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Focus on Infants and Toddlers: *Fall 2009, Volume 22, Number 1*

J216/09/FAL/022/001

1. Looking and talking with infants and toddlers: Why it's important for development

Test, Joan E.

pp. 1-5

Joint attention is when two people pay attention to the same thing at the same time, and are each aware that the other person is paying attention - this process of sharing a focus, such as when a caregiver has a puppet on her hand and has it talk to an infant, the infant then approaches and grabs the puppet and the caregiver and infant looks at the puppet together - researchers have found that when children and adults engage in joint attention, it benefits children's language, social understanding, and their learning of culture.

J216/09/FAL/022/006

2. Enhancing baby's language development through fingerplays

Maldonado, Nancy S.

p. 6

Through the use of fingerplays, mothers and caregivers provide a significant contribution to their babies oral language development and comprehension - documented throughout the ages in numerous languages, fingerplays are rhymes accompanied by hand movements that symbolise a story - they provide babies and toddlers with opportunities for developing listening, imitating and rhyming skills; fine muscle development and the rudimentary beginning sounds of language - includes a brief selection of fingerplays.

Focus on Pre-K & K: *Fall 2009, Volume 22, Number 1*

J217/09/FAL/022/004

3. Appropriately and intentionally teaching the whole child: Rediscovering Spirituality

Buchanan, Teresa and Baumgartner, Jennifer

pp. 4-8

What is Spirituality - Spirituality and Developmentally Appropriate Practice - Spirituality and intentional teaching - intentional teachers can explain why they are doing what they are doing as we rediscover the importance of

supporting young children's spiritual development, we can engage in discussion, and reflection and investigations of ways to intentionally implement a developmentally appropriate curriculum that supports the whole child, including the child's spiritual nature.

Young Children: *September 2009, Volume 64, Number 5*

J605/09/SEP/064/010

4. Intentionally thoughtful family engagement in early childhood education

Daniel, Jerlean

pp. 10-14

Teachers, providers and administrators often struggle with how to effectively engage families in the activities of the program - thus begins what can be a series of miscues in communication between what families want and what educators think is best for the children - home-school partnerships or family engagements are known to strengthen ECE programs in terms of the positive growth and development of children.

J605/09/SEP/064/016

5. Partnering with families of children with special needs

Ray, Julie A. Pewitt-Kinder, Julia George, Suzanne

pp. 16-22

Offers practical information for teachers on how to work with parents as partners in supporting the learning and development of children with special needs - one of the authors, a parent of a child with a disability, shares firsthand knowledge and examples of effective practices that respect families and allow children to reach their potential.

J605/09/SEP/064/028

6. Children, parents and writing: Using photography in a family literacy workshop

Baskwill, Jane and Harkins, Mary Jane

pp. 28-33

Describe early literacy project that involved single mothers and their 4- to 6-year-old children - the children and parents created picture books using photographs the children took on a walk around the neighbourhood with their mothers - in post-project interviews, the mothers reported a renewed interest and excitement in their children's literacy learning.

J605/09/SEP/064/034

7. Teachers connecting with families-In the best interest of children

Kersey, Katharine C. and Masterson, Marie L.
pp. 34-38

Focus on steps teachers and families can take to build strong, trusting relationships - they describe specific ways to build bridges and strengthen the bonds between teachers and parents before and at the start of school and throughout the year, during and after parent conferences and when parents are unable to come to school.

J605/09/SEP/064/040

8. Honouring family and culture

Nagel, Nancy G. and Wells, June Grace
pp. 40-44

Describes the family involvement approach of an early childhood program in New Zealand, with an emphasis on recognising the children's diverse cultures - the authors suggest ways US early childhood programs can emulate and adapt these successful family engagement strategies - including families and cultures - honouring families and cultures through the learning environment.

J605/09/SEP/064/046

9. Ten tips for involving families through internet-base communication

Mitchell, Sascha Foulger, Teresa S. Wetzel, Keith
pp. 46-49

Identify communication methods educators can use to keep families informed and involved in their children's care and education - the authors suggest techniques for addressing challenges and provides resources for creating a classroom website.

