

# OTHER PRACTICES

## REFERENCE

## ABSTRACT

Barnett, S. W. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children*, 5(3), 25-50.

The extent to which early childhood programs produce long-term benefits in children's cognitive development, socialization, and school success is a matter of some controversy. This article reviews 36 studies of both model demonstration projects and large-scale public programs to examine the long-term effects of these programs on children from low-income families. The review carefully considers issues related to research design. It includes studies of preschool education, Head Start, child care, and home visiting programs, and focuses primarily on the effects of program participation on children's cognitive development. Results indicate that early childhood programs can produce large short-term benefits for children on IQ and sizable long-term effects on school achievement, grade retention, placement in special education, and social adjustment. Not all programs produce these benefits, perhaps because of differences in quality and funding across programs. The article concludes with recommendations for future action.

Beckwith, L., Sigman, M.D. (1995). Preventive interventions in infancy. *Child & Adolescent Psychiatric Clinics of North America*, 4(3), 683-700.

Reviews the literature on illustrative conditions that exist in infancy that pose problems for later development, the known developmental pathways between the risk conditions and later adverse outcomes, and the intervention efforts to date. Interventions directed to specific groups at risk in those studies that evaluated effectiveness by comparing randomly assigned intervention groups to control groups are emphasized. It is noted that the studies described are selective and necessarily emphasize successes rather than failures because unsuccessful studies generally remain unpublished. The article addresses questions such as (1) What is preventive intervention during infancy; (2) How does it differ from therapy?; and (3) With what success has it been implemented?

Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Council for exceptional Children*, 71(2), 195-207.

An overview of the many types of studies that fall into the qualitative design genre is provided. Strategies that qualitative researchers use to establish the authors' studies as credible and trustworthy are listed and defined. So that readers will recognize the important contribution qualitative studies have made in the field of special education, a range of well-known and lesser known examples of qualitative research are reviewed. The quality indicators that are important in conducting and evaluating qualitative research are identified. Finally, as an example of the evidence that can be produced using qualitative methods, the authors provide a summary of how 3 studies have provided important information that can be used to inform policy and practice.

Brazelton, T. Berry. (1988) Importance of early intervention. In Euthymia D. Hibbs (Ed.), *Children and families: Studies in prevention and intervention*(pp. 107-120). Madison: International Universities Press.

Infant behavioral patterns parent-infant reciprocity model of behavioral development in infancy interactive model / reciprocity model.

Bremner, G., Fogel, A., (2001). Blackwell handbook of infant development. Blackwell Publishers.

This up-to-date overview of the fast-moving field of infant development covers all the major areas of interest in terms of research, applications, and policy. Each of the 26 chapters is written by a leading international researcher and offers a current review of the theory and research findings in his or her particular area of expertise. The volume is divided into four sections on perception and cognition; social, emotional, and communicative development; risk factors in development; and contexts and policy issues. Integration and coherence across the Handbook are provided by editorial commentaries prefacing each section. It is anticipated that the handbook will provide a thorough overview of the field that will be particularly attractive to graduate students, to advanced undergraduates, and to university teaching staff who teach infancy research but who either do not research the field or who are confident only in a limited area. It is hoped that it will also be attractive to academics who are looking for a high-level treatment of the field that reviews central theoretical and practical issues and cutting-edge research.

Bremner, G., Fogel, A. (2004). Theories of infant development. Malden: Blackwell Publishers.

This volume provides an authoritative, up-to-date survey of theories of infant development. The contributors, who are all leaders in their field, present a wide range of theoretical perspectives on development in infancy. Each one provides advanced treatments of the issues and addresses current theoretical controversies in their area of expertise. The book is divided into three major sections covering the development of perception and action, cognitive development, and social development and communication. Within these sections, each of the book's twelve chapters presents a specific theoretical approach or reviews contrasting theories in a particular area. The editors also provide a preface linking and contextualizing the material.

Bridges, L. J., Grolnick, W. S. (1995). The development of emotional self-regulation in infancy and early childhood. *Social development. Review of personality and social psychology*, 15 (pp. 185-211).

Presents a theoretical perspective on emotional self-regulation and its development / focus on normative changes and individual differences in emotional self-regulation during the infant-toddler period (from birth through approximately 3 yrs of age), with an emphasis on the regulation of negative emotions / perspective is a life-span, developmental one that has been informed by research and theory relevant to older ages as well, and part of our goal in this chapter is to present a perspective that is relevant far beyond early childhood emotional self-regulation: strategies and emotional responsiveness / domain of emotional self-regulation [attachment and emotional self-regulation, self-control and delay of gratification, emotion socialization and emotion control, coping] / development of emotional self-regulation / individual differences in emotional self-regulation / contributors to individual differences in emotional self-regulation [temperamental/constitutional influences, relational influences].

Bruder, M. B. (2000). Renewing the inclusion agenda: Attending to the right variables. *Journal of Early Intervention*, 23(4), 223-230. Retrieved March 17, 2005.

Discusses an inclusion agenda for early childhood intervention services. Such an agenda should be placed at the forefront of future educational planning for young children. The government should help ensure that families and their children receive quality early childhood intervention services embedded in inclusive settings. Further, the government should develop and disseminate effective practices and evidence-based guidelines to direct inclusive program models. The agenda for change must acknowledge the importance of natural environments for infants and toddlers and inclusive community activities for all children. The family's role in orchestrating these experiences must be emphasized.

Bruer, J. T. (2004). An early intervention primer. *Contemporary Psychology: APA Review of Books* (2001), 46(1), 94-96.

Reviews the book "Infants, Toddlers, and Families: A Framework for Support and Intervention" by Martha Farrell Erickson and Karen Kurz-Riemer (see record 1999-04215-000). The authors, early childhood researcher-practitioner-educators attempt to summarize the existing research base for the field of early childhood intervention. They provide a succinct, well-written summary of the history, research base, and current practices in the field. Like many early interventionists, Erickson and Kurz-Riemer are committed to the view that the needs of at-risk children should be addressed early and effectively, not only to ameliorate immediate dangers and disadvantages, but to ensure strong foundations for children's later adjustment and life success. For this reason, research on the longer term consequences of early experience figures centrally in the book. Attachment research points to one obvious leverage point for early intervention. Although Erickson and Kurz-Riemer give us a useful primer, their discussion of attachment research could not be considered highly critical. Generally, they accentuate the positive and eliminate the negative.

