



ECI Library Matters

Child Development and Brain Development (updated)

This month, we are featuring library resources on child development and brain development. The library has many titles available on these topics. For a complete selection of library materials, visit the online library catalog at www.texashealthlibrary.com.

If you would like to borrow library materials or receive copies of full-text articles, please contact the library at:

Phone: (512) 776-7260 | Email: avlibrary@dshs.texas.gov

Fax: (512) 776-7474 | Toll-Free: 1-888-963-7111 ext. 7260

In This Issue

Journal Table of Contents:

- [Infants and Young Children](#) - Vol. 32(4) October/December 2019
- [Infant Mental Health Journal](#) - Vol. 40(5) September/October 2019
- [Journal of Early Intervention](#) - Vol. 41(3) October/November 2019
- [Texas Child Care](#) - Vol. 43(2) Fall 2019
- [Topics in Early Childhood Special Education](#) - Vol. 39(2) August 2019
- [Young Exceptional Children](#) - Vol. 22(3) September 2019
- [Zero to Three](#) - Vol. 39(6) July 2019
- [Zero to Three](#) - Vol. 39(7) September 2019

Resources on Child Development and Brain Development:

- [Selected Journal Abstracts](#)
- [New Books](#)
- [Selected Books](#)
- [New DVDs](#)
- [Selected DVDs](#)
- [Selected eBooks](#)
- [Selected Websites](#)

**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

Texas Department of
State Health Services
[Audiovisual Library](#)

Phone:
512-776-7260

Toll-free:
1-888-963-7111
ext. 7260

Fax:
512-776-7474

Email:
avlibrary@dshs.texas.gov

Hours:
Monday-Friday
7:30 a.m.-5:00 p.m.

Physical Address:
1100 W. 49th St.
Moreton Building, M-652
Austin, TX 78756

Mailing Address:
1100 W. 49th St.
P.O. Box 149347,
MC 1975 Austin,
TX 78714-9347

[Library Website](#)
[Library Catalog](#)

Journal Table of Contents

Infants & Young Children – October/December 2019

State variability in diagnosed conditions for idea Part C eligibility. p. 231-244. Barger, B., Squires, J., Greer, M., Noyes-Grosser, D., Martin Elie, J., Rice, C.,...Wolf, R. B.

Building professional capacity to strengthen parent/professional relationships in early intervention: The FAN approach. p. 245-254. Cosgrove, K., Gilkerson, L., Leviton, A., Mueller, M., Norris-Shortle, C., & Gouvea, M.

"The constant by our side" - Mothers' experiences of early intervention therapy services for infants with emerging signs of complex neurodevelopmental difficulties. p. 255-269. Gibbs, D. P., Harniess, P., & Crossley, S.

Preparing occupational therapists for effective family-centered best practice in early intervention. p. 270-279. Elenko, B.

Finding a common lens: Competencies across professional disciplines providing early childhood intervention. p. 280-293. Bruder, M. B., Catalino, T., Chiarello, L. A., Mitchell, M. C., Deppe, J., Gundler, D.,...Ziegler, D.

Infant Mental Health Journal – September/October 2019

Reconceiving the field: Infant mental health, intersectionality, and reproductive justice. p. 624-639. St. John, M. S.

Expanding perspectives: A social inequities lens on intimate partner violence, reproductive justice, and infant mental health. p. 624-639. Grady, G., Hinshaw-Fuselier, S., & Friar, N.

Trauma, immigration, and sexual health among Latina women: Implications for maternal-child well-being and reproductive justice. p. 640-658. Fortuna, L. R., Noroña, C. R., Porche, M. V., Tillman, C., Patil, P. A., Wang, Y., & Alegría, M.

Look to Norway: Serving new families and infants in a multiethnic population. p. 659-672. Leirbakk, M. J., Magnus, J. H., Torper, J., & Zeanah, P.

Long-acting reversible contraception: A route to reproductive justice or injustice. p. 673-689. Kaitz, M., Mankuta, D., & Mankuta, L.

Teenage childbearing, reproductive justice, and infant mental health. p. 690-709. Hans, S. L., & White, B. A.

Reproductive justice and support for young fathers. p. 710-724. Dukes, A., & Palm, G.

Reproductive justice for incarcerated mothers and advocacy for their infants and young children. p. 725-741. Silverman, M. E., & Hutchison, M. S.

Reflective capacity: An antidote to structural racism cultivated through mental health consultation. p. 742-756. Schlafer, R. J., Hardeman, R. R., & Carlson, E. A.

