

# ECI Library Matters

## **Medical Diagnosis and Special Populations (updated)**

In this issue, ECI Library Matters features resources on cerebral palsy, cleft palate, cystic fibrosis, seizure disorders, and spina bifida. It also covers special populations such as premature infants, young children with visual impairments, and multiple births. Abstracts of articles of these topics are also included. For a complete listing of library titles, please visit the library's online catalog at [texashealthlibrary.com](http://texashealthlibrary.com).

**Important News:** Due to the COVID-19 pandemic, the DSHS Library is closed. The staff is working remotely from home. No books or DVDs may be borrowed until we reopen. All electronic library resources are available via any computer or mobile device with an internet connection. Please email library staff with any questions at [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

## **In This Issue**

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## **Texas Department of State Health Services**

### **USEFUL INFORMATION**

**Texas Health and Human  
Services**

**HHS Office of Ombudsman:  
1-877-787-8999**

**ECI Website**

**ECI Library Matters**

### **CONTACT INFORMATION**

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PO Box 149347  
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78714-9347**

**Library Website**

**Library Catalog**

**Caregiver-implemented intervention for communication and motor outcomes for infants and toddlers.** Windsor, K. S., Woods, J., Kaiser, A. P., Snyder, P., & Salisbury, C. (2019). *Topics in Early Childhood Special Education, 39(2), 73-87.*

The purpose of this study was to examine the effects of coaching caregivers to embed both communication and motor outcomes concurrently within daily routines of their infants or toddlers with significant disabilities using Enhanced Milieu Teaching (EMT) strategies. The coaching and embedding practices were part of a multicomponent intervention known as Embedded Practices and Intervention with Caregivers (EPIC). Three children with significant disabilities, aged 15 to 23 months, their caregivers and an early intervention provider participated in this single case multiple probe design study. Primary dependent variables were caregivers' number of naturalistic teaching strategies used and rates of correctly embedded instruction for each learning target in each routine. Child motor and communication outcomes were also examined. Results provide initial support for the positive effects of the EPIC approach using EMT strategies to embed intervention on two developmental domains concurrently in caregiver's daily routines.

**Expanding perspectives: A social inequities lens on intimate partner violence, reproductive justice, and infant mental health.**

Grady, G., Hinshaw-Fuselier, S., & Friar, N. (2019). *Infant Mental Health Journal, 40(5), 624-639.*

Intimate partner violence (IPV) poses a threat to the attainment of reproductive justice. Women who experience IPV are limited in their ability to parent their children in a secure and nurturing environment, which can have negative effects on the mother and child immediately and long-term, potentially distressing reproductive well-being across generations. Societal inequities faced by women, particularly women of color, within education, economic, and legal systems are associated with risk factors for IPV. This article will use national- and state-level data with case examples and the lens of reproductive justice to consider the impact of and potential solutions to historical and institutional inequities related to IPV.

## Selected Journal Abstracts (continued)

**Parents' experiences of completing home practice for speech sound disorders.** Sugden, E., Munro, N., Trivette, C. M., Baker, E., & Williams, A. L. (2019). *Journal of Early Intervention, 41(2)*, 159-181. Early childhood practitioners, including speech-language pathologists (SLPs), frequently provide home practice to children and families. For children with speech sound disorder (SSD), who comprise a large proportion of SLPs' caseloads worldwide, completing home practice can increase the amount of intervention received and improve outcomes. However, little is known about parents' experiences of completing this home practice. The purpose of this qualitative study was to explore parents' experiences of completing home practice for children with SSD. Semi-structured interviews were conducted with six parents. Qualitative content analysis was used to analyze data and identify four themes: evolution over time, different roles, importance, and managing the practicalities of home practice. The findings speak to the complexities of this experience for families and the need for practitioners to collaborate with families when providing home practice. These findings have implications for the home practice that early intervention practitioners provide to children and families.

