

ECI Library Matters

Child and Brain Development (updated)

This issue features updated library resources on Child and Brain Development. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to the online library catalog at www.texashealthlibrary.com.

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library requests or questions to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

CDC's "Learn the Signs. Act Early." developmental milestone resources to improve early identification of children with developmental delays, disorders, and disabilities. Abercrombie, J., Wiggins, L., & Green, K. K. (2022) *ZERO TO THREE*, 43(1), 5-12. Approximately 1 in 6 children in the US has a developmental delay, disorder, or disability (DD). Early identification of DDs can help families access services that empower children and families, and it can improve child outcomes. The Learn the Signs. Act Early (LTSAE) Program at the Centers for Disease Control and Prevention (CDC) encourages parents and providers to monitor every child's early development and act when there is a concern. In February 2022, LTSAE released revised materials that include updated developmental milestone checklists to better support ongoing conversations between families and professionals. This article describes the purpose of the checklists and how early childhood professionals can use these free resources to engage families in developmental monitoring.

Connecting inside out: Development of the social brain in infants and toddlers with a focus on myelination as a marker of brain maturation. Schneider, N., Greenstreet, E., & Deoni, S. C. L. (2022). *Child Development*, 93(2), 359-371. <https://doi.org/10.1111/cdev.13649> Early childhood is a sensitive period for learning and social skill development. The maturation of cerebral regions underlying social processing lays the foundation for later social-emotional competence. This study explored myelin changes in social brain regions and their association with changes in parent-rated social-emotional development in a cohort of 129 children (64 females, 0-36 months, 77 White). Results reveal a steep increase in myelination throughout the social brain in the first 3 years of life that is significantly associated with social-emotional development scores. These findings add knowledge to the emerging picture of social brain development by describing neural underpinnings of human social behavior. They can contribute to identifying age-/stage-appropriate early life factors in this developmental domain.

Paid maternal leave is associated with infant brain function at 3 months of age. Brito, N. H., Werchan, D., Brandes-Aitken, A., Yoshikawa, H., Greaves, A., & Zhang, M. (2022). *Child Development*, 93(4), 1030-1043. <https://doi.org/10.1111/cdev.13765> The first months of life are critical for establishing neural connections relevant for social and cognitive development. Yet, the United States lacks

a national policy of paid family leave during this important period of brain development. This study examined associations between paid leave and infant electroencephalography (EEG) at 3 months in a sociodemographically diverse sample of families from New York City (N = 80; 53 males; 48% Latine; data collection occurred 05/2018-12/2019). Variable-centered regression results indicate that paid leave status was related to differences in EEG power (p s < .02, R^2 s > .12). Convergent results from person-centered latent profile analyses demonstrate that mothers with paid leave were 7.39 times as likely to have infants with EEG profiles characterized by increased higher-Hz power (95% CI, 1.9-36.9), potentially reflecting more mature patterns of brain activity.

Parenting stress, child social functioning, and Part C early intervention in predominantly low-income families of children with or at high risk for developmental delay from minoritized racial and ethnic groups.

Kuhn, J., Hickey, E., Lindly, O., Stransky, M., Masaro, M., Patts, G. J., Cabral, H., Crossman, M., Augustyn, M., Feinberg, E., & Broder-Fingert, S. (2023). *Journal of Early Intervention*, <https://doi.org/10.1177/10538151231155406>

In this study, the relationships between child social functioning, parenting stress, and Part C Early Intervention (EI) enrollment were examined in 227 ethnically and racially diverse, low-income families of 15- to 27-month-old children. All toddlers in the sample were identified with or at high risk for developmental delay via universal screening in primary care; 41.4% were enrolled in EI at the time of study data collection and 83.3% ultimately enrolled in EI before turning 3 years old. Generalized linear mixed model results indicated no direct relationship between EI enrollment and parenting stress, but a significant inverse association was found between child social functioning and parenting stress ($\beta = -0.61$, $p = .005$) that was moderated by EI enrollment ($p < .001$). This suggests potential benefits of timely referral and access to EI for families of children at risk of developmental delay in historically underserved communities. Furthermore, exploratory bivariate analyses indicated that clinically elevated parenting stress related to higher worry about the child's development and higher M-CHAT-R/F scores; EI enrollment was related to parents not working outside the home, older age of both parent and child, and lower child social functioning level.

To request full-text copies of journal articles highlighted in the abstracts, please contact the librarian by email: avlibrary@dshs.texas.gov.

