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September 2015



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(512) 776-7260
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Fax: (512) 776-7474
E-mail: avlibrary@dshs.state.tx.us

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Physical Location:
1100 W. 49th St.
Moreton Bldg. Room 652
Austin, TX 78756

Mailing Address:
1100 W. 49th St.
P.O. Box 149347, MC 1975
Austin, TX 78714-9347

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Child Development and Brain Development (updated)

This month we are featuring library resources on child development and brain development.

Check out the new addition to the collection on page 24!

Child Development and Brain Development – DVDs

Age appropriate play.

- **Volume 1: the first 12 months.** 24 min. 2002. (DD0443).
Examples of fun activities for each developmental milestone are provided along with information on how to make toys and play spaces safe. This DVD gives tips on how to create play opportunities that foster bonding and self-awareness.
- **Volume 2: twelve to twenty four months.** 17 min. 2002. (DD0444).
This DVD teaches fun toddler activities that nurture language, imagination, exploration, and sensory development.
- **Volume 3: two and three year-olds.** 15 min. 2002. (DD0445).
This DVD shows how fine motor skills, language skills, and positive social behavior can be enhanced through art and play. These titles are also available in Spanish as DD0446, DD0447, and DD0448.

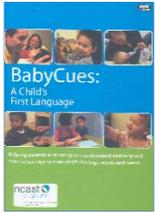
Ages of infancy: caring for young mobile and older infants. 32 min. 2006. (DD0317).

This DVD describes three stages of infant development. Security (birth to 8 months), during which the infant thrives on the warmth and nurturing that comes from the caregiver; exploration (6 to 18 months), which begins to happen as the infant becomes mobile and curious; and identity (16 to 36 months), during which the older infant is concerned with who he or she is and who is in control. It presents ideas and guidelines on how to support infants as they move through stages of development.

Babies and young children with each other. 28 min. 2000. (DD0103).

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

Child Development and Brain Development – DVDs (continued)



BabyCues: a child's first language. 18 min. 2006. (DD0557).

This DVD shows examples of cues, engaging and disengaging, as well as examples of how cues often cluster around hunger or satiation. Sleep states and levels of alertness which also impact the caregiving environment are shown. These states and implications for caregiving are explained as well. Learning and interpreting these cues is presented from an attachment theory base and will assist the caregiver or parent in providing a nurturing environment for babies and young children.

Baby human.

- **To talk.** 52 min. 2003. (DD0279).
Using research from psychologists specializing in infant communication, this program explores the baby's linguistic journey, from cooing to motherese during the initial months, and on to the language explosion after the first year.
- **To think.** 52 min. 2003. (DD0280).
Featuring over a dozen short experiments conducted by researchers from universities across the nation, this program investigates how infants learn to grasp the rules of logic.
- **To walk.** 52 min. 2000. (DD0281).
This program shows the motor development of infants. New crawlers are unable to assess danger, fear of heights is linked to expansion of peripheral vision, and babies must learn and relearn lessons to adapt to their environment.

Baby's first year. 20 min. 2000. (DD0282).

This program explores the physical, emotional, social, and intellectual milestones of the infant's first year.

Beginnings of life: newborn development. 42 min. 2001. (DD0504).

This program follows the many physical, cognitive, and social changes that newborns experience during early infancy. It shows how professionals use the Apgar test to assess a newborn's health and the significance of the first interaction between parent and newborn. It also discusses the importance of sleep and nutrition.

The brain.

- **Activity, sleep, and boredom.** 20 min. 2011. (DD0471).
This program explains why physical activity is important for the development of children's brains. It briefly explains the stages of play and their meaning. The stages of sleep are also explained. Parents are urged to foster constructive boredom such as naps, quiet time, and free play.
- **Developing memory in developing brains birth to five years.** 21 min. 2010. (DD0470).
Viewers will discover how the basic workings of the brain influence our memory and what can be done to encourage healthy brain development in children. This program presents practical approaches parents and caregivers can take to promote learning. This video is also available online.
- **Pattern, structure and novelty.** 21 min. 2011. (DD0472).
Human brains are wired to perceive patterns and structure in the world. Viewers will discover how to give young children the structure that they need to set up a strong foundation for learning, and how to add new activities and ideas in ways that nurture their hunger for learning.

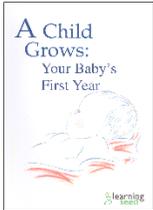
Child from 1 to 3. 20 min. 2003. (DD0283).

This program explores the physical, emotional, social, and intellectual milestones of toddlers at one, two, and three years old.

Child Development and Brain Development – DVDs (continued)

A child grows: your baby's first year. 24 min. 2003. (DD0527).

Infants demonstrate milestones in basic motor skills from rolling over to standing alone. They learn that objects can exist outside of their own experience, learn cause and effect, and slowly discover they are independent beings. Watch as they explore eye-hand coordination, feeding skills, a first smile, language understanding, baby talk, and the magical dance of senses and muscles called sensorimotor development.



A child's mind: how kids learn right and wrong. 24 min. 2011. (DD0553).

Viewers learn how children develop morals and how it impacts children's behavior. The theories of Jean Piaget, Lawrence Kohlberg, Carol Gilligan, Albert Bandura, and Elliot Turiel are examined and the concept of theory of mind is explained. Children react to situations that challenge their morals. Experts explain how and why children develop as they do, as well as stressing why fostering moral development is crucial.

Child's play: how having fun turns kids into adults. 23 min. 2003. (DD0105).

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

Children outdoors: play, learning, and development.

- **Babies outdoors.** 53 min. 2010. (DD0631).
Babies are stimulated by sensory experiences available outdoors. This DVD details the development of vision, hearing, and touch as well as physical development as babies learn to reach, grasp, sit, crawl, and walk. Babies also develop socially and emotionally as they play outdoors with their caregivers.
- **Toddlers outdoors.** 65 min. 2009. (DD0632).
Viewers follow six toddlers as they develop physically, emotionally, socially, and cognitively as they explore and move around outdoors. The toddlers broadly follow the same developmental trends yet each has an individual pattern of action.
- **Two year olds outdoors.** 63 min. 2010. (DD0633).
This program follows six children between two and three years old as they experience the excitement and unlimited stimulation available outdoors. Playing outdoors helps the children develop physically, socially, and cognitively.

Comparison of normal and atypical development. 48 min. 2009. (DD0628).

Physical therapist Maria Huben contrasts typical and atypical sensorimotor development in children. Children are shown in a supine position, prone position, sitting, and standing. Huben demonstrates developmental movement and postural components that impair the establishment of skill in children with neuromotor disorders.

The developing child: infancy.

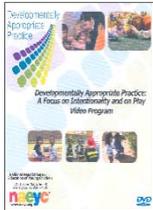
- **Early relationships.** 19 min. 2003. (DD0102).
In this module, early bonding and the signs of unfolding attachment between parent and child are presented. In the comparison of secure and insecure attachment, the impact of different influences is highlighted. From the perspective of attachment, the DVD examines the development of stranger anxiety and separation anxiety.
- **Emotional and social world.** 15 min. 2003. (DD0101).
In this DVD, the early interactions between parents and children are likened to a dance with carefully orchestrated interactions on both sides. At first the relationship includes parents only, but by six months infants can include siblings and other constant adult caregivers. Differing cultural belief systems have an impact on the family and subsequently on the development of children.

Child Development and Brain Development – DVDs (continued)

- **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.

Development and discovery. 30 min. 2005. (DD0382).

This DVD presents research on newborn brain development including speed, reaction, and pain sensitivity. Methods of assessing the newborn through techniques such as the APGAR scale, random mass spectrometry, and the revised Brazelton Neonatal Assessment Scale are shown. Information on newborn reflexes along with information on changes in care of low birth weight, premature, and small for date newborns is included.



Developmentally appropriate practice video program. 53 min. 2009. (DD0300).

This DVD contains an overview of developmentally appropriate practice. Depictions of developmentally appropriate practice in action are shown in classrooms for infants, toddlers, preschoolers, kindergartners, and primary school children.

Discoveries of infancy: cognitive development and learning. 32 min. 2006. (DD0318).