**Protect children and prevent abuse.** (2019). *Texas Child Care. 43(3)*. Retrieved from [childcarequarterly.com/inter19\\_story3.html](http://childcarequarterly.com/inter19_story3.html). Child abuse can have lifelong consequences. They can be left with learning disabilities, turn to substance abuse for relief, incur problems in school and at work, lag in developing social skills, and develop emotional disorders such as depression and anxiety. As caregivers and teachers, we are well positioned to recognize and report child abuse. We have an opportunity to help protect children and prevent abuse from happening.

To receive full-text copies of journal articles, please contact the library staff by email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

## Selected Journal Abstracts (continued)

### **Teaching sequences of pretend play to children with disabilities.**

Barton, E. E., Choi, G., & Mauldin, E. G. (2018). *Journal of Early Intervention, 41*(1), 13-29.

Children with disabilities demonstrate fewer complex pretend play behaviors than children with typical development, which might limit their social participation in early childhood settings. A multiple-probe design was used to examine the relation between a single prompt procedure — constant time delay — and the acquisition, maintenance, and generalization of sequences of pretend play by children with disabilities. Results indicated systematic instruction was functionally related to increased levels of unprompted and different sequences of pretend play in all three participants. However, individual adaptations were required for two of three participants. The findings replicate previous research on adult systematic instruction using response-prompting strategies to teach pretend play and extend the literature by measuring and reporting generalized sequences of pretend play. Overall, this study supports systematic, individualized instruction using response-prompting strategies to teach sequences of pretend play to children who do not display such behaviors.

### **Using a trauma-sensitive lens to support children with diverse**

**experiences.** Cummings, K. P., & Swindell, J. (2019). *Young Exceptional Children, 22*(3), 139-149.

The impact of trauma among young children is gaining attention. About one in four children experience potentially traumatic events before their third birthday (Briggs-Gowan, Ford, Fraleigh, McCarthy, & Carter, 2010; Mongillo, Briggs-Gowan, Ford, & Carter, 2009). Recently, the Division for Early Childhood (2016) released a position statement on child maltreatment that highlights the need for effective supports for children who experience trauma and their families. To address this need, this article highlights signs of trauma during early childhood years and strategies that teachers can embed in the classroom environment that might be useful for children who have experienced traumatic events.

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## Selected Journal Abstracts (continued)

**“What support would you find helpful?”: The relationship between treatment expectations, therapeutic engagement, and clinical outcomes in parent–infant psychotherapy.** Ransley, R., Slead, M., Baradon, T., & Fonagy, P. (2019). *Infant Mental Health Journal*. 40(4), 557-572.

The aim of this study was to investigate the impact of pretreatment expectations on clinical outcomes and engagement in Parent-Infant Psychotherapy (PIP). Sixty-one mothers who were experiencing mental health difficulties and who were receiving PIP with their young infants participated in the study. A mixed-methodology was used to examine participants’ expectations through transformation content analysis of pretreatment interviews; recurring themes were classified and quantified. Further statistical analyses explored relationships between the quantified themes of parental expectations and clinical outcomes and engagement in treatment. No significant correlation was found between expectations and engagement. One of the six clinical outcomes significantly correlated with parental expectations. Improved reflective functioning (RF) was predicted by participants describing expectations of wanting to improve their parent-infant relationship through the treatment, and expressing concerns about discussing their past experiences. These two expectations predicted improvements in RF independently and when combined. These results indicate that PIP may be more effective for some mothers than others and that assessing future clients’ expectations before beginning PIP may be beneficial.

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## Selected Journal Table of Contents

**Infants and Young Children.** Volume 33, Issue 2; April/June 2020.

Adapting the ages and stages questionnaire to identify and qualify development among children with evidence of Zika infection. p. 95-107, Attel, J. E., Rose, C., Bertolli, J., Kotzky, K., Squires, J., Krishna, N. K., Satterfield-Nash, A., Peacock, G., Pereiral, L., Santelli, A., & Smith, C.

Improving developmental abilities in infants with tuberous sclerosis complex: A pilot behavioral intervention study. p. 108-118. McDonald, N. M., Hyde, C., Choi, A., Gulsrud, A. C., Kasari, C., Nelson III, C. A., & Jeste, S. S.

A comparison of dialogic reading, modeling, and dialogical reading plus modeling. p. 119-131. Coogle, C., Parsons, A., La Croix, L., & Ottley, J. R.