Book review: Julia Chinyere Oparah and Alicia D. Bonaparte (Eds.), *Birthing justice: Black women, pregnancy, and childbirth*. New York, NY: Routledge, 2016, 234 pp., ISBN: 978-1-61205-837-5. p. 757-758.

Journal Table of Contents (continued)

Journal of Early Intervention – September/October 2019

Repositioning: New storylines for preschool teachers and children with developmental delays. p. 187-201. Marchbank, A. M.

Providing small group instruction to children with disabilities and same-age peers. p. 202-219. Winstead, O., Lane, J. D., Spriggs, A. D., & Allday, R. A.

Development and content validation of the child oral and motor proficiency scale (ChOMPS). p. 220-232. Pados, B. F., Thoyre, S. M., Park, J., Estrem, H. H., & McComish, C.

Needs of military families: Family and educator perspective. p. 233–255. Classen, A. I., Horn, E., & Palmer, S.

Assessing the differential effects of known and mystery rewards in a preschool-based group contingency. p. 256–275. Pokorski, E. A., Barton, E. E., & Ledford, J. R.

Texas Child Care – Fall 2019

Welcoming families: Making authentic home-school connections. Harte, H. A., & Gilbert, J. L.

Got found objects? Make a collage. Langham, B.

Nurturing imagination through preschoolers' play. De Assis, R.

Building science knowledge with picture books. Parks, L.

Moral development in early childhood classrooms: Putting relationships first. Ryan, R.

Moral development: A sampling of the literature.

Departments:

- Back to basics: Teaching through learning centers.
- Early childhood intervention: Developmental red flags.
- Child care licensing: Recap from the Texas 86th legislative session.
- Building a business: Check plumbing before winter sets in.
- Tips for talking with children.

Texas parenting news:

- iPhones, iPads, and family dinners, oh my!
- Tips for talking with children.
- Helping children learn right from wrong.

Journal Table of Contents (continued)

Topics in Early Childhood Special Education – August 2019

Caregiver implemented intervention for communication and motor outcomes for infants and toddlers. p. 73-87. Windsor, K. S., Wood, J., Kaiser, A. P., Snyder, P., & Salisbury, C.

Using text messages to deliver performance feedback to preservice early childhood teachers. p. 88-102. Barton, E. E., Rigor, M. N., Pokorski, E. A., Velez, M., & Domingo, M.

Relation between teacher vocabulary use in play and child vocabulary outcome. p. 103-116. McLead, R. H., Kaiser, A. P., & Hardy, J. K.

Holding the cards: Empowering families through ASD family goal setting tool. p. 117-130. Jones, J., Rodger, S., Walpole, A., & Babir, N.

Young Exceptional Children – September 2019

Using mobile technologies to communicate with parents and caregivers. p. 115-126. Gauvreau, A. N., & Sandall, S. R.

Supporting and engaging fathers of children with disabilities in the preschool classroom: Guidance for practitioners. p. 127-138. Noggle, A. K.

Using a trauma-sensitive lens to support children with diverse experiences. p. 139-149. Cummings, K. P., & Swindell, J.

Culturally responsive teaching for children from low-income, immigrant families. p. 150-161. Yuan, E., & Jiang, H.

From article to action: Using a trauma sensitive lens. p. 162-163 Catlett, C.

Zero to Three Journal – July 2019

Experiences of infant mental health home visiting professionals in challenging and high-risk environments. p. 5-12. Wilson, K., Robinson, C., Donahue, A., Hall, M., Roycraft, N., & Barron, C.

Early identification of autism spectrum disorder: Navigating uncertainty on the journey toward an answer. p. 13-21. Raches, C. M., Hines, E. N., & Tomlin, A. M.

“Everybody benefits”: Family child care providers’ perspectives on partnering with Early Head Start. p. 22-30. Osgood-Roach, I., & Wevers, K.

Pediatric birth to three clinic and early childhood mental health program: Meeting the needs of complex pediatric patients. Kroupina, M., & Elison, K.

Opening doors with the ParentChild+ program: Using the power of relationship to change lives. p. 38-43. Benjamin, S.

Understanding immigration trauma and the potential of home visiting among immigrant and refugee families. p. 44-53. Hilado, A., Leow, C., & Yang, Y.

Journal Table of Contents (continued)

Zero to Three Journal – September 2019

Exploring professional ethics through diversity-informed reflective supervision. p. 5-11.
Van Horn, J.

“When I go to heaven, I’ll be white”: The ethics of transracial adoption within the context of childhood trauma and racial identity development. p. 12-22. Lewis, M. L., & Norwood, R. G.

