



Education

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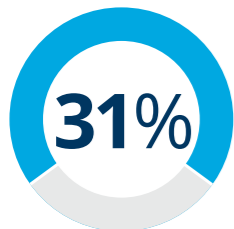


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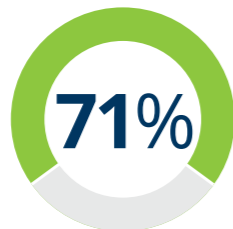


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EARLY CHILDHOOD EDUCATION

ADMINISTRATION

DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM, 9E

Dorothy June Sciarra, Ed.D., University of Cincinnati; Ellen Lynch, University of Cincinnati; Shauna Adams, University of Dayton; Anne G. Dorsey, The University of Cincinnati

© 2016, 432pp, Paperback, 9781305088085

CENGAGE | MINDTAP **ebook**



Emphasizing the director's responsibility as a leader of both people and programs in diverse communities, **DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM**, Ninth Edition, covers the business and interpersonal skills child development professionals need to implement an effective program for young children and their families. You'll gain insights that will help you in your early childhood education career, whether or not you plan to work in the administrative aspects of the field. In this thoroughly updated edition, the authors provide practical information on all aspects of directing a program, including curriculum selection; funding; budgeting; selecting, training, and supervising staff; housing the program and purchasing equipment; working with children and parents; accrediting and licensing an early childhood center; and carrying out program evaluation and quality improvement strategies.

CONTENTS

1. The Effective Director.
2. Assessing Community Need and Establishing a Program.
3. Licensing and Certification.
4. Organizing Center Structure and Working with a Board.
5. Handling Financial

6. Funding the Program.
 7. Developing a Center Facility.
 8. Equipping the Center.
 9. Staffing the Center.
 10. Recruiting Children.
 11. Supporting Quality Curriculum.
 12. Managing the Food and the Health and Safety Programs.
 13. Working with Families, Volunteers, and the Community.
 14. Providing for Personal and Professional Staff Development.
 15. Evaluating Center Components.
 16. Marketing the Program.
- Appendix A. NAEYC Code of Ethical Conduct and Statement of Commitment. Appendix B. NAEYC Standards for Early Childhood Professional Preparation Programs. Appendix C. NAEYC Program Administrator Definition and Competencies. Appendix D. NAEYC Accreditation Standards for Early Childhood Programs. Appendix E. Sources of Early Childhood Materials, Equipment, and Supplies. Appendix F. Early Childhood Professional Organizations and Information Sources. Appendix G. Early Childhood Periodicals and Media. Appendix H. Director's Library.

BEHAVIOR & GUIDANCE

GUIDING CHILDREN'S SOCIAL DEVELOPMENT AND LEARNING, 9E Theory and Skills

Marjorie Kostelnik, Ph.D., University of Nebraska-Lincoln; Anne Soderman, Ph.D., Michigan State University; Alice Whiren, Ph.D., Michigan State University; Michelle L. Rupiper, Ph.D., University of Nebraska-Lincoln

© 2018, 576pp, Paperback, 9781305960756

CENGAGE | MINDTAP **ebook**



Updated throughout and featuring an emphasis on NAEYC and other standards, **GUIDING CHILDREN'S SOCIAL DEVELOPMENT AND LEARNING: THEORY AND SKILLS**, Ninth Edition, focuses on ways professionals can help

children develop both positive feelings about themselves and social competence. You'll find practical, developmentally appropriate strategies for how to work with children and families from many different backgrounds and circumstances, and in a variety of group settings. With the help of this text, you'll avoid much of the guesswork and frustration that can hinder practitioners' efforts to influence children's social development and behavior. And, you'll obtain a unified framework for decision-making and professional practice that incorporates sound principles of children's development, relationship enhancement, and behavior management. This is a book you'll want to keep and refer to long after you leave the course.

CONTENTS

1. Making a Difference in Children's Lives. 2. Good Beginnings: Establishing Positive Relationships with Infants and Toddlers. 3. Building Positive Relationships through Nonverbal Communication. 4. Promoting Children's Positive Sense of Self through Verbal Communication. 5. Supporting Children's Emotional Development and Learning. 6. Building

Resilience in Children. 7. Play as a Context for Social Development and Learning. 8. Supporting Children's Peer Relationships and Friendships. 9. Influencing Children's Social Development by Structuring the Physical Environment. 10. Fostering Self-Regulation in Children: Communicating Expectations and Rules. 11. Fostering Self-Regulation in Children: and the Role of Consequences. 12. Handling Children's Aggressive Behavior. 13. Promoting Prosocial Behavior. 14. Fostering Healthy Attitudes about Sexuality and Diversity. 15. Making Ethical Judgments and Decisions.

POSITIVE CHILD GUIDANCE, 8E

Darla Ferris Miller, North Harris Community College, Houston, Texas

© 2016, 384pp, Paperback, 9781305088993

CENGAGE | MINDTAP **ebook**



POSITIVE CHILD GUIDANCE, Eighth Edition, equips teachers and caregivers with information on how to guide, manage, and cope with the behavior of children. The book provides insight into children's efforts to understand their own

emerging needs and feelings while coping with adult expectations. The author outlines workable steps for creating a cooperative, respectful community of children and adults, with special emphasis on sensitivity to cultural needs, cultural differences, and developmentally appropriate practice. You'll also find a range of practical, effective, and flexible guidance strategies based on principles of straightforward communication and assertiveness.

CONTENTS

Part I: PREPARING FOR POSITIVE GUIDANCE. 1. Why Guidance Matters. 2. Historical Perspectives and Guidance Theories. 3. Understanding Children's Behavior. Part II: VALUING THE UNIQUENESS

OF EACH CHILD. 4. How to Observe Children. 5. Serving Culturally Diverse Children and Families. 6. Understanding Children with Ability Differences. Part III: PREVENTING BEHAVIOR PROBLEMS. 7. Designing Developmentally Appropriate Environments Inside and Out. 8. Building Relationships through Positive Communication. 9. Fundamental Causes of Positive and Negative Behavior. Part IV: POSITIVE INTERVENTIONS. 10. Effective Guidance Interventions. 11. Mistaken Goals, Motivation, and Mindfulness. Appendix. Glossary. References. Index.

A GUIDANCE APPROACH FOR THE ENCOURAGING CLASSROOM, 6E

Dan Gartrell, Bemidji State University, Bemidji, Minnesota

© 2014, 576pp, Paperback, 9781133938934

ebook



Addressing ages 3 to 8 years, **A GUIDANCE APPROACH FOR THE ENCOURAGING CLASSROOM**, 6th Edition, includes tips, techniques, and real-life anecdotes that help professionals make the shift from conventional classroom to

developmentally appropriate guidance. Part 1 of this experience-based resource explores the foundation of guidance in early childhood education. Part 2 focuses on building and organizing an encouraging classroom, and discusses such topics as daily schedule, routines, use of thematic instruction, and the importance of working with parents. Part 3 addresses problem solving and challenging behavior in the encouraging classroom, including a practical illustration for how to use and teach conflict management and coverage of the "five-finger-formula." Highlights of the new edition include standards and video integration, expanded coverage of diversity, and information on current brain research. Throughout, this experience-based

resource includes real-life anecdotes that allow professionals to make the shift from conventional classroom to developmentally appropriate guidance. Available with InfoTrac® Student Collections <http://gocengage.com/infotrac>.

CONTENTS

Part I: FOUNDATIONS OF A GUIDANCE APPROACH. 1. The Guidance Tradition. 2. Child Development and Guidance. 3. Mistaken Behavior: Understanding Childhood Aggression and Challenging Children. 4. Guidance in the Classroom. Part II: CREATING THE ENCOURAGING CLASSROOM. 5. Organizing the Encouraging Classroom. 6. Managing the Encouraging Classroom. 7. Leadership Communication with the Group. 8. Leadership Communication with the Individual. Part III: SOLVING PROBLEMS IN THE ENCOURAGING CLASSROOM. 9. Conflict Management. 10. Problem-Solving Mistaken Behavior. 11. Guidance through Intervention. 12. Liberation Teaching: A Guidance Response to Violence in Society.

CHILD DEVELOPMENT

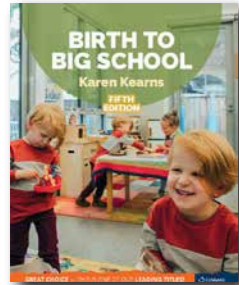
NEW EDITION

BIRTH TO BIG SCHOOL, 5E

Karen Kearns

© 2021, 432pp, Paperback, 9780170457309

ebook



Birth to Big School uses down-to-earth, practical examples to help you understand traditional areas of development, and links these to the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS). Questions throughout the

text get you to check your understanding of the content. Learning from real life scenarios helps you connect theory to practice, and reflective activities reinforce what you have learnt.

CONTENTS

1 Introduction to child development 2 Moving 3 Language and communication 4 Cognitive development 5 Social and emotional development 6 Learning to get along with others 7 Playing, learning and development 8 Play and learning: babies and toddlers 9 Play and learning: pre-schoolers 10 Documentation and planning for learning

NEW EDITION

FRAMEWORKS FOR LEARNING AND DEVELOPMENT 5E, 5E

Karen Kearns

© 2021, 528pp, Paperback, 9780170445535

ebook



Frameworks for Learning and Development supports training and delivery of the Diploma of Early Childhood Education and Care. The text primarily addresses developmental subjects/competencies while linking to the EYLF and reflects the key components of the

National Quality Framework (NQF) for Children's Services as they relate to curriculum and pedagogical practices in early childhood settings.

CONTENTS

1. Planning for learning: Physical growth and development 2. Planning for learning: Language, communication and literacy 3. Planning for learning cognitive development and creativity 4. Planning for learning: Social and emotional development 5. Guiding and managing behaviour 6. Planning for inclusion 7. Supporting children with additional needs 8. Working in partnership with families 9. Frameworks for learning: Curriculum design 10. Frameworks for learning: Curriculum planning 11. Frameworks for learning: Putting it all together

NEW EDITION

THE BIG PICTURE, 5E

Karen Kearns

© 2021, 404pp, Paperback, 9780170457316

ebook



The Big Picture, 5e examines the personal and professional skills needed to be an early childhood educator. It gives you a practical introduction to working in a children's service environment and helps to bridge the gap between theory and

practice. This text supports training delivery in CHC30113 Certificate III in Early Childhood Education and Care. You will be introduced to the Early Childhood Australia Code of Ethics and the challenges you may face when working with families and children. The author also emphasises the importance of knowing the traditional areas of early education and development, and links them to the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS).

