ECI Library Matters

Social Emotional Development and Behavioral Issues (updated)

This month, ECI Library Matters is featuring library resources on social and emotional development, infant mental health, trauma, child abuse, and behavioral issues. Abstracts of articles on these topics are also included. For a complete selection, please go to the library's catalog at **www.texashealthlibrary.com**.

If you would like to borrow library materials or receive copies of full-text articles, please contact the library by:
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The deepest well: Healing the long-term effects of childhood adversity.
630 min. 2018. (CA0046).

Dr. Nadine Burke Harris was already known as a crusading physician delivering targeted care to vulnerable children. But it was Diego, a boy who had stopped "growing" after a sexual assault, who galvanized her journey to uncover the connections between toxic stress and lifelong illnesses. The stunning news of Burke Harris's research is just how deeply our bodies can be imprinted by adverse childhood experiences like abuse, neglect, parental addiction, mental illness, and divorce. Childhood adversity changes our biological systems and lasts a lifetime. For anyone who has faced a difficult childhood, or who cares about the millions of children who do, the fascinating scientific insight and innovative, acclaimed health interventions in **The Deepest Well** represent vitally important hope for preventing lifelong illness for those we love and for generations to come.

Social Emotional Development and Behavioral Issues:
Selected DVD

ASQ:SE-2 in practice. 25 min. 2017. (DD0819).

This DVD is an informative companion to the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) screening system. It gives an overview of emotional and social development and provides a thorough introduction to ASQ:SE-2. Viewers get an inside look at the screening system in practice as they watch a home visitor using ASQ:SE-2 with the family of a 4-year-old boy.

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Social Emotional Development and Behavioral Issues:
Selected Books

An activity-based approach to developing young children's social emotional competence. Jane Squires, 2007. (540 S774a 2007 ECI).

Addressing challenging behaviors in early childhood settings: A teacher's guide. Dawn Denno, 2010. (LB 1060.2 D46 2010).

Addressing young children's challenging behaviors. 2013. (LC 4019.3 A227 2013 ECI).

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

Behavior problems in preschool children: Clinical and developmental issues, 2nd ed. Susan B. Campbell, 2006. (540 C191b 2006 ECI).

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

Bipolar kids: Helping your child find calm in the storm. Rosalie Greenberg, 2007. (227.4 G798b 2007 ECI).

The body keeps the score: Brain, mind, and body in the healing of trauma. Bessel A. van der Kolk, 2014. (WM 172.5 V228 2014 RHB).

Building resilience to trauma: The trauma and community resiliency models. Elaine Miller-Karas, 2015. (WM 172.4 M647b 2015 RHB).

Building strong foundations: Practical guidance for promoting the social-emotional development of infants and toddlers. Rebecca Parlakian, 2003. (266.5 P252 2003 ECI).

Case studies in infant mental health: Risk, resiliency, and relationships. Joan J. Shirilla, 2002. (WS 350 C337 2002 ECI).

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

Child-centered practices for the courtroom and community: A guide to working effectively with young children and their families in the child welfare system. Lynne F. Katz, 2011. (WA 320 K19c 2011 ECI).

Child, family, and community, 6th ed. Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI).

Childhood disrupted: How your biography becomes your biology, and how you can heal. Donna Jackson Nakazawa, 2016. (WM 170 N163 2016).

Children and babies with mood swings: New insights for parents and professionals. Stanley I. Greenspan, 2007. (WM 207 G815c 2007 ECI).

Circles in the nursery: Practicing multicultural family therapy. Leena Banerjee Brown, 2007. (275 B878c 2007 ECI).

The common sense guide to your child's special needs: When to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3639 P45 2012).

Confronting violence, 3rd ed. George A. Gellert, 2010. (HN 90 V5 G318c 2010).

The connected child: Bring hope and healing to your adoptive family. Karyn Brand Purvis, 2007. (WS 105.5 C3 P986c 2007 ECI).

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

Developing quality care for young children: How to turn early care settings into magical places. Nettie Becker, 2009. (320.11 B395 2009 ECI).

Diversity in early care and education: Honoring differences. Janet Gonzalez-Mena, 2008. (LB 1139.3 G643d 2008 ECI).