J605/09/SEP/064/050

10. Staying in step: Supporting relationships with families

Raikes, Helen H. and Edwards, Carolyn Pope
pp. 50-55

Present eight principles of relationship-based approaches for including parents as meaningful partners in the care of their infants and toddlers - the principles guide educators in creating an atmosphere in which families are respected participants in a relationship centres on their child

- what parents want and need to know - parents should always be welcome to visit - anytime and without announcement.

J605/09/SEP/064/056

11. Family, engagement, diverse families and early childhood education programs: An integrated review of the literature

Halgunseth, Linda
pp. 56-58

After defining and describing the six components of family engagement, the author provides a model of family engagement and recommendations for practice.

J605/09/SEP/064/064

12. Celebrating fathers as a resource in early child care settings

Parlakian, Rebecca and Rovaris, Michael J.
pp. 64-65

In many child care programs, father involvement is still not on par with that of mothers - for these programs, parents typically means mother - there are a host of possible reasons for this difference, including father's work schedules, a belief that child care is the mother's domain, and fathers feeling unwelcome or out of place in the child care setting - all discussions about father engagement should be based on the assumption that fathers want the best for their children.

J605/09/SEP/064/066

13. Recess - it's indispensable!

pp. 66-69

The demise of recess - recent trend of cutting back on recess - (USA) statistics on how many children have recess - benefits of recess -cognitive - social-emotional - physical - reconstructing recess - children's right play - stand up for recess.

J605/09/SEP/064/072

14. Pursuing NAEYC Accreditation: Teacher's perspectives

Jacobson, Linda
pp. 72-73

(USA) -strengths and weaknesses - future professional aspirations - a team approach - some of the not so apparent benefits that are fostered through the accreditation process are discussed.

J605/09/SEP/064/080

15. Lap reading with kindergartners

Knopf, Herman T. and Brown, H. Mac

pp. 80-87

A special effort is required by teachers and families if this generation of children is to be introduced to the wonders of the imagination stimulated by good literature - bringing the bedtime story to kindergarten classrooms - getting started - tips for successful implementation - intimate reading experiences (dialogic reading) - repeated reading of children's literature - the selection of classic children's literature - family and community involvement benefits to the children, classroom and school - impact on literacy development and reading readiness skills - impact on children's critical thinking skills - impact on relationships among children and adults.

J605/09/SEP/064/088

16. Teaching children what we want them to learn

Shidler, Linda

pp. 88-91

Teachers must ask themselves what their words and actions are teaching children - children's behaviour is influenced by their teachers' behaviour and use of language - conflict resolution - guidance approach - starting an activity - implications for teachers - intentional teaching.

**Choice Health Reader: Volume 15,
Number 8, October 2009**

J238/09/OCT/015/006

17. Skin and the environment

Beros, Casey

p. 6

There is new evidence surrounding eczema in children, particularly in the role of environmental factors in flares of the disease - whilst there is no cure, it is possible to create a barrier of moisturiser on the surface to keep the moisture in and the irritants and triggers out.

J238/09/OCT/015/009

18. Growing pains

Cameron-Smith, David

p. 9

Growing pains are experienced by a surprisingly large percentage of young children, muscle stretching exercises appear the best.

**Children Australia: Volume 34,
Number 3, 2009**

J120/09/034/003/008

19. Shifting the child protection juggernaut to earlier intervention

Humphreys, Cathy; Harries, Maria; Healey, Karen; Lonne, Bob; Mendes, Philip; McHugh, Marilyn; Sheehan, Rosemary

p. 5-8

Reminds us of the strong arguments which lie behind the national and international shift to supporting children and their families through universal and specialist community-based services, rather than weighting all resources into statutory child protection interventions - the role of early intervention - problems with a 'child rescue' model - the stolen generation and forgotten Australians and current abuse in care.

J120/09/034/003/009

20. Child death inquiries: Moving beyond the rhetoric of learning

Gibbs, Judith

pp. 9-17

The process of reviewing deaths of children who had formerly been known to a child protection agency is emotive, and its value is often contested - this paper is written with the frontline practitioner in mind, and grapples with the complexities of how inquiries can make a difference in the world of all relevant stakeholders - media coverage that seeks to blame and defensive responses from politicians serve to heighten feelings of vulnerability and distress across the child protection workforce - author advocates for system-wide inquiries where reflective analysis leads to new knowledge and learning which is in sharp contrast to an investigative approach that is characterised by a search for practice deficits.