Predictors of parental premature exiting from early intervention services. p. 132-141. Barnard-Brak, L., Stevens, T., & Yang, Z.

Evaluating the dimensionality and psychometric properties of a social-emotional screening instrument for young children. p. 142-159. Chen, Y., Squires, J., & Scalise, K.

Overlimitation of children with cochlear implants or hearing aids in comparison with children with normal hearing. p. 84-92. Wang, Z., Zhu, X., Fong, F. T., Meng, J., & Wang, H.

To receive copies of journal articles listed in the Table of Contents, please contact the library staff by email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

## Selected Journal Table of Contents (continued)

**Texas Child Care.** Volume 43, Issue 4; Spring 2020.

Continuity of care: Putting children first.

Studying farm animals: What about sheep? Langham, B.

If dolls could talk, what might they say? Langham, B.

Art all year: Simple painting projects for every season. Vitulli, P., & Giles, R.

Talking with children about germs. Parks, L.

Building numeracy: Understanding numbers and how they work.  
Parks, L.

Stuff and new stuff: Resources for teachers and must-share books for preschoolers with big questions.

Back to basics: Blocks.

Early childhood intervention: Get help with gross motor skills.

Building a business: Watch out for tax scams / Celebrate week of the young child / Stay at home dad: A growing trend.

Texas parenting news: A newborn's smile: Glee or gas? / Read to infants – really? / Pregnant? Vaccines can protect your baby / Guiding toddlers to desired behavior.

To receive copies of journal articles listed in the Table of Contents, please contact the library staff by email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

**Children with cleft lip and palate: A parents' guide to early speech-language development and treatment.** Mary A. Hardin-Jones, 2015.

This book introduces cleft lip and associated syndromes. It examines your child's treatment team, feeding your baby with a cleft palate, your child's ear, hearing, surgery, and dental care. It explains what to expect during the child's first three years of life.

**Extreme caregiving: The morals work of raising children with special needs.** Lisa Freitag, 2018.

This book defines extreme caregiving. Parents gives narratives about the phrases of care for their children. It explores the attentiveness, responsibility, competence, and responsiveness of caretakers.

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

This book examines typical and atypical development from birth to the preschool years and identifies what works in helping children and families at risk. Foremost experts explore neurobiological, family, and sociocultural factors in infant mental health with a major focus on primary caregiving relationships.

**Maltreatment and toxic stress.** Catherine Corr, 2018. (WA 320 M261 ECI 2018).

This book provides leadership and guidance to the EI/ECSE field by creating a deeper understanding of maltreatment and illustrating evidence-based strategies to support these populations.

**Violence and trauma in the lives of children, volume 1: Overview of exposure.** 2018. (WA 320 v795 2018 ECI v.1)

Volume one of this two-volume set explains the neurological, emotional, and behavioral impacts of violence and trauma experienced by newborns, infants, children, and teenagers.

**Violence and trauma in the lives of children., volume 2: Prevention and intervention.** 2018. (WA 320 v795 2018 ECI v.2)

Volume two of this two-volume set addresses the impacts of violence and trauma during infancy and early childhood, middle childhood, and adolescence, and it details mental health interventions to encourage resilience and post traumatic growth.



**Alphabet kids: From ADD to Zellweger syndrome: A guide to developmental, neurobiological, and psychological disorders for parents and professionals.** Robbie Woliver, 2010. (WS 107 W861 2010).

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

**Autism intervention every day!: Embedding activities in daily routines for young children and their families.** Merle J. Crawford, 2016. (WS 350.8 P4 C899 2016 ECI).

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

**Caring for children who have severe neurological impairment: A life with grace.** Julie M. Hauer, 2013. (WS 340 H368 2013 ECI).

**Cerebral palsy: A complete guide for caregiving.** Freeman Miller and Steven Bachrach, 2006. (WS 342 M647c 2006 ECI).

**Child abuse: Today's issues.** Kimberly A. McCabe, 2017. (WA 320 M478 2017 ECI).

**Children with spina bifida: A parent's guide, 2<sup>nd</sup> ed.** Marlene Lutkenhoff, 2008. (201.1 C536 2008 ECI).

**Children with visual impairments: A parents' guide.** (WW 276 C536 2006 ECI).

**Cleft lip and palate: Interdisciplinary issues and treatment.** Karlind T. Moller and Clark D. Starr, 2009. (WV 440 C624 2009 RHB).