Don't hit my Mommy: A manual for child-parent psychotherapy with young children exposed to violence and other trauma. Alicia F. Lieberman, 2015. (WS 350.6 L716d 2015 ECI).

The early childhood coaching handbook. Dathan D. Rush and M 'Lisa L. Shelden, 2011. (LB1775.6 R87 2011 ECI).

Early childhood intervention: Shaping the future for children with special needs and their families: Volumes 1-3. Christina Groark, 2011. (LC 4019.3 G873e 2011 ECI).

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

Emotional life of the toddler, 2nd ed. Alicia F. Lieberman, 2018. (WS 105.5 E5 L716 2018 ECI).

Extending the dance in infant and toddler caregiving: Enhancing attachment and relationships. Helen H. Raikes, 2009. (WS 105.5 C3 R151e 2009 ECI).

The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children, 2nd ed. Ross W. Greene, 2010. (WS 105.5 C3 G811e 2010 ECI).

Families and positive behavior support: Addressing problem behavior in family contexts. Joseph M. Lucyshyn, 2002. (262.2 F198 2002 ECI).

Families, infants, and young children at risk: Pathways to best practice. Gail L. Ensher, 2009. (LC 4019.3 E59r 2011 ECI).

Finding hope in despair: Clinical studies in infant mental health. 2008. (266.5 F494 2008 ECI).

Love and logic solutions for kids with special needs. David Funk, 2002. (556 F982 2002 ECI).

The mystery of risk: Drugs, alcohol, pregnancy and the vulnerable child. Ira J. Chasnoff, 2010. (WA 320 C487 2010 MHSA).

The neurobehavioral and social-emotional development of infants and children. Edward Tronick, 2007. (540 T853n 2007 ECI).

Optimistic parenting: Hope and help for you and your challenging child. V. Mark Durand, 2011. (WS 350.6 D948 2011).

Parental psychiatric disorder: Distressed parents and their families. 2015. (WM 140 P228 2015 ECI).

Parenting with positive behavior support: A practical guide to resolving your child's difficult behavior. Meme Hieneman, 2006. (262.2 H633p 2006 ECI).

Parents ask, experts answer: Nurturing happy, healthy children.
Tina Nocera, 2014. (WS 105.5 C3 N756p 2014 ECI).

Pathways to competence: Encouraging healthy social and emotional development in young children. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).

Percy gets upset. Stuart J. Murphy, 2011. (805.1 M978 2011).

Positive discipline A-Z: 1001 solutions to everyday parenting problems. Jane Nelsen, 2007. (WS 105.5 c3 n424p 2007 ECI).

Preschool assessment: Principles and practices. Marla R. Brassard, 2008. (LB 3051 B823p 2008 ECI).

Prevent-teach-reinforce for young children: The early childhood model of individualized positive behavior support. 2013. (LB 1139 S6 P74 2013 ECI).

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

Psychotherapy with infants and young children: Repairing the effects of stress and trauma on early attachment. Alicia F. Lieberman, 2008. (266.5 L716p 2008 ECI).

Reflecting in communities of practice: A workbook for early childhood educators. Deb Curtis, 2013. (LB 1139.4 C89 2013 ECI).

Research and practice in infant and early childhood mental health. Cory Shulman, 2016. (WS 105 S562 2016 ECI).

Reversing the odds: Improving outcomes for babies in the child welfare system. Sheryl Dicker, 2009. (320.4 D549r 2009 ECI).

Secure relationships: Nurturing infant/toddler attachment in early care settings. Alice Sterling Honig, 2002. (LC 3639 H773s 2002 ECI).

Self-esteem and early learning: Key people from birth to school. Rosemary Roberts, 2006. (WS 105 R646s 2006 ECI).

Seven skills for school success: Activities to develop social and emotional intelligence in young children. Pam Schiller, 2009. (WS 105.5 E5 S334s 2009 ECI).

Skillstreaming in early childhood: A guide for teaching prosocial skills. Ellen McGinnis, 2012. (LB 1139 M145s 2012 ECI).