This DVD explores the constant quest for knowledge of infants and toddlers. It shows six major kinds of discoveries children make in the first three years of life and offers guidelines on how to support early learning. From birth onwards, infants continually increase their understanding of each of these six discoveries: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation.

ECI teleconference: brain development. 44 min. 2000. (DD0461).

Dr. Neil Boris introduces selected basic principles of neurobiology. He also explains how these principles can be applied to work with young children with disabilities.

ECI teleconference: child unfolding within the family: child development birth to 6 months. 120 min. 2006. (DD0181).

This presentation made by Sally Hamilton on April 26, 2006 covers how different theories of child development apply to ECI. She also explains the different stages of development for a baby. The first stage is about becoming attentive and interested in the world. The second stage is about the parent and child falling in love.

ECI teleconference: child unfolding within the family: child development 6-12 months. 113 min. 2006. (DD0236).

This presentation made by Sally Hamilton on June 28, 2006 covers how a baby typically develops between 6 and 12 months. The third stage of development is about becoming an intentional two way communicator. The fourth stage is about learning to interact to solve problems and discover a sense of self.

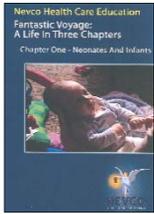
ECI teleconference: trauma and attachment. 87 min. 2000. (DD0303).

Prachi Shah discusses how the infant's brain develops and the environmental influences on the infant's brain during the first years of growth. Stephanie Schick discusses the effects of traumatic experiences and attachment on the infant.

Early socialization from age 2 to age 5. 29 min. 2002. (DD0133).

This DVD follows the social development of two young children, Max and Ellie, from the ages of two to five. Examples of multiple attachment, language development, imitation and identification, cooperative play, self-awareness, gender identification, and social conformity are captured on film and clearly identified with onscreen labels as the children broaden their awareness of the world through interactions with each other, family members, and peers.

Child Development and Brain Development – DVDs (continued)



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.

First year milestones: a monthly guide to your baby's growth vol. 1: birth to 6 months. 25 min. 2006. (DD0128).

This DVD demonstrates the physical, emotional, and linguistic milestones of the first six months. It includes corresponding brain development and safety information throughout. Viewers will watch the progression of eight babies reaching many milestones. Parent comments, fun activities, and signs of possible developmental delays complete this program. This program is also available in Spanish as DD0437.

First year milestones: a monthly guide to your baby's growth vol. 2: 7 months to 12 months. 25 min. 2006. (DD0129).

This DVD demonstrates the physical, emotional, and linguistic milestones of months seven through twelve. It includes corresponding brain development and safety information throughout. Viewers will watch the progression of eight babies reaching many milestones. Parent comments, fun activities, and signs of possible developmental delays complete this program. This program is also available in Spanish as DD0438.

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

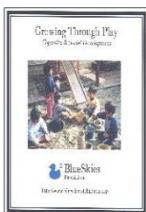
This DVD, hosted by Rob Reiner, is designed to help new parents and caregivers understand research regarding brain development and the vital importance of their relationship with the infant during the critical first years of life.

Five-and-six year olds: a parent's guide. 21 min. 2002. (DV0770).

Five and six year olds struggle to learn the idea of fair play, co-operation, following rules, and taking turns. They also struggle to distinguish reality from make believe. These youngsters arrange objects by color, assemble jigsaw puzzles, and make drawings that sometimes look like modern art. They deal with basic mathematical concepts and learn to size up three-dimensional objects.

Flexible, fearful or feisty: the different temperaments of infants and toddlers. 29 min. 2006. (DD0319).

This DVD explores the various temperamental styles of infants and toddlers. Nine traits can be grouped into three styles: flexible, fearful, or feisty. Techniques are described for dealing with each of the different temperaments. This title is also available in Spanish as DD0453.



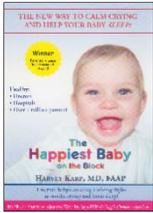
Growing through play: cognitive and social development. 26 min. 2004. (DD0629).

This DVD demonstrates how children learn important cognitive and social skills through their play, from pre-literacy skills to social interaction. Containing authentic footage of children in a diverse classroom setting, this instructional DVD shows each of Mildred Parten's stages of play in action and makes the connection between each stage of play and how it relates to the learning styles of children of different ages. It also demonstrates the role well planned environments play in a child's successful progression throughout the different stages of play.

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.

Child Development and Brain Development – DVDs (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 tantrums before they start, and build loving and respectful relationships with children. The main program lasts 38 minutes. A 31 minute bonus track shows Dr. Karp answering common parent questions.

Identifying developmental delays. 80 min. 2002. (DD0225).

This DVD illustrates developmental milestones for children ages birth to five. It presents real-life demonstrations of a wide range of developmental delays in young children. It helps child care providers share their findings with parents by explaining the many emotional reactions parents may experience when they hear that their child needs to be further evaluated by a pediatrician.

Infants.

- **Cognitive development.** 28 min. 2010. (DD0429).

Viewers will examine how newborns fit into the sensorimotor stage, tracing cognitive development from simple reflexes to beginnings of thought. Infant intelligence, information processing, and memory are explored. Infants are shown progressing from crying, to giggling, to babbling, to their first words. This video is also available online.

- **Physical development.** 30 min. 2010. (DD0428).

Viewers will learn how a baby's brain develops and what activities help stimulate healthy brain growth. They will witness the development of reflexes, gross and fine motor skills in typically developing children, as well as those with challenging conditions. This video is also available online.

- **Social and emotional development.** 23 min. 2010. (DD0430).

This program examines the different stages of emotional development and explains how children form attachments. Babies are observed as they begin to distinguish the expressions of others and mimic them. It shows how personality and temperament affect an infant's social and emotional growth and how caregivers handle various situations. This video is also available online.

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.

Landmarks of development. 22 min. 2003. (DD0259).

This DVD addresses the major milestones in locomotion and fine motor skills that are realized in the child's first year. A child's development is influenced by the variables of nutrition, healthcare, opportunities for practice, and cultural patterns. Basic processes of eating and sleeping advance and become regulated in the first year. Babies begin taking in solid food, feeding themselves at times, and making their own choices obvious.

Learning happens. 113 min. 2007. (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.

Child Development and Brain Development – DVDs (continued)

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

This DVD features 25 short video clips that show parents and children, aged birth to 5 years, interacting during playtime and everyday routines. These vignettes capture how learning unfolds through loving interactions with parents, teachers, and caregivers. They highlight the critical role that adults play in supporting children's healthy development and school readiness. The clips are provided without commentary or narration.

Life at 1, 3, and 5: a longitudinal study in child development.

- **Life at 1: new experiences.** 54 min. 2011. (DD0512).

This program was filmed in Australia. It introduces a group of one-year-olds who are part of a large-scale longitudinal study in child development. Closely documenting the daily routines and developmental milestones of the children, the program gauges each subject's ability to confront new experiences. Shy Haleema does well in a "stranger test" while lively Anastasija cries when separated from her parents. Jara'na's future happiness may depend on his ability to deal with racism, while tiny Ben, born prematurely as a quintuplet, upturns all expectations. This video is also available online.

- **Life at 1: stress and its impact.** 57 min. 2006. (DD0513).

This program was filmed in Australia. It explores the causes and effects of the chronic stress that children experience as they learn and grow. Viewers will follow a group of one-year-olds as they take part in a large-scale, longitudinal child development study. The study measures levels of cortisol at specific points in each subject's daily routine. Shine's parents are struggling financially, and it shows in her levels of cortisol. Decklan goes to day care four times a week but that doesn't necessarily mean more stress. Sofia's cortisol levels can be correlated with her mother's work schedule, while Daniel must overcome the anguish wrought by his brother Jayme's near drowning and Jayme's subsequently acquired severe disabilities. This video is also available online.

- **Life at 3: bad behavior.** 57 min. 2008. (DD0514).

This program was filmed in Australia. It delivers a progress report on five toddlers, the public face of a much larger longitudinal study, who must now learn to manage their own feelings and actions. Can Decklan get a handle on the tantrums that, not surprisingly, have increased with the arrival of a baby brother? Why does Jara'na cry every time he is separated from his mother? What's preventing Anastasija from paying attention to her teachers? And how can Daniel cope when faced with a death in the family? This video is also available online.

