



# ECI Library Matters

## Management, Supervision and Leadership Resources (updated)

This issue features updated library resources on management, supervision, and leadership. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to the online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com).

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library requests or questions to [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

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## Selected Journal Abstracts

**Aligning professional development with service coordinator knowledge and skills: A program evaluation.** Childress, D.C., Prohn, S.M., Hill, C.F., Terry, L.M. (2024). *Infants & Young Children* 37(1), 48-63. [doi.org/10.1097/IYC.0000000000000257](https://doi.org/10.1097/IYC.0000000000000257)

Service coordinators under Part C of the Individuals with Disabilities Education Act (IDEA, 2004) help families navigate the early intervention (EI) system and ensure regular communication among team members so services are aligned with family priorities and recommended EI practices. To meet the demands of service coordination, personnel entering the EI field who will serve as service coordinators must receive high-quality professional development to orient them to their unique roles and responsibilities. The purpose of this program evaluation was to examine the effectiveness of one state's service coordination training program and its alignment with the Knowledge and Skills for Service Coordinators (KSSC), a resource document in the Division for Early Childhood and IDEA Infant Toddler Coordinators Association (DEC & ITCA) Joint Position Statement: Service Coordination in Early Intervention (2020). Survey results suggested that the training program was associated with increased knowledge and skills for service coordinator participants in many of the KSSC areas. Participants also reported using what they learned in their work with families. The rubric used to evaluate this training program could be a resource for state-level professional development providers to evaluate alignment of current and future training for service coordinators with the KSSC.

**Process of self-leadership: Establishing yourself as leader no matter your role.** George-Puskar, A., Beavers, E., Bruns, D., & Lindner, C. (2024). *International Journal of Education Policy and Leadership*, 20(1). [doi.org/10.22230/ijepl.2024v20n1a1315](https://doi.org/10.22230/ijepl.2024v20n1a1315)

As the field of early intervention/early childhood special education (EI/ECSE) focuses intently on building, supporting, and sustaining leaders across varying contexts and roles, this study introduced the concept of self-leadership to EI/ECSE self-identified leaders. The research explores differences in self-rated skills based on role, analyzes themes of goals for developing self-leadership skills, and analyzes the measurability of goals set by participants. Fifty-six participants completed the Abbreviated Self-Leadership Questionnaire (ASLQ) (Houghton, Dawley, & DiLiello, 2012), rated their own skills, and identified leadership goals. Results show that

participants scored themselves highest on evaluating beliefs and assumptions about self-leadership. Self-identified goals resulted in three primary themes (administrative tasks, relationship building and coaching, and growth in learning). Directions for future research, policy, and recommendations for practice are discussed.

**Reflective supervision and consultation and its impact within early childhood-serving programs: A systematic review.** Huffhines, L.,

Herman, R., Silver, R.B., Low, C.M., Newland, R., & Parade, S.H. (2023).

*Infant Mental Health Journal*, 44(6), 803-836. [doi.org/10.1002/imhj.22079](https://doi.org/10.1002/imhj.22079)

Reflective supervision and consultation (RS/C) are regarded as best practice within the infant/early childhood mental health field. Benefits of RS/C on the early childhood workforce and children and families have been demonstrated through case studies, conceptual pieces, and individual research studies. However, findings across studies have not been summarized using gold-standard methodology, thus the state of existing empirical support for RS/C is unclear. This systematic review examined the collective evidence for RS/C across diverse early childhood-serving programs. Electronic databases were searched to identify studies investigating associations between RS/C and professionals' reflective capacity and well-being, child/family outcomes, and implementation factors. Twenty-eight papers were identified. Studies showed positive associations between RS/C and early childhood-serving professionals' reflective capacity and well-being, with qualitative studies reporting more consistent results than studies using quantitative methods. Many methodological limitations were identified, including incomplete reporting of study designs and participant characteristics, variability in outcome measures, and lack of randomization and comparison groups. Furthermore, few studies examined child and family outcomes. Therefore, while RS/C shows great promise, it was difficult to ascertain its overall effectiveness from an empirical standpoint. Establishing RS/C as an empirically supported approach will be possible with more rigorous research.

### **Selected Journal Table of Contents**

**Infant and Young Children.** Volume 37, Issue 2; April/June 2024

Seeking validation and creating meaningful interactions: Perceptions of a parent-mediated infant intervention. p. 85-100. Pfeiffer, D.L., Hess, C.R., & Landa, R.J.

Associations between social-emotional teaching practices and reductions in preschoolers' challenging behavior. p. 101-114. Lee, J.K. & Dunlap, G.

Factors associated with caregiver reporting of developmental concerns among children in low-income communities. p. 115-130. Yepez, C.E., Isbell, A.M., Anderson, C.E., & Whaley, S.E.

Factors associated with service referrals and uptake in early head start: The importance of care setting. p. 131-141. Carleton, R.A., DiGirolamo, A.M., McGarrie, L., Whitmore, A.S. & Gilmer-Hughes, A.

Validation of the inclusion scale: Early childhood educators' perceptions and attitudes toward inclusion in South Korea. p. 142-153. Kim, S., Choi, Y., Kang, V.Y., Wang, J., Kim, N., & Kim, K.