Cox, R. D. Normal Childhood development from birth to five years. Preschool issues in autism. Current issues in autism (pp.39-57). New York, NY, US: Plenum Press. xvii, 276 pp.

Presents some of the more important aspects of development during the typical child's first 5 years / focus is on the developmental accomplishments that allow children to function socially and to communicate within their world motor development / cognitive development / social and emotional development [visual and auditory stimuli during infancy and toddler hood, early social interactions: imitation skills in infants, toddlers and their attachment to primary caregivers, beyond attachment: play in the preschool child, social and emotional development and autism] / language and communication.

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Crnic, K. & Harris, V. (1990). Normal development in infancy and early childhood. In J.H. Johnson & J. Goldman (Eds.), Developmental assessment in clinical child psychology: A handbook. Pergamon general psychology series, 163 (pp. 15-37). Elmsford, NY, US: Pergamon Press, Inc.

Details status, individual difference, and process factors in normal development that influence assessment considerations with young children will begin with a necessarily global discussion of normal developmental status parameters across the major developmental areas germane to child assessment: motor skills, language, cognition, morality, emotions, and social skills status considerations will be followed by a discussion of individual differences in developmental expression, with a particular focus on temperament / consideration will be given to the importance of contextual factors that influence developmental status and expression, with an emphasis on the role of the family concludes with a brief discussion of the implications of developmental status, process, and individual differences for clinical child assessment.

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Denham, S. (1998). Emotional development in young children. The Guilford series on Special and emotional development. (P.1-260). New York, NY, US: Guilford Press.

This book explores the very beginnings of emotional competence and development in young children. What do toddlers and preschoolers understand about their own and other people's feelings? What are the connections between emotions, socialization, and healthy relationships? How do changes in other areas of development, like cognition, fuel emotional competencies? What problems ensue when emotional development is delayed, and how can they be ameliorated? Including numerous case studies, original findings, and an extensive review of the literature, this book sheds light on the emotional experience of the very young and points toward directions for future research.

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Dunst, C. J., & Trivette, C. M. (1988). A family systems model of early intervention with handicapped and developmentally at-risk children. In D. R. (. Powell (Ed.), Parent education as early childhood intervention: Emerging directions in theory, research and practice.; parent education as early childhood intervention: Emerging directions in theory, research and practice. annual advances in applied developmental psychology, vol. 3 (pp. 131-179). Westport, CT, US: Ablex Publishing. Retrieved March 17, 2005.

Describes how the Family, Infant and Preschool Program (FIPP) uses social and family systems concepts for conceptualizing early intervention practices, conducting intervention trials, and assessing the manner in which different types of family systems interventions affect child, parent, and family functioning.

Eade, J. (2003). Helping children with aggression and conduct problems: Best practices for intervention. *Clinical Child Psychology & Psychiatry*, 8(4), 559-560

This book provides a thorough and up to date overview of best practice in assessment and intervention for children with aggression and conduct problems up to age 12. The authors present the case for a developmental-multisystemic model of practice. In this context the 'system' represents the internal and external factors that influence a child and behavior is seen as a function of the interaction between subsystems. The model describes how child and environmental factors influence each other in a 'transactional' manner over time. The authors argue that, to be effective, assessment and intervention strategies must take into account the interplay of risk and protective factors in the child, family, social, and contextual life domains. The five parts of the book are grounded in empirical research, well organized with good use of summary tables and examples of assessment tools and clinical handouts, and provides a highly readable, lucid account. The book has been written to appeal to a wide readership and presents as both an excellent educational reference for students and as a comprehensive resource for healthcare professionals working with children and families at risk.

Elkind, D. (1991). Development in early childhood. *Elementary School Guidance and Counseling. Special school counseling services for prekindergarten children*, 26(1), 12-21.

The overestimation of young children's (ages 3 and 4 yrs) competence can lead both to hurrying and to miseducation, both of which are stressful to the child. This hurrying and miseducation make counseling of the children and their parents necessary. The intellectual (preoperations, learning processes), language (verbal precocity), social (acquiring frames, frame rhythms, frame switches, frame clashes), and emotional developmental achievements and limitations of young children are outlined. These represent adult categories of thought and do not represent young children's actual modes (realism, animism, egocentrism) of thought and action.

Enzer, Norbert B; Goin, Kenneth W. (1978). *Social and Emotional Development: The Preschooler*. Oxford, England: Walker & Co. v. 218.

Reviews social and emotional growth in preschool children and discusses disturbances affecting that growth, procedures to assess disturbances, and treatment. Social and emotional disturbances that are related to handicaps--mental retardation, and hearing, visual, and neurological impairment--are examined. Three models of remediation are described: psychiatric, psychoeducational, and behavioral.

Frye, D. (1989). Social and cognitive development in infancy. *European Journal of Psychology of Education. Special Infancy and education: Psychological considerations*. 4(2), 129-139.

Explores the relationship between cognitive and social development in infancy, especially the stage that the two differentiate themselves. Piaget (1951, 1952, 1954) thought the separation occurred around the age of 8 mo, when changes in the baby's ability to combine actions made it possible to begin to communicate with people. In contrast, T. Brazelton's (e.g., T. Brazelton et al, 1974) and C. Trevarthen's (1977) theory holds that social and cognitive development are distinct early on, possibly from birth. The study of when babies discriminate people and objects (e.g., D. Frye et al; see record 1983-25430-001) is one procedure for resolving this issue. Implications are offered for fostering development in infancy.

Gardner, D Bruce. (1964). *Development in early childhood: The preschool years*. Oxford, England: Harper & Row.

The volume is organized in 4 parts. (a) How We Study Children: the historical development of child study as a technical discipline, its current interaction with other professional fields, the technique of child behavior observation. (b) Foundations of Development: the interaction of genetic and environmental forces at all stages of growth, through individuation and generalization; the crucial growth period of infancy (first 2 years). (c) Aspects of Development in the Preschool Years: the main interpenetrating themes of the child's growth from 2 to 6 years of age (physical and motor development, language and communication, intelligent behavior, emotional development): the achievement of selfhood (trust, autonomy, initiative) as the leading thread through all stages and aspects of development, and its essential culmination. (d) The Society of the Preschool Child: the process of the child's socialization in interaction with his cultural heritage, and with his society's institutions and value system.