NEW! Magic of everyday moments: seeing is believing. 23 min. 2014. (DD0685).

This DVD consists of 4 segments. *Brain wonders: nurturing healthy brain development from birth* explains the importance of making a baby feel safe and secure in the world, establishing routines, and engaging in back-and-forth interactions. *Literacy skills: the roots of reading start at birth* makes clear the importance of developing language and literacy from birth through sharing books, telling stories, and talking to children. *Power of play: building skills while having fun* shows how children learn to communicate, solve problems, and get along with others by playing. *Temperament: what makes your child tick?* urges parents to tune in to and respect their child's temperament.

Next step: including the infants in the curriculum. 22 min. 2006. (DD0321).

This program looks at the physical, social, language, and intellectual development of the infant. Caregivers learn how they can become sensitive facilitators who present appropriate learning opportunities to infants.

No matter how small: a parent's guide to preterm infant development. 39 min. 2006. (DD0051).

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

Child Development and Brain Development – DVDs (continued)

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.

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 video is also available online.
- **Language and literacy development.** 23 min. 2012. (DD0497).
Viewers see the natural activities children are drawn to which foster language and literacy development. They learn strategies to encourage these activities. This video is also available online.
- **Physical and motor development.** 21 min. 2012. (DD0495).
Viewers see the natural activities children are drawn to which help their physical development and strategies to encourage these activities. This video is also available online.
- **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 video is also available online.

Preschoolers. 28 min. 2008. (DD0334).

This program looks at each aspect of a preschooler's development as well as examines the special needs of children with challenging conditions. Concepts from developmental theorists, interviews with preschool teachers, and practical suggestions for caregivers are presented in this study of the whole preschool-aged child.

Preschoolers.

- **Cognitive development.** 24 min. 2008. (DD0432).
This program delivers an overview of the cognitive development that takes place between the ages of three and five. It shows how to encourage cognitive development and characteristics of preoperational thought. Also covered are areas of language development, how children use symbolic thought, and how theory of mind helps preschoolers understand what the mind is and how it works.
- **Physical development.** 21 min. 2008. (DD0431).
Viewers will learn how gross and fine motor skills are developed in children between the ages of two and five. They will also see the physical milestones that most children reach during this stage. Children are shown participating in activities that foster their physical development. Teachers are provided with strategies to encourage these activities. This DVD examines the importance of good nutrition and the proper amount of sleep. It also shows activity modifications to help children with physical challenges.
- **Social and emotional development.** 23 min. 2008. (DD0433).
Viewers will learn the skill set that makes up social and emotional development. They will learn the value of encouraging creativity and risk taking; activities that foster initiative and positive self-esteem; how culture and gender affect development; the different levels of social participation; examples of pro-social and antisocial behaviors; and ways caregivers can develop those skills.

Child Development and Brain Development – DVDs (continued)



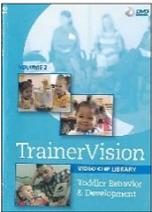
See how they play. 36 min. 2013. (DD0626).

This film explores Magda Gerber's RIE educaring approach to play for infants and toddlers. As they construct their knowledge about the world, even very young babies need time to play and explore autonomously. Viewers see how the principles of educaring facilitate the authentic self-initiated learning of babies. During play and exploration, infants and toddlers organize and integrate their own physical, cognitive, and emotional development in ways that are uniquely meaningful to each child.



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

This program 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 video is also available online.



Toddler behavior and development. 60 min. 2009. (DD0434).

The 16 clips on this DVD highlight daily routines and show how adults tune into the needs of children from ages 18 months to 3 years of age with responsive strategies. It features toddlers at home with parents, in centers, and family child care settings. Each two to five minute non-narrated clip is a brief case study. Discussion questions follow each clip.

Toddlers: cognitive development. 26 min. 2009. (DD0261).

Every day toddlers' minds are filled with new information. Their vocabulary expands as they correctly name people and objects. They try out, and learn from, cause and effect experiments. In this DVD, examine how brain cells are structured to connect and retain what a child learns. Explore theories of cognitive development and see the process toddlers go through as they learn language. Observe toddlers as they engage in activities that foster memory and the retrieval of information.



Toddlers: physical development. 29 min. 2009. (DD0262).

Viewers of this DVD will learn about the physical characteristics of toddlers, and how gross and fine motor skills are developed. They will see the milestones children achieve at this age by observing toddlers at child care centers and at home. Hear from the experts about nutrition, sleep, toilet training, and developmental differences among toddlers.

Toddlers: social and emotional development. 28 min. 2009. (DD0260).

Viewers of this DVD learn about the theory of the mind and how toddlers come to understand how their actions can affect others. This program examines how gender and temperament play a role in development. Viewers observe toddlers interacting with family and peers as they develop attachments and social bonds.

Understanding traumatized and maltreated children: the core concepts. 157 min. 2004. (DD0127).

Dr. Bruce Perry and Art Linkletter challenge viewers to evaluate existing childcare systems and urge them to consider their effectiveness. They also cover the basics of brain anatomy, function, and development during early childhood. Because bonding and attachment are the cornerstones of optimal development, severe neglect and missed caregiving opportunities have an effect on the brain and contribute to behavior problems. In depth information and effective skills for those who care for traumatized and maltreated children are presented including advice on how to recognize the fear response in children. Ultimately, insufficient brain cortex modulation and primitive brain stem impulsivity can lead to acts of violence.

Child Development and Brain Development – DVDs (continued)

Wonder year: first year development and shaping the brain. 67 min. 2008. (DD0499).

This documentary film, made in England, helps viewers understand the physical, social, emotional, and cognitive development in the first year of life. It follows a baby named Orson through his first twelve months. A narrator comments on the importance behind seemingly simple, everyday events as the baby's brain develops.

Your baby's first year. 24 min. 2003. (DD0527).

Infants demonstrate milestones in basic motor skills from rolling over to standing alone. They learn that objects can exist outside of their own experience, learn cause and effect, and slowly discover they are independent beings. Watch as they explore eye-hand coordination, feeding skills, a first smile, language understanding, baby talk, and the magical dance of senses and muscles called sensorimotor development.

Your preschooler: a parent's guide. 21 min. 1996. (DD0530).

This program chronicles the physical, social, and cognitive development of preschoolers. Viewers learn why play in its many forms is critical to development. They see how fine and large motor skills develop, and see the emergence of literacy and problem-solving skills.

Your toddler: a parent's guide. 21 min. 2003. (DD0528).

One-year olds figure out how to use over six hundred muscles and embrace the scary task of becoming an individual. Physical, mental, emotional, and social developments intertwine as toddlers learn to move, think, and speak in new ways. Watch toddlers struggle with the conflict between wanting to be independent and the desire to cling to the security of a parent. Learn about different personality styles and the role of temper tantrums in emotional development.

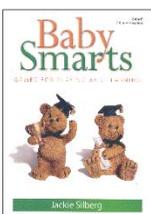
Child Development and Brain Development – Books

NEW! Appropriate environments for children under three. Helen Bradford, 2012.

It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on recent research, this book explores the concept of an appropriate environment, both within and beyond the early years setting. It sets this within the context of child development and practically demonstrates how a high quality environment can be created for babies and children under three that supports their learning and development. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Baby play: 100 fun-filled activities to maximize your baby's potential. Wendy Masi and Roni Cohen Leiderman, 2001. (655.2 B115 2001 ECI).

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



Baby smarts: games for playing and learning. Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).

This book describes games to play with babies from birth to three months old, from three to six months old, from six to nine months old, and from nine to twelve months old. The games will help develop a baby's physical skills, social-emotional skills, or thinking skills.

Child Development and Brain Development – Books (continued)

Beautiful beginnings: a developmental curriculum for infants and toddlers. Helen H. Raikes and Jane McCall Whitmer, 2006. (525 R151b 2006 ECI).

