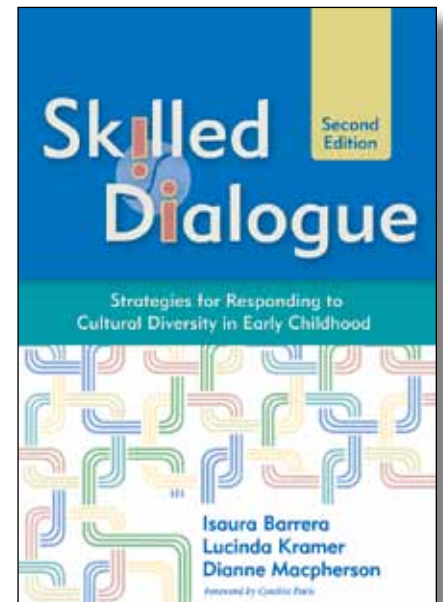
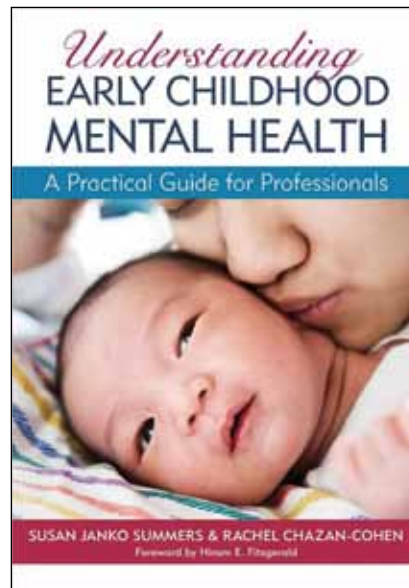
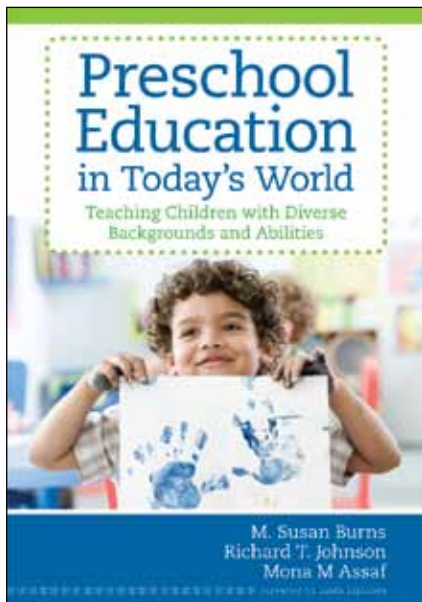
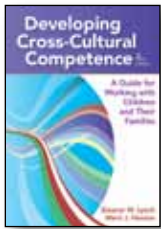


Early Childhood Textbooks



FOR FALL 2012 COURSES



Developing Cross-Cultural Competence

A Guide for Working with Children and Their Families, *Fourth Edition*

By Eleanor W. Lynch, Ph.D., & Marci J. Hanson, Ph.D.

“An invaluable resource to students and practitioners . . . one that I would recommend to colleagues teaching both undergraduate and graduate courses in early childhood education and intervention.”

—Karen E. Diamond, Ph.D., Purdue University

“Invaluable guide to helping practitioners build strong and respectful relationships with the families and children they serve.”

—Lillian K. Durán, Ph.D., Utah State University

“This text should be required reading . . . we all need to deepen our understandings of the role of culture in our professional lives.”

—Linda M. Espinosa, Ph.D., former professor, University of Missouri-Columbia

Get the NEW edition of the gold-standard text on cross-cultural competence! Fully revised to reflect nearly a decade of population changes and best practices, this bestselling text has been carefully updated and expanded while retaining the basic approach and structure that made the previous editions so popular. Eleanor W. Lynch (San Diego State University) and Marci J. Hanson (San Francisco State University) help preservice early interventionists

- **Learn the basics of cultural competence.** Examine how cultural values shape professional practice, how the worldviews of diverse families may affect their perceptions of services, and how professionals can communicate effectively with families.
- **Deepen their understanding of cultural groups.** Learn from in-depth chapters with nuanced, multifaceted explorations of nine different cultural backgrounds (see Contents)
- **Discover better ways to serve families.** Get concrete recommendations for every step in the service delivery process

Vivid case stories and photos bring the principles of cultural competence to life, and the appendixes give your students quick access to cultural courtesies and customs, key vocabulary words, and more.