Community research: The ethical balance of client, agency, and research needs. p. 23-28.
Nicholls-Slovinski, D., Jonika, J., Rosenblum, K., & Muzik, M.

Collaborating for better outcomes in early intervention and child welfare: Developing effective and ethical coordination of services for children and families. p. 29-35. Mapes, M., & Micheltree, S.

Ethical considerations in cross-cultural parent-child assessment in New Zealand. p. 36-42.
Haskell, S., Pace, H.

Dis/ability critical race studies (DisCrit) for inclusion in early childhood education: Ethical considerations of implicit and explicit bias. p. 43-54. Rausch, A., Joseph, J., & Steed, E.

Selected Journal Abstracts

Bulgarelli, C., Blasi, A., de Klerk, C. C. J. M., Richards, J. E., Hamilton, A., & Southgate, V. (2019). Fronto-temporoparietal connectivity and self-awareness in 18-month-olds. *Developmental Cognitive Neuroscience, 38*.

How and when a concept of the ‘self’ emerges has been the topic of much interest in developmental psychology. Self-awareness has been proposed to emerge at around 18 months, when toddlers start to show evidence of physical self-recognition. We hypothesized that if mirror self-recognition involves self-awareness, toddlers who exhibit mirror self-recognition might show increased functional connectivity between frontal and temporoparietal regions of the brain, relative to those toddlers who do not yet show mirror self-recognition. Using fNIRS (functional near-infrared spectroscopy), we collected resting-state data from 18 Recognizers and 22 Non-Recognizers at 18 months of age. We found significantly stronger fronto-temporoparietal connectivity in Recognizers compared to Non-Recognizers, a finding which might support the hypothesized relationship between mirror-self recognition and self-awareness in infancy.

Moral development: A sampling of the literature. (2019, Fall). *Texas Childcare Quarterly*. Retrieved from http://www.childcarequarterly.com/fall19_story6.html

How do we develop a sense of morality, a value system by which we determine what is right or wrong, good or bad? Are we born with a conscience? Philosophers and faith leaders have debated such questions for centuries. But scientists did not begin to study the origins of morality until the early 20th century.

Selected Journal Abstracts (continued)

Nelson, C. A., III, Zeanah, C. H., & Fox, N. A. (2019). How early experience shapes human development: The case of psychosocial deprivation. *Neural Plasticity*, 2019.

Experience plays an essential role in building brain architecture after birth. The question we address in this paper is what happens to brain and behavior when a young child is deprived of key experiences during critical periods of brain development. Evidence is clear that deprivation can lead to a host of both short- and long-term consequences, including perturbations in brain structure and function, changes at cellular and molecular levels, and a plethora of psychological and behavioral impairments.

Palmer, C. F., Rindler, D., & Leverone, B. (2019). Moving into tummy time, together: Touch and transitions aid parent confidence and infant development. *Infant Mental Health Journal*, 40(2), 277-288.

"Back to sleep" messages can reduce prone practice for infants, with potential for motor delay and cranial deformation. Despite recommendations for "tummy time," young infants fuss in prone position, and parents report uncertainty about how to help infants tolerate prone positioning. We hypothesized that a Child Space Method lesson, teaching proprioceptive touch and transitions to prone, would facilitate prone tolerance, parent behavioral support, and parent self-efficacy. This randomized study recruited parents ($N = 37$) of 2- to 5-month-old infants. On two visits, parents answered questions about infant behavior and parent experience, and played with their infant. Lesson group parents had the lesson following the first free play. One week later, lesson parents reported that infants tolerated more prone time and that parents showed more supportive behaviors in bringing infant to prone, as compared to waiting parents. Lesson parents' efficacy, and infant behavior during play, trended in the hypothesized direction. The study demonstrated how a lesson in preparatory touch, and gradual transitions, promoted infant prone tolerance and also parent support of rolling, side-lying, and prone positioning. The lesson could be incorporated in parent education and early pediatric visits, helping infants and parents negotiate the prone challenge and setting the stage for further parent support of infant development.

Ren, L. P., Garcia, A. S. P., Esterach, J. M. P., Encinger, A. M. S., Raikes, H. H. P., & Acar, I. H. P. (2019). Parent-child relationships and preschoolers' social-emotional functioning among low-income families: The moderating role of parental nativity. *Infants & Young Children*, 32(2), 123-138.

