

There are abbreviated materials - "Information Packets" - that are included in this list. This list represents only materials primarily on this topic. However, there are other materials that speak to this topic available in the library (i.e., brief "Articles," etc.). Contact ORPARC for additional materials.

Infant Mental Health

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- Material Title:** **After Loss: Parenting in the Next Pregnancy, A Manual for Professionals Working with Families in Pregnancy Following Loss**
- Author:** Joann O'Leary, Lynnda Parker, and Clare Thorwick *Books* 1998 108 pages
- "The purpose of this manual is to suggest a new framework to consider the behaviors of parents in a pregnancy subsequent to a loss. We believe their anxiety, fear and renewed grief are all normal. Concepts are based on the work of psychological theorists, nurses, infant mental health specialists and have been refined through the clinical observations of hundreds of families in our practice." -- from preface
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- Material Title:** **An Activity-Based Approach to Developing Young Children's Social Emotional Competence**
- Author:** Jane Squires and Diane Bricker *Books* 2007 ges + 1 CD
- From the creators of ASQ and ASQ:SE, this practical guidebook gives non-mental health professionals exactly what they need: a ready-to-use, start-to-finish linked system for identifying concerns and improving young children's social-emotional health. This book walks readers through the five-step intervention process called Activity-Based Intervention: Social Emotional (ABI:SE).
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- Material Title:** **Attachment Disorganization**
- Author:** Judith Solomon and Carol George *Books* 1999 420 pages
- Since 1986, when disorganized attachment was first defined by Mary Main and Judith Solomon, a great deal of interest has been shown in this addition to the standard Ainsworth classification system. This groundbreaking volume brings together eminent researchers and clinicians to present current, original theory and data on the nature of disorganized attachment, its etiology, and its sequelae. Contributors report on the social, psychological, and biological contributions to disorganization. Longitudinal findings are presented on developmental outcomes in middle childhood; special populations are examined, including children with disabilities; and new assessment methodologies are described. Advancing our understanding of a significant subgroup of infants and children with attachment-related difficulties, the volume represents an important contribution to the empirical attachment literature.
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- Material Title:** **Being in Charge: Reflective Leadership in Infant/Family Programs**
- Author:** Rebecca Parlakian and Nancy L. Seibel *Books* 2001 21 pages
- Explores the experience of being a new leader in an infant-family program. This book describes how to use self-awareness, observation, and flexible responses to manage stress and increase on-the-job effectiveness. Leadership issues, including individualizing one's relationships with staff members and encouraging collegial work, are also discussed.
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- Material Title:** **Born for Love: why empathy is essential-and endangered**
- Author:** Maia, Bruce D. Perry, MD., PhD. Szalavitz *Books* 2010 374 pages
- From birth, when babies' fingers instinctively cling to those of adults, their bodies and brains seek an intimate connection--a bond made possible by empathy, the remarkable ability to love and to share the feelings of others.
- In this unforgettable book, award-winning science journalist Maia Szalavitz and renowned child-psychiatrist Bruce D. Perry explain how empathy develops, why it is essential both to human happiness and for a functional society, and how it is threatened in the modern world.
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- Material Title:** **Building Strong Foundations: Practical Guidance for Promoting the Social-Emotional Development of Infants and Toddlers**
- Author:** Rebecca Parlakian and Nancy L. Seibel *Books* 2002 26 pages
- This book explores how supportive relationships at all levels of an infant-family program (supervisor and staff, staff and family, parent and child) contribute to children's healthy social-emotional development (infant mental health). The authors present the core concepts of infant mental health, offer strategies that leaders and trainers can use to promote children's mental health, and describe guidelines for referring very young children for assessment and treatment. This publication offers numerous vignettes featuring a mix of infant-family settings and exercises designed to help staff and leaders better understand and apply infant mental health practices.
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- Material Title:** **Calm and Compassionate Children: A Handbook**
- Author:** Susan Usha Dermond *Books* 2007 228 pages
- Building on such inherent qualities as openheartedness and trust, parents and teachers can help children develop empathy and integrity as they grow and mature. From nature activities to conscious quiet time to tips on daily routines, CALM AND COMPASSIONATE CHILDREN provides practical guidance to help grown-ups model behavior and suggests dozens of activities to foster children's joy, wonder, kindness, and love.
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Infant Mental Health

Material Title: **Case Studies in Infant Mental Health: Risk, Resiliency, and Relationships**

Author: Joan J. Shirilla and Deborah J. Weatherson *Books* 2002 203 pages

Offers 12 real-life stories written by infant mental health specialists about their work with young children and families. Each case study also reveals the supervision and consultation that supported the specialist, and the specialist's interaction with the larger service system.

Material Title: **Character Development: Encouraging Self-Esteem & Self-Discipline in Infants, Toddlers, & Two-Year-Olds**

Author: Polly Greenberg *Books* 1991 197 pages

The purposes of these pages are to encourage those who regularly spend many, many hours a week giving care to infants, toddlers and two-year-olds to appreciate more fully the incredibly important character development work they're doing and to encourage them to deepen both their understanding of child development and their child caring skills.

Material Title: **Circle of Security Intervention, The: Enhancing Attachment in Early Parent-Child Relationships**

Author: Bert Powell, Glen Cooper, Kent Hoffman, and Bob Marvin *Books* 2014 396 pages

Presenting both a theoretical foundation and proven strategies for helping caregivers become more attuned and responsive to their young children's emotional needs (ages 0-5), this is the first comprehensive presentation of the Circle of Security (COS) intervention. The book lucidly explains the conceptual underpinnings of COS and demonstrates the innovative attachment-based assessment and intervention strategies in rich clinical detail, including three chapter-length case examples. COS is an effective research-based program that has been implemented throughout the world with children and parents experiencing attachment difficulties.

