and fatherhood in non-western cultures. Helaine Selin, 2014.

There is a strong connection between culture and parenting. What is acceptable in one culture is frowned upon in another. These cultural differences apply to behavior after birth, encouragement in early childhood, and regulation and freedom during adolescence. This book examines differences in parenting in over fourteen different countries that span the globe. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Parenting and Working with Families – Books (continued)

Parenting across the autism spectrum: unexpected lessons we have learned. Maureen F. Morrell, 2006. (WS 350.8 P4 M873p 2006 ECI).

This book offers personal and practical guidance for parents, especially those whose children are newly diagnosed with autism. It gives a moving account of the challenges the parents faced and the surprising consolations they found along their sons' very different paths in life.



NEW! Parenting and substance abuse: developmental approaches to intervention. Linda C. Mayes, Pajulo Marjukka, and Nancy E. Suchman, 2013.

Historically, there has been little integration of theoretical or applied research on addiction treatment and parenting intervention development. Rather, the fields of addiction and developmental research have progressed on largely separate trajectories, even though their focus powerfully and often tragically intersects each time a parent is diagnosed with a substance use disorder. This book is the first to report on pioneering efforts to move the treatment of substance-abusing parents forward by embracing their roles and experiences as mothers and fathers directly and continually across the course of treatment. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Parenting children with health issues: essential tools, tips, and tactics for raising kids with chronic illness, medical conditions, and special healthcare needs. Foster Cline, 2007. (271.3 C641 2007 ECI).

This book explains the theories behind the love and logic approach to parenting. It then discusses how to use the approach with children who have serious health issues. It covers when this approach works well and how to modify it as needed with children who have special needs.

Parenting for dummies. Sandra Hardin Gookin, 2002. (555.5 G659 2002 ECI).

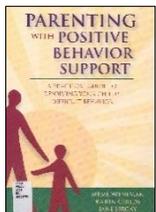
This book gives practical, wise parenting advice with helpful hints based on their personal experience raising four sons.

Parenting interactions with children: checklist of observations linked to outcomes: PICCOLO user's guide. Lori A. Roggman, 2013. (LC 4019.3 R733p 2013 ECI).

Developed for use with parents of children ages 1 to 3, PICCOLO measures 29 developmentally supportive parenting behaviors in 4 critical domains: affection, responsiveness, encouragement, and teaching. PICCOLO assesses which parenting behaviors are working, develops individualized interventions that help parents improve, and tracks the positive outcomes of your parent support program. A companion training DVD is also available DD0630.

Parenting to make a difference: your one to four year old child. Brenda Hussey-Gardner, 2003. (WS 105.5 C3 H972p 2003 ECI).

This book presents concise, comprehensive information on twelve key topics and many techniques to help parents and caregivers make a difference in their child's development.



Parenting with positive behavior support: a practical guide to resolving your child's difficult behavior. Meme Hieneman, 2006. (262.2 H633p 2006 ECI).

This guide brings positive behavior support techniques into the home. This creative problem-solving approach to challenging behavior will help parents identify behaviors of concern, understand the reasons behind the behaviors, and effectively intervene. It uses three basic methods: preventing problems, replacing behavior, and managing consequences.

Parenting and Working with Families – Books (continued)

Parenting your premature baby and child: the emotional journey. Deborah L. Davis, 2004. (WS 410 D261p 2004 ECI).

This book focuses on experiences, feelings, and relationships around the delivery, hospitalization, homecoming, and long-term parenting of your premature baby and child. It shows that both mothers and fathers of premature babies are not alone in their hopes, fears, struggles, and triumphs.

A parent's guide to childhood obesity: a road map to health. Sandra Gibson Hassink, 2006. (247.4 P228 2006 ECI).

This book offers long-term strategies and expert advice along with worksheets, questionnaires, and other interactive tools to help your child reach and maintain a healthy weight.

Pediatric nutrition handbook. Ronald E. Kleinman, 2009. (WS 130 K64p 2009 ECI).

This handbook is intended to be used as a ready reference for practicing clinicians on the requirements and metabolism of specific nutrients, methods of assessing nutritional status, and the nutrition support of healthy infants and children, as well as children with acute and chronic illness.

Pediatric nutrition in chronic diseases and developmental disorders. Shirley Ekvall, 2005. (247.4 E36 2005 ECI).

This book, which links nutrition research and its practical application to children with chronic diseases and developmental disorders, helps translate research into clinical practice and provides information on treatment and techniques of assessment and prevention for children of all ages.

NEW! Planning and observation of children under three. Helen Bradford, 2012.

This book explains why the planning cycle is important when caring for and supporting young children. It looks at the links between observation, planning and assessment. Taking a holistic approach to supporting children's learning, it shows how a range of observation strategies can provide insight into children's social, emotional, physical and cognitive development and demonstrates how practitioners can develop appropriate planning and observation techniques for babies and toddlers. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Positive child guidance. Darla Ferris Miller, 2000. (264.5 M647 ECI).

This book presents developmentally appropriate guidance strategies to assist young children toward becoming responsible, respectful, and productive community members.

Positive discipline A-Z: 1001 solutions to everyday parenting problems, 3rd ed. Jane Nelsen, Lynn Lott, and H. Stephen Glenn, 2007. (WS 105.5 C3 N424p 2007 ECI).

This book presents practical solutions to common parenting challenges. The first part explains the positive discipline approach to parenting. The second part lists common challenges in alphabetical order with their possible solutions based on a positive discipline approach.

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.

Parenting and Working with Families – Books (continued)

Preemie parents: recovering from baby's premature birth. Lisa McDermott-Perez, 2007. (242.1 M134p 2007 ECI).

This book reveals the world of preemie parents and the emotional stresses they face before and after the birth. The reader will learn how traumatic this time can be for mothers and fathers and what can help.

Quirky kids: understanding and helping your child who doesn't fit in, when to worry and when not to worry. Perri Klass, 2003. (200.8 K63q 2003 ECI).

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

Race and family: a structural approach. Roberta L. Coles, 2006. (275 C693 2006).

This book illustrates overarching structural factors affecting all families as opposed to examining each ethnicity in isolation. By focusing on various structural factors such as demographic, economic, and historical aspects, this book analyzes various family trends in a cross-cutting manner to illuminate the similarities and distinctions among all racial and ethnic groups.

Raising kids who care: about themselves, about their world, about each other, Rev. ed. Kathleen O. Chesto, 2003. (515 C525 2003 ECI).

