

## Volume 26 Index

### Authors

- Abdi, S.W., Taylor, S.I., & Freilich, M.B. (1998, Summer/Fall). Science activities for teachers and families to explore with young children, (3/4), 31-36.
- Alexander, N.P. (1998, Summer/Fall). SACUS/SECA revisited: A retrospect and prospect, (3/4), 29-30.
- Cellitti, A. (1998, Spring). Teaching peace concepts to children, (2), 20-22.
- Conroy, M.A., Hales, C., & Handy, R. (1998, Spring). Consultation: Strategies to facilitate inclusion, (2), 13-17.
- Cowles, M. (1998, Summer/Fall). The past is now, alas, (3/4), 19-23.
- Hammer, P.S. (1998, Spring). Young children's speech development, (2), 3-7.
- Hanson, M., & Fields, M. (1998, Spring). A primary teacher's perspective on children's perspective taking, (2), 8-12.
- Hinnant, H. (1998, Winter). Perspective: The day Ray came to kindergarten, (1), 3-4.
- Jalongo, M.R., & Bauer, K. with N.K. Conrad & T. Cardy. (1998, Summer/Fall). National public school prekindergarten: Issues and future directions, (3/4), 3-11.
- Johnston, C.B. (1998, Spring). Four easels, five sand tables, and a billion blocks: Setting up an early childhood classroom, (2), 24-27.
- Mangin, M.C. (1998, Summer/Fall). Praise: What does it accomplish? (3/4), 23-18.
- Mayfield, P.K., & Chapman, J.K. (1998, Summer/Fall). Children's prenatal exposure to drugs: Implications for early childhood educators, (3/4), 38-42.
- Osborne, J. (1998, Winter). Internet basics for early childhood educators, (1), 5-8.
- Reynolds, M.R., & Milner, S. (1998, Winter). Preschoolers on camera: Using video to explore emergent literacy, (1), 23-24.
- Sanders, S.W., & Yongue, B. (1998, Winter). Challenging movement experiences for young children, (1), 9-17.
- Warner, L. (1998, Winter). Worksheets? Are they necessary? (1), 18-22.
- Warner, L. (1998, Summer/Fall). Strategies to strengthen SECA affiliate groups—Recruiting and retaining members, (3/4), 37.
- West, L.S., & Egley, E.H. (1998, Summer/Fall). Children get more than a hamburger: Using labels and logos to enhance literacy, (3/4), 43-46.

### Advocacy and Public Policy

National public school prekindergarten: Issues and future directions, (3/4), 3-11.  
Past is now, alas, The. (3/4), 19-23.  
SACUS/SECA revisited: A retrospect and prospect, (3/4), 29-30.  
SECA's first 50 years—Our achievements and vision, (3/4), 26-28.

### **Book Reviews**

Experiences in Math for Young Children (Summer/Fall 1998)  
Exploring Science in Early Childhood: A Developmental Approach (Summer/Fall 1998)  
Good Night Dinosaurs (Winter 1998)  
Granddaddy's Gift (Winter 1998)

### **Child Development**

Children's prenatal exposure to drugs: Implications for early childhood educators, (3/4), 38-42.  
Primary teacher's perspective on children's perspective taking, A. (2), 8-12.  
Young children's speech development, (2), 3-7.

### **Curriculum and Learning Environment**

Challenging movement experiences for young children, (1), 9-17.  
Children get more than a hamburger: Using labels and logos to enhance literacy, (3/4), 43-46.  
Four easels, five sand tables, and a billion blocks: Setting up an early childhood classroom, (2), 24-27.  
Praise: What does it accomplish? (3/4), 23-18.  
Preschoolers on camera: Using video to explore emergent literacy, (1), 23-24.  
Science activities for teachers and families to explore with young children, (3/4), 31-36.  
Teaching peace concepts to children, (2), 20-22.  
Worksheets? Are they necessary? (1), 18-22.

### **Inclusion**

Consultation: Strategies to facilitate inclusion, (2), 13-17.  
Perspective: The day Ray came to kindergarten, (1), 3-4.