This study examined the relations between parent-child relationships and preschool-aged children's social-emotional functioning in the context of low-income families in the United States. We also explored how the relations between the two were moderated by parental nativity, specifically focusing on parents born in the United States and those who were born in Mexico and emigrated to the United States. The sample included 199 preschool children enrolled in Educare/Head Start programs and their parents, with 134 of the parents born in the United States and 65 born in Mexico. Parents reported parent-child closeness and conflict. Teachers reported children's social-emotional strengths and behavioral concerns. Assessors evaluated children's executive function and behavior regulation using structured tasks. The results showed that more parent-child conflict was related to more behavioral concerns and lower levels of executive function among children with U.S.-born parents but not among those with Mexico-born parents. The study suggests that the role of parenting in child social-emotional functioning may vary depending on cultural backgrounds among low-income families.

Child Development and Brain Development: New Books

Celebrating 50 years of child development research: Past, present, and future perspectives. 2019. (WS 103 C392 2019 ECI).

This edited volume is based on the 50th anniversary of the establishment of the Frank Porter Graham Child Development Institute. Contributors address the three themes of the anniversary symposium - early care and education, diversity, and disabilities.

Early childhood intervention: Working with families of young children with special needs.

2017. (LC 4019.3 E12 2018 ECI).

Early childhood is considered a critical but often vulnerable period in a child's development where early identification and intervention can be crucial for improving children's developmental outcomes. This book explores the family-centred practices and systems factors which influence families' experiences raising children with complex needs. It also considers the ways in which professionals can work with families to build and support parent and child competence.

Early social-emotional development: Your guide to promoting children's positive behavior.

Nicole M. Edwards, 2018. (WS 350 E26 2018 ECI).

This book equips early childhood educators and service providers with tools to support emerging social-emotional development and positive behavior in the first five years of life. It begins by providing an overview of social-emotional development, including how this development is intertwined with other areas of growth, environmental influences, and short- and long-term child outcomes.

Emotional readiness: How early experience and mental health predict school success.

Terrie Rose, 2013. (WS 350 R795 2013 ECI).

This book is a detailed and practical guide to understanding early childhood development with direct action implications for pediatricians, educators, community leaders, parents, and policymakers. The author changes our understanding of early childhood by helping us see from the baby's point of view. By connecting research on brain development with the critical roles of parents, child health, mental health and community support, the book raises awareness and understanding of the needs of the developing child.

Handbook of infant biopsychosocial development. 2015. (WS 350 H236 2015 ECI).

The first two years of life are a period of unparalleled growth and change. Using a biopsychosocial framework, this book explores the ways in which genes, neurobiology, behavior, and environment interact and shape each other over time. Contributors explore influences on the infant's cognitive and socioemotional functioning and mental health.

Handbook of infant mental health, 4th ed. 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.

Nurturing personal, social and emotional development in early childhood: A practical guide to understanding brain development and young children's behaviour. Debbie Garvery, 2018. (WS 105.5 E5 G244 2018 ECI).

Condensing a wealth of recent research and theory around PSED (personal, social, emotional development) into practical guidance, this book gives professionals the knowledge and understanding they need to critically evaluate their own practice and find the best course of action to support PSED in young children. It explores what can help or hinder development from the perspective of neuroscience.

Child Development and Brain Development: Selected Books

Amazing me: It's busy being 3. Julia Cook, 2012. (WS 103 C771a 2012 ECI).

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

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

Baby smarts: Games for playing and learning. Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).

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

The boy who was raised as a dog and other stories from a child psychiatrist's notebook. Bruce D. Perry, 2006. (WA 320 P462b 2006 ECI).

Caring for your baby and young child: Birth to age 5, 5th ed. Steven P. Shelov, 2009. (WS 105.5 C3 S545c 2009 ECI).

The common sense guide to your child's special needs: When to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3969 P45 2012 ECI).

Critical thinking about critical periods. Donald B. Dailey, 2001. (WS 105 B154c 2001 ECI).

Developing empathy in the early years. Helen Garnett, 2018. (LB 1139 G235 2018 ECI).

The developing brain: Birth to age eight. Marilee Sprenger, 2008. (530 S768d 2008 ECI).

Developmental profiles: Pre-birth through twelve. K. Aileen Allen, 2010. (WS 103 A427d 2010 ECI).

Dr. Spock's baby and child care, 9th ed. Benjamin Spock and Robert Needlman, 2012. (515 S762 2012 ECI).

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

Encouraging physical activity in infants. Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI).

Focus on babies: How-tos and what-to-dos when caring for infants. Jennifer Karnopp, 2012. (LB 1139 K18b 2012 ECI).

