引言

- Stephen W. Porges and Deb Dana, eds., Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies (New York: W.W. Norton, 2018), 58.
- 2. Porges and Dana, Clinical Applications of the Polyvagal Theory, 61.
- 3. Stephen W. Porges, *The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe* (New York: W.W. Norton, 2017), 19.
- 4. Stanley Greenspan and Serena Wieder, *Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think* (Reading, MA: Perseus Press, 2006).
- 5. Stanley Greenspan and Serena Wieder, *The Child with Special Needs* (Reading, MA: Perseus Press, 1998), 14.
- Lucy Jane Miller, Sensational Kids: Hope and Help for Children with Sensory Processing Disorder (New York: Penguin Books, 2007). See also "STAR Institute for Sensory Processing Disorder," The STAR Institute, accessed August 14, 2018.
- Mary Lea Johanning, "Premack Principle," in *Encyclopedia of School Psychology*, ed. Steven W. Lee (Thousand Oaks, CA: SAGE Publications, 2005), 395.
- 8. "National Parent Survey Overview and Key Insights," ZERO TO THREE,

- updated June 6, 2016.
- 9. Alexander Pope, "An Essay on Criticism: Part II," in *An Essay on Criticism* (London: W. Lewis, 1711), lines 215–216.

第1章

- Rasheed Malik, "New Data Reveal 250 Preschoolers Are Suspended or Expelled Every Day," Center for American Progress, November 6, 2017.
 See also "The National Survey of Children's Health," Data Resource for Child and Adolescent Health.
- 2. Greenspan and Wieder, Child with Special Needs, 11.
- 3. Connie Lillas and Janiece Turnbull, *Infant/Child Mental Health, Early Intervention, and Relationship- Based Therapies: A Neurorelational Framework for Interdisciplinary Practice* (New York: W.W. Norton, 2009), 32.
- 4. Greenspan and Wieder, Child with Special Needs, 11.
- 5. Greenspan and Wieder, Child with Special Needs.
- 6. "What is Precision Medicine?," Genetics Home Reference, U.S. National Library of Medicine, updated September 25, 2018.
- 7. "National Parent Survey Overview and Key Insights," ZERO TO THREE.
- 8. "National Parent Survey Overview and Key Insights," ZERO TO THREE.
- 9. "Toddlers and Self-Control: A Survival Guide for Parents," ZERO TO THREE, updated October 3, 2016. See also Amanda R. Tarullo et al., "Self-Control and the Developing Brain," *ZERO TO THREE* 29, no. 3 (2009): 31–37.
- 10. "Toddlers and Self-Control," ZERO TO THREE.
- 11. Greenspan and Wieder, Child with Special Needs, 70.

- 12. Lillas and Turnbull, *Infant/Child Mental Health*, 72. See also *The American Heritage Idioms Dictionary*, s.v. "Behavior," accessed July 26, 2018.
- 13. Sandra L. Bloom, "Creating Sanctuary in the School," *Journal for a Just and Caring Education* 1, no. 4 (October 1995): 403–433.
- 14. Mona Delahooke, Social and Emotional Development in Early Intervention: A Skills Guide for Working with Children (Eau Claire, WI: PESI Publishing & Media, 2017), 3.
- 15. Stephen W. Porges, *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation* (New York: W.W. Norton, 2011). 更多信息,可见 Stephen W. Porges, "Articles and Interviews," accessed July 26, 2018.
- 16. Stephen W. Porges, "The Polyvagal Theory: New Insights into Adaptive Reactions of the Autonomic Nervous System," *Cleveland Clinic Journal of Medicine* 76, no. 2 (April 2009): S86–S90.
- 17. Porges, The Pocket Guide, xv.
- 18. Porges, xv.
- 19. Stephen W. Porges, "Human Nature and Early Experience," *YouTube* Video, 46:38, October 24, 2014.
- 20. Porges, "Human Nature and Early Experience," 46:38.
- 21. Ross Greene 在他的畅销书 *The Explosive Child* (New York: Harper Collins, 1998) 中将孩子的技能落后描述为行为问题的潜在原因。
- 22. Stephen W. Porges, "Neuroception: A Subconscious System for Detecting Threats and Safety," *ZERO TO THREE* 24, no. 5 (2004).
- 23. Porges, "Neuroception", 19-24.
- 24. Porges, Polyvagal Theory: Neurophysiological Foundations, 24.
- 25. Porges, The Pocket Guide, 6.

- 26. Porges, "Neuroception," 19-24.
- 27. Bruce Perry and Maia Szalavitz, The Boy Who Was Raised as a Dog: And Other Stories From a Child Psychiatrist's Notebook (New York: Basic Books, 2006; New York: Basic Books, 2017). Citations refer to the 2017 edition, 347.
- 28. Daniel J. Siegel and Tina Payne Bryson, *The Whole Brain Child* (New York: Random House, 2011), 14.
- 29. Diagnostic and Statistical Manual of Mental Disorders, 3rd ed. (Washington, DC: American Psychiatric Association, 1980). The DSM is currently in its fifth edition (Arlington, VA: American Psychiatric Association, 2013). All subsequent citations refer to the 2013 edition.
- 30. "NIMH Funding to Shift Away from *DSM* Categories," American Psychological Association, last updated July/August 2013.
- 31. "Research Domain Criteria (RDoC)," National Institute of Mental Health, accessed July 26, 2018 目前有 5 个研究领域标准(Research Domain Criteria, RDoC): 负价系统、正价系统、认知系统、社会过程系统,以及唤醒/调节系统。在这些系统中,每一个系统都有一个复杂的领域矩阵,这些领域构成了人类行为和功能的各个方面的基础。为了与这一转变保持一致,我选择不给本书中描述的儿童贴诊断标签,除非这些标签对理解特定案例至关重要。

第2章

- 1. Porges, "Neuroception," 19–24.
- Daniel Goleman and Richard J. Davidson, *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body* (New York: Random House, 2017), 140.

- 3. Siegel and Bryson, The Whole Brain Child, 37.
- 4. Bryan Kolb et al., "Experience and the Developing Prefrontal Cortex," Supplement, *Proceedings of the National Academy of Sciences of the United States of America* 109, no: S2 (2012): 17186–17193.
- "Parent Survey Reveals Expectation Gap for Parents of Young Children,"
 ZERO TO THREE, updated October 13, 2016.
- "Executive Function & Self-Regulation," Center on the Developing Child, Harvard University, accessed August 13, 2018.
- 7. Lillas and Turnbull, *Infant/Child Mental Health*, 42.
- 8. Siegel and Bryson, *The Whole Brain Child*, 39.
- 9. Goleman and Davidson, Altered Traits, 140–141.
- 10. Elizabeth B. Torres and Caroline Whyatt, eds., *Autism: The Movement-Sensing Perspective* (Boca Raton, FL: CRC Press, 2018), 178.
- 11. Porges and Dana, Clinical Applications of the Polyvagal Theory, 67.
- 4. Stanley Greenspan 和 Serena Wieder 在以下图书中描述了发展里程碑: Greenspan, First Feelings: Milestones in the Emotional Development of Your Baby and Child (New York: Viking Penguin, 1985); Greenspan, Infancy and Early Childhood: Th Practice of Clinical Assessment and Intervention with Emotional and Developmental Challenges (Madison, CT: International Universities Press, 1992); and Greenspan and Wieder, Infant and Early Childhood Mental Health: A Comprehensive Developmental Approach to Assessment and Intervention (Washington, DC: American Psychiatric Publishing, 2006).
- 13. Robert R. Greene and Nancy P. Kropf, *Caregiving and Care Sharing: A Life Course Perspective* (Washington, DC: NASW Press, 2014).
- 14. Greenspan and Wieder, Engaging Autism, 386.

- 15. Dr. Serena Wieder in a discussion with the author at the World Association for Infant Mental Health Conference in Rome, Italy, May 2018.
- 16. Greenspan and Wieder, Child with Special Needs, 70.
- 17. 例如,很多教育工作者使用如下颜色系统: Leah M. Kuypers, The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control (San Jose, CA: Think Social Publishing, 2011). 神经心理学家 Rick Hanson 在他的书里将"回应"模式描述为绿色区域,将"反应"模式描述为红色区域,Hardwiring Happiness: The New Brain Science of Contentment, Calm and Confidence (New York: Harmony Books, 2013), 38, 48.
- 18. Lillas and Turnbull, Infant/Child Mental Health.
- 19. Porges, The Pocket Guide, 5–6.
- 20. Porges, 5-6.
- 21. Porges, 5–6.
- 22. Deb Dana, *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation* (New York: Norton & Company, 2018), 9.
- 23. Porges, Polyvagal Theory: Neurophysiological Foundations, 160–162.
- 24. Porges, 158.
- 25. Lillas and Turnbull, Infant/Child Mental Health, 46.
- 26. Nadine Burke Harris, *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* (New York: Houghton Mifflin Harcourt, 2018), 54.
- 27. Porges and Dana, Clinical Applications of the Polyvagal Theory, 67.