### **Professionalism**

Internet basics for early childhood educators, (1), 5-8.  
Strategies to strengthen SECA affiliate groups—Recruiting and retaining members, (3/4), 37.

## Volume 27 Index, 1999

### Authors

Adams, D., Summer, 3-10  
Adams, T.L., Summer, 3-10  
Alexander, N., Winter, 19  
Alliston, D., Fall, 29-31  
Beal, C.C., Fall, 20-23  
Benson, T.R., Spring, 9-15  
Botkin, D., Winter, 3-10  
Bromer, B.L., Spring, 17-23  
DeCosta, S.B., Fall, 4-7  
Downing, J.E., Spring, 9-15  
Engel, S., Winter, 20-27  
Ferguson, C.J., Summer, 23-29  
Fox, J.E., Summer, 11-15  
Gellens, S., Summer, 22  
Glanville, L., Fall, 26-28  
Gnatuk, C.A., Fall, 4-7  
Grace, C., Spring, 25  
Grymes, J.M., Fall, 29-31  
Harmon, C., Summer, 3-10  
Love, F.E., Fall, 8-10  
Mattern, V., Fall, 11-14, 19  
Morrison, G.S., Spring, 3-8  
Owens, C.V., Summer, 19-21  
Quick, D.S., Winter, 3-10  
Quick, S., Winter, 3-10  
Reneke, S., Summer, 3-10  
Rowland, S.T., Fall, 8-10  
Rusher, A.S., Spring, 3-8  
Saab, J.F., Winter, 11-15  
Scott, B., Fall, 11-14, 19  
Stork, S., Winter, 20-27  
Thomason, N.D., Spring, 26-29  
Warash, B.G., Winter, 11-15

### Advocacy and Public Policy

Strategies to Strengthen SECA Affiliate Groups—Babies, Billboards, and Brainpower in Mississippi, Spring, 25  
Mentoring Means Higher Quality Care for Children, Fall, 11-14, 19  
Strategies to Strengthen SECA Affiliate Groups—Seminar on Violence Prevention Planned for Florida's Affiliate Leaders, Summer, 22

### Book Reviews

474 Science Activities for Young Children, Winter, 29  
Developmentally Appropriate Classroom in Early Education, The, Spring, 31  
Differentiated Classroom, The: Responding to the Needs of All Learners, Summer, 31  
Early Childhood Mentoring Curriculum, The: An Handbook for Mentors, Fall, 32  
"It's the Camaraderie": A History of Parent Cooperative Preschools, Summer, 31  
Literacy Portfolios: Using Assessment to Guide Instruction, Winter, 29  
Tomorrow's Children: Meeting the Needs of Multiracial and Multiethnic Children at Home, in Early Childhood Programs, and at School, Fall, 32

### Child Development

Helping Young Children Deal With Family Violence, Winter, 3-10  
Here Come Environmental Buddies: Child-to-Child Mentoring, Fall, 26-28  
I Wish We Could Be Together: The Candle Ceremony, Summer, 19-21  
"Our Guinea Pig Is Dead!" Young Children Cope With Death, Spring, 26-29  
Playing to Learn, Winter, 3-8

### Curriculum and Learning Environment

Building Literacy With Child-Constructed Sociodramatic Play Centers, Summer, 23-29  
Exploring the Visual Arts With Young Children, Winter, 11-15  
“It’s Time to Go Home!” Reframing Dismissal Routines, Summer, 11-15  
Rejuvenate Math and Science—Revisit Children’s Literature, Spring, 9-15  
Strategies to Support Children—On Fish and Phonics, Winter, 19  
Teaching Mathematics in a Multiage Classroom, Summer 3-10

### **Inclusion**

Who’s in the House Corner? Including Young Children With Disabilities in Pretend Play, Spring, 17-23

### **Professionalism**

ABCs of Mentoring Teachers, The, Fall, 8-10  
Mentoring Apprentices Project: Opportunities for Educators, Fall, 20-23  
Mentoring Family Educators: Learning From a Skilled Supervisor, Fall, 4-7  
Mentoring: Professional Development Through Relationship, Fall, 29-31  
So, What Is Constructivist Teaching? A Rubric for Teacher Evaluation, Winter, 20-27