**Coming home from the NICU: A guide for supporting families in early infant care and development.** Kathleen A. VandenBerg, 2013. (WS 410 V227 2013 ECI).

**Comprehensive guide to intellectual and developmental disabilities.** Ivan Brown and Maire Percy, 2017. (WB 320.2 C737 2017 RHB).

**Cortical visual impairment: An approach to assessment and intervention.** Christine Roman-Lantzy, 2007. (219.13 R758c 2007 ECI).

**Cystic fibrosis: The facts.** Anne H. Thomson, 2008. (WI 820 T482c 2008 RHB).

**Cystic fibrosis: A guide for patient and family.** David M. Orenstein, 2012. (WI 820 O66 2012 RHB).

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

**Double duty: The parents' guide to raising twins, from pregnancy through the school years.** Christina Baglivi Tinglof, 2009. (515 T588 2009 ECI).

**Early intervention with multi-risk families: An integrative approach.** Sarah Landy, 2006. (271 L264 2006 ECI).

**Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years.** Melissa L. Holland, 2017. (LC 3969 H734 2017 ECI).

**Epilepsy: 199 answers: A doctor responds to his patients' questions,** 3<sup>rd</sup> ed. Andrew N. Wilner, 2008. (WL 385 W744 2008 RHB).

**Epilepsy: Patient and family guide.** Orrin Devinsky, 2008. (203.11 D496 2008 RHB).

**Essential elements in early intervention: Visual impairment and multiple disabilities.** 2014. (LC 4019.3 E78 2014 ECI).

**Everyday activities to promote visual efficiency: A handbook for working with young children with visual impairments.** Ellen Trief, 2009. (WW 276 T825e 2009 ECI).

**Far from the tree.** Andrew Solomon, 2012. (200.8 S65 2012 ECI).

**Fragile beginnings: Discoveries and triumphs in the newborn ICU.** Adam Wolfberg, 2012. (WS 410 W855F 2012 ECI).



**Parenting children with health issues: Essential tools, tips, and tactics for raising kids with chronic illness, medical conditions, and special healthcare needs.** Foster W. Cline and Lisa C. Greene, 2007. (271.3 C641 2007 ECI).

**A parents' guide to special education for children with visual impairments.** Susan LaVenture, 2007. (WW 276 P228 2007 ECI).

**Power of two: A twin triumph over cystic fibrosis.** Isabel Stenzel Byrnes, 2007. (WI 820 B826p 2007 RHB).

The library also owns the DVD of the documentary film of the same title that was inspired by the book (DD0657).

**Preemie parents: Recovering from baby's premature birth.**

Lisa McDermott-Perez, 2007. (242.1 M134p 2007 ECI).

**Preemies: The essential guide for parents of premature babies,** 2<sup>nd</sup> ed. Dana Wechsler Linden, 2010. (WS 410 L744p 2010 ECI).

**Primary care of the child with a chronic condition.** Patricia Jackson Allen, Judith A. Vessey, and Naomi A. Schapiro, 2010. (WS 200 A428p 2010 ECI).

**Reach out and teach: Helping your child who is visually impaired learn and grow.** Kay Alicyn Ferrell, 2011. (WW 276 F382r 2011 ECI).

**Seven essentials for family-professional partnerships in early intervention.** Bonnie Keilty, 2017. (LC 4019.3 K27 2017 ECI).

**The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures.** Anne Fadiman, 2012. (WA 30 F145s 2012).

**Supporting siblings and their families during intensive care.**

Linda Rector, 2007. (WS 107.5 R5 R311s 2007 ECI).

**Tactile strategies for children who have visual impairments and multiple disabilities: Promoting communication and learning skills.**

Deborah Chen, 2006. (WW 276 C518t 2006 ECI).

A companion DVD, **Tactile learning strategies: Interacting with children who have visual impairments and multiple disabilities** (DD0106), is also available from the library.