Material Title: **Contexts of Early Intervention: Systems and Settings**

Author: S. Kenneth Thurman, Janet Cornwell, Sheryl Ridener Gottwald *Books* 1997 249 pages

In a multidimensional, ever-changing field like early intervention, it can be difficult to see the "big picture." But the authors of this book succeed in presenting an understandable overview of the subject while clarifying the relationship between early intervention and the environmental systems that surround them. Beginning with a review of the ecological and sociopolitical factors that influence a child's world, the authors scrutinize typical early intervention environments such as homes, child care centers, and public schools. Based on their collective observations, they proceed to explore the influence that familial, economic, and cultural systems have on program outcomes.

Its illustrative case studies and historical perspective make this text ideal for in-service use. Scholarly as well as practical, Context of Early Intervention is an important professional development tool for improving early intervention programming today and envisioning a model system of service provision for tomorrow.

Material Title: **DC:0-3 Casebook : A Guide to the Use of Zero to Three's "Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood" in Assessment and Treatment Planning**

Author: Alicia Lieberman, Serena Wieder, and Emily Fenichel *Books* 1997 393 pages

Helps professionals from various disciplines to put DC:0-3's diagnostic system into practice. Twenty-four detailed case reports, documenting work with children, ages 6 months to 4-1/2 years, and their families, show how highly experienced practitioners from a range of disciplines use Zero to Three's DC:0-3.

Material Title: **Diagnosis and Treatment of Feeding Disorders in Infants, Toddlers, and Young Children**

Author: Irene Chatoor, MD *Books* 2009 141 pages

Delays in development, as well as in growth, can occur when a feeding disorder arises. Irene Chatoor, MD, a world-renowned specialist in feeding disorders at Children's National Medical Center in Washington, DC, offers clinical guidelines for comprehensive diagnosis and treatment of feeding disorders in infants and toddlers. Grounded in the latest research and contemporary practice, the author discusses the consequences of early feeding problems and reviews relevant terminology, etiological factors, and how to distinguish serious feeding disorders from transient and milder feeding difficulties. The book also includes Parent Information Outlines about the feeding disorders.

Material Title: **Don't Hit My Mommy! A Manual for Child-Parent Psychotherapy With Young Witnesses of Family Violence**

Author: Alicia F. Lieberman and Patricia Van Horn *Books* 2005 146 pages

This practical handbook offers treatment guidelines to address the behavioral and mental health problems of young children whose most intimate relationships are disrupted by the experience of violence. Practitioners from a variety of disciplines will gain an understanding of the impact of violence and will discover concrete intervention strategies to address the consequences of this experience for young children.

Infant Mental Health

Material Title: **Early Childhood Mental Health Consultation**

Author: Elena Cohen and Roxane Kaufmann

Books

April 2000 44 pages

This monograph builds upon a two-day roundtable meeting that was funded by the Special Program Development Branch, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. The meeting brought together key stakeholders from the early education and child care fields with family members, mental health practitioners and administrators, and federal, state, and community agency representatives to share their state-of-the-art thinking on promoting healthy development among infants, toddlers, and preschool-age children, in early childhood settings through mental health consultation. The monograph describes an early childhood mental health perspective, defines types of mental health consultation, and provides examples of the essential features of consultation, including challenges and strategies in the consulting process. A vignette illustrates the nuances of the process, and descriptions of programs implementing early childhood mental health consultation are included.

Material Title: **Early Years Matter, The: Education, Care, and the Well-Being of Children, Birth to 8**

Author: Marilou & Heather Biggar Thomlinson Hyson

Books

2014 180 pages

This accessible and engaging work introduces current and future teachers, child care providers, and others interested in early childhood education to the importance of the early years in children's well-being and success. It summarizes the research on the value of high-quality services for young children, families, and society, showing why early education matters both today and into the future. Emphasizing the need to understand and respect young children's strengths and unique characteristics, the authors offer inspiration for working in the field, as well as addressing the realistic challenges of implementing developmentally appropriate care and education.

Each chapter begins with an introductory vignette focused on one child whose experiences are typical of other children in the same age group or life circumstances, using that child's experiences to draw out what the best research tells us about why early care and education matters for that group of children. The book also features first-person narratives by early childhood professionals working in a range of positions who offer insight into the complexity and joys of working with or on behalf of young children. Suggestions for further reading and concluding questions for reflection, dialogue, and action make *The Early Years Matter* a perfect resource for courses and professional development.

Material Title: **Emotional Life of the Toddler, The**

Author: Alicia F. Lieberman

Books

1993 244 pages

Any parent who has tried to keep up with an active toddler for a whole day knows that a child of this age is a whirlwind of contradictory, explosive and ever-changing emotions. In this book, child psychologist Alicia Lieberman addresses common emotional issues and questions facing parents with children this age. Why, for example, is "no" often the favourite response of the toddler? How should parents deal with the anger they sometimes feel in the face of their toddler's unflagging obstinacy? Why does a crying toddler run to its mother for a hug, only to push himself away as soon as she begins to embrace him? With the help of examples and case studies, Lieberman answers these and other questions.

Material Title: **Enhancing Early Attachments: Theory, Research, Intervention, and Policy**

Author: Lisa J. Berlin, Y. Ziv, L. Amaya-Jackson, and M. Greenberg

Books

2005 357 pages

Synthesizing the latest theory, research, and practices related to supporting early attachments, this volume provides a unique window into the major treatment and prevention approaches available today. Chapters address the theoretical and empirical bases of attachment interventions; explore the effects of attachment-related trauma and how they can be ameliorated; and describe a range of exemplary programs operating at the individual, family, and community levels. Throughout, the authors consider cross-cutting issues such as the core components of effective services and appropriate outcome measures for attachment interventions. Also discussed are policy implications, including how programs to enhance early child-caregiver relationships fit into broader health, social service, and early education systems.

Infant Mental Health

Material Title: **Family-centered early intervention: supporting infants and toddlers in natural environments**
Author: Sharon A., Dana C. Childress Raver *Books* 2015 298

Aligned with DEC recommended practices and CEC standards!

