



### **Recommended and Suggested Resources**

In order to help you prepare for the ITMHCA Endorsement Exam, Levels III & IV, members of the Michigan Association for Infant Mental Health Endorsement Committee have distributed this list of recommended readings that we believe are essential for infant mental health practitioners and providers of reflective supervision/consultation. Additional suggestions are included for further reference and study.

Please keep in mind that it is impossible to include all of the written materials that provide a solid foundation for understanding and promoting infant mental health! It is equally important to remember that each infant mental health professional builds a personal knowledge base over time and in relationship to specific work experiences and challenges, i.e., clinical case work, home visiting practice, supervisory role, training, policy and program development, teaching, and research. Finally, and perhaps most important, the integration of knowledge into one's best practice takes place within the context of regularly scheduled, reflective supervision/consultation experiences.

Resources indexed by level and additional exam-taking pointers can be found at: <http://www.mi-aimh.org/endorsement-exam-prep>.

### **Recommended for Levels III & IV (Clinical, Research/Faculty, & Policy):**

#### **Classic (Through 1999)**

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books, Inc.

Erickson, M., & Kurz-Riemer, K. (1999). *Infants, toddlers, and families*. New York: The Guilford Press.

Fraiberg, S. (Ed.) (1980). *Clinical studies in infant mental health*. New York: Basic Books.

Fraiberg, S., & Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of American Academy of Child Psychiatry*, 13, 387-421 [Reprinted in L Fraiberg (Ed.) *Selected Writings of Selma Fraiberg* (pp. 100-136). Columbus, OH: Ohio State University Press, 1987].

Greenspan, S.I. (1985). *First feelings: Milestones in the emotional development of your baby and child*. New York: Viking.

Lieberman, A. (1993). *The emotional life of the toddler*. New York: The Free Press.

Lieberman, A., & Zeanah, C. (1999). Contributions of attachment theory to infant-parent psychotherapy and other interventions with infants and young children. In J. Cassidy & P. Shaver (Eds), *Handbook of attachment*. New York: Guilford Press.

Pawl, J. & St. John, M. (1998). How you are is as important as what you do. In *Making a positive difference for infants, toddlers and their families*. Washington, D.C: Zero to Three.



Pawl, J. (1995). The therapeutic relationship as human connectedness: Being held in another person's mind. *Bulletin for Zero to Three*, 15, pp. 3-5.

Stern, D. N. (1995). *The motherhood constellation: A unified view of parent-infant psychotherapy*. New York, NY: Basic Books.

Trout, M. (1982). The language of parent-infant interaction. In J. Stack (Ed.), *The special infant*. New York: Human Sciences Press.

Wright, B. (1986). An approach to infant-parent psychotherapy. *Infant Mental Health Journal*, 7(4), 247-263.

### **Contemporary (2000 - present)**

Barrera (2003). Rocks to Diamonds: Mining the Riches of Diversity for Our Children. *Zero to Three*, 23(5), 8-15

Berlin, L.J., Ziv, Y., Amaya-Jackson, L., and Greenberg, M. (Eds.) (2005). *Enhancing early relationships: Theory, research, intervention and policy*. New York: Guilford Press.

Berlin, L., Zeanah, C.H., & Lieberman, A.F. (2008). Prevention and Intervention programs for supporting early attachment security. In J. Cassidy & P. Shaver (Eds), *Handbook of attachment, 2nd edition*. New York: Guilford Press.

Brazelton, T., & Sparrow, J. (2006). *Touchpoints: Birth to Three (2nd ed.)*. Cambridge, MA: Da Capo Press.

Cassidy, J. & Shaver, P. R. (Eds.). (2008). *Handbook of attachment: Theory, research, and clinical applications, 2<sup>nd</sup> Ed.* (pp. 3-22). New York: Guilford Press.

Chazan-Cohen, R. & Summers, S. (2011). *Understanding Early Childhood Mental Health: A Practical Guide for Professionals*. Baltimore, MD: Brookes Publishing Company.

Davies, D. (2011). *Child development: A practitioner's guide* (3rd ed.). New York: The Guilford Press.

Lieberman, A.F. & Van Horn, P. (2008). *Psychotherapy with infants and young children: Repairing the effects of stress and trauma on early attachment*. New York: The Guilford Press.

Lieberman, A.F., Padron, E., Van Horn, P., & Harris, W. (2005). Angels in the Nursery: The intergenerational transmission of benevolent parental influences. *Infant Mental Health Journal*, 26(6), 504-520.

Lynch, E.W., & Hanson, M.J. (Eds.). (2004). *Developing cross-cultural competence: A guide for working with children and their families*. Baltimore, MD: Brookes Publishing.