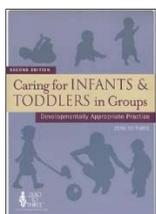
Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers. This research-supported curriculum helps children progress in eight key areas: communication, gross motor, fine motor, intellectual, discovery, social, self-help, and pretend.

The boy who was raised as a dog and other stories from a child psychiatrist's notebook. Bruce D. Perry, 2006. (WA 320 P462b 2006 ECI).

Perry presents cases of children who have been abused and neglected. He examines the destructive impact of abuse and neglect on the developing brain.

NEW! Building brains: 600 activity ideas for young children. Suzanne Gellens, 2013.

This book expands young children's learning with six hundred brain-based, developmentally appropriate activity ideas. It combines the latest information on brain development with activities that support children's learning and enrich any early childhood curriculum. Rather than step-by-step activities, *Building Brains* is filled with open-ended ideas that early child professionals can execute in a variety of ways, depending on children's needs and interests. Ideas are organized by age, from age zero to five, and learning domains. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



Caring for infants and toddlers in groups: developmentally appropriate practice, 2nd ed. Sandy Petersen and Betty Bardige, 2008. (320.11 C277 2008 ECI).

This book provides information about the elements of quality care that support optimal development and learning for young children. Featuring an age-based approach, it links developmental milestones to positive learning experiences.

Caring for your baby and young child: birth to age 5, 5th ed. 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.

Children with traumatic brain injury: a parent's guide. Lisa Schoenbrodt, 2001. (WS 340 S365c 2001 ECI).

This guide is a comprehensive reference that provides the support and information needed to cope and help their child recover.

NEW! 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).

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.

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. These activities maximize learning and development in the areas of language, physical, social-emotional, and cognitive growth.

Child Development and Brain Development – Books (continued)

Critical thinking about critical periods. Donald B. Dailey, 2001. (WS 105 B154c 2001 ECI).

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

The developing brain: birth to age eight. Marilee Sprenger, 2008. (530 S768d 2008 ECI).

This book helps early childhood teachers, administrators, and parents translate discoveries on early brain development into strategies that nurture cognitive growth. The author covers the basic structure, vocabulary, and current research on the brain from an early childhood educator's point of view. The book contains many illustrations and descriptions. Reproducible developmental checklists and brain-based activities for the classroom or child care setting are also included.

NEW! The developing child in the 21st century: a global perspective on child development. Sandra Smidt, 2013.

Offering a sociocultural approach to education and learning, this exploration of childhood provides an in-depth understanding of how children make sense of the world and the people in it. Examining the ways in which children express their thoughts, feelings and actively generate meaning through experience and interaction, this edition is illustrated throughout by extensive case studies and covers a diverse range of topics. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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

This book helps home visitors teach caregivers or parents 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 profiles: pre-birth through twelve. K. Aileen Allen, 2010. (WS 103 A427d 2010 ECI).

This book offers a comprehensive guide to the development of young children for parents, caregivers, and educators. It describes developmental milestones from birth through age twelve in a nontechnical style as well as providing basic knowledge, informing readers of what they can expect, and how they can provide appropriate learning experiences at each stage of development.

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.

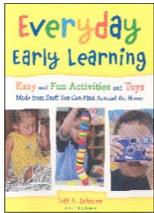
NEW! Early childhood and neuroscience: links to development and learning. Debby Zambo and Leslie Haley Wasserman, 2013.

This book provides accurate and practical information educators and caregivers serving children birth through age eight need to know. This volume takes a practical and cautionary stance. It reminds educators to consider the ethical implications of neuroscience when it is applied to education, reviews current findings from neuroscience, and reveals the dangers of oversimplification and inappropriate extensions of neuroscience into curricula. It brings together a group of authors with varied expertise writing on an array of inter-related educational topics that will help educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with special needs. They believe neuroscience can be insightful and useful to educators if applied ethically and with care. The book offers strategies educators and caregivers can use to affect children today and the adults they can become. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Child Development and Brain Development – Books (continued)

Emotional connections: how relationships guide early learning. Perry M. Butterfield, 2004. (540 B988e 2004 ECI).

This book includes the following chapters: *Relationships nurture early learning -- The caregiver builds relationships -- Relationships are emotional connections -- Relationships foster a positive sense of self -- Responsive relationships model and promote social skills -- Relationships guide and regulate behavior -- Relationships promote learning and cognition -- Relationships promote language and literacy -- Relationships with families -- Making responsive relationships work in your program.* An instructor's guide is also available (540 B988eig 2004).



Everyday early learning: easy and fun activities and toys made from stuff you can find around the house. Jeff A. Johnson, 2008. (655 J67e 2008 ECI).

This book is full of activities that allow children to learn while they play. Over 75 ideas get children exploring and discovering using common items. The activities will help children develop their social and physical skills while supporting their creative thinking and learning.

NEW! Everything you need to know about Jean Piaget's theory of cognitive development.

Takeesha L. Rowland, 2012.

Rowland gives a quick overview of Piaget's theory of cognitive development while providing definitions and explaining the key concepts to those readers unfamiliar with Piaget's work. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

Families, infants, and young children at risk: pathways to best practice. Gail L. Ensher, 2009. (556 E59f 2009 ECI).

This book explains the neurological and psychosocial development of children from birth to 8. It 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.

From neurons to neighborhoods: the science of early childhood development. Jack P. Shonkoff, 2000. (WS 105 S559f 2000 ECI).

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

A good start in life: understanding your child's brain and behavior. Norbert Herschkowitz, 2002. (525 H571g 2002 ECI).

This book describes the stages of infant and child development from birth through six years of age. It especially focuses on brain development and how that affects a child's behavior and personality.

Guiding young children, 8th ed. Patricia F. Hearron, 2009. (WS 100 H436g 2009 ECI).

This book equips prospective teachers with the principles and strategies necessary to guide young children in diverse classrooms. It discusses how to guide children with special needs and with challenging behaviors. It includes sections on principles of guidance, strategies for guidance, and applications.

Happiest baby on the block. Harvey Karp, 2002. (WS 105.5 C3 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 - when you should call your doctor.

Child Development and Brain Development – Books (continued)

HELP at home: developmental support and information handouts for families with infants and toddlers birth to three. Stephanie Parks Warshaw, 2006. (LC 4019.3 W295h 2006 ECI).

This binder contains a comprehensive collection of developmental activity sheets for professionals to give to parents of children developing in the birth to 36 month age range. They are written from the child's point of view.

Human growth and development considerations in rehabilitation counseling. Amos Sales, 2011. (226 H918 2011).

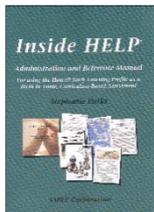
The first two chapters of this textbook explore theories of human development from the prenatal stage through childhood. The theories of Bowlby, Ainsworth, Piaget, Vygotsky, and others are summarized.

Infant and toddler development and responsive program planning: a relationship-based approach. Donna Sasse Wittmer, 2006. (WS 100 W832i 2006 ECI).

This book is an introduction to infant and toddler development. Students will learn practical aspects of the relationship-based approach to child development.

Infant/ child mental health, early intervention, and relationship-based therapies: a neurorelational framework for interdisciplinary practice. Connie Lillas, 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 great 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.



Inside HELP: administration and reference manual for using the Hawaii early learning profile as a birth to three, curriculum-based assessment. Stephanie Parks, 2006. (LC 4019.3 P252i 2006 ECI).

This in-depth, curriculum-based assessment guide helps users meet IDEA Part C regulations for evaluation and assessment. It includes sections on cognitive development, language, gross motor development, fine motor development, social-emotional, and self-help skills.

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.

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

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.

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

This guide is for mothers, fathers, 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 your child's development.

Child Development and Brain Development – Books (continued)

Learning games: the Abecedarian curriculum. Joseph Sparling and Isabelle Lewis, 2006. (655.2 S736a 2006 ECI).

This curriculum provides instructions for fun activities to support and guide cognitive, social, emotional, and physical development.

Making sense of autism. Travis Thompson, 2007. (203.6 T477m 2007 ECI).

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

The newborn as a person: enabling healthy infant development worldwide. T. Berry Brazelton, 2009.