A must for future early interventionists, this introductory text prepares professionals to support infants and toddlers with special needs and their families--and address the OSEP child outcomes so critical to a program's success. Focusing on the needs and challenges of children from birth to 3 who have or are at risk for developmental delays, the book teaches readers the foundations of:

- addressing the three OSEP Child Outcome Indicators: positive social-emotional skills, acquisition and use of knowledge and skills, and using appropriate behaviors to meet needs
- developing and implementing IFSPs
- weaving intervention strategies into a family's established routines
- empowering parents to successfully guide and support their child's development
- conducting interventions that support motor, cognitive, social-emotional, communication, and adaptive skills
- making the most of natural learning opportunities in natural environments
- working in teams with professionals from diverse disciplines
- meeting the specific needs of children with all disabilities and/or risk areas, including autism, sensory disabilities, and cognitive and/or motor disabilities

Featuring the expertise of a dozen contributors, this book will get professionals ready to conduct family-centered, evidence-based intervention--and ensure the best possible outcomes for infants and young children.

Material Title: **Finding Hope in Despair: Clinical Studies in Infant Mental Health**
Author: Marian Birch *Books* 2008 340 pages

One of the most difficult challenges face by infant mental health professionals is that not all cases have happy endings. Most case studies describe successful interventions, leaving few resources to help professionals deal with cases that can feel like "heartbreaking failures." Whatever the cause – an abrupt end to therapy or an unsuccessful case can leave a professional with feelings of confusion, despair, and even anger. Finding Hope in Despair uses a unique format to present a series of detailed case studies of interventions that were not successful. The author of each case study provides the facts of the case and, even more important, reflects on feelings generated by the failure of the intervention. Each case study is followed by a chapter of analysis by another clinician who reviews the case, discusses the challenges and obstacles that prevented a successful resolution, highlights the emotional impact on the clinician, and summarizes the lessons that can be learned.

Material Title: **Functional Emotional Assessment Scale (FEAS) for Infancy and Early Childhood, The: Clinical and Research Applications**
Author: Stanley I. Greenspan, Georgia DeGangi, and Serena Wieder *Books* 2001 427 pages

The Functional Emotional Assessment Scale by Stanley Greenspan, Georgia DeGangi, & Serena Wieder enables clinicians, educators, and researchers to observe and measure emotional and social functioning in infants, young children, and their families. Historically, the complexity of emotional functioning has been difficult to measure and assess. The FEAS meets this longstanding need of the field. The FEAS conceptualizes, operationalizes, and measures in a reliable and valid manner.

Material Title: **Geography of Childhood, The: Why children need wild places**
Author: Gary Paul and Trimble, Stephen Nabhan *Books* 1995 184 pages

What may happen now that so many more children are denied exposure to wilderness than at any other time in human history?

Material Title: **Handbook of Early Childhood Intervention, Second Edition**
Author: Jack P. Shonkoff and Samuel J. Meisels *Books* 2000 734 pages

This second edition of the Handbook of Early Childhood Intervention provides a comprehensive overview of this complex and continually evolving field by an outstanding group of contributing authors. Eighteen of the twenty-eight chapters are new to this edition; chapters from the first edition have been updated. It combines rigorous scholarship with state-of-the-art content on policy and service delivery. It is designed to address a broad, multidisciplinary audience including psychologists, early childhood educators, social workers, pediatricians, nurses, child psychiatrists, physical and occupational therapists, speech and language pathologists, and professionals interested in public health and social policy. The Handbook is a valuable resource for both graduate students and experienced professionals.

Material Title: **Handbook of Infant Mental Health**
Author: Charles Zeanah Jr. *Books* 622 pages

Widely regarded as the standard reference in the field, this handbook offers a comprehensive analysis of developmental, clinical, and social aspects of mental health from birth to the preschool years. Leading authorities explore models of development; biological, family, and sociocultural risk and protective factors; and frequently encountered disorders and disabilities. Evidence-based approaches to assessment and treatment are presented, with an emphasis on ways to support strong parent-child relationships. The volume reviews the well-documented benefits of early intervention and prevention and describes applications in mental health, primary care, childcare, and child welfare settings.

Infant Mental Health

Material Title: **Handbook of Infant Mental Health: Third Edition**

Author: Charles H. Jr. Zeanah

Books

2012

622

Widely regarded as the standard reference in the field, this handbook offers a comprehensive analysis of developmental, clinical, and social aspects of mental health from birth to the preschool years. Leading authorities explore models of development; biological, family, and sociocultural risk and protective factors; and frequently encountered disorders and disabilities. Evidence-based approaches to assessment and treatment are presented, with an emphasis on ways to support strong parent-child relationships. The volume reviews the well-documented benefits of early intervention and prevention and describes applications in mental health, primary care, childcare, and child welfare settings. The chapter on psychopharmacology has been updated for the paperback edition.

Material Title: **Handbook of Infant, Toddler, and Preschool Mental Health Assessment**

Author: Rebecca Del Carmen-Wiggins and Alice Carter

Books

2004

538 pages

This book brings together, for the first time, leading clinical researchers to provide empirically based recommendations for assessment of social-emotional and behavior problems and disorders in the earliest years. Each author presents state-of-the-art information on scientifically valid, developmentally based clinical assessments and makes recommendations based on the integration of developmental theory, empirical findings, and clinical experience. The editors of this exciting new work have assembled an extraordinary collection of chapters that thoroughly discuss the conceptualizations of dysfunction in infants and young children, current and new diagnostic criteria, and such specific disorders as sensory modulation dysfunction, sleep disorders, eating and feeding disorders, autistic spectrum disorders, anxiety disorders, posttraumatic stress disorder, and ADHD. Chapters further highlight the importance of incorporating contextual factors such as parent-child relationship functioning and cultural background into the assessment process to increase the validity of findings.

Given the comprehensiveness of this groundbreaking volume in reviewing conceptual, methodological, and research advances on early identification, diagnosis, and clinical assessment of disorders in this young age group, it will be an ideal resource for teachers, researchers, and a wide variety of clinicians including child psychologists, child psychiatrists, early intervention providers, early special educators, social workers, family physicians, and pediatricians.

