

Hohmann, Mary; Weikart, David P.

Active Learning: The Way Children Construct Knowledge

PUBLISHER: Ypsilanti, MI: High/Scope, 1995, 5 pp.

GENERAL NOTE: Highlights the High/Scope model, key concepts and strategies for encouraging learning, social interaction and problem solving in early childhood settings including staff development tips.

WEBSITE: www.highscope.org

Miller, K.

Ages and Stages: Developmental Descriptions and Activities Birth through Eight Years

PUBLISHER: Chelsea, MA: Telshare Publishing Co., 1992, 153 pp.

GENERAL NOTE: Focuses on different developmental stages and behaviors of children in group child care situations in order to demonstrate what one can expect of "typical" children of various ages.

WEBSITE: www.ghbooks.com/viewpub.cfm?code=TELS

Lyon, G. Reid; Krasnegor, Norman A.

Attention, Memory, and Executive Function

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 453 pp.

GENERAL NOTE: Examines roles of cognitive functions in child's development, gives strategies to assess and remediate cognitive disabilities, reading and attention disorders. Explores use of cognitive strategies to guide learning and provides instructional examples for teaching organization and planning skills.

WEBSITE: www.brookespublishing.com

Wright, Karen

Babies, Bonds, and Brains

PUBLISHER: Boone, IA: Discover, Oct. 1997, 5 pp.

GENERAL NOTE: Discusses importance of contact with attachment figure in early childhood, which has powerful effects on the activity of stress-response systems and the ability to learn in babies and young children. Later experiences can redirect emotional and behavioral development, even in adulthood.

Levy, Janine

The Baby Exercise Book: For the First Fifteen Months

PUBLISHER: New York, NY: William Collins & Sons Co., 1975, 127 pp.

GENERAL NOTE: Discusses and illustrates developmental reflexes and the impact of cerebral palsy and other neurological disorders on reflexive behavior and movement for therapists, health care providers and others working with child and adults with disabilities.

BANANAS, Inc.

BANANAS Growing Together Handout: Living with Ones and Twos

PUBLISHER: Oakland, CA: BANANAS, Inc., 2000, 4 pp.

GENERAL NOTE: Discusses developmental and behavioral issues in dealing with children one and two years old. Stresses the importance in a child's development of parents, family, friends, and caregivers in providing infants and young children with positive emotional, physical, and intellectual experiences.

WEBSITE: www.bananasinc.org

BANANAS, Inc.

BANANAS Growing Together Handout: Setting Limits

PUBLISHER: Oakland, CA: BANANAS, Inc., 1999, 4 pp.

GENERAL NOTE: Discusses setting limits, also known as discipline, promoting cooperation, making kids mind, and gives strategies to help.

WEBSITE: www.bananasinc.org

Edelman, Larry; ENRICH Project, JFK Partners, Univ. of CO Health Services Center

Being a Kid

PUBLISHER: Denver, CO: Western Media Products, video: 6 min.

GENERAL NOTE: Illustrates provision of services for infants and toddlers in everyday activities and places. Shows therapist and family working collaboratively to integrate functional therapy goals into everyday routines.

WEBSITE: www.media-products.com

Illig, David C.

Birth to Kindergarten: The Importance of the Early Years - A Comprehensive Review of the Literature and a Series of Policy Options for Early Childhood Interventions in Response to a Request by Senator Dede Alpert

PUBLISHER: Sacramento, CA: CA State Library, 1998, 58 pp.

GENERAL NOTE: Examines literature identifying associations between children's outcomes and early family experiences, research into brain development related to cognitive and behavioral development before age five, examines early evaluations of early childhood intervention strategies, reviews early childhood programs run by federal and CA state governments, and identifies policy issues and options to consider in proposing early childhood interventions.

WEBSITE: www.library.ca.gov

Lally, Ron

Brain Development in Infancy

PUBLISHER: San Francisco, CA: WestEd, 1996, 4 pp.

GENERAL NOTE: Gives summary of book "Inside the Brain" by R. Kotulak et al, 1996, and writings of B. Perry in "The Advisor" 6 (1&2) 1993. Discusses growth of synapses, brain neurotransmitters, impact of the environment on genes and brain functioning, and impact of stress and trauma on brain development.

WEBSITE: www.wested.org

Dodge, Diane Trister; Heroman, Cate

Building Your Baby's Brain: A Parent's Guide to the First Five Years

PUBLISHER: Washington, DC: Teaching Strategies, Inc., 1999, 48 pp.

GENERAL NOTE: Discusses what scientists know about a baby's brain and what parents can do to help their baby's brain to grow in the first five years.

WEBSITE: www.teachingstrategies.com

Brower, Colleen, et al.

Caring for Connecticut's Children: A Handbook for Parents and Caregivers of Young Children, Vol. 2 - Promoting Healthy Child Development

PUBLISHER: Farmington, CT: Child Health and Development Institute of Connecticut, Inc. (CHDI), 2005, 114 pp.

GENERAL NOTE: Gives research-based information on child health and development issues. Designed to use as a resource guide for parents and caregivers, listing key local and national organizations focused on the early childhood topics discussed.

WEBSITE: www.chdi.org

Jones, Marion W.

Caring for Your Baby

PUBLISHER: Sacramento, CA: University of California, Davis Medical Center / Interagency Alliance for Children, 1991, 6 pp.

GENERAL NOTE: Gives information on early development, infant needs and caretaking suggestions regarding common parent concerns regarding interaction, communication, movement, feeding, sleeping and attending.

WEBSITE: www.ucdmc.ucdavis.edu

Shelov, Steven P., ed.; Hannemann, Robert E., ed.

Caring for Your Baby and Young Child: Birth to Age 5

PUBLISHER: New York, NY: Bantam Books, 1991, 676 pp.

GENERAL NOTE: Addresses medical and parenting concerns for the first five years. Includes a monthly developmental guide for the first year, nutritional guidelines, and practical advice for dealing with problems.

WEBSITE: www.randomhouse.com

Lindsay, Jeanne Warren

The Challenge of Toddlers: For Teen Parents, Parenting Your Child From One to Three

PUBLISHER: Buena Park, CA: Morning Glory Press, 1998, book: 222 pp.; study guide: 32 pp.

GENERAL NOTE: Discusses physical, emotional and intellectual development of toddlers, the importance of routine, nutrition, health and safety, impact on parenting of gangs and violence, involving Dad, and looking to the future.

WEBSITE: www.morningglorypress.com

Sanders, Ted

Chart of Normal Development

PUBLISHER: Carson City, NV: Nevada Department of Education, 1983, 7 pp.

GENERAL NOTE: Checklist of developmental milestones for children birth to 72 months focuses on screening and early identification of possible developmental problems.

WEBSITE: www.nde.state.nv.us

Hand in Hand

Child Development: The First Two Years

PUBLISHER: New York, NY: Hand in Hand, 1993, video: 47 min.

GENERAL NOTE: Designed for parents and other caregivers, shows babies involved in everyday activities with developmental periods divided into 0-3 months, 3-6 months, 6-12 months and 12-24 months.

Swenson, Beverly

Children On The Move: A Manual for Parents of Young Children

PUBLISHER: Marshalltown, IA: The Marshalltown Project, 1978, 42 pp.

GENERAL NOTE: Gives parent oriented motor activities to encourage movement, language and body awareness.

Concept Media

Cognitive Development Birth to 2 and a Half

PUBLISHER: Irvine, CA: Concept Media, 2000, video: 28 min.

GENERAL NOTE: Covers Piaget's theories of perception, schemata, object permanence, habituation-dishabituation, sensorimotor, memory and problem-solving. Also discusses how to support children's cognitive development.

WEBSITE: www.conceptmedia.com

Dodge, Diane Trister; Heroman, Cate

Como Estimular El Cerebro Infantil: Una Guía para Padres de Familia

PUBLISHER: Washington, DC: Teaching Strategies, Inc., 1999, 52 pp.

GENERAL NOTE: In Spanish, discusses what scientists know about a baby's brain and what parents can do to help their baby's brain to grow in the first five years.

WEBSITE: www.teachingstrategies.com

Bailey, Jr., Donald B., ed.; Bruer, John T., ed.; Symons, Frank J., ed.; Lichtman, Jeff W., ed.

Critical Thinking About Critical Periods

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 320 pp.

GENERAL NOTE: Gives facts about critical periods, and how they relate to a young child's visual system, social and emotional development, language acquisition, and early childhood education. Helps to distinguish fact from theory from perspectives of neuroscience, child development, and education, so that new strategies and policies can be created to help improve children's development and education.

WEBSITE: www.brookespublishing.com

Hodapp, Robert M.

Development and Disabilities: Intellectual, Sensory, and Motor Impairments

PUBLISHER: London, England: Cambridge University Press, 1999, 288 pp.

GENERAL NOTE: Describes the organismic and contextual aspects of developmental approaches, examines aspects of development in each of the four disabilities: mental retardation, deafness, blindness and visual impairments, and motor impairments.

WEBSITE: www.cambridge.org

Pelz, Ruth

Developmental and Clinical Aspects of Young Children's Play

PUBLISHER: Monmouth, OR: Western States Technical Assistance Resource (WESTAR), 1982, 60 pp.

GENERAL NOTE: Compilation of conference papers focuses on cognitive, therapeutic and developmental components of play for typically developing children and those with emotional and behavior problems.

WEBSITE: wrrc.uoregon.edu

Knobloch, Hilda

Developmental Diagnosis

PUBLISHER: Hagerstown, MD: Harper & Row Publishers, 1974, 538 pp.

GENERAL NOTE: Discusses molecular biology and its illumination of the etiology and treatment of some developmental disorders; basic and applied attempts at social, psychologic, public health, and educational methods; the role of developmental diagnosis in public health administration; and the methods and instruments which have been developed and tested within the last decade.

Lindsay, Jeanne Warren; McCullough, Sally

Discipline From Birth to Three: How Teen Parents Can Prevent and Deal With Discipline Problems With Babies and Toddlers

PUBLISHER: Buena Park, CA: Morning Glory Press, 1998, book: 208 pp.; study guide: 32 pp.

GENERAL NOTE: Discusses discipline as educating child to learn to behave, meeting child's needs in loving, caring way to build trust in parents and environment. Includes study guide.

WEBSITE: www.morningglorypress.com

Shonkoff, Jack P., ed.; Phillips, Deborah A., ed.; Keilty, Bonnie, ed.

Early Childhood Intervention: Views from the Field

PUBLISHER: Washington, DC: National Academy Press, 2000, 53 pp.

GENERAL NOTE: Summarizes discussions at a workshop on the science of developmental promotion and early childhood intervention. States human development is influenced by the continuous interplay between genetics and experience and that structured interventions can affect the probability of achieving more desirable outcomes for children.

WEBSITE: www.nap.edu

Karnes, Merle B.

Early Childhood Resource Book

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1985, 14 pp.

GENERAL NOTE: Gives activities developed and used with three- to six-year-old children from all socioeconomic backgrounds, with modifications for those with special needs and for those progressing rapidly.

WEBSITE: harcourtassessment.com/HAIWEB/Cultures/en-us/default

Sajaniemi, Nina, et al.

Early Cognitive and Behavioral Predictors of Later Performance: A Follow-up Study of ELBW Children from Ages 2 to 4

PUBLISHER: Washington, DC: Early Childhood Research Quarterly, 2001, 16(3), 19 pp.

GENERAL NOTE: Examines whether behavioral style and cognitive performance predict cognitive development in extremely low birth weight (ELBW) children.

WEBSITE: www.elsevier.com/wps/find/journaldescription.cws_home/620184/description#description

Bookheimer, Susan

Early Development of Brain Organization for Cognitive Skills in Normal and Impaired Children

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 40 min.

GENERAL NOTE: Video of presentation given at Partners in Prevention IV: A Governor's Conference, discusses magnetic resonance imaging (MRI) technology, basis of brain functioning and what can go wrong in the brain that leads to disorders, research done on cognitive skills to understand function of brain in young children and what goes wrong, and interventions becoming more available and the effects they have on the organization of the brain.

WEBSITE: www.dds.ca.gov

Fox, Nathan A.; Leavitt, Lewis A.

Early Experiences and Your Baby's Development

PUBLISHER: Calverton, NY: Johnson & Johnson Pediatric Institute, 2000, 16 pp.

GENERAL NOTE: Discusses baby's natural born talents and his experiences with the world around him which work together to influence growth and development, and the way his brain is ready to learn from experiences.

WEBSITE: www.jnj.com/home.htm

Schiefelbusch, R.; Bricker, Diane

Early Language: Acquisition and Intervention

PUBLISHER: Baltimore, MD: University Park Press, 1981, 606 pp.

GENERAL NOTE: Discusses early language and concept development, research on parent-child interactions and strategies for stimulating language, speech, emotional-social and cognitive development.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Lewis, M., ed.; Rosenblum, L.A., ed.

The Effect of the Infant on Its Caregiver

PUBLISHER: New York, NY: John Wiley & Sons, 1974, 264 pp.

GENERAL NOTE: Collection of papers explores early parent-child interactions and factors related to parenting children with visual impairments and developmental problems.

WEBSITE: www.wiley.com/WileyCDA

Guralnick, Michael J.

Effectiveness of Early Intervention for Vulnerable Children: A Developmental Perspective

PUBLISHER: Washington, DC: American Journal on Mental Retardation, 1998, 102(4), 27 pp.

GENERAL NOTE: Gives analysis of current state of knowledge of early intervention effectiveness. Presents model focusing on children's cognitive development in which early intervention is placed in developmental framework, with consideration of short- and long-term effects and prospects for future research.

WEBSITE: www.aamr.org

Sameroff, A.J.; Seifer, R.; Bartko, W.T.

Environmental perspectives on adaptation during childhood and adolescence

PUBLISHER: London, England: Cambridge University Press, 1997, 11 pp.

GENERAL NOTE: Chapter from "Developmental Psychopathology: Perspectives on adjustment, risk, and disorder." Examines premise that it is continuing environmental adversity that undermines development, with a purpose to identify those youth who are likely to be most troubled and most in need of intervention services.

WEBSITE: www.cambridge.org

Johnson, Dar; Welch, Jim

Every Step Counts: For Parents – How Your Child Develops Birth - 5 years

PUBLISHER: Phoenix, AZ: Arizona Dept. of Education, 1990, 28 pp.

GENERAL NOTE: Describes normal early childhood development and stimulation activities in a month by month calendar and checklist format as a guide and screening for developmental progress and/or problems. Includes information on toys, reading materials and health/dental milestones.

WEBSITE: www.ade.state.az.us

Hupp, Susan

Exploring the World Through Play

PUBLISHER: Minneapolis, MN: Institute for Disabilities Studies, 1989, 2 pp.

GENERAL NOTE: Booklet for parents describing ways to encourage child's use of mastery behaviors, how to select toys and how to facilitate play behaviors.

Meier, John H.; Malone, Paula J.

Facilitating Children's Development: A Systematic Guide for Open Learning – Vol. I: Infant and Toddler Learning Episodes

PUBLISHER: Baltimore, MD: University Park Press, 1979, 344 pp.

GENERAL NOTE: Provides structure for open learning by organizing opportunities for learning experiences in a series of tested and sequenced learning episodes, encouraging active exploration and discovery.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Meier, John H.; Malone, Paula J.

Facilitating Children's Development: A Systematic Guide for Open Learning – Vol. II: Learning Episodes for Older Preschoolers

PUBLISHER: Baltimore, MD, University Park Press, 1979, 320 pp.

GENERAL NOTE: Provides structure for open learning by organizing opportunities for learning experiences in a series of tested and sequenced learning episodes, encouraging active exploration and discovery.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Cripe, Julian J. Woods

Family Guided Activity-Based Intervention for Infants and Toddlers

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, video: 20 min.

GENERAL NOTE: Shows how process of family guided activity-based intervention gives families strategies to maintain their togetherness, enhance their child's cognitive and motor development, and address their child's IEP or IFSP goals, while taking advantage of children's natural learning opportunities.

WEBSITE: www.brookespublishing.com

Marshall, Connie

The Fatherhood Faze: A Survival Guide for the Expectant Father

PUBLISHER: Citrus Heights, CA: Conmar Publishing, Inc., 1991, 179 pp.

GENERAL NOTE: Comprehensive discussion of pregnancy, childbirth, and postpartum period written for men.

White, Burton L.

The First Three Years of Life: A Guide to the Physical, Emotional, and Intellectual Growth of Your Baby

PUBLISHER: New York, NY: Avon, 1975, 285 pp.

GENERAL NOTE: Describes developmental milestones, typical behaviors, common concerns and strategies for supporting a child's overall development in early years.

Caplan, Frank

The First Twelve Months of Life: Your Baby's Growth Month by Month

PUBLISHER: New York, NY: Grosset & Dunlop, 1975, 242 pp.

GENERAL NOTE: Describes developmental milestones, growth charts, common characteristics, illustrations, discusses common concerns and achievements, ideas for developmental activities and parent-child interactions during the first year of life.

Rumbaugh, Duane, et al.

From Cells To Selves

PUBLISHER: Rockville, MD: National Institute of Child Health and Human Development (NICHD) Clearinghouse, 2000, 26 pp.

GENERAL NOTE: Discusses how the developmental processes associated with behavior and experience are incorporated into biological structure and mechanisms, how biological processes shape behavioral development, and how this scientific information can be used to devise relevant and effective information to improve the lives of children.

Shonkoff, Jack P., ed.; Phillips, Deborah A., ed.

From Neurons to Neighborhoods: The Science of Early Childhood Development

PUBLISHER: Washington, DC: National Academy Press, 2000, 606 pp.