Recent advances in the fields of psychology and psychiatry support the perspective that infants are not, as it was once thought, passive recipients of sensory stimulation, but are instead competent and unique individuals, ready to interact with their caregivers from the very beginning of life. Built on T. Berry Brazelton's standard-setting work on the individuality of infants, this family-centered volume provides professionals with practical guidance to support families immediately in the newborn period. This title is available through Ebsco e-books. Contact the library at (512) 776-7559 for more information.

Owner's manual for the brain: everyday applications for mind-brain. Pierce J. Howard, 2006. (WL 300 H851o 2006 RHB).

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

Pathways to competence: encouraging healthy social and emotional development in young children, 2nd ed. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).

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

Pediatric traumatic brain injury: proactive intervention. Jean L. Blosser, 2003. (WS 340 B656p 2003 ECI).

This book focuses on the cognitive-communicative needs of children and adolescents with traumatic brain injury. The book advocates for services to be provided that will reintegrate the family member to home, work, and the community. It includes how to develop treatment plans, individualized education programs, and more.

Rehabilitation for traumatic brain injury. Walter M. High, Angelle M. Sander, Margaret A. Struchen, and Karen A. Hart, 2005. (WL 354 R345 2009 RHB).

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

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.

Child Development and Brain Development – Books (continued)

Seven skills for school success: activities to develop social & emotional intelligence in young children.

Pam Schiller, 2009. (WS 105.5 E5 S334s 2009 ECI).

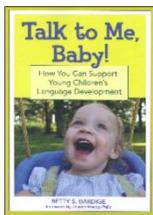
This book lists the seven skills that children need to learn to become successful learners. They are confidence, curiosity, intentionality, self-control, relating to others, communication, and cooperation. The book provides sample activities and experiences to help children develop these skills.

Socioemotional development in the toddler years: transitions and transformations. Celia Brownell and Claire Kopp, 2007. (540 B884s 2007 ECI).

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

Supporting development in internationally adopted children. Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).

This book includes chapters on the theoretical foundations for the development of internationally adopted children and their physical growth, health, cognitive, social-emotional, language, and motor development. Experts review the most promising intervention strategies for these children.



Talk to me baby!: how you can support young children's language development. Betty Lynn Segal Berdige, 2009. (535 B246t 2009 ECI).

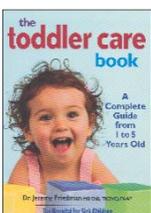
Playful, engaging talk with young children is more than a social activity; it's the foundation of language, intellectual, and social-emotional development. It is also the key to narrowing the achievement gap between children from different socioeconomic backgrounds. This book shows professionals and parents how to talk to and play with children in ways that support their emerging language skills.

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).

This book covers the whole development of infants, toddlers, and twos and especially how to care for the children with special needs. It covers teaching life skills, eating and feeding, communication, cognitive development and play, social competence, motor development, and gives tips for family involvement.

NEW! Theories of childhood: an introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky, 2nd ed. Carol Garhart Mooney, 2013.

Readers have the opportunity to examine the work of five groundbreaking education theorists: John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky. This book provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition includes new understandings of Vygotsky's work. It is a popular guide to help caregivers be aware of the theories behind good child care practices. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



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, written by the Chief of pediatric medicine at the Hospital for Sick Children in Toronto, Canada, helps parents of toddlers understand their children by providing guidance on developmental stages and milestones.

Child Development and Brain Development – Books (continued)

Touchpoints: birth to three: your child's emotional and behavioral development. T. Berry Brazelton, 2006. (WS 105.5 E5 B827t 2001 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. This multidimensional map is based on the concept of touchpoints. Touchpoints are those times that occur just before a surge of rapid growth in any line of development - motor, cognitive, or emotional - when, for a short time, the child's behavior falls apart. Dr. Brazelton sees these touchpoints as normal. His book is divided into three parts: 1. Touchpoints of development (includes the child's development from pregnancy to three years); 2. Challenges to development (Includes allergies, bedwetting, crying, depression, and other topics); and 3. Allies in development (includes the child's support group - fathers and mothers, grandparents, friends, caregivers, and the child's doctor).

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

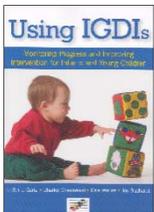
This book describes important moments in a child's emotional development, called touchpoints. The first part of the book explains how children develop and helps parents handle behavioral issues with greater sensitivity and empathy. The second part covers important challenges for parents such as adoption,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

Trauma through a child's eyes: awakening the ordinary miracle of healing. Peter A. Levine, 2006. (WA 320 L665t 2006 ECI).

Trauma can result from catastrophic events such as abuse or violence but also from natural disasters and other incidents like auto accidents, medical procedures, or divorce. This book explains how trauma is imprinted on the brain.

Treating neurodevelopmental disabilities: clinical research and practice. Janet E. Farmer, Jacobus Donders, and Seth Warschusky, 2006. (226.5 T784 2006 ECI).

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

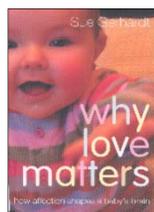


Using IGDIs: monitoring progress and improving intervention for infants and young children. Judith J. Carta, 2010. (520 U85 2010 ECI).

This is a manual for the use of "Individual Growth and Development Indicators" (IGDIs). IGDIs can be used to ascertain how individual children, as well as groups of children in programs, are progressing. They help programs determine quickly when changes need to be made in interventions. The tools include assessment of communication, cognitive problem solving, early movement, social development, and parent-child interaction.

What makes you tick?: the brain in plain English. Thomas B. Czermer, 2001. (202.1 C997w 2001 RHB).

This book explains how the brain works and traces the history of neurological discoveries. It explains how neurons, molecules, and chemistry help create the marvels produced by the human mind.



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.

Child Development and Brain Development – Books (continued)

NEW! The Wiley-Blackwell handbook of infant development, 2nd ed. 2010. (WS 105 W676 2010 ECI).

This book covers both basic and applied developmental issues during infancy. It features contributions by leading international researchers and practitioners in the field that reflect the current theories and research findings.

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.

The young child: development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).

The author examines the development of young children including their environment with the family, the school, community, and society. Major child development theories are discussed as they relate to every aspect of the young child's growth. The book covers physical, motor, social, and emotional development of the child as he or she grows.

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

This book presents a comprehensive and accurate picture of development in the first year.

NEW! Your child's motor development story: understanding and enhancing development from birth to their first sport. Jill Howlett Mays, 2011. (WE 103 M466 2011 ECI).

This book is written by an occupational therapist who describes for the everyday parent how to help their kids develop. She takes them from birth to crawling, all the way to their first sports.

Websites on Child Development

Texas Parent to Parent provides support and information for families of children with disabilities, chronic illness and other special needs: See <http://www.txp2p.org/>.

The American Academy of Child and Adolescent Psychiatry provides “Facts for Families”: Click on “Facts for Families” to search for concise and up-to-date information on mental health issues that affect children, teenagers, and their families, such as bullying, depression, anxiety, normal development, etc. See <http://www.aacap.org/>.

The American Academy of Pediatrics has created a website just for parents, with trusted advice on how to care for infants and children. See <http://www.healthychildren.org>.

Children’s Disabilities Information: This website created by a family with a child with disabilities contains articles and resources empowering parents of children with disabilities and special needs. See <http://www.childrensdisabilities.info/index.html>.

Developmental milestones for infants and children based on their age are listed at a website offered by the Centers for Disease Control, available at <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>.

The Federal Interagency Forum on Child and Family Statistics offers reports such as America’s Children in Brief: Key National Indicators of Well-Being. See <http://www.childstats.gov/>.

Little Kids, Big Questions is a series of 12 podcasts from Zero to Three with leading experts that translates the research of early childhood development into practices that mothers, fathers, and other caregivers can tailor to the needs of their own child and family. See the podcasts at <http://www.zerotothree.org/parentingpodcasts>.

