

# *Dimensions of Early Childhood*

## Volume 36 Index

### Authors

- Cukierkorn, J.R., Karnes, F.A., Manning, S.J., Houston, H., & Besnoy, K. (2008, Spring/Summer). Recognizing Giftedness: Defining High Ability in Young Children, (2), 3-13.
- Desjean-Perrotta, B. (2008, Fall). Five Essential Reasons to Keep Naptime in the Early Childhood Curriculum, (3), 3-12.
- Hughes, M. (2008, Spring/Summer). Maximizing Meetings: Plan to Be Productive, (2), 14-19.
- Lowery, R.M., Sabis-Burns, D., & Anderson-Brown, S. (2008, Fall). Book Buddies: Kindergartners and Fifth Graders Explore Books Together, (3), 31-38.
- McFarland, L. (2008, Winter). Anecdotal Records: Valuable Tools for Assessing Young Children's Development, (1), 30-38.
- Melber, L.M. (2008, Winter). Young Learners at Natural History Museums, (1), 22-29.
- Mercurio, M.L., & McNamee, A. (2008, Spring/Summer). Monsters That Eat People—Oh My! Selecting Literature to Ease Children's Fears, (2), 29-38.
- Moffett, K.R., Swafford, M., & Richey, L.H. (2008, Spring/Summer). Merging Developmentally Appropriate Practice With Positive Behavioral Supports in Early Childhood Programs, (2), 21-28.
- Nissen, H., & Hawkins, C.J. (2008, Fall). Observing and Supporting Young Children's Social Competence, (3), 21-30.

- Park, B. (2008, Winter). The Earlier, the Better: Early Intervention Programs for Infants and Toddlers at Risk, (1), 3-7.
- Perkins, K.D., & Mackey, B. (2008, Fall). Supporting Grieving Children in Early Childhood Programs, (3), 13-19.
- Stegelin, D.A. (2008, Winter). Children, Teachers, and Families Working Together to Prevent Childhood Obesity: Intervention Strategies, (1), 8-16.

### Advocacy & Public Policy

- Five Essential Reasons to Keep Naptime in the Early Childhood Curriculum, (3), 3-12.
- Maximizing Meetings: Plan to Be Productive, (2), 14-19.

### Book Reviews

- Blocks to Robots: Learning With Technology in the Early Childhood Classroom* (2008, Spring/Summer).
- Evidence-Based Practices and Programs for Early Childhood Care and Education* (2008, Winter).
- Faith in Children: Stories From Faith-Based Children's Centers* (2008, Spring/Summer).
- Learning to Listen, Listening to Learn: Building Essential Skills in Young Children* (2008, Fall).
- Parenting Preschoolers With a Purpose: Caring for Your Kids and Yourself* (2008, Fall).
- The Power of Observation for Birth Through Eight* (2008, Winter).

### Child Development

- Anecdotal Records: Valuable Tools for Assessing Young Children's Development, (1), 30-38.
- Observing and Supporting Young Children's Social Competence, (3), 21-30.
- Recognizing Giftedness: Defining High Ability in Young Children, (2), 3-13.

### Curriculum & Learning Environments

- Book Buddies: Kindergartners and Fifth Graders Explore Books Together, (3), 31-38.
- Monsters That Eat People—Oh My! Selecting Literature to Ease Children's Fears, (2), 29-38.
- Young Learners at Natural History Museums, (1), 22-29.

### Family Partnerships

- Children, Teachers, and Families Working Together to Prevent Childhood Obesity: Intervention Strategies, (1), 8-16.
- Supporting Grieving Children in Early Childhood Programs, (3), 13-19.

### Inclusion

- Merging Developmentally Appropriate Practice With Positive Behavioral Supports in Early Childhood Programs, (2), 21-28.
- The Earlier, the Better: Early Intervention Programs for Infants and Toddlers at Risk, (1), 3-7.

