

REFERENCE AND PRACTICE

	EVIDENCE-BASED PRACTICE	EMERGING PRACTICE	PROMISING PRACTICE	OTHER
Achenbach, T. M. (1997). What is normal? what is abnormal? developmental perspectives on behavioral and emotional problems. In S. S. Luthar, & J. A. Burack (Eds.), <i>Developmental psychopathology: Perspectives on adjustment, risk, and disorder</i> (pp. 93-114). New York: Cambridge University Press.	✓			
Anastasiow, N. J. (1990). Implications of the neurobiological model for early intervention. In S. J. Meisels, & J. P. Shonkoff (Eds.), <i>Handbook of early childhood intervention.; handbook of early childhood intervention</i> (pp. 196-216). New York: Cambridge University Press.	✓			
August, G. J., Lee, S. S., Bloomquist, M. L., Realmuto, G. M., & Hektner, J. M. (2003). Dissemination of an evidence-based prevention innovation for aggressive children living in culturally diverse, urban neighborhoods: The early risers effectiveness study. <i>Prevention Science, 4(4)</i> , 271-286.	✓			
Bagnato, S. J., Suen, H. K., Brickley, D., Smith-Jones, J., & Dettore, E. (2002). Child developmental impact of Pittsburgh's early childhood initiative (ECI) in high-risk communities: First-phase authentic evaluation research. <i>Early Childhood Research Quarterly, 17(4)</i> , 559-580.			✓	
Bailey, D. B. J., Aytch, L. S., Odom, S. L., Symons, F., & Wolery, M. (1999). Early intervention as we know it. <i>Mental Retardation & Developmental Disabilities Research Reviews, 5(1)</i> , 11-20.			✓	
Bailey, D. B., Burchinal, M. R., & McWilliam, R. A. (1993). Age of peers and early development. <i>Child Development, 64(3)</i> , 848-862	✓			
Baker, B.L., Feinfeld, K.A., (2003). Early intervention. <i>Current Opinion in Psychiatry, 16(5)</i> , 503-509.	✓			
Barnett, D. W., Bell, S. H., Bauer, A., Lentz, F. E. J., Petrelli, S., & Air, A. et al. (1997). The early childhood intervention project: Building capacity for service delivery. <i>School Psychology Quarterly: Special Changing teacher and staff behavior to benefit children, 12(4)</i> , 293-315.	✓			
Barnett, D. W., Pepiton, A. E., Bell, S. H., Gilkey, C. M., Smith, J. J., & Stone, C. M. et al. (1999). Evaluating early intervention: Accountability methods for service delivery innovations. <i>Journal of Special Education, 33(3)</i> , 177-188.		✓		
Barnett, S. W. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. <i>The Future of Children, 5(3)</i> , 25-50.				✓
Bayer, J.K.& Sanson, A.V. (2003). Preventing the development of emotional mental health problems from early childhood: Recent advances in the field. <i>International Journal of Mental Health Promotion, 5 (3)</i> , 4-16.		✓		
Beard, K. Y., & Sugai, G. (2004). First step to success: An early intervention for elementary children at risk for antisocial behavior. <i>Behavioral Disorders, 29(4)</i> , 396-409.	✓			
Beckwith, L., Sigman, M.D. (1995). Preventive interventions in infancy. <i>Child & Adolescent Psychiatric Clinics of North America, 4(3)</i> , 683-700.				✓
Beeghly, M. et al. (1995). Specificity of preventative pediatric intervention effects in early infancy. <i>Journal of Developmental and Behavioral Pediatrics, 16(3)</i> , 158-166.	✓			
Blair, C., Peters, R., & Lawrence, F. (2003). Family dynamics and child outcomes in early intervention: The role of developmental theory in the specification of effects. <i>Early Childhood Research Quarterly, 18(4)</i> , 446-467.	✓			
Blair, K.A., et al. (2004). Playing it cool: Temperament, emotion regulation and social behavior in preschoolers. <i>Journal of School Psychology, 42(6)</i> , 419-443.			✓	

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Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. <i>Council for exceptional Children, 71(2)</i> , 195-207.				✓
Brazelton, T. Berry. (1988) Importance of early intervention. In Euthymia D. Hibbs (Ed.), <i>Children and families: Studies in prevention and intervention</i> (pp. 107-120). Madison: International Univerisites Press.				✓
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Bremner,G., Fogel A. (2004). <i>Theories of infant development</i> . Malden:Blackwell Publishers.				✓