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Supporting male caregivers during EI home visits. p. 63-76.
Schumaker-Murphy, M.

Assessing and improving preverbal social communication: Teacher-led naturalistic behavioral developmental interventions. p. 77-91.
Sterrett, K., Freeman, S., Hayashida, K., Kim, J. J., & Paparella, T.

Embedding culturally responsive evaluation within implementation science in early intervention. p. 92-102. Wiegand, S. D., & Brown, J. A.

Supporting language acquisition and peer interaction through guided play in a multilingual classroom. p. 103-112. Bohr, C., & Acar, S.

Enhancing families' capacities to care for young children with neonatal abstinence syndrome through division of early childhood recommended practices. p. 113-123. Rutland, J. H., Hawkins-Lear, S., & Gooden, C. J.

DEC at the intersection: Growing together: Developing a sense of belonging for children of color with disabilities. p. 124. Grays, A. Y.

ZERO TO THREE Journal. Volume 43, Issue 4; June 2023.

Exceptional care for diverse populations. p. 5-12. Buchholz, M., Ashby, B., Ehmer, A., Serrano, V., Kenny, J., Fried, E., Gleason, E., Sandoval, C., & Yuen, J.

University of Minnesota's birth to three clinic: Comprehensive assessment and diagnosis across diverse settings. p. 13-20. Parker-McGowan, Q., Carr, B., Mahoney, M., Dahl, C., Erickson, N., & Kroupina, M.

Perspectives: Breaking new ground Massachusetts' efforts to build diversity-informed, reflective, and relational infant and early childhood systems. p. 21-26. Subramaniam, A., & Oliveira, A. G.

Creating Responsive Educational Avenues for Training Environments in Early Childhood (CREATE EC). p. 27-37. Vermilya, L., Martinez III, R. J.,

Chavarria-González, K., & Qi, C. H.

Equity and early math experiences: Equity-based instructional practices in an early math curriculum for toddlers and preschoolers. p. 38-47. Parlakian, R.

Perspectives: Reflections from the field the role of occupational therapy after perinatal loss. p. 46-49. Rao, A., Hanish, K., Khetani, M. A., & Fischer, H.

The relationship between reflective supervision/consultation and reduced burnout among early education professionals. p. 50-57. Pavkov, T. W., & Wells, L.

Practical Tips And Tools: Managing challenging behaviors with love. p. 58. Parlakian, R., Lerner, C., Kinsner, K., & Gehl, M.

Also In This Issue:

This issue and why it matters. p. 2. Powers, S.

ZERO TO THREE competencies for prenatal to age 5 professionals: Understanding the P-5 competency domains. p. 4.

New Audiovisuals

Watch us grow! Scenes from Highscope infant-toddler programs. DVD. 171 min. 2017. (DD0842)

This two-disc set illustrates the Highscope approach in action through 90 short video clips. These clips show learning experiences, developmental indicators, and teaching practices with young children. It is an engaging learning tool for caregivers of infants and toddlers.

New Books

Caring for our children: National health and safety performance standards guidelines for early care and education programs, 4th ed. 2019. (LB 1139.23 C277 2019)

The fourth edition contains guidelines on the development and evaluation of the health and safety of children in early care and education settings. This guide features 10 chapters of more than 650 standards and dozens of appendixes with valuable supplemental information, forms, and tools.

This title is also available as an eBook.

The early years intervention toolkit: Inclusive activities to support child development. Lind Tallent, 2022. (LB 1115 T147 2022 ECI)

This book provides a range of ready-made activities to enable early years practitioners and health visitors to address observed difficulties in a child's development, prior to starting school. It includes a checklist of observed behaviors which links to a range of effective and engaging activities to support children's development across the three prime foundational areas of learning: communication and language; physical development; and personal, social and emotional development.

Retro toddler: More than 100 old-school activities to boost development. Anne H. Zachry, 2018. (LB 1139 Z16 2018 ECI)

This book includes instructions for developmentally stimulating, screen-free toys that parents and toddlers can make together out of everyday household items. This title is also available as an eBook.

New eBooks

Retro baby: Timeless activities to boost development-without all the gear! Anne H. Zachry, 2019.

Retro baby will help you cultivate a back-to-basics parenting approach, featuring ideas for hands-on activities, instructions for homemade toys, and plenty of encouragement for one-on-one playtime with your baby. You'll save money, reduce household clutter, and, most importantly, boost development and bonding with your little one!