# *Dimensions of Early Childhood*

## Volume 37 Index

### Authors

- Armstrong, L.J., K.C. Kinney, & L.H. Clayton. (2009, Fall). Getting Started: Leadership Opportunities for Beginning Early Childhood Teachers, (3), 11-17.
- Brown, J., & Izumi-Taylor, S. (2009, Spring/Summer). Sciencing With Young Children: Moon Journals!, (2), 24-29.
- Carr, V., L.J. Johnson, & C. Corkwell. (2009, Fall). Principle-Centered Leadership in Early Childhood Education, (3), 25-32.
- Castle, K. (2009, Fall). What Do Early Childhood Professionals Do?, (3), 4-10.
- Coleman, M., C. Wallinga, & D. Bales. (2009, Winter). Addressing the "Epidemic" of Overweight Children By Using the Internet, (1), 32-38.
- Hughes, E., & K. Wineman. (2009, Spring/Summer). Learning Language: Listening and Writing With Diverse Young Children, (2), 3-9.
- Kemple, K.M., & M. Lopez. (2009, Winter). Blue Eyes, Brown Eyes, Cornrows, and Curls: Building on Books to Explore Physical Diversity With Preschool Children, (1), 23-31.
- Kirmani, M.H., M.H. Davis, & M. Kalyanpur. (2009/Spring/Summer). Young Children Surfing: Gender Differences in Computer Use, (2), 16-23.
- Pillow-Price, K.L. (2009, Fall). Influencing Legislation—Advocacy Basics, (3), 18-23.
- Prior, J. (2009, Winter). Environmental Print: Real-World Early Reading, (1), 9-14.
- Ramgopal, P.S., K.P. Dieterle, J. Aviles, B. McCreedy, & C.F. Davis. (2009, Fall). Leadership Development in the South: Where Do We Go From Here?, (3), 33-38.

- Simpson, C.G., J.P. Gray, S. Waldrep, & M.D. Gaus. (2009, Winter). Healthier Lifestyles for Young Children: Partnering With Families, (1), 15-22.
- Swanson, M. & D. Da Ros-Voseles. (2009, Spring/Summer). Dispositions: Encourage Young Children to Become Life-Long Readers, (2), 30-38.
- Tanyel, N.E. (2009, Spring/Summer). Emotional Regulation: Developing Toddlers' Social Competence, (2), 10-15.
- Tunks, K.W. (2009, Winter). Block Play: Practical Suggestions for Common Dilemmas, (1), 3-8.

### Advocacy & Public Policy

- Getting Started: Leadership Opportunities for Beginning Early Childhood Teachers, (3), 11-17.
- Influencing Legislation—Advocacy Basics, (3), 18-23.
- Leadership Development in the South: Where Do We Go From Here?, (3), 33-38.

### Book Reviews

- Children's Language: Connecting Reading, Writing, and Talk* (2009, Spring/Summer).
- Increasing the Power of Instruction—Integration of Language, Literacy, and Math Across the Preschool Day* (2009, Winter).
- Mentor Coaching and Leadership in Early Care and Education* (2009, Fall).
- Ready or Not: Leadership Choices in Early Care and Education* (2009, Fall).
- Sharing Books Together: Promoting Emergent Literacy Through Reading Aloud and Home-School Partnerships* (2009, Winter).
- The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning* (2009, Spring/Summer).

### Child Development

- Addressing the "Epidemic" of Overweight Children By Using the Internet, (1), 32-38.
- Emotional Regulation: Developing Toddlers' Social Competence, (2), 10-15.

### Curriculum &

#### Learning Environments

- Block Play: Practical Suggestions for Common Dilemmas, (1), 3-8.
- Dispositions: Encourage Young Children to Become Life-Long Readers, (2), 30-38.
- Environmental Print: Real-World Early Reading, (1), 9-14.
- Sciencing With Young Children: Moon Journals!, (2), 24-29.

### Family Partnerships

- Healthier Lifestyles for Young Children: Partnering With Families, (1), 15-22.

### Inclusion

- Blue Eyes, Brown Eyes, Cornrows, and Curls: Building on Books to Explore Physical Diversity With Preschool Children, (1), 23-31.
- Learning Language: Listening and Writing With Diverse Young Children, (2), 3-9.
- Young Children Surfing: Gender Differences in Computer Use, (2), 16-23.

### Professional Development

- Principle-Centered Leadership in Early Childhood Education, (3), 25-32.
- What Do Early Childhood Professionals Do?, (3), 4-10.

# Dimensions of Early Childhood

Volume 38 Index, 2010

## Authors

- Barnes, S.K. (2010). Sign language with babies: What difference does it make? (1), 21-30.
- Bean, G. (2010). The South leads in Pre-K education, (2), 22.
- Boat, M.B., Dinnebiel, L.A., & Bae, Y. (2010). Individualizing instruction in preschool classrooms, (1), 3-11.
- Cellitti, A. (2010). Working effectively with interpreters, (1), 31-37.
- Crawford, P.A., Roberts, S.K., & Hickmann, R. (2010). Nurturing early childhood teachers as leaders: Long-term professional development, (3), 31-38.
- Davidson, S.R., & Boals-Gilbert, B. (2010). What age gap? Building intergenerational relationships, (2), 23-29.
- Giles, R.M., & Tunks, K.W. (2010). Children write their world: Environmental print as a teaching tool, (3), 23-30.
- Larson, M.J., & Whitin, D.J. (2010). Young children use graphs to build mathematical reasoning, (3), 15-22.
- Lynch, S.A., & Simpson, C.G. (2010). Social skills: Laying the foundation for success, (2), 3-12.
- Olsen, H., Donaldson, A.J., & Hudson, S.D. (2010). Online professional development: Choices for early childhood educators, (1), 12-18.
- Rudd, L.C., Satterwhite, M., & Lambert, M.C. (2010). One, two, buckle my shoe: Using math-mediated language in preschool, (2), 30-38.
- Shin, S.J. (2010). Teaching English language learners: Recommendations for early childhood educators, (2), 13-21.
- Test, J.E., Cunningham, D.D., & Lee, A.C. (2010). Talking with young children: How teachers encourage learning, (3), 3-14.