Material Title: **Handbook of Training and Practice in Infant and Preschool Mental Health, The**

Author: Karen Moran Finello

Books

2005

512 pages

This comprehensive and highly useful guide offers students and practicing clinicians who work with infant and preschool populations a much-needed resource for developing and honing their professional skills and clinical experiences. The book contains vital information about general training issues and highlights the skills that are needed to be considered a competent professional. Written by top experts in the field from a wide range of disciplines, the authors address basic areas of training and practice with very young children, including observation, assessment, diagnosis, dyadic therapy, and reflective supervision, in addition to unique areas of clinical work such as reunification and adoption evaluations. The book also offers examples of innovative models of training and practice for the delivery of services in nontraditional settings such as homes, day care centers, and preschools, and special strategies for delivering clinical services and providing supervision in rural and remote settings, including the use of technology.

Material Title: **Healthy Sexuality Development: A Guide for Early Childhood Educators and Families**

Author: Kent, and Donna Couchenour Chrismaan

Books

2002

85 pages

Children learn about sexuality the same way they learn about everything else--through words, actions, interactions, and relationships. Early childhood professionals assist families in supporting children's healthy sexuality development as they interact with children, work with families, and plan programs.

This book provides key information to both early childhood educators and family members about what is typical in young children and how to support them in this early and inquisitive stage.

Material Title: **How Culture Shapes Social-Emotional Development: Implications for Practice in Infant-Family Programs**

Author: Monimalika Day, Ph.D., and Rebecca Parlakian

Books

2004

26 pages

Suitable for program leaders and practitioners, this book examines how culture shapes children's fundamental learning about themselves, their emotions, and their way of interacting and relating to others. It also includes recommendations for providing culturally responsive services.

Material Title: **Identifying and Responding to Trauma: Ages 0 to 5 Years Old (DVD)**

Author: Dr. Bruce Perry

DVDs

2002

29 minutes

Trauma in the life of children from birth to five years of age has a profound impact which intensifies the need for early identification and intervention. Young children are either pre-verbal or inexperienced with verbal language and are unable to adequately express their thoughts and feelings or describe threatening life events. In order to understand a child's behavior and plan for care and intervention it is necessary for the caregiver, teacher, or health care provider to determine the child's history and emotional state from other sources.

Infant Mental Health

Material Title: **Identifying and Responding to Trauma: Ages 0 to 5 Years Old (VHS)**

Author: Bruce Perry *Videotapes* 2002 29 minutes

Trauma in the life of children from birth to five years of age has a profound impact which intensifies the need for early identification and intervention. Young children are either pre-verbal or inexperienced with verbal language and are unable to adequately express their thoughts and feelings or describe threatening life events. In order to understand a child's behavior and plan for care and intervention it is necessary for the caregiver, teacher, or health care provider to determine the child's history and emotional state from other sources. ("Understanding Childhood Trauma" Series Part 4.)

Material Title: **Infant Mental Health Services: Supporting Competencies/Reducing Risks**

Author: Deborah Weatherston and Betty Tableman *Books* 2002 317 pages

This book is a manual for infant mental health service specialists. Chapters include: Identification, Referral and Enrollment, Arrangements for Services, Assessment and Service Planning, Intervention Strategies, Termination or Transfer of Services, Special Circumstances, Issues of the Mental Health Specialist, Administrators and Organizations.

Material Title: **Infant Previewing: Predicting and Sharing Interpersonal Outcome**

Author: Paul V. Trad *Books* 1990 286 pages

Infant Previewing: Predicting and Sharing Interpersonal Outcome examines the developmental processes of the first two years of life from an innovative perspective that may dramatically alter the way health care professionals view and predict their perceptions of developmental phenomena. The volume introduces the concept of previewing, a developmental principle that organizes our understanding of how infants and caregivers share experience during the first few years of life. Previewing is manifested by virtually all caregivers and is designed to provide the caregiver-infant dyad with insight into imminent maturational trends and with the motivation for continuing on the development journey with a sense of mastery and control. The book not only launches the theory underlying the concept of previewing, but it also offers guidelines for using previewing to enhance the relationship between infant and caregiver. Various applications of previewing - as a means of fostering the infant's predictive abilities, as a catalyst for differentiating and coordinating developmental functions, and as a principle for motivating interpersonal communication - are analyzed.

Material Title: **Infant-Parent Psychotherapy: A Handbook**

Author: Stella Acquarone *Books* 2004 308 pages

Stella Acquarone began her pioneering career as a child psychotherapist and this book is based upon her observations and treatment of over 3,500 parents and their infants throughout several decades. With its roots in the major fields of psychology, emerging from developmental psychology, research in infancy and psychoanalysis of early life, she has created an exciting and ground-breaking new field of psychoanalytic psychotherapy -- infant-parent psychotherapy.

Infant-parent psychotherapy focuses on pre-verbal communication with babies, using the simple tools of experience and observation. Acquarone has developed new concepts, such as The Parenting Space and The Eternal Triangle (the mother-father-infant bond) to explain how the therapy works. This comprehensive handbook is full of vital information on the theory and practice of infant-parent psychotherapy. The history and background of infant-parent psychotherapy are laid out explaining the two vital components underlying the effectiveness of this kind of psychotherapy: neurobiological and psychodynamic. Its application to understanding babies is detailed, demonstrating the psychodynamic approach in theory and in practice. Once the basics are explained, Stella Acquarone presents a step-by-step guide on how to assess, diagnose and treat babies, including case studies for practical illustration. She also provides separate chapters on special needs babies and troubled mothers, again using case studies for examples. At the back of the book, quick reference tables, maps, matrixes and indexes are provided.