J120/09/034/003/018

21. Developments in Australian laws requiring the reporting of suspected child sexual abuse

Mathews, Ben; Goddard, Chris; Lonne, Bob; Short, Stephanie; Briggs, Freda

pp. 18-23

Thousands of Australian children are sexually abused every year, and the effects can be severe

and long lasting - not only is child sexual abuse a public health problem, but the acts inflicted are criminal offences - with the passing of recent state laws, now for the first time, there is an almost harmonious legislative approach across Australia to the reporting of child sexual abuse - yet there remain differences in the State and Territory laws regarding who has to make reports, which cases of sexual abuse are required to be reported, and whether suspected future abuse must be reported - these differences indicate that further refinement of the laws is required.

J120/09/034/003/024

22. With us, not to us: Towards policy and program development in partnership with children

Vicary, David; Clare, Mike; Tennant, Judy; Hoult, Tine

pp. 24-29

Despite the international movement towards children's participation, there are few opportunities for Australian children and young people to contribute to policy and research debate in a sustainable manner - this paper will briefly discuss a number of techniques employed to engage Western Australian children and young people in dialogues about important issues affecting their lives.

J120/09/034/003/030

23. Proactive responses to oppositional behaviours in out-of-home care

Larmar, Stephen and Clark, Julie

pp. 30-37

Children and young people placed in out-of-home care are often extremely vulnerable and can require intensive support. Their carers are often faced with significant challenges in effectively responding to their individual needs - this paper considers factors that influence an individual child or a young person's behaviour as a means of encouraging proactive responses by carers that will address individual need - consideration of the family of origin in the process of transition - all behaviour is purposeful - oppositional behaviours - responding appropriately to oppositional behaviours - maintain a supportive position - avoiding isolation.

Choice: October 2009

J130/09/OCT/017

24. Playing the stock market

Clemons, Rachel

pp. 17-19

Packaged stocks are investigated -most liquid chicken stocks are reconstituted and are not as close to homemade as you're led to believe - supermarket liquid stocks can cost 25 times more per serve than powders and cubes -what additives are what -beware of such terms as 'real' or 'natural' on a label as these marketing terms are not regulated -lower salt options -what to buy - recipe for homemade chicken stock.

J130/09/OCT/028

25. Tomato relish

Oakenfull, David

pp. 28-29

Tomatoes - varieties to look out for - how to choose - how to store -more science has resulted in less flavour - tomato varieties - health benefits.

J130/09/OCT/036

26. Crawl no more

Steen, Matthew

pp. 36-38

Effective against cockroaches -insecticides -one widely available cockroach spray contains ingredients banned in the EU -effective treatment depends on the type of cockroach you want to target -hazardous pesticides -same products with different price tags -preventative measures.

J130/09/OCT/053

27. Sleep tight

Barnes, Chris

p. 53

Twelve cots tested - eight cots are safe and four are recommended - however four fail -suggests the best buy.

J130/09/OCT/058

28. Winds of change

Barnes, Chris

pp. 58-61

Tests seven large split-system, reverse cycle inverter air conditioners suitable for large, open-

plan living areas - standby power - what to buy -
how they were tested - what to look for.

Child Education Plus: *October 2009, Volume 86, Number 10*

J095/09/OCT/086/036

29. Fun fairs

Courtney, Lizzy

pp. 36-37

Numeracy activities based around a fairground cake stall - setting up your stall - total confidence - musical cake stalls.

J095/09/OCT/086/038

30. Fun science: Pushes and pulls

Stringer, John

pp. 38-39

Simple activities and basic investigations to help understand the nature of forces -action and reaction -pogo sticks -super magnets.

J095/09/OCT/086/050

31. It's their art: Dingle, dangle scarecrow

Powell, Michelle

pp. 50-51

Invite children to explore wood, wool and fabric - scarecrow project.

J095/09/OCT/086/052

32. Ready-made French week

Kenworthy, Christine

pp. 52-53

Activities for every weekday focusing on all things French - simple phrases, fruit lotto, crepes and more.