**Topics in Early Childhood Special Education.** Volume 44, Issue 1; May 2024

Future Topics. p. 3.

Special Issue: Innovation and advances in the use of augmentative and alternative communication with young children. p. 4-5. Douglas, S.N.

Reported and enacted emergent literacy instruction: Understanding young students with extensive support and complex communication needs, opportunity to learn. p. 6-19. Benson-Goldberg, S. & Erickson, K.

Instructional decision-making of professionals who support children who use AAC. p. 20-32. Snodgrass, M.R., Douglas, S.N., Walker, V.L., & Chung, Y.

Scoping review of linguistically responsive practices for young children who are refugees. p. 33-44. Acar, S., Pinar-Irmak, O., & Stone-MacDonald, A.

Bridging priorities between Naturalistic Developmental Behavioral Interventions for autism and educational practice in inclusive early childhood education. p. 45-57. Siller, M., Landa, R., Vivanti, G., Ingersoll, B., Jobin, A., Murphy, M., Pellecchia, M., Boyd, B., D'Agostino, S., Ursu, C.Z., Stapel-Wax, J., Fuhrmeister, S., & Morgan, L.

Discovering practitioners' knowledge and use of evidence-based practices for autism early childhood interventions. p. 58-70. Layden, S.J., Coleman, H., Gansle, K.A., & Amsbary, J.

Conference calendar p. 71.

Author guidance p. 72.

### **New Audiovisual**

**When the body says "no": Listening to our stress and re-connecting with our self.** DVD. 75 min. 2020. (DV1505)

Dr. Gabor Maté explores the deeper source of the well-known phenomenon of burnout. People who are engaged in caring for others can experience a depletion of their energies causing burnout. He discusses the nature of stress and three major stressors.

### **New Books**

**Creating a culture of reflective practice: The role of pedagogical leadership in early childhood programs.** Anne Marie Coughlin, 2022. (LB 1775.6 C854 2022 ECI)

This book provides a practical look at creating systems, structures, and protocols for supporting people in large and small organizations, individuals working as mentors, coaches or pedagogical leaders. It invites educators into a thinking and learning process about their work.

**Early childhood leadership and program management.** Angele Sancho Passe, 2022. (LB 2822.6 P287 2020 ECI)

This book gives practical tips on running a child care program that boosts the confidence of new directors. It draws on the skills they already have, proposes strategies that focus on quality for teaching and learning, and organizational planning. It also addresses how to infuse a diversity-rich mindset to create successful environments for all staff, families, and children.

### **New eBook**

**A guidance guide for early childhood leaders: Strengthening relationships with children, families, and colleagues.** Daniel Gartrell, 2020.

This book explores secure relationships as the foundation for guidance and provides insights on how to build them with children, families, and colleagues. It gives examples of how children's mistaken behavior (not misbehavior) can play out in the classroom and provides strategies on how early childhood professionals can help others to gain the emotional health they need to be socially responsive.

### **Selected Audiovisuals**

**Building a safety culture through leadership.** [Streaming](#). 12 min. 2020.

**Diversity in the workplace for managers and supervisors.** DVD. 14 min. 2018. (DV1370)

**How to lead when you're not in charge: Leveraging influence when you lack authority.** Audiobook on CD in MP3 format. 380 min. 2017. (AC0043)

**Reflective supervision II: Video training series.** DVD. 124 min. 2016. (DD0820)

**Servant leadership in action: How you can achieve great relationships and results.** Audiobook on CD in MP3 format. 593 min. 2018. (AC0047)

### **Selected Books**

**5 languages of appreciation in the workplace: Empowering organizations by encouraging people.** Gary Chapman, 2019. (HF 5549.5 M63 C466 2019) This title is also available as an audiobook (AC0031).

**Ask a manager: How to navigate clueless colleagues, lunch-stealing bosses, and the rest of your life at work.** Allison Green, 2018. (HF 5548.8 G795 2018)

**Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges.** Mona Delahooke, 2019. (LC 3969 D333 2019 ECI)

**Build your dream team: How to recruit, train and retain early childhood staff.** Thomas Bond, 2020. (LB 1775.6 B711 2020 ECI)  
This title is also available as an eBook.

**Building on whole leadership: Energizing and strengthening your early childhood program.** Marie L. Masterson, 2019.  
(LB 1775.6 M423 2019 ECI) This title is also available as an eBook.

**Early childhood leadership in action: Evidence-based approaches for effective practice.** Elizabeth Stamopoulos, 2018.  
(LB 1775.6 S783 2018 ECI)

**Emotional judo: Communication skills to handle difficult conversations and boost emotional intelligence.** Tim Higgs, 2018.  
(HM 1166 H637 2018)

**Employee retention and turnover: Why employees stay or leave.** Peter W. Horn, 2020. (HF 5549.5 R58 H763 2020 ECI)

**How to drive employee retention in the first 90 days.** Doreen A. Lang, 2018. (HF 5549.5 L269 2018 ECI)

**Leadership in early childhood: The pathway to professionalism.** Jillian Rodd, 2021. (LB 1139.3 R686 2021 ECI)

**Meeting the ethical challenges of leadership: Casting light or shadow,** 6th ed. Craig E. Johnson, 2018. (HF 5387 J66m 2018)

**Radical candor: Be a kick-ass boss without losing your humanity.** Kim Scott, 2019. (HD 38.2 S425 2019 ECI)

**The talent manifesto: How disrupting people strategies maximizes business results.** R. J. Heckman, 2019. (HF 5549.5 M3 H449 2019)

**Twelve essential topics in early childhood: A year of professional development in staff meetings.** Nancy P. Alexander, 2018.