Focus on toddlers: How-tos and what-to-dos when caring for toddlers and twos. Jennifer Karnopp, 2012. (LB 1139 K18 2012 ECI).

The fourth trimester: Understanding, protecting and nurturing an infant through the first three months. Susan Brink, 2013. (WS 103 B858 2013 ECI).

Child Development and Brain Development: Selected Books (continued)

- From neurons to neighborhoods: The science of early childhood development.** Jack P. Shonkoff, 2000. (WS 105 S559f 2000 ECI).
- Games to play with babies.** Jackie Silberg, 2015. (WS 105.5 P5 S582b 2015 ECI).
- Guiding young children,** 8th ed. Patricia F. Hearron, 2009. (WS 100 H436g 2009 ECI).
- Happiest baby on the block,** 2nd ed. Harvey Karp, 2015. (WS 105.5 C3 K18h 2015 ECI).
- Infant and toddler development and responsive program planning: A relationship-based approach,** 3rd ed. Donna Sasse Wittmer, 2014. (LC 4019.3 W832 2014 ECI).
- Infant/child mental health, early intervention, and relationship-based therapies: A neurorelational framework for interdisciplinary practice.** Connie Lillas, 2009. (WS 350 L729i 2009 ECI).
- The irreducible needs of children: What every child must have to grow, learn, and flourish.** T. Berry Brazelton and Stanley I. Greenspan, 2000. (525 B827 2000 ECI).
- Is this a phase: Child development and parenting strategies, birth to 6 years.** Helen F. Neville, 2007. (525 N523 2007).
- Making sense of autism.** Travis Thompson, 2007. (203.6 T477m 2007 ECI).
- Owner's manual for the brain: Everyday applications for mind-brain,** 4th ed. Pierce J. Howard, 2014. (WL 300 H851 2014 RHB).
- Pathways to competence: Encouraging healthy social and emotional development in young children,** 2nd ed. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).
- Pathways to positive parenting: Helping parents nurture healthy development in the earliest months.** Jolene Pearson, 2016. (LC 4019.3 P361p 2016 ECI).
- The psychology of babies: How relationships support development from birth to two.** Lynne Murray, 2014. (WS 105.5 C3 M981 2014 ECI).
- Seven skills for school success: Activities to develop social & emotional intelligence in young children.** Pam Schiller, 2009. (WS 105.5 E5 S334s 2009 ECI).
- Socioemotional development in the toddler years: Transitions and transformations.** Celia Brownell and Claire Kopp, 2007. (540 B884s 2007 ECI).
- Supporting development in internationally adopted children.** Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).
- Talk to me baby! How you can support young children's language development,** 2nd ed. Betty Lynn Segal Berdige, 2016. (LB 1140.5 L3 B246t 2016 ECI).

Child Development and Brain Development: Selected Books (continued)

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

Thinking critically about child development: Examining myths, mistakes, and misunderstandings. Jean Mercer, 2016. (WS 103 M554t 2016 ECI).

Thirty million words: Building a child's brain: Tune in, talk more, take turns. Dana Suskind, 2015. (WS 105.5 C7 S964 2015 ECI).

The toddler care book: A complete guide from 1 to 5 years old. Jeremy N. Friedman, 2009. (WS 105.5 C3 F911t 2009 ECI).

Touchpoints: Birth to three: Your child's emotional and behavioral development. T. Berry Brazelton, 2006. (WS 105.5 E5 B827t 2006 ECI).

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

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

What to expect the first year. Heidi Eisenberg Murkoff, 2014. (WS 105.5 C3 M977 2014 ECI).

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

The Wiley-Blackwell handbook of infant development, 2nd ed. 2010. (WS 105 W676 2010 ECI).

The wonder years: Helping your baby and young child successfully negotiate the major developmental milestones. Tanya Remer Altmann, 2006. (525 W872 2006 ECI).

The young child: Development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).

Your baby's first year, 4th ed. Steven P. Shelov, 2015. (WS 103 S545y 2015 ECI).

Your child's motor development story: Understanding and enhancing development from birth to their first sport. Jill Howlett Mays, 2011. (WE 103 M466 2011 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).

Child Development and Brain Development: New DVDs

Active learning for infant-toddlers. 37 min. 2012.

Adult Infants and toddlers are naturally active learners. They rely on caregivers to support their curiosity and need to explore with their whole body and all their senses. This program illustrates the elements of active learning programs and teaches how to plan developmentally appropriate activities. This title is available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access it.

Changing brains: Effects of Oregon brain development lab. 76 min. 2009. (DD0822).