CONTENTS

1 Working in children's education and care 2 Complying with regulatory frameworks 3 Professional practices 4 Developing cultural competence 5 Work health and safety 6 Ensuring children's wellbeing and health 7 Supporting children's safety 8 Responsive care practices 9 Child protection 10 Sustainability: supporting children to connect with their world

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of responsibilities such as workplace health and safety, human resource management, strategic planning, financial and resource management, and sustainability. Importantly, it also includes your compliance with legislative requirements such as the regulations for early childhood education and care services, which also now include compliance with the National Quality Standards. This edition has been written to support training and delivery of the Diploma of Early Childhood Education and Care.

CONTENTS

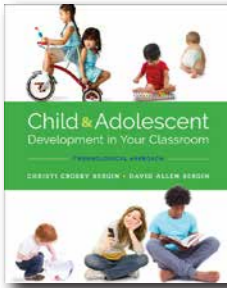
1. Leading and managing compliance 2. Managing risk NEW 3. Leading and managing work health and safety 4. Managing and meeting information needs 5. Leading and managing for sustainability 6. Leading and managing diversity and inclusion in the workplace 7. Leadership and emotional intelligence 8. Leading and managing recruitment 9. Leading and managing performance 10. Leading and managing the work team 11. Leading and managing learning and innovation NEW

CHILD AND ADOLESCENT DEVELOPMENT IN YOUR CLASSROOM, CHRONOLOGICAL APPROACH

Christi Crosby Bergin, University of Missouri; David Allen Bergin, University of Missouri

© 2019, 736pp, Paperback, 9781305964273

CENGAGE | MINDTAP ebook



This book provides you with research-based strategies and guidelines for your classroom, whether you will be teaching children in infancy and toddlerhood, high school, or anywhere in between. You'll learn how child development concepts are applied to topics of

interest and relevance to teachers, including classroom discipline, teacher-student relationships, increasing intelligence, and many others. Chapters use an easy-to-follow format, and diversity and multicultural issues are integrated throughout. Real-world vignettes bridge the distance between research and your classroom, helping you be better prepared to create an environment that promotes optimal development in all children. With its practical classroom-based focus, this text will help you view all students more positively, give you the tools to effectively guide them, and make teaching more enjoyable.

CONTENTS

Part I: FOUNDATIONS OF CHILD DEVELOPMENT. 1. Ways of Thinking about Children. Part II: INFANCY AND TODDLERHOOD. 2. Physical Development in Infancy and Toddlerhood. 3. Cognitive Development in Infancy and Toddlerhood. 4. Emotional Development in Infancy and Toddlerhood. 5. Social Development in Infancy and Toddlerhood. Part III: EARLY CHILDHOOD. 6. Physical Development in Early Childhood. 7. Cognitive Development in Early Childhood. 8. Emotional Development in Early Childhood. 9. Social Development in Early Childhood. Part IV: MIDDLE CHILDHOOD. 10.

Physical Development in Middle Childhood. 11. Cognitive Development in Middle Childhood. 12. Emotional Development in Middle Childhood. 13. Social Development in Middle Childhood. Part V: ADOLESCENCE. 14. Physical Development in Adolescence. 15. Cognitive Development in Adolescence. 16. Emotional Development in Adolescence. 17. Social Development in Adolescence. Glossary. References. Name Index. Subject Index.

UNDERSTANDING CHILD DEVELOPMENT, 10E

Rosalind Charlesworth, Ph.D., Weber State University

© 2017, 560pp, Paperback, 9781305501034

CENGAGE | MINDTAP ebook



UNDERSTANDING CHILD DEVELOPMENT, 10th Edition, introduces you to the unique qualities of young children from infants to age eight, and demonstrates how to work with each child in ways that correspond with their developmental level, and

their social and cultural environment. Learning theories and research are included, as is information about the importance of play and technology in a young child's learning process. Learning objectives and specific NAEYC Program Standards, Accreditation Criteria, and Developmentally Appropriate Practices (DAP) are highlighted at the beginning of each chapter. Other topics covered include readiness, assessment, working with children and families from diverse cultures, working with children with special needs, and the early stages of reading, writing, and general cognitive development. Throughout the text, real-life examples and anecdotes bring theory and research to life

CONTENTS

Part I: OVERVIEW OF THE YOUNG CHILD: BIRTH THROUGH AGE EIGHT. 1. Studying the Young Child. Part II: LEARNING: BIRTH THROUGH AGE EIGHT. 2. How Play, Technology and Digital Media, and Disabilities Affect Learning. 3. Factors Affecting Learning. Part III: PRENATAL AND INFANCY PERIODS. 4. Prenatal Period, Birth, and the First Two Weeks. 5. Infancy: Theory, Environment, Health, and Motor Development. 6. Infant Cognitive and Affective Development. Section IV: THE TODDLER: DEVELOPING TOWARD INDEPENDENCE. 7. The Toddler: Autonomy and Development. Part V: THE PREKINDERGARTNER/KINDERGARTNER: AGES THREE THROUGH SIX. 8. Physical and Motor Development. 9. The Cognitive System, Concept Development, and Intelligence. 10. Oral and Written Language Development. 11. How Adults Enrich Language and Concept Development. 12. Affective Development. 13. How Adults Support Affective Development. Part VI: THE PRIMARY CHILD: GROWTH AND DEVELOPMENT AGES SIX THROUGH EIGHT. 14. Preschool To Primary: Bridging the Gap into the Primary Grades. 15. Primary Grade Child Development.

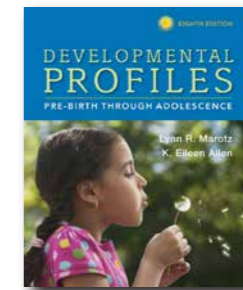
DEVELOPMENTAL PROFILES, 8E

Pre-Birth Through Adolescence

Lynn R. Marotz, University of Kansas, professor emerita; K. Eileen Allen, University of Kansas

© 2016, 320pp, Paperback, 9781305088313

ebook



Designed to help you comprehend the complexity of child development, DEVELOPMENTAL PROFILES: PRE-BIRTH THROUGH ADOLESCENCE, Eighth Edition, highlights major characteristics for each of the developmental domains in a concise, non-technical,

point-by-point format. The book covers the full range of stages in child and adolescent development, highlighting important safety considerations at each developmental stage. This edition provides extensive information that teachers, families, and service providers will find useful for promoting individualized learning and identifying developmental delays in their earliest stage. The book integrates current research and theory throughout, and emphasizes the importance of working collaboratively with diverse families to achieve maximum benefit for children. You will turn to this excellent reference over and over again for comprehensive, easy-to-find information about each stage of development.

CONTENTS

1. Child Development Theories and Data Gathering. 2. Principles of Growth and Development. 3. Prenatal Development. 4. Infancy: Birth to Twelve Months. 5. Toddlerhood: Twelve to Twenty-four Months. 6. Early Childhood: Three-, Four-, and Five-Year-Olds. 7. Early Childhood: Six-, Seven-, and Eight-Year-Olds. 8. Middle Childhood: Nine-, Ten-, Eleven-, and Twelve-Year-Olds. 9. Adolescence: Thirteen- to Nineteen-Year Olds. 10. When and Where to Seek Help. APPENDIX A: Developmental Checklists. APPENDIX B: Selected Screening and Assessment Instruments. APPENDIX C: Resources for Families and Professionals.

CHILDCARE & SCHOOL AGE CARE

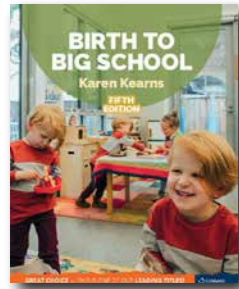
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- 9 Play and learning: pre-schoolers
- 10 Documentation and planning for learning

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Karen Kearns

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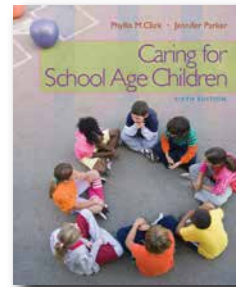
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10. Leading and managing the work team
11. Leading and managing learning and innovation

CARING FOR SCHOOL-AGE CHILDREN, 6E

Phyllis M. Click, Moorpark College; Jennifer Parker, Moorpark College

© 2012, 416pp, Paperback, 9781111298135

ebook



CARING FOR SCHOOL-AGE CHILDREN, 6th Edition, presents the most pertinent information needed by those involved in after-school programs. Current research has established the importance of quality after-school programs due to their tremendous impact on children's academic achievement, overall happiness, and self-esteem. To address this reality, the new edition presents the latest research and information on school-age child care, and offers numerous practical applications and activities that can be put to use immediately in a child care setting.

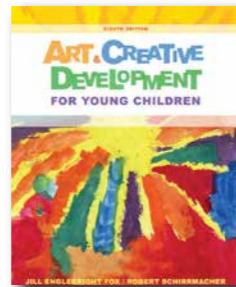
CREATIVE ARTS AND ACTIVITIES

ART AND CREATIVE DEVELOPMENT FOR YOUNG CHILDREN, 8E

Jill Englebright Fox, PhD, University of Houston - Victoria; Robert Schirrmacher, Ph.D

© 2015, 400pp, Paperback, 9781285432380

CENGAGE | MINDTAP ebook



ART & CREATIVE DEVELOPMENT FOR YOUNG CHILDREN, 8th Edition, is a comprehensive, must-have resource for implementing a developmentally appropriate art program. Written for pre-service and in-service early childhood

professionals in child care, preschool, or kindergarten through third grade settings, the text takes a child-centered approach to art education. It covers the important topics and issues related to creative experience, including art and the developing child, special needs and diversity, and children's artistic development. Also discussed are planning, developing, implementing, and assessing art along with strategies for integrating art across the curriculum. The updated Eighth Edition gives greater emphasis to professional standards, and also provides lesson plans at the end of each chapter.

CONTENTS

Section I: CREATIVITY. 1. Understanding Creativity. 2. Creative Thinking. 3. Creative Experiences. Section II: YOUNG CHILDREN AS ARTISTS: A DEVELOPMENTAL VIEW. 4. Art and the Developing Child. 5. Children's Artistic Development. Section III: ART AND AESTHETICS. 6. The Elements of Art. 7. Aesthetics. 8. Sensory Experiences. 9. The Complete Early Childhood Art Program. Section IV: PROVIDING ART EXPERIENCES. 10. Child-Centered Art vs. Teacher-Directed Projects.

11. Planning, Implementing, and Evaluating Art. 12. Integrating Art across the Early Childhood Curriculum. 13. The Art Center. Section V: ROLES AND STRATEGIES. 14. Art Experiences through Technology. 15. Roles, Responses, and Strategies to Support Children's Art. 16. Art Assessment.