第3章

- 1. Greenspan and Wieder, Child with Special Needs, 22.
- 2. Lillas and Turnbull, Infant/Child Mental Health, 42.

- 3. Siegel and Bryson, The Whole Brain Child, 27.
- "PANDAS Questions and Answers," U.S. Department of Health and Human Services, National Institute of Mental Health, last modifi September 2016.
- 5. Jennifer Brout and Lucy Jane Miller, "DSM-5 Application for Sensory Processing Disorder Appendix A (Part 1)," *ResearchGate*, December 2015.
- 6. Stanley Greenspan, *The Growth of the Mind: And the Endangered Origins of Intelligence* (Reading, MA: Perseus Books, 1997), 21.
- Stanley Greenspan and Serena Wieder, eds., Diagnostic Manual for Infancy and Early Childhood: Mental Health, Developmental, Regulatory-Sensory Processing, Language and Learning Disorders (Bethesda, MD: Interdisciplinary Council on Developmental and Learning Disorders, 2005), 7.
- 8. Alice S. Carter, Ayelet Ben-Sasson, and Margaret J. Briggs-Gowan, "Sensory Over-Responsivity, Psychopathology, and Family Impairment in School-Aged Children," *Journal of the American Academy of Child and Adolescent Psychiatry* 50, no. 12 (2011): 1210–1219.
- 9. Miller, Sensational Kids, 4–5.
- Doreit Bialer and Lucy Jane Miller, No Longer a Secret: Unique Common Sense Strategies for Children with Sensory or Motor Challenges (Arlington, TX: Future Horizons Press, 2011), 20.
- 11. Bialer and Miller, No Longer a Secret, 21.
- 12. The STAR Institute 提供了关于感觉加工障碍的丰富的信息。
- 13. Dawn Huebner and Bonnie Matthews, *What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety* (Washington, DC: Magination Press, 2006).

14. Delahooke, Social and Emotional Development, 3.

第4章

- 1. Porges, "Neuroception."
- 2. Louis Cozolino, The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom (New York: W.W. Norton, 2013), xxi.
- 3. Porges, The Pocket Guide, 51.
- 4. Porges, 45.
- 5. Porges, 45.
- 6. Porges, "Neuroception."
- 7. Porges, "Neuroception," 19-24.
- 8. Porges, Polyvagal Theory: Neurophysiological Foundations, 15.
- 9. Porges and Dana, Clinical Applications of the Polyvagal Theory, 61.
- 10. "Resilience," Center on the Developing Child, Harvard University, accessed August 15, 2018.
- 11. Hans Selye, "A Syndrome Produced by Diverse Nocuous Agents," *Nature* 138, no. 3479 (1936): 32.
- 12. Bruce S. McEwen and Peter J. Gianaros, "Central Role of the Brain in Stress and Adaptation: Links to Socioeconomic Status, Health, and Disease," *Annals of the New York Academy of Sciences* 1186, no. 1 (2010): 2.
- 13. "Resilience," Center on the Developing Child.
- 14. Bruce S. McEwen, "Stressed or Stressed Out: What is the Difference?," *Journal of Psychiatry and Neuroscience* 30, no. 5 (2005): 315.
- 15. McEwen and Gianaros, "Central Role of the Brain."

- 16. "Resilience," Center on the Developing Child.
- 17. Lev S. Vygotsky, Mind in Society: The Development of Higher Psychological Processes, ed. Michael Cole, Vera John-Steiner, Sylvia Shribner, and Ellen Souberman (Cambridge, MA: Harvard University Press, 1978), 86.
- 18. Lillas and Turnbull, Infant/Child Mental Health, 178.
- 19. Lillas and Turnbull, 178.
- 20. McEwen, "Stressed or Stressed Out," 315.
- 21. Porges, The Pocket Guide, 44.
- 22. Jon Kabat-Zinn, Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness (New York: Random House, 1990), 2.
- 23. Suzannah J. Ferraioli and Sandra L. Harris, "Comparative Effects of Mindfulness and Skills-Based Parent Training Programs for Parents of Children with Autism: Feasibility and Preliminary Outcome Data," *Mindfulness* 4, no. 2 (2013): 89–101; Elissa Epel et al., "Can Meditation Slow Rate of Cellular Aging? Cognitive Stress, Mindfulness, and Telomeres," *Annals of the New York Academy of Sciences: Longevity, Regeneration, and Optimal Health* 1172, no. 1 (2009): 34–53; and Manika Petcharat and Patricia R. Liehr, "Mindfulness Training for Parents of Children with Special Needs: Guidance for Nurses in Mental Health Practice," *Journal of Child and Adolescent Psychiatric Nursing* 30, no. 1 (2017): 35–46.
- 24. Kristin Neff, Self-Compassion: The Proven Power of Being Kind to Yourself (New York: HarperCollins, 2011), 41.
- 25. Kristin D. Neff and Daniel J. Faso, "Self-Compassion and Well-Being in

- Parents of Children with Autism," *Mindfulness* 6, no. 4 (2015): 938–947. See also Kristin D. Neff, "The Self-Compassion Scale is a Valid and Theoretically Coherent Measure of Self-Compassion," *Mindfulness* 7, no. 1 (2016): 264–274.
- 26. Kristin Neff and Christopher Germer, *The Mindful Self-Compassion Workbook* (New York: Guilford Press, 2018).
- 27. Porges, The Pocket Guide, 45.
- 28. Jeree H. Paul and Maria St. John, *How You Are Is as Important as What You Do* (Washington, DC: ZERO TO THREE: National Center for Infants, Toddlers, and Families, 1998).
- 29. Stuart Shanker, Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life (New York: Penguin Books, 2016).
- 30. Porges, The Pocket Guide, 44.
- 31. Erika M. Waller and Amanda J. Rose, "Brief Report: Adolescents' Co-Rumination with Mothers, Co-Rumination with Friends, and Internalizing Symptoms," *Journal of Adolescence* 36, no. 2 (2013): 429–433.
- 32. Porges, The Pocket Guide, 51.

第5章

 "Brain Architecture," Center on the Developing Child, Harvard University, accessed August 16, 2018. See also Bruce D. Perry, "Maltreatment and the Developing Child: How Early Childhood Experience Shapes Child and Culture" (inaugural lecture, The Margaret McCain Lecture Series, Centre for Children & Families in the Justice System, London, ON, September 23, 2004).

- Els van der Helm and Matthew P. Walker, "Overnight Therapy? The Role of Sleep in Emotional Brain Processing," *Psychological Bulletin* 135, no. 5 (2009): 731–748. See also Christina O. Carlisi et al., "Sleep- Amount Differentially Affects Fear-Processing Neural Circuitry in Pediatric Anxiety: A Preliminary fMRI Investigation," *Cognitive, Affective, & Behavioral Neuroscience* 17, no. 6 (2017): 1098–1113.
- 3. Peir H. Koulivand, Maryam Khaleghi Ghadiri, and Ali Gorji, "Lavender and the Nervous System," *Evidence-Based Complementary and Alternative Medicine*, no. 2013 (2013): 681304.
- 4. Greenspan, Growth of the Mind, 21.
- Stephen W. Porges, Associate Manual Safe and Sound Protocol (Aurora, CO: Integrated Listening Systems, 2018).
- 6. Stephen W. Porges et al., "Reducing Auditory Hypersensitivities in Autistic Spectrum Disorder: Preliminary Findings Evaluating the Listening Project Protocol," *Frontiers in Pediatrics* 2, no. 80 (2014): 1–10. See also Stephen W. Porges et al., "Respiratory Sinus Arrhythmia and Auditory Processing in Autism: Modifiable Deficits of an Integrated Social Engagement System?" *International Journal of Psychophysiology* 88, no. 3 (2013): 261–270.
- 7. Lillas and Turnbull, Infant/Child Mental Health, 178.
- 8. "Breathe," Sesame Street in Communities, accessed August 16, 2018.
- 9. Susan Kaiser Greenland, *The Mindful Child* (New York: Simon & Schuster, 2010).
- 10. Greenland, Mindful Child, 68.
- 11. Greenland, 69.
- 12. "The School Yoga Project," Little Flower Yoga, accessed August 16, 2018.