# *Dimensions of Early Childhood*

## Volume 28 Index

### Authors

- Alexander, N.P. (1999, Winter). On Fish and Phonics, (1), 19.
- Alexander, N.P. (2000, Summer). Making Sense of Science, (3), 18.
- Basile, C., & White, C. (2000, Summer). Environmental Education: A Walk in the Park Is Just the Beginning, (3), 3-7.
- Bodrova, E., Leong, D.J., Hensen, R., & Henninger, M. (2000, Fall). Imaginative, Child-Directed Play: Leading the Way in Development and Learning, (4), 25-30.
- Boutte, G. (2000, Summer). Multiculturalism: Moral and Educational Implications, (3), 9-16.
- Clements, R. (2000, Fall). Playworkers: Creating Opportunities for Children's Play, (4), 9-13.
- Duckworth, S.V., & Norton, T.L. (2000, Summer). Fetal Alcohol Syndrome and Fetal Alcohol Effects-Support for Teachers and Families, (3), 19-23.
- Fox, J.E. (2000, Fall). Constructive Play in the Art Center, (4), 15-20.
- Freeman, N.K., & Corning, L.L. (2000, Spring). Protecting Adults and Children From Blood-Borne Pathogens, (2), 8-16.
- Gellens, S. (2000, Spring). Enhancing Communications Among Affiliate Groups, (2), 30.
- Hudson, S.J. (2000, Spring). "So you had a good day?" Educators Learn via E-mail, (2), 17-21.
- Jambor, T. (2000, Fall). Informal, Real-Life Play-Building Children's Brain Connections, (4), 4-8.
- Phillips, M.B., & Hatch, J.A. (2000, Summer). Practicing What We Preach in Teacher Education, (3), 24-30.
- Quick, D.S., Botkin, D., & Quick, S. (1999, Winter). Helping Young Children Deal With Family Violence, (1), 3-10.
- Stork, S., & Engel, S. (1999, Winter). So, What Is Constructivist Teaching? A Rubric for Teacher Evaluation, (1), 20-27.

- Sussna, A.G. (2000, Spring). A Quest to Ban Cute-And Make Learning Truly Challenging, (2), 3-7.
- Tyler, V. (2000, Fall). Why Recess? (4), 21-23.
- Warash, B.G., & Saab, J.F. (1999, Winter). Exploring the Visual Arts With Young Children, (1), 11-15.
- Warner, L. (2000, Fall). Is Your School District Eliminating Physical Education and Recess? (4), 24.
- Wellhausen, K. (2000, Spring). Preserving Memories: A Blueprint for Teachers, (2), 22-27.

### Advocacy and Public Policy

- Enhancing Communications Among Affiliate Groups, (2), 30.
- Is Your School District Eliminating Physical Education and Recess? (4), 24.

### Book and Video Reviews

- 474 Science Activities for Young Children* (Winter 1999)
- Elementary School Recess: Selected Readings, Games, and Activities for Teachers and Parents* (Fall 2000)
- Literacy Portfolios: Using Assessment to Guide Instruction* (Winter 1999)
- Making Make-Believe: Fun, Props, Costumes, and Creative Play Ideas* (Spring 2000)
- Play at the Center of the Curriculum* (Fall 2000)
- Play From Birth to Twelve and Beyond: Contexts, Perspectives, and Meanings* (Fall 2000)
- Play in a Changing Society* (Fall 2000)
- Revisiting a Progressive Pedagogy: The Developmental Interaction Approach* (Summer 2000)
- Right From Birth: Building Your Child's Foundation for Life (Birth to Eighteen Months)* (Spring 2000)
- The Early Childhood Inclusion Model: A Program for All Children.* (Summer 2000)
- When a Child Pretends* (Fall 2000)

### Child Development

- Helping Young Children Deal With Family Violence, (1), 3-10.
- Imaginative, Child-Directed Play: Leading the Way in Development and Learning, (4), 25-30.
- Informal, Real-Life Play-Building Children's Brain Connections, (4), 4-8.
- Why Recess? (4), 21-23.