In this book the author addresses the common behavioral problems parents face in molding character in children. She demonstrates with examples from experience how to lead a child through sibling rivalry, how to deal with lying, what to do about crises of divorce, sex, and latchkey situations. This revised edition also discusses the tragedy of 9/11.

Reach out and teach: helping your child who is visually impaired learn and grow. Kay Alicyn, 2011. (WV 276 F382r 2011 ECI).

This book presents research on how visually impaired children learn and develop at different ages and in the various developmental domains: sensory development, communication, movement, manipulation, and comprehension. It provides a guide to teaching young visually impaired children important life skills and preparing them to enter school ready to learn with their peers.

NEW! Ready for air: a journey through premature motherhood. Kate Hopper, 2013.

For Kate Hopper, pregnancy is downright unpleasant. She is tired and heavy and worried, and she wants her wine and caffeine back. But then, at a routine checkup, her doctor frowns at her chart and says, "I'm worried about a couple of things" and unpleasant suddenly seems like paradise. What follows is a harrowing, poignant, and occasionally hysterical journey through premature motherhood, from the starting point of "leaking a little protein" to the early delivery of her tiny daughter because of severe preeclampsia and the beginning of a new chapter of frightful, lifelong love. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Relationship-centered practices in early childhood: working with families, infants, and young children at risk. Gail L. Ensher, 2011. (LC 4019.3 E59r 2011 ECI).

Strong working relationships with diverse families and children are the foundation of successful early intervention. This guidebook gives practical ways to build these relationships. It discusses family diversity, how to enhance current models for early intervention in natural environments, how to empower families to sustain care, and ways to improve communication and teamwork.

Parenting and Working with Families – Books (continued)



NEW! Retro baby: cut back on all the gear and boost your baby's development with more than 100 time-tested activities. Anne H. Zachary, 2014.

Baby bouncers, carriers, electronic toys, and “educational” videos are intended to make our children smarter and our lives easier, but can their overuse negatively impact infant development? Absolutely. This book helps caregivers understand the potential dangers of extended equipment use and overexposure to technology. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Routines-based early intervention: supporting young children and their families. R.A. McWilliam, 2010. (LC 4019.3 M177r 2010 ECI).

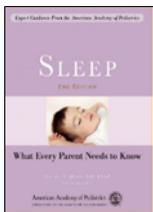
This book provides a detailed framework for early intervention that addresses families' individual needs and helps children participate in daily routines. It includes checklists and forms to ensure high-quality services.

See Sam run: a mother's story. Peggy Heinkel-Wolfe, 2008. (203.6 H468s 2008 ECI).

This is the story of one mother's encounter with autism and her struggles to get the correct diagnosis and treatments for her son. It is an uplifting story of struggle and acceptance. Parents of children with autism will relate to this story and realize that they are not alone.

Sleep better!: a guide to improving sleep for children with special needs. Vincent Mark Durand, 2014. (WM 188 D948 2013 ECI).

This fully updated edition includes help for parents who usually struggle with nighttime problems. It includes highly effective strategies for children with special needs such as autism, Tourette syndrome, and cerebral palsy and research-based solutions to the toughest nighttime challenges.



NEW! Sleep: what every parent needs to know, 2nd ed. Rachel Moon, 2013.

Sooner or later, most parents face challenges at bedtime. From infants and toddlers, to school-age kids and adolescents, sleep time problems can affect everyone in the family. No matter what your child's difficulty may be, it's never too late to take steps to correct it. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Social-emotional assessment/evaluation measure. Jane Squires, 2014. (BF 722 S65 2014 ECI).

The two-part SEAM™ assessment reveals detailed qualitative information on children's social-emotional competence—and identifies their caregivers' strengths and areas of need. Easy to learn and implement, SEAM can be used by a wide variety of early childhood professionals, including those with little or no training in mental-health or behavioral interventions.

Solving sleep problems in children with autism spectrum disorders: a guide for frazzled families. Terry Katz, 2014. (WM 203.5 K11 2014 ECI).

This book is based on a multi-year study of sleep in children with autism which concluded that parent training was the key to resolving children's sleep problems. The authors show parents how to evaluate both daytime and night time habits and routines to identify causes of impaired sleep and make necessary modifications. Parents are then taught to use strategies to help their child get ready for bed, fall asleep, and stay asleep.

Special diets for special kids two: more great-tasting recipes and tips for implementing special diets to aid in the treatment of autism and related developmental disorders. Lisa Lewis, 2001. (WS 350.8 P4 L674s 2001 ECI).

This book presents more recipes for a gluten-free diet, which some people believe may help children with autism and other related developmental disorders.

Parenting and Working with Families – Books (continued)

Supporting infants, toddlers, and families impacted by caregiver mental health problems, substance abuse, and trauma: a community action guide. Beth Maschinot, 2012. (271.5 M396 2012 ECI).

This guide discusses the importance of the environment on a child between birth and age 5. It explains threats to resilience and ways to promote resilience in children. It describes how to create community coalitions to assist children and parents at risk.

NEW! Supporting families experiencing homelessness: current practices and future directions. Beryl Ann Cowan, Staci Perlman, and Mary E. Haskett, 2014.

With more American families being increasingly forced into homelessness, this book aims to raise the standard and scope of services provided to families without homes through practices that are both strengths-based and culturally competent. All major aspects of this important topic are analyzed, with recommendations for what is needed to improve current programs or establish new ones. Chapters set out the particular needs of parents, children, and teens as well as homeless subpopulations, such as youth who age out of foster care. This book presents a real-world framework for services that are client-centered, are integrated across provider systems, and follow families in their transition to stable housing. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Taking care of your child: a parent's illustrated guide to complete medical care. Robert H. Pantell, 2009.

This book offers information on obesity, behavioral issues, and other critical health concerns, along with updated immunization schedules and new material on complementary and alternative medicine. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information

Teenagers and their babies: a perinatal home visitor's guide. Ida Cardone, 2007. (LC 4019.3 C268t 2007 ECI).

This book provides home visitors with concrete examples of how to skillfully help expectant and new teenage parents build a deep attachment with their baby. It has hands-on advice, activities, and strategies that work with teenagers and their relationships.

The toddler care book: a complete guide from 1 to 5 years old. Jeremy N. Friedman, 2009. (WS 105.5 C3 F911t 2009 ECI).