J095/09/OCT/086/055

33. Creative clinic

Davies, Alison

p. 55

Ignite children's imaginations with these quick-and-easy ideas for storytelling.

Child Education Plus: *November 2009, Volume 86, Number 11*

J095/09/NOV/086/010

34. Pudsey needs you!

pp. 10-11

Discover some record-breaking activity ideas to raise money for children in need - Guinness World Records has suggested some record-breaking ideas suitable for the classroom - most recycled material in a work of art - largest structure made with lunchboxes - largest muffin - fastest 100m egg and spoon race/fastest 100 metre sack race and more.

J095/09/NOV/086/012

35. Buddies not bullies

Mercer, Cath

pp. 12-13

Five day activity guide focusing on bullying -what is bullying -feelings and empathy -coping with differences -identifying and accepting values -anti-bullying busters-

J095/09/NOV/086/014

36. Stop look and listen

Kenworthy, Christine

p. 14

Programme of activities and games to promote road safety

Road safety frieze - reflective materials - traffic light game - road safety posters.

J095/09/NOV/086/016

37. Ready to write?

Harris, Alison

pp. 16-17

Discusses how children's handwriting is directly linked to important developmental skills -too much too soon - basic skills first - improving handwriting - developmental needs.

J095/09/NOV/086/018

38. Adventures in time

Bevan, Nicola

pp. 18-25

Activities focusing on time - clock cakes - sun and moon pizzas - sand timers - timekeeping in the natural world -human sundials - paper plate clocks - diary of my day - talk about time discussing the past, present and future.

J095/09/NOV/086/027

39. Literacy starters

Williams, Brenda

p. 27

Ideas that are designed to inspire children's writing: Professor Potty's space tours; Mr Fossil's fabulous tales; Wanted: website authors; Old mother Hubbard's lists.

J095/09/NOV/086/028

40. Minibeast alphabets

Bromley, Helen

pp. 28-29

Working with alphabets gives all children the opportunity to encounter letters and sounds with which they are familiar - creating personalised alphabets.

J095/09/NOV/086/032

41. Fun fairs: estimating

Courtney, Lizzy

pp. 32-33

Guessing the number of sweets/cubes in a see through jar - other related activities.

J095/09/NOV/086/036

42. Dance equation

Hart, Rebecca

pp. 36-37

(UK) -dance equation is a dance company that has been researching the collaboration of maths and dance for more than seven years - the company works with dancers, teachers and children to research ways of bringing the numeracy curriculum alive through dance and theatre, promoting creative learning and encouraging everyone to be active - suggested activities: number of body parts; body digits; and guess my number.

J095/09/NOV/086/038

43. Fun science: Light and dark

Stringer, John

pp. 38-39

Activities that teach children about light - important to remember that the eye is a receptor of light, not a source of it - mirrors as reflectors - kaleidoscopes - mirage effect.

J095/09/NOV/086/047

44. Autumn investigators

pp. 47-48

Go outside and look for signs with your children that autumn has arrived

J095/09/NOV/086/050

45. It's their art - Firework fun!

Powell, Michelle

pp. 50-51

Inspire children's creative thinking with card, paper and sparkly scraps - art and craft lesson that explores the theme of Bonfire Night (UK) and especially fireworks, by looking at kinetic art and how to create it through pop-up cards.

J095/09/NOV/086/055

46. Creative clinic: Time-machine adventures

Davies, Alison

p. 55

Inviting your class to create their own time machine - what it will look like - what they need to make it work - where they will travel - going back into the past or forwards into the future.

Learning Links News: Number 02/09

J311/09/002/001

47. Sensory processing

Sansoni, Natasha and Mason, Emma

pp. 1-4

Sensory processing refers to the way a person sorts, interprets and responds to sensation from their body, environment and the world around them - the sensations or sensory information comes from the seven senses of touch, taste, sight, sound smell, movement and body position - a general overview of sensory processing - low registration - sensory seeker - sensory sensitive - treatment for sensory defensiveness (sensory modulation difficulties) - sensory diet.

