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## Behavioral Issues (updated)

*Building social and emotional skills is an important part of child development. This issue features resources on behavioral issues.*

*Check out the new additions to the collection on pages 13-15!*

## Behavioral Issues – 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](mailto:avlibrary@dshs.state.tx.us).*

### **The ABCs of challenging behavior: understanding basic concepts.**

Meadan H, Ayvazo S, Ostrosky MM. *Young Except Child*. 2016;19(1):1-13.  
Ethan is an adorable two and a half year old boy. His delays are mostly in the language and behavioral domains. His language delays are evident in that he uses a very narrow range of words such as “mom,” “dad,” “cookie,” “more,” and “all done.” Ethan is also an affectionate and social child. He likes to play with his peers and family members, and enjoys being the center of attention. Recently, his parents, John and Anya, have had several conversations with Ethan’s developmental therapist, Amanda, about Ethan’s challenging behaviors. Anya stated that her biggest concern is with Ethan’s screaming and crying. He cries and screams frequently and his parents don’t know what to do to stop this behavior. It affects their entire family. Amanda asked the parents to describe a few situations in which Ethan cries and screams. John said that these behaviors occur every night before bath and many times they decide not to give him a bath so that he will calm down. Anya added that when Ethan’s older brother is playing with a toy, Ethan will frequently cry and scream until his brother gives him the toy. In addition, at times Ethan will burst into a room crying and screaming for no apparent reason. He cries and screams frequently and his parents do not know what to do to stop this behavior.

### **Associations between child behavior problems, family management, and depressive symptoms for mother of children with autism spectrum disorder.**

Kim I, Ekas N, Hock R. *Res Autism Spectr Disord*. 2016;26:80-90.  
Purpose: the purpose of the current study was to examine the relationships between child behavior problems, and mothers’ depressive symptoms and to determine whether family management mediates this relationship.

Methods: We conducted a cross-sectional survey of parents in a southeastern state. Mothers of children with ASD (n = 234) completed self-reported measures of child behavior problems, depressive symptoms, and family management using ad-hoc questions, CES-D-Boston short form, and family management measure (FaMM), respectively. We used a parallel multiple mediator model to address the study hypotheses. Results: Children's behavior problems were significantly associated with mothers' depressive symptoms and with all five subscales of the FaMM. However, only the Family Life Difficulty subscale was a significant predictor of parent depressive symptoms, suggesting that Family Life Difficulty was the only mediator of the association between child behavior problems and mothers' depressive symptoms. After accounting for the mediators, the direct effect of child behavior problems on parent depressive symptoms was non-significant. Conclusion: As the severity of child behavior problems increased, mothers of children with ASD perceived a greater impact of ASD on their family life, which in turn increased the levels of the mothers' depressive symptoms. Family Life Difficulty assesses parent perceptions of the extent to which their child with ASD influences family relationships and routines, suggesting a need for family-centered services that assist the family in maintaining or adapting to their routines.

**Bridging behavioral assessment and behavioral intervention.** Johnson, LD. *Young Except Child*. 2015;18(3):19-35.

Vignette: Kayden recently turned 3 years old. He lives at home with his parents and two older siblings. Kayden started receiving Early Intervention services when he was 2 years old. He was referred for an evaluation by his childcare provider who was concerned that Kayden was not talking and was starting to have more temper tantrums while at the center. Now that Kayden is three, he is continuing to receive Early Childhood Special Education (ECSE) services that are provided through an ECSE itinerant teacher. The ECSE teacher visits Kayden at his childcare center once a week and makes a home visit at least once per month. Recently, Kayden's childcare provider expressed concerns for other children's safety and the amount of time required of their staff to address Kayden's behavior. The ECSE teacher and Kayden's mother are concerned that Kayden will soon be asked to leave the childcare center. Recently, the childcare center adopted a new framework for intervention that is designed to enhance the expertise of the staff at the center to address children's social-emotional development. The ECSE teacher is planning to work within that framework to identify the specific routines that are going well and routines that need additional attention.

**Early identification of social-emotional problems: applicability of the Infant-Toddler Social Emotional Assessment (ITSEA) at its lower age limit.** Sanner N, Smith L, Wentzel-Larsen T, Moe V. *Infant Behav Dev*. 2016;42:69-85.

ITSEA is an often recommended tool for assessment of social-emotional problems and competence delays in children aged 12-36 months, but concerns have been raised about low variability and age-inappropriate questions for children as young as 12 months. This study explored ITSEA's (1) psychometric properties, (2) properties concerning the detection of clinically significant problems and competence delays and (3) discriminant validity at 12 months. A total of 102 children with high versus low risk scores on marker measures of developmental status and parenting stress obtained at 6 months, were selected from a longitudinal population-based study to participate in the present study. Risk status was operationalized as Bayley III Screening Test (Bayley, 2005a). Bayley scales of infant and toddler development: Screening test manual (3rd ed.). San Antonio, TX: Pearson) Composite Subscale scores and Parenting Stress Index total score (PSI, 3rd ed., Abidin, 1995. Parenting Stress Index. Professional manual. (3rd ed.). Odessa, FL: Psychological Assessment Resources). At 12 months, ITSEA was administered to parents as a structured interview to identify guidance needs and to collect qualitative information about the items, and the assessment of developmental level and parenting stress was repeated. All ITSEA domains and subscales were found to be relevant. However, nearly all respondents needed guidance. Moreover, there were substantial floor/ceiling effects on subscale level and one item had to be discarded. ITSEA was used in combination with the Bayley-III Screener and PSI to detect cases with clinically significant scores, with ITSEA making a unique contribution to case detection. Dysregulation problems were the most frequently detected, and the differences between high-risk and low-risk group children and gender differences indicated adequate discriminant validity. The results suggest that ITSEA may be meaningfully applied even among children as young as 12 months.