This resource helps parents of toddlers (from 1 to 5 years old) understand their children. It gives age-appropriate strategies to help parents deal with the challenges and embrace the joys of parenting a toddler. It discusses toddlers from 12 to 24 months; older toddlers from 2-3 years old; and preschoolers, age 4-5 years old. Special chapters include feeding your toddler, toilet training your toddler, helping your toddler sleep, protecting your toddler, and basic first aid. A separate section discusses caring for sick children.

Tools for transition in early childhood: a step-by-step guide for agencies, teachers, and families. Beth S. Rous, 2006. (556.8 R863t 2006 ECI).

This book assists professionals from different early childhood programs learn to collaborate as they establish a clear vision of what transition should look like; view transition from a general education and special education perspective; set up a formal interagency structure to ensure effective teamwork; make decisions as a group; draw up a work plan; guide children and families as they adapt to new environments and more.

Touchpoints: the essential reference: your child's emotional and behavioral development. T. Berry Brazelton, 2006. (WS 105.5 E5 B827t 2006 ECI).

In this book, the author presents a map of behavioral and emotional development designed to help parents navigate the predictable spurts in development and the equally predictable issues they raise in families.

Parenting and Working with Families – Books (continued)

Touchpoints: three to six: your child's emotional and behavioral development. T. Berry Brazelton, 2001. (WS 105.5 E5 B827t 2001 ECI).

This book describes important moments in a child's emotional development, called touchpoints. The first part of the book explains how children develop and helps parents handle behavioral issues with greater sensitivity and empathy. The second part covers important challenges for parents such as adoption, chores, divorce, safety, and much more.

Treating eating problems of children with autism spectrum disorders and developmental disabilities: interventions for professionals and parents. Keith E. Williams, 2007. (WS 350.8 P4 W724t 2007 ECI).

Problems with children's eating are compounded when children have special needs, because their motivational, socialization, communication, and cognitive deficits, or their ritualistic or behavioral excesses make the problems more difficult. The information in this book helps solve children's eating problems or assists parents in finding the appropriate people and places to have the children treated with behavioral interventions.

Twin sense: a sanity-saving guide to raising twins: from pregnancy through the first year. Dagmara Scalise, 2009. (WS 105.5 S282t 2009 ECI).

There are always challenges with the arrival of a new baby but the parents of twins face different joys and frustrations. The author offers real-world advice on dealing with the many issues that arise when caring for newborn twins. It includes sections on baby-proofing, equipment, breast-feeding, getting through the night, bathing, traveling, and more.

Understanding families: supportive approaches to diversity, disability, and risk, 2nd ed.

Marci J. Hanson and Eleanor W. Lynch, 2013. (LC 4019.3 H251u 2013 ECI).

This book, which is written for early interventionists, service providers, and educators, presents the combined research on families and family-centered services with practical information needed to be able to work respectfully with families of every type, especially those whose young children are at risk or have disabilities. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Understanding newborn behavior and early relationships: the Newborn Behavioral Observations (NBO) system handbook. J. Kevin Nugent, 2007. (WS 105.5 C3 N967u 2007 ECI).

This book helps clinicians help new mothers and fathers get to know their baby, increase their confidence and competence as parents, and support their child's growth and development. Chapters are included on cultural competence, premature and at-risk infants, family-centered care, and more.

Using skilled dialogue to transform challenging interactions honoring identity, voice, and connection.

Isaura Barrera, 2009. (LB 1139 S6 B37 2009 ECI).

This book shows professionals how to interpret behavior in the context of culture and use their knowledge to improve even the most challenging interactions. Applying Isaura Barrera's Skilled Dialogue approach to challenging interactions of all types, be they between adults and children or only between adults, this guide works because it transforms the behavior of everyone: young children with special needs, early childhood professionals, and families.

The visit: observation, reflection, synthesis for training, and relationship building. Annette Axtmann, 2005. (LC 4019.3 A972v 2005 ECI).

The Visit provides in-service training for direct care practitioners that work with children and families. Direct observation, reflection, and synthesis guide the direct care practitioner and his or her supervisor who work together as a team. The team follows structured protocols for children 2-36 months of age and develops a picture of the child within his or her family and social-cultural community. Included are guides for eight age ranges.

Parenting and Working with Families – Books (continued)

The water giver: the story of a mother, a son, and their second chance. Joan Ryan, 2009. (WL 354 R988w 2009 RHB).

Joan Ryan describes life with her son who has learning disabilities and ADHD. Her family life becomes more complicated when a skateboarding accident leaves her son with a traumatic brain injury. This memoir chronicles their journey.

NEW! What children need to be happy, confident and successful: step by step positive psychology to help children flourish. Jeni Hooper, 2012.

What makes children happy, confident and successful? How can parents help a child to flourish? This book provides a practical model for helping children flourish and achieve their personal potential in every area of their lives. Drawing on ideas from positive psychology and child development theory, the model explores the five key areas of wellbeing: personal strengths, emotional wellbeing, positive communication, learning strengths, and resilience. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

What's best for my baby and me?: a 3-step guide for parents. Amy Laura Dombro, 2006. (271.5 L616 2006 ECI).

This concise book helps parents and caregivers find their own solutions to everyday parenting challenges by understanding their own style; understanding what their child is feeling and what his or her behavior means; and making decisions that help their children thrive.

Who's watching the babies?: improving the quality of family, friend, and neighbor care. Douglas R. Powell, 2008. (320.11 P882w 2008 ECI).

The most common source of non-parental care of infants and toddlers is care provided by family, friends, and neighbors in informal arrangements. This book reviews successful initiatives and programs that address barriers trainers face when focusing on the needs of these caregivers. It puts research into practice by offering concrete strategies to improve the quality of such care.

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 wonder years: helping your baby and young child successfully negotiate the major developmental milestones. Tanya Remer Altmann, 2006. (525 W872 2006 ECI).

This book describes the typical stages of development of children from birth through five years of age.

Working with families of young children with special needs. R.A. McWilliam, 2010. (LC 4019.3 M177w 2010 ECI).

This book covers three basic themes: how professionals should treat families of young children with special needs; what professionals should do with families; and how to address family-level needs. Some chapters emphasize philosophy, others emphasize procedures, others planning, and some are related to actual interventions.

The year my son and I were born: a story of Down syndrome, motherhood, and self-discovery. Kathryn L. Soper, 2009. (WS 107.1 S712y 2009 ECI).