CREATIVE ACTIVITIES AND CURRICULUM FOR YOUNG CHILDREN, 11E

Mary Mayesky, Ph.D., Duke University, (Emerita)

© 2015, 624pp, Paperback, 9781285428178

CENGAGE | MINDTAP ebook



CREATIVE ACTIVITIES AND CURRICULUM FOR YOUNG CHILDREN, Eleventh Edition, is written for anyone who wants to know more about creativity, creative children, creative teaching, and creative curriculum and activities that can be applied to actual classroom settings. Whether you're an early childhood teacher, child-care provider, or a pre-service or in-service elementary teacher, you'll find this book to be an invaluable resource that you'll turn to again and again. Covering a wide range of content areas encountered in early childhood and elementary classrooms up to grade 5, this book promotes creativity in children and encourages you to exercise your own creativity. The sound theoretical base is applied in hundreds of practical activities. Updated throughout, the Eleventh Edition features expanded coverage of professional early childhood education standards, new brain research, TeachSource Videos with questions for reflection and discussion, and nearly all new photos. Multicultural education has been integrated throughout the text with material on creativity in an anti-bias curriculum as well as numerous multicultural creative activity ideas.

CONTENTS

Part I: FOSTERING CREATIVITY AND AESTHETICS IN YOUNG CHILDREN: THEORETICAL BASIS. 1. The Concept of Creativity. 2. Promoting Creativity. 3. The Concept of Aesthetics. 4. Promoting Aesthetic Experiences. Part II: PLANNING AND IMPLEMENTING CREATIVE ACTIVITIES: DEVELOPMENTALLY APPROPRIATE PRACTICE. 5. Children, Teachers, and Creative Activities. 6. Creative Environments. 7. Play, Development, and Creativity. 8. Using Technology to Promote Creativity. Part III: ART AND THE DEVELOPMENT OF THE YOUNG CHILD. 9. Art and Physical-Mental Growth. 10. Art and Social-Emotional Growth. 11. Developmental Levels and Art. Part IV: THE EARLY CHILDHOOD ART PROGRAM. 12. Program Basics: Goals, Setting Up, Materials, and Strategies. 13. Two-Dimensional Activities. 14. Three-Dimensional Activities. Part V: CREATIVE ACTIVITIES FOR THE EARLY CHILDHOOD CURRICULUM. 15. Dramatic Play and Puppets. 16. Creative Movement. 17. Creative Music. 18. Creative Language Experiences. 19. Creative Science. 20. Creative Mathematics. 21. Creative Food Experiences. 22. Creative Social Studies. APPENDICES. A. Gross and Fine-Motor Skills. B. Language Development Objectives and Activities for Infants and Toddlers. C. Art Talk Summary. D. Exhibitions and Displays. E. Recycled Materials. F. Criteria for Selecting Play Equipment for Young Children. Glossary. Index.

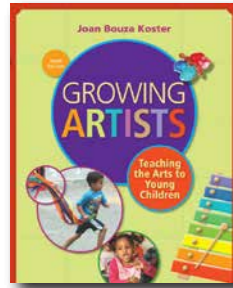
GROWING ARTISTS, 6E

Teaching the Arts to Young Children

Joan Bouza Koster, Broome Community College

© 2015, 464pp, Paperback, 9781285743141

ebook



GROWING ARTISTS: TEACHING THE ARTS TO YOUNG CHILDREN, 6th Edition, provides you with the theoretical framework and background knowledge needed to design creative arts activities for young children from infancy through the primary grades.

Beautifully illustrated with children's artwork, it features a wealth of child-tested, open-ended dramatic arts, music, creative dance, and visual art activities that foster children's creativity. Examples of teaching in action model how you can be an enthusiastic and effective teacher of the arts process. This book provides a rich-resource of ideas and approaches that will inspire all those who work with young children to explore the arts process with them.

CONTENTS

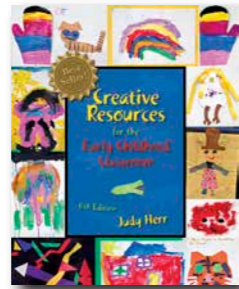
Section I: INTRODUCTION TO THE ARTS. 1. The Arts and Young Children. 2. Nurturing Creativity. 3. Artistic Development. 4. Awakening the Senses. Section II: TEACHING THE ARTS. 5. Coming Together Through the Arts. 6. Creating a Place for the Arts. 7. Introducing the World's Arts. 8. Integrating the Arts into the Curriculum. Section III: EXPLORING THE ARTS. 9. Creating Visual Art. 10. Making Music. 11. Moving Creatively. 12. Nurturing the Imagination. Appendices A-D.

CREATIVE RESOURCES FOR THE EARLY CHILDHOOD CLASSROOM, 6E

Judy Herr, University of Wisconsin, Stout, Wisconsin

© 2013, 768pp, Paperback, 9781111831028

ebook



Early childhood educators around the world use this best seller to plan daily curriculum and classroom activities. The book contains 76 different themes ranging from Ants to Zoo Animals, presented in alphabetical order. Content for each theme includes the following

sections: Curriculum Flowchart, Theme Goals, Concepts for Children to Learn, Vocabulary, Bulletin Board Ideas, Sample Parent Letter, Arts and Crafts, Cooking, Dramatic Play, Field Trips, Fingerplays/Chants, Group Time, Science, Math, Sensory, Large Motor, Fine Motor, Social Studies, Books, Recordings and Song Titles, and Technology/Multimedia Resources. The updated book sections for each theme include hundreds of new children's literature references with a special emphasis on multicultural selections. In addition, the new Sixth Edition includes a brand new four-color insert on Using the Digital Camera in the Early Childhood Classroom. The text is accompanied by a companion website that contains important assessment tools, lesson plan forms, rainy day activities, developmental checklists, classroom artifacts, and much more.

CONTENTS

1. Ants. 2. Apples. 3. Art. 4. Birds. 5. Blue. 6. Bread. 7. Brushes. 8. Bubbles. 9. Buildings. 10. Camping. 11. Caring for Our Earth. 12. Cars, Trucks and Buses. 13. Cats. 14. Chinese New Year. 15. Christmas. 16. Cinco de Mayo. 17. Circus. 18. Clothing. 19. Communications. 20. Construction Tools. 21. Containers. 22. Creative Movement. 23. Dairy Products. 24. Dentist. 25. Diwali. 26. Doctors and Nurses. 27. Dogs. 28. Easter. 29. Eggs. 30. Fall. 31. Families. 32. Farm Animals. 33. Feelings. 34. Feet. 35. Firefighters. 36. Fish.

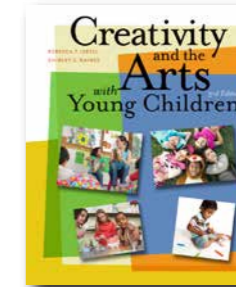
37. Flowers. 38. Friends. SPECIAL INSERT: USING THE DIGITAL CAMERA IN THE EARLY CHILDHOOD CLASSROOM. 39. Frogs. 40. Fruits and Vegetables. 41. Gardens. 42. Halloween. 43. Hanukkah. 44. Hats. 45. Health. 46. Homes. 47. Insects and Spiders. 48. Kwanzaa. 49. Mail Carrier. 50. Mice. 51. Music. 52. Numbers. 53. Nursery Rhymes. 54. Occupations. 55. Pets. 56. Plants. 57. Puppets. 58. Purple. 59. Rain. 60. Ramadan. 61. Red. 62. Safety. 63. Scissors. 64. Shapes. 65. Sports. 66. Spring. 67. Summer. 68. Thanksgiving. 69. Trees. 70. Valentine's Day. 71. Water. 72. Wheels. 73. Winter. 74. Worms. 75. Yellow. 76. Zoo Animals. Appendix A: Multicultural Resources for the Early Childhood Classroom. Appendix B: Overview of the NAEYC Early Childhood Program Standards.

CREATIVITY AND THE ARTS WITH YOUNG CHILDREN, 3E

Rebecca Isbell, East Tennessee State University; Shirley C. Raines

© 2013, 400pp, Paperback, 9781111838072

ebook



CREATIVITY AND THE ARTS WITH YOUNG CHILDREN, Third Edition, is written for early childhood educators as well as those who work with children from birth through age eight. The text focuses on helping educators make the vital connection to the arts--

including music, movement, drama, and the visual arts--throughout all areas of the classroom and curriculum, and on developing creative teachers who will be able to foster an artistic environment. Observations and photos of teachers and children demonstrate practical ways the arts can be used to help children reach their potential. Educators will find many ideas for open-ended activities that are important for the development of young children, and which will encourage them to think in new ways. Discussion of professional standards and recommendations allows teachers to be cognizant of goals that are important in the early years. Thorough in its coverage, the text speaks to children with special needs and cultural diversity, leaving readers with a complete information resource regarding arts in the young child's classroom.

CONTENTS

Preface. 1. Creativity. 2. The Creative Teacher. 3. The Role of Play. 4. Understanding the Visual Arts. 5. Creating Art. 6. Music, Music, Music. 7. Children in Motion. Creative Movement. 8. Creative Drama. 9. Creativity across the Curriculum. 10. Integrating the Arts. Appendix A. Recipes for the Arts. Appendix B. Rhymes and Finger Plays. Appendix C. Stories to Dramatize with Young Children. Appendix D. Primary Thematic Unit. Icky Sticky Fun! Glossary. Index.

CURRICULUM

NEW EDITION

PROGRAMMING AND PLANNING IN EARLY CHILDHOOD SETTINGS, 8E

Leonie Arthur, University of Western Sydney; Bronwyn Beecher; Elizabeth Death; Susan Dockett

© 2021, 528pp, Paperback, 9780170443357

ebook



Programming & Planning in Early Childhood Settings explores a broad range of approaches, concepts and issues in early childhood curriculum. Chapters reflect on the terms 'planning' and 'programming' in early childhood settings, what is authentic curriculum for young children, and effective teaching strategies to extend young children's learning. There is a strong focus on social and cultural theories, and learning styles, which helps you recognise the need for collaboration between yourself as an educator, children and families in order to develop appropriate programs. This revised and updated eighth edition shows you how chapters of the text are relevant to the Australian Professional Standards for teachers. It includes real-life examples, reflections, and case studies to help you understand educational theories, philosophies and frameworks.

CONTENTS

1. Setting the scene 2. Children in the context of their families and communities 3. Thinking about children: development and play 4. Reflective and evaluative practices 5. Developing philosophies 6. Understanding the setting 7. Curriculum approaches and pedagogies 8. Assessing and planning for children's learning 9. Relationships and interactions to promote children's learning 10. Learning environments 11. Journeys of change

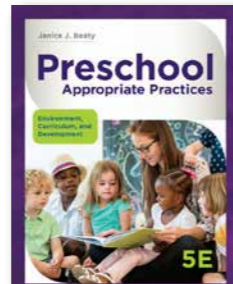
PRESCHOOL APPROPRIATE PRACTICES, 5E

Environment, Curriculum, and Development

Janice J. Beaty, Elmira College

© 2019, 416pp, Paperback, 9781337566216

CENGAGE | MINDTAP ebook



Aligned around ten learning centers in a preschool classroom, PRESCHOOL APPROPRIATE PRACTICES, 5th Edition is a must-have resource for preschool teachers creating the learning environment in their classroom. Easy to read and full of practical

ideas, this text helps you learn how to act as a facilitator of preschoolers' self-directed learning by setting up centers in the classroom. Creative ideas for involving children in all aspects of their learning, including rule making and curriculum planning, are found throughout. You'll also find many learning activities, including some incorporating children's books. Activities are based on the National Association for the Education of Young Children's (NAEYC) developmentally appropriate practice (DAP), a nationally recommended set of early childhood practices. Chapter summaries pull out key ideas that can be easily implemented in the classroom.