Gersten, R., Fuchs, L. S., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Council for Exceptional Children*, 71(2), 149-164.

This article presents quality indicators for experimental and quasi-experimental studies for special education. These indicators are intended not only to evaluate the merits of a completed research report or article but also to serve as an organizer of critical issues for consideration in research. We believe these indicators can be used widely, from assisting in the development of research plans to evaluating proposals. In this article, the framework and rationale is explained by providing brief descriptions of each indicator. Finally, we suggest a standard for determining whether a practice may be considered evidence-based. It is our intent that this standard for evidenced-based practice and the indicators be reviewed, revised as needed and adopted by the field of special education.

Gilkerson, L., & Stott, F. (2000). Parent-Child relationships in early intervention with infants and toddlers with disabilities and their families. In C. H. Zeanah Jr. (Ed.), *Handbook of infant mental health* 2nd ed. (pp.588). New York: Guilford Press.

(From the book) The authors provide an overview of the historical roots and philosophical framework of early intervention. This approach to infants and toddlers with disabilities has grown out of the tradition of education rather than health care. As mandated by US government guidelines, early intervention emphasizes values and principles of family-centered services and a belief in natural environments--that is, settings that are natural for the child's age peers--as the primary resource for child development. The authors consider in detail the philosophical similarities and differences in the approaches of early intervention and infant mental health. They point out that although these 2 orientations have come together through a more relational focus on infancy in the past few years, it is clear that considerable misunderstandings and some real differences between the 2 approaches remain. They conclude that exploring similarities and differences in frameworks may enhance our capacity to respond to infants and families in need.

Goin, R. P. (1998). A review of peer social development in early childhood. *Early Child Development & Care*, 142, 1-8.

Reviews literature concerning young children's peer social development. Learning theorists propose that most of children's learning comes from actively imitating or modeling what they see and hear other people say and do. It appears that many researchers assume the legitimacy of this theory, for the literature is saturated with imitative constructs. Well-documented themes in the literature include (1) child/peer vs child/adult interactions, (2) incorporation of toys and games, (3) the influence of mothers, and (4) gender peer preferences. However, several important areas currently lack empirical support, including (1) the role fathers play in children's social development, (2) racial/cultural differences, and (3) mixed-age group interaction.

Gomby, D. S., Lerner, M. B., Stevenson, C. S., Lewit, E. M., & Behrman, R. E. (1995). Long-term outcomes of early childhood programs: Analysis and recommendations. *The Future of Children*, 5(3), 6-24.

Discusses 5 general questions concerning long-term benefits from early childhood preschool programs: (1) What are the long-term outcomes of early childhood programs? (2) What can be learned from the experience of the past 3 decades to help design more effective programs? (3) Can early childhood programs provided in a routine manner on a large scale yield the expected benefits? (4) How applicable are lessons learned from programs that operated 20 or 30 yrs ago to today's world? (5) How can policymakers increase the coherence of the early childhood service system? Following a brief description of the major types of early childhood programs, the remainder of this analysis and recommendations reviews what is known about the effects of early childhood programs on children and their families and considers how those effects come about and why effectiveness varies across programs. It revisits the 5 policy questions raised above and offers recommendations concerning the steps public and private decision makers should take to shape early childhood programs and policies.

Halpern, R. (2000). Early childhood intervention for low-income children and families. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed.) (pp. 361-386). New York, NY: Cambridge University Press.

(From the chapter ) This chapter examines historical experience, recent developments, and ongoing issues facing the field of early childhood intervention for low-income children and families. The discussion includes an assessment of the evidence for the effectiveness of particular approaches; lessons learned and continuing questions about program design; and an assessment of progress made toward the development of coherent early childhood intervention systems at local and state levels. The chapter also examines early childhood intervention in the context of larger trends in the human services. It focuses principally on services for families with children birth to age 3, whose primary objectives are enhanced child rearing and child development, and in some cases improved maternal well-being and child health.

Houck, G. M. (1999). The measurement of child characteristics from infancy to toddlerhood. *Issues in Comprehensive Pediatric Nursing*, 22(2-3), 101-127.

Described the reliability and stability of measures of temperament, social and developmental competence, and self concept in toddlers (aged 8-36 mo). Temperament and development of 126 8-mo infants and their mothers (aged 17-47 yrs) were assessed through laboratory observations at 8, 12, 24 and 36 mo. Administered tests included the Infant Temperament Questionnaire--Revised (W. B. Carey and S. C. McDevitt, 1978), the Toddler Temperament Questionnaire (W. Fullard et al, 1979), the Infant-Child Monitoring Questionnaire (D. Bricker et al, 1991) the Self-Concept Questionnaire (D. Stipek et al, 1990), and the Adaptive Social Behavior Inventory (A. E. Hogan et al, 1992). Results show high stability coefficients for temperament and developmental competence and moderate to high stability coefficients for self concept and social competence at the 4- and 12-mo intervals. Over a 24-mo period, stability coefficients were moderate for temperament and developmental competence, but low for self concept and social competence. Sex differences began to emerge at 24 mo in social competence and self concept, with girls scoring higher. Findings suggest that characteristics can be assessed reliably during early childhood and that intervention is most appropriate during the first 24 mo.

Howes, C., Droege, K., & Phillipson, L. (1992). Contribution of peers to socialization in early childhood. In M. Gettinger, S. N. Elliott, et al. (Eds.), *Preschool and early childhood treatment directions. Advances in school psychology* (pp. 113-150). Hillsdale, NJ, England: Lawrence Erlbaum Associates.

Review research on the development of social competence with peers in early childhood / [discuss] social competence with peers in early childhood by focusing on sequences for the development of social interaction and the development of friendships / [examine] individual differences in young children's peer relations / provide descriptions of the kind of peer interactions and friendships that are normative for young children, the range of individual differences, and indicators of what types of behaviors with peers may indicate that intervention is advisable / examine theoretical and empirical perspectives that help explain social competence and social maladjustment in young children's peer engagement / review strategies for enhancing and intervening in peer relations.