Social and emotional development: Connecting science and practice in early childhood settings. Dave Riley, 2008. (540 R573 2008 ECI).

Social and emotional health in early childhood: Building bridges between services and systems. Deborah F. Perry, 2007. (WS 350 S678 2007 ECI).

Social competence in children. Margaret Semrud-Clikeman, 2007. (WS 105.5 E5 S473s 2007 ECI).

Social competence of young children: Risk, disability, and intervention. William H. Brown, Samuel L. Odom, and Scott R. McConnell, 2008. (540 S678 2008 ECI).

Social-emotional assessment/evaluation measure. Jane Squires, 2014. (LB 3051 S65 2014 ECI).

Socioemotional development in the toddler years: Transitions and transformations. Celia A. Brownell and Claire B. Kopp, 2007. (540 B884s 2007 ECI).

Strengthening family coping resources: Intervention for families impacted by trauma. Laurel J. Kiser, 2015. (WM 430.5 F2 K61 2015 ECI).

Supporting development in internationally adopted children. Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).

Supporting infants, toddlers, and families impacted by caregiver mental health problems, substance abuse, and trauma: A community action guide. Beth Maschinot, 2012. (271.5 M396 2012 ECI).

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).

The temperament perspective. Jan Kristal, 2005. (WS 105.5 E5 K92t 2005 ECI).

Touchpoints: Three to six: Your child's emotional and behavioral development. T. Berry Brazelton, 2001. (WS 105.5 E5 B827t 2001 ECI).

Traumatic stress: The effects of overwhelming experience on mind, body, and society. 2007. (WM 172.5 T777 2007 RHB).

Understanding early childhood mental health: A practical guide for professionals. 2012. (WS 105.5 M3 U55 2012 ECI).

Understanding families: Supportive approaches to diversity, disability, and risk. Marci J. Hanson, 2013. (LC 4019.3 H251u 2013 ECI).

Using IGDIs: Monitoring progress and improving intervention for infants and young children. Judith J. Carta, 2010. (520 U85 2010 ECI).

Using skilled dialogue to transform challenging interactions honoring identity, voice, and connection. Isaura Barrera, 2009. (LB 1139 S6 B37 2009 ECI).

WAIMH handbook of infant mental health. Joy D. Osofsy, 2000. (266.5 O83 2000 ECI).

What works for bipolar kids. Mani Pavuluri, 2008. (WM 207 P339w 2008 ECI).

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

Working with families of young children with special needs. 2010. (LC 4019.3 M177w 2010 ECI).

Young children and trauma: Intervention and treatment. Joy D. Osofsky, 2004. (WA 320 Y69 2004 ECI).

Young children's behavior: Practical approaches for caregivers and teachers. Louise Porter, 2003. (540 P846 2003 ECI).

Your guide to nurturing parent-child relationships: Positive parenting activities for home visitors. Nadia Hall, Chava Kulkarni and Shauna Seneca, 2008. (LC 4019.3 H178y 2008 ECI).

Your successful preschooler: Ten skills children need to become confident and socially engaged. Ann E. Densmore, 2011. (WS 105.5 E5 D413 2011 ECI).

Social Emotional Development and Behavioral Issues:
Selected DVDs

ACE study: The adverse childhood experiences study: Background, findings, and paradigm shift. 123 min. 2012. (DD0697).

Attachment relationships. 29 min. 2010. (DD0404).

Beginnings of life. 42 min. 2011. (DD0504).

A child's mind: How kids learn right and wrong. 24 min. 2011. (DD0553).

Developing trauma-informed services for families experiencing homelessness: An interactive training video and guide. 92 min. 2008. (DD0615).

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

Finding the words, finding the ways: Exploring reflective supervision and facilitation. 136 min. 2012. (DD0614).

For the child: Information on mental health and advocacy for resource parents. 30 min. 2007. (DD0208).

Healing Neen. 54 min. 2010. (DD0555).

How to raise emotionally healthy children: Volumes 1-3. 23-25 min. 2013. (DD0682-DD0684).

I want all the turns: Supporting children in resolving problems and conflicts / Quiero todos los turnos. 90 min. 2013. (DD0655).

