

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

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

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).

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.

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.

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.

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: **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.

Infant Mental Health

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.

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: **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.

Infant Mental Health

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.

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: **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, 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.

Infant Mental Health

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: **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: **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: **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: **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.

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: **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: **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.

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

Author: Arnold J. Sameroff, Susan McDonough, and Katherine Rosenbl *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: **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.

Infant Mental Health

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.