MedlinePlus Child Development Links: MedlinePlus, created by the National Library of Medicine, provides links to extensive full-text information from the National Institutes of Health and other trusted sources. See <http://www.nlm.nih.gov/medlineplus/infantandtoddlerdevelopment.html>
<http://www.nlm.nih.gov/medlineplus/childdevelopment.html>

NAEYC (National Association for the Education of Young Children): Parents and families are young children’s first teachers. If you’re looking for a quality child care program, preschool, or school for your child, or if you’re interested in activities you can do at home to encourage your child’s development, NAEYC can help. See <http://www.naeyc.org/>.

The NYU Child Study Center has information on current topics of interest to parents of children of all ages. It especially encourages positive mental health in children and teaching resilience. See <http://www.aboutourkids.org/>.

Tufts University has a “Child & Family Web Guide” that presents information for parents, based on frequently asked questions and concerns. See www.cfw.tufts.edu/.

Child Development and Brain Development – 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.

Baby empathy: infant distress and peer prosocial responses. Liddle MJ, Bradley BS, and Mcgrath A. *Infant Ment Health J.* 2015;36(4):446–458.

Empathy is an important competence in our social world, a motivator of prosocial behavior, and thought to develop throughout the second year of life. The current study examined infants' responses to naturalistic peer distress to explore markers of empathy and prosocial behavior in young babies. Seventeen 8-month-old infants participated in a repeated measures design using the "babies-in-groups" paradigm, with maternal presence as the independent variable. Significant differences were found between response types: Gaze was the standard response to infant distress, followed by socially directed behaviors and affect, with self-distress rarely occurring. Maternal presence was not found to impact the nature or frequency of babies' responses to peer distress. During distress episodes, babies looked preferentially at the distressed peer, then other mothers, and least to their own mother. Data revealed that infant responses to peer distress resulted in a successful cessation of that distress episode over one third of the time. Case studies are provided to illustrate the quantitative data. The results provided evidence of empathic concern and prosocial behavior in the first year of life, and provoke a challenge to developmental theories of empathy.

Bayley-III Cognitive and Language Scales in preterm children. Spencer-Smith MM, Spittle AJ, Lee KJ, Doyle LW, and Anderson PJ. *Pediatrics.* 2015;135(5):e1258-65.

Background: This study aimed to assess the sensitivity and specificity of the Bayley Scales of Infant and Toddler Development, Third Edition (Bayley-III), Cognitive and Language scales at 24 months for predicting cognitive impairments in preterm children at 4 years. Methods: Children born <30 weeks' gestation completed the Bayley-III at 24 months and the Differential Ability Scale, Second Edition (DAS-II), at 4 years to assess cognitive functioning. Test norms and local term-born reference data were used to classify delay on the Bayley-III Cognitive and Language scales. Impairment on the DAS-II Global Conceptual Ability, Verbal, and Nonverbal Reasoning indices was classified relative to test norms. Scores < -1 SD relative to the mean were classified as mild/moderate delay or impairment, and scores < -2 SDs were classified as moderate delay or impairment. Results: A total of 105 children completed the Bayley-III and DAS-II. The sensitivity of mild/moderate cognitive delay on the Bayley-III for predicting impairment on DAS-II indices ranged from 29.4% to 38.5% and specificity ranged from 92.3% to 95.5%. The sensitivity of mild/moderate language delay on the Bayley-III for predicting impairment on DAS-II indices ranged from 40% to 46.7% and specificity ranged from 81.1% to 85.7%. The use of local reference data at 24 months to classify delay increased sensitivity but reduced specificity. Receiver operating curve analysis identified optimum cut-point scores for the Bayley-III that were more consistent with using local reference data than Bayley-III normative data. Conclusions: In our cohort of very preterm children, delay on the Bayley-III Cognitive and Language scales was not strongly predictive of future impairments. More children destined for later cognitive impairment were identified by using cut-points based on local reference data than Bayley-III norms.

Behaviour and development in 24-month-old moderately preterm toddlers. de Jong M, Verhoeven M, Lasham CA, Meijssen CB, van Baar AL. *Arch Dis Child.* 2015;100(6):548-53.

Objective: Moderately preterm children (gestational age 32-36+6 weeks) are at risk of cognitive and behaviour problems at school age. The aim of this study was to investigate if these problems are already present at the age of 2 years. Study design: Developmental outcome was assessed at 24-months (corrected age) with the Bayley-III-NL in 116 moderately preterm (M=34.66 ± 1.35 weeks gestation) and 99 term born children (M=39.45 ± 0.98 weeks gestation). Behaviour problems were assessed with the Child Behaviour Checklist. Results: With age corrected for prematurity, moderately preterm children scored below term peers on Receptive Communication skills (11.05 ± 2.58 vs 12.02 ± 2.74, p=0.02). Without correcting age for prematurity, moderately preterm children scored below term born peers on Cognition (8.97 ± 2.11 vs 10.68 ± 2.35, p<0.001), Fine Motor (10.33 ± 2.15 vs 11.96 ± 2.15, p<0.001), Gross Motor (8.47 ± 2.55 vs 9.39±2.80, p=0.05), Receptive Communication (10.09 ± 2.48

Child Development and Brain Development – Selected Journal Articles

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vs 12.02 ± 2.74 , $p < 0.001$) and Expressive Communication (10.33 ± 2.43 vs 11.49 ± 2.51 , $p = 0.005$) skills. Compared with term peers, more moderately preterm children showed a (mild) delay (ie, scaled score < 7) in gross motor skills with age uncorrected for prematurity (20.7% vs 11.2%, $p = 0.04$). Moderately preterm children had more internalising behaviour problems than term children (44.76 ± 8.94 vs 41.54 ± 8.56 , $p = 0.03$). No group differences were found in percentages of (sub)clinical scores. Conclusions: At the age of 2 years, uncorrected for prematurity, differences in cognition, communication, and motor development were present in moderately preterm children compared with term born peers. After correcting age for prematurity, a difference was only found for receptive communication skills. In addition, moderately preterm children show more internalising behaviour problems.

Child maltreatment and children’s developmental trajectories in early to middle childhood. Font S, Berger L. *Child Dev.* 2015;86(2):536-556.

Associations between experiencing child maltreatment and adverse developmental outcomes are widely studied, yet conclusions regarding the extent to which effects are bidirectional, and whether they are likely causal, remain elusive. This study uses the Fragile Families and Child Wellbeing Study, a birth cohort of 4,898 children followed from birth through age 9. Hierarchical linear modeling and structural equation modeling are employed to estimate associations of maltreatment with cognitive and social-emotional well-being. Results suggest that effects of early childhood maltreatment emerge immediately, though developmental outcomes are also affected by newly occurring maltreatment over time. Additionally, findings indicate that children’s early developmental scores predict their subsequent probability of experiencing maltreatment, though to a lesser extent than early maltreatment predicts subsequent developmental outcomes.

Cognitive development: observing the unexpected enhances infants’ learning and exploration.

Stahl AE, Feigenson L. *Science.* 2015;348(6230):91-4.

Given the overwhelming quantity of information available from the environment, how do young learners know what to learn about and what to ignore? We found that 11-month-old infants ($N = 110$) used violations of prior expectations as special opportunities for learning. The infants were shown events that violated expectations about object behavior or events that were nearly identical but did not violate expectations. The sight of an object that violated expectations enhanced learning and promoted information-seeking behaviors; specifically, infants learned more effectively about objects that committed violations, explored those objects more, and engaged in hypothesis-testing behaviors that reflected the particular kind of violation seen. Thus, early in life, expectancy violations offer a wedge into the problem of what to learn.

Differing cognitive trajectories of Mexican American toddlers: the role of class, nativity, and maternal practices. Fuller B, Bein E, Kim Y, Rabe-Hesketh S. *Hisp J Behav Sci.* 2015;37(2):139-169.