**Early intervention: tips for preventing challenging behavior.** *Tex Child Q.* 2015;39(3).

[http://www.childcarequarterly.com/winter15\\_story5.html](http://www.childcarequarterly.com/winter15_story5.html). Accessed May 9, 2016.

Challenging behavior rears its head in many ways. Screaming, throwing things, biting, head banging, pinching, and refusal to do daily activities are just a few examples of young children's behaviors that demand adult intervention. One of the best ways to deal with negative behaviors is to apply strategies before children lose control. Use these strategies regularly to help set routines and behavior patterns that let the children in your classroom know what to expect.

**Enhancing the communication abilities of preschoolers at risk for behavior problems: effectiveness of a parent-implemented language intervention.** Brassart E, Schelstraete M. *Infants Young Child.* 2015;28(4):337-354.

Communication deficits are frequently associated with externalizing behavior problems in preschoolers but, in most cases, unsuspected in clinical practice. This exploratory study evaluated the effectiveness of a relatively brief parent-implemented language intervention on preschoolers at risk for behavior problems. Participants were randomly allocated either to an experimental group (n = 16) or to an untreated control group (n = 16). An intervention of eight group sessions, aiming at enhancing parent verbal responsiveness and communication strategies, was implemented over 2 months. Results showed that this intervention created several improvements such as an enhancement of parental responsiveness and a trend toward increased child referential communication abilities and decreased child behavior problems. These effects persisted 6 months after the intervention. Despite some limitations and the need for a replication of these results, the findings highlight the importance of preventive interventions on parent-child communication and interactions in supporting the communication needs of children with externalizing behavior difficulties.

**Helping children manage anger.** *Tex Child Q.* 2015;39(3).

[http://www.childcarequarterly.com/winter15\\_story5.html](http://www.childcarequarterly.com/winter15_story5.html). Accessed May 9, 2016.

Most teachers have dealt with angry outbursts in preschool children. Things can be going along just fine, and suddenly an angry situation erupts, frightening other children and frustrating a teacher working diligently to pursue curriculum goals. Developmentally, children ages 3 to 5 are beginning to understand their emotions but have little or no control over them. While they may have outgrown the toddler temper tantrum, they still can get angry and react in an instant.

**A little bit of the blues: low-level symptoms of maternal depression and classroom behavior problems in preschool children.** Conners-Burrow N, Swindle T, McKelvey L, Bokony P. *Early Educ Dev.* 2015;26(2):230-244.

Research findings: The purpose of this study was to examine the relationship between low-level depressive symptoms in mothers and teacher-reported child behavioral outcomes. Participants included 442 low-income mothers of preschool-age children who were screened for maternal depression by their child's preschool teacher. Teacher reports of child behavior problems were collected on a random sample of the children (n = 264). Of mothers screened for depression, 16.7% reported low-level depressive symptoms (below the cutoff on the screener indicating clinically elevated symptoms). Analyses revealed that children of mothers with low-level depressive symptoms had significantly greater problems with externalizing behavior compared to children of mothers with no depressive symptoms. Practice or policy: Results suggest that children whose mothers experience even low-level depressive symptoms are at risk for problems with behavior, pointing to the need for screening and interventions to address maternal depression at all levels of severity. Early childhood education providers are in an excellent position to support families impacted by symptoms of maternal depression through screening and education, supportive daily interactions, and referrals for services if needed. Teachers can also provide direct support for high-risk children's social and emotional skill development through the provision of sensitive, nurturing care.

**Parent training on generalized use of behavior analytic strategies for decreasing the problem behavior of children with autism spectrum disorder: a data-based case study.** Crone R, Mehta S. *Educ Treat Children.* 2016;39(1):64-94.

Selling variables such as location of parent training, programming with common stimuli, generalization of discrete responses to non-trained settings, and subsequent reduction in child problem behavior may influence the

effectiveness of interventions. The purpose of this study was to evaluate the effectiveness of home- versus clinic-based training to increase the use of discrete applied behavior analytic strategies by parents for decreasing the problem behavior of their children with autism spectrum disorders (ASD) during meal-times. A partially non-concurrent multiple baseline design across dyads was used to document the effects of training procedures. Results of training diverse parent-child dyads to implement a function-based behavior intervention plan demonstrated that the intervention appeared to be clinically effective in increasing parents' use of trained strategies, promoting generalization to the real meal-time routine and decreasing child problem behavior. The magnitude of effect was found to be large. Implications for bridging the research and practice gap are discussed.