GENERAL NOTE: Discusses ten core concepts of early human development and the role of early experiences and the implications for early childhood policy, practice, professional development, and research to generate an integrated science of early childhood development. Includes conclusions and recommendations in four areas: All children are born wired for feelings and ready to learn; Early environments matter and nurturing relationships are essential; Society is changing and the needs of young children are not being addressed, and; Interactions among early childhood science, policy, and practice are problematic and demand rethinking.

WEBSITE: www.nap.edu

Korula, Shirley

Genetic Disorders in Children with Developmental Delays

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 44 min.

GENERAL NOTE: Video of presentation given at Partners in Prevention IV: A Governor's Conference, discusses abnormal morphogenesis, clinical approach to genetic diagnosis, minor anomalies, congenital malformations, classes of genetic disorders, diagnostic tests, and gene therapy.

WEBSITE: www.dds.ca.gov

Bright From the Start

Georgia Early Learning Standards: Birth Through Age 3

PUBLISHER: Atlanta, GA: GA Dept. of Early Care and Learning, 2006, 200 pp.

GENERAL NOTE: Gives voluntary standards developed to improve the quality of learning experiences for children from birth through age three. Standards are designed to be flexible enough to support children's individual rates of development, approaches to learning, and cultural context. Helps tell parents, teachers and other caregivers what children from birth to age three should know and be able to do.

Zero to Three

Getting in Tune: Powerful Influence of Music on Young Children's Development.

PUBLISHER: Washington, DC: Zero to Three, 2002, 12 pp.

GENERAL NOTE: Demonstrates how music can teach and what to expect at various developmental ages of children.

WEBSITE: www.zerotothree.org

Sutherland Fox, S.

Good Grief: Helping Groups of Children When a Friend Dies

PUBLISHER: Boston, MA: New England Association for the Education of Young Children, 1988, 74 pp.

GENERAL NOTE: Collection of publications to help adults who work with groups of children to cope with the emotional stresses associated with the death of a friend.

Koshiol, Donald

"Got a Question; Get an Answer"

PUBLISHER: St. Cloud, MN: Region VII Interagency Early Childhood Project, 1992, video: 23 min.

GENERAL NOTE: Question and answer format provides explanations of developmental milestones as a guide for parents of young children who are at risk for developmental delays.

Bach, Phil; Bender, Miriam, et al.

Growing Child

PUBLISHER: Lafayette, IN: Dunn & Hargitt, Inc., 1979, 438 pp.

GENERAL NOTE: Gives essential early developmental experiences, suggestions and activities to make sure a child has the right experiences at the right time. Covers birth to six years old in one month intervals.

Devine, Monica

Growing Together: Communication Activities for Infants and Toddlers

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1990, 75 pp.

GENERAL NOTE: Discusses how infants communicate from birth to 12 months, 12 to 24 months and 24 to 36 months. Includes parent's activities in a developmental sequence to facilitate learning and language skills.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Wabash Center for the Mentally Retarded, Inc.

Guide to Early Developmental Training

PUBLISHER: Boston, MA: Allyn & Bacon, Inc., 1977, 586 pp.

GENERAL NOTE: Provides preschool curriculum integrating major areas of development: gross motor, perceptual and fine motor, cognitive, language, social and self-help, adaptable to wide range of disabilities, including assessment strategies.

WEBSITE: www.ablongman.com

Osofsky, Joy D.

Handbook of Infant Development

PUBLISHER: New York, NY: John Wiley & Sons, 1979, 954 pp.

GENERAL NOTE: Research on infancy from birth to age two, includes topics of prenatal and perinatal influences, behavioral assessment of the newborn and infant, developmental perspectives in infancy, early parent-infant interaction, clinical issues, applications and interventions, and historical perspectives and future directions.

WEBSITE: www.wiley.com/WileyCDA

Zero to Three; American Academy of Pediatrics

Healthy Minds: Nurturing Your Child's Development from 0 to 36 Months

PUBLISHER: Washington, DC: Zero to Three, 2003, 15 pp.

GENERAL NOTE: Provides a series of seven reproducible handouts for parents addressing brain and child development over the first 36 months of life. Helps parents better understand the science of early development and how to apply the information in meaningful ways to nurture young children's development.

WEBSITE: www.zerotothree.org

Furuno, Setsu, et al.

HELP for Parents of Children with Special Needs

PUBLISHER: Palo Alto, CA: VORT Corporation, 1986, 37 pp.

GENERAL NOTE: Compendium to the HAWAII (HELP) Learning Profile. focuses on health care, early childhood development patterns, common behavioral concerns, support resources and services for parents and their children.

WEBSITE: www.vort.com

Klein, Diane

Help Your Baby Learn To Talk!

PUBLISHER: Los Angeles, CA: Mother Infant Communication Project, California State University, Los Angeles, 10 pp.

GENERAL NOTE: Provides illustrated suggestions for interacting, stimulating, talking and playing with babies.

WEBSITE: www.calstatela.edu

Furuno, Setsu; O'Reilly, Katherine A.; Inatsuka, Takayo T.; Hosaka, Carol M.; Falbey, Barbara Zeisloft

Helping Babies Learn: Developmental Profiles and Activities for Infants and Toddlers

PUBLISHER: San Antonio, TX: Communication Skill Builders, 1993, manual: 299 pp.; charts: 6

GENERAL NOTE: Shows parents how to help their birth to 36-month old children realize their potential through activities that fit into their daily lives. Gives reproducible activities and developmental charts to integrate and track all aspects of development: cognitive, language, gross motor, fine motor, social, and self-help.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Cuthbertson, Joanne

Helping Your Child Sleep Through the Night: A Guide for Parents of Children From Infancy to Age Five

PUBLISHER: New York, NY: Main Street Books, 1985, 246 pp.

GENERAL NOTE: Provides an overview of current knowledge about both normal sleep and the most common sleep disturbances from infancy to age five.

The Reiner Foundation/Families and Work Institute

I Am Your Child: The First Years Last Forever - CD-ROM

PUBLISHER: Los Angeles, CA: IBM, Inc./Families and Work Institute, 1997, 1 CD-ROM

GENERAL NOTE: Explores early brain development and importance of relationship between caregiver and child in the critical first three years of life. Includes topics of bonding, attachment, communication, discipline, and self-esteem. Addresses in great detail questions parents have about their child's development in the first three years of life.

WEBSITE: www.iamyourchild.org

Perry, Bruce D.; Marcellus, John

The Impact of Abuse and Neglect on the Developing Brain

PUBLISHER: Houston, TX: ChildTrauma Academy, 1997, 3 pp.

GENERAL NOTE: Focuses on the neurological effects of trauma including the impact of trauma on a child's developing brain.

WEBSITE: www.childtrauma.org

Swinger, Hershel

Impact of Violence on Infants and Toddlers

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 40 min.

GENERAL NOTE: Video of presentation given at Partners in Prevention IV: A Governor's Conference. Clinical psychologist discusses importance of a stable foundation in the first two years on which the rest of the child's life is built. If no foundation, child grows up with inability to form trusting relationships. Stresses importance of early intervention to provide an environment free of violence, which is a major health problem in the U.S. with the AMA's Report on Violence giving the U.S. a D- rating. It is the pathological environment of infants and toddlers that leads to violence.

WEBSITE: www.dds.ca.gov

Warner-Rogers, Jody; Taylor, Alan; Taylor, Eric; Sandberg, Seija

Inattentive Behavior in Childhood: Epidemiology and Implications for Development

PUBLISHER: Austin, TX: Journal of Learning Disabilities, 2000, 33(4), 17 pp.

GENERAL NOTE: Discusses identification of needs and intervention from study of exhibition of purely inattentive behavior, as differentiated from ADHD, comparing developmental functioning, social and environmental backgrounds of children with pure inattentive behavior to that of children with pure overactive behavior and combined problems of inattentive and overactive behavior.

WEBSITE: www.proedinc.com/jld.html

Magna Systems

Infancy: Early Relationships

PUBLISHER: Barrington, IL: Magna Systems, 1991, video: 19 min.

GENERAL NOTE: Discusses the development of the essential base of trust in the early relationship of love and nurturing, holding and stroking, nourishment and care, which affects relationships throughout life.

Kagan, Jerome; Kearsley, Richard B.; Zelazo, Philip R.

Infancy: Its Place in Human Development

PUBLISHER: Cambridge, MA: Harvard University Press, 1980, 340 pp.

GENERAL NOTE: Presents theoretical foundations of study on day care and summary of the effects of group care on development.

Mayer, Colleen A.

Infant Activities

PUBLISHER: Anchorage, AK: Alaska Special Services, Resource Access Project, 1977, 142 pp.

GENERAL NOTE: Provides simple activities to enhance and stimulate the learning process of infants and toddlers to age three.

Widerstrom, Anne H.; Mowder, Barbara A.; Sandall, Susan

Infant Development and Risk: An Introduction

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 375 pp.

GENERAL NOTE: Gives case studies identifying infants who have or are at risk for disabilities, and demonstrates new intervention techniques and application of collaborative approaches. Presents comprehensive overview of typical and atypical development, family dynamics, ethical issues, assessment, intervention, goals and settings.

WEBSITE: www.brookespublishing.com

Dunst, Carl J.

Infant Learning: A Cognitive-Linguistic Intervention Strategy

PUBLISHER: Hingham, MA: Teaching Resources Corporation, 1981, 223 pp.

GENERAL NOTE: Presents framework for intervention, types of strategies and techniques that can be used to facilitate early cognitive-social-linguistic abilities.

Badger, Earla D.

Infant Learning Program: Teaching Guide

PUBLISHER: Cincinnati, OH: Edifax Early Learning Centers, 1971, 78 pp.

GENERAL NOTE: Presents a tested sequential learning program to foster the young child's sensory-motor, perceptual and language development.

Speirer, Janet, et al.

Infant Massage for Developmentally Delayed Babies

PUBLISHER: Denver, CO: United Cerebral Palsy Center of Denver, 1983, 24 pp.

GENERAL NOTE: Gives methods of infant massage to provide sensory experience and increase cardiac functioning, improve respiration, and promote efficiency of gastrointestinal system.

Trad, Paul V.

Infant Previewing: Predicting and Sharing Interpersonal Outcome

PUBLISHER: New York, NY: Springer-Verlag New York Inc., 1990, 286 pp.

GENERAL NOTE: Launches theory of previewing, describes how it heightens maturational processes of infants, gives guidelines for using previewing behaviors in caregiver-infant relationship.

Sadeh, Avi

Infant Sleep Problems: Origins, Assessment, Interventions

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 1993, 18 pp.

GENERAL NOTE: Reviews sources for infant sleep problems, assessment of sleep disturbances and intervention methods.

WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-IMHJ.html

Field, Tiffany Martini, ed.; Sostek, Anita Miller, ed.; Goldberg, Susan, ed.; Shuman, H.H., ed.

Infants Born At Risk: Behavior and Development

PUBLISHER: Jamaica, NY: Spectrum Publications, 1979, 520 pp.

GENERAL NOTE: Presents data from obstetrician, neonatologist, psychiatrist, and child developmentalist giving approaches to evaluating infants and predicting outcome as to the way an infant can adapt to the environment.

Berk, Laura

Infants, Children, and Adolescents

PUBLISHER: Boston, MA: Allyn & Bacon, 2002, 641 pp.

GENERAL NOTE: Discusses theory, research, and foundations of development from birth to adolescence. Covers biology, environment, cultural influences, and social issues of education and health.

WEBSITE: www.ablongman.com

Hunt, J. McV.

Intelligence and Experience

PUBLISHER: New York, NY: Ronald Press Co., 1961, 416 pp.

GENERAL NOTE: Explores intelligence theories, gives overview of Piagetian principles and discusses crucial role that experience and relationships play in the development of cognitive and problem solving abilities.

Arkwright, Nan

An Introduction to Sensory Integration

PUBLISHER: San Antonio, TX: Therapy Skill Builders, 1998, 36 pp.

GENERAL NOTE: Provides guidance on helping children synthesize, organize and process information from the senses and environment, to help parents and teachers reinforce therapy at home and in the classroom.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Brazelton, T. Berry; Greenspan, Stanley I.

The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn and Flourish

PUBLISHER: Cambridge, MA: Perseus Publishing, 2000, 228 pp.

GENERAL NOTE: Covers basic kinds of care that children need to develop including family life, child care, education, social services, welfare, health and mental health systems.

WEBSITE: www.perseusbooksgroup.com/perseus/home.jsp

The Early Childhood Center

Is My Baby OK? A Guide for Parents About the Puzzling Behavior of Infants and Toddlers

PUBLISHER: Los Angeles, CA: Cedars-Sinai Medical Center, 1988, 11 audiotapes: 60 min. each

GENERAL NOTE: Gives guidance to help parents and professionals with common problems in early childhood development including problem eaters, biting, head banging, choosing a pediatrician, preparing your child for the hospital, the new baby, the security blanket, infant and toddler sleep disruptions, separations, temper tantrums and toilet training.

WEBSITE: www.csmc.edu

Concept Media

Language Development Birth to 2 and a Half

PUBLISHER: Irvine, CA: Concept Media, 2000, video: 29 min.

GENERAL NOTE: Covers language development from pre-language communication (turn-taking, expression, gestures, cooing, babbling) and how that evolves into using words and putting words together. Discusses the impact of biology and environment on language development and how to support a child's language development.

WEBSITE: www.conceptmedia.com

Dignam, Janet

Language Development: The First 2-1/2 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1991, video: 25 min.

GENERAL NOTE: Discusses communication acquisition, stages and sequences of language acquisition and development. Gives advice for improving child's language ability.

WEBSITE: www.conceptmedia.com

Lerner, Claire; Dombro, Amy Laura

Learning and Growing Together: Understanding and Supporting Your Child's Development

PUBLISHER: Washington, DC: Zero To Three, 2000, 52 pp.

GENERAL NOTE: Empowers parents and caregivers to become their own best resource by helping them think in new ways about their child's behavior and development with personal vignettes, reflective questions, and discussion points.

WEBSITE: www.zerotothree.org

Sparling, Joesph; Lewis, Isabelle

Learninggames for the First Three Years: A Guide to Parent/Child Play

PUBLISHER: New York, NY: Walker and Company, 1979, 240 pp.

GENERAL NOTE: Discusses and illustrates play activities to promote overall development and an understanding the developmental stages, abilities and milestones for parents and professionals.

WEBSITE: www.walkerbooks.com

Sparling, Joseph; Lewis, Isabelle

Learninggames for Threes and Fours: A Guide to Adult/Child Play

PUBLISHER: New York, NY: Walker and Company, 1984, 230 pp.

GENERAL NOTE: Discusses and illustrates play activities to promote overall development and an understanding the developmental stages, abilities and milestones for parents and professionals.

WEBSITE: www.walkerbooks.com

Olmos, Edward James, host

Listos Para Aprender

PUBLISHER: Beverly Hills, CA: I Am Your Child, 2000, video: 29 min.; booklet: 12 pp.

GENERAL NOTE: In Spanish, explores effective ways to prepare children for a lifetime of learning from birth through preschool. Issues covered include communicating with infants, language development, reading, singing, and appropriate materials to use.

WEBSITE: www.iamyourchild.org

Briggs, Sandra

Little Steps for New Parents: A Week-by-Week Guide and Journal for Baby's First Year

PUBLISHER: Escondido, CA: Briggs & Company, 1998, 64 pp.

GENERAL NOTE: Uses a week-by-week format to give parents the information they need, when they need it. Focuses on the development of the child's brain, with simple activities to promote healthy mental and physical development. Gives information, guidance and ideas planned for each week to help understand how the child is developing. Available in English and Spanish.

Parks, Stephanie

Make Every Step Count: Birth to 1 Year Developmental Parent Guide

PUBLISHER: Palo Alto, CA: VORT Corporation, 1986, 94 pp.

GENERAL NOTE: Offers detailed suggestions on key parent interactions that parallel the development of over 200 child behaviors. Activities support the developmental sequence and skills outlined in the HELP Developmental Profile Charts. Includes self-assessment checklist for parenting skills and reading and interpreting child's cues.

WEBSITE: www.vort.com

Brown, Catherine Caldwell

The Many Facets of Touch, The Foundation of Experience: Its Importance Through Life, with Initial Emphasis for Infants and Young Children

PUBLISHER: Skillman, NJ: Johnson & Johnson, 1984, 206 pp.

GENERAL NOTE: Focuses on scientific data bringing together meaningful information on the importance of touch to growth and development through the human life spectrum, with emphasis on its special significance for infants and young children.

WEBSITE: www.jnj.com/home.htm

Forrester, Bettye J.; Brooks, Geraldine P.; Hardge, Beulah M.; Outlaw, Doris D

Materials for Infant Development

PUBLISHER: Nashville, TN: Demonstration and Research Center for Early Education, 1971, 86 pp.

GENERAL NOTE: Discusses materials used in approach to working with mothers and infants in their homes to increase the educability of the infants, to promote infant growth and development.

Hart, Betty

Meaningful Differences in the Everyday Experience of Young American Children

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1995, 288 pp.

GENERAL NOTE: Discusses early language and cognitive development, intellectual abilities and the impact of heredity, socio-economic and environmental factors. Includes examples of how parent-child interactions and activities of daily living affect development.

WEBSITE: www.brookespublishing.com

Sameroff, Arnold J.

Models of Development and Developmental Risk

PUBLISHER: New York, NY: Guilford Press, 1993, 11 pp.

GENERAL NOTE: Presents developmental model arguing that all life is characterized by disturbance that is overcome, and in overcoming, furnishes the social, emotional and intellectual skills that produce all forms of growth. Chapter from C. Zeanah's book "Handbook of Infant Mental Health."