Bridges, L. J, Grolnick, W. S. (1995). The development of emotional self-regulation in infancy and early childhood. <i>Social development. Review of personality and social psychology</i> , 15 (pp. 185-211).				✓
Brook, J. S., Brook, D. W., & Whiteman, M. (2003). Maternal correlates of toddler insecure and dependent behavior. <i>Journal of Genetic Psychology, 164(1)</i> , 72-87.	✓			
Brown, W. H., Ragland, E. U., & Fox, J. J. (1988). Effects of group socialization procedures on the social interactions of preschool children. <i>Research in developmental disabilities, 9(4)</i> , 359-376.	✓			
Bruder, M. B. (2000). Renewing the inclusion agenda: Attending to the right variables. <i>Journal of Early Intervention, 23(4)</i> , 223-230.				✓
Bruer, J. T. (2004). An early intervention primer. <i>Contemporary Psychology: APA Review of Books(2001)</i> , 46(1), 94-96.				✓
Burchinal, M. R., Bailey, D. B., & Snyder, P. (1994). Using growth curve analysis to evaluate child change in longitudinal investigations. <i>Journal of Early Intervention, 18(4)</i> , 403-423.	✓			
Calkins, S. D., Gill, K. L., Johnson, M. C., & Smith, C. L. (1999). Emotional reactivity and emotional regulation strategies as predictors of social behavior with peers during toddlerhood. <i>Social Development, 8(3)</i> , 310-334.	✓			
Campbell, F. A., & Ramey, C. T. (1994). Effects of early intervention on intellectual and academic achievement: A follow-up study of children from low-income families. <i>Child Development.Special Children and poverty, 65(2)</i> , 684-698.	✓			
Carta, Judith J., Greenwood, Charles R., Luze, Gayle J., Cline, Gabriel, Kuntz, Susan. (2003). Developing a General Outcome Measure of Growth in Social Skills for Infants and Toddlers. <i>Journal of Early Intervention, 26 (2)</i> , 91-114.		✓		
Carter, A. S., Briggs-Gowan, M. J., & Davis, N. O. (2004). Assessment of young children's social-emotional development and psychopathology: Recent advances and recommendations for practice. <i>Journal of Child Psychology & Psychiatry, 45(1)</i> , 109-134.			✓	
Celia, S. (2004). Interventions with infants and families at risk: Context and culture. <i>Infant Mental Health Journal. Special Amsterdam World Congress: Plenary Papers, 25(5)</i> , 502-507.			✓	
Clarke-Stewart, K et al. (2000). Measuring difficult temperament the easy way. <i>Journal of Developmental & Behavioral Pediatrics, 21(3)</i> , 207-220.	✓			
Cole, K.N., Dale, P.S., Mills, P.E. & Jenkins, J.R. (1993). Interaction between early intervention curricula and student characteristics. <i>Exceptional Children. 60(1)</i> , 17-28.		✓		

	EVIDENCE-BASED PRACTICE	EMERGING PRACTICE	PROMISING PRACTICE	OTHER
Cox, M. A., & Brown, W. H. (2004). Early identification, prevention, and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends, and a call for action. <i>Behavioral Disorders, 29(3)</i> , 224-236.	✓			
Cox, R. D. (1993) Normal Childhood development from birth to five years. Preschool issues in autism. In Eric Schopler & Mary Elizabeth Van Bourgondien (Eds.), <i>Current issues in autism</i> (pp.39-57). New York: Plenum Press.				✓
Crnich, K. & Harris, V. (1990). Normal development in infancy and early childhood. In J.H. Johnson & J. Goldman (Eds.), <i>Developmental assessment in clinical child psychology: A handbook. Pergamon general psychology series</i> , 163 (pp. 15-37). Elmsford, NY, US: Pergamon Press, Inc.				✓
Cyr, C., & Moss, E. (2001). The role of mother-child interactions and the maternal depression during the preschool period in the prediction of the attachment of the child at school age/Le rôle des interactions mère-enfant et de la dépression maternelle à l'âge préscolaire dans la prédiction de l'attachement de l'enfant à l'âge scolaire. <i>Canadian Journal of Behavioural Science, 33(2)</i> , 77-87.	✓			
Da Silva, P. C., Eira, C., Pombo, J., Silva, A. P., Da Silva, L. C., & Martins, F. et al. (2003). Clinical program for treatment of difficulties with relating and communicating, based on the D.I.R. Model/Programa clínico para o tratamento das perturbações da relação e da comunicação, baseado no modelo .D. I. R. <i>Análise Psicológica, 21(1)</i> , 31-39.	✓			