Soper takes the reader along on her personal journey of becoming a mother to her son with Down syndrome. She strives to balance the loss of the child she thought she would have with loyalty for the baby she actually holds in her arms. Can she love her son for himself? Can she protect him from the world's insensitivity and from her own doubts? Ultimately, Soper escaped her downward spiral of despair and emerges with a newfound peace.

Parenting and Working with Families – Books (continued)

Your baby's first year. Steven P. Shelov, 2005. (WS 103 S545y 2005 ECI).

This book presents a comprehensive and accurate picture of infant care. It is full of advice and sound, reassuring answers to medical questions and parenting concerns.

Your guide to nurturing parent-child relationships: positive parenting activities for home visitors. Nadia Hall, 2008. (LC 4019.3 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.

Your premie baby: caring for your premature baby. Su Laurent, 2012.

Having a baby is a life-changing event for parents, and giving birth prematurely can bring a complex set of challenges and emotions to an already intense experience. In this book, Dr. Su Laurent guides parents through having a premature baby, giving them the tools they need to parent confidently. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

For or About Fathers – Books and DVDs

Alex: the fathering of a premie. Jeff Stimpson, 2004. (242.1 S859a 2004 ECI).

This is the story of the first years of baby Alex as told by his father. It is the story of doctors, hospitals, conferences, and all the extreme emotions of parenting a premie.

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.

Fatherneed: why father care is as essential as mother care for your child. Kyle Pruett, 2000. (271.52 P972 2000 ECI).

In this book the author offers the first complete understanding of the father's role in child and adult development by showing how fathers parent differently and why that difference is important to a child's physical, cognitive, emotional, and behavioral development.

Fragile beginnings: discoveries and triumphs in the newborn ICU. Adam Wolfberg, 2012. (WS 410 W855f 2012 ECI).

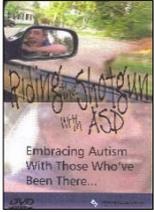
The author of this book is a physician and father to a child born weighing less than two pounds. He recounts his daughter's premature birth. The author describes his experiences of fatherhood to a daughter with disabilities.

Not my boy!: a father, son and one family's journey with autism. Rodney Peete, 2010. (203.6 P375 2010 ECI).

Using anecdotes and lessons from his own experiences, former football star Rodney Peete imparts essential wisdom for parents everywhere, whether their children have special needs or not, as he writes with striking honesty about learning to overcome his own doubts and expectations of fatherhood to focus on the daily challenges and joys of raising a child.

For or About Fathers – Books and DVDs (continued)

Pickles and ice cream: a father's guide to pregnancy. Craig Bissinger, 2004. (WQ 150 B623p 2004 ECI). An obstetrician shares his expert advice on the most frequent concerns a father will face during his partner's pregnancy. The chapters discuss each trimester as well as what to expect during labor.



Riding the shotgun with ASD. 54 min. 2007. (DD0286).

This documentary features Jack Parish, the subject of the documentary, *Come back Jack*, and his father, filmmaker Robert Parish. His father uses their journey to teach why it may be better to embrace a diagnosis of autism, which many feel may be the key to helping people with autism reach their full potential. The Parishes, along with teachers, parents, therapists, and advocates share their knowledge, experience, and expertise.

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.



Shape of the eye: Down syndrome, family and the stories we inherit. George Estreich, 2011. (226.11 E82 2011 ECI).

Writer George Estreich describes how raising a child with Down syndrome affected everything else in his life, including his approach to writing and the way he now perceives other events in his own life and in the lives of his family members.

To be a father. 29 min. 2005. (DD0029).

This DVD hosted by Ray Romano presents information about the importance of being a father, and what fathers can do to help promote and participate in their young children's healthy development. It is also available in Spanish as DD0030.

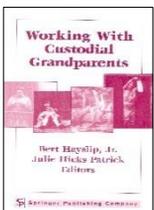
For Grandparents – Books

Parenting the custodial grandchild: implications for clinical practice. Bert Hayslip and Patricia Kaminski, 2008. (271.53 P228 2008 ECI).

This book targets the essence of what occurs when grandparents parent their grandchildren. It discusses the nature of these interactions, with an emphasis on the clinical and applied aspects of this social issue.

To grandma's house, we stay: when you have to stop spoiling your grandchildren and start raising them. Sally Houtman, 2006. (271.53 H844t 2006 ECI).

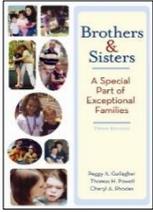
This book presents practical solutions for coping with problems that families face when traditional roles and relationships are redefined. Grandparents are led through the obstacle courses of emotions, conflicts, and social issues that they will face while parenting the second time around.



Working with custodial grandparents. Bert Hayslip, 2003. (271.53 W926 2003 ECI).

This book discusses programs designed to help grandparents who are raising their grandchildren. Topics include: in what ways do support groups help; caring for children with developmental disabilities; predictors of psychological distress; building parenting skills; strategies for solving everyday problems; and more.

For Siblings – Books and DVDs (continued)

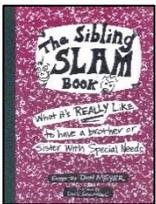


Brothers and sisters: a special part of exceptional families. Thomas H. Powell, 2006. (WS 107.5 R5 P886b 2006 ECI).

Readers will learn how to give siblings accurate, age-appropriate information about their brother's or sister's disability; facilitate positive interactions between siblings at home and at school; make the most of siblings' natural inclinations to act as teachers; conduct effective sibling workshops; and help adult siblings deal with their concerns and emotions.

Dad's in heaven with Nixon. 86 min. 2010. (DD0642).

When doctors told Chris Murray's mother that her son should be institutionalized because of his cognitive disabilities, Janice Murray refused. "What Chris needs is love," she said, beginning an odyssey that culminated in her son living as an independent, happy adult. Using a combination of home movies and interviews with Chris and other family members, this program, filmed by Chris's brother, is a tale of three generations coping with bipolar disorder and autism. Chris has gone on to become an acclaimed artist, his creative expression triggered by the death of his father, whom he imagines to be playing cards with Nixon in the hereafter. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.



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).

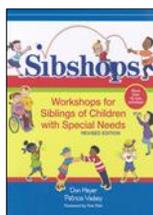
This book presents comments from more than 80 teenage siblings from around the world who answer questions about what it is really like to have a sibling with special needs.