## Selected eBooks

**Distributed leadership: The dynamics of balancing leadership with followership.** Neha Chatwani, 2018.

Addressing the area of shared leadership, also known as collective or distributed leadership, this book embraces the underlying idea that leadership is a dynamic process that intersects closely with followership. The authors take a critical look at distributed leadership models by viewing them through the lens of nature and ecosystems.

**Early childhood leadership: Motivation, inspiration, empowerment.**

Lynn R. Marotz, 2021.

This book addresses one of the most challenging workplace issues facing employers today - the ability to encourage employees' creativity, productivity, and long-term commitment to an organization. Studies consistently show that low employee morale and high turnover rates are common in early childhood programs and, in turn, affect the quality of services provided for children and families.

**From hire to inspire: How to become the best boss.** David Lahey, 2020.

Using a new set of behavioral science analytics, this book shows you how to determine what types of work different people will find fulfilling. When leaders use these principles to put the right people in the right positions at the right time, employees spend less energy adapting, their engagement levels improve, and they are less absent at work, which results in an increase in productivity and lower accident levels.

**Leader interpersonal and influence skills: The soft skills of leadership.** Ronald E. Riggio and Sherylle J. Tan, 2018.

This book explores different models, concepts, and measures of the soft skills that are so necessary for effective leadership. Learn how to use the soft skills of communication, persuasion, political savvy, and emotional intelligence to inspire, motivate, and move followers toward the accomplishment of goals.

**Reinforcements: How to get people to help you.** Heidi Grant Halvorson, 2018.



With humor, insight, and engaging storytelling, Heidi Grant, PhD, describes how to elicit helpful behavior from your friends, family, and colleagues - in a way that leaves them feeling genuinely happy to lend a hand.

**The unashamed guide to virtual management.** Ben Bisbee, 2019.

This book provides direction for topics such as onboarding new staff and delivering performance reviews as well as for the more offbeat issues like handling office romance and doing laundry on the job. Using short chapters and a fun, whimsical, yet straightforward style, the authors answer the critical questions about how to manage virtual teams.

**Why I don't work here anymore: A leader's guide to offset the financial and emotional costs of toxic employees.** Mitchell Kusy, 2018.

Through the many case examples, evidence-based practices and templates, each chapter in this book singles out one main issue and how to resolve it with respect and clarity. This book presents concrete practices that will restore civility and respect into your organization and increase performance.

### **Selected Websites**

**Community Tool Box** offers practical, step-by-step guidance in community-building skills. See Part E, Chapters 13-16 for leadership, management, and group facilitation tips at [ctb.ku.edu/en/table-of-contents](http://ctb.ku.edu/en/table-of-contents).

**Guide to Great Leadership in Early Childhood Education** is a blog that highlights early childhood education leadership skills. For more information, visit [himama.com/blog/leadership-in-early-childhood-education](http://himama.com/blog/leadership-in-early-childhood-education).

**Leadership Now** helps build a community of leaders by developing people at all levels of society. Go to [leadershipnow.com](http://leadershipnow.com) for more information.

**National Association for the Education of Young Children (NAEYC)** offers leadership information featuring articles. Enhance your career and improve your knowledge, skills, and practices with NAEYC [online training](http://naeyc.org/resources/topics/leadership). Go to [naeyc.org/resources/topics/leadership](http://naeyc.org/resources/topics/leadership) for more information.

**New! Updates to the Whole Leadership Framework: Responding to Voices in the Field** is offered by the McCormick Center of Early Childhood Leadership at National Louis University. The Whole Leadership Framework,

first published in 2017, has been updated and revised to include critical changes to Leadership Essentials, which are the foundational competencies and behaviors necessary for creating a culture of caring, equity, and improvement. This article originally appeared in the Summer 2024 edition of [Exchange](#) magazine. It presents the revised components of Leadership Essentials, including culturally responsive leadership, continuous quality improvement, and personal and professional self-awareness, with a focus on tools and strategies necessary to revitalize program success. In addition, it introduces updates to Administrative and Pedagogical Leadership to align with current research, the needs of the profession, and feedback from the field. For more information, please go to their website at [Updates to the Whole Leadership Framework: Responding to Voices in the Field](#).

### **Useful Library Information**

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Texas Department of State Health Services ECI Library Services

Email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov)

Phone: 512-776-7260

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

Fax: 512-776-7474

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

Location: 1100 W. 49th St., Moreton Building, 6<sup>th</sup> floor, Room M-652, Austin, TX 78756

Mailing Address: PO Box 149347, Mail Coode 1955, Austin, TX 78714-9347