Denham, S. (1998). <i>Emotional development in young children. The Guilford series on Special and emotional development</i> . New York: Guilford Press.				✓
Denham, S.A. & Burton, R. (1996). A social-emotional intervention for at-risk 4-year-olds. <i>Journal of School Psychology, 34(3)</i> , 225-245.			✓	
Dieterich, S. E., Hebert, H. M., Landry, S. H., Swank, P. R., & Smith, K. E. (2004). Maternal and child characteristics that influence the growth of daily living skills from infancy to school age in preterm and term children. <i>Early Education & Development, 15(3)</i> , 283-303.			✓	
Domitrovich, C.E. & Greenberg, M.T. (2004). Preventive interventions with young children: Building on the foundation of early intervention programs. <i>Early Education & Development. Special Prevention Interventions with Young Children, 15 (4)</i> , 365-370.	✓			
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.), <i>Parent education as early childhood intervention: Emerging directions in theory, research and practice</i> (vol. 3) (pp. 131-179). Westport: Ablex Publishing.				✓
Eade, J. (2003). Helping children with aggression and conduct problems: Best practices for intervention. <i>Clinical Child Psychology & Psychiatry, 8(4)</i> , 559-560.				✓
Elkind, D. (1991). Development in early childhood. Elementary School Guidance and Counseling. <i>Special school counseling services for pre-kindergarten children, 26 (1)</i> , 12-21.				✓
Enzer, Norbert B; Goin, Kenneth W. (1978). Social and Emotional Development: <i>The Preschooler</i> . Oxford, England: Walker & Co. v. 218.				✓
Epps, S., & Jackson, B. J. (2000). Emerging ethical perspectives in early childhood. In S. Epps, & B. J. Jackson (Eds.), <i>Empowered families, successful children: Early intervention programs that work</i> (pp. 163-172). Washington: American Psychological Association.			✓	

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Evangelista, N., & McLellan, M. J. (2004). The zero to three diagnostic system: A framework for considering emotional and behavioral problems in young children. <i>School Psychology Review, 33</i> (1), 159-173.		✓		
Fantuzzo, J., Bulotsky, R., McDermott, P., Mosca, S., & Lutz, M. N. (2003). A multivariate analysis of emotional and behavioral adjustment and preschool educational outcomes. <i>School Psychology Review, 32</i> (2), 185-203.		✓		
Fenske, M. A. (2004). Serving early head start children with multiple risks. <i>Dissertation Abstracts International: Section B: The Sciences & Engineering, 64</i> (7-B), 3233.			✓	
Field, Tiffany. (1992). Interventions in early infancy. <i>Infant Mental Health Journal, 13</i> (4), 329-336.			✓	
Fitzgibbons, L. (2004). Differentiating between "normal" developmental difficulties and mental health disturbances among infants, toddlers, and preschoolers. <i>Differentiating Between "Normal" Developmental Difficulties and Mental Health Disturbances Among Infants, Toddlers, and Preschoolers., 49</i> (suppl 4).		✓		
Forness, S.R., Serna, L.A., Kavale,K.A., & Nielsen, E. (1998). Mental health and head start: Teaching adaptive skills. <i>Education & Treatment of Children: Special Severe behavior disorders of children and youth, 21</i> (3), 258-274.	✓			
Fox, L., Dunlap, G., & Powell, D. (2002). Young children with challenging behavior: Issues and considerations for behavior support. <i>Journal of Positive Behavior Interventions.Special Section on Urban Issues, 4</i> (4), 208-217.	✓			
Fox, N.A. & Henderson, H.A. (1999). Does infancy matter? Predicting social behavior from infant temperament. <i>Infant Behavior & Development, 22</i> (4), 445-455.	✓			
Fraser, M. W., Day, S. H., Galinsky, M. J., Hodges, V. G., & Smokowski, P. R. (2004). Conduct problems and peer rejection in childhood: A randomized trial of the making choices and strong families programs. <i>Research on Social Work Practice, 14</i> (5), 313-324.		✓		
Friedman, Fraeda Rebecca. (2002). Aspects of early mother-child interaction that relate to later diagnosed mental disorders. <i>Dissertaion Abstracts International: Section B: The Sciences & Engineering, 62</i> (10-B), 4816.		✓		