第6章

- 1. Bessel van der Kolk, *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* (New York: Penguin Books, 2014), 159.
- 2. Porges, The Pocket Guide, 22.
- 3. Bridget E. Hatfield and Amanda P. Williford, "Cortisol Patterns for Young Children Displaying Disruptive Behavior: Links to a Teacher-Child, Relationship-Focused Intervention," *Prevention Science* 18, no. 1 (2017): 40–49.
- 4. Serena Wieder, "PLAY: The Window into the Child's Emotional Experiences," Profectum Foundation, accessed August 16, 2018.
- 5. Porges, The Pocket Guide, 22.
- 6. Greenspan and Wieder, Child with Special Needs, 256–257.
- 7. Wieder, "PLAY."
- 8. Porges, The Pocket Guide, 22.
- 9. Greenspan and Wieder, Child with Special Needs, 206–220.
- 10. Greenspan and Wieder, 256–257.
- 11. Greenspan and Wieder, 206-220.
- 12. Greenspan and Wieder. See also Wieder, "PLAY."
- 13. "What Is DIR and Why Is It Important?," Profectum Foundation, accessed August 16, 2018.
- 14. "Child-Parent Psychotherapy (CPP)," California Evidence-Based Clearinghouse for Child Welfare, last modified December 2015.
- "The Mindsight Approach to Well-Being: A Comprehensive Course in Interpersonal Neurobiology," Mindsight Institute, accessed August 16, 2018.
- 16. "The NRF Manual," Neurorelational Framework Global Communities,

- accessed August 16, 2018.
- 17. Siegel and Bryson, The Whole Brain Child, 27.
- 18. "About the CPS Model," Lives in the Balance, accessed August 16, 2018.
- 19. "What is Dialectical Behavior Therapy (DBT)?," Behavioral Tech: A Linehan Institute Training Company, accessed September 27, 2018.
- 20. Brené Brown, Daring Greatly (New York: Random House, 2012).
- 21. Dana, Polyvagal Theory in Therapy, 101.
- 22. Porges, The Pocket Guide, 204.

第7章

- 1. Greenspan and Wieder, Child with Special Needs, 11.
- 2. Virginia Chaidez, Robin L. Hansen, and Irva Hertz-Picciotto, "Gastrointestinal Problems in Children with Autism, Developmental Delays or Typical Development," *Journal of Autism and Developmental Disorders* 44, no. 5 (2014): 1117–1127; Preeti A. Devnani and Anaita U. Hegde, "Autism and Sleep Disorders," *Journal of Pediatric Neurosciences* 10, no. 4 (2015): 304–307; and Francisca J. A. van Steensel and Emma J. Heeman, "Anxiety Levels in Children with Autism Spectrum Disorder: A Meta-Analysis," *Journal of Child and Family Studies* 26, no. 7 (2017): 1753–1767.
- 3. Shulamite A. Green et al., "Neurobiology of Sensory Overresponsivity in Youth with Autism Spectrum Disorders," *JAMA Psychiatry* 72, no. 8 (2015): 778–786. See also Ayelet Ben-Sasson et al., "Extreme Sensory Modulation Behaviors in Toddlers with Autism Spectrum Disorders," *The American Journal of Occupational Therapy* 61, no. 5 (2007): 584–592.
- 4. Diagnostic and Statistical Manual, 50. See also Green et al., "Sensory

- Overresponsivity."
- Jack P. Shonkoff and Deborah A. Phillips, eds., From Neurons to Neighborhoods: The Science of Early Childhood Development (Washington, DC: National Academy Press, 2000).
- 6. Ibid., 3.
- 7. "Resilience," Center on the Developing Child.
- 8. Theresa Hamlin, Autism and the Stress Effect: A 4-Step Lifestyle Approach to Transform Your Child's Health, Happiness and Vitality (London: Jessica Kingsley Publishers, 2016), 32.
- 9. Hamlin, Autism and the Stress Effect, 32.
- 10. Martha R. Leary and Anne M. Donnellan, *Autism: Sensory-Movement Differences and Diversity* (Cambridge, WI: Cambridge Book Review Press, 2012), 9.
- 11. Leary and Donnellan, *Autism*, 9.
- 12. Ido Kedar, *Ido in Autismland* (self-pub., 2012), 46.
- 13. Kedar, 47.
- Samuel McNerney, "A Brief Guide to Embodied Cognition: Why You Are Not Your Brain," *Scientific American*, November 4, 2011.
- 15. Greenspan and Wieder, Engaging Autism, 91.
- 16. Porges, The Pocket Guide, 219.
- 17. Torres and Whyatt, Autism, 3.
- 18. Torres and Whyatt, 3.
- 19. Anne M. Donnellan, David A. Hill, and Martha R. Leary, "Rethinking Autism: Implications of Sensory and Movement Differences for Understanding and Support," Frontiers in Integrative Neuroscience 6, no. 124 (2013): 124.

- 20. Torres and Whyatt, Autism, 18.
- 21. Torres and Whyatt, 18.
- 22. Torres and Whyatt, 27.
- 23. "Neurologic Music Therapy (NMT)," The Academy of Neurologic Music Therapy, accessed August 17, 2018. See also Michael H. Thaut, "A Music Therapy Treatment Model for Autistic Children," *Music Therapy Perspectives* 1, no. 4 (1984): 7–13.
- 24. Lonnie K. Zeltzer and Christina Blackett Schlank, *Conquering Your Child's Chronic Pain* (New York: HarperCollins, 2005).
- 25. Mona Delahooke, "Disorderism: How to Make Sure People See Your Child and Not a Diagnosis," *Mona's Blog*, June 21, 2015.
- 26. Kedar, Ido in Autismland.
- 27. Naoki Higashida, *The Reason I Jump*, trans. Keiko A. Yoshida and David Mitchell (New York: Random House, 2013), 21.
- 28. Leary and Donnellan, Sensory-Movement Differences, 9.
- 29. Leary and Donnellan, 9.

第8章

- "Adverse Childhood Experiences," Center for the Application of Prevention Technologies, Substance Abuse and Mental Health Services Administration, updated July 9, 2018.
- "National Center for Trauma-Informed Care and Alternatives to Seclusion and Restraint (NCTIC)," Substance Abuse and Mental Health Services Administration, updated October 26, 2015.
- 3. Nadine Burke Harris, *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* (New York: Houghton Mifflin Harcourt, 2018).

- 4. Harris, The Deepest Well, 59.
- 5. David Bornstein, "Treating the Lifelong Harm of Childhood Trauma," *New York Times*, January 30, 3018.
- 6. Sandra L. Bloom and Brian Farragher, *Restoring Sanctuary: A New Operating System for Trauma-Informed Systems of Care* (New York: Oxford University Press, 2013), 46.
- "In Brief: The Impact of Early Adversity on Children's Development," Center on the Developing Child, Harvard University, accessed September 15, 2018.
- 8. Porges, The Pocket Guide, 20.
- 9. Libby Nelson and Dara Lind, "The School to Prison Pipeline, Explained," *Justice Policy Institute*, February 24, 2015.
- 10. Nelson and Lind, "The School to Prison Pipeline." See also Bloom and Farragher, *Restoring Sanctuary*.
- 11. Bloom and Farragher, Restoring Sanctuary, 5.
- 12. Porges, The Pocket Guide, 20.
- 13. Perry and Szalavitz, Boy Raised as a Dog, 328.
- 14. Perry and Szalavitz, 311.
- 15. Bloom and Farragher, *Restoring Sanctuary*. See also "The Sanctuary Model®" (website), SanctuaryWeb. com, Sandra L. Bloom, accessed September 15, 2018.
- 16. Perry and Szalavitz, Boy Raised as a Dog, 316.
- 17. Perry and Szalavitz, 313.
- 18. Porges and Dana, Clinical Applications of the Polyvagal Theory, 73.
- 19. Ross Greene, *The Explosive Child* (New York: HarperCollins, 1998).
- 20. Ross Greene, The Explosive Child, 19.

- 21. Perry and Szalavitz, 329.
- Elyssa Barbash, "Different Types of Trauma: Small 't' Versus Large 'T',"
 Psychology Today, March 13, 2017.
- 23. Perry and Szalavitz, Boy Raised as a Dog, 325.
- 24. Porges, The Pocket Guide, 204.