Hyson, M. C. (1994). *The emotional development of young children: Building an emotion-centered curriculum*. New York, NY, US: Teachers College Press. Retrieved March 11, 2005, from PsycINFO (1840-Current).

This book provides readers with an innovative resource that brings together current theory and research into children's early emotional development, and applies this knowledge to practice. Proposing specific teaching strategies that advance children's understanding and appropriate expression of their emotions, Hyson focuses her suggestions for practice through the lens of classroom anecdotes drawn from direct observation. "The Emotional Development of Young Children" will serve as a text in graduate and undergraduate early education courses in curriculum and child development, and as important reading for early childhood teacher educators, teachers, and school and child care administrators.

Kagan, Jerome, Snidman, Nancy, Arcus, Doreen. (1995). The role of temperament in social development. In G. P. Chrousos & R. McCarty et al. (Eds.), *Stress: Basic mechanisms and clinical implications. Annals of the New York Academy of Sciences* (pp. 485-490). New York: New York Academy of Sciences.

Examined distinct patterns of behavior to standard incentives in 4-mo-old infants that predict inhibited and uninhibited [temperament and social behavior] profiles in the 2nd yr of life.

Kent, P. (2003). Pathways to competence: Encouraging healthy social and emotional development in young children. *Behavior Change*, 20(4), 234-235

Reviews the book "Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children," by Sarah Landy. There is growing recognition that a secure attachment, healthy self-esteem, the ability to regulate intense emotions, and the capacity for empathy and prosocial behaviours are important to healthy child development. With this in mind, the book was written by a developmental and clinical psychologist as a reference for child care providers, mental health workers, parents and others working with young children. The book emphasises the importance of both intervention and prevention to support the development of competence in children and there is a strong focus on the importance of attachment relationships between children and parents as the basis for healthy development. The book was developed from the experience of the author in running parenting groups and aims to provide ways to foster children's optimal development, particularly among high risk families. There are 10 chapters in this book. The first examines early childhood development and the effects of temperament. The following chapters look at what are considered to be the nine critical aspects of social and emotional development in children from birth to 6 years.

Killen, M. (1991). Social and moral development in early childhood. In W. M. Kurtines, & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development* (vol.1, 2, 3 (pp. 115-138)). Hillsdale, NJ, England: Lawrence Erlbaum Associates.

Focus of this chapter is on social-cognitive development in early childhood and on some of the studies which have examined social judgment and moral behavior in the preschool period. Theoretical foundations of research on early social and moral development are described followed by an examination of selected research in social and moral development / current research on preschoolers' social interactions and social judgments is discussed / analyze how children resolve conflicts in the preschool setting.

Klinger, L. G., & Dawson, G. (1992). Facilitating early social and communicative development in children with autism. In S. F. Warren, J. E. Reichle, & J. Ernest (Eds.), *Causes and effects in communication and language intervention. Communication and language intervention series* (vol.1) (pp. 157-186). Baltimore, MD, England: Paul H. Brookes Publishing.

Review current research on the development of early social-emotional precursors to language in children without disabilities and in children with autism / propose a psychobiological framework for understanding the impairments observed in children with autism / use this framework to explore methods for facilitating social-emotional development and communication. Reports compelling evidence that certain socially based intervention techniques may be more effective with young children with autism because of the apparently inherent tendency of these children to respond poorly to unpredictable, noncontingent social situations / [discuss] specific techniques that should be effective given this tendency.

Lamb, M. E. (1987). *Development in infancy: An introduction*. New York: Random House.

Our new edition is designed for use as a text in classes at all levels--undergraduate and graduate--as well as in various disciplinary contexts--psychology, education, child development, nursing, and social work for example. Our goal has been to provide a coherent overview of infant development. . . . Throughout, our strategy has been to integrate research and theory in such a way as to give readers an idea of what we consider to be conceptually important and what the empirical data tell us about infants and about developmental processes early in life.

Lamb, M. E. (1988). Social and emotional development in infancy. In M. H. Bornstein, & M. E. Lamb (Eds.), *Developmental psychology: An advanced textbook* (pp.359-410). Hillsdale: Lawrence Erlbaum Associates, Inc.

Major theories and approaches / psychoanalysis and its derivatives / learning theory / ethological-adaptational theory / cognitive-developmental approaches / social cognition milestones in socioemotional development / social smiling / stranger anxiety or wariness / social attachments / fear of heights explanations and interpretations of socioemotional milestones / separation anxiety individual differences in socioemotional development siblings and peers.

Lemery, Kathryn S., Goldsmith, H. Hill, Klinnert, Mary D., Mrazek, David A. (1999). Developmental models of infant and child temperament. *Developmental Psychology*, 35(1), 189-204.

The developmental courses of specific temperamental constructs were explored by using structural equation model fitting. Maternal ratings were obtained from either 2 or 3 different temperament questionnaires for 180 children at 3, 6, 12, 18, 24, 36, and 48 months of age. Several formal structural models were fit in infancy (3-18 months), in the toddler-preschooler period (24-48 months), and across all measurement occasions. In infancy, the autoregressive simplex model fit well for all 4 composites considered: Positive Emotionality, Distress-Anger, Fear, and Activity Level. In contrast to the considerable change in temperament during infancy, temperament appears to be very stable from 24 to 48 months of age, and a common factor model fits well with these data. Across all measurement occasions, models that allowed for stability in temperament to be at least partially mediated through intermediate forms of the trait fit best.

Leonhardt, T. V., & Wright, H. (2001). Disorders of infancy and early childhood. In H. Boone Vance & Andres Pumariega (Eds.), *Clinical assessment of child and adolescent behavior* (pp. 358-382). New York: John Wiley & Sons, Inc.

Summarizes the range of clinical mental health assessment issues involving infants and young children and describes diagnostic concepts, assessment processes, and intervention options currently in use with this population. Topics include: Historical overview, assessment of disorders in infancy and early childhood, special issues in assessment of at-risk populations, diagnosing disorders in infancy and early childhood, interventions and rehabilitation.