CONTENTS 1. Diversity in Service Settings • 2. Conceptual Framework • 3. Developing Cross-Cultural Competence • 4. Families with Anglo-European Roots • 5. Families with American Indian Roots • 6. Families with African American Roots • 7. Families with Latino Roots • 8. Families with Asian Roots • 9. Families with Filipino Roots • 10. Families with Native Hawaiian and Samoan Roots • 11. Families with Middle Eastern Roots • 12. Families with South Asian Roots • Postlude: Children of Many Songs • 13. Steps in the Right Direction

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2011 • 568 pages • 7 x 10 • paperback • ISBN 978-1-59857-163-9

This is just a small sampling of our textbooks on early childhood. To see our complete catalog and view full descriptions and tables of contents, visit www.brookespublishing.com.



Supporting Development in Internationally Adopted Children

By Deborah A. Hwa-Froelich, Ph.D., CCC-SLP

NEW

“An honest and empirical review of the development and status of children who were adopted internationally.”

—Mary Jo Noonan, Ph.D., University of Hawaii, mother of two internationally adopted children

Thousands of children are adopted from outside the United States each year—and future professionals must be ready to meet their complex needs. This is the evidence-based text your students need to

- fully understand the development of children adopted from abroad
- recognize how their developmental milestones may differ from those of other children
- make appropriate recommendations and referrals
- choose interventions that ensure the best outcomes
- and more

With the clear and helpful referral indicators in each chapter, it's much easier for professionals to make educated decisions about whether a child needs further assessment. And the case studies and lists of key points make the text's critical takeaways easy to remember and implement.

CONTENTS 1. Theoretical Foundations for the Development of Internationally Adopted Children • 2. Physical Growth, Health, and Motor Development • 3. Social-Emotional and Relationship Development • 4. Cognitive Development • 5. Inhibition, Self-Regulation, Attention, and Memory Development • 6. Hearing, Speech, and Feeding Development • 7. Prelinguistic, Receptive, and Expressive Language Development • 8. Social Communication Development • 9. Intervention Strategies

US\$39.95 | Stock Number: 2140A-71912

2012 • 264 pages • 7 x 10 • paperback • ISBN 978-1-59857-191-2



One Child, Two Languages

A Guide for Early Childhood Educators of Children Learning English as a Second Language, *Second Edition*

By Patton O. Tabors, Ed.D.

Give your students the foundation of knowledge they need to support young second-language learners and improve their literacy outcomes. With

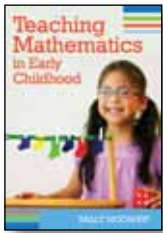
this popular and practical textbook from leading researcher Patton Tabors, preservice professionals will get reliable information on applying research to everyday teaching practices, addressing NAEYC recommendations for responding to linguistic and cultural diversity, using appropriate language assessment techniques, and more.

US\$31.95 | Stock Number: 2140A-69216

2008 • 256 pages • 6 x 9 • paperback with CD-ROM
ISBN 978-1-55766-921-6

Related Product!

The companion professional development DVD gives your students a front-row seat at a presentation by Dr. Tabors and two language development experts. See www.brookespublishing.com; exam copies not available.



Teaching Mathematics in Early Childhood

By Sally Moomaw, Ed.D.

“An important and much needed perspective for early childhood teacher education.”

—Mary Hynes-Berry, Ph.D., Erikson Institute

Now there's a core early childhood textbook that helps future educators teach the most critical math concepts to preschool and kindergarten students—while meeting today's national standards for mathematics education. Developed by Sally Moomaw (University of Cincinnati), this accessible textbook gives your students a solid theoretical understanding of math concepts and standards and the guidance they need to create and implement their own lessons. Highly readable and practical enough for years of use beyond the classroom, this text

- **aligns with current recommendations** from the National Research Council's Committee on Early Childhood Mathematics and the focal points of the National Council of Teachers of Mathematics
- **makes teacher preparation clear and easy**, with student-friendly features such as chapter summaries, reflection questions, vignettes, and a glossary of math terminology
- **targets the critical math skills** children will build on for the rest of their lives
- **gives teachers invaluable guidance** on weaving math lessons into everyday routines
- **focuses on the youngest students** so teachers can implement developmentally appropriate math instruction when it's the most effective
- **advances inclusion** by giving teachers universal design strategies and adaptations to help them support all learners
- **includes more than 50 activities** teachers can use to plan effective lessons once they're in the classroom

Add this comprehensive textbook to your syllabus, and help future educators give the youngest students a strong foundation of basic math concepts.

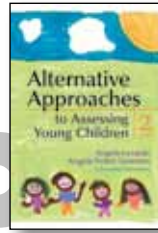
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Alternative Approaches to Assessing Young Children, Second Edition

By Angela Losardo, Ph.D., & Angela Notari Syverson, Ph.D.