## Advocacy & Public Policy

- The South leads in Pre-K education, (2), 22.
- What age gap? Building intergenerational relationships, (2), 23-29.

## Book Reviews

- Getting It Right for Young Children From Diverse Backgrounds: Applying Research to Improve Practice* (3).
- Here's the Story: Using Narrative to Promote Young Children's Language and Literacy Learning* (3).
- Jump Into Science: Active Learning for Preschool Children* (1).
- Many Languages, One Classroom: Teaching Dual and English Language Learners* (2).
- Me, You, Us: Social-Emotional Learning in Preschool* (1).
- Successful Inclusion Strategies for Early Childhood Teachers* (2).

## Child Development

- Sign language with babies: What difference does it make? (1), 21-30.
- Social skills: Laying the foundation for success, (2), 3-12.

## Curriculum & Learning Environments

- Children write their world: Environmental print as a teaching tool, (3), 23-30.
- One, two, buckle my shoe: Using math-mediated language in preschool, (2), 30-38.
- Talking with young children: How teachers encourage learning, (3), 3-14.
- Young children use graphs to build mathematical reasoning, (3), 15-22.

## Family Partnerships

- Working effectively with interpreters, (1), 31-37.

## Inclusion

- Individualizing instruction in preschool classrooms, (1), 3-11.
- Teaching English language learners: Recommendations for early childhood educators, (2), 13-21.

## Professional Development

- Nurturing early childhood teachers as leaders: Long-term professional development, (3), 31-38.
- Online professional development: Choices for early childhood educators, (1), 12-18.



# ***Dimensions of Early Childhood***

## **Volume 39 Index, 2011**

### **Authors**

- Aina, O.E., & Cameron, P.A. (2011). Why does gender matter? Counteracting stereotypes with young children, (3), 11-19.
- Alanís, I. (2011). Learning from each other: Bilingual pairs in dual-language classrooms, (1), 21-28.
- Baumgartner, J.J., DiCarlo, C.F., & Apavaloaie, L. (2011). Finding more joy in teaching children, (2), 34-38.
- Cutler, C.S. (2011). Five easy principles to make math moments count, (2), 27-33.
- Gilbert, J.L., Harte, H.A., & Patrick, C. (2011). Purposeful play leads to school readiness, (1), 29-37.
- Harte, H.A. (2011). E-professionalism for early care and education providers, (3), 3-9.
- Izumi-Taylor, S., & Rike, C. (2011). Prepare healthy foods with toddlers, (3), 27-33.
- Kemple, K.M., & Kim, H.K. (2011). Suspected child maltreatment: Recognize and respond, (2), 3-11.
- Morrison, J.W., Storey, P., & Zhang, C. (2011). Accessible family involvement in early childhood programs, (3), 21-26.
- Nuner, J.E., & Griffith, A.C.S. (2011). Early signs of autism: How to support families and navigate referral procedures, (1), 12-20.
- Olsen, H., Thompson, D., & Hudson, S. (2011). Outdoor learning: Supervision is more than watching children play, (1), 3-11.
- Sanchez, C., Walsh, B.A., & Rose, K.K. (2011). DVD newsletters: New ways to encourage communication with families, (2), 20-26.
- Warash, B.G., Smith, K., & Root, A. (2011). "I want to learn my phone number": Encourage young children to set their own learning goals, (2), 12-19.

### **Advocacy & Public Policy**

- Purposeful play leads to school readiness, (1), 29-37.
- Suspected child maltreatment: Recognize and respond, (2), 3-11.

### **Book Reviews**

- Amazing Grace* (3).
- Children of 2020: Creating a Better Tomorrow* (1).
- Good Morning Children: My First Years in Early Childhood Education* (2).
- My Child Has Autism: What Parents Need to Know* (1).
- Pancakes, Pancakes!* (3).
- Professionalism in Early Childhood Education: Doing Our Best for Young Children* (3).
- Ramps and Pathways—A Constructivist Approach to Physics With Young Children* (2).