Infant mental health home visiting. 2015. (CR0045).

Infants: Social and emotional development. 23 min. 2010. (DD0430).

Learning happens. 113 min. 2007. (DD0411).

Learning happens II. 29 min. 2010. (DD0412).

Life at 1: Stress and its impact. 57 min. 2006. (DD0513).

Life at 3: Bad behavior. 57 min. 2008. (DD0514).

Social Emotional Development and Behavioral Issues: Selected eBooks

The following book titles plus many more are available electronically to ECI state and program staff. You may access them on a computer or mobile device. For access information, please contact the library by email at avlibrary@dshs.texas.gov or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein (2016). Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs.

Ask an expert: Answers every parent needs to know: Issues from toddler tantrums and meltdowns to peer pressure and teen self-esteem. Child development professionals, who are also experienced parents, provide problem-solving strategies for resolving children's behavior issues. Child development professionals, who are also experienced parents, provide problem-solving strategies for resolving children's behavior issues.

The batterer as parent: Addressing the impact of domestic violence on family dynamics, 2nd ed. Lundy Bancroft, Daniel Ritchie, and Jay G. Silverman (2012). The authors outline the complex and insidious processes through which batterers hamper the social and emotional development of children. This book addresses the impact that batterers have on family functioning and provides an understanding of batterers as parents and family members. It delineates approaches to such practice issues as assessing risk to children, parenting issues in child custody and visitation evaluation, and the impact on children's therapeutic process and family functioning in child protective practice.

Beyond behavior management: The six life skills children need. Jenna Bilmes (2012).
Why do children do the things they do? What can caregivers do to manage it all? While there is not a simple method for understanding and managing all behaviors or all children, caregivers can give young children the social and emotional tools needed to grow and thrive on their own. The authors recommend a strength-based approach to guiding and managing young children's behavior by helping them build and use essential life skills into the daily life of the early childhood classroom. As a result, children will learn to exhibit more pro-social behaviors, work better as a community, and become excited and active learners.

Children of substance-abusing parents: Dynamics and treatment. Shulamith Lala Ashenberg Straussner (2011). This book is intended as a reference for all mental health professionals who need to understand and treat this population. It offers a look at treatment options and programmatic interventions across the life span. The contributors include a range of experts who provide evidence-based clinical and programmatic strategies for working with children of alcohol and other substance-abusing parents of any age and in almost any practice setting.

Children with multiple mental health challenges: An integrated approach to intervention. Sarah Landy and Susan Bradley (2013).
This book builds on an individualized, integrated approach to present a variety of evidence-based strategies for working with children with multiple challenges. It considers children from preschool age to adolescence with a number of severe difficulties. These may include extreme anxiety and depression, cognitive challenges, delays in speech and language, and unresolved trauma.

Empathic care for children with disorganized attachments: A model for mentalizing, attachment, and trauma-informed care. Chris Taylor (2016).
This book is a practical guide to caring for children who have experienced trauma. Focusing on the importance of interpersonal bonds to facilitate the child's capacity to mentalize, it aims to equip the reader with the appropriate skills to provide effective, sustained and, most importantly, empathic care to the most vulnerable and troubled children. This structured psychotherapeutic approach to caregiving will enable the development of child–carer relationships and can be used to create informed, safe environments that support both the child and the caregiver.

Foster parenting step-by-step: How to nurture the traumatized child and overcome conflict. Kalyani Gopal (2013).
This book describes the trauma that can be experienced by children in foster care and the effect of that trauma on their behavior. Gopal summarizes successful evidence-based strategies that develop the parent-child bond. Although the book was written for foster parents, it would be useful to anyone working with children who are or have been in foster care.

Grief in young children: A handbook for adults. Atle Dyregrov (2008).
This book explores young children's reactions to death and loss, both immediately after the event and over time. Full of practical advice on issues such as how to keep children in touch with their memories, answer their questions, allay their fears and explore their feelings through play, this accessible book enables adults to work with children to develop an acceptance of grief and an understanding of death and loss.