**Predictors of behavioral regulation in kindergarten: household chaos, parenting, and early executive functions.** Vernon-Feagans L, Garrett-Peters P, Willoughby M. *Dev Psychol.* 2016;52(3):430-441.

Behavioral regulation is an important school readiness skill that has been linked to early executive function (EF) and later success in learning and school achievement. Although poverty and related risks, as well as negative parenting, have been associated with poorer EF and behavioral regulation, chaotic home environments may also play a role in understanding both early EF and later behavioral regulation at school age. To explore these relationships, a unique longitudinal and representative sample was used of 1,292 children born to mothers who lived in low-wealth rural America who were followed from birth into early elementary school. This study examined whether household chaos, which was measured across the first 3 years of life, predicted behavioral regulation in kindergarten above and beyond poverty-related variables. In addition, this study tested whether parent responsiveness and acceptance behaviors, measured during the first 3 years of life, as well as EF skills, which were measured when children were 3 to 5 years of age, mediated the relationship between early household chaos and kindergarten behavioral regulation. Results suggested that household chaos disorganization indirectly predicted kindergarten behavioral regulation through intermediate impacts on parenting behaviors and children's early EF skills. These findings suggest the importance of early household chaos disorganization, the parenting environment, and early EF skills in understanding behavioral regulation above and beyond poverty-related risks.

**Screening for significant behavior problems in diverse young children living in poverty.** Harris S, Fox R, Holtz C. *J Child Fam Stud.* 2016;25(4):1076-1085.

The development and use of first line screening instruments is an essential first step in assessing behavior disorders in very young children. The Early Childhood Behavior Screen (ECBS) is a parent-report measure for behavior disorders and is normed on young children (1–5 years old) living in poverty. The current study presents psychometric support for the discriminative validity of the ECBS's 10-item Challenging Behavior Scale (CBS) as a first-line screener for externalizing behavior problems for preschool aged-children in poverty. The study's sample included 673 participants (M age years = 2.81; 63.2 % male; 65.8 % African American) that all met the federal definitional standard for living in poverty. A confirmatory factor analysis was run to provide support for the ECBS factor structure. Receiver operating characteristics (ROC) curve analyses were used to test the CBS' ability to distinguish between 428 clinic-referred children and 245 non-clinic-referred children. Results showed an acceptable fit model for the ECBS, providing further evidence of its construct validity. Optimal cut-scores by child age derived from the ROC curve analyses were provided with corresponding levels of sensitivity, specificity, and positive and negative predictive values. Sensitivity rates for cut scores ranged from 0.76 to 0.83 and specificity rates ranged from 0.88 to 0.95. Acceptable test–retest reliability and good internal consistency also was observed. The CBS quickly identifies young children from low-income, urban, diverse populations that may be at-risk for developing significant behavior disorders and should be considered by health care professionals who work with very young children.

**South Korean early childhood education teachers' perceptions of program-wide positive behavior support.** Noh J, Steed E, Kim K. *Infants Young Child.* 2016;29(1):25-36.

The authors conducted a survey of 169 South Korean early childhood education teachers regarding the importance and implementation of strategies associated with the Program-Wide Positive Behavior Support (PWPBS) framework (L. Fox & M. L. Hemmeter, 2009) to support social competence and prevent young children's challenging behavior. Analyses revealed that South Korean early childhood teachers considered the strategies associated with PWPBS to be important; however, they implemented few universal tier practices in their classrooms and reported the presence of few program-wide supports in their early childhood programs.

Based on these results, suggestions for the adoption of PWPBS in South Korea and other countries outside of the United States are presented.

**Systemwide solutions to improve early intervention for developmental-behavioral concerns.** Marks KP, Griffen AK, Herrera P, Macias MM, Rice CE, Robinson C. *Pediatrics*. 2015;136(6):e1492-4.

“Birth to Five: Watch Me Thrive!” (<http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive>) seeks to systematically increase early detection of developmental-behavioral problems among at-risk children, from birth through 5 years. This initiative represents a coordinated effort to increase early screening and detection rates across the health, education, and social service sectors. Although the earliest detection of children who need extra developmental-behavioral support is a laudable goal, these efforts will be for naught without appropriate supports to document follow-up and enrollment into services. To meet the challenge of what happens next, our nation must address its capacity crisis. The leadership issue across sectors is to build the capacity to increase and improve access to evidence-based services that are tailored to child and family needs.

## **Behavioral Issues – DVDs**

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

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

**Facing the challenge: working with children who use challenging behavior.** 140 min. 2007. (DD0305).

The program on these two discs defines challenging behavior, explains developmentally appropriate behavior, why kids misbehave, parents as partners, prevention strategies, behavioral planning, and intervention strategies.

**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. The video describes techniques for dealing with each of the different temperaments.

**Guiding behavior in young children: expert approaches for caregivers and parents.** 30 min. 2011. (DD0427).

Viewers learn why misbehavior occurs, common reactions by caregivers, ways to stop it, and how to create and enforce a plan to bring about desired behavior.