## Medical Diagnosis and Special Populations (updated) - Selected Books (continued)

**Teaching motor skills to children with cerebral palsy and similar movement disorders: A guide for parents and professionals.**

Sieglinde Martin, 2006. (WS 342 M383t 2006 ECI).

**Teaching social skills to students with visual impairments: From theory to practice.**

Sharon Sacks and Karen E. Wolffe, 2006. (219.13 T253 2006 ECI).

**Twin sense: A sanity-saving guide to raising twins from pregnancy through the first year.**

Dagmara Scalise, 2009. (WS 105.5 S282t 2009 ECI).

**Understanding newborn behavior and early relationships.**

J. Kevin Nugent, 2007. (WS 105.5 C3 N967u 2007 ECI).

**Understanding physical, health, and multiple disabilities.**

2009. (WS 107 U55 2009 RHB).

**Understanding the NICU: What parents of preemies and other hospitalized newborns need to know.**

2017. (WS 410 U55 2017 ECI).

**Vision and the brain: Understanding cerebral visual impairment in children.**

2015. (WW 276 V831 2015 ECI).

## Medical Diagnosis and Special Populations (updated) - Selected Children's Books

**All kinds of friends, even green!** Ellen B. Senisi, 2002. (WB 320 S477 2002 ECI).

**Evan early.** Rebecca Hogue Wojahn, 2006. (805.1 W847e 2006 ECI).

**My friend Suhana.** Shaila Abdullah, 2014. (WS 342 A238 2014 ECI).

**Nathan's wish.** Laurie Lears, 2005. (805.1 L438n 2005 ECI).

**Otto the blind otter.** Sue Purkapile, 2004. (WW 276 P985 2004 ECI).

**Rolling along: The story of Taylor and his wheelchair.** Jamee Riggio Heelan and Nicola Simmonds, 2000. (WS 107 H458r 2000 ECI).

**Rolling with life.** Jeralyn Barta, 2010. (804 B283 2010).

## Medical Diagnosis and Special Populations (updated) - Selected DVDs

### Can Do series (1991-2005):

- **Becoming a "can do" kid: Self-help skills.** 14 min. (DD0198).
- **Full of hope.** 18 min. (DD0206).
- **Going places: Orientation and mobility.** 14 min. (DD0200).
- **Growing my way, part 1.** 12 min. (DD0195).
- **Hands on experience: Tactual learning and skills.** 11 min. (DD0203).
- **Making friends: Social skills and play.** 11 min. (DD0199).
- **Moving through the world: Gross motor skills and play.** 10 min. (DD0202).
- **Power at your fingertips: An introduction to learning Braille.** 22 min. (DD0205).
- **Seeing things in a new way: What happens when you have a blind baby.** 16 min. (DD0196).
- **Successfully adapting the preschool environment.** 12 min. (DD0204).
- **Through their eyes: An introduction to low vision.** 15 min. (DD0201).

**Childhood epilepsy: What you need to know.** 81 min. 2008. (DV0679).

**Cystic fibrosis: A day in the life.** 26 min. 2004. (DV0188).

**Deafblind: A world without sight and sound.** 60 min. 2003. (DD0402).

**Development and discovery.** 30 min. 2005. (DD0382).

**Diagnóstico: Epilepsia ¿y ahora qué?** 93 min. 2010. (DV0680).

**Early interactions.** 45 min. 2007. (DD0150).

**Early intervention in action: Working across disciplines to support infants with multiple disabilities and their families.** 2008. (CR0044).