CONTENTS

1. The Self-Directed Learning Environment. 2. The Teacher's Role. 3. Block Center. 4. Dramatic Play Center. 5. Books/Reading Center. 6. Listening Center. 7. Writing Center. 8. Art Center. 9. Music/Dance Center. 10. Large Motor Center. 11. Manipulative/Math Center. 12. Science Center. 13. Curriculum Planning.

SUPPORTING PLAY IN EARLY CHILDHOOD, 3E

Environment, Curriculum, Assessment

Dorothy Justus Sluss, Ph.D., James Madison University

© 2019, 368pp, Paperback, 9781337568036

CENGAGE | MINDTAP ebook



Establishing a successful classroom requires that you have knowledge of children and early childhood curricula. Essential for every preschool, kindergarten, and primary teacher's personal library, this book serves as a comprehensive guide to

creating a play-based curriculum for young children. You'll find specific information about infant and toddler classrooms, preschool classrooms, kindergarten classrooms, and primary and middle childhood. Each chapter presents the benefits of play, suggests materials that children can use, and includes parent letters and checklists as well as practical tips for teachers. Information about how to set up an inclusive classroom appears throughout the book and is addressed in a separate chapter. You'll also save time with the detailed sample lesson plans that appear in the appendix.

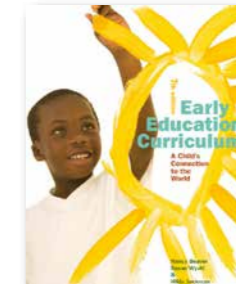
EARLY EDUCATION CURRICULUM, 7E

A Child's Connection to the World

Nancy Beaver, Dallas County Community College District (DCCCD); Susan Wyatt, Eastfield College; Hilda Jackman, Dallas County Community College

© 2018, 480pp, Paperback, 9781305960633

CENGAGE | MINDTAP ebook



EARLY EDUCATION CURRICULUM: A CHILD'S CONNECTION TO THE WORLD shows you how to conduct observations and assessments of children and the program, plan and implement a curriculum, set up an inclusive child-centered environment, and

evaluate and document program quality and children's learning. Whether you are a student or an experienced teacher, this book will help you learn how to make informed decisions about curriculum content as well as to develop creative thinking skills and effectively apply theory to an early childhood classroom setting. Updated with the most current research and standards, the seventh edition presents new material on brain research that underlies teaching ideas as well as new information on reflective practice, intentional teaching, and using the environment as a teaching tool. Case studies allow you to apply your knowledge to solve real-life dilemmas. The book's strong applied approach focuses on the how-to's of teaching, with many hands-on teaching tips.

CONTENTS

Part I: PREPARING FOR LEARNING THROUGH ASSESSMENT, CURRICULUM, AND THE ENVIRONMENT. 1. Starting the Process. 2. Observation and Assessment. 3. Creating Curriculum. 4. The Learning Environment. Part II: DISCOVERING AND EXPANDING THE EARLY EDUCATION CURRICULUM. 5. Language and Literacy. 6. Creativity: Art and Music. 7. The Child's World: Social Studies and Dramatic Play. 8. Sensory Play. 9. Science. 10. Math. 11. Fine

Motor and Manipulative Play. 12. Large Motor and Outdoor Play. 13. Construction: Blocks and Woodworking. 14. Putting It All Together: Evaluation and Documentation. Appendix A: My Self: Integrated Theme-Based Unit Ideas. Appendix B: Activities and Songs. Appendix C: Songs and Poems. Appendix D: Forms. Appendix E: Resources for Teachers. Appendix F: Additional Standards by Chapter including Common Core State Contact Information. Appendix G: Professional Organizations. Glossary. References. Index.

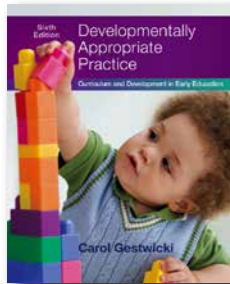
DEVELOPMENTALLY APPROPRIATE PRACTICE, 6E

Curriculum and Development in Early Education

Carol Gestwicki, Central Piedmont College

© 2017, 496pp, Paperback, 9781305501027

CENGAGE | MINDTAP ebook



Thoughtful and comprehensive, DEVELOPMENTALLY APPROPRIATE PRACTICE: CURRICULUM AND DEVELOPMENT IN EARLY EDUCATION, 6th Edition, is designed to meet the needs of new early childhood students as well as experienced

teachers, professionals, and parents. It provides you with an overview of the concepts and theoretical foundations of appropriate practices in every developmental domain and discusses the practical implications for teachers and caregivers. The text reflects the NAEYC position statement on Developmentally Appropriate Practice and includes content on aligning early childhood teaching practices with national education standards, in addition to many interesting anecdotes, vignettes, interactive features, and applications to help you understand and apply the material. The text also shows you how to be effective no matter what curriculum model is used in your center, whether Reggio Emilia, Montessori, High Scope, Creative Curriculum, Bank Street, Waldorf, or any other.

CONTENTS

Part I: DEFINING DEVELOPMENTALLY APPROPRIATE PRACTICE. 1. Defining Developmentally Appropriate Practice. 2. Understanding Play: Its Importance in Developmentally Appropriate Practice. 3. Planning for Developmentally Appropriate Curriculum. 4. A Consideration of Various Curriculum Models. Part II: DEVELOPMENTALLY APPROPRIATE PHYSICAL ENVIRONMENTS. 5. Developmentally Appropriate Physical Environments: For Infants. 6. Developmentally Appropriate Physical Environments: For Toddlers. 7. Developmentally Appropriate Physical Environments: For Preschoolers. 8. Developmentally Appropriate Physical Environments: For Primary-Age Children. Part III: DEVELOPMENTALLY APPROPRIATE SOCIAL/EMOTIONAL ENVIRONMENTS. 9. Developmentally Appropriate Social/Emotional Environments: For Infants. 10. Developmentally Appropriate Social/Emotional Environments: For Toddlers. 11. Developmentally Appropriate Social/Emotional Environments: For Preschoolers. 12. Developmentally Appropriate Social/Emotional Environments: For Primary-Age Children. Part IV: DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS. 13. Developmentally Appropriate Learning Environments: For Infants. 14. Developmentally Appropriate Learning Environments: For Toddlers. 15. Developmentally Appropriate Learning Environments: For Preschoolers. 16. Developmentally Appropriate Learning Environments: For Primary-Age Children. Glossary. List of Useful Figures and Boxes. References. Index.

HEALTH, SAFETY & NUTRITION

AE HEALTH, SAFETY, AND NUTRITION FOR THE YOUNG CHILD, 10E

Lynn R. Marotz, University of Kansas, professor emerita

© 2020, 584pp, Paperback, 9789814878036

CENGAGE | MINDTAP

Cengage ASIATITLE



HEALTH, SAFETY, AND NUTRITION FOR THE YOUNG CHILD, 10th Edition, covers contemporary health, safety, and nutrition needs of infant through school-age children--and guides teachers in implementing effective classroom

practices--in one comprehensive, full-color volume. Concepts are backed by the latest research findings and linked to NAEYC standards. The text emphasizes the importance of respecting and partnering with families to help children establish healthy lifestyles and achieve their learning potential. Early childhood educators, professionals, and families will find the latest research and information on many topics of significant concern, including food safety, emergency and disaster preparedness, childhood obesity, children's mental health, bullying, resilience, chronic and acute health conditions, environmental quality, and children with special medical needs. Also provided are easy-to-access checklists, guidelines, activities, and lesson plans that no early childhood student or professional should be without.

CONTENTS

Unit I: PROMOTING CHILDREN'S HEALTH: HEALTHY LIFESTYLES AND HEALTH CONCERNS. 1. Children's Well-Being: What It Is and How to Achieve It. 2. Daily Health Observations. 3. Assessing Children's Health. 4. Caring for

Children with Special Medical Conditions. 5. The Infectious Process and Environmental Control. 6. Childhood Illness: Identification and Management. Unit II: KEEPING CHILDREN SAFE. 7. Creating High-Quality Environments. 8. Safety Management. 9. Management of Injuries and Acute Illness. 10. Maltreatment of Children: Abuse and Neglect. 11. Planning for Children's Health and Safety Education. Unit III: FOODS AND NUTRIENTS: BASIC CONCEPTS. 12. Nutrition Guidelines. 13. Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins). 14. Nutrients That Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water). Unit IV: NUTRITION AND THE YOUNG CHILD. 15. Feeding Infants. 16. Feeding Toddlers and Young Children. 17. Planning and Serving Nutritious and Economical Meals. 18. Food Safety. 19. Nutrition Education: Rationale, Concepts, and Lessons. Epilogue. Looking Ahead. . . Making a Difference. Appendices. A. National Health Education Standards. B. Monthly Calendar: Health, Safety, and Nutrition Observances. C. Federal Food Programs. D. Children's Book Lists. E. Nutrient Information: Fast-Food Vendor Websites. Glossary. Index.

HOME, SCHOOL & COMMUNITY RELATIONS

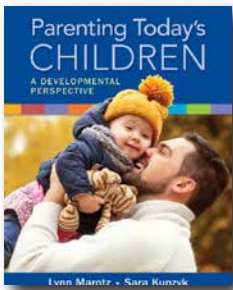
PARENTING TODAY'S CHILDREN

A Developmental Perspective

Lynn R. Marotz, *University of Kansas, professor emerita*;
Sara Kupzyk, *Munroe-Meyer Institute for Genetics and Rehabilitation, University of Nebraska Medical Center*

© 2018, 512pp, Paperback, 9781305964303

CENGAGE | MINDTAP **ebook**



PARENTING TODAY'S CHILDREN will help you understand parenting roles, responsibilities, and challenges. Based on the latest research findings, the text addresses contemporary topics in a clear, concise, and thought-provoking manner. A

developmental framework makes learning easier for you, as each chapter builds on the previous one. You'll relate to many of the timely topics (e. g., "helicopter" parents, sleep deprivation, eating disorders, teens and plastic surgery, overscheduled children, depression and suicide, social media) that are discussed throughout the book. Pedagogical features, such as key terms, learning objectives, responsive parenting cases, trending now topics, self-reflection questions, and field activities reinforce learning. Suggestions for Parents features throughout the book translate chapter material into practical ideas that you can share with parents. An appealing chapter design includes helpful visuals and material presented in an easy-to-read boxed format.