J311/09/002/005

48. Teacher's role in home/school communication: everybody wins

Lavoie, Rick

pp. 5-9

List of do's and don'ts that teachers may find helpful when wanting to build partnerships with parents: be positive; always begin and end your

communication in a positive way; do remember (shows parents you do care); don't use jargon; do encourage dialogue; don't let situations fester; do handle conflicts effectively; don't be judgmental; each relationship has three stages - beginning, maintenance, and end; don't attempt to defend the indefensible; do keep balance of power equitable; create a parent-friendly environment; do assist the special education parent to develop an understanding of the assessment process; do understand that special education parents often have great difficulty accepting the fact that their child has a disability.

J311/09/002/010

49. Coping skills (resilience)

pp. 10-11

Helping children build inner strength to cope with the ups and downs of growing up is one of the best things parents can do - what is resilience - what children need to build resilience - some things that are stressful for children - what parents can do - build your child's self control - protect your child from adult problems - have family rituals and routines.

**Childhood Education: Fall 2009,
Volume 86, Number 1**

J115/09/FAL/086/002

50. Achieving success with African American learners: A framework for culturally responsive mathematics teaching

Bonner, Emily P.

pp. 2-6

Within schools, dominant norms and ways of teaching are often based in white culture, mirroring Euro-centric norms - the resulting practices contribute to cultural incongruities in classrooms and schools - an illustration of culturally responsive mathematics teaching.

J115/09/FAL/086/007

51. Drawing opens pathways to problem solving for young children

Soundy, Cathleen S. and Drucker, Marilyn F.

pp. 7-13

Drawing offers a playing field on which young learners can try out new ideas or perspectives - what the research tells us - this article describes a strategy referred to as "portrayals of escape" The picture books "The Gingerbread boy" and Jack and

the Beanstalk were two books chosen to extend an instructional unit on the theme of escape - teachers asked the children to visually represent their responses to each picture book - concludes that "the time has come to open pathways by promoting drawing as a unique mode of learning for problem solving, expressive and aesthetic purposes.

J115/09/FAL/086/014

52. Pre-Kindergartners learn to write: A "play on words"

Perlmutter, Jane; Folger, Terre; Holt, Karen

pp. 14-19

This article addresses ways teachers can support young children's understanding and use of writing as they discover literacy through play - how children become literate - children go through stages in writing - writing serves many purposes - purposeful play provides contexts for play - developmentally appropriate classrooms can build crucial academic foundations.

J115/09/FAL/086/027

53. Rice, rice, rice in the bin: Addressing culturally appropriate practice in early childhood classrooms

Md-Yunus, Sham'ah

pp. 27-31

When using food as a play material, teachers may need to exercise sensitivity about the cultural appropriateness of using certain food items - discusses the different cultural attributes of rice and the impact of using rice in sensory tables - suggests four approaches for how to deal with the practice of using food items in early childhood classrooms - modeling respect for children's own food as well as for the beliefs of others about food is one way for teachers to ensure that their classroom environment and teaching practices address culturally appropriate practice.

J115/09/FAL/086/032-R

54. Motivating students is easy when the topic is food

Chakraborty, Basanti; Stone, Sandra J.; Morgan, Hani

pp. 32-R - 32-U

Learning about different foods is often inspiring, as it can help students see the relevance of social studies - food reflects the way different cultures eat, where they were raised and when they were

raised - using caution when teaching about ethnic foods - classroom activities relating to food - map activities.

J115/09/FAL/086/033

55. The power of relationship and behaviour management

Kirylo, James D.

pp. 33-34

The depth of the relationship fostered by the teacher, particularly with the students but also with the parents/caregivers of students, plays an important role with respect to student motivation and a positive school experience.

J115/09/FAL/086/035

56. School readiness: A policy examination of teaching and learning for early childhood education

Perez, David M. Callejo and Dagen, Allison Swan

pp. 35-39 -(USA)

Assessment of young children in an age of accountability - the purpose of this article is not to point out the negatives in policy for the sake of criticising current trends - its intent is to offer possible solutions and to broaden the conversation about school readiness and literacy, to instill in our younger generations those imaginative activities that will one day be fulfilled by their contributions to society - we must strike a balance between assessment as a tool (guide) and curriculum (curiosity) as a driving force.