WEBSITE: www.guilford.com

Orem, R.C., ed.

Montessori, Her Method and the Movement: What You Need to Know

PUBLISHER: New York, NY: G.P. Putnam's Sons, 1974, 263 pp.

GENERAL NOTE: Gives historical perspective, key concepts, preschool model comparison and practical implications for program implementation.

WEBSITE: <http://us.penguinroup.com/static/html/aboutus/youngreaders/putnamyr.html>

C.R.I.B.S.

**My Child's Development Book:
A Book for New Parents**

PUBLISHER: Santa Ana, CA: C.R.I.B.S./County of Orange Early Intervention Program, Health Care Agency, 24 pp.

GENERAL NOTE: Assists parents in recognizing normal infant development and care-taking suggestions. Includes a development checklist, safety techniques, and local resources. Available in English and Spanish. A Local Interagency Coordinating Area product. (LICA)

Duffy, F.

Neural Plasticity: A New Frontier for Infant Development

PUBLISHER: New York, NY: Theory and Research in Behavioral Pediatrics, 1984, 29 pp.

GENERAL NOTE: Discusses implications and observations of the differences in behavioral profiles of children with premature births and those born at term.

Langenbacker, Deborah; Nield, Toni; Poulsen, Marie Kanne

Neurodevelopmental Outcome of ECMO Survivors at Five Years of Age: The Potential for Academic and Motor Difficulties

PUBLISHER: Austin, TX: Journal of Special Education, 2001, 35(3), 5 pp.

GENERAL NOTE: Examines areas of cognitive and motor functioning in survivors of neonatal extracorporeal membrane oxygenation (ECMO) at age 5. ECMO survivors are at greater risk that would be expected for academic difficulties and gross motor deficits, suggesting that many children may require special education services.

WEBSITE: www.proedinc.com/jse.html

Hoon, Jr., Alexander H.; Melhem, Elias R.

Neuroimaging: Applications in Disorders of Early Brain Development

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2000, 21(4), 12 pp.

GENERAL NOTE: Discusses study finding that selecting the appropriate neuroimaging technique can improve diagnosis and management of childhood neurodevelopmental disorders. Neuroimaging techniques have established new connections between etiological factors and disorders of early brain development.

WEBSITE: www.jrmldbp.com

Goodlin-Jones, B.L.; Burnham, Melissa M.; Gaylor, Erika E.; Anders, Thomas F.

Night Waking, Sleep-Wake Organization, and Self-Soothing in the First Year of Life

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2001, 22(4), 8 pp.

GENERAL NOTE: Examines infants in one of four age groups (3, 6, 9, or 12 months) for four nights by using videosomnography to code nighttime awakenings and parent-child interactions. Results emphasize the individual and contextual factors that effect the development of self-soothing behavior in the first year of life.

WEBSITE: www.jrmldbp.com

Florentino, Mary R.

Normal and Abnormal Development: The Influence of Primitive Reflexes on Motor Development

PUBLISHER: Springfield, IL: Charles C. Thomas Publishers, 1972, 64 pp.

GENERAL NOTE: Discusses and illustrates developmental reflexes and the impact of cerebral palsy and other neurological disorders on movement for therapists, health care providers, and others working with child and adults with physical disabilities.

WEBSITE: www.ccthomas.com

Klein, Marsha Dunn

Normal Development Copybook

PUBLISHER: Tucson, AZ: Therapy Skills Builders, 1991, 195 pp.

GENERAL NOTE: Gives reproducible information sheets, descriptions and illustrations of milestones in four basic areas of early childhood development: gross motor, fine motor, self-feeding and self-dressing. Adapted from "Normal Development Poster Set."

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Smith, Linda I., et al.

Parent/Child Home Stimulation: Behavioral Prescription Guide, Manual IIC, Social – The Marshalltown Project

PUBLISHER: Marshalltown, IA: Area Education Agency 6, manual: 252 pp.; profile form: 8 pp.

GENERAL NOTE: Gives prescriptions for skill acquisition in incremental behavioral objectives and strategies to facilitate individualized prescriptive teaching of preschool handicapped and culturally deprived children within the home setting.

Shephard, Linda

Parent's Helper: For Parents of Children Ages 1-5

PUBLISHER: Palo Alto, CA: VORT Corporation, 1981, 59 pp.

GENERAL NOTE: Gives ideas and activities to assist parents in turning daily events into learning experiences for their child, coordinating with early childhood program activities and promoting early development.

WEBSITE: www.vort.com

Hussey-Gardner, Brenda

Parenting to Make a Difference: Your One-To Four-Year Old Child

PUBLISHER: Palo Alto, CA: VORT Corporation, 1992, 224 pp.

GENERAL NOTE: Presents information on development, cognitive, language, emotional, social and self-help skills, and suggestions for behavior management.

WEBSITE: www.vort.com

Briggs, Sandra

Pasitos Para Nuevos Padres: Una guía y diario semanal para el primer año del bebe

PUBLISHER: Escondido, CA: Briggs & Company, 1998, 64 pp.

GENERAL NOTE: In Spanish, uses a week-by-week format to give parents the information they need, when they need it. Focuses on the development of the child's brain, with simple activities to promote healthy mental and physical development. Gives information, guidance and ideas planned for each week to help understand how the child is developing.

Dunn, Lloyd M.; Chun, Lillie T., et al.

Peabody Early Experiences Kit: Teacher's Guide

PUBLISHER: Circle Pines, MN: American Guidance Service, Inc., 1976, 85 pp.; sample of poster, 6 photocards, 4 minideck cards; 1984 order form

GENERAL NOTE: Guide provides users with a foundation for teaching the PEEK program. Describes PEEK Kit, a self-contained set of lessons and materials designed to promote affective, cognitive and linguistic development of pre-kindergarten children through group instruction.

WEBSITE: www.agsnet.com

Poulsen, Marie K., ed.; Lubin, Gerald I., ed.

Piagetian Theory and the Helping Professions, Emphasis: Proceedings Eighth Interdisciplinary Conference, Vol. II

PUBLISHER: Los Angeles, CA: Univ. of Southern CA, School of Education /Children's Hospital of Los Angeles, 1979, 458 pp.

GENERAL NOTE: Presentations given at Annual USC-UAP Piagetian Symposium include topics of psychodynamic perspectives, cross-cultural approaches to psychology and education, emotions as developmental-adaptive processes, the relationship between cognitive development and affective growth, developmental psychology, infant assessment and intervention programs, preschool tasks and early childhood education, and others.

WEBSITE: www.usc.edu/dept/education

Weizmann, Rama, ed.; Brown, Richard, ed.; Levinson, Philip J., ed; Taylor, Priscilla A., ed

Piagetian Theory and the Helping Professions, Emphasis: Social Work and Psychological Services: Proceedings Seventh Interdisciplinary Conference

PUBLISHER: Los Angeles, CA: Univ. of Southern CA School of Education /Children's Hospital of Los Angeles, 1978, 444 pp.

GENERAL NOTE: Presentations given at Annual USC-UAP Piagetian Symposium include topics of prosocial and cognitive development in early childhood, children with special needs, learning, and others, as related to young children.

WEBSITE: www.usc.edu/dept/education

Poulsen, Marie K., ed.; Magary, James F., ed.; Lubin, Gerald I., ed.

Piagetian Theory and the Helping Professions: Proceedings Fifth Interdisciplinary Seminar

PUBLISHER: Los Angeles, CA: Univ. of Southern CA School of Education /Children's Hospital of Los Angeles, 1976, 418 pp.

GENERAL NOTE: Presentations given at Annual USC-UAP Piagetian Symposium include topics of cognitive development, mathematics, reading in early childhood, learning, behavior, and others, as related to young children.

WEBSITE: www.usc.edu/dept/education

Lubin, Gerald I., ed.; Magary, James F., ed.; Poulsen, Marie K., ed.

Piagetian Theory and the Helping Professions: Proceedings Fourth Interdisciplinary Seminar

PUBLISHER: Los Angeles, CA: Univ. of Southern CA School of Education /Children's Hospital of Los Angeles, 1975, 352 pp.

GENERAL NOTE: Presentations given at Annual USC-UAP Piagetian Symposium include topics of cognitive and affective development, learning, behavior, and others, as related to young children.

WEBSITE: www.usc.edu/dept/education

Magary, James F., ed.; Poulsen, Marie K., ed.; Levinson, Philip J., ed.; Taylor, Priscilla A., ed.

Piagetian Theory and the Helping Professions: Proceedings Sixth Interdisciplinary Conference

PUBLISHER: Los Angeles, CA: Univ. of Southern CA School of Education /Children's Hospital of Los Angeles, 1977, 475 pp.

GENERAL NOTE: Presentations given at Annual USC-UAP Piagetian Symposium include topics of cognitive development in early childhood, children with special needs, learning, and others, as related to young children.

WEBSITE: www.usc.edu/dept/education

Segal, Marilyn

Play and Learn: Volume I from Birth to One Year

PUBLISHER: La Jolla, CA: Oak Tree Publications, Inc., 1980, 79 pp.

GENERAL NOTE: Follows typical baby through first year of life, as he learns to use his body, senses, and mind to communicate with other people, describes important learning that takes place, and suggests specific things to help a baby learn.

Adcock, Don; Segal, Marilyn

Play and Learn: Volume II from One to Two Years

PUBLISHER: La Jolla, CA: Oak Tree Publications, Inc., 1980, 100 pp.

GENERAL NOTE: Follows typical baby from one to two years of age, as he learns to use his body, senses, and mind to communicate with other people, describes important learning that takes place, and suggests specific things to help a baby learn.

Bundy, Anita

Play or Therapy? Make Time for Both!

PUBLISHER: San Antonio, TX: Therapy Skill Builders, 4 pp.

GENERAL NOTE: Examines problem of play-versus-therapy debate. States that play and therapy run at cross purposes: goal of therapy often is to perform a skill in a particular way; goal of play is the enjoyment of play itself. Tells why both therapy and play are important for children with special needs, and offers some simple ways to promote play.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Hays, Susanne R.

Potty Learning For Children Who Experience Delays

PUBLISHER: Albuquerque, NM: Clinician's View, video: 69 min.

GENERAL NOTE: Presents approaches and strategies for potty training children with disabilities or delays, including topics of readiness, parent/child responsibilities, and how to implement a successful program.

WEBSITE: <https://www.clinicians-view.com/Default.aspx>

Lerner, Claire; Greenip, Sharon

The Power of Play: Learning Through Play from Birth to Three

PUBLISHER: Washington, DC: Zero to Three, 2003, 12 pp.

GENERAL NOTE: Discusses how children learn through play, how different types of play support development, what toys are most useful, and the caregiver's role in supporting children through their daily play.

WEBSITE: www.zerotothree.org

Degangi, Georgia A; Roosevelt, Jane D.; Porges, Stephen; Greenspan, Stanley

Prediction of Childhood Problems at Three Years in Children Experiencing Disorders of Regulation during Infancy

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 2000, 21(3), 20 pp.

GENERAL NOTE: Gives results of study to determine if symptoms of regulatory disorder during infancy were related to clinical status at three years. Discusses early symptoms as they relate to later diagnostic outcomes.

WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-IMHJ.html

Bower, T.G.R.

A Primer of Infant Development

PUBLISHER: San Francisco, CA: W.H. Freeman and Company, 1977, 187 pp.

GENERAL NOTE: Discusses theory, research and practical approaches to understanding and promoting attachment, social, emotional, perceptual, motor, cognitive and language during the first two years of life.

WEBSITE: www.whfreeman.com

Burns, W., ed.; Lavigne, J., ed.

Progress in Pediatric Psychology

PUBLISHER: Orlando, FL: Grune & Stratton, Inc., 1984, 86 pp.

GENERAL NOTE: Discusses newborn assessment, early language development, early intervention, neuropsychology, behavioral patterns and early stress and eating disorders.

WEBSITE: http://isbndb.com/d/publisher/grune_stratton.html

Bornstien, M.; Kessen, W.

Psychological Development From Infancy: Image To Intention

PUBLISHER: Hillsdale, NJ: Lawrence Erlbaum & Associates, 1979, 404 pp.

GENERAL NOTE: Collection of writings on early development focuses on perceptual, motor, social, language and behavioral patterns.

WEBSITE: www.erlbaum.com/ME2/Default.asp

Educational Productions Inc.

Read to Me! Sharing Books With Young Children

PUBLISHER: Portland, OR: Educational Productions Inc., 1991, video: 25 min.; guides: 4 pp., 28 pp.

GENERAL NOTE: Demonstrates value of sharing books with children with guidelines for making reading aloud stimulating and fun. Includes viewer's guide and facilitator's guide.

WEBSITE: www.edpro.com

Curtis, Jamie Lee, host; Burton, Levar, host

Ready to Learn

PUBLISHER: Beverly Hills, CA: I Am Your Child, 2000, video: 24 min.; booklet: 12 pp.

GENERAL NOTE: Explores effective ways to prepare children for a lifetime of learning from birth through preschool. Issues covered include communicating with infants, language development, reading, singing, and appropriate materials to use.

WEBSITE: www.iamyourchild.org

Sears, Carol J.

Recognizing and Coping with Tactile Defensiveness in Young Children

PUBLISHER: Frederick, MD: Infants and Young Children, 1994, 6(4), 8 pp.

GENERAL NOTE: Defines tactile defensiveness, presents sample behaviors to assist parents, caregivers, and professionals involved with infants and toddlers in recognizing the possible presence of this dysfunction, and offers suggestions to assist in coping with and seeking appropriate treatment for this problem.

WEBSITE: www.iycjournal.com

Mahoney, Gerald; Boyce, Glenna; Fewell, Rebecca R; Spiker, Donna; Wheeden, C. Abigail

The Relationship of Parent-Child Interaction to the Effectiveness of Early Intervention Services for At-Risk Children and Children with Disabilities

PUBLISHER: Austin, TX: Topics for Early Childhood Special Education, 1998, 18(1), 13 pp.

GENERAL NOTE: Describes results of study in relationship to their impact on parent-child interaction, as measured by the Maternal Behavior Rating Scale, and child-focused and relationship-focused models of early intervention.

WEBSITE: www.proedinc.com/tec.html

Bronson, Martha B.

The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1995, 154 pp.

GENERAL NOTE: Discusses, analyzes and suggests play materials and appropriate activities for parents and professionals.

WEBSITE: www.naeyc.org

Balaban, Nancy

The Role of the Child Care Professional in Caring for Infants, Toddlers, and Their Families

PUBLISHER: Washington, DC: Young Children, 1992, 6 pp.

GENERAL NOTE: Discusses three characteristics of child care professional: experience, knowledge, and personal qualities.

WEBSITE: www.journal.naeyc.org

Blake, Joanna

Routes to Child Language: Evolutionary and Developmental Precursors

PUBLISHER: Cambridge, England: Cambridge University Press, 2000, 292 pp.

GENERAL NOTE: Examines the fundamental aspects of language acquisition, such as vocalizations, mapping of meaning onto sound, use of gestures to communicate and to symbolize, tool use, object concept, and memory. Analyzes the similarities and differences across species, and how these influence the evolution of language. Provides evidence linking abilities associated with language acquisition and describes hypotheses about the origins of language.

WEBSITE: www.cambridge.org

Berk, Laura E.

Scaffolding Children's Learning: Vygotsky and Early Childhood Education

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1995, 182 pp.

GENERAL NOTE: Discusses impact of adult-child relationships, social interaction and early developmental and cognition. Includes a comparison of theories, discussion of play, implications for young children with serious emotional and/or behavioral problems and applications for early childhood programs.

WEBSITE: www.naeyc.org

Caplan, Frank

The Second Twelve Months of Life: Your Baby's Growth Month by Month

PUBLISHER: New York, NY: Grosset & Dunlap, 1977, 429 pp.

GENERAL NOTE: Describes developmental milestones, growth charts, common characteristics, illustrations, discusses common concerns and achievements, ideas for developmental activities and parent-child interactions during the second year of life.

WEBSITE: <http://us.penguinroup.com/static/html/aboutus/youngreaders/grosset.html>

Resources for Infant Educators (RIE)

Seeing Infants With New Eyes

PUBLISHER: Los Angeles, CA: Resources for Infant Educators (RIE), 1995, video: 29 min.

GENERAL NOTE: Describes Magda Gerber's approach and philosophy to working with infants. Highlights importance of respectful adult/child interactions and relationships.

Trott, Maryann Colby; Laurel, Marci K.; Windeck, Susan L.

SenseAbilities: Understanding Sensory Integration

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1993, 77 pp.

GENERAL NOTE: Discusses tactile and vestibular systems, and praxis and arousal, and how a sensory integrative disorder affects child's life and family, information about therapy and school, with suggestions for teachers.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Inamura, Katherine Newton, ed.

SI For Early Intervention: A Team Approach

PUBLISHER: San Antonio, TX: Therapy Skill Builders, 1998, 214 pp.

GENERAL NOTE: Provides theoretical and practical information for treating children from one to three years of age who have mild to moderate developmental delays and disabilities. Presents Milestones program, a sensory integration-based early intervention program.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Strain, Phillip S.

Social Development of Exceptional Children

PUBLISHER: Rockville, MD: Aspen Systems Corporation, 1982, 205 pp.

GENERAL NOTE: Collection of articles from early childhood journals to understand the natural and purposeful development of exceptional children's social skills. Describes intervention procedures for altering social environment for cooperative interactions; social behavior interventions; and techniques for assessing the effects of social behavior instruction.