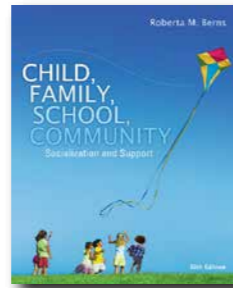
CHILD, FAMILY, SCHOOL, COMMUNITY, 10E

Socialization and Support

Roberta M. Berns, *University of California, Irvine*

© 2016, 576pp, Paperback, 9781305088979

CENGAGE | MINDTAP **ebook**



The best-selling CHILD, FAMILY, SCHOOL, COMMUNITY: SOCIALIZATION AND SUPPORT, now in its Tenth Edition, offers an excellent introduction to socialization that is grounded in a powerful conceptual framework-Urie Bronfenbrenner's

Bioecological Model of Human Development. Examining how the school, family, and community influence children's socialization, this text addresses complex issues in a clear, comprehensive fashion. Students enjoy reading the book and appreciate its narrative drive, meaningful and timely examples, and effective pedagogy. A sensitive and robust presentation of diversity issues includes matters related to culture, ethnicity, gender, sexual orientation, socioeconomic status and special needs. Updated throughout, this edition features a strong emphasis on NAEYC and NASW standards as well as a new neuroscience feature called "Brain Briefs."

CONTENTS

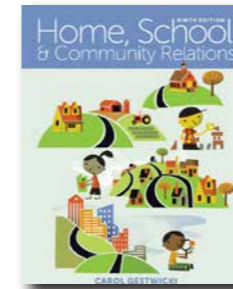
Part I: HOW DO ECOLOGY AND SOCIALIZATION IMPACT CHILD DEVELOPMENT? 1. Ecology of the Child. 2. Ecology of Socialization. Part II: WHERE AND HOW DOES SOCIALIZATION TAKE PLACE? 3. Ecology of the Family. 4. Ecology of Parenting. 5. Ecology of Nonparental Child Care. 6. Ecology of the School. 7. Ecology of Teaching. 8. Ecology of the Peer Group. 9. Ecology of the Mass Media. 10. Ecology of the Community. Part III: WHAT ARE THE DEVELOPMENTAL OUTCOMES OF SOCIALIZATION PROCESSES? 11. Emotional and Cognitive Socialization Outcomes. 12. Social and Behavioral Socialization Outcomes. Glossary. References. Index.

HOME, SCHOOL, AND COMMUNITY RELATIONS, 9E

Carol Gestwicki, *Central Piedmont College*

© 2016, 496pp, Paperback, 9781305089013

CENGAGE | MINDTAP **ebook**



This practical, comprehensive text is an indispensable guide for home-school-community collaborations. HOME, SCHOOL, & COMMUNITY RELATIONS, 9th Edition, meets the needs teacher candidates who desire to create effective, culturally-

competent partnerships with diverse families, and helps to prepare you for your future careers as teachers. It provides an overview of modern families and their complex roles and beliefs to sensitize teachers to the diversity and needs of families they will encounter, including multilingual, multiethnic, multigenerational, and gender-diverse families from different socioeconomic backgrounds. The text fully discusses both the benefits of creating productive partnerships and the barriers that teachers must overcome. Abundant examples clarify the book's practical and effective communication strategies. Current developments in the field of early childhood education are emphasized, including brain research and development, legislative mandates in education, professional standards of the field, and strategies for working with families of students with diverse learning needs.

CONTENTS

Preface. Section I: INTRODUCTION TO FAMILIES. 1. A Day with Two Families: Diversity of Experience. 2. Families Today. 3. Parenting. Section II: TEACHER-FAMILY PARTNERSHIPS IN EARLY EDUCATION. 4. What Is Family Involvement? 5. Benefits and Barriers in Teacher-Family Partnerships. 6. Foundations of a Successful Partnership. Section III: METHODS FOR DEVELOPING PARTNERSHIPS. 7. Good Beginnings with Parents and Children. 8. Informal Communication with Families. 9. Parent-

Teacher Conferences. 10. Families in the Classroom. 11. Parent Education. 12. It Takes a Village: Teachers, Families, and Communities. Section IV: MAKING A PARTNERSHIP WORK. 13. Working with Families from Diverse Backgrounds. 14. Working with Families in Particular Circumstances. 15. Working to Resolve Challenging Attitudes and Behaviors. Appendix: Home Visits to Families and Children. Glossary. References. Index.

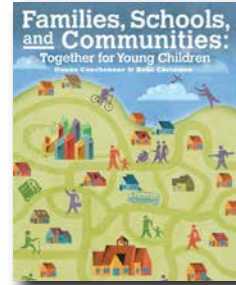
FAMILIES, SCHOOLS AND COMMUNITIES, 5E

Together for Young Children

Donna Couchenour, Shippensburg University of Pennsylvania;
Kent Chrisman, Shippensburg University of Pennsylvania

© 2014, 400pp, Paperback, 9781133938941

ebook



FAMILIES, SCHOOLS, AND COMMUNITIES: TOGETHER FOR YOUNG CHILDREN, 5th Edition, emphasizes the role of families and communities in children's education, and is geared to meeting national standards in teacher preparation programs.

Content reflects current research and best practices in education. Divided into two sections, this book helps you understand contemporary families and provides you with the skills that you will need to build relationships with families and the community. You'll find specific ideas and strategies for increasing family involvement in the community and schools, encouraging learning at home, working with military families, recognizing family strengths, diversity in the classroom, and many other topics. New content includes integration of current standards and a new video feature as well as expanded material on advocacy, technology, and strategies for dealing with parents. Available with InfoTrac® Student Collections <http://goengage.com/infotrac>.

CONTENTS

Part I: UNDERSTANDING FAMILIES. 1. A Theory-Based Approach to Family Involvement in Early Childhood Education. 2. Understanding Family Diversity. 3. Developmental Issues in Families with Young Children. 4. Family Strengths, Family Functions, and Family Structure. 5. Parenting. 6. Family Stress. PART II: PRACTICE. 7. A Family-Based Philosophy in Early Childhood Education. 8. Family-Staff Relationships. 9. Supporting Young Children's Learning at Home. 10. Parent

Education and Family Life Education. 11. Early Childhood Educators in the Community. Case Studies. Appendix A. Websites for Professional Development. Appendix B. NAEYC Code of Ethical Conduct and Statement of Commitment. Appendix C. National Academy of Early Childhood Programs Accreditation. Appendix D. Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. Appendix E. Professional Preparation Excerpts from NAEYC Initial Licensing Standards for Early Childhood Teacher Certification. Appendix F. NAEYC Position Statement on the Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals to Prevent Child Abuse. Glossary. Index.

INFANTS & TODDLERS

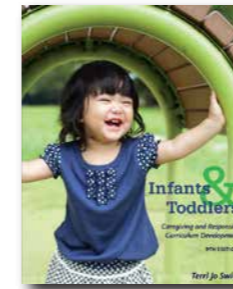
INFANTS, TODDLERS, AND CAREGIVERS, 9E

Caregiving and Responsive Curriculum Development

Terri Swim, Indiana University-Purdue University

© 2017, 528pp, Paperback, 9781305501010

CENGAGE | MINDTAP ebook



INFANTS AND TODDLERS: CAREGIVING AND RESPONSIVE CURRICULUM DEVELOPMENT, 9th Edition, guides you through the acquisition of skills necessary to provide high-quality care for infants and toddlers in any educational

setting. This edition's new subtitle better reflects the book's goal of providing appropriate caregiving and educational techniques, as well as curriculum ideas, for infants and toddlers from birth to age three. Overviews of key child care philosophies as they relate to the child, the caregiver, and parent involvement are presented along with case studies and lesson plans that help you translate theory into practice.

CONTENTS

Part I: UNDERSTANDING THE FOUNDATIONS OF PROFESSIONAL EDUCATION. 1. Taking a Developmental Perspective. 2. Physical and Cognitive/Language Development. 3. Social and Emotional Development. 4. Attachment and the Three A's. 5. Effective Preparation and Tools. Part II: ESTABLISHING A POSITIVE LEARNING ENVIRONMENT. 6. Building Relationships and Guiding Behaviors. 7. Supportive Communication with Families and Colleagues. 8. The Indoor and Outdoor Learning Environments. 9. Designing the Curriculum. Part III: RESPONSIVE CURRICULUM. 10. Early Intervention. 11. Teaching Children Birth to Twelve Months. 12. Teaching Children Twelve to Twenty-Four Months. 13. Teaching

Children Twenty-Four to Thirty-Six Months. 14. Developmentally Appropriate Content. Appendix A: Tools for Observing and Recording. Appendix B: Standards for Infant/Toddler Caregivers. Appendix C: Board Books. Appendix D: Picture Books.

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

NEW EDITION

BIRTH TO BIG SCHOOL, 5E

Karen Kearns

© 2021, 432pp, Paperback, 9780170457309

ebook



Birth to Big School uses down-to-earth, practical examples to help you understand traditional areas of development, and links these to the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS). Questions throughout the

text get you to check your understanding of the content. Learning from real life scenarios helps you connect theory to practice, and reflective activities reinforce what you have learnt.

CONTENTS

1 Introduction to child development 2 Moving 3 Language and communication 4 Cognitive development 5 Social and emotional development 6 Learning to get along with others 7 Playing, learning and development 8 Play and learning: babies and toddlers 9 Play and learning: pre-schoolers 10 Documentation and planning for learning

NEW EDITION

FRAMEWORKS FOR LEARNING AND DEVELOPMENT 5E, 5E

Karen Kearns

© 2021, 528pp, Paperback, 9780170445535

ebook



Frameworks for Learning and Development supports training and delivery of the Diploma of Early Childhood Education and Care. The text primarily addresses developmental subjects/competencies while linking to the EYLF and reflects the key components of the National Quality Framework (NQF) for Children's Services as they relate to curriculum and pedagogical practices in early childhood settings.

CONTENTS

1. Planning for learning: Physical growth and development
2. Planning for learning: Language, communication and literacy
3. Planning for learning: Cognitive development and creativity
4. Planning for learning: Social and emotional development
5. Guiding and managing behaviour
6. Planning for inclusion
7. Supporting children with additional needs
8. Working in partnership with families
9. Frameworks for learning: Curriculum design
10. Frameworks for learning: Curriculum planning
11. Frameworks for learning: Putting it all together

NEW EDITION

THE BIG PICTURE, 5E

Karen Kearns

© 2021, 404pp, Paperback, 9780170457316

ebook



The Big Picture, 5e examines the personal and professional skills needed to be an early childhood educator. It gives you a practical introduction to working in a children's service environment and helps to bridge the gap between theory and

practice. This text supports training delivery in CHC30113 Certificate III in Early Childhood Education and Care. You will be introduced to the Early Childhood Australia Code of Ethics and the challenges you may face when working with families and children. The author also emphasises the importance of knowing the traditional areas of early education and development, and links them to the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS).