第9章

- 1. Hamlin, Autism and Stress Effect, 64.
- "Research Partners," The Center for Discovery, accessed September 4, 2018.
- 3. "The Research Institute for Brain and Body Health," The Center for Discovery, accessed September 4, 2018.
- 4. "NIMH Funding to Shift Away from *DSM* Categories," American Psychological Association.
- 5. Ibid.
- Sonia J. Lupien et al., "The DSM-5/RDoC Debate on the Future of Mental Health Research: Implication for Studies on Human Stress and Presentation of the Signature Bank," Stress 20, no. 1 (2017): 96.
- 7. Cozolino, Social Neuroscience of Education, xxi.
- 8. Cozolino, xxi.
- 9. Hanson, *Hardwiring Happiness*, 20. See also Paul Rozin and Edward B. Royzman, "Negativity Bias, Negativity Dominance, and Contagion," *Personality and Social Psychology Review* 5, no. 4 (2001): 296–320.
- 10. Hanson, Hardwiring Happiness, 20.
- 11. Hanson, 27.
- 12. Anna Dabrowska-Zimakowska and Ewa Pisula, "Parenting Stress and

Coping Styles on Mothers and Fathers of Pre-School Children with Autism and Down Syndrome," *Journal of Intellectual Disability Research* 54, no. 3 (2010): 266–280. See also Elisabeth M. Dykens et al., "Reducing Distress in Mothers of Children with Autism and Other Disabilities: A Randomized Trial," *Pediatrics* 134, no. 2 (2014): e454-e463.

- 13. Hanson, Hardwiring Happiness, 15.
- 14. "National Parent Survey Overview and Key Insights," ZERO TO THREE.
- 15. Hanson, Hardwiring Happiness, 4.
- 16. Hanson, 60.
- 17. Hanson, 52.
- 18. 4th Ark, "Cool Teachers Greet Students with Personalized Handshakes," *YouTube* Video, 2:37, February 10, 2017.
- 19. Hanson, Hardwiring Happiness, 61.
- Dean V. Buonomano and Michael Merzenich, "Cortical Plasticity: From Synapses to Maps," *Annual Review of Neuroscience* 21, no. 1 (1998): 149– 186.
- 21. Hanson, Hardwiring Happiness, 160.
- 22. Christian Keysers and Valeria Gazzola, "Hebbian Learning and Predictive Mirror Neurons for Actions, Sensations and Emotions," *Philosophical Transactions of the Royal Society B: Biological Sciences* 369, no. 1644 (2014): 20130175.
- 23. Michael Yogman et al., "The Power of Play: A Pediatric Role in Enhancing Development in Young Children," *Pediatrics* 142, no. 3 (2018): e20182058.
- 24. Alexander den Heijer (@purposologist), "When a flower doesn't bloom, you fix the environment in which it grows, not the flower," Twitter, May 26, 2015, 2:45 a.m.

参考文献

- 4th Ark. "Cool Teachers Greet Students with Personalized Handshakes." *YouTube* video, 2:37. February 10, 2017.
- American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders*. 3rd ed. Washington, DC: American Psychiatric Association, 1980.
- American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders*. 5th ed. Arlington, VA: American Psychiatric Association, 2013.
- American Psychological Association. "NIMH Funding to Shift Away from *DSM* Categories." Updated July/August 2013.
- Ayres, A. Jean. Sensory Integration and the Child: Understanding Hidden Sensory Challenges. Los Angeles: Western Psychological Services, 2005.
- Baer, Ruth A., Emily L. B. Lykins, and Jessica R. Peters. "Mindfulness and Self-Compassion as Predictors of Psychological Wellbeing in Long-Term Meditators and Demographically Matched Nonmeditators." *Journal of Positive Psychology* 7, no. 3 (2012): 230–238.
- Barbash, Elyssa. "Different Types of Trauma: Small 't' versus Large 'T'." *Psychology Today*, March 13, 2017.
- Bazarko, Dawn, Rebecca A. Cate, Francisca Azocar, and Mary Jo Kreitzer. "The Impact of an Innovative Mindfulness- Based Stress Reduction Program on the Health and Wellbeing of Nurses in a Corporate Setting." *Journal of Workplace Behavioural Health* 28, no. 2 (2013): 107–133.
- Behavioral Tech. "What is Dialectical Behavior Therapy (DBT)?" Accessed

- September 27, 2018.
- Ben-Sasson, Ayelet, Alice S. Carter, and Margaret J. Briggs-Gowan. "Sensory Over-Responsivity in Elementary School: Prevalence and Social-Emotional Correlates." *Journal of Abnormal Child Psychology* 37, no. 5 (2009): 705–716. doi:10.1007/s10802-008-9295-8.
- Ben-Sasson, Ayelet, Alice S. Carter, and Margaret J. Briggs-Gowan. "The Development of Sensory Over-Responsivity from Infancy to Elementary School." *Journal of Abnormal Child Psychology* 38, no. 8 (2010): 1193–1202. doi:10.1007/s10802-010-9435-9.
- Ben-Sasson, Ayelet, Sharon A. Cermak, Gael I. Orsmond, Helen Tager-Flusberg, Alice S. Carter, Mary Beth Kadlec, and Winnie Dunn. "Extreme Sensory Modulation Behaviors in Toddlers with Autism Spectrum Disorders." *The American Journal of Occupational Therapy* 61, no. 5 (2007): 584–592.
- Benson, Paul R. "The Impact of Child Symptom Severity on Depressed Mood Among Parents of Children with ASD: The Mediating Role of Stress Proliferation." *Journal of Autism and Developmental Disorders* 36, no. 5 (2006): 685–695.
- Benson, Paul R., and Kristie L. Karlof. "Anger, Stress Proliferation, and Depressed Mood Among Parents of Children with ASD: A Longitudinal Replication." *Journal of Autism and Developmental Disorders* 39, no. 2 (2009): 350–362. doi:10.1007/s10803-008-0632-0.
- Bialer, Doreit, and Lucy Jane Miller. *No Longer a SECRET: Unique Common Sense Strategies for Children with Sensory or Motor Challenges*. Arlington, TX: Future Horizons Press, 2011.
- Bloom, Sandra L. "The Sanctuary Model[®]." Sanctuary Web.com. Accessed September 15, 2018.

- Bloom, Sandra L., and Brian Farragher. *Restoring Sanctuary: A New Operating System for Trauma-Informed Systems of Care*. New York: Oxford University Press, 2013.
- Bluth, Karen, Patricia N. E. Roberson, Rhett M. Billen, and Juli M. Sams. "A Stress Model for Couples Parenting Children with Autism Spectrum Disorders and the Introduction of a Mindfulness Intervention." *Journal of Family Theory and Review* 5, no. 3 (2013): 194–213. doi:10.1111/jftr.12015.
- Bornstein, David. "Treating the Lifelong Harm of Childhood Trauma." *New York Times*, January 30, 2018.
- Bradford, Kay. "Brief Education about Autism Spectrum Disorders for Family Therapists." *Journal of Family Psychotherapy* 21, no. 3 (2010): 161–179.
- Brazelton, T. Berry. *Touchpoints: Your Child's Emotional and Behavioral Development*. New York: Addison-Wesley, 1992.
- Brobst, Jennifer B., James R. Clopton, and Susan S. Hendrick. "Parenting Children with Autism Spectrum Disorders: The Couple's Relationship." *Focus on Autism and Other Developmental Disabilities* 24, no. 1 (2009): 38–49. doi:10.1177/1088357608323699.
- Brout, Jennifer, and Lucy Jane Miller. "DSM-5 Application for Sensory Processing Disorder Appendix A (Part 1)." Research Gate, December 2015.
- Brown, Brené. Daring Greatly. New York: Random House, 2012.
- Buonomano, Dean V., and Michael Merzenich. "Cortical Plasticity: From Synapses to Maps." *Annual Review of Neuroscience* 21, no. 1 (1998): 149–186.
- Burke, Nadine J., Julia L. Hellman, Brandon G. Scott, Carl F. Weems, and Victor G. Carrion. "The Impact of Adverse Childhood Experiences on an Urban Pediatric Population." *Child Abuse & Neglect* 35, no. 6 (2011): 408–413.