WEBSITE: www.aspenpublishing.com

UCLA, Infant and Family Services Program

A Special Baby's Book

PUBLISHER: Los Angeles, CA: UCLA, Infant and Family Services Program, 52 pp.

GENERAL NOTE: An organized record book for parents to track their infants' health and development.

WEBSITE: www.mattel.ucla.edu

Poulsen, Marie Kanne

Strategies for Building Resilience in Infants and Young Children At Risk

PUBLISHER: Frederick, MD: Infants and Young Children, 1993, 12 pp.

GENERAL NOTE: Discusses proactive outreach for effective preventive intervention, including early identification of child and family needs, enhancement of intra-child resources, parental resources, and mother-child attachment, and the provision of community resources.

WEBSITE: www.iycjournal.com

Minde, Klaus; Anders, Thomas

Strategies for Treating Sleep Difficulties in Infants and Toddlers

PUBLISHER: Washington, DC: Zero to Three, 1999, 28 pp.

GENERAL NOTE: From presentation at National Training Institute, discusses specific assessment and treatment needs of families whose children have sleep dilemmas based on behavioral or biological difficulties.

WEBSITE: www.zerotothree.org

Draper, Henry E.; Draper, Mary Wanda

Studying Children: Observing and Participating

PUBLISHER: Peoria, IL: Chas. A. Bennett Co., Inc., 1977, 272 pp.

GENERAL NOTE: Helps to develop skills for observing children and participating in their activities in order to gain greater insight into the development and behavior of children.

Hussey-Gardner, Brenda

Taking Care of Me: Help for Parents of New Babies

PUBLISHER: Palo Alto, CA: VORT Corporation, 1989, 24 pp.

GENERAL NOTE: Includes information on taking care of the baby at home and suggestions for feeding, bathing and other daily activities.

WEBSITE: www.vort.com

Montgomery, Judy

Talking and Writing in Zero to Three: Presentation from Governor's Conference

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 46 min.

GENERAL NOTE: Video of presentation at Partners in Prevention IV, discusses how talking and writing in children from birth to three years occurs with greater spontaneity than any other time of life, developing these skills concurrently and interrelatedly. One skill affects the other skill, so if difficulty in one area, talking can be supported with writing, and writing can be supported with talking.

WEBSITE: www.dds.ca.gov

Fowler, William

Talking from Infancy: How to Nurture and Cultivate Early Language Development

PUBLISHER: Cambridge, MA: Brookline Books, 1990, 229 pp.

GENERAL NOTE: Gives detailed descriptions of methods and principles in early development of language, social and cognitive competency, and includes sections on language delay and techniques for monitoring progress.

WEBSITE: www.brooklinebooks.com

Fowler, William

Talking From Infancy: How to Nurture and Cultivate Early Language Development

PUBLISHER: Cambridge, MA: Center for Early Learning and Child Care, Inc., 1995, videos: 96 min., 59 min.; guide: 13 pp.; book: 252 pp.

GENERAL NOTE: Provides guide for using language interactively in play and care routines to foster early development of language, social and cognitive competency. Shows teachers and parents illustrating methods of interacting in wide variety of play. Includes video "Little Neva Learns to Talk," a case study showing enriched language development between 3 and 23 months of a child whose working parents and home caregiver used this program.

Pushaw, David

Teach Your Child to Talk: A Parent Guide

PUBLISHER: Fairfield, NJ: Cebco Standard Publishing, 1976, 248 pp.

GENERAL NOTE: Gives overview of language and speech development and ideas for parents to promote their child's cognitive development, understanding of language and ability to communicate.

Early Childhood-Head Start Task Force

Teaching Our Youngest: A Guide for Preschool Teachers, Child-Care and Family Providers

PUBLISHER: Washington, DC: U.S. Dept. of Education / U.S. Dept. of Health and Human Services, 2002, 46 pp.

GENERAL NOTE: Focuses on helping children develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. Includes examples of strategies to use in teaching these skills and ways to create an environment to enhance their learning during everyday activities.

WEBSITE: www.ed.gov

Lindsay, Jeanne Warren

Teens Parenting Series: Curriculum Guide

PUBLISHER: Buena Park, CA: Morning Glory Press, 1999, 264 pp.
 GENERAL NOTE: Gives group activities, projects, parent/child activities, written assignments, objectives, and other resources for each chapter of five books: Your Pregnancy and Newborn Journey, Your Baby's First Year, The Challenge of Toddlers, Discipline from Birth to Three, and Teen Dads: Rights, Responsibilities and Joys.
 WEBSITE: www.morningglorypress.com

Lindsay, Jeanne Warren

Teens Parenting Series: Teacher's Guide

PUBLISHER: Buena Park, CA: Morning Glory Press, 1998, 128 pp.
 GENERAL NOTE: Gives book review and study guide responses, quizzes, and answer key for four books: Your Pregnancy and Newborn Journey, Your Baby's First Year, The Challenge of Toddlers, and Discipline From Birth to Three. Includes annotated bibliography.
 WEBSITE: www.morningglorypress.com

Baker, Cindy

Tips from Tots

PUBLISHER: Palo Alto, CA: VORT Corporation, 4 categories of 5 pamphlets each
 GENERAL NOTE: Pamphlets with numerous activities and tips for 5 different age/developmental levels, birth to 2 yrs, focuses on exploration and play; motor development and movement, learning, speech and language; and care and safety.
 WEBSITE: www.vort.com

Baker, Cindy H.; Long, Toby M.

Tips from Tots: Sugerencias De Su Bebe - Parent Handouts in Spanish

PUBLISHER: Palo Alto, CA: VORT Corporation, 1995, 44 pp.
 GENERAL NOTE: In Spanish, presented from child's point of view, gives activities and tips with illustrations, toy ideas and reading lists, focusing on areas of development: movement, cognition, language, and safety/health, covering five age ranges between birth and 2 years.
 WEBSITE: www.vort.com

Baker, Cindy H.; Long, Toby M.

Tips from Tots: Suggestions From Your Baby - Parent Handouts

PUBLISHER: Palo Alto, CA: VORT Corporation, 1999, 44 pp.
 GENERAL NOTE: Presented from child's point of view, gives activities and tips with illustrations, toy ideas and reading lists, focusing on areas of development: movement, cognition, language, and safety/health, covering five age ranges between birth and 2 years.
 WEBSITE: www.vort.com

Brazelton, T. Berry

Touchpoints Volume 1: Pregnancy, Birth and the First Weeks of Life

PUBLISHER: Old Greenwich, CT: Pipher Films, Inc., 1991, video: 45 min.
 GENERAL NOTE: Discusses pregnancy and delivery, newborn assessment, bonding, crying and calming, and becoming a family to help new parents understand and advance their child's emotional and behavioral development.

Brazelton, T. Berry

Touchpoints Volume 2: The First Month Through The First Year

PUBLISHER: Old Greenwich, CT: Pipher Films, Inc., 1991, video: 45 min.
 GENERAL NOTE: Discusses parent/child communication, adjusting to being a parent, establishing feeding schedules, baby's sleep/awake cycles, independence, parental jealousy, baby's stranger anxiety, sitting and standing, baby's increasing need to control his or her world, walking, negativism, tantrums, and teasing, to help new parents understand and advance their child's emotional and behavioral development.

Brazelton, T. Berry

Touchpoints Volume 3: One Year Through Toddlerhood

PUBLISHER: Old Greenwich, CT: Pipher Films, Inc., 1991, video: 45 min.
 GENERAL NOTE: Discusses discipline, teaching vs. punishing, setting limits and consistency, spoiling, teasing, how to prepare for sibling rivalry, why parents should stay out of sibling conflicts, why does regression occur and what to do, and taking cues for toilet training and why not to pressure your child, to help new parents understand and advance their child's emotional and behavioral development.

Webb, J. et al.

ToyBrary: Toy lending library for parents and children

PUBLISHER: Lincoln, NE: Nebraska Dept. of Education, 1978, 100 pp.
 GENERAL NOTE: Gives strategies and activities to help parents stimulate their child's fine motor, exploration, cognitive, sensory and visual-perceptual abilities. Includes adaptations for children with special needs.
 WEBSITE: www.nde.state.ne.us

Child Development Resources, Inc.; Frank, Adrienne; McCollum, Jeanette

Transdisciplinary Arena Assessment Process: A Resource for Teams

PUBLISHER: Lightfoot, VA: Child Development Resources, 1992, video: 37 min.; guide: 68 pp.
 GENERAL NOTE: Introduces and demonstrates team roles and outcomes in a transdisciplinary arena assessment leading to development of an IFSP. Viewing guide gives written introduction and summary of most important characteristics of steps in process.
 WEBSITE: www.cdr.org

Wesley, Patricia W.; Dennis, Brenda C.; Tyndall, Sabrina T.

Typical Child Development: Partnerships for Inclusion / Desarrillo Infantil Tipico

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center / Kaplan, 1998, 75 pp.
 GENERAL NOTE: In English and Spanish, discusses children's own individual ways of growing, with their own set of family and cultural experiences, which affect their learning. Discusses brain development; areas of development in infant years, toddler years (12-36 months), the preschool years (3-5 years), and the elementary years (5-7 years); assessing child development; early warning signs; what to consider when a developmental disability is suspected; and development and disabilities. Includes resources listing.
 WEBSITE: www.fpg.unc.edu, www.kaplan.com

Mowder, Barbara A.

Typical Infant Development/Family Dynamics

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 52 pp.
 GENERAL NOTE: Chapters 2 and 5 of "Infant Development and Risk: An Introduction" by Anne H. Widerstrom, reviews methods of research in infant development, genetic and biological development, stages of language and cognitive development, and socio-emotional development. Family Dynamics discusses parent-infant interaction, interactions with infants at risk, and issues related to effects of parenting styles on the child.
 WEBSITE: www.brookespublishing.com

Tortora, Suzi

Using Children's Unique Language: Nonverbal Skills and Expressive Movement in Early Intervention

PUBLISHER: Washington, DC: Zero to Three, 1999, 11 pp.

From presentation at National Training Institute, explores children's own language to give containment and re-direction for undesirable behaviors, teach calming skills, and promote cognitive, physical, and socio-emotional development with play-based and arts-derived approaches.

WEBSITE: www.zerotothree.org

Schaefer, C.

Winning Bedtime Battles: How to Help Your Child Develop Good Sleeping Habits

PUBLISHER: New York, NY: Carol Publishing Group, 1992, 169 pp.

GENERAL NOTE: Advises parents how to find out why their children won't go to sleep and how to use that information to develop healthy sleep habits.

Karnes, Merle B.

You and Your Small Wonder: Activities for Busy Parents and Babies, Birth to 18 Months

PUBLISHER: Circle Pines, MN: American Guidance Service, 1982, 161 pp.

GENERAL NOTE: Gives more than 150 parent-tested activities to enrich baby's development and turn everyday routines into learning adventures.

Karnes, Merle B.

You and Your Small Wonder: Activities for Parents and Toddlers on the Go, 18 to 36 Months

PUBLISHER: Circle Pines, MN: American Guidance Service, 1982, 157 pp.

GENERAL NOTE: Gives over 150 parent-tested learning adventures to share with an active toddler throughout the day.

Lindsay, Jeanne Warren

Your Baby's First Year: A Guide for Teenage Parents

PUBLISHER: Buena Park, CA: Morning Glory Press, 1998, book: 224 pp.; study guide: 40 pp.

GENERAL NOTE: Parenting guide designed for teenage parents, gives practical insightful information to all parents of newborns. Includes study guide.

WEBSITE: www.morningglorypress.com

Pulaski, Mary

Your Baby's Mind and How It Grows: Piaget's Theory for Parents

PUBLISHER: New York, NY: Harper and Row, 1978, 210 pp.

GENERAL NOTE: Discusses concepts and early phases of sensory-motor and cognitive development to assist parents and child development professionals.

Segal, Marilyn

Your Child at Play: Birth to One Year

PUBLISHER: New York, NY: Newmarket Press, 1983, 273 pp.

GENERAL NOTE: Discusses the developmental changes during the first year with games and activities that parents and children can enjoy together during day-to-day routines.

WEBSITE: www.newmarketpress.com

Segal, Marilyn

Your Child At Play: One to Two Years

PUBLISHER: New York, NY: Newmarket Press, 1985, 219 pp.

GENERAL NOTE: Gives suggestions for play activities, managing problem situations promoting development in the early years.

WEBSITE: www.newmarketpress.com

Segal, Marilyn

Your Child At Play: Three to Five Years

PUBLISHER: New York, NY: Newmarket Press, 1986, 218 pp.

GENERAL NOTE: Describes ways in which you can remain a formative influence on your child's physical intellectual, and social development by supporting play activities.

WEBSITE: www.newmarketpress.com

Segal, Marilyn

Your Child at Play: Two to Three Years

PUBLISHER: New York, NY: Newmarket Press, 1985, 192 pp.

GENERAL NOTE: Describes how two-year-olds see themselves, learn language, learn to play, get along with others, and explore. Gives advice on common problems and concerns.

WEBSITE: www.newmarketpress.com

Newsweek

Your Child: Birth to Three

PUBLISHER: New York, NY: Newsweek, 2000, 71 pp.

GENERAL NOTE: Special issue discusses latest information on neuroscience, genetic research, embryology and surgical techniques, with topic areas of First Steps, Learning, Health, Emotions, and the World.

WEBSITE: www.msnbc.msn.com/id/3032542/site/newsweek

Kavner, Richard S.

Your Child's Vision: A Parent's Guide to Seeing, Growing, and Developing

PUBLISHER: New York, NY: Simon and Schuster, 1985, 250 pp.

GENERAL NOTE: Gives information on visual functions, visual development, common visual problems, and strategies and activities that parents and professionals can use to develop a child's visual, visual-motor and perceptual abilities.

WEBSITE: www.simonsays.com

Lindsay, Jeanne Warren; Brunelli, Jean

Your Pregnancy and Newborn Journey: A Guide for Pregnant Teens

PUBLISHER: Buena Park, CA: Morning Glory Press, Inc., 1998, book: 208 pp.; study guide: 40 pp.

GENERAL NOTE: Focuses on pregnancy and labor and delivery, written for pregnant teenagers and partners. Includes study guide.

WEBSITE: www.morningglorypress.com

Fenichel, Emily, ed.

Zero to Three Classics: Seven Articles on Infant/Toddler Development

PUBLISHER: Washington, DC: Zero to Three: National Center for Clinical Infant Programs, 1992, 63 pp.

GENERAL NOTE: Includes articles published between 1985 and 1989 dealing with the care of typically developing infants and toddlers and clinical practice with very young children with special health or developmental needs and their families.

WEBSITE: www.zerotothree.org

CHILD DEVELOPMENT:
Social / Emotional Development

[3420]

Boulware, Gusty-Lee; Schwartz, Ilene

**Addressing Challenging Behaviors at Home:
Working With Families to Find Solutions**

PUBLISHER: Washington, DC: Young Exceptional Children, 1999, 3(1), 6 pp.

GENERAL NOTE: Explains how to use principles of positive behavior support to work with families to address challenging behaviors at home and in the community. Shares some success stories.

WEBSITE: www.dec-sped.org/journals.html

Seligman, Stephen

**Applying Psychoanalysis in an Unconventional
Context: Adapting Infant-Parent Psychotherapy
to a Changing Population**

PUBLISHER: New Haven, CT: Yale University Press, 1994, 11 pp.

GENERAL NOTE: Provides overview of core intervention techniques in the model of psychoanalytically oriented infant-parent psychotherapy. Includes discussion of bureaucratic transference. From book "Psychoanalytic Study of the Child," 49th ed.

WEBSITE: <http://yalepress.yale.edu/YupBooks/home.asp>

Van Bakel, Hedwig J.A.; Riksen-Walraven, J. Marianne

**AQS Security Scores: What Do They Represent?
A Study in Construct Validation**

PUBLISHER: Hoboken, NJ: Infant Mental Health Journal, 2004, 25(3), 19 pp.

GENERAL NOTE: Discusses assessment of attachment security using two instruments: the Attachment Q-Set (AQS), and a short version of Ainsworth, Blehar, Waters, and Wall's Strange Situation (SSS). The study found that the apparently unfavorable set of characteristics associated with low AQS security scores suggests such scores to predict later developmental problems.

WEBSITE: www3.interscience.wiley.com/cgi-bin/jhome

Prizant, Barry M.; Wetherby, Amy M.

**Assessing the Communication of Infants and Toddlers:
Integrating a Socioemotional Perspective**

PUBLISHER: Arlington, VA: National Center for Clinical Infant Programs, 1990, 9(1), 11 pp.

GENERAL NOTE: Discusses the link between the development of communication and language in the early years and the growth of socioemotional competence, the growth of a child's ability to experience and express a variety of emotional states, to regulate emotional arousal, to establish secure and positive relationships, and to develop a sense of a distinct, capable self.

WEBSITE: www.medicalhomeinfo.org/screening/index.html

Bowlby, John

Attachment

PUBLISHER: New York, NY: Basic Books, Inc., 1982, 445 pp.

GENERAL NOTE: Examines the nature of a child's ties to the mother, discussing instinctive behavior and attachment behavior.

WEBSITE: www.basicbooks.com

Solomon, Judith, ed.; George, Carol, ed.

Attachment Disorganization

PUBLISHER: New York, NY: Guilford Press, 1999, 445 pp.

GENERAL NOTE: Discusses nature of disorganized attachment, the understanding of troubled early parent-child relationships, which enhances the ability to predict developmental and psychological risk.

WEBSITE: www.guilford.com

Greenberg, Mark T., ed.; Cicchetti, Dante, ed.