CONTENTS

- 1 Working in children's education and care
- 2 Complying with regulatory frameworks
- 3 Professional practices
- 4 Developing cultural competence
- 5 Work health and safety
- 6 Ensuring children's wellbeing and health
- 7 Supporting children's safety
- 8 Responsive care practices
- 9 Child protection
- 10 Sustainability: supporting children to connect with their world

NEW EDITION

THE BUSINESS OF CHILD CARE, 5E

Karen Kearns

© 2021, 448pp, Paperback, 9780170445528

ebook



The Business of Child Care addresses the managerial and operational aspects of working in Child Care. The management of an early childhood education and care service is challenging for educators who assume the role of manager. The role includes a wide range

of responsibilities such as workplace health and safety, human resource management, strategic planning, financial and resource management, and sustainability. Importantly, it also includes your compliance with legislative requirements such as the regulations for early childhood education and care services, which also now include compliance with the National Quality Standards. This edition has been written to support training and delivery of the Diploma of Early Childhood Education and Care.

CONTENTS

1. Leading and managing compliance
2. Managing risk NEW
3. Leading and managing work health and safety
4. Managing and meeting information needs
5. Leading and managing for sustainability
6. Leading and managing diversity and inclusion in the workplace
7. Leadership and emotional intelligence
8. Leading and managing recruitment
9. Leading and managing performance
10. Leading and managing the work team
11. Leading and managing learning and innovation NEW

SUPPORTING EDUCATION, 3E

Karen Kearns

© 2020, 680pp, Paperback, 9780170419642

CENGAGE | MINDTAP ebook



Supporting Education is the handbook for anyone who works with qualified teachers in a role supporting the education and development of school children. It provides Education Support Workers with an overview of child development and how

children learn, as well an introduction to the key learning areas for primary school students. The text also links to new online support resources and information to help you with teaching and class prep time. Supports the Certificate III in Education Support qualification.

CONTENTS

- Part A Working in a school environment
 - 1 The role of the Education Support Worker
 - 2 Working in a legislative environment
 - 3 Working with diverse people
 - 4 Health and safety
 - 5 Child protection
- Part B Support learning and development
 - 6 Introduction to child and adolescent development and learning
 - 7 Physical growth, development and learning
 - 8 Social and emotional development and learning
 - 9 Language development and learning
 - 10 Cognitive development and learning
 - 11 Supporting learning
 - 12 Contribute to planning and educational programs
- Part C Literacy and numeracy
 - 13 Introduction to becoming literate
 - 14 Writing and literacy
 - 15 Reading
 - 16 Support numeracy development
- Part D Support students with additional needs
 - 17 Introduction to supporting students with additional needs and disabilities
 - 18 Support for students with disabilities
 - 19 Support English language learners
 - 20 Supporting behaviour

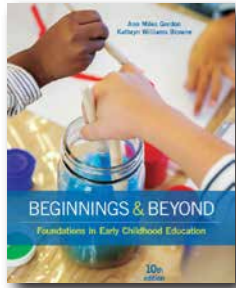
BEGINNINGS & BEYOND, 10E

Foundations in Early Childhood Education

Ann Miles Gordon, *Episcopal Schools in America*; Kathryn Williams Browne, *Skyline College*

© 2017, 560pp, Hardback, 9781305500969

CENGAGE | MINDTAP ebook



In a clear and easy-to-understand style, **BEGINNINGS AND BEYOND: FOUNDATIONS IN EARLY CHILDHOOD EDUCATION**, 10th Edition lays out basic questions any student of early childhood education -- including you -- would want answered. It

also presents key concepts, the latest research, and practical examples so that questions are thoroughly answered. Coverage of the current Developmentally Appropriate Practices (DAP) is woven throughout the text, as is material on diversity and development, which enables you to understand that issues of age, gender, race/ethnicity, ability, and family are part of every aspect of teaching and learning. Every chapter has a feature focused on how brain-based research is connected to development, and another that highlights intentional teaching. Through its tone, visuals, and pedagogy, the book is accessible to and respectful of readers with a range of abilities and learning styles.

CONTENTS

Part I: WHAT IS THE FIELD OF EARLY CHILDHOOD EDUCATION? 1. History of Early Childhood Education. 2. Types of Programs. Part II: WHO IS THE YOUNG CHILD? 3. Defining the Young Child. 4. Developmental and Learning Theories. Part III: WHO ARE THE TEACHERS? 5. Teaching: A Professional Commitment. 6. Observation and Assessment of Children. 7. Guiding Children's Behavior. 8. Families and Teachers: Partners in Education. 9. Creating Environments. Part IV: WHAT IS BEING TAUGHT? 10. Curriculum: Creating a Context for Learning. 11. Planning for

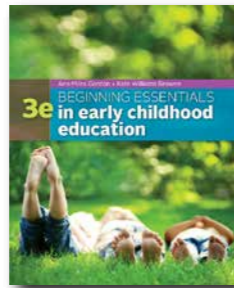
the Body: Physical/Motor Development in Action. 12: Planning for the Mind: Cognitive Development in Action. 13: Planning for the Mind: Language and Literacy Development in Action. 14: Planning for the Heart and Soul: Psychosocial Development in Action. Part V: HOW DO WE TEACH FOR TOMORROW? 15: Issues and Trends in Early Childhood Education: Four Themes.

BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, 3E

Ann Gordon, *Episcopal Schools in America*; Kathryn Williams Browne, *Skyline College*

© 2016, 256pp, Paperback, 9781305089037

CENGAGE | MINDTAP ebook



BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, Third Edition, is a streamlined foundations textbook that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and

What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, "Teacher Talk" boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, "Brain Research" boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity, DAP, professionalism, and ethics. Video features introduce videos of actual early childhood settings that are available on the accompanying website, an invaluable resource that provides instructors and students with opportunities for reflection as well as for personal and professional development.

CONTENTS

1. History and Current Issues of Early Childhood Education. 2. Types of Programs. 3. Defining the Young Child. 4. Developmental and Learning Theories. 5. Teaching: A Professional Commitment. 6. Observation and Assessment: Learning to Read the Child. 7. Guidance Essentials. 8. Families and Teachers: An Essential Partnership. 9. Creating Environments. 10. Curriculum Essentials.

LANGUAGE ARTS

CREATIVE LITERACY IN ACTION

Birth through Age Nine

Janet Leigh Towell, *Florida Atlantic University*; Katherine C. Powell, *Florida Atlantic University*; Susannah Brown, *Florida Atlantic University*

© 2018, 304pp, Paperback, 9781285171272

CENGAGE | MINDTAP ebook



Featuring a holistic approach that integrates literacy, educational psychology, and the arts, this early literacy textbook provides creative strategies and activities to help you meet the needs of diverse learners, birth through age nine. Comprehensive, yet

written in a conversational style, it presents ideas to use as a springboard for developing your own unique style and method of literacy instruction. Sample activities by age groups facilitate a flexible foundation of curriculum design. Chapter features -- including Lesson Ideas, Vignettes, Diverse Learners, Brain Briefs, Literacy Assessment, and Teacher Toolbox -- reinforce concepts, illustrate theories, and offer practical teaching examples. With this text, you'll learn how to support and inspire children on their journeys to becoming lifelong readers and writers.

CONTENTS

Part I: BUILDING LITERACY FOUNDATIONS. 1. Theoretical Foundations in Literacy, Psychology, and the Arts. 2. Emergent and Early Literacy. 3. Literacy Assessment. Part II: ENGAGING LEARNERS IN LITERACY. 4. Phonics and Word Identification. 5. Vocabulary Development and Instruction. 6. Reading Comprehension. 7. Writing and Spelling Development. Part III: INTERACTING CREATIVELY WITH LITERACY. 8. Family Literacy and Classroom Connections. 9. Diverse Learners and Literacy. 10. Teaching Literacy Through the Arts. APPENDIX: INTEGRATED LESSON PLANS. Lesson 1: Accepting Diversity and Self Identity. Lesson 2: Planting the Seeds of Literacy. Lesson 3: Expressing Ideas and Connecting with Others. Lesson 4: Exploring Word Study. Lesson 5: Thinking Creatively for Vocabulary Comprehension. Glossary. References for Children's Literature. References.

LITERATURE AND THE CHILD, 9E

Lee Galda, University of Minnesota; Lauren A. Liang, University of Utah; Bernice E. Cullinan, New York University

© 2017, 560pp, Hardback, 9781305642362

 CENGAGE | MINDTAP **ebook**



LITERATURE AND THE CHILD, 9th Edition, offers thorough, concise coverage of the formats and genres of children's literature and principles for the use of children's literature in the classroom. Beautifully written and illustrated discussions illuminate

specific aspects of each format or genre, supported by information on the latest quality works appropriate for children in nursery school through middle school. A stunning design includes interior illustrations by Lauren Stringer, an award-winning children's book author and illustrator. Each genre chapter contains criteria for evaluating literary quality, equipping you with a resource to guide text selection in the classroom. Practical, research-based information about teaching appears throughout, including ideas you can apply to your own classroom and an emphasis on the importance of selecting complex texts. This book will help you better understand how to select texts that best serve your curriculum goals and the needs and interests of your students.

CONTENTS

1. Children's and Adolescent Literature. 2. Literature in the Lives of Young Readers. 3. Picturebooks as Visual Art. 4. Picturebooks Across Genres. 5. Nonfiction. 6. Folklore. 7. Fantastic Literature: Fantasy and Science Fiction. 8. Contemporary Realistic Fiction. 9. Historical Fiction. 10. Biography and Memoir. 11. Poetry and Verse. 12. Children's Literature in the Classroom. Appendix A: Selected Children's and Adolescent Book Awards. Appendix B: Resources. Professional References. Children's Literature References. Author and Title Index. Subject Index.

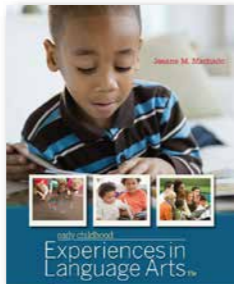
EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS, 11E

Early Literacy

Jeanne M. Machado, San Jose City College, (Emerita)

© 2016, 544pp, Paperback, 9781305088931

 CENGAGE | MINDTAP **ebook**



EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS: EARLY LITERACY, Eleventh Edition responds to national legislation, professional standards, and public concern about the development of young children's language and

foundational literacy skills by providing current research-based instructional strategies in early language development. Activities throughout emphasize the relationship between listening, speaking, reading, writing (print), and viewing in language arts areas. This text addresses the cultural and ethnic diversity of children and provides techniques and tips for adapting curricula. Theory is followed by how-to suggestions and plentiful examples of classic books and stories, poems, finger plays, flannel board and alphabet experiences, puppetry, language games, drama, and phonemic and phonetic awareness activities. Students will also learn how, as teachers, they can best interact with children to promote appropriate language development, and how they can create a print-rich environment in the classroom.