Frye, D. (1989). Social and cognitive development in infancy. <i>European Journal of Psychology of Education. Special Infancy and education: Psychological considerations. 4</i> (2), 129-139.				✓
Gagnon, S. G. (2001). Relationships between peer interactive play and school success in four year-old at-risk children. <i>Dissertation Abstracts International: Section B: The Sciences & Engineering, 62</i> (5-B), 2530.	✓			
Gagnon, S. G., & Nagle, R. J. (2004). Relationships between peer interactive play and social competence in at-risk preschool children. <i>Psychology in the Schools, 41</i> (2), 173-189.	✓			
Gardner, D Bruce. (1964). <i>Development in early childhood: The preschool years.</i> Oxford, England: Harper & Row.				✓
Geeraert, L., Van den Noortgate, W., Grietens, H., & Onghena, P. (2004). The effects of early prevention programs for families with young children at risk for physical child abuse and neglect: A meta-analysis. <i>Child Maltreatment: Journal of the American Professional Society on the Abuse of Children, 9</i> (3), 277-291.	✓			

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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. <i>Council for Exceptional Children, 71</i> (2), 149-164.				✓
Gilkerson, L., & Ritzier, T. T. (2005). The role of reflective process in infusing relationship-based practice into an early intervention system. In K.M. Finello (Ed.), <i>The handbook of training and practice in infant and preschool mental health</i> (pp. 427-452). San Francisco, CA: Jossey-Bass.			✓	
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.), <i>Handbook of infant mental health 2nd ed.</i> (pp.588). New York: Guilford Press.				✓
Gimpel, G. A., & Holland, M. L. (2003). <i>Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years</i> . New York, NY: Guilford Press.			✓	
Glascoe, F. P. (1999). Using parents' concerns to detect and address developmental and behavioral problems. <i>Journal of the Society of Pediatric Nurses, 4</i> (1), 24-35.			✓	
Goin, R. P. (1998). A review of peer social development in early childhood. <i>Early Child Development & Care, 142</i> , 1-8.				✓
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. <i>The Future of Children, 5</i> (3), 6-24.				✓
Gorey, K. M. (2001). Early childhood education: A meta-analytic affirmation of the short and long-term benefits of educational opportunity. <i>School Psychology Quarterly, 16</i> (1), 9-30.			✓	
Greenspan, S. I. (1990). Comprehensive clinical approaches to infants and their families: Psychodynamic and developmental perspectives. In S. J. Meisels & J. P. Shonkoff (Eds.), <i>Handbook of early childhood intervention</i> (pp. 150-172). New York, NY: Cambridge University Press.	✓			
Grolnick, W. S., McMenamy, J. M., & Kurowski, C.O. (1999). Emotional self-regulation in infancy and toddlerhood. In L. Balter & C. S. Tamis-LeMonda (Eds.), <i>Child psychology: A handbook of contemporary issues</i> (pp. 3-22). New York, NY: Psychology Press.			✓	
Gullickson, T. (2004). Coping in young children: Early intervention practices to enhance adaptive behavior and resilience. <i>Contemporary Psychology: APA Review of Books, 40</i> (6), 603-604.			✓	
Halpern, R. (2000). Early childhood intervention for low-income children and families. In J. P. Shonkoff & S. J. Meisels (Eds.), <i>Handbook of early childhood intervention (2nd ed.)</i> (pp. 361-386). New York, NY: Cambridge University Press.				✓
Hester, P. P., Baltodano, H. M., Gable, R. A., Tonelson, S. W., & Hendrickson, J. M. (2003). Early intervention with children at risk of emotional/behavioral disorders: A critical examination of research methodology and practices. <i>Education & Treatment of Children, 26</i> (4), 362-381.			✓	
Hill, L. G., Coie, J. D., Lochman, J. E., & Greenberg, M. T. (2004). Effectiveness of early screening for externalizing problems: Issues of screening accuracy and utility. <i>Journal of Consulting & Clinical Psychology, 72</i> (5), 809-820.		✓		
Hinshaw, S. P. (2002). Intervention research, theoretical mechanisms and causal processes related to externalizing behavior patterns. <i>Development & Psychopathology, 14</i> (4), 789-818.	✓			