NEW! Sibling survival guide: indispensable information for brothers and sisters of adults with disabilities. 2014. (WM 300 S564 2014 RHB).

This book offers tips on how to talk to your parents about plans for your sibling and a crash course in guardianship, medical & legal issues, and government benefits if you're already caring for a sibling with a disability.

Siblings of children with autism: a guide for families. Sandra L. Harris, and Beth A. Glasberg, 2003. (203.6 H316 2003 ECI).

This book presents an in-depth description of what it's like to grow up as a sibling of a child with autism. This book helps parents see autism through the eyes of their other children, how to explain autism to the siblings, and how to help siblings share their feelings.



Sibshops: workshops for siblings of children with special needs. Donald J. Meyer and Patricia F. Vadasy, 2008. (WS 107.5 R5 M612s 2008 ECI).

This manual details how to set up and hold a "Sibshop" where brothers and sisters of children with special needs are provided an opportunity to meet other siblings in a relaxed, recreational setting to share their feelings and to learn about themselves and others in similar situations.

Special siblings: growing up with someone with a disability. Mary McHugh, 2003. (271.6 M151 2003 ECI).

In this book the author, who grew up with a brother who has cerebral palsy and is intellectually disabled, shares her lifetime of memories and reflections, relevant research, and interviews with hundreds of other siblings and experts to help others understand the issues faced by these siblings.

For Siblings – Books and DVDs (continued)

Supporting siblings and their families during intensive baby care. Linda Rector, 2007. (271.6 R311s 2007 ECI).

This book is a guide to supporting siblings of infants that are in the neonatal intensive care unit (NICU). It helps guide parents as they provide their older children with information during a high-risk pregnancy, helps parents explain what is happening in the NICU, and helps make sibling and family visits with the baby a success and much more.

Understanding brothers and sisters on the autism spectrum. 94 min. 2007. (DD0274).

This DVD has segments appropriate for young children, older children, and adults. Young children learn about autism by watching a puppet show. Older children can watch interviews with the siblings of people with autism. Interviews with the parents of children on the autism spectrum are also included.

Understanding brothers and sisters with Asperger syndrome. 109 min. 2007. (DD0275).

This DVD has segments appropriate for young children, older children, and adults. Young children learn about Asperger syndrome by watching a puppet show. Older children can watch interviews with the siblings of people with Asperger syndrome. Interviews with the parents of children with Asperger syndrome are also included.

For Siblings – Children's Books

Ben, king of the river. David Gifaldi, 2001. (805.1 G456 2001 ECI).

In this illustrated children's story, Chad experiences a range of emotions when he goes camping with his parents and his five-year-old brother, Ben, who has many developmental problems.

The best worst brother. Stephanie Stuve-Bodeen and Charlotte Fremaux, 2005. (805.1 S937b 2005 ECI).

Older sister Emma tries to be patient while teaching three-year-old Isaac, who has Down syndrome, how to communicate using sign language. The book includes questions and answers about sign language.

Big sister now: a story about me and our new baby. Annette Sheldon, 2006. (805.1 S544b 2006 ECI).

A little girl gets used to sharing her parents with her baby brother and realizes there are some benefits to being a big sister now.

Evan early. Rebecca Hogue Wojahn, 2006. (805.1 W847e 2006 ECI).

When Natalie's baby brother is born too soon, she tries to wait patiently to teach him everything he will need to know, but she misses her parents and begins to resent the time they spend with him at the hospital.

Keisha's doors / las puertas de Keisha. Marvie Ellis, 2005. (805.1 E47k 2005 ECI).

An older sister can't understand why her little sister, Keisha, won't play with her. The family finds out that Keisha has autism and goes to see a therapist to understand what autism means to them.

My brother Charlie. Holly Robinson Peete, 2010. (271.6 P375m 2010 ECI).

A girl tells what it is like living with her twin brother who has autism and sometimes finds it hard to communicate with words, but whom, in most ways, is just like any other boy. It includes a note about autism written by the authors.

Oh, brother!: growing up with a special needs sibling. Natalie Hale and Kate Sternberg, 2004. (805.1 H163 2004 ECI).

An eleven-year-old girl finds ways to handle the unique challenges presented by her thirteen-year-old brother who has special needs by looking for his good qualities and taking the rest in stride.

For Siblings – Children’s Books (continued)

Tacos anyone?: an autism story. Marvie Ellis, 2005. (805.1 E47t 2005 ECI).

Michael is a four-year-old boy with autism. His older brother, Thomas, doesn’t understand why Michael behaves the way he does. The service provider teaches Thomas how to play with Michael, making sibling time fun again.

Supporting the Grief Process – Books

NEW! Grief in young children: a handbook for adults. Atle Dyegrov, 2008.

This book challenges the assumption that pre-school children are not capable of experiencing grief in the same way that older children do. Although young children may not express grief in the same way as older children, they still need to be supported through loss. Illustrated throughout with case examples, the author explores young children’s reactions to death and loss, both immediately after the event and over time. Full of practical advice on issues such as how to keep children in touch with their memories, answer their questions, allay their fears and explore their feelings through play, this accessible book enables adults to work with children to develop an acceptance of grief and an understanding of death and loss. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Guiding your child through grief. Mary Ann Emswiler, 2000. (285 E55 2000 ECI).

This book presents support and advice for adults to help a child grieve the death of a parent or sibling.

I wish I could hold your hand: a child’s guide to grief and loss. Pat Palmer, 2000. (804 P175 2000 ECI).

This book, which is for children who are grieving a loss, helps them to identify their feelings, from denial and anger to guilt and sadness, and learn to accept and deal with them.

Life and loss: a guide to help grieving children. Linda Goldman, 2000. (285 G619 2000 ECI).

This book is a guide for parents and adults to help children through experiences of personal loss.

What happened to my world: helping children cope with natural disaster and catastrophe. Jim Greenman, 2005. (284 G814w 2005 ECI).

This book is a resource for parents, teachers, and anyone working with children who have been through stressful events such as a natural disaster. This book helps adults peer into the minds of children to understand their confusion, fears, grief, and struggles to understand why the forces of nature can suddenly disrupt or destroy their world as they knew it.

Parenting - Selected Websites

Choose My Plate gives parents of children 2 through 5 advice on childhood nutrition and keeping kids active and healthy. See <http://www.choosemyplate.gov/preschoolers.html>.

The American Academy of Pediatrics has created the website, Healthy Children, to assist parents with scientific information about raising children. See <http://www.healthychildren.org/>.