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

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

**How to raise emotionally healthy children: volume 1: babies.** 24 min. 2013. (DD0682).

This DVD teaches parents how to nourish their baby's emotional health right from the start. Featuring common challenges, this program shows parents how to modify their interactions to meet their child's critical emotional needs.

**How to raise emotionally healthy children: volume 2: toddlers.** 23 min. 2013. (DD0683).

Featuring challenges, like public temper tantrums, this program shows parents how to modify their interactions to meet their child's critical emotional needs.

**How to raise emotionally healthy children: volume 3: preschoolers.** 25 min. 2013. (DD0684).

This DVD teaches parents how to support their preschooler's social and cognitive growth. Parents are shown dealing with fighting siblings, a child's need for attention, and power struggles between children and parents.

**I want all the turns: supporting children in resolving problems and conflicts/quiero todos los turnos.** 90 min. 2013. (DD0655).

This program describes how early childhood teachers can support the development of children's problem-solving abilities and other social skills. Preschool teachers use curriculum strategies to encourage problem solving and explain the HighScope conflict resolution process for children. The DVD also offers strategies teachers can use to prevent children from developing bullying behavior patterns in later years.

**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? How can Daniel cope when faced with a death in the family?

**Managing everyday challenges through positive guidance.** 75 min. 2011. (DD0535).

This DVD teaches how to create positive relationships to support young children's social and emotional development. It explains evidence based practices that shape children's behaviors such as designing the classroom, implementing engaging curriculum, intentionally creating routines and schedules to fit the specific needs of the children, and establishing consistent limits and ground rules. Teachers support children in developing social competence by redirecting, listening actively, offering choices and encouragement.

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

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

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

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

**Place of our own: early childhood solutions behavior and emotions.** 119 min. 2008. (DD0325).

Host Debi Gutierrez leads engaging discussions on children's behavior and emotions with parents, caregivers, and child care experts. This program is divided into segments: Conflict resolution – 8 min.; Tantrums – 8 min.; Self control and positive discipline – 8 min.; Separation anxiety – 10 min.; Sharing 7 min. This DVD also includes 17 fun activities to do with children. A DVD-Rom is needed to view the outreach materials in PDF format. This DVD is also available in Spanish as *Los Niños en su casa: soluciones para la primera infancia comportamiento y emociones* (DD0327).

**Positive beginnings: supporting young children with challenging behavior.** 2004. (CR0006).

These two CD-ROM discs contain presentation and print materials. Reproducible training modules cover social and communication development, determining the meaning of challenging behavior, positive behavior interventions and support, teaming to build a behavior support plan, intervention in everyday settings, and supporting families. These materials were designed for use by instructional personnel in higher education institutions and by in-service training personnel who support programs for young children.

**Practical strategies for teaching social emotional skills.** 28 min. 2007. (DD0581).

This DVD highlights strategies and approaches that early childhood personnel and families can use to systematically target social-emotional supports that build young children's skills in a variety of areas including making friends, problem solving, talking about feelings, and managing their emotions.

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

Viewers will learn the skill set that makes up social and emotional development; the value of encouraging creativity and risk taking; levels of social participation; examples of pro-social and antisocial behaviors; and ways caregivers can help children develop these skills.

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

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

**Social skills training and frustration management.** 270 min. 2007. (DD0383).

This DVD is intended for family members and professionals working with individuals with autism spectrum disorders, attention deficit disorders, mood and anxiety disorders, and learning disabilities. Viewers will learn how to de-escalate meltdowns, prevent problems with comprehensive behavior plans, increase motivation to learn social skills, develop strategies to teach and generalize skills, and create accepting peer environments.

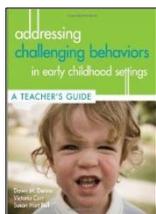
**Social toddler.** 43 min. 2005. (DD0516).

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 program is also available as a streaming video.

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

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

## Behavioral Issues – Books



**Addressing challenging behaviors in early childhood settings: a teacher's guide.** Dawn Denno, 2010. (LB 1060.2 D46 2010).

To prevent and resolve common behavior problems in young children, early childhood teachers need a full understanding of what's behind the behaviors and strategies that really work. This book gives educators practical help by taking a broad view of this critical topic.

**NEW! Addressing young children's challenging behaviors.** 2013. (LC 4019.3 A227 2013 ECI).

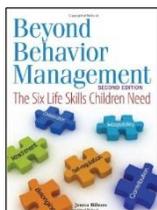
This book provides strategies that address the needs of young children who exhibit challenging behaviors and are served in inclusive settings. It presents the pyramid model of behavior management. One chapter discusses using visual supports to promote appropriate behavior in young children with autism.

**Asperger syndrome and difficult moments: practical solutions for tantrums, rage, and meltdowns,** 2<sup>nd</sup> ed. Brenda Smith Myles and Jack Southwick, 2005. (203.5 M997a 2005 ECI).

This book explains common characteristics of children with Asperger syndrome that may impact behavior. It discusses the rage cycle and how to prevent these difficult moments. It helps teachers and parents understand how to assess and deal with meltdowns.

**Behavior problems in preschool children: clinical and developmental issues**, 2<sup>nd</sup> ed. Susan B. Campbell, 2006. (540 C191b 2006 ECI).