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Howck, G. M. (1999). The measurement of child characteristics from infancy to toddlerhood. <i>Issues in Comprehensive Pediatric Nursing</i> , 22(2-3), 101-127.				✓
Howes, C., Droege, K., & Phillipson, L. (1992). Contribution of peers to socialization in early childhood. In M. Gettinger & S. N. Elliott, et al. (Eds.), <i>Preschool and early childhood treatment directions. Advances in school psychology</i> (pp. 113-150). Hillsdale, NJ, England: Lawrence Erlbaum Associates.				✓
Hyson, M. C. (1994). <i>The emotional development of young children: Building an emotion-centered curriculum</i> . New York, NY: Teachers College Press.				✓
Hyter, Y. D. (2003). Language intervention for children with emotional or behavioral disorders. <i>Behavioral Disorders</i> , 29(1), 65-76.		✓		
Jakab, I., (2004). Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years. <i>Bulletin of the Menninger Clinic</i> , 68(4), 359.			✓	
Jones, C. W., & Unger, D. G. (2000). Diverse adaptations of single parent, low-income families with young children; Implications for community-based prevention and intervention. <i>Journal of Prevention & Intervention in the Community</i> , 20(1-2), 5-23.			✓	
Kagan, Jerome, Snidman, Nancy, Arcus, Doreen. (1995). The role of temperament in social development. In G. P. Chrousos & R. McCarty et al. (Eds.), <i>Stress: Basic mechanisms and clinical implications. Annals of the New York Academy of Sciences</i> (pp. 485-490). New York: New York Academy of Sciences.				✓
Kaiser, C. E. (1991). Early intervention and family support for children with special developmental challenges. In D. Elkind (Ed.), <i>Perspectives on early childhood education: Growing with young children toward the 21st century</i> . Early childhood education series (pp. 85-97). Washington, DC: National Education Association.		✓		
Kamps, D. M., & Tankersley, M. (1996). Prevention of behavioral and conduct disorders: Trends and research issues. <i>Behavioral Disorders</i> , 22 (1), 41-48.			✓	
Kasari, C., Sigman, M., Yirmiya, N., & Mundy, P. (1993). Affective development and communication in young children with autism. In A. Kaiser & D.B.Gray (Eds.), <i>Enhancing children's communication: Research foundations for intervention</i> . Communication and language intervention series, Vol. 2 (pp. 201-222). Baltimore, MD, England: Paul H. Brookes Publishing.			✓	
Kent, P. (2003). Pathways to competence: Encouraging healthy social and emotional development in young children. <i>Behavior Change</i> , 20(4), 234-235.				✓
Killen, M. (1991). Social and moral development in early childhood. In W. M. Kurtines, & J. L. Gewirtz (Eds.), <i>Handbook of moral behavior and development</i> (vol.1, 2, 3) (pp. 115-138). Hillsdale, NJ, England: Lawrence Erlbaum Associates.				✓
Klein, P. S. (1991). Molar assessment and parental intervention in infancy and early childhood: New evidence. In R. Feuerstein & P. S. Klein (Eds.), <i>Mediated learning experience (MLE): Theoretical, psychosocial and learning implications</i> (pp. 213-239). London, England: Freund Publishing House, Ltd.	✓			

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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.), <i>Causes and effects in communication and language intervention. Communication and language intervention series</i> (vol.1) (pp. 157-186). Baltimore, MD, England: Paul H. Brookes Publishing.				✓
Knoblauch, P. J. (2001). Play therapy in a special education preschool. In A. A. Drewes & L. J. Carey (Eds.), <i>School-based play therapy</i> (pp. 81-101). New York, NY: John Wiley & Sons, Inc.		✓		
Knoff, H. M., Stollar, S. A., Johnson, J. J., & Chenneville, T. A. (1999). Assessment of social-emotional functioning and adaptive behavior. In E. V. Nuttall & I. Romero (Eds.), <i>Assessing and screening preschoolers: Psychological and educational dimensions</i> (2nd ed.) (pp. 126-160). Needham Heights, MA: Allyn & Bacon.		✓		
Kochanska, G., & Aksan, N. (2004). Development of mutual responsiveness between parents and their young children. <i>Child Development</i> , 75(6), 1657-1676.	✓			