**Attachment in the Preschool Years:
Theory, Research, and Intervention**

PUBLISHER: Chicago, IL: University of Chicago Press, 1990, 526 pp.

GENERAL NOTE: Addresses issue of risk and psychopathology in theory, research on the normal development of attachment in preschool years, developmental psychopathology, and clinical intervention from an attachment perspective.

WEBSITE: www.press.uchicago.edu

Acredolo, Linda; Goodwyn, Susan

**Baby Signs: How to Talk with Your Baby
Before Your Baby Can Talk**

PUBLISHER: Chicago, IL: Contemporary Books, 1996, 173 pp.

GENERAL NOTE: Provides way to enhance communication and social interaction through program which teaches parents nonverbal gestures that make it possible to interact with their child before they are able to say the words.

WEBSITE: www.mhcontemporary.com

Hatcher, Dale; Lehman, Kathleen

**Baby Talk For Parents Who Are Getting to Know
Their Special Care Baby**

PUBLISHER: Omaha, NE: Centering Corporation, 1985, 16 pp.

GENERAL NOTE: Describes invitation signs, time-out signals, and other ways to help a baby grow and develop, for NICU and other parents to aid in understanding their baby's own personal capabilities.

WEBSITE: www.centeringcorp.com

Karen, Robert

Becoming Attached

PUBLISHER: Washington, DC: Atlantic Monthly, 1990, 20 pp.

GENERAL NOTE: Discusses attachment theorists' studies on experiences in infancy that enable children to thrive emotionally and to come to feel that the world of people is a positive place.

WEBSITE: www.theatlantic.com

Civitas

Begin with Love

PUBLISHER: Chicago, IL: Civitas, 2002, video: 30 min.

GENERAL NOTE: Helps parents support the parent child relationship in the first three months of life. Gives guidelines for responsive and enriching environment. Features Dr. Kyle Pruett and Oprah Winfrey.

WEBSITE: www.civitas.org

Campbell, Susan B.

**Behavior Problems in Preschool Children:
Clinical and Developmental Issues**

PUBLISHER: New York, NY: Guilford Press, 1990, 270 pp.

GENERAL NOTE: Describes the differences between typical, age-appropriate, behavior, and problem behaviors that are more likely to persist and interfere with adjustment at school age.

WEBSITE: www.guilford.com

Klaus, Marshall H.

Birth, Interaction and Attachment

PUBLISHER: Skillman, NJ: Johnson and Johnson Baby Products Company, 1982, 144 pp.

GENERAL NOTE: Explores foundations of modern perinatal care and includes a perspective on pregnancy, attachment, high risk factors and future considerations.

WEBSITE: www.jnj.com

Knitzer, Jane

Building Services and Systems to Support the Healthy Emotional Development of Young Children: An Action Guide for Policymakers

PUBLISHER: New York, NY: National Center for Children in Poverty, 2002, 30 pp.

GENERAL NOTE: Describes the scope of the problem of widespread emotional challenges facing young children, highlights emerging strategies and opportunities, and provides tips and general recommendations.

WEBSITE: www.nccp.org

Neilson, Shelley L.; Olive, Melissa L.; Donovan, Amy; McEvoy, Mary

Challenging Behaviors in Your Classroom? Don't React – Teach Instead!

PUBLISHER: Missoula, MT: Young Exceptional Children, 1998, 2(1), 9 pp.

GENERAL NOTE: Presents the use of a behavioral approach to discuss and analyze behavior and interventions, an approach that has demonstrated the most success in assessing and reducing challenging behaviors and increasing appropriate behaviors in a wide range of children with and without disabilities.

WEBSITE: www.dec-sped.org/journals.html#vol1-2

Stein, Martin T., et al.

Challenging Case: Is This a Behavior Problem or Normal Temperament?

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2001, 22(2), 7 pp.

GENERAL NOTE: Discusses scope the concept of temperament in discussing three case scenarios which each describe a common behavioral presentation at different stages of development. Discusses differences between behavior problems and normal temperament.

WEBSITE: www.jrmldbp.com

Gonzalez-Mena, Janet

The Child in the Family and the Community

PUBLISHER: Columbus, OH: Merrill Prentice Hall, 2002, 350 pp.

GENERAL NOTE: Addresses factors affecting social development, including attachment, child care, discipline, family stress, gender roles, cultural influences and community resources.

WEBSITE: <http://vig.prenhall.com>

Educational Productions, Inc.

Child's Play: The World of Learning

PUBLISHER: Portland, OR: Educational Productions Inc., 1989, video: 30 min.; guides: 4 pp.; 24 pp.

GENERAL NOTE: Shows how play helps build thinking and language skills, large and small motor skills, and social-emotional skills; prepares for academic learning, supports the development of literacy. Includes viewer's guide and facilitator's guide.

WEBSITE: www.edpro.com

Erikson, Erik H.

Childhood and Society

PUBLISHER: New York, NY: W. W. Norton and Co., Inc., 1963, 447 pp.

GENERAL NOTE: Discusses childhood and the modalities of social life, the psychoanalytic method as historical process, a study of the ego in society, a concept of man's capacity to unify his experience in an adaptive manner.

WEBSITE: www.wwnorton.com

Greenspan, Stanley

Children with Special Needs: Emotional Development

PUBLISHER: New York, NY: Young Adult Institute, 1986, video: 47 min.; guides: 2 pp. each

GENERAL NOTE: Describes emotional milestones that infants experience from birth to age 6. Identifies emotional difficulties that can be diagnosed and treated before becoming full-scale conditions. Stresses to parents importance of learning how to nurture appropriately to aid development.

WEBSITE: www.yai.org

Breslin, Deirdre

Children's Capacity to Develop Resiliency: How to Nurture It

PUBLISHER: Washington, DC: Young Children, 2005, 60(1), 11 pp.

GENERAL NOTE: Outlines and examines four factors of resiliency, defined as a set of protective mechanisms that modify a person's response to risk situations. Gives examples of classroom activities to help develop and enrich each aspect.

WEBSITE: www.journal.naeyc.org

National Scientific Council on the Developing Child

Children's Emotional Development is Built into the Architecture of their Brains

PUBLISHER: Waltham, MA: Brandeis University, Heller School for Social Policy and Management, 2005, 12 pp.

GENERAL NOTE: Stresses importance that young children's feelings get the same level of attention as their thinking to establish a foundation for later growth and development. Failure to address difficulties in emotional development not only ignores an early warning sign of future psychological problems, but also can result in missed opportunities for interventions.

WEBSITE: www.heller.brandeis.edu

Belsky, Jay, ed.; Nezworski, Teresa, ed.

Clinical Implications of Attachment

PUBLISHER: Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers, 1988, 457 pp.

GENERAL NOTE: Discusses characterization of variation in attachment relationships, the role of infant-caregiver attachment in development, determinants and consequences of attachment security and insecurity, and clinical applications of attachment theory and intervention programs.

WEBSITE: www.erlbaum.com

Schuster, Clara; Reznick, J. Steven

Cognitive Development: 2-1/2 to 6 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1992, video: 28 min.

GENERAL NOTE: Describes Piaget's theories including processes of assimilation and accommodation. Discusses preoperational thought, language development, and facilitating cognitive development.

WEBSITE: www.conceptmedia.com

Dignam, Janet

Cognitive Development: The First 2-1/2 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1991, video: 25 min.

GENERAL NOTE: Discusses the senses, perception and memory, presents Piaget's work on object permanence and sensorimotor period. Gives advice for improving cognitive development.

WEBSITE: www.conceptmedia.com

Adamson, Lauren B., ed.; Romski, Mary Ann, ed.

Communication and Language Acquisition: Discoveries from Atypical Development

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 352 pp.
 GENERAL NOTE: Describes applied benefits of studying language acquisition for children with autism, hearing impairments, mental retardation, and other disabilities, and discusses contributions these studies make to theories of language and communication in issues of cognition, comprehension, mother-child interaction, milieu teaching and poverty.
 WEBSITE: www.brookespublishing.com

Newmark, Gerald

Como Criar Ninos Emocionalmente Sanos: Satisfaciendo Sus Cinco Necesidades Vitales... Y Tambien Las de los Padres!

PUBLISHER: Tarzana, CA: NMI Publishers, 2001, 184 pp.
 GENERAL NOTE: In Spanish, written for parents of children of all ages, infants through teen years, expectant parents, teachers, school staff, and for all others involved in the education and care of children, provides information on enhancing the emotional health of children, parents and families. Presents a philosophy of parenting and an action-oriented strategy based on the five critical needs of children: to feel respected, to feel important, to feel accepted, to feel included, and to feel secure.
 WEBSITE: <http://goliath.ecnext.com/coms2/product-compint-0000708720-page.html>

Orellana, M., translator

Companeros en el Idioma: Guia para Los Padres – El Bebe Partners in Language: A Guide for Parents – The Baby

PUBLISHER: Rockville, MD: American Speech-Language-Hearing Assn., 1981, 54 pp.
 GENERAL NOTE: Gives bilingual pictorial guide on early speech and language development with activities and strategies families can use to stimulate their infant.
 WEBSITE: www.asha.org

Orellana, M., translator

Companeros en el Idioma: Guia para Los Padres – El Nino que empieza a andar Partners in Language: A Guide for Parents – The Toddler

PUBLISHER: Rockville, MD: American Speech-Language-Hearing Assn., 1981, 50 pp.
 GENERAL NOTE: In Spanish, gives bilingual pictorial guide on early speech and language development with activities and strategies families can use to stimulate their toddler.
 WEBSITE: www.asha.org

Dignam, Janet

Compliance, Self-control, and Prosocial Behavior

PUBLISHER: Irvine, CA: Concept Media, Inc., 1994, video: 27 min.
 GENERAL NOTE: Discusses temperament, attachment, and cognitive changes at two years of age as factors influencing prosocial behavior. Describes development of self-control, parenting styles, discipline types, and role of empathy.
 WEBSITE: www.conceptmedia.com

Wolf, Dennie Palmer

Connecting: Friendship in the Lives of Young Children and Their Teachers

PUBLISHER: Redmond, WA: Exchange Press Inc., 1986, 127 pp.
 GENERAL NOTE: Presents developmental view of friendship and peer relations, addresses problematic aspects of early relationships among children, outlines natural resources and strategies to create friendly climate, looks at modern family patterns.

Tronick, Edward Z.; Weinberg, M.K.

Depressed Mothers and Infants: Failure to Form Dyadic States of Consciousness

PUBLISHER: New York, NY: Guilford Press, 1997, 14 pp.
 GENERAL NOTE: Discusses model of the process of infant emotional functioning and experience, the Mutual Regulation Model (MRM), that in part accounts for the toxic effects of maternal depression on a child's social-emotional functioning and development, to understand why some children of depressed mothers develop behavioral disorders.
 WEBSITE: www.guilford.com

Lous, A.M., et al.

Depression and Play in Early Childhood: Play Behavior of Depressed and Nondepressed 3-to 6-Year-Olds in Various Play Situations

PUBLISHER: Austin, TX: Journal of Emotional and Behavioral Disorders, 2000, 8(4), 12 pp.
 GENERAL NOTE: Compares behavior of seven depressed and seven non-depressed 3- to 6-year-olds in three play situations: solitary free play, interactive free play, and play narratives.
 WEBSITE: www.proedinc.com/jebd.html

Emde, Robert N.; Harmon, Robert J.

The Development of Attachment and Affiliative Systems

PUBLISHER: New York, NY: Plenum Press, 1982, 311 pp.
 GENERAL NOTE: Gives perspectives from clinical and developmental psychology, neurobiology, child development, anthropology and the behavioral sciences. Explores parent-child bonding, attachment, typical and atypical development and infant mental health.

Novello, Antonia C.

Disciplina: Enseñando Limites con Amor

PUBLISHER: Beverly Hills, CA: I Am Your Child, 2001, video: 27 min.; booklet: 12 pp.
 GENERAL NOTE: In Spanish, explores loving and effective ways to discipline young children by emphasizing teaching rather than punishment. Issues covered include techniques for setting effective limits, dealing with tantrums, and how to manage your own anger.
 WEBSITE: www.iamyourchild.org

Brazelton, T. Berry, host

Discipline: Teaching Limits with Love

PUBLISHER: Beverly Hills, CA: I Am Your Child, 2000, video: 27 min.; booklet: 12 pp.
 GENERAL NOTE: Explores loving and effective ways to discipline young children by emphasizing teaching rather than punishment. Issues covered include techniques for setting effective limits, dealing with tantrums, and how to manage your own anger.
 WEBSITE: www.iamyourchild.org

Brazelton, T. Berry; Cramer, Bertrand G.

The Earliest Relationship: Parents, Infants and the Drama of Early Attachment

PUBLISHER: New York, NY: Addison-Wesley Publishing Company, Inc., 1990, 252 pp.
 GENERAL NOTE: Discusses the period from conception through the early months in terms of developmental psychology, infant research, and psychoanalytic insight. Integrates research in infant development and mother-infant interaction and clinical work with parents and infants who are having problems. Outlines methods of assessment, and application of the Neonatal Behavioral Assessment Scale (NBAS).
 WEBSITE: www.awprofessional.com

Brown, Brett, et al.

Early Child Development in Social Context: A Chartbook

PUBLISHER: New York, NY: Commonwealth Fund, 2004, 117 pp.
 GENERAL NOTE: Reviews over 30 key indicators of development and health for children up to age six, and social factors in families and communities that affect these outcomes. Offers practical implications for practitioners and parents.
 WEBSITE: www.cmfw.org

Sroufe, Alan

Early Relationships and the Development of Children

PUBLISHER: Minneapolis, MN: Univ. of Minnesota, 1997, 17 pp.
 GENERAL NOTE: Discusses nature of early caregiving relationships, how they support child's early development, and how defining characteristics of relationship experiences become feature of individual children.
 WEBSITE: www.umn.edu

Bernal, Raquel

The Effect of Maternal Employment and Child Care Choices on Children's Cognitive Development

PUBLISHER: Evanston, IL: Northwestern University, April 2005, 44 pp.
 GENERAL NOTE: Develops and estimates a model of employment and child care decisions of women after birth to evaluate the effects of maternal employment and daycare choices on children's cognitive ability.
 WEBSITE: www.northwestern.edu

Rudo, Z.H.; Powell, D.S.

The Effects of Violence in the Home on Children's Emotional, Behavioral, and Social Functioning: A Review of the Literature

PUBLISHER: Austin, TX: Journal of Emotional and Behavioral Disorders, 1998, 6(2), 20 pp.
 GENERAL NOTE: Provides review and summary of research related to effects of violence in the home showing children to be at-risk for behavioral and emotional problems and less at-risk for impaired social functioning.
 WEBSITE: www.proedinc.com/jebd.html

Grove, Rebecca E. Argabrite

Embracing Our Psychosocial Roots

PUBLISHER: Bethesda, MD: American Occupational Therapist Association, 2002, 5 pp.
 GENERAL NOTE: From the viewpoint of school-based occupational therapy, discusses importance of the overall results of psychosocial intervention, which are influenced by characteristics of the child, the nature of the intervention, and the environment in which it takes place. The outcomes of such intervention are occupational engagement and participation.
 WEBSITE: www.aota.org

Concept Media

Emotional and Social Development Birth to Two and a Half

PUBLISHER: Irvine, CA: Concept Media, 2000, video: 25 min.
 GENERAL NOTE: Covers Erikson's first 2 psychosocial stages. Discusses attachment, temperament, stranger anxiety and the development of self awareness.
 WEBSITE: www.conceptmedia.com

Denham, Susanne A.

Emotional Development in Young Children

PUBLISHER: New York, NY: Guilford Press, 1998, 271 pp.
 GENERAL NOTE: Explores changing emotional competencies of toddlers and preschoolers, describing typical developmental changes and roots of individual differences, parental influence, regulating emotional expressiveness, and social accomplishments supported by the young child's growing emotional competence.
 WEBSITE: www.guilford.com

Sroufe, L. Alan

Emotional Development: The Organization of Emotional Life in the Early Years

PUBLISHER: New York, NY: Cambridge University Press, 1997, 272 pp.
 GENERAL NOTE: Discusses common core processes of specific emotions and the capacity for emotional regulation, and the ties between emotional, cognitive and social development.
 WEBSITE: www.cambridge.org

Dignam, Janet

Emotional/Social Development: The First 2-1/2 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1991, video: 22 min.
 GENERAL NOTE: Discusses developmental processes by which newborn becomes a social being, temperament, attachment, social responses, anxiety, self-awareness, and development of empathy and standards.
 WEBSITE: www.conceptmedia.com

Tronick, Edward Z.

Emotions and Emotional Communication in Infants

PUBLISHER: Washington, DC: American Psychologist, 1989, 8 pp.
 GENERAL NOTE: Discusses results of study of emotions in infants and the nature of emotional communication between infants and adults.
 WEBSITE: www.apa.org/journals/amp.html

Dunst, Carl J.; Raab, Melinda

Evaluation of an Evidence-Based Practice Guide for Increasing Preschoolers' Prosocial Peer Interactions

PUBLISHER: Asheville, NC: Centerscope, Research and Training Center on Early Childhood Development, Orelena Hawks Puckett Institute, 2005, 4(1), 7 pp.
 GENERAL NOTE: Evaluates the effectiveness and usefulness of a practice guide for using toys to promote prosocial interactions among 3-, 4-, and 5-year-old children in preschool classroom settings.
 WEBSITE: www.puckett.org

National Scientific Council on the Developing Child

Excessive Stress Disrupts the Architecture of the Brain

PUBLISHER: Waltham, MA: National Scientific Council on the Developing Child, 2005, 16 pp.
 GENERAL NOTE: Discusses how a child's ability to cope with stress in the early years has consequences for physical and mental health throughout life. Categorizing the nature and severity of early stressful experiences helps to make better judgments about the need for interventions that reduce the risk for later negative impacts.
 WEBSITE: www.developingchild.net/reports.shtml

Duda, Michelle A.; Dunlap, Glen, et al.