- Buron, Kari Dunn, and Mitzi Curtis. *The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition.* Shawnee Mission, KS: AAPC Publishing, 2012.
- California Evidence-Based Clearinghouse for Child Welfare. "Child-Parent Psychotherapy (CPP)." Last modified December 2015.
- Carlisi, Christina O., Kevin Hilbert, Amanda E. Guyer, and Monique Ernst. "Sleep-Amount Differentially Affects Fear-Processing Neural Circuitry in Pediatric Anxiety: A Preliminary fMRI Investigation." *Cognitive, Affective, & Behavioral Neuroscience* 17, no. 6 (2017): 1098–1113. doi:10.3758/s13415-017-0535-7.
- Carter, Alice S., Ayelet Ben-Sasson, and Margaret J. Briggs-Gowan. "Sensory Over-Responsivity, Psychopathology, and Family Impairment in School-Aged Children." *Journal of the American Academy of Child and Adolescent Psychiatry* 50, no. 12 (2011): 1210–1219. doi:10.1016/j.jaac.2011.09.010.
- Center for Discovery. "Research Partners." Accessed September 4, 2018.
- Center for Discovery. "The Research Institute for Brain and Body Health." Accessed September 4, 2018.
- Center for the Application of Prevention Technologies, Substance Abuse and Mental Health Services Administration. "Adverse Childhood Experiences." Updated July 9, 2018.
- Chaidez, Virginia, Robin L. Hansen, and Irva Hertz-Picciotto. "Gastrointestinal Problems in Children with Autism, Developmental Delays or Typical Development." *Journal of Autism and Developmental Disorders* 44, no. 5 (2014): 1117–1127.
- Cozolino, Louis. *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom*. New York: W.W. Norton, 2013.

- Cozolino, Louis. *The Neuroscience of Relationships: Attachment and the Developing Social Brain.* New York: W.W. Norton, 2014.
- Dabrowska-Zimakowska, Anna, and Ewa Pisula. "Parenting Stress and Coping Styles on Mothers and Fathers of Pre-School Children with Autism and Down Syndrome." *Journal of Intellectual Disability Research* 54, no. 3 (2010): 266–280. doi:10.1111/j.1365-2788.2010.01258.x.
- Damasio, Antonio. *The Feeling of What Happens: Body and Emotion in the Making of Consciousness.* New York: Harcourt Brace, 1999.
- Dana, Deb. The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation. New York: W.W. Norton, 2018.
- Data Resource for Child and Adolescent Health. "The National Survey of Children's Health." Accessed July 26, 2018.
- Delahooke, Mona. "Disorderism: How to Make Sure People See Your Child and Not a Diagnosis." *Mona's Blog*, June 21, 2015.
- Delahooke, Mona. Social and Emotional Development in Early Intervention: A Skills Guide for Working with Children. Eau Claire, WI: PESI Publishing and Media, 2017.
- den Heijer, Alexander (@purposologist). "When a flower doesn't bloom, you fix the environment in which it grows, not the flower." Twitter, May 26, 2015.
- Devnani, Preeti A., and Anaita U. Hegde. "Autism and Sleep Disorders." *Journal of Pediatric Neurosciences* 10, no. 4 (2015): 304–307.
- Donnellan, Anne M., David A. Hill, and Martha R. Leary. "Rethinking Autism: Implications of Sensory and Movement Differences for Understanding and Support." *Frontiers in Integrative Neuroscience*, no. 6 (2013): 124. doi:10.3389/fnint.2012.00124.
- Duckworth, Angela, and Laurence Steinberg. "Unpacking Self-Control." Child

- Development Perspectives 9, no. 1 (2015): 32-37.
- Dunst, Carl, Carol M. Trivette, and Deborah W. Hamby. "Meta-Analysis of Studies Incorporating the Interests of Young Children with Autism Spectrum Disorders into Early Intervention Practice." *Autism Research and Treatment*, no. 2012 (2012): 462531.
- Dykens, Elisabeth M., Marisa H. Fisher, Julie Lounds Taylor, Warren Lambert, and Nancy Miodrag. "Reducing Distress in Mothers of Children with Autism and Other Disabilities: A Randomized Trial." *Pediatrics* 134, no. 2 (2014): e454-e463. doi:10.1542/peds.2013-3164.
- Eisenberg, Nancy, Claire Hofer, and Julie Vaughan. "Effortful Control and its Socioemotional Consequences." In *Handbook of Emotion Regulation*, edited by James J. Gross, 287–306. New York: Guilford Press, 2007.
- Epel, Elissa, Jennifer Daubenmier, Judith T. Moskowitz, Susan Folkman, and Elizabeth Blackburn. "Can Meditation Slow Rate of Cellular Aging? Cognitive Stress, Mindfulness, and Telomeres." *Annals of the New York Academy of Sciences: Longevity, Regeneration, and Optimal Health* 1172, no. 1 (2009): 34–53. doi:10.1111/j.1749-6632.2009.04414.x.
- Ferraioli, Suzannah J., and Sandra L. Harris. "Comparative Effects of Mindfulness and Skills-Based Parent Training Programs for Parents of Children with Autism: Feasibility and Preliminary Outcome Data." *Mindfulness* 4, no. 2 (2013): 89–101.
- Fields-Meyer, Tom. Following Ezra. New York: Penguin Group, 2011.
- Foley, Gilbert, and Jane Hochman. *Mental Health in Early Intervention: Achieving Unity in Principles and Practice*. Baltimore: Paul Brookes Publishing Company, 2006.
- Fox, Sharon E., Pat Levitt, and Charles A. Nelson. "How the Timing and Quality

- of Early Experience Influence the Development of Brain Architecture." *Child Development* 81, no. 1 (2010): 28–40.
- Freshwater, Dawn. *Counseling Skills for Nurses, Midwives, and Health Visitors*. Philadelphia: Open University Press, 2003.
- Geary, Cara, and Susan L. Rosenthal. "Sustained Impact of MBSR on Stress, Well-Being, and Daily Spiritual Experiences for 1 Year in Academic Health Care Employees." *Journal of Alternative and Complementary Medicine* 17, no. 10 (2011): 939–944.
- Goleman, David, and Richard J. Davidson. *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body*. New York: Random House, 2017.
- Green, Jonathan, Andrew Pickles, Greg Pasco, Rachael Bedford, Ming Wai, Mayada Elsabbagh, Vicky Slonims et al. "Randomised Trial of a Parent-Mediated Intervention for Infants at High Risk for Autism: Longitudinal Outcomes to Age 3 Years." *Journal of Child Psychology and Psychiatry* 58, no. 12 (2017): 1330–1340.
- Green, Shulamite A., Leanna Hernandez, Nim Tottenham, Kate Krasileva, Susan Y. Bookheimer, and Mirella Dapretto. "Neurobiology of Sensory Overresponsivity in Youth with Autism Spectrum Disorders."

 JAMA Psychiatry 72, no. 8 (2015): 778–786. doi: 10.1001/jamapsychiatry.2015.0737.
- Greene, Ross. *The Explosive Child*. New York: HarperCollins, 1998.
- Greene, Robert R., and Nancy P. Kropf. *Caregiving and Care Sharing: A Life Course Perspective*. Washington, DC: NASW Press, 2014.
- Greenland, Susan Kaier. The Mindful Child. New York: Simon & Schuster, 2010.
- Greenspan, Stanley. First Feelings: Milestones in the Emotional Development of

- Your Baby and Child. New York: Viking Penguin, 1985.
- Greenspan, Stanley. *Infancy and Early Childhood: The Practice of Clinical Assessment and Intervention with Emotional and Developmental Challenges.*Madison, CT: International Universities Press, 1992.
- Greenspan, Stanley. *The Growth of the Mind: And the Endangered Origins of Intelligence*. Reading, MA: Perseus Books, 1997.
- Greenspan, Stanley. Building Healthy Minds: The Six Experiences that Create
 Intelligence and Emotional Growth in Babies and Young Children.
 Cambridge, MA: Perseus Books, 1999.
- Greenspan, Stanley, and Stuart Shanker. *The First Idea: How Symbols, Language, and Intelligence Evolved from Our Primate Ancestors to Modern Humans*. Cambridge, MA: DeCapo Press, 2004.
- Greenspan, Stanley, and Serena Wieder. *The Child with Special Needs*. Reading, MA: Perseus Press, 1998.
- Greenspan, Stanley, and Serena Wieder, eds. *Diagnostic Manual for Infancy and Early Childhood: Mental Health, Developmental, Regulatory-Sensory Processing, Language and Learning Disorders.* Bethesda, MD: Interdisciplinary Council on Developmental and Learning Disorders, 2005.
- Greenspan, Stanley, and Serena Wieder. *Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think.* Reading, MA: Perseus Press, 2006.
- Greenspan, Stanley, and Serena Wieder. *Infant and Early Childhood Mental Health: A Comprehensive Developmental Approach to Assessment and Intervention*. Washington, DC: American Psychiatric Publishing, 2006.
- Greenspan, Stanley, and Serena Wieder. "The Interdisciplinary Council on Developmental and Learning Disorders Diagnostic Manual for Infants and