Malatesta-Magai, C. (1991). Development of emotion expression during infancy: General course of patterns of individual differences. In Judy Garber & A. Kenneth (Eds.), *The development of emotion regulation and dysregulation. Cambridge studies in social and emotional development* (pp.49-68). New York: Cambridge University Press.

Summarizes and discusses the results of a five-wave longitudinal study from our laboratory that systematically examined the developmental contribution of several infant characteristics and maternal stylistic variables thought to have a direct bearing on emotion expression development and ultimately children's ability to regulate their affective states / in order to chart the course of expressive behavior as it develops over time and to describe and evaluate the role of social input, we chose an interaction paradigm as the method of choice for the collection of data from our work we are now able to offer an account of certain general emotion socialization principles that seem to apply during infancy as well as to comment on some of the sources of individual difference.

Merrell, K. W. (1996). Social-emotional problems in early childhood: New directions in conceptualization, assessment, and treatment. *Education & Treatment of Children*, 19(4), 458-473. Retrieved March 11, 2005, from PsycINFO (1840-Current) database.

Discusses new directions in psychological and education service delivery with the early childhood/preschool population: internalizing and externalizing social-emotional problems, as well as social competence. Conceptualization and development, assessment, and intervention are addressed. In terms of conceptualization and understanding, future efforts that help to better explain developmental pathways (and the paradox of multiple pathways) to specific disorders is needed. In terms of assessment, the great challenge is to develop empirically sound methods of assessment that not only describe with precision but have clear implications for intervention. Future efforts in the area of intervention will need to focus on multi-faceted intervention programs that are effective at changing several aspects of psychopathology in early childhood.

Müller, U., Carpendale, J.I. (2004). From Joint Activity to Joint Attention: A Relational Approach to Social Development in Infancy. In Jeremy Carpendale & Ulrich Müller (Eds.), *Social interaction and the development of knowledge* (pp. 215-238). Mahwah: Lawrence Erlbaum Associates, Inc.

In this chapter, the authors suggest that the controversy over the interpretation of social behaviors in infancy is influenced by largely unrecognized theoretical models and frameworks (Jopling, 1993). They discuss two such frameworks--individualist and relational--and show that these frameworks present widely divergent ways of conceptualizing social development. The authors argue that the individualist framework encounters a variety of conceptual problems, and we suggest that the relational framework is better suited to explain social development. Finally, the authors use the development of gaze following as an example to outline the approach to social development from the perspective of the relational model.

Mundy, Peter, Willoughby, Jennifer. (1996). Nonverbal communication, joint attention, and early socioemotional development. Emotional development in atypical children (pp. 65-87).

Research and theory on the features that distinguish the different nonverbal communication skills that emerge [in early childhood, specifically the 2nd year of life] are discussed/ research and theory connecting these skills to sociocognitive development and language development are also highlighted / the hypothesis, which states that measures of joint attention skill development reflect the tendency to initiate shared affective states vis-à-vis objects or events, is examined / 2 models of how individual differences in this capacity may effect emotional outcome in children are described / in 1 model, the potential effect of the caregiver on the development of affective sharing is described / in another model, the possibility that individual differences in affective sharing in joint attention reflect constitutional factors, as well as environmental effects that are associated with socioemotional outcome is considered.

Odom, S. L., & Wolery, M. (2003). A unified theory of practice in early intervention/ early childhood special education: Evidence-based practices. *Journal of Special Education. Special What Is Special About Special Education?*, 37 (3), 164-173.

Over the last decade, the field of early intervention/early childhood special education (EI/ECSE) has emerged as a primary service for infants and preschool children with disabilities and their families. Systems for providing early intervention for infants and toddlers exist in every state, and all state Departments of Education are responsible for special education for preschool children. In EI/ECSE, a unified theory of practice has emerged and draws from a range of psychological and educational theories. A strong, evidence-based set of practices that service providers and caregivers use to promote the development and well-being of infants and young children with disabilities and their families underlies this theory of practice. The purpose of this article is to describe the tenets of this theory and identify evidence-based practices associated with each.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence based practices. *Council for exceptional children*, 71 (2), 137-148.

This article sets the context for the development of research quality indicators and guidelines for evidence of effective practices provided by different methodologies. The current conceptualization of scientific research in education and the complexity of conducting research in special education settings underlie the development of quality indicators. Programs of research in special education may be viewed as occurring in stages: moving from initial descriptive research, to experimental causal research, to finally research that examines the processes that might affect wide-scale adoption and use of a practice. At each stage, different research questions are relevant, and different research methodologies to address the research questions are needed.

Osofsky, Joy Diniger. (1987). *Handbook of Infant Development* (2nd Ed.). Oxford: John Wiley & Sons.

This second edition of the "Handbook of Infant Development" presents a comprehensive perspective on new and important ideas in the area of infant development. It covers the field, ranging from traditional developmental processes to issues of risk and intervention. Methodological concerns are also stressed. The book should prove valuable as a reference volume for researchers, educators, and students interested in learning about infancy.

Ozonoff, S. & South, M. (2001). Early social development in young children with autism: Theoretical and clinical implications. In G. Bremner & A. Fogel (Eds.), *Blackwell handbook of infant development. Handbooks of developmental psychology* (pp.565-588). Malden: Blackwell Publishers.

Examines several domains of social development, highlighting their distinctive course in autism. While autism is by no means a disorder only of infancy, it first becomes apparent during this period and is characterized by deviations in a number of early developmental domains. The authors review the theoretical and clinical implications of the research conducted on attachment, joint attention, imitation, play, and theory of mind abilities in both autism and typical development. Evidence is summarized suggesting that all but attachment are impaired in children with autism and distinguish them from both typically developing and mentally handicapped but non-autistic comparison subjects. This research, originally embarked upon for purely empirical reasons, has turned out to have very important practical implications. These same behaviors are the most important means of identifying autism in very young children, something that is essential to the best outcome of the disorder. The centrality of early social behaviors to early diagnosis of autism suggests that the domain of social behavior may provide some of the most fruitful leads in the search for primary causal deficits of the condition.

Pellegrini, Anthony D. (1982). Early intervention programs for young children: A review. *Journal of Instructional Psychology*, 9(3), 116-121.