Viewers learn about the brain, how it develops, the methods used to study its structures and function, and how experience shapes the brain systems important for vision, hearing, motor skills, attention, language, reading, math, music, emotions, and learning.

Developmental care series: Toddlers to teens. 22 min. 2015. (DV1399).

This film describes developmental stages from 12 months to 18 years. Learn what to look for and how to interact with patients and their parents in each age specific group: young toddler, older toddlers, preschooler, school age children, pre-teen, early teens, and late teens. Hear safety concerns and expectations of risky behaviors for each age group.

Life with newborn: Parenting from birth to 3 months. 33 min. 2010. (DD0823).

Viewers learn how to respond to babies with sensitivity and support. They see the importance of fostering a child's healthy physical, emotional, and cognitive development. They create a feeling of safety and security when they recognize their baby's emotions and respond with kindness and consistency, parents come to understand their baby's cues for hunger, safety, and calmness.

Life with baby: Parenting from birth to 12 months. 24 min. 2019. (DD0824).

This program demonstrates the ways babies are born ready to think, feel, and learn. Right from the start, a baby's brain is growing and developing. They communicate their needs to their caregivers. They learn through experience and by processing information through their five senses.

Resilience: The biology of stress and the science of hope. 60 min. 2016. (DV1395).

This documentary explains how extremely stressful experiences in childhood can alter brain development and have lifelong effects on health and behavior.

Secret life of babies. 47 min. 2014. (DD0821).

What can a baby see and hear? How does a baby explore the world? Why can they swim underwater? How do they communicate? And why do toddlers have temper tantrums? The first three years are the most important of a human's entire life. It's when we learn to walk, talk, and socialize. But as an adult, baby behavior is both mystifying and fascinating. Using special filming techniques, this program reveals the natural history of a baby starting with newborns and following their growth and development as they become toddlers.

Child Development and Brain Development: Selected DVDs

BabyCues: A child's first language. 18 min. 2006. (DD0557).

Baby human: To talk. 52 min. 2003. (DD0279).

Baby human: To think. 52 min. 2003. (DD0280).

Baby human: To walk. 52 min. 2000. (DD0281).

Baby instructions: Crawler to toddler. 66 min. 2010. (DD0733).

Baby instructions: Newborn to crawler. 61 min. 2010. (DD0732).

Baby's first year. 20 min. 2000. (DD0282).

Beginnings of life: Newborn development. 42 min. 2001. (DD0504).

The brain: Activity, sleep, and boredom. 20 min. 2011. (DD0471).

The brain: Developing memory in developing brains birth to five years. 21 min. 2010. (DD0470).*

The brain: Pattern, structure, and novelty. 21 min. 2011. (DD0472).

Child from 1 to 3. 20 min. 2003. (DD0283).

A child grows: Your baby's first year. 24 min. 2003. (DD0527).

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

Child's play: How having fun turns kids into adults. 23 min. 2003. (DD0105).

Children outdoors: Babies outdoors. 53 min. 2010. (DD0631).

Children outdoors: Toddlers outdoors. 65 min. 2009. (DD0632).

Children outdoors: Two year olds outdoors. 63 min. 2010. (DD0633).

Comparison of normal and atypical development. 48 min. 2009. (DD0628).

The developing child: Early relationships. 19 min. 2003. (DD0102).

The developing child: Emotional and social world. 15 min. 2003. (DD0101).

The developing child: Observation. 29 min. 2004. (DD0232).

*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.

Child Development and Brain Development: Selected DVDs (continued)

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

Development in practice: Activities for babies with Down syndrome. 77 min. 2007. (DD0716).

Development in practice: Speech and language activities for preschool children with Down syndrome. 76 min. 2007. (DD0717).

Developmentally appropriate practice video program. 53 min. 2009. (DD0300).

Discoveries of infancy: Cognitive development and learning. 32 min. 2006. (DD0318).

Early socialization from age 2 to age 5. 29 min. 2002. (DD0133).

Fantastic voyage: Neonates and infants. 22 min. 2008. (DD0533).

First year milestones: A monthly guide to your baby's growth vol. 1: Birth to 6 months. 25 min. 2006. (DD0128).

First year milestones: A monthly guide to your baby's growth vol. 2: 7 months to 12 months. 25 min. 2006. (DD0129).

Five-and-six year olds: A parent's guide. 21 min. 2002. (DV0770).

Flexible, fearful, or feisty: The different temperaments of infants and toddlers. 29 min. 2006. (DD0319).

Growing through play: Cognitive and social development. 26 min. 2004. (DD0629).