Widely adopted since its first edition was published in 2001, this bestselling introductory text gets your students ready to implement alternative assessments for young children. Developed by top authorities Angela Losardo and Angela Notari Syverson, this timely NEW edition has been updated to reflect 10 years of evolution in demographics, research, technology, and legislation. Preservice educators of children birth–8 years will

- learn about six alternative assessment methods (see Contents)
- explore advantages and limitations of each
- effectively link assessment with intervention [NEW CHAPTER!]
- get clear, specific guidelines for before, during, and after assessment
- collaborate and reach consensus with families
- discover successful strategies for teaching inclusion

With the **improved student-friendly features**—such as chapter review questions, in-depth case studies, a glossary, and a new sample syllabus—you'll find this text ideal for introducing preservice educators to the fundamentals of alternative assessments. And the NEW CD-ROM makes this book an invaluable resource beyond the classroom, with more than 2 dozen printable forms for data collection, progress monitoring, IEP/IFSP development, and more.

CONTENTS 1. Historical Perspectives on Alternative Assessment • 2. Traditional and Contemporary Assessment Models • 3. Linking Assessment and Intervention • 4. Naturalistic Assessment • 5. Focused Assessment • 6. Performance Assessment • 7. Portfolio Assessment • 8. Dynamic Assessment • 9. Curriculum-Based Language Assessment • 10. Transdisciplinary Framework

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Building Blocks for Teaching Preschoolers with Special Needs, Second Edition

By Susan R. Sandall, Ph.D., & Ilene S. Schwartz, Ph.D., with invited contributors

BESTSELLER

With this bestselling text, preschool teachers will be ready to fully include children with disabilities in the classroom and promote progress in critical areas like behavior, emergent literacy, and peer relationships. Future teachers will learn how to use the three parts of the popular Building Blocks approach: curriculum modifications, embedded learning opportunities, and child-focused instructional strategies. They'll also get printable forms for future classroom use, including assessments, planning worksheets, and child evaluation forms.

US\$36.95 | Stock Number: 2140A-69674
2008 • 256 pages • 8.5 x 11 • paperback with CD-ROM • ISBN 978-1-55766-967-4

Related Product!

Trainer's Guide CD-ROM—get everything you need to plan a course on Building Blocks. See www.brookespublishing.com; exam copies not available.



Relationship-Centered Practices in Early Childhood

Working with Families, Infants, and Young Children at Risk

By Gail L. Ensher, Ed.D., & David A. Clark, M.D., with invited contributors

“A wonderful text that brings forward the very important and yet delicate issues surrounding our work with families.”

—Megan L. Purcell, Ph.D., Eastern Kentucky University

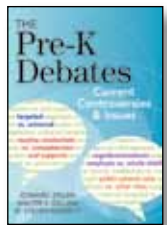
With this essential textbook, your students will discover how to work with diverse children and families within the specific context of their cultural backgrounds, family structure, and risk factors. A must for professionals working with families of children birth to 8 who have disabilities or who may be at risk, this text presents a clear framework for effective relationship-centered care in natural environments. Your students will learn practical ways to

- respond appropriately to different types of family diversity
- implement effective models for early intervention
- empower families to skillfully sustain and extend care
- collaborate with a wide range of other professionals

Enhanced with dozens of engaging photos, case studies, discussion questions, and anecdotes from parents and professionals, this textbook prepares future practitioners to deliver relationship-centered care that improves both child and family outcomes.

US\$34.95 | Stock Number: 2140A-70595

2011 • 248 pages • 7 x 10 • paperback • ISBN 978-1-59857-059-5



The Pre-K Debates

Current Controversies and Issues

Edited by Edward Zigler, Ph.D., Walter S. Gilliam, Ph.D., & W. Steven Barnett, Ph.D.

“Thanks and praise to these distinguished authors and editors for capturing and framing questions essential to refined and nuanced thinking about early education.”

—Sharon Ritchie, Ed.D., University of North Carolina at Chapel Hill

Targeted or universal pre-K? Direct instruction or learning through play? This essential text clearly presents today’s most urgent pre-K debates, explores them from all sides, and prepares your students for sound, educated decision-making. More than 40 leading thinkers in early childhood education give your students will get nuanced, multifaceted perspectives on complex questions, such as what kind of teacher preparation should be required, when and how long should pre-K services be provided, and how to ensure quality and accountability in pre-K programs.

This landmark textbook will prepare tomorrow’s early childhood administrators, policy makers, and researchers to make informed decisions about the future of pre-K—so all young children will have the best chance at school success.