Examines the psychological literature on the intellectual development of children 3 yrs old or younger. Environmental factors that facilitate or retard cognitive development in young children are outlined. Specific early intervention programs (e.g., the Massachusetts Early Education Project Survey, the Brookline Early Education Project, and the Florida Parent Education Program) aimed at facilitating the development of very young children are examined. Results from these programs suggest that the period between birth and 3 yrs is a sensitive period in the cognitive development of the child. Children from deprived environments exposed to intervention programs during this sensitive period usually realized significant cognitive gains. Optimal gains, however, are sustained only when the intervention process takes place in infancy, involves a parent, and is longlasting. Thus 1-yr intervention programs for 2-yr-olds will have only minimal longitudinal benefits.

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Rand, W., Sweeny, M E., Vincent, E L. (1934). *Growth and development of the young child*. Oxford: Saunders.

This textbook contains ten chapters. The first three chapters deal with the infancy period, discussing appearance, general and special behavior, bodily and physiological changes, motor and sensory growth, and care and feeding. The next chapter deals with physical, mental, and emotional growth and the problems arising during transition from infancy to early childhood. Chapters V and VI discuss growth during early childhood, the physical needs and changes, language development, motor coordination, and social and emotional development. Chapter VII discusses the child's biological development; Chapter VIII, prenatal care and the special family problems entailed by pregnancy. The home and family as a background are discussed in the next chapter, with particular emphasis upon socio-psychological factors. The final chapter discusses family relationships, their importance and bearing upon behavior, personality, and psychological development. Each chapter has appended a list of readings and study questions and is well annotated with references. An appendix of growth tables, a bibliography, and an index of authors and of subjects is included.

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Rogers, S. J. (1999). An examination of the imitation deficit in autism. In J. Nadel & G. Butterworth (Eds.), *Imitation in infancy. Other Cambridge studies in cognitive perceptual development*. (pp. 254-283). New York: Cambridge University Press.

Reviews the work on imitation in autism that has occurred since the publication of a paper by S. J. Rogers and B. F. Pennington (1991). In their paper, Rogers and Pennington suggested that motor imitation may be one of the primary deficits in autism, and they provided a model of the potential cascading effects on social development of a primary deficit in motor imitation from the beginnings of life. Rogers and Pennington highlighted 2 subcomponents of imitation that might underlie the imitative deficit in autism, self-other correspondence, and planning/sequencing/ executing of intentional movements. This chapter discusses several recent theoretical approaches that have drawn from findings in autism to address the question of how infants develop awareness of self-other coordination. Finally, it highlights the potential social deficits that could result from primary impairments in the ability to plan, sequence and execute intentional motor movements--praxis.

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Rothbart, M.K. (1991). *Temperament: A developmental framework*. In J. Strelau & A. Angleitner (eds.), *Explorations in temperament: International perspectives on theory and measurement. Perspectives on individual differences*. (pp. 61-74). New York: Plenum Press.

Defined temperament as individual differences in reactivity and self-regulation that are assumed to have a constitutional basis argued that not all individual differences in temperament are present at birth, but that reactive and especially self-regulative processes emerge during early development / review briefly some of the more recent developmental data that allow us to identify basic dimensions of temperamental individuality at the time when they can first be observed in the developing child / chiefly concerned with behavioral development, emphasizing temperamental individuality in emotional, attentional and motor activity during the period of infancy and early childhood / temperamental dimensions we have identified in infancy and early childhood are related to some of the factors identified in the study of adult temperament and personality.

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Rothbart, M.K., Ziaie, H., O'Boyle, C. (1992). Self regulation and emotion in infancy. In N. Eisenberg & R.A. Fabes (Eds.), *Emotion and its regulation in early development*. New directions for child development (pp.110). San Francisco: The Jossey-Bass Education Series.

Examines the development of attentional control as it relates to infants' susceptibility to distress / argue that changes in social interaction are related to developmental changes in attentional control / the combination of newly acquired visual control and body positions provides children with additional means to alleviate distress.

Schaffer, R. (1991). Early social development. In M. Woodhead, R. Carr, et al. (Eds.), *Becoming a person*. Child development in social context (vol.1 pp. 5-29). Florence, KY, US: Taylor & Francis/Routledge.

Some conceptual guidelines / social pre-adaptation [perceptual organization, response organization] / the changing nature of social interaction [face-to-face interaction, topic sharing, person-object integration] / attachment [Bowlby's theory, the 'strange situation,' cognitive processes] / the respective roles of infant and parent [interaction with peers, parental sensitivity].

Scramella, L. V., & Leve, L. D. (2004). Clarifying parent-child reciprocities during early childhood: The early childhood coercion model. *Clinical Child & Family Psychology Review*, 7(2), 89-107. Retrieved March 11, 2005.

Consistent with existing theory, the quality of parent-child interactions during early childhood affects children's social relationships and behavioral adjustment during middle childhood and adolescence. Harsh parenting and a propensity toward emotional overarousal interact very early in life to affect risk for later conduct problems. Less empirical work has evaluated the emergence of early childhood coercive parent-child reciprocities. The proposed early childhood coercion model describes the processes by which coercive parent-child reciprocities emerge. Specifically, the interaction between parenting and infants' propensities toward reactivity influences the development of emotion regulation in children and disciplinary styles in parents. Highly reactive children are expected to experience more difficulty learning to regulate emotions and to evoke harsher parenting. Through a process of mutual reinforcement, harsh parenting, negative emotional reactivity, and poor emotion regulation become coercive parent-child reciprocities during early childhood. The emergence of coercive parent-child interactions further diminishes children's emotional regulatory capacities and affects the formation of peer relationships during kindergarten.

Shonkoff, J. P. (2002). A call to pour new wine into old bottles. *Journal of Early Intervention*, 25(20), 105-107.

In their testimony before the President's Commission on Excellence in Special Education, Mark Wolery and Don Bailey (see record 2003-03250-005) do a masterful job of presenting a broad-based overview of future research needs in the diverse domains of early childhood intervention. Five areas are cited for focused attention in early childhood special education: early identification and eligibility, service delivery, outcome evaluation, infrastructure needs, and the research funding process. As part of this commentary, J. P. Shonkoff offers the next set of challenges for the research agenda.