- Young Children: An Overview." *Journal of the Canadian Academy of Child and Adolescent Psychiatry* 17, no. 2 (2008): 76–89.
- Greenspan, Stanley, Serena Wieder, Robert A. Nover, Alicia F. Lieberman, Reginald S. Lourie, and Mary E. Robinson, eds. *Infants in Multi-Risk Families: Case Studies in Preventive Intervention (Clinical Infant Reports*, No. 3). Madison, CT: International Universities Press, 1987.
- Hamlin, Theresa. Autism and the Stress Effect: A 4-Step Lifestyle Approach to Transform Your Child's Health, Happiness and Vitality. London: Jessica Kingsley Publishers, 2016.
- Hanson, Rick. *Hardwiring Happiness: The New Brain Science of Contentment, Calm and Confidence.* New York: Harmony Books, 2013.
- Harris, Nadine Burke. *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity*. New York: Houghton Mifflin Harcourt, 2018.
- Hartley Sigan L., Erin T. Barker, Marsha Mailick Seltzer, Frank Floyd, Jan Greenberg, Gael Orsmond, and Daniel Bolt. "The Relative Risk and Timing of Divorce in Families of Children with an Autism Spectrum Disorder." *Journal of Family Psychology* 24, no. 4 (2010): 449–457. doi:10.1037/a0019847.
- Harvard University. "Brain architecture." Center on the Developing Child. Accessed August 16, 2018.
- Harvard University. "Executive Function & Self-Regulation." Center on the Developing Child. Accessed August 13, 2018.
- Harvard University. "InBrief: The Impact of Early Adversity on Children's Development." Center on the Developing Child. Accessed September 15, 2018.
- Harvard University. "Resilience." Center on the Developing Child. Accessed

- August 15, 2018.
- Hastings, Richard P., and Helen M. Taunt. "Positive Perceptions in Families of Children with Developmental Disabilities." *American Journal on Mental Retardation* 107, no. 2 (2002): 116–27.
- Hatfield, Bridget E., and Amanda P. Williford. "Cortisol Patterns for Young Children Displaying Disruptive Behavior: Links to a Teacher-Child, Relationship-Focused Intervention." *Prevention Science* 18, no. 1 (2017): 40–49. doi:10.1007/s11121-016-0693-9.
- Heffron, Mary Claire, and Trudi Murch. *Reflective Supervision and Leadership in Infant and Early Childhood Programs*. Washington, DC: ZERO TO THREE, 2010.
- Herring, Sally E., Kylie M. Gray, John Taffe, Bruce Tonge, Deborah J. Sweeney, and Steward L. Einfeld. "Behaviour and Emotional Problems in Toddlers with Pervasive Developmental Disorders and Developmental Delay: Association with Parental Mental Health and Family Functioning." *Journal of Intellectual Disability Research* 50, no. 12 (2006): 874–882. doi:10.1111/j.1365-2788.2006.00904.x.
- Higashida, Naoki. *The Reason I Jump*. Translated by Keiko A. Yoshida and David Mitchell. New York: Random House, 2013. First published 2007 in Japan.
- Huebner, Dawn, and Bonnie Matthews. What to Do When You Worry Too Much:

 A Kid's Guide to Overcoming Anxiety. Washington, DC: Magination Press,
 2006.
- Jeans, Laurie M., Rosa Milagros Santos, Daniel J. Laxman, Brent A. McBride, and W. Justin Dyer. "Examining ECLS-B: Maternal Stress and Depressive Symptoms When Raising Children with ASD." *Topics in Early Childhood Special Education* 33, no. 3 (2013): 162–171.

- Johanning, Mary Lea. "Premack Principle." In *Encyclopedia of School Psychology*, edited by Steven W. Lee, 365. Thousand Oaks, CA: SAGE Publications, 2005.
- Jones, Jessica, and Jennifer Passey. "Family Adaptation, Coping and Resources:

 Parents of Children with Developmental Disabilities and Behaviour

 Problems." *Journal of Developmental Disabilities* 11, no. 1 (2004): 25–43.
- Jones, Leah, Richard P. Hastings, Vasiliki Totsika, Lisa Keane, and Neisha Rhule. "Child Behavior Problems and Parental Well-Being in Families of Children with Autism: The Mediating Role of Mindfulness and Acceptance." *American Journal on Intellectual and Developmental Disabilities* 119, no. 2 (2014): 171–185.
- Kabat-Zinn, Jon. Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness. New York: Random House, 1990.
- Karst, Jeffey S., and Amy Vaughn Van Hecke. "Parent and Family Impact of Autism Spectrum Disorders: A Review and Proposed Model for Intervention Evaluation." *Clinical Child and Family Psychology Review* 15, no. 3 (2012): 247–77. doi:10.1007/s10567-012-0119-6.
- Kasari, Connie, Amanda C. Gulsrud, Connie Wong, Susan Kwon, and Jill Locke. "Randomized Controlled Caregiver Mediated Joint Engagement Intervention for Toddlers with Autism." *Journal of Autism and Developmental Disabilities* 40, no. 9 (2010): 1045–1056.
- Kasari, Connie, Amanda Gulsrud, Tanya Paparella, Gerhard Hellemann, and Kathleen Berry. "Randomized Comparative Efficacy Study of Parent-Mediated Interventions for Toddlers with Autism." *Journal of Consulting and Clinical Psychology* 83, no. 3 (2015): 554–563.
- Kedar, Ido. *Ido in Autismland*. Self-published, 2012.

- Keen, Deb, Donna Couzens, Sandy Muspratt, and Sylvia Rodger. "The Effects of a Parent-Focused Intervention for Children with a Recent Diagnosis of Autism Spectrum Disorder on Parenting Stress and Competence." *Research in Autism Spectrum Disorders* 4, no. 2 (2010): 229–241. doi:10.1016/j.rasd.2009.09.009.
- Keysers, Christian, and Valeria Gazzola. "Hebbian Learning and Predictive Mirror Neurons for Actions, Sensations and Emotions." *Philosophical Transactions of the Royal Society B: Biological Sciences* 369, no. 1644 (2014): 20130175.
- Kolb, Bryan, Richelle Mychasiuk, Arif Muhammad, Yilin Li, Douglas O. Frost, and Robin Gibb. "Experience and the Developing Prefrontal Cortex." Supplement, *Proceedings of the National Academy of Sciences of the United States of America* 109, no. S2 (2012): 17186–17193.
- Koulivand, Peir H., Maryam Khaleghi Ghadiri, and Ali Gorji. "Lavender and the Nervous System." *Evidence-Based Complementary and Alternative Medicine*, no. 2013 (2013): 681304. doi:10.1155/2013/681304.
- Kuypers, Leah M. The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control. San Jose, CA: Think Social Publishing, 2011.
- Leary, Martha R., and Anne M. Donnellan. *Autism: Sensory-Movement Differences and Diversity*. Cambridge, WI: Cambridge Book Review Press, 2012.
- LeDoux, Joseph. "Rethinking the Emotional Brain." *Neuron* 73, no. 4 (2012): 653–676.
- LeDoux, Joseph. *Anxious: Using the Brain to Understand and Treat Fear and Anxiety.* New York: Random House, 2015.
- Lee, Gloria K. "Parents of Children with High Functioning Autism: How Well Do

- They Cope and Adjust?" *Journal of Developmental and Physical Disabilities* 21, no. 2 (2009): 93–114. doi:10.1007/s10882-008-91-114.
- Lickenbrock, Diane M., Naomi Ekas, and Thomas L. Whitman. "Feeling Good, Feeling Bad: Influences of Marital Perceptions of the Child and Marital Adjustment on Well-Being in Mothers of Children with an Autism Spectrum Disorder." *Journal of Autism and Developmental Disorders* 41, no. 7 (2011): 848–858.
- Lillas, Connie, and Janiece Turnbull. Infant/Child Mental Health, Early Intervention, and Relationship-Based Therapies: A Neurorelational Framework for Interdisciplinary Practice. New York: W.W. Norton, 2009.
- Linehan, Marsha M. *DBT*[®] *Skills Training Manual*. 2nd ed. New York: Guilford Press, 2014.
- Little Flower Yoga. "The School Yoga Project." Accessed August 16, 2018.
- Lives in the Balance. "About the CPS model." Accessed August 16, 2018.
- Lupien, Sonia J., Maxime Sasseville, Nathe François, Charles-Éduoard Giguère, Janick Boissonneault, Pierrich Plusquellec, Roger Godbout et al. "The *DSM-5*/RDoC Debate on the Future of Mental Health Research: Implication for Studies on Human Stress and Presentation of the Signature Bank." *Stress: The International Journal on the Biology of Stress* 20, no. 1 (2017): 95–111. doi: 10.1080/10253890.2017.1286324.
- Malik, Rasheed. "New Data Reveal 250 Preschoolers Are Suspended or Expelled Every Day." *Center for American Progress*, November 6, 2017.
- McEwen, Bruce S. "Stressed or Stressed Out: What is the Difference?" *Journal of Psychiatry and Neuroscience* 30, no. 5 (2005): 315–318.
- McEwen, Bruce S., and Peter J. Gianaros. "Central Role of the Brain in Stress and Adaptation: Links to Socioeconomic Status, Health, and Disease." *Annals of*