### Curriculum and Learning Environment

- A Quest to Ban Cute-And Make Learning Truly Challenging, (2), 3-7.
- Constructive Play in the Art Center, (4), 15-20.
- Environmental Education: A Walk in the Park Is Just the Beginning, (3), 3-7.
- Exploring the Visual Arts With Young Children, (1), 11-15.
- Making Sense of Science, (3), 18.
- On Fish and Phonics, (1), 19.

### Health

- Fetal Alcohol Syndrome and Fetal Alcohol Effects-Support for Teachers and Families, (3), 19-23.
- Protecting Adults and Children From Blood-Borne Pathogens, (2), 8-16.

### Inclusion

- Multiculturalism: Moral and Educational Implications, (3), 9-16.

### Professionalism

- "So you had a good day?" Educators Learn via E-mail, (2), 17-21.
- Playworkers: Creating Opportunities for Children's Play, (4), 9-13.
- Practicing What We Preach in Teacher Education, (3), 24-30.
- Preserving Memories: A Blueprint for Teachers, (2), 22-27.
- So, What Is Constructivist Teaching? A Rubric for Teacher Evaluation, (1), 20-27.

# *Dimensions of Early Childhood*

## Volume 29 Index

### **Authors**

- Adams, P.K. (2001, Summer). Action Research: How to Find Answers to Everyday Questions, (3), 26-30.
- Alexander, N.P. (2001, Summer). Impressionists and Impressions, (3), 25.
- Alexander, N.P. (2001, Winter). Real Learning: The Joy of Discovery, (1), 24.
- Cowles, M. (2001, Spring). Where Have All the Data Gone? (2), 23-26.
- Denton, D.R. (2001, Summer). Getting It Right: Using Assessment and Evaluation to Guide Learning Decisions and Public Policy, (3), 3-4.
- Desjean-Perrotta, B. (2001, Spring). A Birthday Celebration Swiss-Style! (2), 27-30.
- Diffily, D. (2001, Summer). Family Meetings: Teachers and Families Build Relationships, (3), 5-10.
- Diffily, D. (2001, Winter). Integrating the Visual Arts—Building Young Children's Knowledge, Skills, and Confidence, (1), 3-10.
- Esch, G. (2001, Spring). Reading the Label: Uses and Misuses of Labels in Education, (2), 10-15.
- Fairchild, S.H. (2001, Spring). Once Upon a Time: Telling Stories With Flannel Boards, (2), 3-9.
- Fox, J.E. (2001, Winter). Integrating the Visual Arts—Building Young Children's Knowledge, Skills, and Confidence, (1), 3-10.
- Freeman, N.K. (2001, Summer). Early Childhood Education—Tools for Becoming a Profession, (3), 11-15.
- Fye, M.A.S. (2001, Spring). Lost in Space? Design Learning Areas for Today, (2), 16-22.
- Harris, T.T. (2001, Spring). Once Upon a Time: Telling Stories With Flannel Boards, (2), 3-9.

- Hudson, S.D. (2001, Winter). Safe Playgrounds: Increased Challenges, Reduced Risks, (1), 18-23.
- Kraft-Sayre, M.E. (2001, Winter). Enhancing the Transition to Kindergarten: Connecting Families and Elementary Schools, (1), 25-29.
- Mack, M.G. (2001, Winter). Safe Playgrounds: Increased Challenges, Reduced Risks, (1), 18-23.
- Mumpower, J.P. (2001, Spring). Lost in Space? Design Learning Areas for Today, (2), 16-22.
- Pianta, R.C. (2001, Winter). Enhancing the Transition to Kindergarten: Connecting Families and Elementary Schools, (1), 25-29.
- Riojas-Cortez, M. (2001, Winter). It's All About Talking: Oral Language Development in a Bilingual Classroom, (1), 11-15.
- Short, R.A. (2001, Spring). Once Upon a Time: Telling Stories With Flannel Boards, (2), 3-9.
- Thompson, D. (2001, Winter). Safe Playgrounds: Increased Challenges, Reduced Risks, (1), 18-23.
- Vacca, J.J. (2001, Summer). Dealing With the Aftermath: Helping Young Children With Post Traumatic Stress Disorder (PTSD), (3), 18-24.
- Warner, L. (2001, Summer). Action Research: How to Find Answers to Everyday Questions, (3), 26-30.