Recent studies reveal early and wide gaps in cognitive and oral language skills, whether gauged in English or Spanish, among Latino children relative to White peers. Yet, other work reports robust child health and social development, even among children of Mexican American immigrants raised in poor households, the so-called “immigrant advantage”. To weigh the extent to which Mexican heritage or foreign-born status contributes to early growth, we first compare levels of cognitive and communicative skills among children of Mexican American and native-born White mothers at 9 and 24 months of age, drawing from a national sample of births in 2001. Just one fifth of Mexican American toddlers kept pace with the cognitive growth of White toddlers at or above their mean rate of growth through 24 months of age, matched on their 9-month cognitive status. We then assess how factors from developmental-risk or ecocultural theory help to explain which Mexican American toddlers kept pace with White peers. Growth was stronger among toddlers whose family did not live beneath the poverty line, and whose mothers reported higher school attainment, more frequent learning activities, and exhibited steadier praise during a videotaped interaction task, factors more weakly observed among foreign-born Mexican American mothers. We found little evidence that foreign-born mothers exercised stronger home practices that advanced toddlers’ early

Child Development and Brain Development – Selected Journal Articles

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cognitive growth as posited by immigrant-advantage theory. The positive factors emphasized by developmental-risk theory helped to explain variation in the cognitive growth of children of native-born, but not foreign-born, Mexican mothers.

Growth, head growth, and neurocognitive outcome in children born very preterm: methodological aspects and selected results. Ranke MB, Krägeloh-Mann I, Vollmer B. *Dev Med Child Neurol.* 2015;57(1):23-8.

In light of the growing number of surviving children born very preterm, there is an increasing focus on their long-term outcomes in terms of growth, metabolic status, and neurocognitive development. Therefore, it is of importance to follow such children from birth onwards with the aim of identifying the causes of atypical development, developing preventative measures, and improving outcomes. Since such long-term follow-up needs to be conducted with the least possible burden, clinical investigations such as anthropometry and neurocognitive tests, if conducted rigorously, will continue to have a predominant role. The aim of this review is to discuss the complexity of longitudinal anthropometry in children born very preterm and to provide an overview of the main studies that have examined associations between growth, in particular head growth, and neurocognitive outcomes at around school age.

Infant perceptual development for faces and spoken words: an integrated approach.

Watson TL, Robbins RA, Best CT. *Dev Psychobiol.* 2014;56(7):1454-81.

In light of the growing number of surviving children born very preterm, there is an increasing focus on their long-term outcomes in terms of growth, metabolic status, and neurocognitive development. Therefore, it is of importance to follow such children from birth onwards with the aim of identifying the causes of atypical development, developing preventative measures, and improving outcomes. Since such long-term follow-up needs to be conducted with the least possible burden, clinical investigations such as anthropometry and neurocognitive tests, if conducted rigorously, will continue to have a predominant role. The aim of this review is to discuss the complexity of longitudinal anthropometry in children born very preterm and to provide an overview of the main studies that have examined associations between growth, in particular head growth, and neurocognitive outcomes at around school age.

Infants' emerging sensitivity to emotional body expressions: insights from asymmetrical frontal brain activity. Missana M, Grossmann T. *Dev Psychol.* 2015;51(2):151-160.

Sensitive responding to others' emotional body expressions is an essential social skill in humans. Using event-related brain potentials, it has recently been shown that the ability to discriminate between emotional body expressions develops between 4 and 8 months of age. However, it is not clear whether the perception of emotional body expressions in others evokes sensitive brain responses linked to motivational processes in infants. We therefore examined frontal EEG alpha asymmetry in response to dynamic happy and fearful body expressions presented to 4- and 8-month-old infants in 2 orientations (upright and inverted). Our results revealed that only 8-month-olds but not 4-month-olds showed significant differences in their frontal asymmetry responses between emotional expressions when presented in an upright orientation. Specifically, 8-month-old infants showed a greater lateralization to the left hemisphere in response to happy expression, indexing a greater tendency to approach, whereas they showed a greater lateralization to the right hemisphere in response to fearful expressions, indexing a greater tendency to withdraw. These findings provide further support for the notion that infants' perception of emotion undergoes a developmental tuning during this period in development. Critically, the results suggest that the infant brain becomes sensitive to the motivational significance conveyed by the emotional body expressions.

Infants' social and motor experience and the emerging understanding of intentional actions. Brandone A. *Dev Psychol.* 2015;51(4):512-523.

During the first year of life, infants possess some of the key social cognitive abilities required for success in a

Child Development and Brain Development – Selected Journal Articles

(continued)

social world: Infants interpret others' actions in terms of their intentions and can use this understanding prospectively to generate predictions about others' behavior. Exactly how these foundational abilities develop is currently unknown. The goal of this study was to shed light on the developmental mechanisms underlying changes in infants' understanding of intentional actions by documenting relations between infants' intention understanding and other emerging social (joint attention) and motor (means-end and self-locomotion) abilities. Using eye tracking, 8- to 11-month-olds infants' (N = 80) ability to visually predict the goal of an ongoing successful or failed intentional action was examined in relation to their developing means--end, self-locomotion, and joint attention abilities. Results confirmed previous findings showing improvements in infants' ability to interpret and make predictions about others' failed intentional actions. Importantly, results also indicated that parent-report measures of infants' initiating-joint-attention and self-locomotion abilities were associated with the ability to visually predict the outcome of a failed reaching action. These data support the view that infants' social and motor experiences may contribute to changes in their social--cognitive abilities. In particular, joint-attentive social interactions that occur with increasing frequency as infants learn to crawl and walk may shape infants' understanding of others as intentional agents.

Measuring the quality of movement-play in early childhood education settings: linking movement-play and neuroscience. Archer C, Siraj I. *Eur Early Child Educ Res J.* 2015;23(1):21-42.

This article explores the links between neuroscience research, movement, and neurological dysfunction in relation to young children's learning and development. While policymakers have recognised the importance of early development the role of movement has been overlooked. A small scale study was undertaken in four early years settings in a London Borough in order to investigate whether an intervention resulted in improved movement experiences for children. This is the first study to assess the quality of movement-play using a newly developed measuring scale. Results showed that an intervention does result in improved movement experiences for young children. Consistently enhanced results were found in relation to the vital role of the adult at the two intervention settings. For Vygotsky the adult role is critical to the quality of play and learning for the child (Siraj-Blatchford 2009). There is scope for a larger scale piece of research spread across different sectors in order to further test the validity and reliability of the scale.

A neurobehavioral intervention incorporated into a state early intervention program is associated with higher perceived quality of care among parents of high-risk newborns. McManus BM, Nugent JK. *J Behav Health Serv Res.* 2014;41(3):381-9.

The purpose of this study is to compare two models of early intervention (EI) service delivery-a neurobehavioral intervention and usual care-on parents' perceived quality of EI service delivery. Families of newborns referred to EI were randomly assigned to a neurobehavioral intervention or usual care group and followed until the infant was 12 weeks corrected gestational age. The intervention group (n = 25) received a weekly neurobehavioral intervention. The usual care group (n = 13) received standard weekly home visits. Mothers completed the Home Visiting Index (HVI) measuring the quality of EI service delivery. Mixed linear regression was used to examine group differences in quality scores. The intervention group reported higher quality of care related to facilitating optimal parent-infant social interaction (mean difference = 2.17, 95% CI: 0.41, 3.92). A neurobehavioral model of service delivery can be successfully integrated into EI programming and appears to be associated with higher parent-reported perceived quality.

The Newborn Behavioral Observation (NBO) System as a form of intervention and support for new parents. Nugent JK. *Zero Three.* 2015;36(1):2-10.

The period covering the first three months of life consists of a series of pivotal, life-changing transitions for the infant, for the parents, and for the emerging parent-child relationship. The Newborn Behavior Observations (NBO) system is a relationship-based tool that offers individualized information to parents about their baby's communication strategies and overall development, in order to strengthen the relationship between infants and

Child Development and Brain Development – Selected Journal Articles

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parents. The content and uses of the NBO, the theoretical framework on which it is based, and the growing evidence for its effectiveness as form of support for parents and families will be discussed.

Schemas: a way into a child's world. Arnold C. *Early Child Dev Care*. 2015;185(5):727-741.

This article explores some of the learning of a young child from the age of 8-23 months and considers how identifying schemas or repeated patterns of actions can inform our pedagogic responses. Gabriella was observed using naturalistic observation methods, at home, at her grandparents' home, at parks and using early childhood services. Narrative observations were made using a diary method, her parents and grandparents took photos and she was filmed during periods of deep involvement. Her interest in wholes and parts is explored as is the affordance of each environment for her learning. Gabriella seemed to use a cluster of schemas from early in the study, the most dominant being separating and connecting, which fitted with her interest in wholes and parts. She clearly led her own learning and often set herself challenges.