Help! There's a toddler in the house! Thomas M. Reimers (2011).
The challenging behaviors of young children can drive even the most patient parents to their wits' end. Parents learn how to cope with and correct many of the most common behavioral problems that little ones demonstrate. Each chapter examines a specific problem, from the mildly irritating to the downright maddening, and describes practical strategies to rein in, correct, and prevent it. Also included are special chapters on how to use time-out correctly, potty train a toddler, and how moms and dads can create a more rewarding and enriching family life.

Including one, including all: A guide to relationship-based early childhood inclusion. Leslie Roffman, Cassandra Britton, and Todd Wanerman (2011).
Strengthen every child using relationship-based approaches to support their behavioral, emotional, social, and learning challenges

Infant mind: Origins of the social brain. Marc H. Bornstein (2013).
Integrating cutting-edge research from multiple disciplines, this book provides a dynamic and holistic picture of the developing infant mind. Contributors explore the transactions among genes, the brain, and the environment in the earliest years of life. It probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It also highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation.

John Bowlby and attachment theory, 2nd ed. Jeremy Holmes (2014).
John Bowlby is one of the outstanding psychological theorists of the twentieth century. This book is both a biographical account of Bowlby and his ideas and an introduction to contemporary attachment theory and research. The author traces the evolution of Bowlby's work from a focus on delinquency, material deprivation and his dissatisfaction with psychoanalysis' imperviousness to empirical science to the emergence of attachment theory as a psychological model in its own right. The book also examines advances in the biology and neuroscience of attachment.

Mental health services for vulnerable children and young people: Supporting children who are, or who have been, in foster care.
Arlene Vetere and Michael Tarren Sweeney (2014).
More than half of children either in foster care, or adopted from care in the developed world, have a measurable need for mental health services, while up to one quarter present with complex and severe trauma- and attachment-related psychological disorders. This book outlines how services can effectively detect, prevent, and treat mental health difficulties in this vulnerable population.

No biting: Policy and practice for toddler programs. Gretchen Kinnell (2008). Biting is one of the most frustrating and widespread issues childcare providers and parents face. This book discusses why toddlers bite, how to respond to biting, and how to develop a plan to address repeated biting. It also explores what parents think of biting, how to respond to their suggestions and demands, and how to create biting policies.

Parenting and substance abuse: Developmental approaches to intervention. Linda C. Mayles (2013). Historically, there has been little integration of theoretical or applied research on addiction treatment and parenting intervention development. Rather, the fields of addiction and developmental research have progressed on largely separate trajectories, even though their focus powerfully and often tragically intersects each time a parent is diagnosed with a substance use disorder. This book is the first to report on pioneering efforts to move the treatment of substance-abusing parents forward by embracing their roles and experiences as mothers and fathers directly and continually across the course of treatment.

Physical and emotional abuse: Triggers, short and long term consequences, and prevention methods. (2013). This book includes a chapter on parent-child interaction therapy (PCIT) written by Cheryl B. McNeil, Amanda H. Costello, Ria M. Travers, and Meredith A. Norman. They review available outcome studies on PCIT with trauma, address philosophical concerns raised about PCIT's appropriateness for children traumatized by abuse and or neglect, and provide a theoretical rationale for the therapeutic benefits of PCIT for this population.

Play therapy with traumatized children. Paris Goodyear-Brown (2010). The author introduces a practical model of play therapy for traumatized children. Her model of treatment incorporates theoretical constructs with effective play therapy interventions. Clinicians have long recognized that trauma therapy is not just a matter of techniques but a journey with a beginning, middle, and end. She codifies the process in her model, Flexibly Sequential Play Therapy (FSPT). Integrating non-directive and directive approaches, this components-based model allows for the uniqueness of each child to be valued while providing a safe, systematic journey towards trauma resolution.

A practical guide to mental health problems in children with autistic spectrum disorder: It's not just their autism. Khalid Karim (2014).
Exploring the relationship between ASD and mental health difficulties, this book offers practical guidance to help parents and professionals recognize and handle co-morbid conditions, and dispels the myth that they are just a part of autism. The authors cover a wide range of common mental health problems experienced by children with ASD, including Obsessive Compulsive Disorder (OCD), anxiety, ADHD, eating disorders, psychosis, stress, tics, and depression, and illustrate these issues with case studies.