Kinship Care Resource Kit provided by the Children’s Defense Fund explains what communities need to know about grandparents and other relatives raising children. See <http://cdf.childrensdefense.org/site/DocServer/full.pdf?docID=526>.

LDOonline has resources on parenting a child with a learning disability: <http://www.ldonline.org/indepth/parenting>.

Parenting: This website from MedlinePlus gathers links to reliable, full-text information about current issues in parenting. See <http://www.nlm.nih.gov/medlineplus/parenting.html>.

Texas Parent to Parent: This website was created by parents for families of children with disabilities, chronic illnesses, and other special needs throughout Texas. See <http://www.txp2p.org/>.

Understanding Family Support and Opening Doors to the Future, Texas Center for Disability Studies, The University of Texas at Austin: This guide for families in Texas helps families understand the importance of requesting “family support,” and helps in their search for information and services. See <http://tcds.edb.utexas.edu/v/page-detail/The-Family-Resource-Guide-Understanding-Family-Support-and-Opening-Doors-to-the-Future-/4d/>.

Zero to Three Health & Nutrition: Go to this website to learn how to feed children healthy food, handle common problems like picky eaters, reflux, preventing childhood obesity, and more: <http://www.zerotothree.org/child-development/health-nutrition/>.

For Fathers – Selected Websites

National Center for Fathering: In response to the dramatic trend towards fatherlessness in America, Dr. Ken Canfield founded the nonprofit, scientific, and education organization. The Center provides practical, research-based training and resources that equip men in virtually every fathering situation to be the involved fathers their children need. See <http://www.fathers.com/>.

National Fatherhood Initiative: In 1994, National Fatherhood Initiative was created – to ensure that every child has what they need to succeed: the love and support of an involved, responsible and committed father. See <http://www.fatherhood.org/>.

For Grandparents – Selected Website

GRAND - The Digital Magazine for Grandparents and their Families: Includes a variety of resources for grandparents including resources for those raising grandchildren: <http://www.grandmagazine.com/news/news/you-and-your-grandkids/grandparents-raising-grandchildren-2/>.

For Siblings – Selected Websites

ForeverSibs strives to honor and recognize the unique role of brothers and sisters of children with rare diseases/disorders and autism through social support and education, thereby decreasing their anxiety and isolation. See <http://www.foreversibs.org/index.html>.

The Sibling Support Project is a national effort dedicated to the life-long concerns of brothers and sisters of people who have special health, developmental, or mental health concerns. See <http://www.siblingsupport.org/>.

Supporting the Grief Process – Selected Websites

The Compassionate Friends assists families, including parents, grandparents, and siblings towards the positive resolution of grief following the death of a child of any age. It also provides information to help others be supportive of these families. See <http://www.compassionatefriends.org/>.

For Programs that Assist Families – Selected Websites

Promising Practices Network on Children, Families, and Communities, operated by the Rand Corporation, rates home visitation programs and interventions on their effectiveness. See

http://www.promisingpractices.net/programs_topic_list.asp?topicid=4.

Reaching Families Where They Live: Supporting Parents and Child Development through Home Visiting by Elizabeth DiLauro, 2012, Zero to Three Policy Network. See http://www.zerotothree.org/public-policy/policy-toolkit/homevisiting_mar5.pdf.

Parenting and Working with Families – Selected Journal Articles

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.state.tx.us.

Accuracy of knowledge of child development in mothers of children receiving early intervention services.

Zand DH, Pierce KJ, Bultas MW, McMillin SE, Gott RM, Wilmott J. *J Early Interv* 2015;37(3):226-240.

Parents' involvement in early intervention (EI) services fosters positive developmental trajectories in young children. Although EI research on parenting skills has been abundant, fewer data are available on parents' knowledge of normative child development. Sixty-seven mothers of children participating in a Midwestern city's EI program completed the Knowledge of Infant Development Inventory. Compared with mothers in normative referent samples, mothers of children enrolled in EI reported significantly less knowledge of normative child development and were significantly more likely to underestimate the timing of normative developmental milestones. The race/ethnicity of mothers of children in EI was significantly related to their milestone accuracy scores even after the mothers' education level was controlled. Implications of the findings are discussed within the context of providing EI services that are family centered.

Coaching via electronic performance feedback to support home visitors' use of caregiver coaching strategies.

Krick-Oborn KM, Johnson LD. *Topics Early Child Spec Educ* 2015;35(3):157-169.

Recommended practices for Part C early childhood special education home visitors encourage use of caregiver coaching strategies to enhance learning opportunities within the natural routines of infants and toddlers. The purpose of this study was to evaluate the effects of a multicomponent professional development intervention on home visitors' use of specific caregiver coaching strategies and range of routines utilized during home-based intervention. The professional development intervention systematically tested the effects of two brief workshops followed by 6 weeks of coaching via performance feedback that was based on videotaped home visits and delivered via email. A multiple-baseline design across three home visitors and caregiver/child dyads was used to evaluate home visitors' use of caregiver coaching strategies and natural routines. Findings provide support for the use of individualized coaching via performance feedback delivered in electronic format as a means to enhance home visitors' use of caregiver coaching strategies during home visits.

Effectiveness of a parent-implemented intervention program for young children with cleft palate.

Ha S. *Int J Pediatr Otorhinolaryngol.* 2015;79(5):707-15.

Objective: This study investigated the effectiveness of a parent-implemented intervention on children's speech-language development and parents' interaction styles. Methods: Seventeen children with cleft palate (CP) and their mothers participated in all sessions of a parent-implemented intervention program. Nine children with CP and their mothers who did not receive the intervention were included to examine the full effectiveness of the program. The intervention program consisted of four phases, pre-intervention test, parent training, parent-implemented intervention at children's home for 3 months, and post-intervention test. Children's language and speech measures and maternal measures from pre- and post-intervention tests were compared between groups (intervention vs. no intervention). Results: Children who received a parent-implemented intervention exhibited significant improvement in language measures based on standardized tests and quantitative language and speech measures from spontaneous utterances. The children in the intervention group showed a significantly greater extent of change in expressive vocabulary size, number of total words, and mean length of utterance than did those who did not receive the intervention. Mothers who received the training showed a significantly decreased number of different words, increased responsiveness, and decreased non-contingent utterances for children's communication acts compared to those who did not receive the training. Conclusions: The results of the study support the effectiveness of parent-implemented early intervention on positive changes in children's speech-language development and mothers' use of communication strategies.