Material Title: **Infants in the Child Welfare System: A Developmental Framework for Policy and Practice**

Author: Brenda Jones Harden *Books* 2007 341 pages

Every day, maltreated and neglected infants and toddlers are removed from their homes and placed into the child welfare system. Although intended to protect the children, the very act of separating very young children from their parents and familiar caregivers can put those children at greater risk of developmental delays. The importance of quickly finding a permanent placement, especially for infants, cannot be overstated. In *Infants in the Child Welfare System*, Brenda Jones Harden presents a detailed examination of the dangers faced when very young children are unable to bond with a safe dependable caregiver. Using extensive research, her work explains basic theories of child development that are especially relevant to the experiences of infants and toddlers in the child welfare system.

Infant Mental Health

Material Title: **Learning Happens (DVD) 30 video vignettes of babies and toddlers learning school readiness skills through everyday interactions**

Author: Claire, Rebecca Parlakian Lerner *DVDs* 2007 1 hr

"Learning Happens" features 30 video vignettes that show parents and children--aged birth to 3 years--interacting during everyday play and routines. These vignettes provide rich examples of how:

- Development unfolds from birth to age 3
- Young children acquire school readiness skills through everyday interactions and activities
- Parents and caregivers support children's early learning and development through daily interactions and activities

These vignettes provide compelling illustrations of many critical aspects of child development including:

- Communication
- Literacy
- Fathering
- Feeding/Mealtimes
- Play
- Routines
- Self-control
- Self-confidence
- Thinking skills

These vignettes serve as powerful tools for professionals to use both in direct work with families and for training other early child development professionals. They act as catalysts for discussion about all aspects of early development and provide vivid illustrations of the significant influence parents have in getting their young children ready for school.

Material Title: **Losing a Parent to Death in the Early Years: Guidelines for the Treatment of Traumatic Bereavement in Infancy and Early Childhood**

Author: Alicia F. Lieberman, N. Compton, P. Van Horn, C. Ghosh Ippen *Books* 2003 143 pages

Four therapists and psychiatrists at the San Francisco General Hospital's Child Trauma Research Project provide therapists with guidelines for treating infants and children who have experienced the death of a parent. Coverage includes common reactions, caregiver reactions, child responses, and the variables involved.

Material Title: **Me, You, Us: Social-Emotional Learning in Preschool**

Author: Ann S. Eipstein *Books* 2009 189 pages

Social-emotional learning is key to every child's ability to manage feelings and to interact successfully with others. Early childhood educators say this skill set is as essential to school readiness as the academic learning areas. This book covers 11 separate topics of social-emotional learning from developing a positive self-identity to creating and participating in a democracy and offers numerous teaching strategies and suggestions for professional development. Through a comprehensive approach that draws on extensive research and discussion from the early childhood field, this book helps the thoughtful educator chart a path for young children to develop the social-emotional skills they need to succeed in school and in life.

Material Title: **Mental Health in Early Intervention: Achieving Unity in Principles and Practice**

Author: Gilbert M., Jane D. Hochman Foley *Books* 2006 461 pages

For effective assessment and intervention with infants and young children, professionals need to incorporate psychological, medical, and family factors — but too often, infant mental health and early intervention are dealt with separately rather than together. Integration of these two fields is the goal of this urgently needed text, ideal for introducing mental health concepts to supervisors and students in early intervention and teaching mental health professionals more about early intervention. Readers will understand why mental health should be an integral part of early intervention identify specific mental health principles and practices that can be applied to early intervention work improve relationships with families by dealing sensitively with issues related to loss, grief, culture, class, and diversity get an integrated model of infant mental health and early intervention practice, and examine implications of the model for policy and program organization explore professional development options discover, through enlightening interviews, how both mental health and early intervention specialists define their roles and practices take a candid look at the difficulties professionals have had in the past with integrating the two fields. An ideal textbook and professional development resource for early intervention practitioners—and a useful source of insight for mental health professionals—this comprehensive book fully prepares readers to integrate two interdependent fields and improve practices in both.

Material Title: **Mothers, Babies, and Their Body Language**

Author: Antonella Sansone *Books* 2004 304 pages

This book explores the complex interaction and the importance of early communication between mother and baby from pregnancy to the first early months of development. It provides a rich and detailed study of this earliest relationship, and makes a significant and valuable contribution to this area of the mental health field.

Infant Mental Health

Material Title: **Motivational Interviewing: Second Edition**

Author: William R., and Rollnick, Stephen Miller *Books* 2002 428 pages

This bestselling work has introduced hundreds of thousands of professionals and students to motivational interviewing (MI), a proven approach to helping people overcome ambivalence that gets in the way of change. William R. Miller and Stephen Rollnick explain current thinking on the process of behavior change, present the principles of MI, and provide detailed guidelines for putting it into practice. Case examples illustrate key points and demonstrate the benefits of MI in addictions treatment and other clinical contexts. The authors also discuss the process of learning MI. The volume's final section brings together an array of leading MI practitioners to present their work in diverse settings.

Material Title: **Neurobehavioral and Social-Emotional Development of Infants and Children, The**

Author: Ed Tronick *Books* 2007 571 pages

Tronick has gathered together his most influential writings in a single, essential volume. Organized into five parts—(I) Neurobehavior, (II) Culture, (III) Infant Social-Emotional Interaction, (IV) Perturbations: Natural and Experimental, and (V) Dyadic Expansion of Consciousness and Meaning Making—this book represents his major ideas and studies regarding infant-adult interactions, developmental processes, and mutual regulation.

Material Title: **Parent-Infant Psychodynamics: Wild Things, Mirrors and Ghosts**

Author: Joan Raphael-Leff *Books* 2003 317 pages

This book focuses on the interweaving psychic realities and unconscious dynamics between family members. These are set in the context of changing patterns of socio-cultural expectations, ethical considerations and biological realities. The broad spectrum of topics encourage self-reflective thinking about the role of health-care professionals working with families at various phases of the life cycle, in illness and health. In particular, recognition of risk factors relating to areas of emotional vulnerability in clients and their impact on the practitioner. It is intended for interested parents, students and professionals working with expectant parents, babies and their families. Contributors include: Acquarone, Balint, Bick, Bion, Bourne, Brazelton, Bryan, Daws, Fraiberg, Green, Grier, Hawthorne, Hopkins, Lewis, Murray, Spitz, Trevarthen, Tronick, Winnicott, Wittenberg, Wright.