Scared sick: The role of childhood trauma in adult disease. Robin Karr-Morse. (2012).
The first years of human life are more important than we ever realized. Robin Karr-Morse connects psychology, neurobiology, endocrinology, immunology, and genetics to demonstrate how chronic fear in infancy and early childhood, when we are most helpless, lies at the root of common diseases in adulthood.

Selecting effective treatments. Linda Seligman and Lourie W . Reichenberg. (2014).
This volume presents a systematic, research-based approach to the treatment of mental disorders. A chapter is devoted to the mental disorders of infants, children, and adolescents.

Theories of attachment: An introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus. Carol Garhart Mooney (2010).
Early childcare professionals gain an understanding of the theories of attachment as well as the background and research of the prominent minds behind them. This book explains the core elements of each theorist's work and the ways these elements impact and support interactions with babies, including the topics of bonding, feeding practices, separation anxiety, and stranger anxiety.

Trauma counseling: Theories and interventions. Lisa Lopez-Levers (2012).
This textbook includes a chapter on trauma experienced in early childhood written by Staci Perlman and Andrea Doyle. It covers development in early childhood, the influence of trauma on early development, and practice implications for working with young children who have experienced trauma.

Trauma-informed care: How neuroscience influences practice. Amanda Evans and Patricia Coccoma (2014).
The authors devote a chapter of their book to the impact of trauma on the developing brain. A simple rubric is included as a method to recognize behaviors that may be trauma-related.

Social Emotional Development & Behavioral Issues: Selected Websites

The Center for Early Childhood Mental Health from Georgetown University translates research in healthy mental development into materials for families, mental health consultants, and Head Start staff at www.ecmhc.org/.

The Center on the Social and Emotional Foundations for Early Learning has a tremendous amount of information for families, trainers, teachers, caregivers, and more at csefel.vanderbilt.edu/.

Challenging Behaviors is a webpage from **Zero to Three** aimed at helping parents understand what behavior is typical and how to deal with it. To learn more, go to zerotothree.org/child-development/challenging-behavior/.

Child Welfare Information Gateway offers resources related to child abuse and neglect at childwelfare.gov/topics/can/.

Children's Trauma Assessment Center (CTAC) provides comprehensive neurodevelopmental trauma assessments for children who have experienced trauma or adverse childhood experiences at wmich.edu/traumacenter.

Creating Teaching Tools for Young Children with Challenging Behavior provides teachers with practical strategies that are successful in helping young children with challenging behavior. The tools are provided online by the Center for Effective Mental Health Consultation at Georgetown University at ecmhc.org/TTYC/.

Dealing with Behavior Issues is a webpage created by the Parent Companion that lists strategies for parents that are dealing with challenging behavior at parentcompanion.org/article/dealing-with-behavior-issues.

First3Years is an organization whose mission is to educate, advocate, and collaborate to advance the healthy development of infants, toddlers, and their families. To learn more, go to first3yearstx.org/.

Guidance for Effective Discipline, a policy statement reaffirmed in 2014 by the American Academy of Pediatrics, is available at http://pediatrics.aappublications.org/content/101/4/723.full.

Helping Children and Adolescents Cope with Violence and Disasters: What Parents Can Co is a webpage from the National Institute of Mental Health that provides caregivers and parents with advice on how they can help children overcome traumatic experiences and start the process of recovery. To learn more, go to http://www.nimh.nih.gov/health/publications/ helping-children-and-adolescents-cope-with-violence-and-disasters-parents-trifold/ index.shtml.

National Center for Pyramid Model Innovations (NCPMI) takes research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Learn more at https://challengingbehavior.cbcs.usf.edu/.

National Child Traumatic Stress Network aims to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. Learn more at https://www.nctsn.org/.

National Library of Medicine has compiled reliable links to information on child mental health at https://medlineplus.gov/childmentalhealth.html.

Nine Steps to More Effective Parenting are presented by the Nemours Foundation at http://kidshealth.org/parent/positive/family/nine_steps.html.