Spiker, D. (1990). Early intervention from a developmental perspective. In D. Cicchetti & M. Beeghly (Eds.), *Children with Down syndrome: A developmental perspective*. (pp. 424-448). New York: Cambridge University Press.

The historical review that follows will show that a developmental approach toward intervention with children with Down syndrome is a relatively new phenomenon / a developmental approach suggests that the objectives of intervention should focus on promoting optimal functioning in basic areas of development (e.g., cognition, language, social-emotional development, motor development, etc.) early intervention programs for children with Down syndrome / program objectives and strategies / parent involvement in early intervention programs.

Spitz, H. H. (1992). Early childhood intervention. In T. G. Sticht, & M. J. Beeler (Eds.), *The intergenerational transfer of cognitive skills*, vol. 1: Programs, policy, and research issues; vol. 2: Theory and research in cognitive science.; the intergenerational transfer of cognitive skills, vol. 1: Programs, policy, and research issues; vol. 2: Theory and research in cognitive science. cognition and literacy; these volumes are based on papers commissioned for the conference on the intergenerational transfer of cognitive skills (pp. 17-31). Westport: Ablex Publishing.

Considers the theoretical foundations of many early childhood interventions / notes that a conceptualization of human competence as malleable, is by no means new / in fact, this issue is grounded in one of the longest running debates of social science: nature vs. nurture in the development of intellectual ability / expresses concern with many of the conceptual, theoretical, statistical, and ethical practices of the early childhood interventionists / central thesis is that, to date, empirical evidence of the capacity to modify IQ has not been published. Discusses briefly just two of these [early childhood intervention] projects, the Perry Preschool Project and the Milwaukee Project / [discusses] environmental and genetic sources of variance in ability, with special emphasis on the implications of the findings reported by developmental behavioral geneticists.

Sroufe, L. Alan. (1996). *Emotional development: The organization of emotional life in the early years*. Cambridge studies in social & emotional development. Cambridge University Press. (1996). xiii, 263 pp.

In the past, researchers have treated the development of the emotions and the task of emotional regulation as 2 separate topics, the former emphasizing normative questions and the latter emphasizing individual differences. . . . By bringing them under the perspective of development and emphasizing common core processes, "Emotional Development" [examines] both topics. All emotions are expressions of arousal, or "tension": Whether a given emotion can or does occur depends on the developed capacity to generate tension and on the meaning of an event in its context, which changes with age. [This book] reveals the common core processes underlying the emergence of specific emotions and the capacity for emotion regulation [in infancy and early childhood]. It explains the timing of emotional emergence and why emotions function as they do; it also explores individual styles of emotional regulation. Close ties between emotional, cognitive, and social development are discussed as well. This book [is intended for] professors, graduate students, and clinicians who study developmental, cognitive, and social psychology.

Stack, D.M., Poulin-Dubois, D. (1998). *Socioemotional and cognitive competence in infancy: Paradigms, assessment strategies, and implications for intervention*. In Dolores Pushkar & William M. Bukowski (Eds.), *Improving competence across the lifespan: Building interventions based on theory and research*. (pp. 37-57). New York: Plenum Press.

Reviews the status of research in infant competence and the history of assessment and intervention as it applies to the early years. The authors focus on infant socioemotional and cognitive competence and review both existing and promising assessment tools to evaluate competence in infants in these domains. They argue that powerful paradigms and theories developed from research in infancy have important implications and applications to early intervention and have, already to date, been proven influential. The chapter covers the research related to infant assessment and the challenges researchers face, as well as, some of the research directions that are important to pursue. The importance of context and individual differences are underscored.

Super, Charles M., Harkness, Sara. (1991). The development of affect in infancy and early childhood. In D. Wagner & H. Stevenson (Eds.), *Becoming a person: Child development in social context Vol 1* (P. 56-73). Florence: Taylor & Frances/Routledge.

In our view, a satisfactory theory of social and affective development must eventually incorporate three elements: (1) a statement of the thrust of growth universal to our species, (2) a recognition of the expressive behavioral patterns encouraged by culturally regulated socialization for particular situations, and (3) an appreciation of the sequences of developmental events as they occur in the context of the full span of life in this essay we consider aspects of these three points from a comparative perspective / first, we present evidence of the universal emergence of some basic emotional displays, namely happy social play with caretakers and distress at their departure / second, we illustrate the shaping of these universals into patterns of particular cultural significance / third, we discuss the importance of the sequences of emotional learning within a culture in understanding the consequences of early affective socialization / our examples are drawn from a variety of sources and locales, but in the second and third sections we describe in more detail the affective development of children in Kokwet, a Kipsigis community in rural Kenya.

Thakkar, N. P., & Palmes, G. K. (2003). Infant and toddler mental health: Models of clinical intervention with infants and their families. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42(11), 1381-1382. Retrieved March 17, 2005.

The reviewer states that this book (J. Martin Maldonado-Duran [2002]) is carefully edited and the format is easily readable. It is divided into four parts. The international contributors who wrote the 14 chapters offer unique perspectives based on the diversity of their clinical practices. There is an extensive list of references at the end of every chapter for those who wish to further explore the topics presented. The four sections of the book are "Theoretical Framework," "Therapeutic Approaches to Relationships and Their Disturbances," "Therapeutic Approaches to Psychophysiological Disturbances," and "Illustrative Case Examples." There is limited literature on the assessment and management of infants and young children in the context of their families. The reviewer concludes that this book makes an excellent effort to help fill that void. It contributes to the understanding of development and the difficulties present in early childhood through the use of theoretical, experimental, and clinical data.

The Conduct Problems Prevention Research Group. (2002). The implementation of the fast track program: An example of a large-scale prevention science efficacy trial. *Journal of abnormal child psychology*, 30(1), 1-17.