### **Curriculum & Learning Environments**

- Five easy principles to make math moments count, (2), 27-33.
- "I want to learn my phone number": Encourage young children to set their own learning goals, (2), 12-19.
- Outdoor learning: Supervision is more than watching children play, (1), 3-11.
- Prepare healthy foods with toddlers, (3), 27-33.

### **Family Partnerships**

- Accessible family involvement in early childhood programs, (3), 21-26.
- DVD newsletters: New ways to encourage communication with families, (2), 20-26.
- Early signs of autism: How to support families and navigate referral procedures, (1), 12-20.

### **Inclusion**

- Why does gender matter? Counteracting stereotypes with young children, (3), 11-19.
- Learning from each other: Bilingual pairs in dual-language classrooms, (1), 21-28.

### **Professional Development**

- Finding more joy in teaching children, (2), 34-38.
- E-professionalism for early care and education providers, (3), 3-9.

# *Dimensions of Early Childhood*

*Volume 40 Index, 2012*

## **Authors**

Blank, J. (2012) Fostering language and literacy learning: Strategies to support the many ways children communicate, (1), 3-11.

Chu, M. (2012) Observe, reflect and apply: Ways to successfully mentor early childhood educators, (3), 20-28.

Gross, C. (2012) Science concepts young children learn through water play, (2), 3-11.

Harte, H., & Gilbert, J. (2012) Encourage family engagement at home, (3), 13-18.

Izumi-Taylor, S., Morris, V.G., Meredith, C.D. & Hicks, C. (2012) Music and movement for young children's healthy development, (2), 33-39.

Jennings, D., Hanline, M.F., & Woods, J. (2012) Using routines-based interventions in early childhood special education, (2), 13-22.

Martalock, P. (2012) "What is a wheel?" The image of the child: Traditional, project approach, and Reggio Emilia perspectives, (3), 3-11.

Mathews, S. (2012) Singing smoothes classroom transitions, (1), 13-17.

Moore, M.R., & Hall, S. (2012) Listening and reading comprehension at story time: How to build habits of the mind, (2), 24-31.

Morrison, K. (2012) Integrate science and arts process skills in the early childhood curriculum, (1), 31-38.

Ponciano, L. & Shabazian, A. (2012) Interculturalism: Addressing diversity in early childhood, (1), 23-29.

Wilson, T., Nabors, D., Berg, H., Simpson, C., & Timme, K. (2012) Small-group reading instruction: Lessons from the field, (3), 30-39.

## **Book Reviews**

*A Sick Day for Amos McGee*, (2), 32.

*Bubbles, Bubbles*, (2), 12.

*Building Blocks for Teaching Preschoolers with Special Needs*, (2), 23.

*Eensy Weensy Spider* (1), 18.

*Emma's Rug* (1), 12.

*From Head to Toe*, (2), 40.

*Getting it RIGHT for Young Children From Diverse Backgrounds: Applying Research to Improve Practice* (1), 30.

*Mentoring Early Childhood Educators: A Handbook for Supervisors, Administrators, and Teachers* (3), 29.

*The Read-Aloud Handbook*, (3), 40.

*Time to Get Dressed*, (3), 19.

*We Are All Explorers: Learning and Teaching with Reggio Principles in Urban Settings*, (3), 12.

*Whistle for Willie*, (1), 39.

## ***Dimensions of Early Childhood***

### ***Articles By Topic-Volume 40, 2012***

#### **Curriculum & Learning Environments**

*Integrate Science and Arts Process Skills in the Early Childhood Curriculum, (1), 31-38.*

*Interculturalism: Addressing Diversity in Early Childhood, (1), 23-29.*

*Music and Movement for Young Children's Healthy Development, (2), 33-39.*

*Science Concepts Young Children Learn Through Water Play, (2), 3-11.*

*Singing Smooths Classroom Transitions, (1), 13-17.*

*"What is a Wheel?" The Image of the Child: Traditional, Project Approach, and Reggio Emilia Perspectives, (3), 3-11.*

#### **Early Literacy**

*Fostering Language and Literacy Learning: Strategies to Support the Many Ways Children Communicate, (1), 3-11.*

*Listening and Reading Comprehension at Story Time: How to Build Habits of the Mind, (2), 24-31.*

*Small Group Reading Instruction: Lessons From the Field, (3), 30-39.*

#### **Family Engagement**

*Encourage Family Engagement at Home, (3), 13-18.*

#### **Inclusion**

*Using Routines-Based Interventions in Early Childhood Special Education, (2), 13-22*

#### **Professional Development**

*Observe, Reflect, and Apply: Ways to Successfully Mentor Early Childhood Educators, (3), 20-28.*