

## Infant & Early Childhood Endorsement<sup>®</sup> Examination Preparation Resource List

This guide is intended to be used by all examinees, including Infant Mental Health Specialists, Early Childhood Mental Health Specialists, Infant Mental Health Mentors (Clinical, Policy & Research/Faculty), and Early Childhood Mental Health Mentors. You will notice that many of the resources on this guide are books. Most of the books will cover multiple knowledge/skill areas found within the *Theoretical Foundations*, *Direct Service Skills* and *Reflection* domains, and some of the books will have overlapping content. Resultantly, we do not intend for you to read every resource listed here. As the exam is based on the *Competency Guidelines<sup>®</sup>*, that will be an incredibly important resource in your exam preparation. We encourage you to incorporate the feedback you receive from the application reviewers with your own self-reflection regarding the experiences you have that indicate areas of strength and gaps, specific to the knowledge/skill areas found within the *Competency Guidelines<sup>®</sup>*. You will want to focus first on your “gap” areas (i.e. you have less experience regarding the knowledge and skill area of pregnancy/early parenthood so you will want to read the resources below that are specific to that area). Additionally, we encourage you to speak with your provider of reflective supervision/consultation around your professional experiences, areas of strength and growth, in addition to discussing your capacity for reflection. **This resource list should be used in conjunction with the document *What to Know About the Endorsement<sup>®</sup> Exam* and *Endorsement Exam Tip Sheet*.**

Aces too High website: <https://acestoohigh.com>

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

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

Brazelton, T.B. & Nugent, T.O. (2011). *The neonatal behavioral assessment scale* (4<sup>th</sup> ed.). London, UK: Mac Keith Press.

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

Brandt, K. (2016). Core concepts in infant-family and early childhood mental health. In Kristi Brandt, Bruce D. Perry, Stephen Seligman, & Ed Tronick (Eds) *Infant and Early Childhood Mental Health: Core Concepts and Clinical Practice*. Washington D.C.: American Psychiatric Publishing, 1 – 19.

Brown, J. (2003). New Perspectives on premature infants and their parents. *ZERO TO THREE*, Vol 24 (2), p 4 – 12.

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

Center on the Developing Child website: <https://developingchild.harvard.edu>

Davies, D. (2011). *Child development: A practitioner's guide* (3<sup>rd</sup> ed.). New York: The Guildford Press.

Irving Harris Foundation. (2012). *Diversity-informed infant mental health tenets*. Retrieved from [www.imhdivtenets.org](http://www.imhdivtenets.org).

Karen, R. (1994). *Becoming attached: Unfolding the mystery of the infant-mother bond and the impact on later life*. New York: Warner Books.

Lieberman, A. (2017). *The emotional life of the toddler*. New York: Simon & Schuster.

Luby, J.L. (Ed.) (2017). *Handbook of Preschool Mental Health (2nd ed.)*. New York: The Guilford Press. **(ECMH-E® examination resource only)**

Mahler, M., Pine, F. and Bergman, A. (1975). *The psychological birth of the human infant*. New York: Basic Books.

McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 191–196). McGraw-Hill

M.Lewis, Crenshaw, K., Gotanda, N., Peller, G., and Thomas, K. (1995) *Critical Race Theory: The key writings that formed the movement*. New York: The New Press.

Michigan Association for Infant Mental Health. (rev. 2017). *Competency guidelines for endorsement for culturally sensitive, relationship-focused practice promoting infant and early childhood mental health*. Southgate, MI: Author.

Michigan Association for Infant Mental Health (2010). *Promoting positive relationships between parents and young children when there are two homes*. Southgate, MI: Author.

Nugent, J. K., Keefer, C. H., Minear, S., Johnson, L. C. and Blanchard, Y. (2007). *Understanding newborn behavior and early relationships*. Brookes Publishing Co, Baltimore, MD.

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.

Shirilla, J., & Weatherston, D. (Eds.) (2002). *Case studies in infant mental health: Risk, resiliency, and relationships*. Washington, D.C.: ZERO TO THREE.

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

ZERO TO THREE. (2016). *DC:0–5TM: Diagnostic classification of mental health and developmental disorders of infancy and early childhood*. Washington, DC: Author.

Zeanah, C. H. (Ed.) (2018). *Handbook of infant mental health (4<sup>th</sup> ed.)*. New York: The Guilford Press.

### Direct Service

Dozier, M., Lindheim, O. & Ackerman, J.P. (2005). Attachment and biobehavioral catch-up: An intervention targeting empirically identified needs of foster infants. In LJ Berlin, Y. Ziv, L, Amaya-Jackson & MT Greenberg (Eds.). *Enhancing Early Attachments: Theory, Research, Intervention, and Policy* (p. 178-194). NY: The Guilford Press.

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].

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.

Lieberman, A. & Ghosh Ippen, C. (2015). *Don't Hit My Mommy: A manual for child-parent psychotherapy with young children exposed to violence and other trauma (2<sup>nd</sup> ed.)*. Washington, D.C.: ZERO TO THREE.

Squires, J., Bricker, D.D., & Twombly, E. (2009). Ages & stages questionnaires: A parent-complete child monitoring system (3<sup>rd</sup> ed.). Baltimore, MD: Paul H. Brookes. Retrieved from <https://agesandstages.com>

Weatherston, D. (2007) A home based infant mental health intervention: The centrality of relationship in reflective supervision. *ZERO TO THREE*, 28(2), 23-28.

Weatherston, D., & Tableman, B. (2015). *Infant mental health home visiting: Supporting competencies/ Reducing Risks (3<sup>rd</sup> ed.)*. Southgate, MI: Michigan Association for Infant Mental Health.

### Reflection

Alliance for the Advancement of Infant Mental Health (2018). Best Practice Guidelines for Reflective Supervision Consultation. Retrieved from: <https://www.allianceaimh.org/reflective-supervisionconsultation/>

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

Heffron, M. & Murch, T. (2011). *Reflective supervision and leadership in infant and early childhood programs*. 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.

*Infant Mental Health Journal* (Nov-Dec 2016). Advances in reflective supervision and consultation: Pushing boundaries and integrating new ideas into training and practice. Vol 37, No. 6.

Michigan Association for Infant Mental Health (2012). Reflective supervision for infant mental health practitioners. Training DVD available at: <http://mi-aimh.org/store/reflectivesupervision/>. Southgate, MI: Author.

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.

*ZERO TO THREE* (November 2016). Measuring and building reflective capacity. Vol. 37, No. 2.

### **Infant Mental Health Mentor – Policy**

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, D.C.: National Technical

Georgetown University Center for Child and Human Development. National Technical Assistance Center for Child and Human Development Resources <https://gucchdtacenter.georgetown.edu/resources/index.html>

Harvard University. Developing Child Reports and Working Papers  
(<https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/>)

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

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.

ZERO TO THREE Policy and Advocacy website: <https://www.zerotothree.org/policy-and-advocacy>