### **Advocacy and Public Policy**

- Getting It Right: Using Assessment and Evaluation to Guide Learning Decisions and Public Policy, (3), 3-4.
- Where Have All the Data Gone? (2), 23-26.

### **Book Reviews**

- Ask the Children: What America's Children Really Think About Working Parents.* (Winter 2001)
- Authentic Assessment of the Young Child: Celebrating Development and Learning.* (Summer 2001).
- Building Classroom Community: The Early Childhood Teacher's Role.* (Fall 2001).
- Dollars and Sense: Planning for Profit in Your Child Care Business.* (Fall 2001).
- Leadership and Management of Programs for Young Children.* (Fall 2001).
- Managing Quality in Young Children's Programs: The Leader's Role.* (Spring 2001).
- Tell It Again! 2: Easy to Tell Stories With Activities for Young Children.* (Spring 2001).
- Transition Tips and Tricks for Teachers.* (Summer 2001).
- What's Going On in There? How the Brain and Mind Develop in the First Five Years of Life.* (Winter 2001)

### **Child Development**

- Dealing With the Aftermath: Helping Young Children With Post Traumatic Stress Disorder (PTSD), (3), 18-24.
- Real Learning: The Joy of Discovery, (1), 24.

### **Creative and Resourceful Programs (Fall 2001 Special Theme Issue)**

- Atlanta Children's Shelter, (3), 11-12.
- Audubon Area Head Start, (3), 13-14.
- Bains Lower Elementary School (3), 15-16.

Betty Rowland Nursery School, (3), 19-20.  
Birmingham Early Learning Center, (3), 5-6.  
Bridgeport United Methodist Church Preschool, (3), 29-30.  
Child Development and Family Learning Centers, School District of Greenville County, (3), 21-22.  
Child Development Inc., (3), 7-8.  
Early Childhood Development Center, (3), 25-26.  
Early Childhood Learning Center, La Marque Independent School District, (3), 26.  
Keesler Air Force Child Development Center and Associated Programs, (3), 17-18.  
Las Americas Early Childhood Development Center, (3), 12.  
Miss Brenae's Home Care and Preschool, (3), 14.  
Second Presbyterian Church Child Care Center, (3), 22.

The Ruth and Edward Taubman Early Childhood Center, (3), 9-10.  
University School of Nashville AFTER-SCHOOL Program, (3), 23-24.  
Woodville Elementary School, (3), 27-28.

## **Curriculum and Learning Environment**

A Birthday Celebration Swiss-Style! (2), 27-30.  
Impressionists and Impressions, (3), 25.  
Integrating the Visual Arts—Building Young Children's Knowledge, Skills, and Confidence, (1) 3-10.  
Lost in Space? Design Learning Areas for Today, (2), 16-22.  
Once Upon a Time: Telling Stories With Flannel Boards, (2), 3-9.  
Safe Playgrounds: Increased Challenges, Reduced Risks, (1), 18-23.

## **Family Partnerships**

Enhancing the Transition to Kindergarten: Connecting Families and Elementary Schools, (1), 25-29.  
Family Meetings: Teachers and Families Build Relationships, (3), 5-10.

## **Inclusion**

It's All About Talking: Oral Language Development in a Bilingual Classroom, (1), 11-15.  
Reading the Label: Uses and Misuses of Labels in Education, (2), 10-15.

## **Professionalism**

Action Research: How to Find Answers to Everyday Questions, (3), 26-30.  
Early Childhood Education—Tools for Becoming a Profession, (3), 11-15.