Kubicek, Lorraine F., Emde, Robert N., Schmitz, Stephanie. (2001). Temperament, mental development, and language in the transition from infancy to early childhood. In R. N. Emde & J. K. Hewitt (Eds.), <i>Genetic and environmental influences on developmental change</i> (pp. 307-328). London: Oxford University Press.			✓	
Laible, D. J., & Thompson, R. A. (2002). Mother-child conflict in the toddler years: Lessons in emotion, morality, and relationships. <i>Child development</i> , 73(4), 1187-1203.		✓		
Lally, J. R., Mangione, P. L., & Honig, A. S. (1988). The syracuse university family development research program: Long-range impact on an early intervention with low-income children and their families. In D. R. Powell (Ed.), <i>Parent education as early childhood intervention: Emerging directions in theory, research and practice</i> (Vol.3) (pp. 79-104). Westport: Ablex Publishing.	✓			
Lamb, M. E. (1987). <i>Development in infancy: An introduction</i> . New York: Random House.				✓
Lamb, M. E. (1988). Social and emotional development in infancy. In M. H. Bornstein, & M. E. Lamb (Eds.), <i>Developmental psychology: An advanced textbook</i> (pp.359-410). Hillsdale: Lawrence Erlbaum Associates, Inc.				✓
Laucht, M., Esser, G., & Schmidt, M. H. (2001). Differential development of infants at risk for psychopathology: The moderating role of early maternal responsivity. <i>Developmental Medicine & Child Neurology</i> , 43(5), 292-300.		✓		
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Lee, S., & Kahn, J. V. (1997). Measures of child progress and program effectiveness in early intervention. <i>Infant-Toddler Intervention</i> , 7(4), 215-233.	✓			
Lehman, E. B., Steier, A., Guidash, K. M., & Wanna, S. Y. (2002). Predictors of compliance in toddlers: Child temperament, maternal personality, and emotional availability. <i>Early Child Development & Care</i> , 172(3), 301-310.	✓			
Lemery, Kathryn S., Goldsmith, H. Hill, Klinnert, Mary D., Mrazek, David A. (1999). Developmental models of infant and child temperament. <i>Developmental Psychology</i> , 35(1), 189-204.				✓

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Leonhardt, T. V., & Wright, H. (2001). Disorders of infancy and early childhood. In H. Boone Vance & Andres Pumariega (Eds.), <i>Clinical assessment of child and adolescent behavior</i> (pp. 358-382). New York: John Wiley & Sons, Inc.				✓
Lewis, M. D., Zimmerman, S., Hollenstein, T., & Lamey, A. V. (2004). Reorganization in coping behavior at 1_ years: Dynamic systems and normative change. <i>Developmental Science</i> , 7(1), 56-73.		✓		✓
Lieberman, A. F. (2003). The treatment of attachment disorder in infancy and early childhood: Reflections from clinical intervention with later-adopted foster care children. <i>Attachment and Human Development</i> , 5(3) 279-282.		✓		
Lieberman, A. F. (2004). Child-Parent Psychotherapy: A Relationship-Based Approach to the Treatment of Mental Health Disorders in Infancy. In Arnold J. Sameroff et al. (Eds.), <i>Treating parent-infant relationship problems: Strategies for intervention</i> (pp. 97-122). New York: Guilford Press.			✓	
Loh, E., Wragg, J. (2004). Developmental Perspective. In K. N. Dwivedi & P. B. Harper (Eds.), <i>Promoting the Emotional well-being of children and adolescents and preventing their mental ill health: A handbook</i> (pp. 29-48). Philadelphia: Jessica Kingsley Publishers, Ltd.			✓	
Lynch, K. B., Geller, S. R., & Schmidt, M. G. (2004). Multi-year evaluation of the effectiveness of a resilience-based prevention program for young children. <i>Journal of Primary Prevention</i> , 24(3), 335-353.		✓		
Mahoney, G., & Perales, F. (2003). Using relationship-focused intervention to enhance the social-emotional functioning of young children with autism spectrum disorders. <i>Topics in Early Childhood Special Education</i> . 23(2), 77-89.			✓	
Mahoney, G., Robinson, C., & Powell, A. (1992). Focusing on parent child interaction: The bridge to developmentally appropriate practices. <i>Topics in Early Childhood Special Education</i> , 12(1), 105-120.	✓			