An Experimental Evaluation of Positive Behavior Support in a Community Preschool Program

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 2004, 24(3), 13 pp.
 GENERAL NOTE: Examines the effects of positive behavior support (PBS) implemented in typical classroom staff for two 3-year-old girls in a community-based preschool. Findings support the efficacy of PBS with young children in natural settings while raising questions for future research regarding the utilization and efficiency of PB support plans.
 WEBSITE: www.proedinc.com/tec.html

Neuman, S.B.; Panoff, R.P.

Exploring Feelings: Activities for Young Children

PUBLISHER: Atlanta, GA: Humanics Limited, 1990, 226 pp.

GENERAL NOTE: Gives unit and concept-based activities to promote social, emotional, moral, affective and creative development. Includes ideas for working with children with special needs.

WEBSITE: www.pickabook.co.uk/book_details/index2.php?isbn=0893340375&type=title&mysearchterms=exploring+feelings&searchtype=

Greenspan, Stanley; Greenspan, Nancy Thorndike

Exploring First Feelings/First Feelings: Milestones in the Emotional Development of Your Baby and Child

PUBLISHER: New York, NY: Institute for Mental Health Initiatives/Penguin Books, 1985, video: 21 min; book: 260 pp.

GENERAL NOTE: Describes six emotional milestones of childhood and offers guidelines for helping parents translate hunches and questions about their child's emotions into active caregiving. Video emphasizes prevention and promotes mental health of infants and young children.

WEBSITE: www.imhi.org

Paul, Rhea, ed.

Exploring the Speech-Language Connection

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 368 pp.

GENERAL NOTE: Explores interaction between speech and language in typical development and the effect that interaction has on language disorders. Analyzes role of speech in normal language development, pre-speech vocal foundations for language, early sounds and words, co-morbidity in speech and language disorders, dysfluency, and the emergence of literacy. Addresses tracheostomies, Down syndrome, deafness, severe speech-motor impairments, and other disabilities. Gives suggestions for developing programs to integrate speech and language management for children with communication disorders.

WEBSITE: www.brookespublishing.com

Center for Evidence-Based Practices: Young Children with Challenging Behavior

Facts About Young Children with Challenging Behaviors

PUBLISHER: Tampa, FL: Univ. of Florida, Center for Evidence-Based Practices: Young Children with Challenging Behavior, Nov. 2004, 2 pp.

GENERAL NOTE: Provides a summary of the research on the significance of young children with challenging behaviors who have a significant risk of continued problems, school failure, and social adjustment problems, the social costs associated with young children who have challenging behavior, and the importance of early intervention.

WEBSITE: www.challengingbehavior.org

Greenspan, Stanley

First Feelings: Milestones in the Emotional Development of Your Baby and Child

PUBLISHER: Brattleboro, VT: The Book Press, 1985, 247 pp.

GENERAL NOTE: Defines emotional milestones during infancy and early childhood and offers guidelines for active caregiving.

Mangione, Peter L.; Lally, J. Ronald; Signer, Sheila M.

Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1990, video: 29 min.; booklet (English): 12 pp.

GENERAL NOTE: Gives descriptions, examples, observations and techniques for identifying and supporting young children with various temperaments, social-emotional responses and personality types. Available in Spanish and English.

WEBSITE: www.cde.ca.gov

Greenspan, Stanley I.; Hanna, Sheila; Wilford, Sara

Floor Time: Tuning In To Each Child

PUBLISHER: New York, NY: Scholastic, Inc., 1990, video: 35 min.; guide: 48 pp.; article: 4 pp.; poster

GENERAL NOTE: Staff-training/parent-orientation program on how to help children develop emotionally, socially, and cognitively through interactive play.

WEBSITE: www.scholastic.com

Weston, Donna R.; Ivins, Barbara; Heffron, Mary Claire; Sweet, Nancy

Formulating the Centrality of Relationships in Early Intervention: An Organizational Perspective

PUBLISHER: Philadelphia, PA: Infants and Young Children, 1997, 12 pp.

GENERAL NOTE: Discusses construct of centrality of relationships, integration of relationship-based concepts at all service levels, as new organizing principle in early intervention.

WEBSITE: www.lww.com/product/?0896-3746

Ames, Louise Bates; Gillespie, Clyde; Haines, Jacqueline; Ilg, Frances L.

The Gesell Institute's Child from One to Six: Evaluating the Behavior of the Preschool Child

PUBLISHER: New York, NY: Harper and Row, Publishers, 1979, 240 pp.

GENERAL NOTE: Describes what to expect in motor behavior, adaptive behavior, and language behavior, giving norms of child behavior and listing evaluation tests.

Sloane, Howard N.

The Good Kid Book: How to Solve the 16 Most Common Behavior Problems

PUBLISHER: Champaign, IL: Research Press, 1988, 348 pp.

GENERAL NOTE: Gives specific step-by-step ways to solve particular behavior problems faced by parents in providing discipline without dictating, and to communicate wishes without laying down commands.

WEBSITE: http://pubs.nrc-cnrc.gc.ca/tp2_home_e.html

Greenspan, Stanley I.; Benderly, Beryl Lief

The Growth of the Mind and the Endangered Origins of Intelligence

PUBLISHER: Cambridge, MA: Perseus Books, 1997, 376 pp.

GENERAL NOTE: Discusses six fundamental levels that form the architecture of our minds, the growth of which depends on a series of critical but subtle emotional transactions between infant and primary caregiver.

WEBSITE: www.perseusbooks.com/

Cassidy, Jude, ed.; Shaver, Phillip R., ed.

Handbook of Attachment: Theory, Research, and Clinical Applications

PUBLISHER: New York, NY: Guilford Press, 1999, 942 pp.

GENERAL NOTE: Gives overview of attachment theory of Bowlby and Ainsworth, what subsequent research has revealed, which measures of attachment have been developed and what they measure, and what recent developments contribute to the overall "story" of attachment relationships and personality development.

WEBSITE: www.guilford.com

Newmark, Gerald

How to Raise Emotionally Healthy Children

PUBLISHER: Tarzana, CA: NMI Publishers, 1999, 176 pp.

GENERAL NOTE: Written for parents of children of all ages, infants through teen years, expectant parents, teachers, school staff, and for all others involved in the education and care of children, provides information on enhancing the emotional health of children, parents and families. Presents a philosophy of parenting and an action-oriented strategy based on the five critical needs of children: to feel respected, to feel important, to feel accepted, to feel included, and to feel secure.

WEBSITE: <http://goliath.ecnext.com/coms2/product-compint-0000708720-page.html>

Lyons, Jim; Goodman, Thomas

Identification and Amelioration of Problem Behaviors in Young Children: Providing the Foundation for Academic Success

PUBLISHER: Sacramento, CA: CA Dept. of Education, Early Education Unit, 1998, 17 pp.

GENERAL NOTE: Session from Governor's Conference, discusses factors in the development of preschool adjustment problems, stresses the need for early screening of problem behaviors, and discusses prevention and the need for early intervention.

WEBSITE: www.cde.ca.gov/sp/cd/re

Hemmeter, Mary Louise; Ostrosky, Micki

Identifying and Monitoring Outcomes Related to Children's Social-Emotional Development

PUBLISHER: Tampa, FL, Univ. of Florida, Center for Evidence-Based Practice: Young Children with Challenging Behaviors, 2004, 2 pp.

GENERAL NOTE: Discusses how to prevent and address problem behavior by teaching children social skills they can use in place of problem behavior. Addresses how young children may use challenging behavior when they do not have the social or communicative skills to express their needs or feelings in appropriate ways.

WEBSITE: www.challengingbehavior.org

Stroufe, Alan, et al.

Implications of Attachment Theory for Developmental Psychopathology

PUBLISHER: Minneapolis, MN: Institute of Child Development, 31 pp.

GENERAL NOTE: Discusses Bowlby's attachment theory as one of psychopathology as well as of normal development, and adaptation, early experience, and prior history as related to attachment.

WEBSITE: <http://education.umn.edu/icd>

Greenspan, Stanley I.; Wieder, Serena

An Integrated Developmental Approach to Interventions for Young Children with Severe Difficulties in Relating and Communicating

PUBLISHER: Washington, DC: Zero to Three, 1997, 13 pp.

GENERAL NOTE: Explores assumptions underlying approaches, such as relationship-based, behavioral, educational and family approaches, to intervention with young children with severe disorders of relating and communicating. Suggests value of integrated framework tailored to each child and family's unique developmental challenges and strengths.

WEBSITE: www.zerotothree.org

Dignam, Janet

Intellectual Growth and Achievement

PUBLISHER: Irvine, CA: Concept Media, Inc., 1994, video: 27 min.

GENERAL NOTE: Discusses cognitive development, role of heredity and environment. Describes factors like lead poisoning and hearing loss which affect development. Provides guidelines to help children build confidence.

WEBSITE: www.conceptmedia.com

Hanson, Marci J.; Morgan, Maria L.

Introducing Me

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 24 pp.

GENERAL NOTE: Booklet to be filled out to tell others about your child, to share with professionals and caregivers who work with your child. One in a series called Me, Too!, designed particularly for families of young children with disabilities.

WEBSITE: www.brookespublishing.com

Hanson, Marci J.; Morgan, Maria L., et al.

It's Time for Preschool

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 24 pp.

GENERAL NOTE: Booklet to help learn more about selecting a preschool for your child, connecting with teachers and other families, knowing what the law guarantees you, and making the early school years a positive experience. One in a series called Me, Too!, designed particularly for families of young children with disabilities.

WEBSITE: www.brookespublishing.com

Wilkerson, Bill

Learning to Communicate: The First Three Years

PUBLISHER: Nashville, TN: Bill Wilkerson Center Press, 1993, video: 11 min.

GENERAL NOTE: Illustrates milestones of normal communication development in the first three years of life. Discusses anatomic prerequisites and environmental conditions necessary for speech and language development and outlines warning signs that indicate possible delay.

Bellugi, Ursula; Niles, Diane

Linking Cognition, Brain and Gene

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1998, video: 50 min.

GENERAL NOTE: Audiotape from presentation at Partners in Prevention V, discusses practical ideas regarding biological foundations of language and cognitive function and their genetic basis. Diane Niles, parent of a child with Williams syndrome, founded Parent To Parent organization.

WEBSITE: www.dds.ca.gov

Smith, Barbara J.

Linking Social Development and Behavior to School Readiness

PUBLISHER: Tampa, FL: Univ. of Florida, Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2004, 2 pp.

GENERAL NOTE: Discusses the importance of social competence for school readiness and provides guidance on how to ensure that policy, programs, and educators can promote readiness.

WEBSITE: www.challengingbehavior.org

Hanson, Marci J.; Morgan, Maria L.

Look What I Can Do Now

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 24 pp.

GENERAL NOTE: Provides booklet focusing on introducing strategies for modifying schedules and the physical environment to make it easier for a child to participate in programs and activities. One in a series called Me, Too!, designed particularly for families of young children with disabilities.

WEBSITE: www.brookespublishing.com

Bowlby, John

Loss: Sadness and Depression

PUBLISHER: New York, NY: Basic Books, 1980, 487 pp.

GENERAL NOTE: Discusses the effects of loss on all family members and gives practical suggestions for parents and professional workers dealing with the survivors.

WEBSITE: www.basicbooks.com

Lerner, Claire; Dombro, Amy L.; Levine, Karen

The Magic of Everyday Moments

PUBLISHER: Washington, DC: Zero to Three/Johnson & Johnson Pediatric Institute, 2000, 100 pp.

GENERAL NOTE: Helps parents and other caregivers understand and gain ideas for how to use simple, everyday moments to promote a child's social, emotional, and intellectual development. Divided into 0-4 months, 4-6 months, 6-9 months, 9-12 months, and 12-15 months of age. Uses daily activities, such as feeding, bathing, and grocery shopping, to encourage child's development by building self-confidence, curiosity, social skills, self-control, and communication skills.

WEBSITE: www.zerotothree.org

Meyer, L.H., et al.

Making Friends: The Influences of Culture and Development

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 456 pp.

GENERAL NOTE: Discusses models showing effects of disability and cultural diversity on social relationships of school-age children. Gives advice on creating inclusive social atmospheres.

WEBSITE: www.brookespublishing.com

Harkins, Diane M., ed.; Child Care Training Project

Making the Connection with Infants and Toddlers

PUBLISHER: Davis, CA: Univ. of CA, UC Davis Extension, Center for Human Services, 2005, 50 pp.

GENERAL NOTE: Focuses on developing healthy relationships with children. Discusses the influence of providers on the emotional and social development of infants and toddlers. Includes temperament traits of infants and toddlers.

WEBSITE: www.humanservices.ucdavis.edu

Barkley, Russell A.

Managing the Defiant Child: A Guide to Parent Training

PUBLISHER: New York, NY: Guilford Publications, Inc., 1997, video: 35 min.; booklet: 38 pp.

GENERAL NOTE: Discusses concepts of child management, principles of managing defiant behavior and shows how enhanced parenting skills can improve the parent-child relationship. Complement to "Understanding the Defiant Child" video.

WEBSITE: www.guilford.com

Beckman, Paula J.; Barnwell, Deirdre, et al.

My Community, My Family

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 24 pp.

GENERAL NOTE: Booklet to help learn about building good relationships between your family and others in the community. Includes advice on locating appropriate, accessible programs and activities. Gives strategies for making activities meet the needs of all children. One in a series called Me, Too!, designed particularly for families of young children with disabilities.

WEBSITE: www.brookespublishing.com

Hanson, Marci J.; Morgan, Maria L.; Matias, Sonya Gutierrez

My New Friends

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 24 pp.

GENERAL NOTE: Booklet to explore ways to encourage friendships between children. Highlights importance of friendships through suggestions designed to help a child develop friendships with classmates and make new friends in the community. One in a series called Me, Too!, designed particularly for families of young children with disabilities.

WEBSITE: www.brookespublishing.com

Smith, Barbara; Gutierrez, Mary Kate

NICHCY Connections... to Behavior Assessment, Plans, and Positive Supports

PUBLISHER: Washington, DC: National Dissemination Center for Children with Disabilities, 2004, 5 pp.

GENERAL NOTE: Gives web page of resources addressing problem behavior and determining why the behavior is being exhibited. By doing a behavior assessment, appropriate positive supports can be identified and provided. Updated periodically.

WEBSITE: www.nichcy.org

Smith, Barbara; Gutierrez, Mary Kate

NICHCY Connections... to Behavior at Home

PUBLISHER: Washington, DC: National Dissemination Center for Children with Disabilities, 2004, 4 pp.

GENERAL NOTE: Gives a web resources page of sites with behavior resources available as of June 2004.

WEBSITE: www.nichcy.org

Osman, Betty B.; Blinder, Henriette L.

No One to Play With: Social Problems of LD and ADD Children – The Social Side of Learning Disabilities

PUBLISHER: Novato, CA: Academic Therapy Publications, 1995, 208 pp.

GENERAL NOTE: Describes everyday social problems and situations, offers advice on how to deal with them effectively. Includes topics of getting along with other kids, handling social aspects of school, and group techniques.

WEBSITE: www.academictherapy.com

Hanson, Marci J.; Matias, Sonya Gutierrez; Morgan, Maria L.

On My Best Behavior

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 24 pp.

GENERAL NOTE: Provides booklet to help understand a child's behavior. Gives techniques to help support positive behavior, discourage negative behavior, and avoid behavior problems by planning ahead for new situations. One in a series called Me, Too!, designed particularly for families of young children with disabilities.

WEBSITE: www.brookespublishing.com

Ainsworth, Mary D. Salter; Blehar, Mary C.; Waters, Everett; Wall, Sally

Patterns of Attachment: A Psychological Study of the Strange Situation

PUBLISHER: Hillsdale, NJ: Lawrence Erlbaum Assoc., Publishers, 1978, 409 pp.

GENERAL NOTE: Focuses on how infant behavior is patterned in the attachment system of infants to their mother figures.

WEBSITE: www.erlbaum.com/ME2/Default.asp

Dignam, Janet

Peer Relationships

PUBLISHER: Irvine, CA: Concept Media, Inc., 1994, video: 31 min.

GENERAL NOTE: Discusses ways in which children influence one another, describes how relationships change by age. Gives guidelines for getting along, focusing on specific interventions for shy or aggressive children.

WEBSITE: www.conceptmedia.com

Mark-Wilson, Priscilla; Hopewell, Anne

Perceptions of Child Care Professionals in California Regarding Challenging Behaviors Exhibited by Young Children in Care: Findings and Recommendations of Focus Group Study

PUBLISHER: Washington DC: U.S. Dept. of Health and Human Services, Maternal and Child Health Bureau, 2002, 103 pp.

GENERAL NOTE: Discusses aspects of challenging behavior including identifying and diagnosing, childcare, parents, services, strategies and recommendations.

WEBSITE: <http://mchb.hrsa.gov>

Hestenes, Linda L.; Carroll, Deborah E.

The Play Interactions of Young Children With and Without Disabilities: Individual and Environmental Influences

PUBLISHER: Washington, DC: Early Childhood Research Quarterly, 2000, 15(2), 18 pp.

GENERAL NOTE: Examines play interactions and beliefs in inclusive preschool settings to describe the context of play as well as to better understand the experience of inclusive classrooms for children with and without disabilities.