In 1990, the Fast Track Project was initiated to evaluate the feasibility and effectiveness of a comprehensive, multicomponent prevention program targeting children at risk for conduct disorders in four demographically diverse American communities. Representing a prevention science approach toward community-based preventive intervention, the Fast Track intervention design was based upon the available data base elucidating the epidemiology of risk for conduct disorder and suggesting key causal developmental influences. Critical questions about this approach to prevention center around the extent to which such a science-based program can be effective at (1) engaging community members and stakeholders, (2) maintaining intervention fidelity while responding appropriately to the local norms and needs of communities that vary widely in their demographic and cultural/ethnic composition, and (3) maintaining community engagement in the long-term to support effective and sustainable intervention dissemination. This paper discusses these issues, providing examples from the Fast Track project illustrating the process of program implementation and the success of this science-based program at engaging communities in sustainable and effective ways as partners in prevention programming.

Thompson B., Diamond, K. E., McWilliam, R., Snyder, P., & Snyder, S. W. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Council for Exceptional Children*, 71(2), 181-194.

Only true experiments offer definitive evidence for causal inferences, but not all educational interventions are readily amenable to experiments. Correlational evidence can at least tentatively inform evidence-based practice when sophisticated causal modeling or exclusion methods are employed. Correlational evidence is most informative when exemplary practices are followed as regards (a) measurement, (b) quantifying effects, (c) avoiding common analysis errors, and (d) using confidence intervals to portray the range of possible effects and the precisions of the effect estimates.

Thompson, Ross, et al. (2003). Social and Emotional development in infancy. In Richard M. Lerner & M. Ann Easterbrooks et al. (Eds.), *Handbook of psychology: Developmental psychology* Volume 6. New York: John Wiley & Sons, Inc.

Infancy is a period of origins, when a child's capabilities, individuality, and first relationships begin to develop. Early social and emotional development is concerned with developing capacities for emotional expression, sociability, self-understanding, social awareness, self-management, and other facets of socioemotional growth. The authors begin by placing infancy in context. They consider the psychobiological context of temperamental individuality and neurobiological growth that shape early emotions, individuality, and patterns of relating to others. They also consider the contexts of culture and family that shape, and are shaped by, early experiences. In doing so, the interplay of nature and nurture is profiled. Early emotional development and growth of sociability are profiled next, focusing on the importance of emotion to early social interaction and social relationships. Next the authors focus on attachment relationships between infants and their caregivers. The importance of relationships for self-awareness, emotional understanding, empathy, and conscience is then discussed with respect to early representations that are influenced by relational experience. Finally, the implications of research and theory in this field for policy and practice are considered.

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Thompson, Ross. (1991). Emotional regulation and emotional development. *Educational Psychology Review*, 3(4), 269-307.

Reviews literature on the development of emotional (EM) regulatory processes and offers a developmental outline of EM regulation and its relation to EM development throughout the life span. Although the rudiments of EM self-regulatory capabilities are present in infancy, this period is predominated by the influence of caregivers. The parent's direct intervention strategies, selective reinforcement and modeling, affective induction, and ecological control of opportunities to experience and regulate heightened emotion have life-long consequences. Following infancy, caregivers remain significant influences on EM regulation, but their contributions evolve together with the child's growing capacities for EM self-regulation.

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Weatherston, D. J. (2003). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-69. Retrieved March 17, 2005.

This review explores diverse theories that provide the basis and rationale for infant mental health, a relatively new service designed to reduce social and emotional disturbances in infancy and early parenthood. Psychoanalytic theory, attachment theory, social and contextual theories, developmental theories and the work of Donald Winnicott and Daniel Stern contribute to the fundamentals of infant mental health practice, increasing the understanding of development in early childhood and the power of relationships in defining a context for social and emotional growth. Infant mental health practice influences psychotherapeutic changes in early parenthood and the possibility of attachment security in early infancy.

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Widerstrom, A.H., Mowder, B.A., Sandall, S.R. (1991). At-risk and handicapped newborns and infants: In *Development, assessment, and intervention*. Upper Saddle River: Prentice-Hall, Inc.

Here's a unique volume filled with the latest research findings and field techniques for preparing service personnel to better assist newborns and infants at risk for medical, biological, and environmental reasons. Assembling and synthesizing information from special education, health, psychology, and related fields, the book is designed to help readers understand and more effectively treat atypical developmental phenomena. Assuming a multidisciplinary approach to assessment and early intervention of young disabled and at-risk populations, the book addresses all the major issues and trends confronting those who are or will be working with infants and their families and offers complete overviews of the ethical issues and mandates relevant to disabled and at-risk babies. Among its features the guide offers: in-depth examinations of major theories of infant human development; an inside look at the major factors placing a newborn at risk for disability, including both congenital and environmental factors with particular attention paid to those associated with the mother's behavior; a detailed account of health-related problems, congenital disorders, and those problems of development specifically related to motor, cognitive, communicative, and social/emotional domains; [and] discussions on the role of the family in early intervention.

Zeitlin, S., & Williamson, G. G. (1994). *Coping in young children: Early intervention practices to enhance adaptive behavior and resilience*. Baltimore, MD: Paul H. Brookes Publishing Co.

This comprehensive guide describes ways to assist [children who are at risk or have a disability] to integrate and apply their developmental skills for greater flexibility, self-initiation, social reciprocity, and independent problem solving. Early interventionists will learn how to: apply a theoretical frame of reference that describes how children and adults cope; assess a child's coping style; collaborate with parents to develop IFSPs [individualized family service plans] that facilitate adaptive functioning; implement personalized intervention strategies and activities that promote effective coping [and] support parents in selecting activities that enhance family resources. This . . . resource offers a fresh perspective on early intervention and a wealth of case examples, sample forms, and practical guidelines that support child, family, and staff coping. Educators, occupational and physical therapists, speech-language pathologists, psychologists, and health professionals in search of specific ways to help children become more competent and resilient should turn to "Coping in Young Children."

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Ziegenhain, U. (2004). The contribution of attachment theory to early and preventive intervention and to professional training. *Educational & Child Psychology. Special At-Risk Children From Birth to Elementary School Age: Research Findings and Reflections on Intervention from an International Perspective*, 21(1), 46-58.

Especially in the area of early and preventive intervention, attachment theory has proved its practical relevance. The applicability of attachment theory and research has been shown with respect to principles and research findings, as well as intervention programs enhancing young children's socio-emotional development. However, the process of translating knowledge on attachment into practice requires systematic strategies to ensure programs are effective in service delivery. Attachment theory and research have informed the development of early intervention programs.