CONTENTS

Section 1: LANGUAGE DEVELOPMENT: EMERGING LITERACY IN THE YOUNG CHILD. 1. Beginnings of Communication. 2. The Tasks of the Toddler. 3. Preschool Years. Section 2: LANGUAGE AND LITERACY PROGRAMS: RECOGNIZING DIVERSE NEEDS AND GOALS. 4. Understanding Differences. 5. Achieving Language and Literacy Goals through Program Planning. 6. Promoting Language and Literacy. 7. Developing Listening Skills. Section 3: LITERATURE AND

OTHER LANGUAGE ARTS AREAS. 8. Children and Books. 9. Storytelling. 10. Poetry. Section 4: THE GROWTH OF SPEECH AND EXPRESSION. 11. Language Growth through Flannel Boards, Puppetry, and Dramatization. 12. Realizing Speaker Goals. 13. Group Times. Section 5: WRITING AND READING: NATURAL COMPANIONS. 14. Print-Early Knowledge and Emerging Interest. 15. Reading and Preschoolers. Section 6: SCHOOL AND HOME: ENVIRONMENTS, FAMILY, AND PARTNERSHIPS. 16. Developing a Literacy Environment. 17. The Family-Center Partnership. Appendix. Glossary. References. Index.

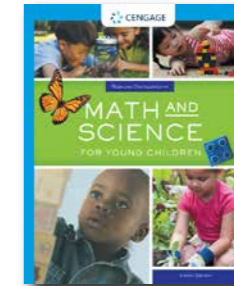
MATH & SCIENCE

MATH AND SCIENCE FOR YOUNG CHILDREN, 8E

Rosalind Charlesworth, Ph.D., Weber State University

© 2016, 512pp, Paperback, 9781305088955

 CENGAGE | MINDTAP **ebook**



MATH AND SCIENCE FOR YOUNG CHILDREN, Eighth Edition, introduces you to engaging math and science experiences for early childhood and early elementary education programs, and provides an organized, sequential approach to creating a

developmentally appropriate math and science curriculum. The content aligns with key guidelines and standards: The National Association for the Education of Young Children's (NAEYC) Professional Preparation Standards (2010); Developmentally Appropriate Practice (DAP) guidelines; Common Core Mathematics Standards; and Next Generation Science Standards (NGSS). The book also addresses STEM/STEAM and the essential domains of child growth and development during the crucial birth-through-eight age range. A valuable resource for the student/future teacher, working professional, or involved parent, MATH AND SCIENCE FOR YOUNG CHILDREN emphasizes the interrelatedness of math and science and how they can be integrated into all other curriculum areas.

CONTENTS

Part I: CONCEPT DEVELOPMENT IN MATHEMATICS AND SCIENCE. 1. Development, Acquisition, Problem Solving, and Assessment. 2. Basics of Science, Engineering, and Technology. Part II: FUNDAMENTAL CONCEPTS AND SKILLS. 3. Prekindergarten and Kindergarten Concepts and Skills. 4. More Prekindergarten and Kindergarten Concepts and Skills: Early Geometry, Parts and

Wholes, and Applications of Fundamental Concepts to Science and Engineering. Part III: APPLYING FUNDAMENTAL CONCEPTS. 5. Pre-K/K Ordering, Measurement, and Data Collection and Analysis. 6. Integrating the Curriculum. Part IV: SYMBOLS AND HIGHER LEVEL CONCEPTS AND ACTIVITIES. 7. Transitioning from Preschool to Kindergarten to Primary. Part V: MATHEMATICS CONCEPTS AND OPERATIONS FOR THE PRIMARY GRADES. 8. Whole Number Operations, Patterns and Fractions. 9. Place Value, Geometry and Data Analysis, and Measurement. Part VI: INVESTIGATIONS IN PRIMARY SCIENCE. 10. Overview of Primary Science, Life Science, and Physical Science. 11. Earth and Space Sciences, Environmental Awareness, Engineering, Technology and Science Applications. Part VII: THE MATH AND SCIENCE ENVIRONMENT. 12. Materials and Resources and Math and Science in the Classroom and in the Home.

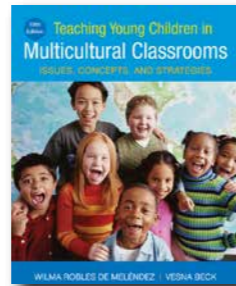
MULTICULTURAL

TEACHING YOUNG CHILDREN IN MULTICULTURAL CLASSROOMS, 5E Issues, Concepts, and Strategies

Wilma Robles de Melendez, Nova Southeastern University; Vesna Ostertag Beck

© 2019, 432pp, Paperback, 9781337566070

 CENGAGE | MINDTAP ebook



This in-depth exploration discusses the need for addressing diversity and multicultural realities in the classroom. It prepares you with the necessary knowledge, skills, and strategies to create a developmentally appropriate, respectful, and culturally responsive classroom and teaching environment. You'll find practical information, ideas, and strategies that you can apply to classroom practice for young children. There are guidelines on how to create relationships between the school, community, and family as essential partners that influence a child's success. Questions about how to deal with a bilingual child, a child with exceptionalities, and non-traditional parents are also addressed. Finally, you'll learn the benefits of teaching multiculturalism from a global perspective.

CONTENTS

Part I: FOUNDATIONS FOR MULTICULTURAL EDUCATION IN TODAY'S EARLY CHILDHOOD CLASSROOMS. 1. Living in Diversity: The Intricate Nature of Our Society. 2. The Nature of Culture, The Nature of People. 3. Families in Our Classrooms: Many Ways, Many Voices. 4. Who Is the Child? Developmental Characteristics of Young Children in a Diverse Society. Part II: EXPLORING THE ROOTS OF MULTICULTURAL EDUCATION: ISSUES AND DIRECTIONS. 5. Tracing the Beginnings of Multicultural Education. 6. Approaches to Multicultural Education: From Frameworks to Action. Part III: INTO ACTION: IMPLEMENTING A MULTICULTURAL

PROGRAM FOR YOUNG CHILDREN. 7. Classrooms, Where Words Become Action. 8. Language Diversity in the Classroom: Working with Young Dual Language Learners. 9. Activities and Resources for Multicultural Teaching: A World of Possibilities! 10. A World of Resources: Engaging Families, Friends, and the Community. Appendix A: Recommended List of Selected Multicultural Children's Books. Appendix B: Organizations That Support Multiculturalism and Diversity. Appendix C: Developing Multicultural Awareness: Sample Activities. Glossary.

DIVERSITY AND EQUITY IN THE CLASSROOM

Valerie Ooka Pang, San Diego State University

© 2018, 464pp, Paperback, 9781305386471

 CENGAGE | MINDTAP ebook



Valerie Pang's DIVERSITY AND EQUITY IN THE CLASSROOM bridges theory and practice using a student-centered and culture-centered approach based on a philosophy of social justice and equal outcomes for all. Students will learn why they should think about and value student culture as well as how to weave those values into the curriculum and classroom. Organized around social characteristics in response to the reality of people's multiple identities, the text emphasizes the intersectionality of diverse identities and promotes teachers' self-reflection of their own biases. Guided by social constructivism as the cognitive foundation for learning, the text's extensive strategies and methods help teachers learn how to address prejudice and integrate culturally relevant teaching in their curriculum and classroom instruction. Checklists, teaching tips, and tools for classroom use are highlighted throughout the text and available as Professional Resource Downloads in the online MindTap®.

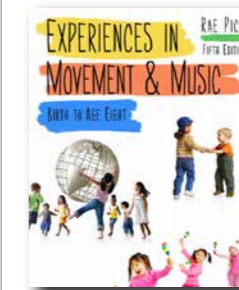
MUSIC & MOVEMENT

EXPERIENCES IN MOVEMENT AND MUSIC, 5E

Rae Pica, University of New Hampshire

© 2013, 272pp, Paperback, 9781111838058

 ebook



EXPERIENCES IN MUSIC AND MOVEMENT, Fifth Edition, helps you develop a movement-oriented setting for teaching children ages birth to eight years. In addition to providing a complete, ready-to-implement movement program, the author

presents techniques for weaving movement and music into your day and across your curriculum. Ample resources and appendices include websites and other sources for ordering music, instruments, equipment, and props, and more.

CONTENTS

PART I. THE BASICS OF MUSIC EDUCATION. 1. Movement's Role in Child Development. 2. Movement's Role in Musical and Creative Development. 3. Child Development Characteristics & Their Impact on the Movement Program. 4. Content of the Movement Program. PART II. PLANNING FOR MOVEMENT & MUSIC. 5. Lesson Planning. 6. The When, Where, and What of Movement Sessions. 7. Choosing and Using Music. PART III. FACILITATING MOVEMENT EXPERIENCES. 8. Teaching Methods. 9. Creating and Maintaining a Positive Learning Environment. PART IV. MOVEMENT & MUSIC THROUGH THE DAY. 10. Movement Across the Curriculum. 11. Using Movement and Music for Transitions. 12. Bringing Movement Education Outdoors. Appendix 1. Sources and Resources.

OBSERVATION & PRACTICUM

WEEK BY WEEK, 7E

Plans for Documenting Children's Development

Barbara Ann Nilsen, Ed.D., Broome Community College

© 2017, 464pp, Paperback, 9781305501003

CENGAGE | MINDTAP **ebook**



WEEK BY WEEK: PLANS FOR DOCUMENTING CHILDREN'S DEVELOPMENT, 7th Edition, provides an overview of accepted observation and recording methods, and gives examples and guidance about the advantages and

disadvantages of each. Each chapter summarizes a developmental domain to focus your observation skills as you practice a specific recording method. These are integrated into a concrete, systematic plan for recording each child's development in all developmental areas—a plan that can be extended over 40 weeks while in practicum, field experiences, and in employment situations. The text also provides many different practical observation forms that any teacher can modify and use to document children's development and learning. This edition features integrated coverage of NAEYC standards and Developmentally Appropriate Practices, and learning objectives. Real-life examples, practical tips, forms with clear instructions, and step-by-step guidelines for gathering observational information and building a portfolio for each child make the book useful whether you're a teacher in training or a practicing professional.

CONTENTS

1. Getting Started. 2. Using the Class List Log to Look at Separation and School Adjustment. 3. Using Anecdotal Recordings to Look at Self-Care. 4. Using Checklists to Look at Physical Development. 5. Using Running Records to Look at Social Development. 6. Using Frequency Counts

to Look at Emotional Development. 7. Using Conversations to Listen to Language and Speech. 8. Using Time Samples to Look at Attention Span. 9. Using Standardized Tests to Look at Cognitive Development. 10. Using Rating Scales to Look at Literacy. 11. Using Work Samples to Look at Creativity. 12. Using Technology for Documentation of Dramatic Play. 13. Using Documentation for Child Abuse Suspicions and Looking at Self-Concept. 14. Using Program Assessments to Look at Children in Groups. 15. Using the Portfolio for Communications with Families and Looking at the Child's Interactions with Adults. 16. Using the Yearly Plan to Observe and Record Children's Development.