Waisman Center at the University of Wisconsin-Madison promotes healthy social and emotional development and provides information on addressing challenging behaviors. To learn more, go to https://www2.waisman.wisc.edu/cedd//emotional.php.

Zero to Three is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in the lives of infants and toddlers. It provides several resources on early childhood mental health. To learn more, go to https://www.zerotothree.org/early-development/infant-and-early-childhood-mental-health.

Behrendt, H. F., Scharke, W., Herpertz-Dahlmann, B., Konrad, K., & FirkLike, C. Like mother, like child? Maternal determinants of children's early social-emotional development. *Infant Mental Health Journal, 40*(2), 234-247.

ABSTRACT: Social-Emotional competencies evolve early in life. For example, early emotion regulation is learned primarily in the context of mother–child interaction, which may allow for maternal influences to shape children's social-emotional development. The aim of the current study was to longitudinally examine maternal determinants of children's early social-emotional development in a community-based sample of first-time mothers (N = 61, aged 22–39 years). Specifically, we used structural equation modeling to examine how maternal emotion regulation difficulties and subclinical depression directly and indirectly, through sensitivity and postnatal bonding, assessed at 6 to 8 months predicted child outcomes at 12 to 16 months. We found that mothers' sensitivity predicted fewer social-emotional and behavioral problems and that stronger bonding predicted fewer problems and more social-emotional competencies. Emotion regulation difficulties were significantly associated with depressive symptoms; yet, when accounting for shared variances, both factors differentially predicted less positive child outcomes such that more difficulties indirectly, through poorer bonding, predicted greater delay in competencies, and more symptoms indirectly, through less sensitivity, predicted more problems. Current findings underline the significance of maternal factors impacting the quality of mother–child interaction for children's positive development. Potential implications for early prevention programs to support children who are otherwise at risk for negative emotional outcomes due to mothers' emotional state postpartum are discussed.

Raza, S., Sacrey, L.-A. R., Zwaigenbaum, L., Bryson, S., Brian, J., Smith, I. M., Roberts, W., Szatmari, P., Vaillancourt, T., Roncadin, T., & Garon, N. (2019). Relationship between early social-emotional behavior and autism spectrum disorder: A high-risk sibling study. *Journal of Autism and Developmental Disorders*.

ABSTRACT: Social-emotional behavior in autism spectrum disorder (ASD) was examined among high-risk (HR; siblings of children diagnosed with ASD) and low-risk (LR; no family history of ASD) toddlers. Caregivers completed the Infant-Toddler Social Emotional Assessment (ITSEA) at 18 months, and blind diagnostic assessment for ASD was conducted at 36 months. Results indicated impairment in social-emotional functioning among HR toddlers subsequently diagnosed with ASD compared to other HR and LR toddlers, such that ITSEA domains (Internalizing, Dysregulation, Competence) and subdomains predicted later ASD symptoms and diagnosis. Receiver operating curves of optimal ITSEA cutoffs ranged from 0.23 to 0.44 for sensitivity, and 0.74 to 0.89 for specificity. Although classification accuracy for ASD was limited, group differences highlight the importance of considering social-emotional development when assessing ASD risk.

Cohen, F. & Anders, Y. (2019). Family involvement in early childhood education and care and its effects on the social-emotional and language skills of 3-year-old children. *School Effectiveness and School Improvement, 31*(1), 125-142.

ABSTRACT: Cooperation between preschools and parents is one key dimension of pedagogical quality in early childhood education and care (ECEC). We examined the structural characteristics of ECEC that predict preschool cooperation activities and how they are associated with children's language and social-emotional skills at the age of 3. The results are based on data of an evaluation study with a sample size of 146 families and 46 preschool centres. The head teachers of the preschools gathered information about cooperation activities via a questionnaire. Children's language and social-emotional skills were assessed using the Peabody Picture Vocabulary Test (PPVT), the Vineland Adaptive Behavior Scale (VABS), and the Strengths and Difficulties Questionnaire (SDQ). Results showed associations between further training, job experience, and parent involvement activities. Furthermore, teachers reported that a positive association was found between cooperation activities and problematic behaviour and between receptive language and prosocial skills of the children. Attention should be paid to the professionalization of parent-preschool cooperation.