Material Title: **Parenting Well in a Media Age: Keeping Our Kids Human**

Author: Gloria DeGaetano *Books* 2004 245 pages

This illuminating investigation takes a fresh look at the role of media in children's lives. An overview of the formidable challenges parents face and creative ways to overcome them are included, as are strategies for turning a home environment from "high-tech" to "high-touch." Moving beyond demonizing the media, this work, like none before it, articulates the difficulties of parenting in our depersonalized society. It offers hopeful alternatives for all parents wanting to protect children from, and teach children about, media's impact.

Material Title: **Pediatric Disorders of Regulation in Affect and Behavior: A Therapist's Guide to Assessment and Treatment**

Author: Georgia DeGangi *Books* 2000 371 pages

This book represents state of the art coverage of the latest theory, research and treatment strategies for infants and children with problems of regulation. Designed for mental health professionals and occupational therapists working with infants and children, this comprehensive book provides the most recent advances in addressing disorders of self-regulation. Screening and assessment procedures are described in detail to help the reader evaluate self-regulation, attention, sensory processing, and parent-child interactions in infants and children. This book is the first of its kind to integrate treatment approaches from the fields of infant/child mental health and sensory integration.

Material Title: **Power of Questions, The: Building Quality Relationships with Families**

Author: Rebecca Parlakian *Books* 2001 11 pages

Focusing on direct service work with parents and children, this resource explores reflective approaches that program leaders and staff can use to establish relationships with families. Strategies for boundary setting and managing one's reactions to families address the complex interpersonal situations that staff face every day.

Material Title: **Practice of Psychoanalytic Parent-Infant Psychotherapy, The: Claiming the Baby**

Author: Tessa Baradon, M Biseo, C Broughton, J James, & A Joyce *Books* 2005 215 pages

This comprehensive handbook addresses the provision of therapeutic help for babies and their parents when their attachment relationship is derailed and a risk is posed to the baby's development. Drawing on clinical and research data from the biological and psychological sciences, this book presents a treatment approach that is comprehensive, flexible and sophisticated, whilst also being clear and easy to understand. The first section, The Theory of Parent Infant Psychotherapy, offers the reader a theoretical framework for understanding the emotional-interactional environment within which infant development takes place. It draws upon psychoanalysis, attachment and developmental research to describe how babies' minds and development are sculpted by the dynamics of the relationship with their primary love figures. The second section, The Therapeutic Process, invites the reader into the consulting room to participate in a detailed examination of the relational process in the clinical encounter. The third section, Clinical Papers, provides case material to illustrate the unfolding of the therapeutic process.

Infant Mental Health

Material Title: **Promoting Positive Parenting: An Attachment-Based Intervention**

Author: Femmie Juffer, M Bakermans-Kranenburg, M van Ijzendoorn *Books* 2008 238 pages

Video-feedback Intervention to Promote Positive Parenting (VIPP) is a brief and focused parenting intervention program that has been successful in a variety of clinical and non-clinical groups and cultures. The book describes the implementation and testing of a variety of VIPP based interventions highlighting different families in a variety of childcare settings, and in various countries including the Netherlands, Italy, the United Kingdom, and the United States. Chapters present how the VIPP approach was implemented in samples of insecure mothers, mothers with eating disorders, preterm infants, adopted children, and children with early behavior problems.

Material Title: **Psychoanalytic Therapy with Infants and Parents: Practice, Theory and Results**

Author: Bjorn Salomonsson *Books* 2014 218 pages

Psychoanalytic Therapy with Infants and Parents provides a clear guide to clinical psychoanalytic work with distressed babies and unhappy parents, a numerous clinical group so often in need of urgent help. Although psychoanalytic work is primarily verbal, and infants may have limited language, this form of treatment is receiving increased attention among therapists. Björn Salomonsson explores how such work can be possible and benefit infants, how to work with the parents (especially the mother), and how major psychoanalytic concepts such as primal repression, infantile sexuality and transference can be worked with and understood in these therapies.

Material Title: **Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment**

Author: Alicia F. Lieberman and Patricia Van Horn *Books* 2008 366 pages

This eloquent book presents an empirically supported treatment that engages parents as the most powerful agents of their young children's healthy development. Child-parent psychotherapy promotes the child's emotional health and builds the parent's capacity to nurture and protect, particularly when stress and trauma have disrupted the quality of the parent-child relationship. The book provides a comprehensive theoretical framework together with practical strategies for combining play, developmental guidance, trauma-focused interventions, and concrete assistance with problems of living. Filled with evocative, "how-to-do-it" examples, it is grounded in extensive clinical experience and important research on early development, attachment, neurobiology, and trauma.

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

Author: Alice Sterling Honig *Books* 2002 78 pages

For healthy adjustment in childhood and later in life, infants and toddlers need secure attachments to the adults who care for them. Loving, responsive, and consistent care from primary caregivers is key to young children learning to form relationships. Alice Honig, with her vast experience and deep knowledge of research and theory, distills key points needed in understanding and building attachment. Vital information and sound advice for caregivers and parents too.

Material Title: **Seeing is Believing: Videotaping families and using guided self-observation to build on parenting strengths**

Author: Martha Farrell Erickson, Julie Endersbe, and Jill Simon *Books* 1999 66 pages

Originally developed as part of the STEEP™ program, Seeing is Believing® is a unique practice that helps parents increase their sensitivity and responsiveness to their babies' cues by using a videotaping strategy. Through videotaping and guided viewing, Seeing is Believing® promotes perspective-taking by giving parents a chance to see, from the camera's point of view, what happens between them and their baby. We have found video technology to be a remarkable tool in helping moms and dads gain new insight into their baby's feelings and behavior.