Happiest baby on the block. 68 min. 2006. (DD0462).

Happiest toddler on the block. 69 min. 2006. (DD0410).

Identifying developmental delays. 80 min. 2002. (DD0225).

Infant milestones. 30 min. 2012. (DD0726).*

Infants: Cognitive development. 28 min. 2010. (DD0429).*

Infants: Physical development. 30 min. 2010. (DD0428).*

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

Is baby ok? 22 min. 2003. (DD0526).

*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.

Child Development and Brain Development: Selected DVDs (continued)

Landmarks of development. 22 min. 2003. (DD0259).

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

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

Life at 1: New experiences. 54 min. 2011. (DD0512).*

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

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

Magic of everyday moments: Seeing is believing: Series 1. 23 min. 2014. (DD0685).

Magic of everyday moments: Seeing is believing: Series 2. 18 min. 2015. (DD0742).

Magic of everyday moments: Seeing is believing: Series 3. 21 min. 2015. (DD0743).

Magic of everyday moments: Seeing is believing: Series 4. 23 min. 2015. (DD0744).

Making sense of play. 130 min. 2015. (DD0789).

Next step: Including the infants in the curriculum. 22 min. 2006. (DD0321).

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

The not-so-terrible twos: A parent's guide. 22 min. 2005. (DD0529).

Parenting: Emotional health and positive discipline: 7-12 months. 10 min. 2016. (DD0737).

Parenting: Play and milestones: Birth to 6 months. 10 min. 2016. (DD0740).

Parenting: Play and milestones: 7 to 12 months. 11 min. 2016. (DD0741).

Preschooler observation: Cognitive development. 26 min. 2012. (DD0498).*

Preschooler observation: Language and literacy development. 23 min. 2012. (DD0497).*

Preschooler observation: Physical and motor development. 21 min. 2012. (DD0495).

Preschooler observation: Social and emotional development. 23 min. 2012. (DD0496).

*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.

Child Development and Brain Development: Selected DVDs (continued)

Preschoolers. 28 min. 2008. (DD0334).

Preschoolers: Cognitive development. 24 min. 2008. (DD0432).

Preschoolers: Physical development. 21 min. 2008. (DD0431).

Preschoolers: Social and emotional development. 23 min. 2008. (DD0433).

See how they play. 36 min. 2013. (DD0626).

Social toddler. 43 min. 2005. (DD0516).*

Toddler behavior and development. 60 min. 2009. (DD0434).

Toddlers: Cognitive development. 26 min. 2009. (DD0261).

Toddlers: Physical development. 29 min. 2009. (DD0262).

Toddlers: Social and emotional development. 28 min. 2009. (DD0260).

Understanding traumatized and maltreated children: The core concepts. 157 min. 2004. (DD0127).

Wonder year: First year development and shaping the brain. 67 min. 2008. (DD0499).

Your baby's first year. 24 min. 2003. (DD0527).

Your preschooler: A parent's guide. 21 min. 1996. (DD0530).

Your toddler: A parent's guide. 21 min. 2003. (DD0528).

*Also available as a streaming video. Contact the library at (512) 776-7260 for more information on how to access a streaming video.

Child Development and Brain Development - Selected eBooks

Activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016.

Suspecting that your baby or toddler may have autism spectrum disorder or another developmental delay can be scary and overwhelming. But there is a lot you can do to help. With the right tools, everyday tasks can be terrific opportunities for building critical social and communication skills. Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. Your 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.

Child Development and Brain Development: Selected eBooks (continued)

Appropriate environments for children under three. Helen Bradford, 2012.

It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on research, this book explores the concept of an appropriate environment, both within and beyond the early years setting. It sets this within the context of child development and practically demonstrates how a high quality environment can be created for babies and children under three that supports their learning and development.

Ask an expert: Answers every parent needs to know: Issues from toddler tantrums and meltdowns to peer pressure and teen self-esteem. Clare Halsey, 2009.

Find the answers to all your questions on raising children from 0-16 with expert tips and problem-solving strategies. When it comes to understanding children's behavior and helping them grow into happy and confident individuals well-prepared for adult life, it pays to follow the advice and wisdom of expert professionals and parents who know what it is like to raise children.

Building brains: 600 activity ideas for young children. Suzanne Gellens, 2013.

Six hundred brain-based activity ideas and the latest on brain research to enhance any early childhood curriculum are included in this book.

Everything you need to know about Jean Piaget's theory of cognitive development.

Takeesha L. Rowland, 2012.