This volume focuses exclusively on children from toddlers through the preschool period. It integrates theory with clinical and developmental research, and presents illustrative case material. It provides practitioners and researchers as well as child psychiatrists, social workers, pediatricians, and nurses an account of this significant stage in the behavioral development of children.



**Beyond behavior management: the six life skills children need**, 2<sup>nd</sup> ed. Jenna Bilmes, 2012. All children, not just those with challenging behaviors, require guidance as they develop the social and emotional skills they will use the rest of their lives. This resource aids early childhood professionals in encouraging the development of six essential life skills: attachment, belonging, self-regulation, collaboration, contribution, and adaptability. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Blended practices for teaching young children in inclusive settings**. Jennifer Grisham-Brown, 2005. (557 G869b 2005 ECI).

This book integrates knowledge about effective practices for teaching young children with and without disabilities. It also provides a systematic approach to preventing and addressing challenging behavior.

**Challenging behaviors in early childhood settings: creating a place for all children**. Susan H. Bell, 2004. (LB 3639 B435c 2004 ECI).

This book is for teachers, child care providers, and other professionals in early childhood settings. It contains strategy-filled resources to help address a wide range of challenging behaviors in students with or without disabilities.

**Child, family, and community: family-centered early care and education**, 6<sup>th</sup> ed. Janet Gonzalez-Mena, 2013. (325 G643c 2013).

This book is about the socialization and education of young children in child rearing, caring, and educational contexts from birth to eight years of age. It also contains information on teaching prosocial skills and the power of adult attention and affirmations in curbing challenging behavior.



**The common sense guide to your child's special needs: when to worry, when to wait, what to do**. Louis Pellegrino, 2012. (LC 3639 P45 2012).

This book responds to the needs of parents who don't have a diagnosis yet or want to explore challenges common across disabilities. It has a chapter on understanding problems with behavioral control and attention skills.

**The connected child: bring hope and healing to your adoptive family**. Karyn Brand Purvis, 2007. (WS 105.5 C3 P986c 2007 ECI).

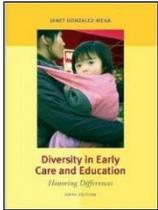
Adoptive parents will learn how to decrease challenging behavior by using proactive strategies.

**The difficult child**. Leslie Tonner and Stanley Turecki, 2000. (515 T934 2000 ECI).

In this book, the author utilizes his experience with thousands of families to offer compassionate, sound, sensible, and practical advice to parents of hard-to-raise children.

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

This book describes for teenage parents how to discipline young children using teaching strategies rather than punishment. It offers the advice and comments of young parents themselves.



**Diversity in early care and education: honoring differences.** Janet Gonzalez-Mena, 2008. (275 G643d 2008 ECI).

This book explores the rich diversity encountered in programs and environments for children, ages birth to 8, including those serving children with special needs. The author considers how the definition of appropriate discipline varies across cultures.

**Dr. Spock's baby and child care,** 9<sup>th</sup> 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 has a special section on common developmental and behavioral challenges.

**The explosive child: a new approach for understanding and parenting easily frustrated, chronically inflexible children,** 2<sup>nd</sup> ed. Ross W. Greene, 2010. (515 G811e 2010 ECI).

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

**Families and positive behavior support: addressing problem behavior in family contexts.** Joseph M. Lucyshyn, 2002. (262.2 F198 2002 ECI).

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

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

This book explains why children with autism have meltdowns. It discusses how to stop meltdowns before they start. It helps parents identify triggers; use functional behavioral assessment to uncover behavior patterns; and improve communication skills. Simple tips and strategies will help improve the quality of life for both the child with autism and their family.

**Guiding young children,** 8<sup>th</sup> 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 challenging behaviors by establishing appropriate limits and understanding why these behaviors occur.

**Help for the hopeless child: a guide for families.** Ronald S. Federici, 2003. (227.2 F293 2003 ECI).

This book consists of a comprehensive, aggressive, and innovative assessment and intervention program for those families with children who have been deemed hopeless or untreatable, both biological and adopted, who present with significant cognitive, emotional, and behavioral disorders.

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

Toddlers and preschoolers are unpredictable, and their antics often keep parents guessing: Why won't my five-year-old eat his veggies? Why does my two-year-old keep biting her sister? Why must I repeat myself every time I tell my daughter to do something? The challenging behaviors of young children can drive even the most patient parents to their wits end. In these pages, parents learn how to cope with and correct many of the most common behavioral problems that little ones demonstrate. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Homespun remedies: strategies in the home and community for children with autism spectrum and other disorders.** Dion E. Betts, 2006. (203.61 B565 2006 ECI).

This book provides creative, practical strategies for helping children with autism spectrum disorders function effectively at home and in the community. It provides solutions for daily struggles such as bathing, feeding, haircuts, and shopping. Common problem areas are listed alphabetically and the author provides practical advice for each one.

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

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

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

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

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

This book explains the various phases that children go through and helps parents understand when to be worried and when to be reassured about their child's behavior. It has a section on discipline strategies for different ages.