□

Through Seeing is Believing®, the home visitor or facilitator is trained to:

□videotape parent and baby for a short time as they go about their everyday activities (e.g., feeding, bathing, playing);

□watch the tape together with the parent;

□guide the parent in recognizing the unique characteristics of the baby;

- and enhance the parent's ability to read the baby's cues and signals and meet its needs.

□This manual helps trainers to learn and practice the skills that are necessary for this important strategy.

Material Title: **Sensory Integration and Self-Regulation in Infants and Toddlers: Helping Very Young Children Interact with Their Environment**

Author: G. Gordon Williamson and Marie E. Anzalone *Books* 2001 130 pages

Every child has a unique pattern of taking in and responding to information from the senses. Written for a multidisciplinary audience of infant-family professionals, the authors integrate knowledge from a variety of fields to help readers understand sensory development, and learn about effective assessment and intervention approaches.

Material Title: **Short-Term Parent-Infant Psychotherapy**

Author: Paul V. Trad *Books* 1993 350 pages

Uses case studies to elaborate on parent-infant psychotherapy, which brings both parent and infant to the therapist to overcome problems, including postpartum depression, preventing the child's development from being derailed.

Infant Mental Health

Material Title: **Tackling the tough stuff: a home visitor's guide to supporting families at risk**
Author: Angela M., Stephan A. Viehweg Tomlin *Books* 2016 228 pages

Home visits with at-risk families present unique, complex challenges that professionals must be ready to address with skill and sensitivity. The problem-solving framework in this practical guide will help home visitors manage their on-the-job challenges--and support and empower vulnerable families of children birth to 3.

The authors' PAUSE framework (Percieve, Ask, Understand, Strategize, and Evaluate) walks home visitors through the entire process of addressing problems, from recognizing a difficult situation to evaluating the chose action steps. Readers will learn how to apply the framework in real-world situations as they:

- partner with parents to understand their perspectives
- take direct action to help solve key challenges (self-regulation, sleeping problems, feeding issues, biting and hitting, meltdowns, cooperating and following directions, fears and separation anxiety)
- skillfully blend relationship-based and reflective practice approaches
- understand what's behind children's challenging behaviors
- work sensitively with families facing difficult situations, including domestic violence, substance abuse, and mental illness
- set appropriate boundaries with families
- use self-care strategies to address symptoms of burnout

Readers will get a wealth of practical materials, including helpful sample dialogues and reproducible materials on exploring challenging behaviors, discussing difficult topics, helping parents improve their skills, and more. (Reproducible materials are included in this book and are available online.) With this essential guide, home visitors will provide effective support for at risk families--and equip them with skills they'll use long after the visit is over.

Material Title: **Technology and Digital Media in the Early Years**
Author: Chip Donohue *Books* 2014 265 pages

Technology and Digital Media in the Early Years offers early childhood teacher educators, professional development providers, and early childhood educators in pre-service, in-service, and continuing education settings a thought-provoking guide to effective, appropriate, and intentional use of technology with young children. This book provides strategies, theoretical frameworks, links to research evidence, descriptions of best practice, and resources to develop essential digital literacy knowledge, skills and experiences for early childhood educators in the digital age.

Technology and Digital Media in the Early Years puts educators right at the intersections of child development, early learning, developmentally appropriate practice, early childhood teaching practices, children's media research, teacher education, and professional development practices. The book is based on current research, promising programs and practices, and a set of best practices for teaching with technology in early childhood education that are based on the NAEYC/FRC Position Statement on Technology and Interactive Media and the Fred Rogers Center Framework for Quality in Children's Digital Media. Pedagogical principles, classroom practices, and teaching strategies are presented in a practical, straightforward way informed by child development theory, developmentally appropriate practice, and research on effective, appropriate, and intentional use of technology in early childhood settings. A companion website (<http://teccenter.erikson.edu/tech-in-the-early-years/>) provides additional resources and links to further illustrate principles and best practices for teaching and learning in the digital age.

Material Title: **Tender Years, The: Toward Developmentally Sensitive Child Welfare Services for Very Young Children**
Author: Jill Duerr Berrick, B. Needell, R. Barth, and M. Jonson-Reid *Books* 1998 203 pages

Today most children entering the child welfare system are very young, and, in most large states, infants are the largest group of children entering foster care each year. Social service systems are typically not designed for very young children, however, and therefore fail to serve their special needs. This shortcoming is significant because protecting very young children from physical harm is not enough; they must also be protected from developmental harm.

The Tender Years is the first textbook to address this critical situation. Beginning with an overview of child development theory, it examines child abuse reporting patterns and discusses placement in foster care, reunification, and adoption. It also looks at public child welfare practice, featuring vivid examples of the children and families served by this system. The authors analyze the differences between the foster care experiences of very young children and those of older children, with special emphasis on the way the child welfare system deals with infants. Based on a significant body of evidence regarding young children's unique affective, physical, and cognitive development, this text illuminates the interrelationship of child welfare practice, child development outcomes, and public policy. The authors offer a fundamental framework for decision-making in child welfare when young children are involved, and recommend specific changes in policy and practice aimed at moving the system toward greater developmental sensitivity.

Material Title: **Tools for Tots: Sensory Strategies for Toddlers and Preschoolers**
Author: Diana A. Henry, Maureen Kane-Wineland, and Susan Swindem *Books* 2007 53 pages

This book is designed to offer practical sensory options to improve the ability of toddlers and preschoolers to function in their environments at home, in child care centers and in school.