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Odom, S. L., & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practices. <i>Journal of Special Education. Special What Is Special About Special Education?, 37</i> (3), 164-173.				✓
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. <i>Council for exceptional children, 71</i> (2), 137-148.				✓

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Odom, S. L., Strain, P. S. (2002). Evidence-based practice in early intervention/early childhood special education: Single-subject design research. <i>Journal of Early Intervention, 25</i> (2), 151-160.				✓
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Ramey, C. T., & Ramey, S. L. (1992). Effective early intervention. <i>Mental retardation, 30</i> (6), 337-345.	✓			
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Slater, Alan & Bremner, Gavin. (1989). <i>Infant Development</i> . Hillsdale: Lawrence Erlbaum.				✓
Smith, Barbara J; Strain, Phillip S; Snyder, Patricia; Sandall, Susan R; McLean, Mary E; Broudy Ramsey, Alison; Carl Sumi, W. (2002). DEC recommended practices: A review of 9 years of EI/ECSE research Literature. <i>Journal of Early Intervention</i> , 25(2), 108-119.				✓
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Spiker, Donna. (1982). Parent involvement in early intervention activities with their children with Dowb's Syndrome. <i>Education & Training of the Mentally Retarded</i> , 17(1), 24-29.			✓	
Spitz, H. H. (1992). Early childhood intervention. In T. G. Sticht, & M. J. Beeler (Eds.), <i>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</i> (pp. 17-31). Westport: Ablex Publishing.				✓
Squires, J. K. (2000). Identifying social/emotional and behavioral problems in infants and toddlers. <i>Infant-Toddler Intervention</i> , 10(2), 107-119.	✓			
Squires, J., Bricker, D., & Twombly, E. (2004). Parent-completed screening for social emotional problems in young children: The effects of risk/disability status and gender on performance. <i>Infant Mental Health Journal</i> , 25(1), 62-73.		✓		
Squires, J., Bricker, D., Heo, K., & Twombly, E. (2001). Identification of social-emotional problems in young children using a parent-completed screening measure. <i>Early Childhood Research Quarterly</i> , 16(4), 405-419.		✓		
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St Pierre, R. G., Layzer, J. I., Goodson, B. D., & Bernstein, L. S. (1999). The effectiveness of comprehensive, case management interventions: Evidence from the national evaluation of the comprehensive child development program. <i>American Journal of Evaluation</i> , 20(1), 15-34.				✓
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Svanberg, P. O. G. (1998). Attachment, resilience and prevention. <i>Journal of Mental Health (UK)</i> , 7(6), 543-578.	✓			
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Thomas, J. M. & Clark, R. (1998). Disruptive behavior in the very young child: Diagnostic classification: 0-3 guides identification of risk factors and relational interventions. <i>Infant Mental Health Journal. Special 6th World Congress, World Association of Infant Mental Health, 19(2)</i> , 229-244.			✓	
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. <i>Council for Exceptional Children, 71(2)</i> , 181-194.				✓
Thompson, Ross, et al. (2003). Social and Emotional development in infancy. In Richard M. Lerner & M. Ann Easterbrooks et al. (Eds.), <i>Handbook of psychology: Developmental psychology Volume 6</i> . New York: John Wiley & Sons, Inc.				✓
Thompson, Ross. (1991). Emotional regulation and emotional development. <i>Educational Psychology Review, 3(4)</i> , 269-307.				✓
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Weiss, H. (2004). Growing up in poverty as a developmental risk: Challenges for early intervention. <i>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)</i> , 8-19.	✓			
Weissberg, R.P., Kumpfer, K.L. & Seligman, M. (2003). Prevention that works for children and youth: An introduction. <i>American Psychologist. Special Prevention that works for children and youth, 58(6-7)</i> , 425-432.		✓		
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