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- Baker, C. (2013). Print-referencing: A key to interactive shared reading, (1), 25-33.
- Cheyney, K., Wang, J., & Bettini, E. (2013) Make every word count: Using language as a bridge to self-regulation in early childhood settings, (2), 11-17.
- Dinnebeil, L.A., Boat, M., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum, (1), 3-13.
- Harte, H. A. (2013). Universal design and outdoor learning, (3), 18-22.
- Jacobi-Vessels, J. L. (2013). Discovering nature: The benefits of teaching outside of the classroom, (3), 4-10.
- Kirkwood, D., & Beavers, E. (2013). Creating an authentic inclusive early childhood learning environment for teacher candidates, (2), 3-9.
- Michael, S. (2013). Supporting literacy development for young children through home and school connections, (2), 30-37.
- Montsalvatge, L., Long, K., & DiBello, L. (2013). Turning our world of learning inside out!, (3), 23-30.
- Olsen, H. (2013). Creating and enriching quality safe outdoor environments, (3), 11-17.
- Walsh, B.A., Sanders, L., & Randolph, T. (2013). Providing a system that supports teachers' potential growth with technology tools, (1), 36-40.

Book Reviews

- Multicultural Partnerships: Involve All Families* (2)
- Real Classroom Makeovers: Practical Ideas for Early Childhood Classrooms* (2)
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- Don't Let the Pigeon Drive the Bus!* (1)

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- Bauml, M., & Mongan, K. (2014). Getting to know you: Sharing time as culturally relevant teaching, (2), 4-11.
- Bowden, S. H. (2014). Rock, paper, scissors: Best practices in peer mentoring, (3), 4-10.
- Brawley, L., & Henk, J. (2014). Encouraging healthy eating behaviors in toddlers, (2), 18-22.
- Hall, A.H., & Axelrod, Y. (2014). Inviting families to celebrate in the writing process, (1), 10-14.
- Henderson, C. M., & Lasley, E. (2014). Creating inclusive classrooms through the arts, (3), 11-17.
- Lentz, C. L., Seo, Kay.K., & Gruner, B. (2014). Revisiting the early use of technology, (1), 15-23.
- McKenzie, E. (2014). Vocabulary development using visual displays, (2), 12-17.
- Olsen, H., Thompson, D., & Hudson, S. (2014). Outdoor learning: Supervision is more than watching children play, (1), 32-39.
- Petty, K. (2014). Ten ways to foster resilience in young children-teaching kids to “bounce back”, (3), 35-39.
- Pillow-Price, K., Yonts, N., & Stinson, L. (2014). Sit, stay, read: Improving literacy skills using dogs! (1), 5-9.
- Slutsky, R., Slutsky, M., & DeShetler, L. M. (2014) Playing with technology: Is it all bad? (3), 18-23.
- Southern Early Childhood Association. (2014). The 2014 SECA exemplary outdoor classroom: Creating a nature inspired outdoor learning environment on a shoestring budget (winner), (1), 26-30.
- Southern Early Childhood Association. (2014). The 2014 SECA exemplary outdoor classroom: Creating a nature inspired outdoor learning environment on a shoestring budget (runner-up), (2), 30-35.
- Southern Early Childhood Association. (2014). The 2014 SECA exemplary outdoor classroom: Creating a nature inspired outdoor learning environment on a shoestring budget (honorable mention), (3), 30-33.
- Towery, P.C., Nix, E.S., & Norman, B. (2014). Breakfast blitz: An innovative nutrition education program, (3), 24-29.
- Ward, R. (2014). Go figure! Using the art of jasper johns to teach number concepts, (2), 23-27.

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- Breakfast blitz: An innovative nutrition education program, (3), 24-29
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- Sit, stay, read: Improving literacy skills using dogs! (1), 5-9.
- Vocabulary development using visual displays, (2), 12-17.

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- The 2014 SECA exemplary outdoor classroom: Creating a nature inspired outdoor learning environment on a shoestring budget (honorable mention), (3), 30-33.

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- Andrews, N. (2015). Building curriculum during block play, (1), 11-15.
- Campbell, A., & Williams, J. (2015) Connecting kids and nature: Lessons to ignite learning and appreciation of the world around us, (3), 18-23.
- Campbell, A., & Williams, J. (2015) Conexión de niños con la naturaleza: Lecciones para estimular el aprendizaje y la apreciación del mundo que nos rodea, (3), 24-30.
- Cellitti, A., & Hastings, R. (2015). I just want to know: Helping children express their curiosity about others with disabilities, (3), 11-16.
- Crow, R., Cooper, M., & Dallas, J. (2015) Emergency relief for teachers of children who challenge, (3), 4-10.
- Csazar, I.E., & Buchanan, T. (2015). Meditation and teacher stress, (1), 4-7.
- DeMeulenaere, M. (2015). Promoting social and emotional learning in preschool, (1), 8-15.
- Hall, A. (2015) Intentionally changing dramatic play, (3), 31-38.
- Hughes, E. (2015) Collecting nature's treasures, (2), 4-12.
- Kinard, T., & Gainer, J. (2015). Talking science in an ESL pre-K: Theory-building with realia, (1), 16-24.
- Lilly, E. (2015). Literacy boxes: Differentiating in kindergarten with portable literacy centers, (2), 30-37.
- Morrison, J., Story, P., & Zhang, C. (2015) Accessible family involvement in early childhood programs, (1), 33-38.
- Park, M. & Riley, J. (2015) Play in natural outdoor environments: A healthy choice, (2), 22-28.
- Salinas-Gonzalez, I., Arreguin-Anderson, M., & Alanís, I. (2015). Classroom labels that young children can use: Enhancing biliteracy development in a dual language classroom, (1), 25-32.
- Soundy, C. (2015) Making sense of children's drawings and semiotic explorations, (3), 39-46.
- Van Volkenburg, J.B. (2015) Reaching children with autism spectrum disorders using creative dramatics: The building blocks model, (2), 13-20.