Infant Mental Health

Material Title: **Touchpoints Three to Six: Your Child's Emotional and Behavioral Development Ages 3-6**

Author: T. berry and Joshua D. Sparrow Brazelton *Books* 2001 498 pages

For decades, new parents have relied on Dr. Brazelton's wisdom in such beloved best sellers as *Infants and Mothers* and *Touchpoints*. But all "Brazelton babies" grow up. Now at last, the internationally famous pediatrician, in collaboration with an eminent child psychiatrist, has brought his unique insights to the preschool and first-grade years. In his warm, funny, empathic tone, he again listens to the child's perspective while also showing his characteristic compassion for the parents' feelings. Parents will welcome the unique features of this important new guide. First the authors profile four very different children, followed throughout these years in a delightful and revealing narrative that applies the touchpoints theory to each of the great cognitive, behavioral, and emotional leaps that a child makes from ages three through six. The second part of the book, arranged alphabetically by topic, offers guidance to parents facing contemporary pressures and stresses, such as how to keep a child safe without instilling fear, countering the electronic barrage of violent games and marketing aimed at children, coping successfully with varied family configurations, shifting gender roles, over-scheduling, competition, and more. A Merloyd Lawrence Book

Material Title: **Treating Parent-Infant Relationship Problems: Strategies for Intervention**

Author: Arnold J. Sameroff, Susan McDonough, and Katherine Rosenblum *Books* 2004 304 pages

Within a developmental framework, this book guides the clinician to understand the different types of problems that parents have with infants and to determine how a given family might best be served--whether by addressing health concerns that are affecting infant behavior, modifying parental beliefs or expectations, or improving key caregiving skills. Leading interdisciplinary experts detail their respective therapeutic models in a practical, clinician-friendly format, including intervention guidelines and illustrative case material. Special topics covered include working with families of infants with special needs and with those at risk for child maltreatment.

Material Title: **Watch, Wait, and Wonder: A Manual Describing a Dyadic Infant-led Approach to Problems in Infancy and Early Childhood**

Author: Elisabeth Muir, Mirek Lojkasek, and Nancy J. Cohen *Books* 1999 174 pages

This manual is a presentation of the knowledge we have gained through our clinical and research experience using an infant/child-led approach to intervention delivered as a program called Watch. Wait. And Wonder. Our approach to early intervention is a relational one and stems from our efforts to find ways both to fully involve the infant and young child as agents of change in their own treatment and also to enable the parents to directly work therapeutically with their own child. We see Watch. Wait. And Wonder as a psycho-ecologically based way to intervene. By this we mean, that just as it is important to be aware of the ecological implications of intervening in the environmental system, it is also important to consider the ecological implications of intervening in the parent-infant system.

Material Title: **What's Going on in There? How the Brain and Mind Develop in the First Five Years of Life**

Author: Lise Eliot, Ph.D. *Books* 1999 533 pages

Drawing upon the exploding research in this field as well as the stories of real children, *What's Going On in There?* is a lively and thought-provoking book that charts the brain's development from conception through the critical first five years. In examining the many factors that play crucial roles in that process, *What's Going On in There?* explores the evolution of the senses, motor skills, social and emotional behaviors, and mental functions such as attention, language, memory, reasoning, and intelligence.

Material Title: **Why love matters (2nd Edition) how affection shapes a baby's brain**

Author: Sue Gerhardt *Books* 2015 303 pages

"Why Love Matters" explains why loving relationships are essential to brain development in the early years, and how these early interactions can have lasting consequences for future emotional and physical health. This second edition follows on from the success of the first, updating the scientific research, covering recent findings in genetics and the mind/body connection, and including a new chapter highlighting our growing understanding of the part also played by pregnancy in shaping a baby's future emotional and physical well-being.

Sue Gerhardt focuses in particular on the wide-ranging effects of early stress on a baby's or toddler's developing nervous system. When things go wrong with relationships in early life, the dependent child has to adapt; what we now know is that his or her brain adapts too. The brain's emotion and immune systems are particularly affected by early stress and can become less effective. This makes the child more vulnerable to a range of later difficulties such as depression, anti-social behaviour, addictions or anorexia, as well as physical illness.

"Why Love Matters" is an accessible, lively account of the latest findings in neuroscience, developmental psychology and neurobiology - research that matters to us all. It is an invaluable and hugely popular guide for parents and professional alike.

Dr Sue Gerhardt has been a psychoanalytic psychotherapist in private practice since 1997. She co-founded the Oxford Parent Infant Project (OXPIP), a pioneering charity that today provides psychotherapeutic help to hundreds of parents and babies in Oxfordshire and is now the prototype of many new 'PIPs' around the country. She is also the author of "The Selfish Society" (2010).

Infant Mental Health

Material Title: **Young Children and Foster Care: A Guide for Professionals**

Author: Judith A. Silver, Barbara J. Amster, and Trude Haecker *Books* 1999 509 pages

Infants and young children entering the child welfare system often have histories of abuse, neglect, and fragmented medical care. This book helps human services professionals meet these children's special needs as it proposes models for intervention and provides expert advice on often-overlooked aspects of care, including developmental and medical concerns, child advocacy, and early intervention services.

Material Title: **Young Children and Trauma: Intervention and Treatment**

Author: Joy D. Osofsky *Books* 2004 348 pages

Recent years have seen significant advances in knowledge about the effects of exposure to psychological trauma on young children from birth to age 5. This volume brings together leading experts to address practical considerations in working with traumatized young children and their caregivers. State-of-the-art assessment and treatment approaches are presented, together with innovative service delivery models. With a focus on building cross-disciplinary collaboration to better serve this vulnerable population, this is an indispensable resource for all mental health and human service professionals working with children at risk.

Material Title: **Your Baby & Child: From Birth to Age Five**

Author: Penelope Leach *Books* 2010 559 pages

This newest edition of Penelope Leach's much-loved, trusted, and comprehensive classic—an international best seller for twenty-five years, with nearly two million copies sold in America alone—encompasses the latest research and thinking on child development and learning, and reflects the realities of today's changing lifestyles.

In her authoritative and practical style, Leach responds fully to parents' every concern about the psychological, emotional, and physical well-being of their children. She describes, in easy-to-follow stages from birth through starting school, how children develop: what they are doing, experiencing, and feeling. And she tackles both the questions parents often ask—What does a new baby's wakefulness or a toddler's tantrum mean?—and those that are more difficult: How should new parents time their return to work, choose day care, tell a child about a new baby or an impending divorce?

Whatever the concern or question, *Your Baby and Child* supplies the information, encouragement, and reassurance every parent-to-be or new parent needs.