WEBSITE: www.elsevier.com/wps/find/journaldescription.cws_home/620184/description#description

Anasar, Eleanor

Playing and Learning Together

PUBLISHER: Ypsilanti, MI: Corner Health Center, 2001, 35 pp.

GENERAL NOTE: Helps parents of newborns review aspects of social development such as play, communication and reading.

WEBSITE: www.cornerhealth.org

Knoster, Tim; Maag, John W.; Darch, Craig; Sharkins, Carrie

Positive Approaches to Successful Behavior Management

PUBLISHER: Horsham, PA: LRP Publications, 1999, 19 pp.

GENERAL NOTE: Describes positive behavioral support approach which combines reactive consequence strategies with proactive interventions to minimize serious problem behaviors and increase the repertoire of socially acceptable skills.

WEBSITE: www.lrp.com

Nelsen, Jane; Erwin, Cheryl; Duffy, Roslyn

Positive Discipline for Preschoolers

PUBLISHER: Rocklin, CA: Prima Publishing, 1998, 364 pp.

GENERAL NOTE: Discusses child rearing with practical strategies on non-punitive discipline to prevent misbehavior, dealing with sleeping, eating, toilet training, social skills, positive behavior inside and outside the home using methods that teach important life skills. Also addresses child care.

WEBSITE: www.primapublishing.com/index.pperl

Gartrell, Dan

The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms

PUBLISHER: Clifton Park, NY: Delmar Learning, 2004, 211 pp.

GENERAL NOTE: Describes developmentally appropriate guidance. Shows how to help children develop lifelong skills such as mutual acceptance and cooperation, creative and peaceful problem-solving strategies, and acceptable ways to express difficult emotions. Includes a special chapter on guidance with boys.

WEBSITE: www.delmarlearning.com

Sandall, Susan; Ostrosky, Michaelene

Practical Ideas for Addressing Challenging Behaviors

PUBLISHER: Denver, CO: Division for Early Childhood of the Council for Exceptional Children, 1999, 87 pp.

GENERAL NOTE: Gives position statement and addresses three major points: most challenging behaviors can be addressed through developmentally appropriate management techniques; many effective preventative measures and intervention strategies are available for addressing challenging behaviors and families play a crucial role in designing and carrying out interventions for challenging behaviors.

WEBSITE: www.dec-sped.org

Alter, Peter J.; Conroy, Maureen A.

Preventing Challenging Behavior in Young Children: Effective Practices

PUBLISHER: Tampa, FL: Univ. of Florida, Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2004, 3 pp.

GENERAL NOTE: Gives overview of prevention strategies to address challenging behaviors in young children before these behaviors occur.

WEBSITE: www.challengingbehavior.org

Stern, D.N.; The Change Process Study Group

The Process of Therapeutic Change Involving Implicit Knowledge: Some Implications of Developmental Observations for Adult Psychotherapy

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 1998, 15 pp.

GENERAL NOTE: Explores the process of change in psychotherapy using the perspectives of developmental process and concepts of change in dynamic systems.

WEBSITE: www3.interscience.wiley.com/cgi-bin/jhome/33748

Fox, Lise

Program Practices for Promoting the Social Development of Young Children and Addressing Challenging Behavior

PUBLISHER: Tampa, FL: Univ. of Florida, Center for Evidenced-Based Practice: Young Children with Challenging Behavior, 2004, 3 pp.

GENERAL NOTE: Provides evidence-based program practices and describes a model of universal, secondary, and indicated prevention and intervention practices.

WEBSITE: www.challengingbehavior.org

Wesley, Patricia W.; Dennis, Brenda C.; Tyndall, Sabrina T.

Promoting Appropriate Behavior: Quicknotes VIII

PUBLISHER: Chapel Hill, NC/Lewisville, NC: Frank Porter Graham Child Development Center, Univ. of NC/Kaplan Press, 1998, 22 pp.

GENERAL NOTE: In English and Spanish, discusses which behaviors, even undesirable ones, are appropriate for a child's development in order to respond appropriately to the child's behavior.

WEBSITE: www.fpg.unc.edu, www.kaplan.com

Goldstein, Howard, ed.; Kaczmarek, Louise A., ed.; English, Kristina M., ed.

Promoting Social Communication: Children with Developmental Disabilities from Birth to Adolescence

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 424 pp.

GENERAL NOTE: Explores the complex connection between social and communication skills and gives strategies to apply research on planning social-communication interventions for children with developmental disabilities. Discusses research for a range of approaches to assessment and intervention across four age groups, from birth to adolescence. Case studies address children with autism, cerebral palsy, communication delays, challenging behavior, mental retardation, hearing impairment, and more. Includes assessment and intervention techniques, including "notice and nurture" scaffolding approaches for infants and toddlers, and steps to promoting child-child social interactions for preschoolers.

WEBSITE: www.brookespublishing.com

Schuster, Clara; Reznick, J. Steven

Psychosocial Development: 2-1/2 to 6 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1992, video: 23 min.
 GENERAL NOTE: Discusses tasks crucial to preschooler's emotional and social development, Erickson's stages, Spitz's stages of how children deal with frustration, self-awareness, self-esteem, sexuality, and attachment. Includes information for caregivers on sibling rivalry and discipline.
 WEBSITE: www.conceptmedia.com

Raver, C. Cybele; Knitzer, Jane

Ready to Enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three- and Four-Year-Old Children

PUBLISHER: New York, NY: National Center for Children in Poverty, 2002, 24 pp.
 GENERAL NOTE: Describes research findings on the emotional, social, and behavioral links to school readiness; the prevalence of behavioral, social and emotional problems in children entering school and the risk factors; and the role of child care providers with children. Describes strategies for early intervention for policy makers, researchers, parents, and teachers.
 WEBSITE: www.nccp.org

Hawley, Theresa

Ready to Succeed: The Lasting Effects of Early Relationships

PUBLISHER: Washington, DC: Zero to Three, 1998, 5 pp.
 GENERAL NOTE: Discusses importance of early interactions between parent and baby, which profoundly affect the child's psychological and neurological development, impacting not only the young child's readiness to succeed in school, but also the adolescent's ability to succeed in other areas of life.
 WEBSITE: www.zerotothree.org

Stroufe, Alan

Relationships, Self, and Individual Adaptation

PUBLISHER: New York, NY: Basic Books, 1989, 13 pp.
 GENERAL NOTE: Presents conceptualization of the self, description of developmental process of self, and exploration of variations in the self for individual patterns of adaptation. Chapter from "Relationship Disturbances in Early Childhood: A Developmental Approach," by A.J. Sameroff and R.N. Emde.
 WEBSITE: www.basicbooks.com

Ramey, Craig T.; Ramey, Sharon L.

Right From Birth: Building Your Child's Foundation for Life - Birth to 18 Months

PUBLISHER: New York, NY: Goddard Press, 1999, 263 pp.
 GENERAL NOTE: Provides guide for parents on the intellectual and emotional aspects of development in infants.
 WEBSITE: www.parents-choice.org/product.cfm?product_id=632&award=xx&from=Goddard%20Press,%20Inc.

Dignam, Janet

Role of Play: 2-1/2 to 6 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1992, video: 22 min.
 GENERAL NOTE: Defines and discusses play, its functions, including motor and social development, different types of play, social character of play and gender differences of play.
 WEBSITE: www.conceptmedia.com

Honig, Alice Sterling

Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 2002, 91 pp.
 GENERAL NOTE: Addresses aspects of attachment that a caregiver needs to understand to become more adept at nurturing early positive mental health in young children. Gives suggestions for enhancing skills in nourishing each child's secure relationship with you in the child care setting.
 WEBSITE: www.naeyc.org

Perry, Bruce D.

Self-Regulation: The Second Core Strength

PUBLISHER: Boulder, CO: Scholastic Early Childhood Today, 2001, 16(3), 2 pp.
 GENERAL NOTE: Explores self-regulation and how it contributes to preventing aggression and anti-social behaviors in children.
 WEBSITE: <http://teacher.scholastic.com/products/ect>

Harkins, Diane M., ed.; Child Care Training Project

Setting Limits with Love

PUBLISHER: Davis, CA: Univ. of CA, UC Davis Extension, Center for Human Services, 2004, 80 pp.
 GENERAL NOTE: From training series for family child care professionals, gives information and strategies for helping young children manage their behavior. Shares techniques for reducing conflict and encouraging appropriate behavior, and reviews risk factors that indicate the need for professional help. Includes topics of principles of behavior management, natural and logical consequences, parenting styles and cultural practices, and child abuse reporting.
 WEBSITE: www.humanservices.ucdavis.edu

Benoit, Diane; Goldberg, Susan; Wolpert, Rhona

A Simple Gift: Comforting Your Baby

PUBLISHER: Toronto, Ontario, Canada: The Hospital for Sick Children Foundation, 1998, video: 10 min.; parent guide: 17 pp.; professional's guide: 20 pp.
 GENERAL NOTE: Provides specific information about the development and importance of the infant's attachment relationship with parents in the first year of life. Infant Mental Health Promotion Project product.
 WEBSITE: www.sickkids.ca

McGinnis, E.

Skill-Streaming in Early Childhood

PUBLISHER: Champaign, IL: Research Press, 1990, 189 pp.
 GENERAL NOTE: Provides teachers and parents with a technique to systematically teach the behaviors necessary for effective and satisfying social interactions in school and at home.
 WEBSITE: http://pubs.nrc-cnrc.gc.ca/tp2_home_e.html

Goldman, Barbara D.; Roberts, Joanne E.; Nychka, Helen Bube

SMALLTALK: Creating Conversations with Young Children, Tape 3

PUBLISHER: Austin, TX: Pro-Ed Publications, 1991, video: 22 min.; guide: 6 pp.
 GENERAL NOTE: Shows how to encourage another turn, interpret with words what a child feels, add on to a child's turn, describe the child's focus of interest and (when necessary) introduce a new topic.
 WEBSITE: www.proedinc.com

Goldman, Barbara Davis; Roberts, Joanne Erwick; Nychka, Helen Bube

SMALLTALK: Creating Conversations with Young Children, Tape 4

PUBLISHER: Austin, TX: Pro-Ed Publications, 1991, video: 18 min.; guide: 6 pp.

GENERAL NOTE: Illustrates how daycare providers, preschool teachers and other early childhood specialists can help infants and young children, including those with special needs, develop the skills necessary to interact and communicate successfully. Tape 4 shows how to help children learn when and how to take turns, how to wait long enough for the child to take a turn, find moments for one-on-one conversations, and time for long conversations, and how to notice and respond to tiny turns.

WEBSITE: www.proedinc.com

Goldman, Barbara D.; Roberts, Joanne E.; Nychka, Helen Bube

SMALLTALK: Creating Conversations With Young Children, Tape 5 – Designing the Environment for Conversation

PUBLISHER: Austin, TX: Pro-Ed Publications, 1991, video: 19 min.; guide: 6 pp.

GENERAL NOTE: Shows how to design an environment for good topics for conversations, arrange interesting things at the child's level, and design the environment with plenty of things for children to do independently, to be free to join in play and conversation.

WEBSITE: www.proedinc.com

Goldman, Barbara D.; Roberts, Joanne E.; Nychka, Helen Bube

SMALLTALK: Creating Conversations With Young Children, Tape 6 – Helping Children Take Turns With Each Other

PUBLISHER: Austin, TX: Pro-Ed Publications, 1991, 19 min.

GENERAL NOTE: Shows how to join in children's play and help them take turns with each other, how to create child-size spaces that bring children together, and ways to help those who are especially shy, quiet, or less skilled than the others to join in small group activities.

WEBSITE: www.proedinc.com

Goldman, Barbara Davis; Roberts, Joanne Erwick; Nychka, Helen Bube

SMALLTALK: Creating Conversations with Young Children, Tapes 1 and 2

PUBLISHER: Austin, TX: Pro-Ed Publications, 1991, video: 22 min.; guide: 6 pp.

GENERAL NOTE: Illustrates how daycare providers, preschool teachers and other early childhood specialists can help infants and young children, including those with special needs, develop the skills necessary to interact and communicate successfully. Tape 1 provides brief overview of series, tape 2 shows how to recognize opportunities for conversations and how to find good times to start conversations with children.

WEBSITE: www.proedinc.com

Enzer, Norbert B., ed.; Goin, Kenneth W., ed.

Social and Emotional Development: The Preschooler

PUBLISHER: Chapel Hill, NC: Walker and Company, 1978, 223 pp.

GENERAL NOTE: Presents perspectives of child development specialists, educators, psychologists and psychiatrists, on the relationship between the social and emotional growth of preschool children and their intellectual development. related disturbances, treatment and intervention approaches and implications for working with young children with specific disabilities.

WEBSITE: www.walkerbooks.com

Guralnick, Michael J.

Social Competence and Early Intervention

PUBLISHER: Reston, VA: Journal of Early Intervention, 1990, 14(1), 12 pp.

GENERAL NOTE: Explores relationship between young children's social competence and the goals of early intervention programs. Describes nature of assessment and intervention strategies and the importance of social competence, and the benefits of inclusion for promoting social competence of children with special needs.

WEBSITE: www.dec-sped.org/journals.html

Dunst, Carl J.

Social-Emotional Consequences of Response-Contingent Learning Opportunities

PUBLISHER: Asheville, NC: Research and Training Center on Early Childhood Development, 2003, 1(1), 17 pp.

GENERAL NOTE: Findings from this synthesis indicate that response-contingent learning opportunities, where the relationship between a child's behavior and the consequences of this behavior is clearly detectable, produce the greatest amount of positive social responding and attenuate negative social responding. Implications for practice are described in terms of the environmental arrangements most likely to optimize the positive social-emotional consequences of response-contingent learning opportunities.

WEBSITE: www.evidencebasedpractices.org/bridges/bridges_vol1_no1.pdf

Thoman, Evelyn B., ed.; Trotter, Sharland, ed.

Social Responsiveness of Infants

PUBLISHER: Skillman, NJ: Johnson & Johnson, 1978, 75 pp.

GENERAL NOTE: Discusses infant rhythms, responsiveness, social development and parent-child interactions.

WEBSITE: www.jnj.com/home.htm

Hart, Betty; Risley, Todd R.

The Social World of Children Learning To Talk

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, 317 pp.

GENERAL NOTE: Describes pattern of intergenerational transmission of competence in the role of language experience as children take an active part in learning to talk.

WEBSITE: www.brookespublishing.com

Anasar, Eleanor

A Special Relationship

PUBLISHER: Ypsilanti, MI: The Corner Health Center, 2001, 33 pp.

GENERAL NOTE: Gives information on attachment, communication and routines for parents of newborns and their social-emotional development.

WEBSITE: www.cornerhealth.org

Sameroff, A.J., et al.

Stability of Intelligence from Preschool to Adolescence: The Influence of Social and Family Risk Factors

PUBLISHER: Minneapolis, MN: Center for Human Growth and Development, Univ. of MI, 1993, 17 pp.

GENERAL NOTE: Examines the effects of environment on the intellectual development of children at 4 and 13 years of age, and whether it was the number or kind of risk factors that most strongly affected child behavior.

WEBSITE: www.chgd.umich.edu

Hawley, Theresa

Starting Smart: How Early Experiences Affect Brain Development

PUBLISHER: Washington, DC: Zero to Three, 1998, 6 pp.
 GENERAL NOTE: Discusses how the brain develops, emotional development and the infant brain, effects of trauma and chronic stress, impact of neglect, and the importance of early intervention and quality infant/toddler child care.
 WEBSITE: www.zerotothree.org

Fox, Lise

Supporting Infants and Toddlers with Challenging Behavior

PUBLISHER: Tampa, FL: Univ. of Florida, Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2004, 2 pp.
 GENERAL NOTE: Provides guidance on program practices that may be used to support very young children with challenging behavior and their families.
 WEBSITE: www.challengingbehavior.org

Katz, L.; McClellan, D.

The Teacher's Role in the Social Development of Young Children

PUBLISHER: Urbana, IL: ERIC Clearinghouse, 1991, 71 pp.
 GENERAL NOTE: Overview of social-emotional development, strategies to promote positive development and overcome social difficulties and curriculum ideas.
 WEBSITE: www.eric.ed.gov

Fox, Lise, et al.

The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children

PUBLISHER: Washington, DC: Young Children, July 2003, 4 pp.
 GENERAL NOTE: Describes a framework for addressing the social and emotional development and challenging behavior of young children. Includes four levels of practice to address the needs of all children, including children with persistent challenging behavior.
 WEBSITE: www.journal.naeyc.org

Warren Lindsay, Jeanne

Teens Parenting: Discipline from Birth to Three

PUBLISHER: Buena Park, CA: Morning Glory Press, Inc., 1991, 191 pp.
 GENERAL NOTE: Discusses discipline as guiding learning in a positive way.
 WEBSITE: www.morningglorypress.com

Chess, Stella

Temperament in Clinical Practice

PUBLISHER: New York, NY: The Guilford Press, 1986, 315 pp.
 GENERAL NOTE: Reviews findings on the functional significance of temperament, with regard to developmental level and environmental context; direct clinical applications for diagnosis, prevention and treatment; and role of temperament in areas of school functioning, pediatric practice, nursing practice and the handicapped child.
 WEBSITE: www.guilford.com

Kaiser Permanente

The Temperament Program: A Series of Videotapes on Temperament for Health-Care Providers

PUBLISHER: Van Nuys, CA: Child Development Media, Inc., 1994, videos: withdrawing: 22 min.; concepts: 22 min.; high-activity: 20 min.; high-intensity: 23 min.
 GENERAL NOTE: Video series on different types of temperament and how to apply temperament concept to work with challenging behaviors in young children. Uses Chess and Thomas' research as basis for discussion. Video titles are: Understanding the Withdrawing Child with High-Sensitivity or High-Intensity; Using Temperament Concepts to Prevent Behavior Problems; Understanding the High-Activity Slow-Adapting Child with Low Rhythmicity; and Understanding the High-Intensity Slow-Adapting Child.
 WEBSITE: www.childdevelopmentmedia.com

Chess, Stella

Temperaments of Infants and Toddlers

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1990, 12 pp.
 GENERAL NOTE: From the Program for Infants and Toddler Caregivers (PITC), gives help in recognizing temperamental differences in very young children so that ways can be developed to relate to children through their temperament that are best for them. Defines and discusses nine categories of temperament, including a chart and assessment scale.
 WEBSITE: www.cde.ca.gov

Lauderdale, K.; Roberson, J.; Bonilla, C.