Oppenheim, D. & Goldsmith, D. F. (Eds.). (2007). *Attachment theory in clinical work with children: Bridging the gap between research and practice* (pp. 203-225). New York: Guilford Press.

Osofsky, J. D. (Ed.). (2011). *Clinical work with traumatized young children*. New York: Guilford Press

Shirilla, J., & Weatherston, D. (Eds.) (2002). *Case studies in infant mental health: Risk, resiliency, and relationships*. Washington, D.C.: Zero to Three Press.

Slade, A. (2005). Parental reflective functioning: An introduction. *Attachment & Human Development*, 7, 269-281.

Solomon, J. & George, C. (2011). *Disorganized attachment and caregiving*. New York: Guilford Press.

Stern, D. (2008). The clinical relevance of infancy. *Infant Mental Health Journal*, 29, 177-188.

Weatherston, D., & Tableman, B. (2002). *Infant mental health services: Supporting competencies/ Reducing Risks* (2nd ed.). Southgate, MI: Michigan Association for Infant Mental Health.

Zeanah, C. H. (Ed.) (2009). *Handbook of infant mental health* (3rd ed.). New York: The Guilford Press.

Zero to Three, National Center for Infants, Toddlers and Families (2005). *Diagnostic classification of mental Health and developmental disorders of infancy and early childhood: Revised* (DC-0 to 3R). Arlington, VA: Zero to Three.

**Additional suggestions:**

Brown, J.V. (2004). New Perspectives on Premature Infants and their Parents. *Zero to Three*, 24, 4-12.

Dunn, Winnie. (2007). Supporting Children to Participate Successfully in Everyday Life by Using Sensory Processing Knowledge. *Infants & Young Children: An Interdisciplinary Journal of Special Care Practices*, 20(2), 84-101.

Finello, K.M. (Ed.) (2005). *The Handbook of training & practice in infant & preschool mental health*. San Francisco, CA: Jossey-Bass.

Foley, G. M. & Hochman, J. D. (Eds.) (2006). *Mental health in early intervention: Achieving unity in principles and practice*. Baltimore, MD: Paul H. Brookes Publishing.

Gunderson, J. (2011). Borderline personality disorder. *New England Journal of Medicine*, 364, 2037-2042.

Landy, S. (2002). *Pathways to competence: Encouraging healthy social and emotional*



*development in young children*. Baltimore, MD: Paul H Brookes Publishing Co.

Lieberman, A.F. & Van Horn, P. (2005). *Don't hit my mommy: A manual for child-parent psychotherapy with young witnesses of family violence*. Washington, DC: Zero to Three.

McDonough, S. (2000). Interaction guidance: Understanding and treating the early infant-caregiver relationship disturbances. In C. Zeanah, Jr. (Ed. 2nd Ed.), *Handbook of infant mental health*. New York: Guilford Press.

Michigan Association for Infant Mental Health (2005). *Guidelines for comprehensive assessment of infants and their parents in the child welfare system*. Southgate, MI.

Osofsky, J., & Fitzgerald, H. (Eds.). (2000). *WAIMH Handbook for infant mental health*. New York: Wiley, Inc.

Sameroff, A., McDonough, S., & Rosenblum, K. (Eds.) (2004). *Treating parent-infant relationship problems: Strategies for intervention*. New York, NY: The Guilford Press.

Siegel, D. & Hartzell, M. (2003). *Parenting from the inside out*. New York, NY : J.P. Tarcher/ Putnam.

Slade, A. (2002). Keeping the baby in mind: A critical factor in perinatal mental health. *Zero to Three*, 22(6), 10-16.

Tableman, B., & Paradis, N. (2008). *Courts, child welfare and infant mental health: Improving outcomes for abused/neglected infants and toddlers*. Southgate, MI: Michigan Association for Infant Mental Health.

**Subscriptions to the following journals are strongly recommended:**

*Infant Mental Health Journal* [www.mi-aimh.org](http://www.mi-aimh.org) or [www.waimh.org](http://www.waimh.org) (for pricing information)  
*Journal for Zero to Three* (formerly, the Bulletin for Zero to Three). [www.zerotothree.org](http://www.zerotothree.org)

**Other resources include:**

Measures of infant development and family capabilities, e.g., Ages & Stages Questionnaire (ASQ-3), Ages & Stages Questionnaire: Social-Emotional (ASQ:SE), HOME, Infant and Toddler Developmental Assessment (IDA), Infant Toddler Social Emotional Assessment (ITSEA), Devareaux Early Childhood Assessment (DECA), PICCOLO, Massie-Campbell ADS

Trout, M. video series, "Awakening and the Growth of Attachment."