Helping Head Start parents promote their children's kindergarten adjustment : The Research - based Developmentally Informed Parent program. Bierman KL, Welsh JA, Heinrichs BS, Nix RL. *Child Dev* 2015;86(6):1877-1891.

Head Start enhances school readiness during preschool, but effects diminish after children transition into kindergarten. Designed to promote sustained gains, the Research-based Developmentally Informed (REDI) Parent program (REDI-P) provided home visits before and after the kindergarten transition, giving parents evidence-based learning games, interactive stories, and guided pretend play to use with their children. To evaluate impact, two hundred 4-year-old children in Head Start REDI classrooms were randomly assigned to REDI-P or a comparison condition (mail-home math games). Beyond the effects of the classroom program, REDI-P promoted significant improvements in child literacy skills, academic performance, self-directed learning, and social competence, demonstrating the utility of the approach in promoting gains in cognitive and social-emotional skills evident after the transition into kindergarten.

Integrating a parenting intervention with routine primary health care: a cluster randomized trial. Chang SM, Grantham-McGregor SM, Powell CA, Vera-Hernández M, Lopez-Boo F, Baker-Henningham H, Walker SP. *Pediatrics*. 2015;136(2):272-80.

Objective: More than 200 million children globally do not attain their developmental potential. We hypothesized that a parent training program could be integrated into primary health center visits and benefit child development. Methods: We conducted a cluster randomized trial in the Caribbean (Jamaica, Antigua, and St Lucia). Fifteen centers were randomly assigned to the control (n = 250 mother-child pairs) and 14 to the intervention (n = 251 mother-child pairs) groups. Participants were recruited at the 6- to 8-week child health visit. The intervention used group delivery at 5 routine visits from age 3 to 18 months and comprised short films of child development messages, which were shown in the waiting area; discussion and demonstration led by community health workers; and mothers' practice of activities. Nurses distributed message cards and a few play materials. Primary outcomes were child cognition, language, and hand-eye coordination and secondary outcomes were caregiver knowledge, practices, maternal depression, and child growth, measured after the 18-month visit. Results: Eighty-five percent of enrolled children were tested (control = 210, intervention = 216). Loss did not differ by group. multilevel analyses showed significant benefits for cognitive development (3.09 points; 95% confidence interval: 1.31 to 4.87 points; effect size: 0.3 SDs). There were no other child benefits. There was a significant benefit to parenting knowledge (treatment effect: 1.59; 95% confidence interval: 1.01 to 2.17; effect size: 0.4). Conclusions: An innovative parenting intervention, requiring no additional clinic staff or mothers' time, was integrated into health services, with benefits to child cognitive development and parent knowledge. This is a promising strategy that merits further evaluation at scale.

Parental practices and developmental challenges of boys of color: opportunities for early intervention.

Barbarin OA. *Zero Three*. 2015;35(3):9.

The "My Brother's Keeper" Initiative (Obama, 2014) has helped to attract public attention to the vulnerabilities faced by many boys of color (BOC). In this article, I review what is known about the developmental status of BOC, identify key family practices that are critical to their development, and consider the implications of both for early intervention. The lack of school readiness skills and early reading competence are seen as the most serious early concerns. BOC struggle with language, literacy, and the regulation of behavior and emotions. These problems are evident at school entry and worsen through the end of middle school. Because these challenges arise before school entry, early intervention to strengthen parental use of facilitative practices such as the 3 Xs (Expose, Expand, and Explain) and "Detect-Connect" and to reduce the use of debilitating strategies such as criticism and control may improve outcomes for BOC and establish a foundation on which later learning and social competence can be built.

Parenting in the 2000's: learning from millennial moms and dads. Lerner C. *Zero Three*. 2015;36(2):2-8.

Who are Millennial parents? What strengths and struggles do they face, and what kind of messages and information about parenting and child rearing are most meaningful and relevant to them? To learn more about the people who account for 80% of the 4 million U.S. births per year (Millennial Marketing, 2015) Zero to Three conducted a series of focus groups with Millennial parents in Washington, DC, and Los Angeles in the summer

and fall of 2014. This article explores what was learned in extended conversations with these mothers and fathers and how the insights that were gained can help Zero to Three and others who are invested in supporting families with young children provide information and guidance that helps these parents get their children off to the best start possible.

Positive parenting practices, health disparities, and developmental progress. Shah R, Sobotka SA, Chen YF, Msall ME. *Pediatrics*. 2015;136(2):318-26.

Objective: To describe interactive activities between parents and young children in a nationally representative sample. We hypothesized that the frequency of participation in interactive activities would be different across economic strata and would be associated with developmental delay. Methods: Children 4 to 36 months of age were identified by using The National Survey of Children's Health 2011-2012. Interactive caregiving practices were reported by poverty status. Developmental concerns were derived from caregiver responses and scoring of the Parents Evaluation of Developmental Status. Multivariable logistic regressions with weighting were used to explore the effect of interactive practices on risk for developmental delay across poverty levels. Covariates including age, gender, insurance type, maternal education, parenting stress, and ethnicity were adjusted in the models. Results: In our sample (n = 12,642), caregivers with the lowest income versus highest income reported lower participation in reading (33% vs 64%; P < .0001), singing or telling stories (52% vs 77%, P < .0001), and taking their child on an outing (13% vs 22%, P < .0001). Less frequent participation in interactive activities during the week were associated with increased risk of developmental delay among low-income families (Reading odds ratio [OR] 1.57, 95% confidence interval [CI] 1.15-2.13; Singing songs/Telling Stories OR 1.66, 95% CI 1.15-2.40; Outings OR 1.48, 95% CI 1.11-1.97). Conclusions: Despite evidence emphasizing the protective effects of supportive parenting practices on early child development, our work demonstrates significant disparities in parenting practices that promote early child development between economically advantaged and disadvantaged parents. Innovative population-level strategies that enrich parenting practices for vulnerable children in early childhood are needed.

Pre- and postnatal modifications in parental mental representations in three cases of fetal gastroschisis diagnosed during pregnancy. Tripani A, Pellizzoni S, Giuliani R, Bembich S, Clarici A, Lonciari I, and Ammaniti M. *Infant Ment. Health J*. 2015;36(6): 613–622.