**Epilepsy: One in one hundred kids.** 26 min. 2004. (DD0088).

**Family violence: Impact on children for educators and caregivers.** 19 min. 2011. (DD0493)

## Medical Diagnosis and Special Populations (updated) - Selected DVDs (continued)

**Feeding your baby.** 2008. (CR0043).

**First adventures.** 45 min. 2004. (DD0582).

**Foster parents working with birth parents.** 80 min. 2003. (DD0097).

**Growing up with spina bifida.** 46 min. 2010. (DD0466).

**Including Samuel.** 58 min. 2008. (DD0226).

**Leo learns by doing.** 17 min. 2009. (DD0817).

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

**Listening heart.** 37 min. 2005. (DD0147).

**Multiples more of everything, volume 1: Prenatal and birth.**  
26 min. 2009. (DD0396).

**Multiples more of everything, volume 2: Postpartum and breastfeeding.** 29 min. 2009. (DD0397).

**No matter how small: A parent's guide to preterm infant development.** 39 min. 2006. (DD0051).

**A place of our own: Early childhood solutions special needs.**  
97 min. 2008. (DD0326).

**Power of two.** 94 min. 2011. (DD0657).

**Rare.** 56 min. 2012. (DD0659).

**Safe babies court teams: Building strong families and healthy communities.** 55 min. 2012. (DD0681).

**Sensory perspectives.** 120 min. 2003. (DD0627).

**Single parenting: The family in harmony, volume 1: Creating a healthy life for yourself.** 29 min. 2008. (DD0815).

## Medical Diagnosis and Special Populations (updated) - Selected DVDs (continued)

**Single parenting: The family in harmony, volume 2: Creating a healthy life for your child.** 29 min. 2008. (DD0816).

**Tactile learning strategies: Interacting with children who have visual impairments and multiple disabilities.** 63 min. 2006. (DD0106). This DVD can be used alone or with the book **Tactile strategies for children who have visual impairments and multiple disabilities: Promoting communication and learning skills** (WW 276 C518t 2006 ECI).

**Under attack: Living with epilepsy.** 16 min. 2004. (DV0194).

**Your premature baby, volume 1: Premie basics and medical care.** 26 min. 2008. (DD0398). This DVD is also available in Spanish (DD0439).

**Your premature baby, volume 2: Interacting with and feeding your preemie.** 26 min. 2008. (DD0399). This DVD is also available in Spanish (DD0440).

**Your premature baby, volume 3: Going home.** 26 min. 2008. (DD0400). This DVD is also available in Spanish (DD0441).

## Medical Diagnosis and Special Populations (updated) - Selected eBooks

Library ebooks are available electronically through a computer or mobile device with an internet connection. Use of library ebooks is restricted to employees of Texas Health and Human Services agencies and their contractors. To view ebook frequently asked questions (FAQs), help sheets, user guides, and tutorials, go to [connect.ebsco.com/s/?language=en\\_US](http://connect.ebsco.com/s/?language=en_US). Please email [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov) with any library questions. Go to the online library catalog to see all available library ebook titles at [texasheathlibrary.com](http://texasheathlibrary.com).

**Children with disabilities**, 7<sup>th</sup> ed. Mark I. Batshaw, Nancy Roizen, and Gaetano R. Lotrecchiano (2013).

This seventh edition of a trusted resource for professionals, families, and students presents extensive coverage of crucial developmental, clinical, educational, family, and intervention issues related to all aspects of children with disabilities including cerebral palsy, epilepsy, and blindness and visual impairments.



**Congenital disorders sourcebook**, 3<sup>rd</sup> ed. Sandra Judd (2013).

This book contains basic consumer information about nonhereditary birth defects and disorders related to prematurity, gestational injuries, prenatal and perinatal infections, maternal health conditions during pregnancy, and birth complications, including cerebral palsy, spina bifida, fetal alcohol spectrum disorders, and cleft lip and palate.

**Cystic fibrosis**. J. Stuart Elborn (2014).

Cystic fibrosis (CF) is one of the most common hereditary diseases. The discovery of the cystic fibrosis transmembrane conductance regulator (CFTR) gene 25 years ago set the stage for unraveling the pathogenesis of CF lung disease, continuous refinement of symptomatic treatments and the development of mutation-specific therapies, which are now becoming available for a subgroup of patients. This monograph provides information on all aspects of CF lung disease, from infancy to adulthood, including details of the disease process, improvements in early diagnosis and monitoring, therapeutic approaches, and patient care. It discusses the steps that will be required for further improvement of the life expectancy and quality of life of CF patients.