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

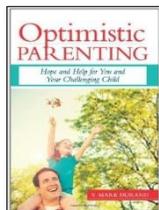
This book uses simple and practical examples to show how to put love and logic principles into practice. Parents will learn how to guide their children into becoming confident, responsible adults.

**Love and logic solutions for kids with special needs.** David Funk, 2002. (556 F982 2002 ECI).

This book uses hundreds of stories and examples to help educators and parents use the love and logic approach when teaching or parenting students with special needs. The book has four parts: setting the foundation, applying love and logic, the human factor, and implementing behavioral interventions.

**No mas berrinches: consejos para lograr la armonia entre padres e hijos.** Meg Eastman and Sydney Craft Rozen, 2001. (540 E13 2001 ECI).

This book in Spanish provides excellent advice and tools for understanding tantrums and whining, learning self-calming techniques, and managing conflict with kids of all ages.



**Optimistic parenting: hope and help for you and your challenging child.** V. Mark Durand, 2011. (WS 350.6 D948 2011).

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

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

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

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

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

**NEW! Parents ask, experts answer: nurturing happy, healthy children.** Tina Nocera, 2014. (WS 105.5 C3 N756p 2014 ECI).

This book presents solutions from a variety of child development experts to common parenting challenges such as discipline, sleep, family relationships, special needs, manners, bullying, siblings, play, friendship, anger, and more.

**Positive discipline A-Z: 1001 solutions to everyday parenting problems.** Jane Nelsen, 2007. (271.7 N424 2007 ECI).

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

**Prevent-teach-reinforce for young children: the early childhood model of individualized positive behavior support.** 2013. (LB 1139 S6 P74 2013 ECI).

This guidebook shows you how to improve the social-emotional development and prevent challenging behaviors of young children in preschool settings by preventing behavior problems, teaching proactive communication and social skills, and reinforcing positive behavior. Drawn from the research and principles of applied behavior analysis and positive behavior support, this book will help you resolve persistent challenging behaviors, address problem behaviors common in younger children, set individualized goals for children, conduct family-centered assessment and intervention, help children with and without disabilities, work effectively with diverse families, and collect reliable data and use it to inform next steps.

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

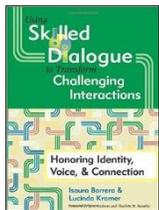
In this book the author addresses the common behavioral problems parents face in molding character in children. She demonstrates with examples from experience how to lead a child through sibling rivalry, how to deal with lying, what to do about crises of divorce and latchkey situations.

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

This book offers parents helpful information on behavioral issues along with information on a variety of critical health concerns. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**The temperament perspective.** Jan Kristal, 2005. (WS 105.5 E5 K920 2005 ECI).

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



**Using skilled dialogue to transform challenging interactions honoring identity, voice, and connection.** Isaura Barrera, 2009. (LB 1139 S6 B37 2009 ECI).

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

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

This concise book helps parents and caregivers find their own solutions to everyday parenting challenges by helping them to understand a child's behavior.

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

This book contains a chapter on helping families address challenging behavior and promote social development. Advice is given to interventionists and educators on how to guide parents in the use of techniques that will reduce the likelihood of problem behavior.

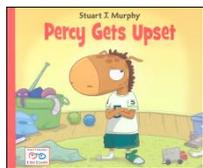
**Young children's behavior: practical approaches for caregivers and teachers.** Louise Porter, 2003. (540 P846 2003 ECI).

This book, which supports the message that a caring relationship is the most powerful tool for guiding young children's behavior, advocates a guidance approach and shows how sensitive, child-centered communication can foster behavior that is thoughtful and considerate in young children. The author presents a wealth of practical information that is effective, sensible, direct, and empathic to young children's needs.

## Behavioral Issues – Children's Books

**Finn throws a fit!** David Elliott, 2009. (805.1 E46f 2009 ECI).

Finn likes peaches usually, but not today. Today Finn doesn't like anything. In this colorful picture book, a cranky toddler has an enormous tantrum.



**Percy gets upset.** Stuart J. Murphy and Tim Jones, ill., 2011. (805.1 M978 2011 ECI).

Mommy and Daddy help their son calm down and feel better when situations during the day make him angry.

## Behavioral Issues – Selected Websites

The American Academy of Family Physicians offers advice on children and behavior

<http://familydoctor.org/familydoctor/en/kids/behavior-emotions.html>

*Challenging behaviors* is a website from Zero to Three aimed at helping parents understand what behavior is typical and how to deal with it. Read it at <http://www.zerotothree.org/child-development/challenging-behavior/>.

Child development: This series of tipsheets from TACSEI, the Technical Assistance Center on Social Emotional Intervention for Young Children, contains valuable information on how to make often challenging events easier to navigate, and even enjoyable, for both caregivers and children. See them at [http://www.challengingbehavior.org/do/resources/making\\_life\\_easier.html](http://www.challengingbehavior.org/do/resources/making_life_easier.html).

*Creating teaching tools* provides teachers with practical strategies that are successful in helping young children with challenging behavior. The tools are provided online by the Center for Effective Mental Health Consultation at Georgetown University. See <http://www.ecmhc.org/TTYC/index.html>.