# *Dimensions of Early Childhood*

## Volume 30 Index

### Authors

- Adams, L. (Summer 2002). Connect With Families Through Newsletters, (3), 25-30.
- Alexander, N.P. (Spring 2002). Strategies to Support Children—Looking Beyond Our Expectations, (2), 26.
- Baldwin, V. (Summer 2002). In Praise of Sandboxes, (3), 21-24.
- Burts, D.C. (Winter 2002). Using Family Literacy Bags to Enhance Family Involvement, (1), 16-20.
- Collucci, M. (Fall 2002). Staff Development for Early Literacy Teachers: Changing to Guided Reading, (4), 5-9.
- Cooley, S.M. (Fall 2002). Promoting Early Literacy in the Natural Environment, (4), 10-16.
- Cozza, B. (Winter 2002). What IS That Noise? Integrating Purposeful Talk and Reflective Thinking in Math, (1), 23-29.
- Da Ros-Voseles, D.A. (Summer 2002). In Praise of Sandboxes, (3), 21-24.
- DeJong, L. (Spring 2002). What a School District Learned From Parents About Family Learning Activities, (2), 19-25.
- Desouza, J.M. (Winter 2002). The Reggio Emilia Philosophy Inspires Scientific Inquiry—A Professional Development Model, (1), 3-8.
- Dever, M.T. (Winter 2002). Using Family Literacy Bags to Enhance Family Involvement, (1), 16-20.
- Fiascki, C. (Winter 2002). What IS That Noise? Integrating Purposeful Talk and Reflective Thinking in Math, (1), 23-29.
- Grace, C. (Winter 2002). Strategies to Support SECA Affiliate Groups—Planning State Agendas: Bringing Everyone Together, (1), 21-22.
- Hale, M.S. (Summer 2002). Documentation of Children's Bike Play: A Window Into Children's Thinking, (3), 3-12.
- Hickman-Davis, P. (Spring 2002). "Cuándo No Hablan Inglés": Helping Young Children Learn English as a Second Language, (2), 3-10.
- Hill-Clarke, K.Y. (Fall 2002). Promoting Early Literacy in the Natural Environment, (4), 10-16.
- Jones, M.R. (Summer 2002). Children's Literature That Encourages the Identity Development of Interracial Children, (3), 13-20.
- Klein, A.G.S. (Spring 2002). Infant and Toddler Care That Recognizes Their Competence: Practices at the Pikler Institute, (2), 11-18.
- Lamme, L.L. (Fall 2002). Reading Good Books: Priming the Pump for Literacy Development, (4), 17-21.
- Lee, G.L. (Spring 2002). Three Strategies to Promote Young Children's Literacy Development, (2), 27-31.
- Mazzeo, D.A. (Summer 2002). Children's Literature That Encourages the Identity Development of Interracial Children, (3), 13-20.
- McGee, L.M. (Fall 2002). Preschool Literacy Programs, (4), 22-26.
- McKinney, L. (Spring 2002). What a School District Learned From Parents About Family Learning Activities, (2), 19-25.
- McLean, D. (Winter 2002). Helping Aaron Navigate: Including Children With Physical Disabilities, (1), 9-15.
- Miller, M.B. (Summer 2002). Documentation of Children's Bike Play: A Window Into Children's Thinking, (3), 3-12.
- Morrison, G. (Fall 2002). Early Literacy and Beginning to Read: A Position Statement of the Southern Early Childhood Association, (4), 28-31.
- Morrow, L.M. (Fall 2002). Early Literacy and Beginning to Read: A Position Statement of the Southern Early Childhood Association, (4), 28-31.
- Morrow, L.M. (Fall 2002). Staff Development for Early Literacy Teachers: Changing to Guided Reading, (4), 5-9.
- Neuman, S.B. (Fall 2002). The New Education Agenda, (4), 27.
- Putney, D. (Summer 2002). Connect With Families Through Newsletters, (3), 25-30.
- Radzin, A. (Fall 2002). Staff Development for Early Literacy Teachers: Changing to Guided Reading, (4), 5-9.
- Rankin, B. (Summer 2002). Documentation of Children's Bike Play: A Window Into Children's Thinking, (3), 3-12.
- Sommer, B. (Summer 2002). Documentation of Children's Bike Play: A Window Into Children's Thinking, (3), 3-12.
- Staley, L.M. (Winter 2002). The Reggio Emilia Philosophy Inspires Scientific Inquiry—A Professional Development Model, (1), 3-8.