The aim of this study was to identify possible effects of gastroschisis on parents' intrapsychic dynamics by applying an observational clinical approach. More specifically, we intend to (a) evaluate the representational style of parents informed about the diagnosis of fetal gastroschisis during pregnancy using the Interview of Maternal Representations During Pregnancy and the Interview of Paternal Representations During Pregnancy (M. Ammaniti, C. Candelori, M. Pola, & R. Tambelli, 1995) and (b) observe whether the baby's birth influences the parents' representational styles through the application of the same tools (the Interview of Maternal Representations After the Birth, M. Ammaniti & R. Tambelli, 2010, and the Interview of Paternal Representations After the Birth, M. Ammaniti & R. Tambelli, 2010), adapted to the postnatal period. During the prenatal period, all parents showed a restricted/disinvested style. Three parents—one mother and two fathers—changed their styles from restricted/disinvested to integrated between pregnancy and Month 6 after the birth of their child. Clinical data from the interviews and observations are discussed in an attempt at better defining intrapsychic dynamics of parents after a diagnosis of gastroschisis.

Supporting family engagement in home visiting with the Family Map Inventories. Kyzer A, Whiteside-Mansell L, McKelvey L, Swindle T. *Infants Young Child*. 2015;29(1):37-52.

The purpose of this study was to examine the feasibility and usefulness of a universal screening tool, the Family Map Inventory (FMI), to assess family strengths and needs in a home visiting program. The FMI has been used successfully by center-based early childcare programs to tailor services to family needs and build on existing strengths. Home visiting coordinators (N = 39) indicated that the FMI would provide useful information, and that they had the capacity to implement. In total, 70 families who enrolled in a Home Instruction for Parents of Preschool Youngsters (HIPPY) program were screened by the coordinator. The results of the FMI provided meaningful information about the home and parenting environment. Overall, most caregivers provided high levels of school readiness and parental warmth and low levels of family conflict and parenting stress. On the contrary,

many families did not provide adequate food quality, exhibited chaotic home environments, and practiced negative discipline. This study demonstrated that the FMI is a feasible and useful option to assess comprehensive family needs in home visiting programs. It also demonstrated that the FMI provided home visiting coordinators a system to measure family strengths and needs. This could provide an assessment of program effectiveness and changes in the family's environment.

Understanding the initial impact of Early Support and Key Working training through the voices of trainers, training participants, and families. Brito AT, Lindsay G. *Infants Young Child*. 2016;29(1):71-88.

An exploratory study is reported of the delivery of the Early Support and Key Working (ES&KW) training program in England for multiagency professionals and parents. This qualitative study examined how ES&KW training principles and content relate to contemporary pillars in early childhood intervention; how this training is structured to meet the program's principles and desired outcomes; and its impact on training participants' competences to fulfill the key working functions in partnership with parents/carers and families they work with. The study involved, throughout its different phases, 42 participants, comprising trainers, training participants, mostly working with small children (aged 0–8 years), and families. On the basis of document analysis, training observations, focus groups, reflective practice, and semi-structured interviews, results show that overwhelmingly participants found ES&KW training very significant to their work with children, families, and other professionals but some gaps between the program's intentions and reality emerged. We explore the reasons for the program's success and the implications for its further development.

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Early Childhood Report – December 2015

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 26, ISSUE 12

DECEMBER 2015

LEGAL SPOTLIGHT

YOU BE THE JUDGE

May this school skip reevaluation of student after parents don't answer 3 invites? **Page 2**

WASHINGTON WATCH

Digital media may support early literacy, study finds; study links kindergarten readiness to vocabulary at 2 years old; more. **Page 7**

DECISIONS & GUIDANCE

Read recent legal decisions in early childhood cases. **Pages 10-12**

Quick Tip

Has your program been the subject of an online petition expressing dissatisfaction with a student's proposed services or placement?

If and when the issue arises, treat the matter like any IDEA dispute:

- Reach out to the parents to discuss any confusion over the student's program and IDEA rights.
- Provide parents a copy of the district's procedural safeguards.
- Don't "punish" parents for their advocacy.

Get additional tips on **page 9**.

COVER STORY

Expand capacity to address early childhood mental health issues

Children can exhibit the repercussions of trauma at any age. But few providers of early intervention services and early childhood education receive substantial training on how to address the mental health issues of infants and young children.

An online training program, called we-LEARNplay, aims to fill that void. Developed by the Center for Child Counseling Inc. in Palm Beach Gardens, Fla., the program features a series of modules on types of therapies, such as play, and interventions, such as setting limits and offering choices.

Consider tips from the program to learn how you might implement a similar initiative in your district. **Full story, page 4.**

Generalize skills

Give children tools to avoid inappropriate behavior in settings other than play therapy. To start, offer choices, such as, "If you choose to hit, you choose not to play." **See page 4.**

HIGHLIGHTS

Communicate regularly with parents about student data

Reinforce parents' confidence in the collection and use of student data by communicating regularly with them about their concerns and informing them about data privacy policies. **Page 3**

Eye on Autism: Learn steps to stem student elopement

Investigate why a student with autism elopes before assigning him a one-to-one aide. Also look into alternative strategies to curb wandering and build a student's coping skills. **Page 5**

Foster peer interactions for kids with multiple disabilities

Children with multiple disabilities tend to spend most of their time with close family members or service providers. By fostering social opportunities, you can enhance the lives of children with — and without — disabilities. **Page 6**

Make science accessible for all early learners

Children with disabilities who engage in science at a young age can actively learn along with peers, experts say. Follow these tips to integrate science education activities into daily lessons and promote inclusion. **Page 8**

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Policy Statement on Inclusion of Children With Disabilities in Early Childhood Programs: September 14, 2015.
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South Korean Early Childhood Education Teachers' Perceptions of Program-Wide Positive Behavior Support.
pg.25-36. Noh, Jina PhD; Steed, Elizabeth A. PhD; Kim, Kyungmin Med

Supporting Family Engagement in Home Visiting with the Family Map Inventories.pg.37-52.
Kyzer, Angela BA; Whiteside-Mansell, Leanne EdD; McKelvey, Lorraine PhD; Swindle, Taren PhD

The Effectiveness of an Emergent Literacy Intervention for Teenage Parents. pg.53-70.
Scott, Amy PhD; van Bysterveldt, Anne PhD; McNeill, Brigid PhD

Understanding the Initial Impact of Early Support and Key Working Training Through the Voices of Trainers,
Training Participants, and Families. pg.71-88.
Brito, Ana Teresa PhD; Lindsay, Geoff PhD

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