Quirky kids: Understanding and supporting your child with developmental differences. Perri Klass, 2021.

This classic, coauthored by New York Times columnist and pediatrician Dr. Perri Klass, has been fully revised and updated to reflect the recent significant changes in the recognition and care of children whose development doesn't go as expected.

Selected Audiovisuals

Active learning for infant-toddlers. [Streaming](#). 37 min. 2012.

Being with infants: Part 2. DVD. 120 min. 2019. (DD0836)

Infant milestones. DVD or [Streaming](#). 30 min. 2012. (DD0726)

Infant toddler learning environment. DVD. 43 min. 2017. (DD0825)

Life with baby: Parenting from birth to 12 months. DVD. 24 min. 2019. (DD0824)

Magic of everyday moments: Seeing is believing: Series 1. DVD. 23 min. 2014. (DD0685)

Magic of everyday moments: Seeing is believing: Series 2. DVD. 18 min. 2015. (DD0742)

Magic of everyday moments: Seeing is believing: Series 3. DVD. 21 min. 2015. (DD0743)

Magic of everyday moments: Seeing is believing: Series 4. DVD. 23 min. 2015. (DD0744)

Making sense of play. DVD. 130 min. 2015. (DD0789)

The moving child film I: Supporting early development through movement. DVD. 60 min. 2017. (DD0837)

The moving child film III: Developmental movement in the first years. DVD. 60 min. 2019. (DD0838)

Parenting: Emotional health and positive discipline: 7-12 months. DVD. 10 min. 2016. (DD0737)

Parenting emotional health and positive discipline: 7-12 months. (Spanish) DVD. 10 min. 2016. (DD0767)

Parenting: Play and milestones: Birth to 6 months. DVD. 10 min. 2016. (DD0740)

Parenting: Play and milestones: 7 to 12 months. DVD. 11 min. 2016. (DD0741)

Resilience: The biology of stress and the science of hope. (English/Spanish) DVD. 60 min. 2016. (DV1395)

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

Selected Books

ASQ:SE-2 learning activities & more. Elizabeth Twombly, 2018.
(WS 103 T974 2018 ECI)

Baby and toddler basics: Expert answers to parents' top 150 questions. Tanya Altmann, 2018. (WS 103 A465 2018 ECI)

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

Celebrating 50 years of child development research: Past, present, and future perspectives. 2019. (WS 103 C392 2019 ECI)

Child development: Concepts & theories. Jean Mercer, 2018.
(WS 103 M554 2018 ECI)

Coaching parents of vulnerable infants: The attachment and biobehavioral catch-up approach. Mary Dozier, 2019.
(WS 105.5.C3 D755 2019 ECI)

Developing empathy in the early years: A guide for practitioners.
Helen Garnett, 2018. (LB 1139 G235 2018 ECI)

Early childhood intervention: Working with families of young children with special needs. 2017. (LC 4019.3 E12 2018 ECI)

Early social-emotional development: Your guide to promoting children's positive behavior. Nicole M. Edwards, 2018.
(WS 350 E26 2018 ECI)

Emotional life of the toddler. Alicia F. Lieberman, 2018.
(WS 105.5 E5 L716 2018 ECI)

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

Enhancing brain development in infants and young children: Strategies for caregivers and educators. Doris Bergen, 2020.
(WL 300 B495 2020 ECI) This title is also available as an eBook.

Games to play with babies. Jackie Silberg, 2015.
(WS 105.5 P5 S582b 2015 ECI)

Handbook of infant biopsychosocial development. 2015.
(WS 350 H236 2015 ECI)

Handbook of infant mental health, 4th ed. 2019.
(WS 350 Z41h 2019 ECI)

Happiest baby on the block, 2nd ed. Harvey Karp, 2015.
(WS 105.5 C3 K18h 2015 ECI)

**Infant and toddler development and responsive program planning:
A relationship-based approach,** 3rd ed. Donna Sasse Wittmer, 2014.
(LC 4019.3 W832i 2014 ECI)

**Integrating technology into modern therapies: A clinician's guide
to developments and interventions.** Jessica Stone, 2019.
(WS 83 I63 2019 ECI) This title is also available as an eBook.