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- Collecting nature's treasures, (2), 4-12.
- Intentionally changing dramatic play, (3), 31-38.
- Literacy boxes: Differentiating in kindergarten with portable literacy centers, (2), 30-37.
- Making sense of children's drawings and semiotic explorations, (3), 39-46.
- Reaching children with autism spectrum disorders using creative dramatics: The building blocks model, (2), 13-20.
- Talking science in an ESL pre-K: Theory-building with realia, (1), 16-24.

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- Connecting kids and nature: Lessons to ignite learning and appreciation of the world around us, (3), 18-23.
- Conexión de Niños con la Naturaleza: Lecciones para Estimular el Aprendizaje y la Apreciación del Mundo que Nos Rodea, (3), 24-30. (*Spanish translation of Connecting kids and nature: Lessons to ignite learning and appreciation of the world around us.*)
- Play in natural outdoor environments: A healthy choice, (2), 22-28.
- Promoting social and emotional learning in preschool, (1), 8-15.

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- Meditation and teacher stress, (1), 4-7.

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- Barbee, E.K., Correa, V., & Baughan, C. (2016) Understanding the effects of deployment on military families: Implications for early childhood practitioners. (3), 4-11.
- Bean, G. (2016) The 2016 SECA exemplary outdoor classroom. (1), 33-39.
- Bean, G. (2016) The 2016 SECA exemplary outdoor classroom: Honorable mentions. (2), 33-39.
- Bean, G. (2016) The 2016 SECA exemplary outdoor classroom: More of the best! (3), 35-42.
- Eisenman, G., & Harper, R. (2016) Bibliotherapy for classroom management. (1), 11-17.
- Griehling, S., Jacobs, J., Kochanowski, L., & Vaughn, L. (2016) What preschool children like best about school. (2), 18-26.
- Izumi, S.T., & Ito, Y. (2016) American and Japanese kindergartners' meanings of play through the use of photo elicitation: What can we learn from them? (2), 27-32.
- Jiang, H.S., & Jones, S. (2016) Practical strategies for minimizing challenging behaviors in the preschool classroom. (3), 12-19.
- Jiang, H.S., & Jones, S. (2016) Estrategias prácticas para reducir los comportamientos desafiantes en el aula preescolar. (3), 12-19.
- Kim, S., & Plotka, R. (2016) Myths and facts regarding second language acquisition in early childhood: Recommendations for policymakers, administrators, and teachers. (1), 18-24.
- Kim, S., & Plotka, R. (2016) Mitos y hechos en cuanto a la adquisición de una idioma en la edad temprana: Recomendaciones para legisladores, administradores & maestros. (1), 18-24.
- Prieto, L., & Cervantes, M. (2016). Música as a cultural tool for enhancing the development of young latin@ children. (1), 4-10.
- Vera, D., & Castilleja Trejo, M. (2016) Using video to enhance observational assessment. (2), 4-10.
- Vera, D., & Castilleja Trejo, M. (2016) El uso del video para mejorar la evaluación observacional. (2), 4-10.
- White, K.M. (2016) Professional development that promotes power interactions: Using teacher book clubs to reflect on quality in teacher-child relationships. (3), 28-34.

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- Mitos y hechos en cuanto a la adquisición de una idioma en la edad temprana: Recomendaciones para legisladores, administradores & maestros. (1), 18-24.
- El uso del video para mejorar la evaluación observacional. (2), 4-10.

Authors

Bell Jr., D.D. (2017) Watching the Babies: The Why, What, and How of Observation as Assessment in Infant and Toddler Care. (1), 4-11.

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Davis, J.M., Kelly, L. (2017) Encouraging Family Involvement in Math during the Early Years. (3), 4-11.

DeShelter, L., Slutsky, R. (2017) Should Technology Be a Concern for Parents of Preschoolers? (2), 29-30.

DeShelter, L., Slutsky, R. (2017) ¿Debe la tecnología ser una preocupación para los padres de niños en edad preescolar? (2), 30.

Gann, C.J., Hartzell, R.I. (2017) SMILE: Helping Children with Disabilities Make Friends in the Lunchroom. (3), 24-31

Hartman, S. (2017) Rurally Located Teacher Candidates: Globalizing the Early Childhood Social Studies Curriculum. (3), 11-17.

Hartman, S. (2017) Candidatos de docentes ubicados en el medio rural: globalizando el currículo de estudios sociales para la primera infancia. (3), 17-24.

Haynes-Lawrence, D., Babb, D. (2017) Lessons Learned While Hosting Butterflies: When Things Go Differently. (3), 31.

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Kim, K.J., Wee, S., Gilbert, B.B. (2017) Opening a Window to Foster Children's Self-Confidence through Creative Art Activities. (2), 4-13.

Krisell, M., Counsell, S. (2017) The Power of Secret Stories: Constructing Mental Patterns During the Reading-Writing Process. (1), 24-30.

McCrary Ph.D., D., Brown, Dr. D., L., Dyer-Sennette, J., Morton Ph. D., T. (2017) Response to Intervention and Authentic Assessment. (1), 30.

Muro, J.H., Muro, L.L., Rose, K.K., Webster, L., Allen, C. (2017) Use of Child Centered Play Therapy Responses in a Child Care Setting. (2), 13-20.

Sanchez, C., Walsh, B. (2017) Meeting National Expectations for Partnering with Families. (2) 20-29.

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Bell Jr., D.D. (2017) Watching the Babies: El por qué, qué y cómo de la observación como evaluación en la atención de bebés y niños pequeños. (1), 11-18.

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