**Epilepsy**. Howard P. Goodkin (2014).

This book summarizes the knowledge and practices of expert epilepsy specialists in a concise, practical pocketbook for everyday use by treating physicians. Early intervention specialists may find the chapter on special topics in pediatric epilepsy useful.

**Epilepsy in children and adolescents**. James Wheless (2012).

This book provides guidance professionals need to diagnose and manage seizures in a young patient. Beginning with an overview of the classification of seizure syndromes, the authors take a practical approach to a common but complex clinical challenge. Aimed at both professionals and trainees in neurology, this book will also be a useful guide for all primary health professionals caring for pediatric patients with this condition.

**Genetic disorders sourcebook**. Sandra J. Judd (2013).

This book provides basic consumer health information about heritable disorders, including disorders resulting from abnormalities in specific genes, such as hemophilia, sickle cell disease, cystic fibrosis, and chromosomal disorders such as Down syndrome.

**Kids in the syndrome mix of ADHD, LD, autism spectrum, Tourette's, anxiety, and more: The one-stop guide for parents, teachers, and other professionals**, 2<sup>nd</sup> ed. Martin L. Kutscher (2014).

This all-in-one guide covers the whole range of often co-existing neuro-behavioral disorders in children from attention deficit hyperactivity disorder (ADHD), obsessive-compulsive disorder, and anxiety, to autism spectrum disorders, nonverbal learning disabilities, and disorders of executive dysfunction.

**Premature birth in the United States: A sociocultural approach.**

Janet M. Bronstein (2016).

This volume addresses the myriad of issues relating to premature births in the United States, both in national context and compared with other countries.

**The preemie primer: A complete guide for parents of premature babies from birth through the toddler years and beyond.** Jennifer Gunter (2010).

Having a premature baby can be a crash course in both medicine and health economics, not just in parenting. Parents face complex information, difficult decisions, and overwhelming grief and worry. This book is a comprehensive resource, covering topics from delivery, hospitalization, and preemie development to parenting multiples, handling health issues, and finding special-needs programs.

**Ready for air: A journey through premature motherhood.** Kate Hopper (2013).

For Kate Hopper, pregnancy is downright unpleasant. She is tired and heavy and worried, and she wants her wine and caffeine back. But then, at a routine checkup, her doctor frowns at her chart and says, "I'm worried about a couple of things" and unpleasant suddenly seems like paradise. What follows is a harrowing, poignant, and occasionally hysterical journey through premature motherhood, from the starting point of "leaking a little protein" to the early delivery of her tiny daughter because of severe preeclampsia and the beginning of a new chapter of frightful, lifelong love.

**Redesigning health care for children with disabilities: Strengthening inclusion, contribution, and health.** Heidi M. Feldman (2013).

One in five families has a child with special health care needs, but medical and human service professionals often don't get the training they need to provide long-term, integrated care for these children. This textbook and training tool presents a comprehensive, interdisciplinary framework for delivering effective health care to children with disabilities and chronic illnesses.

**Supporting families experiencing homelessness: Current practices and future directions.** Beryl Ann Cowan (2014).

With more American families being increasingly forced into homelessness, this book aims to raise the standard and scope of services provided to families without homes through practices that are both strengths-based and culturally competent. All major aspects of this important topic are analyzed, with recommendations for what is needed to improve current programs or establish new ones. Chapters set out the particular needs of parents, children, and teens as well as homeless subpopulations, such as youth who age out of foster care. This book presents a real-world framework for services that are client-centered, are integrated across provider systems, and follow families in their transition to stable housing.

**Your preemie baby: Caring for your premature baby.** Su Laurent and Maya Isaaks (2012).

Having a baby is a life-changing event for parents and giving birth prematurely can bring a complex set of challenges and emotions to an already intense experience. In this book, Dr. Su Laurent guides parents through having a premature baby, giving them the tools they need to parent confidently.

Medical Diagnosis and Special Populations (updated) - Selected Websites

**Cerebral Palsy Websites:**

Cerebral Palsy MedlinePlus: [medlineplus/cerebralpalsy.html](https://medlineplus.gov/cerebralpalsy.html).

United Cerebral Palsy: [ucp.org](https://ucp.org).