**Mental health in the early years: Challenges and pathways to
resilience.** Gail L. Ensher, 2020. (WS 350 E59 2020 ECI)

**The natural laws of children: Why children thrive when we
understand how their brains are wired.** Celine Alvarez, 2019.
(WS 103 A473 ECI 2019)

**Nurturing personal, social and emotional development in early
childhood: A practical guide to understanding brain development
and young children's behaviour.** Debbie Garvery, 2018.
(WS 105.5 E5 G244 2018 ECI)

**Pathways to positive parenting: Helping parents nurture healthy
development in the earliest months.** Jolene Pearson, 2016.
(LC 4019.3 P361p 2016 ECI)

**Planning in the moment with young children: A practical guide for
early years practitioners and parents.** Anna Ephgrave, 2018.
(LB 1139 E63 2018 ECI)

The psychology of babies: How relationships support development from birth to two. Lynne Murray, 2014. (WS 105.5 C3 M981 2014 ECI)

Social and emotional development in early intervention: A skills guide for working with children. Mona Delahooke, 2017.
(WS 350 D333 2017 ECI) This title is also available as an eBook.

Talk to me baby! How you can support young children's language development, 2nd ed. Betty Lynn Segal Bardige, 2016.
(LB 1140.5 L3 B246t 2016 ECI)

Thinking critically about child development: Examining myths, mistakes, and misunderstandings. Jean Mercer, 2016.
(WS 103 M554t 2016 ECI)

The toddler brain: Nurture the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to age 5. Laura A. Jana, 2017.
(WS 103 J33 2017 ECI)

Treating infants and young children impacted by trauma: Interventions that promote healthy development. Joy D. Osofsky, 2017. (WA 320 OS83 2017 ECI)

What to expect the first year, 3rd ed. Heidi Eisenberg Murkoff, 2014.
(WS 105.5 C3 M977 2014 ECI)

Why love matters: How affection shapes a baby's brain, 2nd ed. Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI)

Working well with babies: Comprehensive competencies for educators of infants and toddlers. Clare D. Vallotton, 2021.
(LB 1139.23 V193 2021 ECI)

Selected eBooks

Activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016.
Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. Your child's daily

routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs.

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

Six hundred brain-based activity ideas on brain research to enhance any early childhood curriculum are included in this book.

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.

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

This book helps educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with special needs. 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.

Infant mind: Origins of the social brain. Marc H. Bornstein, 2013.

Integrating research from multiple disciplines, this book provides a dynamic and holistic picture of the developing infant mind. Contributors explore the transactions among genes, the brain, and the environment in the earliest years of life. This book probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies.

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.

Selected Websites

The American Academy of Pediatrics (AAP) has created an AAP Parenting Website for parents with trusted advice on how to care for infants and children. For more information, go to healthychildren.org.

Birth to 5: Watch Me Thrive! is a coordinated federal effort to encourage healthy child development and universal developmental and behavioral screening. For more information, go to www.acf.hhs.gov/occ/training-technical-assistance/birth-5-watch-me-thrive

The National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention "Learn the Signs. Act Early." Milestones matter! The NCBDDD's "Learn the Signs. Act Early." program encourages parents and providers to learn the signs of healthy development, monitor every child's early development, and take action when there is a concern. The program offers free checklists and other tools to make developmental monitoring practical and easy. For more information, go to www.cdc.gov/ncbddd/actearly/index.html.

The National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention provides checklists for developmental milestones from birth to five years old. For more information, go to cdc.gov/ncbddd/childdevelopment/index.html

Your Child's Development is a guide offered by ChildCare.gov that provides information for parents with links to resources for the care of the whole child. Access the guide at www.childcare.gov/consumer-education/your-childs-development.

The Federal Interagency Forum on Child and Family Statistics publishes reports, such as America’s Children in Brief: Key National Indicators of Well-Being, 2022. For more information, go to childstats.gov/.

MedlinePlus Child Development, provided by the [National Library of Medicine](#), lists links to extensive full-text information from the [National Institutes of Health](#) and other trusted sources. Visit medlineplus.gov/childdevelopment.html for additional information.

Infant and Newborn Development: MedlinePlus and Toddler Development: MedlinePlus provide information on the development of young children. Go to medlineplus.gov/infantandnewborndevelopment.html for more information.

Texas Health and Human Services Early Childhood Intervention is a statewide program for families with children, from birth up to age 3, with developmental delays, disabilities or certain medical diagnoses that may affect development. Go to hhs.texas.gov/providers/assistive-services-providers/early-childhood-intervention-programs to learn more.

Texas Parent to Parent provides support and information for families of children with disabilities, chronic illness, and other special needs. For more information, go to txp2p.org/.

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