### Advocacy & Public Policy

- Early Literacy and Beginning to Read: A Position Statement of the Southern Early Childhood Association (Fall 2002), (4), 28-31.
- Strategies to Support SECA Affiliate Groups—Planning State Agendas: Bringing Everyone Together, (1), 21-22.
- The New Education Agenda, (4), 27.

### Book Reviews

- Advocates in Action: Making a Difference for Young Children* (Fall 2002).



*Brain Research and Childhood Education: Implications for Educators* (Summer 2002).

*Circle of Influence: Implementing Shared Decision Making and Participative Management* (Winter 2002).

*Do Carrots Make You See Better? A Guide to Food and Nutrition in Early Childhood Programs* (Summer 2002).

*Early Learning Environments That Work* (Winter 2002).

*Handle With Care: A Field Guide for Parents and Educators* (Fall 2002).

*Picture This: Digital and Instant Photography Activities for Early Childhood Learning* (Spring 2002).

*Read It Again! Revisiting Shared Reading* (Spring 2002).

## Child Development

Children's Literature That Encourages the Identity Development of Interracial Children, (3), 13-20.

Infant and Toddler Care That Recognizes Their Competence: Practices at the Pikler Institute, (2), 11-18.

Strategies to Support Children— Looking Beyond Our Expectations, (2), 26.

## Curriculum & Learning Environment

"Cuándo No Hablan Inglés": Helping Young Children Learn English as a Second Language, (2), 3-10.

Documentation of Children's Bike Play: A Window Into Children's Thinking, (3), 3-12.

In Praise of Sandboxes, (3), 21-24.

Preschool Literacy Programs, (4), 22-26.

Promoting Early Literacy in the Natural Environment, (4), 10-16.

Reading Good Books: Priming the Pump for Literacy Development, (4), 17-21.

Three Strategies to Promote Young Children's Literacy Development, (2), 27-31.

What IS That Noise? Integrating Purposeful Talk and Reflective Thinking in Math, (1), 23-29.

## Family Partnerships

Connect With Families Through Newsletters, (3), 25-30.

Using Family Literacy Bags to Enhance Family Involvement, (1), 16-20.

What a School District Learned From Parents About Family Learning Activities, (2), 19-25.

## Inclusion

Helping Aaron Navigate: Including Children With Physical Disabilities, (1), 9-15.

## Professionalism

Staff Development for Early Literacy Teachers: Changing to Guided Reading, (4), 5-9.

The Reggio Emilia Philosophy Inspires Scientific Inquiry—A Professional Development Model, (1), 3-8.

# Moving???

If you are moving or have a change of address, please notify the SECA office immediately. We want to make sure you receive your *Dimensions* and SECA conference and membership information on time!

Southern Early Childhood Association  
P.O. Box 55930  
Little Rock, AR 72215-5930  
(501) 221-1648  
Toll Free: (800) 305-7322

# Annual SECA Business Meeting Scheduled

The annual Business Meeting of the Southern Early Childhood Association will be held on Saturday, March 15, 2003 from 11:15 a.m. to 12:15 p.m. at the Myrtle Beach Convention Center, Myrtle Beach, South Carolina.

A revision in the SECA By-Laws will be considered. The text of the proposed By-Laws change is found on page 20 of this issue of *Dimensions of Early Childhood*.

## Have You Renewed Your 2003 Membership?

If you have not yet received your membership renewal form, please let us know so that you can get the latest information on what's happening at the state and national levels. Your SECA affiliate can provide this for you. If you live outside the SECA region, please contact the SECA office at P.O. Box 55930, Little Rock, AR, 72215-5930 Phone: (501) 221-1648 or 800-305-7322

We're very excited about counting you as a member!