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LINKing Authentic Assessment & Early Childhood Intervention

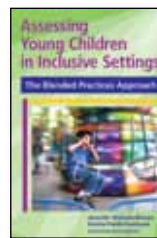
Best Measures for Best Practices, Second Edition

By Stephen J. Bagnato, Ed.D., John T. Neisworth, Ph.D., & Kristie Pretti-Frontczak, Ph.D.

With the second edition of this authoritative text, you’ll prepare future professionals to compare assessment tools and select **authentic assessment** materials that meet recommended practices. Completely revamped and updated, this bestselling text offers all-new professional ratings and reviews of 81 assessment tools for children birth–8, based on: 1) a national survey of more than 1,000 consumers; 2) detailed reviews from assessment experts; and 3) ratings drawn from the authors’ extensive expertise.

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Assessing Young Children in Inclusive Settings

The Blended Practices Approach

By Jennifer Grisham-Brown, Ed.D., & Kristie Pretti-Frontczak, Ph.D., with invited contributors

Early childhood educators must enter the classroom ready to conduct all types of early childhood assessment. Give them the preparation they need

with this textbook, an in-depth blueprint for conducting high-quality, authentic assessment during children’s natural routines, determining eligibility for additional services, planning and monitoring instruction, ensuring that their practices are aligned with DEC and NAEYC recommendations, and measuring program effectiveness. Includes vignettes of common dilemmas, classroom examples, and excerpts from select assessment tools.

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Transdisciplinary Play-Based Assessment (TPBA2), Second Edition

By Toni Linder, Ed.D., with invited contributors

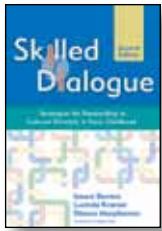
BESTSELLER

The bestselling TPBA2 is the thorough introduction to child development that every preservice early childhood professional needs. Your students will get research syntheses on birth-to-six child development in four critical domains—sensorimotor, emotional and social, communication and language, and cognition—and comprehensive guidance on using this information to inform assessment while a child engages in natural play with a parent. Includes detailed age tables that show what typical development looks like month-by-month.

P.S. See www.brookespublishing.com/tpba to learn about the entire Transdisciplinary Play-Based System.

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2008 • 464 pages • 8.5 x 11 • spiral-bound • ISBN 978-1-55766-871-4



Skilled Dialogue

Strategies for Responding to Cultural Diversity in Early Childhood, Second Edition

By Isaura Barrera, Ph.D., Lucinda Kramer, Ph.D., & Dianne Macpherson, M.S.W., L.C.S.W., C.A.S.

COMING SOON!

How can you prepare early childhood practitioners to respond to cultural and linguistic diversity and ensure positive interactions with all children and families? Arm them with *Skilled Dialogue*, a unique, effective, and field-tested model for interactions that honor the cultural beliefs and values of everyone involved.

Going far beyond the fundamentals introduced in the first edition of this text, the fully updated second edition incorporates expanded coverage of today's most critical topics and reflects the real-world feedback of seasoned *Skilled Dialogue* users. With this proven model for respectful, reciprocal, and responsive communication, preservice educators and interventionists will

- understand culture as a dynamic that shapes the behaviors and beliefs of all people
- actively communicate respect for what others believe, think, and value
- resolve issues creatively by integrating diverse perspectives from all parties
- strengthen inclusive assessment and instruction
- reframe differences between practitioners and families as complementary, not contradictory
- leverage cultural diversity as a strength rather than a “problem” or risk factor
- avoid stereotypes based on culture and ethnicity
- establish collaborative relationships rather than seeking control over others

With this comprehensive guide to a positive, highly effective model, future early childhood professionals will know how to establish skillful interactions that honor all cultures and perspectives—leading to stronger working relationships and better outcomes for whole families.

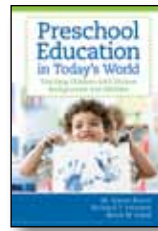
WHAT'S NEW

- More on assessment and instruction
- Practical new forms that support differentiation of assessment and instruction
- Recent research and changes in early childhood education
- Revisions and additions that respond to user feedback
- Updated and expanded chapter on cultural diversity in relation to trauma
- Revised Self Assessment and Reflection Guide

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US\$34.95 | Stock Number: 2140A-71646

April 2012 • approx. 288 pages • 7 × 10 • paperback
ISBN 978-1-59857-164-6



Preschool Education in Today's World

Teaching Children with Diverse Backgrounds and Abilities

By M. Susan Burns, Ph.D., Richard T. Johnson, Ed.D., & Mona M Assaf, M.Ed.

NEW

“This book has everything: history, theory, and best practice. The perfect first text.”