Rowland gives a quick overview of Piaget's theory of cognitive development while providing definitions and explaining the key concepts to those readers unfamiliar with Piaget's work.

The developing child in the 21st century: A global perspective on child development.

Sandra Smidt, 2013.

Offering a sociocultural approach to education and learning, this exploration of childhood provides an in-depth understanding of how children make sense of the world and the people in it. Examining the ways in which children express their thoughts, feelings and actively generate meaning through experience and interaction, this edition is illustrated throughout by extensive case studies and covers a diverse range of topics.

The developing mind: How relationships and the brain interact to shape who we are.

Daniel J. Siegel, 2012.

This book presents a new way of thinking about the emergence of the human mind and the process by which each of us becomes a feeling, thinking, remembering individual. Illuminating how and why neurobiology matters, this book is essential reading for clinicians, educators, researchers, and students interested in promoting healthy development and resilience.

Child Development and Brain Development: Selected eBooks (continued)

Early childhood and neuroscience: Links to development and learning. Debby Zambo and Leslie Haley Wasserman, 2013.

This book helps educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with special needs. Neuroscience can be insightful and useful to educators if applied ethically and with care. The book offers strategies educators and caregivers can use to affect children today and the adults they can become.

Infant mind: Origins of the social brain. Marc H. Bornstein, 2013.

Integrating 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. This book probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies.

The newborn as a person: Enabling healthy infant development worldwide. T. Berry Brazelton, 2009.

Advances in the fields of psychology and psychiatry support the perspective that infants are not, as it was once thought, passive recipients of sensory stimulation, but are instead competent and unique individuals, ready to interact with their caregivers from the very beginning of life. Built on T. Berry Brazelton's standard-setting work on the individuality of infants, this family-centered volume provides professionals with practical guidance to support families immediately in the newborn period.

Retro baby: Cut back on all the gear and boost your baby's development with more than 100 time-tested activities. Anne H. Zachary, 2014.

Baby bouncers, carriers, electronic toys, and "educational" videos are intended to make our children smarter and our lives easier, but can their overuse negatively impact infant development? Absolutely. This book helps caregivers understand the potential dangers of extended equipment use and overexposure to technology.

Theories of attachment: An introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus. Carol Garhart Mooney, 2010.

This book provides complex information on six trailblazing early childhood theorists. The information is made accessible to child care providers and educators.

Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky, 2nd ed. Carol Garhart Mooney, 2013.

Readers have the opportunity to examine the work of five groundbreaking education theorists: John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky. This book provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition includes new understandings of Vygotsky's work. It is a popular guide to help caregivers be aware of the theories behind good child care practices.

Child Development: Selected Websites

Texas Parent to Parent provides support and information for families of children with disabilities, chronic illness, and other special needs: Visit <http://www.txp2p.org/> to learn more.

The American Academy of Child and Adolescent Psychiatry provides *Facts for Families*, a resource for concise and up-to-date information on mental health issues that affect children, teenagers, and their families, such as bullying, depression, anxiety, normal development, etc. Visit [https://www.aacap.org/AACAP/Families and Youth/Facts for Families/Layout/FFF_Guide-01.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Layout/FFF_Guide-01.aspx) for more information.

The American Academy of Pediatrics has created a website just for parents, with trusted advice on how to care for infants and children. Visit <http://www.healthychildren.org> to learn more.

The Federal Interagency Forum on Child and Family Statistics offers reports such as America's Children: Key National Indicators of Well-Being, 2019. Visit <http://www.childstats.gov/> to read the reports.

Little Kids, Big Questions is a series of 12 podcasts from **Zero to Three** that addresses some of the most common (and challenging) issues facing parents of babies and toddlers. Each podcast features an interview with an expert that focuses on how to apply the research of early childhood development to your daily interactions with your baby or toddler. Listen to the podcasts at <http://www.zerotothree.org/parentingpodcasts>.

MedlinePlus is the National Institutes of Health's website. Produced by the National Library of Medicine, the world's largest medical library, it provides links to extensive full-text information from the National Institutes of Health and other trusted sources that is updated daily. There is no advertising on this site, nor does MedlinePlus endorse any company or product. Visit <https://medlineplus.gov/infantandnewborndevelopment.html> for information on infant and newborn development and <https://medlineplus.gov/toddlerdevelopment.html> for information on toddler development.

NAEYC (National Association for the Education of Young Children) offers information on quality child care programs, preschools, or schools for your child. It also shares activities you can do at home to encourage your child's development. Visit <http://www.naeyc.org/> to learn more.