*Dealing with behavior issues* is a webpage created by the Parent Companion. It lists strategies for dealing with challenging behavior that parents might find helpful. See <http://www.parentcompanion.org/article/dealing-with-behavior-issues>.

*Disruptive behavior disorders* contains information by the American Academy of Pediatrics. See <http://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Disruptive-Behavior-Disorders.aspx>.

*Guidance for effective discipline*, a policy statement by the American Academy of Pediatrics, is available at: <http://pediatrics.aappublications.org/content/101/4/723.full>.

*Mobile and interactive media use by young children: the good, the bad, and the unknown* from the American Academy of Pediatrics was released in January of 2015. It provides guidance for families. See <http://pediatrics.aappublications.org/content/135/1/1.full?sid=382fc7e1-4daa-4316-8850-6a9774174108>.

*Nine steps to more effective parenting* are presented by the Nemours Foundation at [http://kidshealth.org/parent/positive/family/nine\\_steps.html](http://kidshealth.org/parent/positive/family/nine_steps.html).

*Preventing the use of restraint and seclusion with young children* is an issue brief from TACSEI. Read it at [http://www.challengingbehavior.org/do/resources/documents/brief\\_preventing.pdf](http://www.challengingbehavior.org/do/resources/documents/brief_preventing.pdf).

*The six steps of positive behavior support*, a website from TACSEI, explains how to implement a system of positive behavior support. See <http://www.challengingbehavior.org/explore/pbs/process.htm>.

*Sleeping challenges*: The University of Michigan Health System has compiled information about common challenges with children and sleep. See <http://www.med.umich.edu/yourchild/topics/sleep.htm>.

*Strategies for understanding and managing challenging behavior in young children: what is developmentally appropriate – and what is a concern?* is a technical assistance paper from the Early Head Start National Resource Center. Read it at [http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/TA10%5B1%5D.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/TA10%5B1%5D.pdf).

*Temperament*: Infants and toddlers have temperaments, just like older children and adults. This web page presents a list of questions and answers about temperament. See <http://www.zerotothree.org/child-development/temperament-behavior/q-a-temperament.html>.

The Waisman Center, University Center for Excellence in Developmental Disabilities, Behavioral Health Area of Emphasis promotes healthy social and emotional development and provides information on addressing challenging behaviors. See <https://www.waisman.wisc.edu/cedd/emotional.php>.

## New Additions – Audiovisuals

**Baby instructions: crawler to toddler.** 66 min. 2010. (DD0733).

Once they're mobile, children can't be held back from exploring and discovering. The question is, what are the best ways to help them? This video guides parents and caregivers in nurturing child development by offering novel opportunities for play and learning. Topics include gross motor development, fine motor development, early reading skills, language development, the auditory system, communication, focusing attention, mirror neurons, cognitive development, crossing midline, sensory processing, brain development, interacting with technology, developing routines, dressing, encouraging play, and feeding. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Baby instructions: newborn to crawler.** 61 min. 2010. (DD0732).

There's nothing more satisfying than watching a newborn gain awareness and begin to interact with the world. But along with the joy comes plenty of uncertainty and a need for guidance. This video helps parents and caregivers create the best possible environment in which to maximize a baby's learning potential. Topics include gross motor development, reading a baby's cues, tummy time, language development, crawling, communication, fine motor development, bonding, visual development, attachment, the auditory system, behavioral states, sensory processing, brain development, infant massage, reflex development, calming an infant, establishing routines, feeding, encouraging play, and dressing. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Development in practice: activities for babies with Down syndrome.** 76 min. 2007. (DD0716).

This DVD focuses on practical activities to promote development that can be woven into everyday family routines and activities. Section one describes the important elements of development and demonstrates significant behaviors and activities for very young babies. It discusses the principles that can be applied to different areas of development. Section two gives practical advice and activities for supporting the development of skills that may be more difficult for babies with Down syndrome to develop independently. Activities are clearly illustrated by parents and therapists working with young babies with Down syndrome.

**Development in practice: speech and language activities for preschool children with Down syndrome.** 76 min. 2007. (DD0717).

This film explains and demonstrates activities for promoting communication, speech, and language development for preschool children with Down syndrome from 18 months old to 4 years old. It focuses on practical strategies to promote speech and language development that can be woven into everyday play, routines, and activities. The film explores techniques to help children with Down syndrome understand the meanings of words, communicate what they know, and develop clear speech. It also looks at ways to help them learn to read words and sentences, and explains how teaching reading benefits their spoken language.

**Infant milestones.** 30 min. 2012. (DD0726).

Follow an infant's rapid physical development in the first year of life. See how a baby's brain develops and how infants experience the sensorimotor stage of development. This program also provides tips to parents and caregivers for ways to foster the growth and development of young children. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Letting your child's wild side out.** 30 min. 2008. (DD0720).

This program shows how the family of a little girl who is blind embraced early intervention services and apply what they learned from ECI. Five year-old Milagro is shown having fun while skiing, participating in gymnastics, rock climbing, and exploring music. Early intervention specialists can use this program to suggest recreational activities to families with young children who are visually-impaired.