"Right From the Start" Video, published by Child Development Media, Inc.



**Recommended for Level IV (Clinical): Classic and Contemporary**

Atchley, T., Hall, S., Martinez, S. & Gilkerson, L. (2009). What are the phases of the reflective supervision meeting? In S.S. Heller & L. Gilkerson (eds). *A practical guide to reflective supervision*. (pp. 83-98). Washington, D.C.: Zero to Three Press.

Bernstein, V. (2002-03). Standing firm against the forces of risk: Supporting home visiting and early intervention workers through reflective supervision. *Newsletter of the Infant Mental Health Promotion Project (IMP)*, 35.

Bertacchi, J. & Coplun, J. (1992). The professional use of self in prevention. In E. Fenichel (Ed.), *Learning through supervision and mentorship to support the development of infants, toddlers, and their families: A Sourcebook*. pp. 84-90. Washington, D.C.: Zero to Three, the National Center for Infants, Toddlers and Families.

Center for Mental Health Services, Substance Abuse and Mental Health Services Administration and Services, U.S. Dept. of Health and Human Services. (2000). *Early childhood mental health consultation [Monograph]*. Washington, DC: National Technical Assistance Center for Children's Mental Health, Georgetown University Child Development Center.

Eggbeer, L., Shahmoon-Shanok, R., & Clark, R. (2010). Reaching toward an evidence base for reflective supervision. *Zero to Three*, 31(2), 39-50.

Fenichel, E. (Ed.). (1992). *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book*. Washington, D.C.: Zero to Three.

Heffron, M.C. & Murch, T. (2010). *Reflective supervision and leadership in early childhood programs*. Washington, D.C.: Zero to Three Press.

Heller, S. & Gilkerson L. (Eds.) (2009). *A practical guide to reflective supervision*. Washington, D.C.: Zero to Three

*Infant Mental Health Journal* (Nov-Dec 2009). Working within the context of relationships: Multidisciplinary, relational, & reflective practice, training, & supervision. Vol. 30, No. 6.

*Journal for ZERO TO THREE* (November, 2007). Reflective Supervision: What is it? Vol. 28, No. 2.

Michigan Association for Infant Mental Health (2012). *Reflective supervision for infant mental health practitioners*. Training DVD available at <http://www.mi-aimh.org/products/dvd/reflective-supervision-dvd>

Neilsen-Gatti, S., Watson, C. & Siegel, C. (2011). Step back and consider: Learning from reflective practice in infant mental health, *Young Exceptional Children*, 14(2), 32-45.



Parlakian, R. (2002). *Look, listen, and learn: Reflective supervision and relationship-based work*. Washington, D.C.: Zero to Three.

Schafer, W. (1992). The professionalization of early motherhood. In E. Fenichel (Ed.), *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A sourcebook*, pp.67-75. Washington, DC: Zero to Three.

Shahmoon Shanok, R. (2006). Reflective supervision for an integrated model: What, why and how? In G. Foley and J. Hochman (Eds.). *Mental health in early intervention (pp. 343-381)*. Baltimore: Brookes.

Shahmoon-Shanok, R. (2010). Reflective supervision and practice, *Zero to Three*, 31(2), 4-5.

Slade, A. (2005). Parental reflective functioning: An introduction. *Attachment and Human Development*, 7, 269-281.

Spilt, J. L., Koomen, H. M. Y., Thijs, J. T., & van der Leij, A. (2012). Supporting teachers' relationships with disruptive children: The potential of relationship-focused reflection. *Attachment and Human Development*, 14:3, 305-318.

Steinberg, Z. & Kraemer, S. (2010). Cultivating a culture of awareness: Nurturing reflective practices in the NICU. *Zero to Three*, 31(2), 15-22.

Tomlin, A., Strum, L., & Kock, S. (2009). Observe, listen, wonder, and respond: A preliminary exploration of reflective function skills in early child care providers. *Infant Mental Health Journal*, 30(6), 634-647.

Virmani, E. & Ontai, L. (2010). Supervision and training in child care: Does reflective supervision foster caregiver insightfulness? *Infant Mental Health Journal*, 31(1), 16-32.

Weatherston, D. & Barron, C. (2009). What does a reflective supervisory relationship look like? In S. Heller & L. Gilkerson (Eds.), *A practical guide to reflective supervision*. Washington, D.C.: Zero to Three Press.

Weatherston, D., Weigand, R., & Weigand, B. (2010). Reflective supervision: Supporting reflection as a cornerstone for competency. *Zero to Three*, 31(2), 22-30.