- the New York Academy of Sciences 1186, no. 1 (2010): 190-222.
- McEwen, Bruce S., and Eliot Stellar. "Stress and the Individual. Mechanisms Leading to Disease." *Archives of Internal Medicine* 153, no. 18 (1993): 2093–2101. doi:10.1001/archinte.153.18.2093.
- McNerney, Samuel. "A Brief Guide to Embodied Cognition: Why You Are Not Your Brain." *Scientific American*, November 4, 2011.
- Mehta, Neeta. "Mind/body Dualism: A Critique from a Health Perspective." *Mens Sana Monographs* 9, no. 1 (2011): 202–209. doi:10.4103/0973-1229.77436.
- Miller, Lucy Jane. Sensational Kids: Hope and Help for Children with Sensory Processing Disorder. New York: Penguin Books, 2007.
- Mindsight Institute. "The Mindsight Approach to Well-Being: A Comprehensive Course in Interpersonal Neurobiology." Accessed August 16, 2018.
- Miodrag, Nancy, and Robert M. Hodapp. "Chronic Stress and Health Among Parents of Children with Intellectual and Developmental Disabilities." *Current Opinion in Psychiatry* 23, no. 5 (2010): 407–411. doi:10.1097/YCO.0b013e32833a8796.
- Moh, Teresa Ailing, and Iliana Magiati. "Factors Associated with Parental Stress and Satisfaction During the Process of Diagnosis of Children with Autism Spectrum Disorders." *Research in Autism Spectrum Disorders* 6, no. 1(2012): 293–303. doi:10.1016/j.rasd.2011.05.011.
- National Institute of Mental Health. "PANDAS Questions and Answers." U.S. Department of Health and Human Services. Last modified September 2016.
- National Institute of Mental Health. "Research Domain Criteria (RDoC)." Accessed July 26, 2018.
- Neff, Kristin. Self-Compassion: The Proven Power of Being Kind to Yourself.

 New York: HarperCollins, 2011.

- Neff, Kristin D. "The Self-Compassion Scale is a Valid and Theoretically Coherent Measure of Self-Compassion." *Mindfulness* 7, no. 1 (2016): 264–274.
- Neff, Kristin D., and Daniel J. Faso. "Self-Compassion and Well-Being in Parents of Children with Autism." *Mindfulness* 6, no. 4 (2015): 938–947.
- Neff, Kristin, and Christopher Germer. *The Mindful Self-Compassion Workbook: A proven way to accept yourself, build inner strength, and thrive.* New York:
 Guildford Press, 2018.
- Nelson, Libby, and Dara Lind. "The School to Prison Pipeline, Explained." *Justice Policy Institute*, February 24, 2015.
- Neurorelational Framework Global Communities. "The NRF Manual." Accessed August 16, 2018.
- Nissenbaum, Michal S., Nona Tollefson, and Matthew Reese. "The Interpretative Conference: Sharing a Diagnosis of Autism with Families." *Focus on Autism and Other Developmental Disabilities* 17, no. 1 (2012): 30-43.
- Ogden, Pat. "Polyvagal Theory and Sensorimotor Psychotherapy." In *Clinical Applications of the Polyvagal Theory:The Emergence of Polyvagal-Informed Therapies*, edited by Stephen W. Porges and Deb Dana, 34–49. New York: W.W. Norton, 2018.
- Paul, Jeree H., and Maria St. John. How You Are Is as Important as What You Do. Washington, DC: ZERO TO THREE: National Center for Infants, Toddlers, and Families, 1998.
- Perry, Bruce D. "Maltreatment and the Developing Child: How Early Childhood Experience Shapes Child and Culture." Inaugural lecture presented at the Centre for Children & Families in the Justice System, London, ON, September 23, 2004.
- Perry, Bruce, and Maia Szalavitz. The Boy Who Was Raised as a Dog: And Other

- Stories from a Child Psychiatrist's Notebook. New York: Basic Books, 2017. First published 2006 by Basic Books (New York).
- Petcharat, Manika, and Patricia R. Liehr. "Mindfulness Training for Parents of Children with Special Needs: Guidance for Nurses in Mental Health Practice." *Journal of Child and Adolescent Psychiatric Nursing* 30, no. 1 (2017): 35–46. doi:10.1111/jcap.12169.
- Picard, Rosalind, and Jonathan Klein. "Computers that Recognise and Respond to User Emotion: Theoretical and Practical Implications." *Interacting with Computers* 14, no. 2 (2002): 89–172.
- Pope, Alexander. "An Essay on Criticism: Part II." In *An Essay on Criticism*, lines 215–216. London: W. Lewis, 1711.
- Porges, Stephen W. "Articles and Interviews." Accessed July 26, 2018.
- Porges, Stephen W. "Neuroception: A Subconscious System for Detecting Threats and Safety." *ZERO TO THREE* 24, no. 5 (2004): 19–24.
- Porges, Stephen W. "The Polyvagal Perspective." *Biological Psychology* 74, no. 2 (2007): 116–143.
- Porges, Stephen W. "The Polyvagal Theory: New Insights into Adaptive Reactions of the Autonomic Nervous System." Supplement, *Cleveland Clinic Journal of Medicine* 76, no. S2 (2009): S86–S90. doi:10.3949/ccjm.76.s2.17.
- Porges, Stephen W. *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation.* New York: W.W. Norton, 2011.
- Porges, Stephen W. "Human Nature and Early Experience." *YouTube* video, 46:38. October 24, 2014.
- Porges, Stephen W. *Associate Manual Safe and Sound Protocol*. Aurora, CO: Integrated Listening Systems, 2018.

- Porges, Stephen W. The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe. New York: W.W. Norton, 2017.
- Porges, Stephen W., Olga V. Bazhenova, Elgiz Bal, Nancy Carlson, Yevgeniya Sorokin, Keri J. Heilman, Edwin H. Cook, et al. "Reducing Auditory Hypersensitivities in Autistic Spectrum Disorder: Preliminary Findings Evaluating the Listening Project Protocol." *Frontiers in Pediatrics* 2, no. 80 (2014): 1–10.
- Porges, Stephen W., and Deb Dana, eds. *Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies*. New York: W.W. Norton, 2018.
- Porges, Stephen W., Matthew Macellaio, Shannon D. Stanfill, Kimberly McCue, Gregory F. Lewis, Emily R. Harden, Mika Handelman, et al. "Respiratory Sinus Arrhythmia and Auditory Processing in Autism: Modifiable Deficits of an Integrated Social Engagement System?" *International Journal of Psychophysiology* 88, no. 3 (2013): 261–270.
- Profectum Foundation. "What is DIR and Why Is It Important?" Accessed August 16, 2018.
- Punwar, Alice J., and Suzannie M. Peloquin. *Occupational Therapy: Principles and Practice*. Philadelphia: Lippincott, 2000.
- Quas, Jodi A., Ilona S. Yim, Tim F. Oberlander, David Nordstokke, Marilyn J. Essex, Jeffrey M. Armstrong, Nicole Bush et al. "The Symphonic Structure of Childhood Stress Reactivity: Patterns of Sympathetic, Parasympathetic, and Adrenocortical Responses to Psychological Challenge." *Development and Psychopathology* 26, no. 4 (2014): 963–982.
- Quintero, Nicole, and Laura Lee McIntyre. "Sibling Adjustment and Maternal Well-Being: An Examination of Families with and Without a Child with an

- Autism Spectrum Disorder." Focus on Autism and Other Developmental Disabilities 25, no. 1 (2010): 37–46.
- Robinson, Ricki G. Autism Solutions: How to Create a Healthy and Meaningful Life for Your Child. Ontario, Canada: Harlequin, 2011.
- Rogers, Sally J., and Geraldine Dawson. *Early Start Denver Model for Young Children with Autism.* New York: Guilford Press, 2010.
- Rogers, Stanley J., Laurie A. Vismara, Arnold L. Wagner, Carolyn E. McCormick, Gregory Young, and Sally Ozonoff. "Autism Treatment in the First Year of Life: A Pilot Study of Infant Start, a Parent-Implemented Intervention for Symptomatic Infants." *Journal of Autism and Developmental Disorders* 44, no. 12 (2014): 2981–2995. doi:10.1007/s10803-014-2202-y.
- Roggman, Lori, Lisa Boyce, and Mark Innocenti. *Developmental Parenting: A Guide for Early Childhood Practitioners*. Baltimore: Brookes Publishing, 2008.
- Rozin, Paul, and Edward B. Royzman. "Negativity Bias, Negativity Dominance, and Contagion." *Personality and Social Psychology Review* 5, no. 4 (2001): 296–320.
- Rutter, Michael. Genes and Behavior: Nature-Nurture Interplay Explained.