Tending to the Emotional Needs of Teachers and Children: Tricks of the Trade

PUBLISHER: Stockton, CA: International Consulting Associates, Inc., 1998, 98 pp.
 GENERAL NOTE: Written by teachers for teachers, parents and administrators, presents view of emotional needs of both teachers and their students, addressing psychological stresses which teachers face daily as the problems of students affect their emotional well-being.

Educational Productions Inc.

Time Together: Learning to Play With Young Children

PUBLISHER: Portland, OR: Educational Productions Inc., 1989, guides: 4 pp., 25 pp.
 GENERAL NOTE: Tells how to join in play, keep children involved and support the natural process of learning through every play experience with simple techniques that help adults become good play partners. Includes viewer's guide and facilitator's guide. No video included.
 WEBSITE: www.edpro.com

Casas, Paula

Toward the ABCs: Building a Healthy Social and Emotional Foundation for Learning and Living

PUBLISHER: Chicago, IL: Ounce of Prevention Fund, 2002, 8 pp.
 GENERAL NOTE: Discusses importance of healthy social and emotional development, brain connection, risk factors and problem behaviors.
 WEBSITE: www.ounceofprevention.org

Education Development Center, Inc.

Training Guides for the Head Start Learning Community: Supporting Children with Challenging Behaviors – Relationships Are Key

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, Administration for Children and Families, Head Start Bureau, 1997, 121 pp.
 GENERAL NOTE: Provides teaching teams with a process for reflecting on their own practice, assessing difficult situations, and designing interventions through joint problem solving that supports both children and adults.
 WEBSITE: www.acf.hhs.gov/programs/hsb

Wetherby, Amy M., ed.; Warren, Steven F., ed.

Transitions in Prelinguistic Communication

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 496 pp.
GENERAL NOTE: Compares the emergence of intentional and symbolic communication in both chronologically and developmentally young children. Examines transition patterns in children developing typically and in children at risk for communication delays. Presents and analyzes research on prelinguistic assessment and intervention approaches.
WEBSITE: www.brookespublishing.com

Univ. of Colorado Health Sciences Center School of Nursing

Understanding and Managing Behavior of Young Children

PUBLISHER: Lawrence, KS: Learner Managed Designs, Inc., 1994, video: 53 min.
GENERAL NOTE: Explores causes of challenging behavior in young children and helps caregivers intervene effectively. Demonstrates strategies of observation, providing structure and intervening in positive ways. For use in school and child care settings.
WEBSITE: www.lmdusa.com

Barkley, Russell A.

Understanding the Defiant Child

PUBLISHER: New York, NY: Guilford Publications, Inc., 1997, video: 35 min.; booklet: 34 pp.
GENERAL NOTE: Defines Oppositional Defiant Disorder (ODD), its causes, why it should be dealt with early, what can be done, and present family interactions and commentary from parents. Tells how to distinguish ODD from milder forms of misbehavior, long-term outcomes for defiant children, relationship between ODD and ADHD, and why parent training can help. Manual reviews and amplifies material covered, provides resources and supplementary information. Complement to "Managing the Defiant Child" video.
WEBSITE: www.guilford.com

Mazziota, John

Using Modern Imaging Methods to Map the Human Brain

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, video: 2 hrs.
GENERAL NOTE: Video of presentation at Partners in Prevention III, A Governor's Conference, discusses how the brain works and its function and structure.
WEBSITE: <http://dds.ca.gov>

Frost, J.

When Children Play: Proceedings of the International Conference on Play and Play Environments

PUBLISHER: Wheaton, MD: Association for Childhood Education International, 1985, 355 pp.
GENERAL NOTE: Conference proceedings include sections on understanding play, play learning and development, playgrounds; play environments, play materials, the role of adults in promoting play, and play as an assessment tool.
WEBSITE: www.acei.org

Docherty, Neil

When the Bough Breaks: Identifying Behavioral Problems Early

PUBLISHER: Van Nuys, CA: Child Development Media, Inc., 1995, video: 90 min.
GENERAL NOTE: Traces three months of therapy for three mothers and their children ages 10 months to three years, showing that even before they can speak, children give out signals of disturbance which need proper intervention to avoid family turmoil. Theory is that if child does not properly attach itself to a caregiver in the first three years, implications for later life are profound, and can show up in overly aggressive behavior, serious learning problems, and delinquency.
WEBSITE: www.childdevelopmentmedia.com

Trout, Michael

Working Papers on Process in Infant Mental Health Assessment and Intervention

PUBLISHER: Champaign, IL: The Infant-Parent Institute, 1987, 90 pp.
GENERAL NOTE: Gives a series of papers for infant mental health clinicians' procedural issues on assessment services and program delivery.
WEBSITE: www.infant-parent.com

Wood, David; McMahon, Linnet

Working With Under Fives

PUBLISHER: Ypsilanti, MI: High Scope Press, 1980, 274 pp.
GENERAL NOTE: Presents analysis of talk and interaction between teachers and playgroup leaders with children in their care. Explores and describes differences between adult and child viewpoints of the interactions.
WEBSITE: www.highscope.org

Kaiser, Crystal E.

Young and Special: Early Thoughts – Normal Cognition, B-6

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 30 pp.
GENERAL NOTE: Presents basic principles of early normal infants. Preschoolers illustrate concepts discussed. Examples may help teachers recognize similar stages or processes in the children with whom they work.
WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Kaiser, Crystal E.

Young and Special: In a Different World – Understanding Social/Emotional Problems

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 33 pp.
GENERAL NOTE: Focuses on effects of physical appearance and its relationship to children with obvious physical disfigurement. The issues of the effects of physical appearance and its relationship to children with obvious physical disfigurement is highlighted through the story of Rosie and Shannon, special needs children with unusual physical appearances.
WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Kaiser, Crystal E.

Young and Special: Just a Feeling I Have – Normal Social/Emotional Development, Birth to Age 6

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 33 pp.
GENERAL NOTE: Workshop on early emotional and social development highlights important educational implications of these developmental progressions.
WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Kaiser, Crystal E.

Young and Special: Love Always Helps Ⓜ Intervention: Social/Emotional Problems

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 32 pp.
GENERAL NOTE: Discusses intervention models and strategies for working with children who present behavior management problems, and introduces topic of petit mal seizures.
WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Kaiser, Crystal E.

Young and Special: Speaking Louder Than Words – Normal Speech and Language, Birth to Age 6

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 33 pp.

GENERAL NOTE: Presents a practical approach to understanding early normal language and speech development. Infants, toddlers, and pre-school children provide illustrations of each developmental sequence and pattern.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Jalongo, Mary Renck

Young Children and Picture Books

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 2004, 187 pp.

GENERAL NOTE: Discusses for adults the importance of children's literature: to enhance professional judgment about literature; to suggest effective ways of linking literature with young learners; to further understanding of young children's responses to literature; to describe the ways that picture books promote literacy; to explore the role of parents, other family members, and communities in providing picture book experiences for the very young child; and to clarify the crucial role that teachers play in integrating picture books into the early childhood curriculum.

WEBSITE: www.naeyc.org

National Scientific Council on the Developing Child

Young Children Develop in an Environment of Relationships

PUBLISHER: Waltham, MA: National Scientific Council on the Developing Child, 2003, 12 pp.

GENERAL NOTE: Discusses importance of relationships that engage children in the human community in ways that help them define who they are, what they can become, and how and why they are important to other people. Discusses the science-policy gap and implications for policy and programs.

WEBSITE: www.developingchild.net

CHILD DEVELOPMENT:
Motor Development

[3430]

Siegling, Laura Sahlin

At Arm's Goals for Arm and Hand Function

PUBLISHER: Phoenix, AZ: EdCorp, 1984, 216 pp.

GENERAL NOTE: Deals with learning tasks encountered by all children in the sensorimotor stages of development, specifically with problems of arm and hand use experienced by physically or developmentally disabled children during this developmental process.

Blanche, Erna I.; Botticelli, Tina M.

Combining Neuro-Developmental Treatment and Sensory Integration Principles: An Approach to Pediatric Therapy

PUBLISHER: San Antonio, TX: Therapy Skill Builders, 1995, 182 pp.

GENERAL NOTE: Discusses NDT and SI with detailed guidelines to help determine when a combined approach is most useful, including specifics for sensory processing dysfunction, autism, cerebral palsy, fragile X syndrome, and Down syndrome. Includes reproducible checklists for evaluating sensory and movement disorders, case studies, and activities.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Bruni, Maryanne

Fine Motor Skills in Children with Down Syndrome: A Guide for Parents and Professionals

PUBLISHER: Bethesda, MD: Woodbine House, 2006, 255 pp.

GENERAL NOTE: Explains the best practices for helping children master the finger and hand skills needed for home and school activities. Presents a thorough overview of fine motor development and how the characteristics of Down syndrome can impact the acquisition and progression of fine motor skills. Second edition includes discussion of sensory processing, tips on when child is ready for activities of preprinting and printing, strategies for self-help skills for independent living, research on how children with Down syndrome learn, and expanded suggestions for toys, activities, equipment, computer use and grandparents' lists.

WEBSITE: www.woodbinehouse.com

Winders, Patricia C.

Gross Motor Skills in Children with Down Syndrome: A Guide for Parents and Professionals

PUBLISHER: Bethesda, MD: Woodbine House, 1997, 252 pp.

GENERAL NOTE: Describes and illustrates over 100 activities for parents and professionals to practice with infants and children from birth through age six. Gives checklists and statistics for tracking, planning, and maximizing child's progress. Discusses effects of low muscle tone, increased flexibility, and temperament (motor driven versus observer) on gross motor development.

WEBSITE: www.woodbinehouse.com

Goudy, Kerry

Infant Motor Development: A Look at the Phases

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1988, video: 20 min.

GENERAL NOTE: Discusses normal pattern of movement and motor development from birth to one year and how skills develop and are refined.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Rivera de Colon, Anabel, translator

Los Servicios Que Teraphia Ocupacional Ofrece a Infantes y Ninos

PUBLISHER: Rockville, MD: American Occupational Therapy Association, Inc., brochure

GENERAL NOTE: In Spanish, provides information on services by occupational therapists in a variety of settings.

WEBSITE: www.aota.org

Bly, Lois

Motor Skills Acquisition in the First Year: An Illustrated Guide to Normal Development

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1994, 232 pp.

GENERAL NOTE: Provides photographs of typically developing babies depicting normal movement patterns and developmental milestones on 2 week intervals and describes each stage.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Harrell, Lois

Movement and the Visually Impaired Baby and Child

PUBLISHER: Placerville, CA: L. Harrell Publications, 1996, 38 pp.

GENERAL NOTE: Discusses and illustrates techniques of movement in visually impaired babies.

Alexander, Rona

Normal Development of Functional Motor Skills: The First Year of Life

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1993, 234 pp.
 GENERAL NOTE: Based on observations of normally developing infants birth to 12 months, assists therapist, teachers, parents, and other team members to assess and promote functional motor skills.
 WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Hale, Janet L.

Normal Development of Walking

PUBLISHER: Toronto, Ontario, Canada: Univ. of Toronto, 1993, video: 14 min.; viewer's guide: 6 pp.
 GENERAL NOTE: Helps to understand the progression of normal walking and comparing the pathological situation to the normal standard.
 WEBSITE: www.utoronto.ca

Friedfeld, Sharon

Normal Infant Reflexes and Development

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1988, video: 30 min.; booklet: 15 pp.
 GENERAL NOTE: Depicts normal newborn reflexes and their implications for motor development. Describes reflex development, as well as the equilibrium responses in the 12- to 15-month-old baby.
 WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

American Occupational Therapy Association, Inc.

Occupational Therapy Services for Infants and Children

PUBLISHER: Rockville, MD: American Occupational Therapy Association, Inc., brochure
 GENERAL NOTE: Provides information on services by occupational therapists in a variety of settings.
 WEBSITE: www.aota.org

Schuster, Clara; Reznick, J. Steven

Physical Growth and Motor Development: 2-1/2 to 6 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1992, video: 21 min.
 GENERAL NOTE: Discusses patterns of growth seen in children between 2-1/2 and 6 six years old and describes how growth affects function.
 WEBSITE: www.conceptmedia.com

Dignam, Janet

Physical Growth and Motor Development: The First 2- 1/2 Years

PUBLISHER: Irvine, CA: Concept Media, Inc., 1991, video: 19 min.
 GENERAL NOTE: Emphasizes individual differences by depicting wide range of physical growth and motor development, discusses environmental factors, developmental patterns and norms.
 WEBSITE: www.conceptmedia.com

Univ. of Colorado Health Sciences Center School of Nursing

Positioning for Infants and Young Children with Motor Problems

PUBLISHER: Lawrence, KS: Learner Managed Designs, Inc., 1989, video: 30 min.; manual: 20 pp.; test packet: 18 pp.
 GENERAL NOTE: For nurses, physical and occupational therapists, parents and day care providers, demonstrates recommended ways to handle and position the child in variety of daily activities. Includes masters for test used with training.
 WEBSITE: www.lmdusa.com

Blum, Nathan J.; Taubman, Bruce

Relationship Between Age at Initiation of Toilet Training and Duration of Training: A Prospective Study

PUBLISHER: Elk Grove Village, IL: Pediatrics, 2003, 111(4), 9 pp.
 GENERAL NOTE: Study found that early initiation of intensive toilet training correlates with an earlier age of completion of toilet training but also a longer duration of toilet training. Suggests little benefit in beginning intensive training before 27 months of age in most children.
 WEBSITE: www.pediatrics.org/cgi/content/full/111/4/810

Ratliff-Schaub, K., et al.

Relationship Between Infant Sleep Position and Motor Development in Preterm Infants

PUBLISHER: Hagerstown, MD: Developmental and Behavioral Pediatrics, 2001, 22(5), 6 pp.
 GENERAL NOTE: Covers the effect of various types of infant sleep positioning on motor development. Supine sleeping has been associated with decreased risk for sudden infant death syndrome, but compensatory strategies while awake may be needed to avoid delayed acquisition of head control.
 WEBSITE: www.jrnldbp.com

Resources for Infant Educators (RIE)

See How They Move

PUBLISHER: Los Angeles, CA: RIE, 1994, video: 28 min.
 GENERAL NOTE: Describes Magda Gerber's approach and philosophy to working with infants. Discusses the developmental sequence of gross motor development from five weeks to 20 months old.
 WEBSITE: www.rie.org

Koralek, Derry, ed.

Spotlight on Young Children and Play

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 2004, 64 pp.
 GENERAL NOTE: Provides selection of articles on the varied power of play, as a source of enjoyment and as a tool for learning. Describes how teachers help children engage in play that prepares them for future academic challenges; engage them in improvisation; pretend play for the out-of-doors; and what young children learn through play. Includes a chart of materials for various types of play that support children's development and a chart of play modifications for children with disabilities, practical suggestions for modifying the curriculum to ensure that all children have opportunities to engage in play. Also offers a practical guide for conducting a hands-on workshop to acquaint adults with the principles and value of play.
 WEBSITE: www.naeyc.org

Hanson, Marci J.

Teaching the Young Child with Motor Delays: A Guide for Parents and Professionals

PUBLISHER: Austin, TX: Pro-Ed, 1986, 218 pp.
 GENERAL NOTE: Designed for parents of children with movement difficulties and for professionals who work with these children and their parents, to complement work of the more direct and intensive services of physical or occupational therapist or staff member of early intervention programs.
 WEBSITE: www.proedinc.com

Kaiser, Crystal E.

Young and Special: Like All Other Kids – Intervention: Fine Motor Problems

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 30 pp.

GENERAL NOTE: Demonstrates many pieces of equipment commonly used in preschool classroom that can be adapted to help children with special needs. Presents basic concepts and principles of providing intervention in the fine motor area, and suggests specific intervention strategies.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Kaiser, Crystal E.

Young and Special: Reach, Grasp, Release – Normal Fine Motor Development, Birth to Age 6

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 30 pp.

GENERAL NOTE: Introduces basic principles of early normal fine motor development. Teaches how to analyze fine motor tasks a child's fine motor development through guided observation.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Kaiser, Crystal E.

Young and Special: Reflexive to Voluntary - Normal Large Motor Development, Birth to Age 6

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 30 pp.

GENERAL NOTE: Introduces basic concepts of early (birth to 6 years) large motor development, and clarifies relationship between large and fine motor development.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Clein, M.; Whitefield, J.

Your Baby: An Infant Wellness Program

PUBLISHER: New York, NY: Fit Video, 1987, video: 30 min.

GENERAL NOTE: Describes four stages of physical activities in a child's natural development to help with bonding, problem-solving activities, enhancing the child's normal motor development, and contributing to positive structural growth and development.