Stability of child behavioral style in the first 30 months of life: single timepoint and aggregated measures. Parade S, Dickstein S, Schiller M, Hayden L, Seifer R. *Int J Behav Dev*. 2015;39(2):121-129.

The current study examined the stability of temperament over time. Observers and mothers rated child behavior at eight timepoints across three assessment waves (8, 15, and 30 months of age). Internal consistency reliability of aggregates of the eight observer reports and eight mother reports were high. When considering single timepoint assessments, stability of temperament between assessment waves was generally low to moderate in magnitude. When the eight observations were aggregated, rather than when single timepoints were considered, between-wave stability of temperament increased. Mother reports of temperament were generally more stable than observer reports. Results have important methodological implications and suggest multiple observations of child behavior within a single developmental period are necessary to evaluate the stability of temperament over time.

New Additions – Books

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 social-emotional 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.

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 26, ISSUE 9

SEPTEMBER 2015

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Must school include nurse in IEP meetings for medically fragile students? **Page 2**

WASHINGTON WATCH

OSEP letter on autism part of push back against ABA approach; OSEP to offer resources on compliance as complement to results work. **Page 7**

DECISIONS & GUIDANCE

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

Quick Tip

Public entities must modify their policies, practices, or procedures to permit the use of a service animal by an individual with a disability. 28 CFR 35.136(a).

To balance one student's need for a service animal with the safety of students with allergies:

- Don't automatically exclude the service animal.
- Assign the individuals to different locations.
- Avoid isolating students or adults with service animals or those with allergies.

Get additional tips on **page 9**.

COVER STORY

States' Part C improvement plans reflect broad focus on social, emotional outcomes

State early childhood leaders are delving deep into the challenges of, and possible solutions for, improving social and emotional outcomes for infants and toddlers.

Indeed, at several sessions during this year's OSEP Leadership Conference held in Washington, D.C., July 27-29, state IDEA Part C leaders discussed their focus on the emotional health of young children.

Many of them have chosen positive social and emotional skills as a State-Identified Measurable Result as part of their State Systemic Improvement Plan.

It's a well-targeted effort, according to a recent study, which found that children's level of social-emotional competence in kindergarten is predictive of their outcomes even 20 years later.

Read about some of the successes and challenges states are facing in their SIMRs. Also, get tips you can share with teachers at the building level to help young learners develop social and emotional skills through lessons and modeling. **Full story, pages 4-5.**

Involve parents

Learn about resources you can use to create IFSPs that include parent-established priorities for children's social and emotional development. **See page 4.**

HIGHLIGHTS

Eye on Autism: Build in opportunities to communicate

Children with autism can exhibit challenging behavior because they lack communication skills. Find out ways to facilitate kids' communication so they can access what they need, connect with others, and participate in their learning. **Page 3**

Recognize benefits of dual language learning for students

School readiness for children who are dual language learners is tied directly to their mastery of their home language, research shows. This is no less the case for students with disabilities. **Page 6**

Learn 6 components to successful parent partnerships

Grow stronger professional partnerships with parents with these tips from Ann Turnbull of the Beach Center on Disability. **Page 8**

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Infant Mental Health Journal – September/October 2015

ARTICLES

Maternal representations and infant attachment: an examination of the prototype hypothesis (pages 459–468). Sheri Madigan, Erinn Hawkins, Andre Plamondon, Greg Moran, and Diane Benoit

Patterns of emotional availability in mother–infant dyads: associations with multiple levels of context (pages 469–482). M. Verónica Mingo and M. Ann Easterbrooks

The survey of well-being of young children: results of a feasibility study with American Indian and Alaska native communities (pages 483–505). Nancy Rumbaugh Whitesell, Michelle Sarche, Caitlin Trucksess, and The Tribal Early Childhood Research Center Swyc Community of Learning

Personal competencies, social resources, and psychosocial adjustment of primiparous women of advanced maternal age and their partners (pages 506–521). Maryse Guedes and Maria Cristina Canavarro

Attention functioning in children with prenatal drug exposure (pages 522–530). Dominique A. Jaeger, Boris Suchan, Axel Schölmerich, Dominik T. Schneider, and Nina Gawehn

BOOK REVIEWS

Infant/child mental health, early intervention, and relationship-based therapies: a neurorelational framework for interdisciplinary practice (pages 531–532). Jodi K. Dooling-Litfin

The neuroscience of human relationships: attachment and the developing social brain (2nd Edition) (pages 533–535). Halime Tuna Çak Esen, Ilinca Caluser, and James E. Swain

The neurobehavioral and social-emotional development of infants and children (page 536). Donna Wittmer

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Infants and Young Children – October-December 2015

From the Editor. pg. 293

State Licensure/Certification Requirements for Personnel Serving Infants and Young Children With Special Needs and Their Families. pg. 294-307 Chen, Ching-I PhD; Mickelson, Ann M. PhD

Coaching Teachers to Support Child Communication Across Daily Routines in Early Head Start Classrooms. pg. 308-322 Friedman, Mollie PhD; Woods, Juliann PhD

Coaching Conversations in Early Childhood Programs: The Contributions of Coach and Coachee. pg. 323-336 Jayaraman, Gayatri MEd; Marvin, Christine PhD; Knoche, Lisa PhD; Bainter, Sue MA

Enhancing the Communication Abilities of Preschoolers at Risk for Behavior Problems: Effectiveness of a Parent-Implemented Language Intervention. pg. 337-354
Brassart, Elise MD; Schelstraete, Marie-Anne PhD

Effects of the Project Approach on Preschoolers With Diverse Abilities. pg. 355-369
Beneke, Sallee PhD; Ostrosky, Michaelene M. PhD

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Journal of Early Intervention – June 2015

Tina L. Stanton-Chapman and Tiara S. Brown. Facilitating Commenting and Requesting Skills in 3-Year-Old Children with Disabilities. *Journal of Early Intervention* June 2015 37: 103-118.

Andreia Fernandes Azevedo, Maria João Seabra-Santos, Maria Filomena Gaspar, and Tatiana Carvalho Homem. Do Portuguese Preschoolers with High Hyperactive Behaviors Make More Progress Than Those with Low Hyperactivity After Parental Intervention? *Journal of Early Intervention* June 2015 37: 119-137.

Melinda D. Swafford, Kim O. Wingate, Lisa Zagumny, and Dean Richey. Families Living in Poverty: Perceptions of Family-Centered Practices. *Journal of Early Intervention* June 2015 37: 138-154.

Erin Schryer, Elizabeth Sloat, and Nicole Letourneau. Effects of an Animated Book Reading Intervention on Emergent Literacy Skill Development: An Early Pilot Study. *Journal of Early Intervention* June 2015 37: 155-171.

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Zero to Three – September 2015

Supporting Parents Through Relationship-Based Interventions

The Newborn Behavioral Observations (NBO) System as a Form of Intervention and Support for New Parents.
J. Kevin Nugent

Integration of the Newborn Behavioral Observations (NBO) System into Care Settings for High-Risk Newborns.
Beth M. McManus

Influencing Health Policy in the Antenatal and Postnatal Periods: The UK Experience.
Joanna Hawthorne

Let's Meet Your Baby as a Person: From Research to Preventive Perinatal Practice and Back Again, With the Newborn Behavioral Observations.
Susan Nicolson

The Training of Infant Mental Health Practitioners: The Norway Experience.
Kari Slinning and Unni Tranaas Vannebo

Also in this issue:

This Issue and Why It Matters
Stefanie Powers

Building a Model Program for Substance-Exposed Newborns and Their Families: From Needs Assessment to Intervention, Evaluation, and Consultation.
Eda Spielman, Anna Herriott, Ruth Paris, and Amy R. Sommer

Modification of the Preventing Child Abuse and Neglect (PCAN) Curriculum for IDEA Part C Providers. Janice E. Kilburn and Cheri J. Shapiro

In Memoriam – Kathryn E. Barnard

Jargon Buster: A Glossary of Selected Terms