 Maiden, MA: Blackwell Publishing, 2006.
- Schore, Allan N. *Affect Dysregulation and Disorders of the Self.* New York: W.W. Norton, 2003.
- Selye, Hans. "A Syndrome Produced by Diverse Nocuous Agents." *Nature* 138, no. 3479 (1936): 32.
- Sesame Street in Communities. "Breathe." Accessed August 16, 2018.
- Shahmoon-Shanok, Rebecca. "Reflective Supervision for an Integrated Model: What, Why and How?" In *Mental Health in Early Intervention: Achieving*

- *Unity in Principles and Practice*, edited by Gilbert Foley and Jane Hochman, 343–381. San Francisco: Jossey-Bass, 2006.
- Shanker, Stuart. Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life. New York: Penguin Books, 2016.
- Shonkoff, Jack P., and Deborah A. Phillips, eds. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press, 2000.
- Siegel, Daniel J. *The Developing Mind: Toward a Neurobiology of Interpersonal Experience*. New York: Guilford Press, 1999.
- Siegel, Daniel J., and Tina Payne Bryson. *The Whole Brain Child*. New York: Random House, 2011.
- Siegel, Daniel J., and Tina Payne Bryson. *No Drama Discipline*. New York: Random House, 2014.
- Silver, Rebecca B., Jeffrey R. Measelle, Jeffrey M. Armstrong, and Marilyn J. Essex. "Trajectories of Classroom Externalizing Behavior: Contributions of Child Characteristics, Family Characteristics, and the Teacher-Child Relationship During The School Transition." *Journal of School Psychology* 43, no. 1 (2005): 39–60.
- Solomon, Richard, Laurie A. Van Egeren, Gerald Mahoney, Melissa S. Quon Huber, and Perri Zimmerman. "PLAY Project Home Consultation Intervention Program for Young Children with Autism Spectrum Disorders: A Randomized Controlled Trial." *Journal of Developmental and Behavioral Pediatrics* 35, no. 8 (2014): 475–485.
- Sroufe, L. Allen. "Attachment and Development: A Prospective, Longitudinal Study from Birth to Adulthood." *Attachment and Human Development* 7, no. 4 (2005): 349–367.

- STAR Institute. "STAR Institute for Sensory Processing Disorder." Accessed August 14, 2018.
- Substance Abuse and Mental Health Services Administration. "National Center for Trauma-Informed Care and Alternatives to Seclusion and Restraint (NCTIC)." Updated October 26, 2015.
- Tarullo, Amanda R., Jelena Obradović, and Megan R. Gunnar. "Self-Control and the Developing Brain." *ZERO TO THREE* 29, no. 3 (2009): 31–37.
- Taylor, Ann Gill, Lisa E. Goehler, Daniel I. Galper, Kim E. Innes, and Cheryl Bourguignon. "Top-Down and Bottom-Up Mechanisms in Mind/body Medicine: Development of an Integrative Framework for Psychophysiological Research." *EXPLORE: The Journal of Science and Healing* 6, no. 1 (2010): 29–41.
- Taylor, Renee R., Sun Wook Lee, Gary Kielhofner, and Manali Ketkar. "Therapeutic Use of Self: A Nationwide Survey of Practitioners' Attitudes and Experiences." *American Journal of Occupational Therapy* 63, no. 2 (2009): 198–207.
- Thaut, Michael H. "A Music Therapy Treatment Model for Autistic Children." *Music Therapy Perspectives* 1, no. 4 (1984): 7–13.
- The Academy of Neurologic Music Therapy. "Neurologic Music Therapy." Accessed August 17, 2018.
- The American Heritage Idioms Dictionary. "Behavior." In *The American Heritage Idioms Dictionary*. Accessed July 26, 2018.
- Torres, Elisabeth B., and Caroline Whyatt, eds. *Autism: The Movement-Sensing Perspective*. Boca Raton, FL: CRC Press, 2018.
- Tronick, Ed. *The Neurobehavioral and Social Emotional Behavior of Infants and Children.* New York: W.W. Norton, 2007.

- Turner, Lauren M., and Wendy L. Stone. "Variability in Outcome for Children with an ASD Diagnosis at Age 2." *Journal of Child Psychology and Psychiatry* 48, no. 8 (2007): 793–802.
- U.S. National Library of Medicine. "What is Precision Medicine?" Genetics Home Reference. Updated September 25, 2018.
- van der Helm, Els, and Matthew P. Walker. "Overnight Therapy? The Role of Sleep in Emotional Brain Processing." *Psychological Bulletin* 135, no. 5 (2009): 731–748. doi:10.1037/a0016570.
- van der Kolk, Bessel. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Penguin Books, 2014.
- van Steensel, Francisca J. A., and Emma J. Heeman. "Anxiety Levels in Children with Autism Spectrum Disorder: A Meta-Analysis." *Journal of Child and Family Studies* 26, no. 7 (2017): 1753–1767.
- Vygotsky, Lev S. Mind in Society: The Development of Higher Psychological Processes. Edited by Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman. Cambridge, Massachusetts: Harvard University Press, 1978.
- Waller, Erika M., and Amanda J. Rose. "Brief Report: Adolescents' Co-Rumination with Mothers, Co-Rumination with Friends, and Internalizing Symptoms." Journal of Adolescence 36, no. 2 (2013): 429–433. doi: 10.1016/j.adolescence.2012.12.006.
- White, Nia, and Richard P. Hastings. "Social and Professional Support for Parents of Adolescents with Severe Intellectual Disabilities." *Journal of Applied Research in Intellectual Disabilities* 17, no. 3 (2004): 181–190.
- Wieder, Serena. "PLAY: The Window into the Child's Emotional Experiences." Profectum Foundation. Accessed August 16, 2018.
- Wieder, Serena, and Stanley Greenspan. "Developmental Pathways to Mental

- Health: The DIR Model for Comprehensive Approaches to Assessment and Intervention." In *The Handbook of Training and Practice in Infant and Preschool Mental Health*, edited by Karen Moran Finello, 377–401. San Francisco: Jossey- Bass, 2005.
- Wieder, Serena, and Harry Wachs. Visual/Spatial Portals to Thinking, Feeling and Movement: Advancing Competencies and Emotional Development in Children with Learning and Autism Spectrum Disorders. Mendham, NJ: Profectum Foundation, 2012.
- Winnicott, Donald W. "The Theory of the Parent-Infant Relationship." In *The Maturational Processes and the Facilitating Environment*, 37–55. New York: International Universities Press, 1960.
- Yogman, Michael, Andrew Garner, Jeffrey Hutchinson, Kathy Hirsh-Pasek, and Robert Michnick Golinkoff. "The Power of Play: A Pediatric Role in Enhancing Development in Young Children." *Pediatrics* 142, no. 3 (2018): e20182058.
- Zeltzer, Lonnie K., and Christina Blackett Schlank. *Conquering Your Child's Chronic Pain.* New York: HarperCollins, 2005.
- ZERO TO THREE. "National Parent Survey Overview and Key Insights." Updated June 6, 2016.
- ZERO TO THREE. Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, Revised (DC:0-3R). Washington, DC: ZERO TO THREE, 2005.
- ZERO TO THREE. "Toddlers and Self-Control: A Survival Guide for Parents." Updated October 3, 2016.
- ZERO TO THREE. "Parent Survey Reveals Expectation Gap for Parents of Young Children." Updated October 13, 2016.