**Side by side mentoring teachers for reflective practice.** 26 min. 2004. (DD0721).

This DVD follows two child care programs as they design a mentoring program to guide their teachers in becoming better observers and curriculum developers. You see the teachers gain skills and confidence in using documentation and a range of art media to guide their planning. They take risks, set up accountability systems, and celebrate accomplishments.

## **New Additions – Books**

**Being with babies: understanding and responding to the infants in your care.** Beverly Kovach, 2008. (LC 4019.3 K88b 2008 ECI).

Each chapter of this book describes an issue that caregivers of infants face every day, then follows the description with scenarios that illustrate the challenge, provides suggested solutions and ends with a review of key points. It is aimed at caregivers of children 6 weeks to 18 months old.

**The best for babies: expert advice for assessing infant-toddler programs.** Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI).

This book shows readers how to nurture the youngest children in child care with nourishing interactions, social-emotional support, boosts for thinking and reasoning skill development, support for language development, appropriate matches between child and activity, opportunities for creative exploration, positive behavior reinforcement, and more.

**Don't hit my Mommy: a manual for child-parent psychotherapy with young children exposed to violence and other trauma,** 2<sup>nd</sup> ed. Alicia F. Lieberman, 2015. (LC 4019.3 H773b 2014 ECI)

This book provides an understanding of Child-Parent Psychotherapy based on the experiences of the past decade in implementing this evidence-based practice. The authors give a voice to traumatized young children.

**Encouraging physical activity in infants.** Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI).

Babies are naturally active and their movements help them explore their environment. They first move involuntarily and then learn to move more independently as their bodies grow stronger. Caregivers can encourage a baby's muscle development, strength and balance with simple activities done with infants as young as six weeks old.

**Simple signing with young children: a guide for infant, toddler, and preschool teachers.** Carol Garboden Murray, 2007. (WV 274 M981s 2007 ECI).

This book was written for teachers of hearing children from birth to age six. The chapter for infants focuses on using beginning signs as a tool for communication, while the toddler chapter focuses on signing to promote expression, enrich vocabulary, and teach social skills. The preschool chapter places an emphasis on using signs to enhance emergent literacy skills.

**Teaching young children with autism spectrum disorder.** Clarissa Willis, 2015. (WS 350.8 P4 W734t 2015 ECI).

This guide is for teachers who work with children who have autism. It explains the major characteristics associated with autism and helps teachers understand the ways children with autism relate to the world. Each chapter offers specific strategies for teachers to use. Topics include helping children learn life skills, learn to play, helping them get along with others, and more.

**Time for a story: sharing books with infants and toddlers.** Amy Brooks Read, 2015. (WS 105.5 C8 R282t 2015 ECI).

This guide helps caregivers explore fun and engaging ways to talk, sing, read, write, and play with young children throughout the day. Readers explore a variety of types and styles of books to address specific early literacy practices. The book helps caregivers plan story-time activities and select appropriate books.

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## Early Childhood Report – May 2016

### Legal Spotlight: You Be The Judge

Does suspension from preschool program trigger prior written notice?

### Washington Watch

OPM extends autism therapy coverage to children of federal employees

### Decisions & Guidance

Read recent legal decisions in early childhood cases

### Cover Story

Coach parents on intervention strategies to build their confidence, expertise

### Highlights

Ensure prior written notice contains details for parents

Eye on Autism: Discuss classification in narrative terms

Use videoconferencing to engage homebound students

Attorneys: Respond quickly to parents' IEE requests

### Quick Tip

Associating academic facts with a musical beat can be a powerful way for students to learn

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### **Infant Mental Health Journal – May/June 2016**

Partner involvement: Negotiating the Presence of Partners in Psychosocial Assessment as Conducted by Midwives and Child and Family Health Nurses (pages 302–312)

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The Picnic Game: Presentation of a Situation of Observation to Assess Family Interactions (pages 235–246)

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Prematurity, Neonatal Health Status, and Later Child Behavioral/Emotional Problems: A Systematic Review (pages 274–288)

Rafaela G.M. Cassiano, Claudia M. Gasparido and Maria Beatriz M. Linhares

A Web-Based Survey of Mother–Infant Bond, Attachment Experiences, and Metacognition in Posttraumatic Stress Following Childbirth (pages 259–273)

Charlotte Williams, Emily Patricia Taylor and Matthias Schwannauer

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## **Young Exceptional Children – June 2016**

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### **Zero to Three – March 2016**

This Issue and Why It Matters.  
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Perinatal Depression Algorithm: A Home Visitor Step-by-Step Guide for Advanced Management of Perinatal Depressive Symptoms.  
Audrey Laszewski, Christina L. Wichnan, Jennifer J. Doering, Kristyn Maletta, and Jennifer Hammel.

Building Equity in the Birth-to-3 System: Who Is in the Room?  
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Quality in Family Child Care Networks: An Evaluation of All Our Kin Provider Quality.  
Toni Porter, Kayla Reiman, Christina Nelson, Jessica Sager, and Janna Wagner

Quality Practices for Working with Infants and Toddlers.  
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Social-Emotional Development, Families, and Mental Health Needs in the Earliest Years.  
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