—Barbara T. Bowman, Chief Officer, Office of Early Childhood Education, Chicago Public Schools

Future early childhood educators need to know how to teach all young learners effectively—including children with diverse cultural, linguistic, and economic backgrounds and children with special needs. This core textbook equips early childhood educators with the knowledge they'll need to succeed in the classroom and ensure the best outcomes for young children.

M. Susan Burns (George Mason University, co-editor of the National Research Council's seminal *Eager to Learn* report) partnered with Richard T. Johnson (University of Hawaii) and Mona M Assaf (a current Head Start teacher) to develop a highly accessible text that's perfectly in tune with the realities of today's diverse classrooms. Ideal for teaching the basics of early childhood education to undergraduate and community college students, this textbook is everything future educators need:

- **Field tested**, both in the author's courses at George Mason University and a Head Start–University partnership for professional development in Washington, D.C.
- **Focused solely on preschool settings** and teaching strategies most effective for that age group
- **Inclusive**, so teachers can skillfully meet the needs of diverse students
- **Student friendly**—packed with learning objectives, case studies, photos, self-reflection and study questions, helpful section summaries, and a glossary
- **Concise and clear**, so preservice educators are likely to read the whole text and keep it for years
- **Comprehensive**, covering everything from the history and legislation of early childhood education to specific educational strategies

With this expertly organized collection of essential information on early childhood education, tomorrow's preschool teachers will enter the classroom prepared and motivated to give all children a great start in school.

CONTENTS Correlation Matrix of NAEYC, CEC, and TESOL Standards with Content in *Preschool Education in Today's World* • 1. Who Provides Early Education and Care? • 2. Who Are the Children and Their Families? • 3. How Has Early Childhood Education Been Defined Over the Years? • 4. Early Childhood Practice Today • 5. Approaches to Learning • 6. Social and Emotional Development • 7. Cognitive Development and Learning • 8. Language Development • 9. Physical Development • 10. Learning in Early Childhood Is Continuous

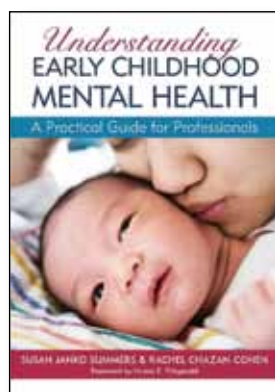
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NEW

“A major step towards closing the gap between aspirations and realizations in promoting and protecting the mental health of our youngest children.”

—James Garbarino, Ph.D.,
Loyola University Chicago

Understanding Early Childhood Mental Health

A Practical Guide for Professionals

Edited by Susan Janko Summers, Ph.D., & Rachel Chazan-Cohen, Ph.D.

Get future early childhood professionals ready to weave best practices in mental health into their everyday work. Edited by ethnographic researcher Susan Janko Summers and Rachel Chazan-Cohen (George Mason University) this essential introductory text combines the authoritative guidance of more than a dozen mental health and early childhood experts.

Your students will get a **primer on infant mental health**, strengthening their knowledge of key issues such as screening and assessment, attachment, emotional dysregulation and aggression, risk and resilience, maternal depression, and exposure to trauma. Then they'll get **practical, research-based guidelines** they can use to

- **strengthen parent-child attachment and interactions** during play, caregiving routines, and family rituals
- **promote parents' mental health** through direct and indirect supports
- **build on child and family strengths and mitigate risk factors** such as poverty and violence
- **maintain their own mental health**, building positive relationships with co-workers and reducing the effects of compassion fatigue
- **participate in reflective supervision** to sharpen their critical thinking and problem solving
- **conduct program evaluation** that includes the input of families, staff, and the surrounding culture and community
- **work with outside mental health consultants** when child and family needs extend beyond the program's scope

With this highly readable introduction to key mental health principles, the next generation of early childhood professionals will fully understand the latest research and best practice—so they can support child development and strengthen whole families.

CONTENTS 1. Understanding Infant Mental Health • 2. The Challenging Child • 3. Maternal Depression • 4. Finding Family Strengths in the Midst of Adversity • 5. Exposure to Direct and Indirect Trauma • 6. Assessing Young Children's Social and Emotional Development • 7. Assessing Primary Caregiver Relationships • 8. Promoting Infant Mental Health in Early Childhood Programs • 9. Intervening with Parents • 10. Infant Mental Health Consultation in Early Childhood Classrooms • 11. Reflective Supervision • 12. Meeting the Mental Health Needs of Staff • 13. Organizational Readiness • 14. Evaluating Infant Mental Health Programs

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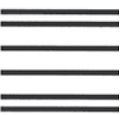
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