J115/09/FAL/086/040

57. Peanut butter in schools: A tough nut to crack

Maldonado, Nancy S.

pp. 40-44

Peanut butter, a seeming staple of childhood, affects an increasing number of children who have adverse physical reactions that may even result in death - alarmingly the number of children with peanut allergies, tree nut allergies, or both have doubled over a five-year period - research findings have been inconclusive in determining the causes - should peanut butter be banned from schools? (USA) - the main reason for not having peanut-free schools is that many believe they create a false sense of security.

J115/09/FAL/086/045

58. Individuals with ADHD lost in hyperspace

Brown, Victoria

pp. 45-48

ADHD characteristics that impact learning – metacognitive development - hypermedia learning environments - implications for educators - navigating hyperspace in the future - students with ADHD struggle to develop metacognitive strategies because of the challenges in selecting which stimuli to attend to and in moving information from short-term memory to long-term memory.

J115/09/FAL/086/049

59. Teachers search and research: Questioning educational practices

Souto-Manning, Marianna

pp. 49-51

The difference between teachers searching and teachers researching lies in the systemisation and purpose of the process and in the reliance of data - one of the important points of teacher research is that it must lead to improvements in teaching - safeguards for participants.

**Teaching Exceptional Children:
November/December 2009,
Volume 42, Number 2**

J535/09/NOV/042/022

60. Making it work: Differentiating tier two self-regulated strategies development in writing in tandem with schoolwide positive behavioural support

Sandmel, Karin N.; Brindle, Mary; Harris, Karen R.; Lane, Kathleen Lynne; Graham, Steve; Nackel, Jessica; Mathias, Rachel; Little, Annette

pp. 22-33

(USA) -discusses two studies conducted as part of a project to improve the writing performance of students identified as at risk for behavioural difficulties and struggling with writing - one study focused on improving persuasive writing abilities, whereas the second study focused on improving story writing abilities (7 and 9 year old children).

J535/09/NOV/042/036

61. Golden rule of providing support in inclusive classrooms: Support others as you would wish to be supported

Causton-Theoharis, Julie N

pp. 36-43

Consider for a moment that the school system paid someone to be with you - supporting you 8 hours a day, 5 days a week - imagine that someone regularly stopped into your place of work to provide you with one-on-one support. This person was present for all your interactions, escorted you to the restroom, and at times supported you by touching your shoulder or your back or manipulating your hands, head or other parts of your body - now consider how your presence affects the students whom you support - rationale for fading support.

J535/09/NOV/042/052

62. A collaborative planning framework for teachers implementing tiered instruction

Stuart, Shannon K. and Rinaldi, Claudia

pp. 52-57 -(USA)

Encourage the use of school-wide interventions including response to interventions (RTI) -RTI refers to a multi-tiered system that addresses the academic needs of all students by using evidence-based instructional practice, progress monitoring, and data-informed instructional problem solving - a tiered system is an educational model that delineates three or more levels of instructional interventions based on gaps in student skills - collaborative planning framework - instructional planning – execution.

Family Matters: Issue 83, 2009

J210/09/083/007

63. The impacts of recessions on families

Gray, Matthew; Edwards, Ben; Hayes, Alan; Baxter, Jennifer

pp. 7-14

Lists a number of mechanisms by which a recession may affect families - the impacts of recessions on the labour market - receipt of income support payments - families with dependent children and the labour market - impacts of unemployment on families - geographic concentration of unemployment and disadvantage - the impact of falling asset values on families.

J210/09/083/015

64. Joblessness, family relations and children's development

Kalil, Ariel

pp. 15-22

Reviews the effects of joblessness, with a specific focus on family relations and children's development from a US perspective - highlights theories relevant to investigating child development and family relationships in the context of an involuntary job loss - reports that large-scale longitudinal studies generally find adverse effects of parental job loss on children's education and long-term employment prospects - also discusses the implications of mother's and father's joblessness for family relationships and child development, and for families with different ethnic backgrounds.

J210/09/083/023

65. Financial disadvantage and children's school readiness

Edwards, Ben; Baxter, Jennifer; Smart, Riana; Sanson, Ann; Hayes, Alan

pp. 23-31

What past research tells us - why there are links between school readiness, financial disadvantage and other risk factors - measures of school readiness - measures of financial disadvantage - financial disadvantage and cognitive aspects of school readiness at 4-5 years - links between financial disadvantage and children's school outcomes - implementations for intervention - strengths and limitations.