**Cleft Palate Websites:**

American Cleft Palate-Craniofacial Association: [acpa-cpf.org/](https://acpa-cpf.org/).

Cleft Palate MedlinePlus: [medlineplus.gov/cleftlipandpalate.html](https://medlineplus.gov/cleftlipandpalate.html).

**Cystic Fibrosis Websites:**

Cystic Fibrosis Foundation: [cff.org](https://cff.org).

Cystic Fibrosis MedlinePlus: [medlineplus/cysticfibrosis.html](https://medlineplus.gov/cysticfibrosis.html).

**Medical Diagnoses Websites:**

Children with Chronic Conditions University of Michigan Health System:  
[med.umich.edu/yourchild/topics/chronic.htm](http://med.umich.edu/yourchild/topics/chronic.htm).

March of Dimes:  
[marchofdimes.org/pregnancy/genetic-and-chromosomal-conditions.aspx](http://marchofdimes.org/pregnancy/genetic-and-chromosomal-conditions.aspx).

National Organization for Rare Disorders:  
[rarediseases.org](http://rarediseases.org).

NIH Genetics Disorders:  
[ghr.nlm.nih.gov/condition](http://ghr.nlm.nih.gov/condition).

**Websites on Epilepsy:**

Epilepsy Foundation information for parents:  
[epilepsy.com/living-epilepsy/parents-and-caregivers/parents-helping-parents](http://epilepsy.com/living-epilepsy/parents-and-caregivers/parents-helping-parents).

MedlinePlus information on epilepsy:  
[medlineplus.gov/epilepsy.html](http://medlineplus.gov/epilepsy.html).

MedlinePlus information on seizures:  
[medlineplus.gov/seizures.html](http://medlineplus.gov/seizures.html).

**Websites on Sickle Cell Disease:**

Sickle Cell Disease Association of America:  
[sicklecelldisease.org/](http://sicklecelldisease.org/).

Sickle Cell Disease MedlinePlus:  
[medlineplus.gov/sicklecelldisease.html](http://medlineplus.gov/sicklecelldisease.html).

**Websites on Spina Bifida:**

Spina Bifida Association:  
[spinabifidaassociation.org](http://spinabifidaassociation.org).

Spina Bifida MedlinePlus:  
[medlineplus.gov/spinabifida.html](http://medlineplus.gov/spinabifida.html).

Spina Bifida National Institute of Child Health and Human Development:  
[nichd.nih.gov/health/topics/spinabifida](http://nichd.nih.gov/health/topics/spinabifida).

**Websites on Special Populations:**

**Websites on Prematurity:**

Centers for Disease Control:

[cdc.gov/reproductivehealth/features/premature-birth/](https://www.cdc.gov/reproductivehealth/features/premature-birth/).

March of Dimes Premature Babies:

[marchofdimes.org/complications/premature-babies.aspx](https://www.marchofdimes.org/complications/premature-babies.aspx).

Prematurity – MedlinePlus:

[nlm.nih.gov/medlineplus/prematurebabies.html](https://pubmed.ncbi.nlm.nih.gov/medlineplus/prematurebabies.html).

**Websites on Twins, Triplets, Multiple Births:**

March of Dimes Being Pregnant with Twins, Triplets and Other Multiples:

[marchofdimes.org/complications/being-pregnant-with-twins-triplets-and-other-multiples.aspx](https://www.marchofdimes.org/complications/being-pregnant-with-twins-triplets-and-other-multiples.aspx).

MedlinePlus: [medlineplus.gov/twinstripletsmultiplebirths.html](https://pubmed.ncbi.nlm.nih.gov/medlineplus.gov/twinstripletsmultiplebirths.html).

**Visual impairments:**

FamilyConnect offers information for parents of children with visual impairments in English and Spanish. [familyconnect.org](https://www.familyconnect.org).

Kids Health: [kidshealth.org/en/parents/vision.html](https://kidshealth.org/en/parents/vision.html).

Texas School for the Blind and Visually Impaired offers advice for parents:

[tsbvi.edu/component/content/article/7-instructional-resources/3717-dosanddonts](https://www.tsbvi.edu/component/content/article/7-instructional-resources/3717-dosanddonts).