SPECIAL EDUCATION

STRATEGIES FOR INCLUDING CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD SETTINGS, 2E

Ruth E. Cook, Ph.D., Santa Clara University, Santa Clara, California; Anne Marie Richardson-Gibbs, M.A., El Monte City School District, El Monte, California; Laurie Nielsen, Mission College, Santa Clara, California

© 2018, 352pp, Paperback, 9781305960695

CENGAGE | MINDTAP **ebook**



This practical, hands-on guide encompasses workable ideas on how to include and support young children with disabilities in all preschool classrooms. Teaching strategies and adaptations are offered by program activity rather than by disability, so you can

more easily coordinate adaptations to each part of your lesson plan. The main focus is on embedding instruction within daily routines. The text incorporates simple and direct language that builds on the foundation of information learned about children without disabilities. Chapters are short and include many examples for supporting children with a variety of common disabilities such as cerebral palsy, Down syndrome, autism, visual impairment, hearing loss, and behavioral challenges. Whether you're a student working in general or special education, you will find the strategies, helpful hints, and scenarios to be useful resources when accommodating children with special needs in your current or future classroom.

CONTENTS

Preface. Part I: SPECIAL EDUCATION FOUNDATIONS: UNDERSTANDING SPECIAL NEEDS AND UNIVERSAL INSTRUCTIONAL STRATEGIES. 1. The Origin and Dimensions of Quality Inclusion. 2. Instructional Strategies Supporting the Inclusion of Young Children with Special Needs. 3. Adaptations for Children with

Specific Disabilities. 4. Arranging the Physical Environment to Support the Inclusion of Children with Special Needs. 5. Preventing and Managing Challenging Behaviors. 6. Monitoring Individual Child Progress. Part II: ADAPTING DAILY ACTIVITIES IN INCLUSIVE EARLY CHILDHOOD SETTINGS. 7. Managing Arrival, Departure, and Other Transitions. 8. Engaging Children with Special Needs in Free Play. 9. Circle Time, Including Music and Rhythm Activities. 10. Tabletop Activities. 11. Outside Play. 12. Mealtime. 13. Supporting Emergent Literacy in Children with Special Needs. Part III: WORKING WITH THE COLLABORATIVE TEAM. 14. Communicating and Collaborating with Families. 15. Collaborating with Disability Specialists and Paraprofessionals. Appendix A: Selected Questions from Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act (ADA). Appendix B: Developmental Skills Chart. Appendix C: Sample Lesson Plan with Adaptations. Appendix D: Sample IEP and IEP Summary Form. Appendix E: Blank Recording Forms. Glossary. References. Index.

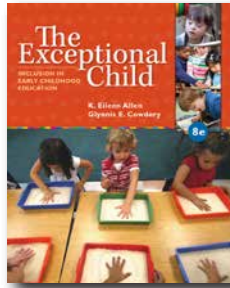
THE EXCEPTIONAL CHILD, 8E

Inclusion in Early Childhood Education

Eileen K. Allen, *University of Kansas (Emerita)*; Glynnis Edwards Cowdery, *University of Kansas*

© 2015, 624pp, Paperback, 9781285432373

CENGAGE | MINDTAP ebook



Filled with classic and current research about all aspects of educating young children with special needs, **THE EXCEPTIONAL CHILD: INCLUSION IN EARLY CHILDHOOD EDUCATION**, 8th Edition, discusses key approaches and tools needed to provide

an optimal setting for young exceptional children with special needs and their families. Checklists and forms (many of which are also downloadable from the book's website) are included for use within the classroom to aid teachers and caregivers in developing a developmentally appropriate environment. The book's friendly and easy-to-use format is useful whether you are an educator or parent/caregiver.

CONTENTS

SECTION 1: EARLY INTERVENTION AND PUBLIC POLICY. 1. An Inclusive Approach to Early Education. 2. Federal Legislation: Early Intervention and Prevention. 3. Inclusive Programs for Young Children. Section 1 Wrap Up: Early Intervention & Public Policy. **SECTION 2: LIKENESSES AND DIFFERENCES AMONG CHILDREN.** 4. Normal and Exceptional Development. 5. Developmental Disabilities: Causes and Classifications. 6. Sensory Impairments: Hearing and Vision. 7. Physical Disabilities and Health Problems. 8. Learning and Behavior Disorders. Section 2 Wrap Up: Likenesses and Differences Among Children. **SECTION 3: PLANNING FOR INCLUSION.** 9. Partnership with Families. 10. Assessment and the IFSP/IEP Process. 11. Characteristics of Effective Teachers in Inclusive Programs. Section 3 Wrap Up: Planning for Inclusion. **SECTION 4: IMPLEMENTING**

INCLUSIVE EARLY CHILDHOOD PROGRAMS.

12. The Developmental-Behavioral Approach. 13. Arranging the Learning Environment. 14. Facilitating Self-Care, Adaptive, and Independence Skills. 15. Facilitating Social Development. 16. Facilitating Speech, Language, and Communication Skills. 17. Facilitating Pre-Academic and Cognitive Learning. 18. Managing Challenging Behaviors. 19. Planning Transitions to Support Inclusion. Section 4 Wrap Up: Implementing Inclusive Early Childhood Programs. Appendix A: Culminating Activities. Appendix B: Skill Profile (0–72 Months). Appendix C: Sources of Information, Support, and Training Material for Teachers and Parents of Children with Developmental Disabilities. Appendix D: Early Learning and Developmental Diversity. Appendix E: Sample IFSP Form. Glossary. References. Index.

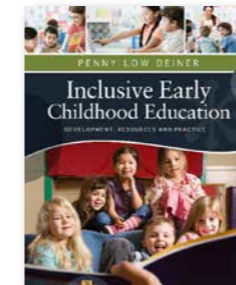
INCLUSIVE EARLY CHILDHOOD EDUCATION, 6E

Development, Resources, and Practice

Penny Low Deiner, *University of Delaware*

© 2013, 640pp, Paperback, 9781111837150

ebook



INCLUSIVE EARLY CHILDHOOD EDUCATION: DEVELOPMENT, RESOURCES, AND PRACTICE, Sixth Edition, is a comprehensive special education resource book that provides essential information on a variety of early childhood learning

disabilities, as well as strategies for including children with these special needs in regular educational settings. The author provides you with a solid grounding in theory and research as well as practical guidelines, real-world vignettes, and hands-on program planning assistance to prepare you to integrate children with learning disabilities into your classrooms. Updated throughout, this edition also introduces videos that are available for viewing at the Early Childhood Education Media Library, allowing you to see text concepts brought to life in real classroom settings. Whether you're training to be a pre-school teacher, kindergarten teacher, early education provider, child care provider, or administrator in any of these settings, you'll keep this resource with you long after you complete your coursework.

CONTENTS

1. Including All Children in a Dynamic Educational System. 2. Partnering with Families and Honoring Their Diversity. 3. Assessment and Evaluation. 4. Curriculum and Standards in Inclusive Settings. 5. Individualizing Planning. 6. Atypical Development: The Beginning. 7. Infants and Toddlers. 8. Children with Specific Learning Disabilities. 9. Children with Social, Emotional, and Behavioral Disorders. 10. Children with Attention-Deficit/Hyperactivity Disorder. 11. Children with Communication

Disorders. 12. Children Who Are English Language Learners. 13. Children with Autism Spectrum Disorders. 14. Children with Intellectual Delays and Disabilities. 15. Children Who Are Gifted and Talented. 16. Children with Special Health Care Needs. 17. Children with Orthopedic and Neurologic Impairments. 18. Children with Hearing Impairments. 19. Children with Visual Impairments. Resource 1. Social Awareness Activities: Social Competence and Social Studies. Resource 2. Language Arts and Literacy Activities: Speaking and Listening, Reading, Writing and Language. Resource 3. Discovery Activities: Mathematics, Science, and Technology. Resource 4. Wellness Activities: Health and Safety, Physical Education, and Sensory Motor Integration. Resource 5. Creative Arts Activities: Visual Arts, Music, Movement and Dance, and Dramatic Play and Theater. Resource 6. Infant and Toddler Activities: Young Infants, Mobile Infants, and Toddlers.

EDUCATION

CURRICULUM AND INSTRUCTION

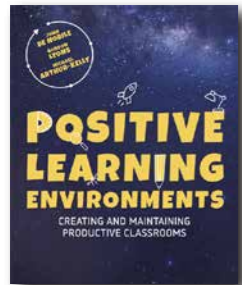
NEW EDITION

POSITIVE LEARNING ENVIRONMENTS : CREATING AND MAINTAINING PRODUCTIVE CLASSROOMS, 2E

John De Nobile, Macquarie University; Gordon Lyon, University of Newcastle; Michael Arthur-Kelly, University of Newcastle

© 2021, 400pp, Paperback, 9780170439138

ebook



Positive Learning Environments: Creating and Maintaining Productive Classrooms introduces the key concepts you need to know to create and maintain your classroom as a positive learning environment. It begins by introducing four essential components that

create a positive, productive learning environment. These positive practices help you establish classrooms that recognise and encourage appropriate behaviours while reducing the probability of inappropriate behaviours. It then examines the four main groups of evidence-based approaches to managing student behaviour: behavioural, cognitive behavioural, psychoeducational and social justice approaches. For each it discusses the theories that inform them, their practical applications for fostering appropriate behaviours and also when and how to use them to proactively intervene, if necessary. By the end you are empowered to develop your individualised classroom management plan: one that suits your own theoretical beliefs, professional philosophy and teaching style.

CONTENTS

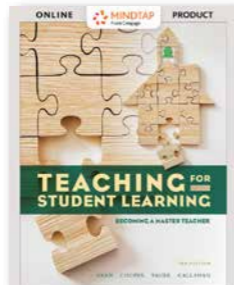
1. An introduction to positive learning environments (PLEs)
2. Classroom climate
3. Classroom culture
4. Physical environment
5. Instructional practice
6. Behavioural approaches
7. Cognitive behavioural approaches
8. Psychoeducational approaches
9. Social justice approaches
10. Planning for a positive learning environment

MINDTAP EDUCATION, 1 TERM (6 MONTHS) INSTANT ACCESS FOR RYAN/COOPER/TAUER/CALLAHAN'S TEACHING FOR STUDENT LEARNING: BECOMING A MASTER TEACHER, 3E

Kevin Ryan, Boston University; James M. Cooper, University of Virginia, Emeritus; Susan Tauer, Framingham State College; Cory Callahan, University of Alabama

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CENGAGE | MINDTAP



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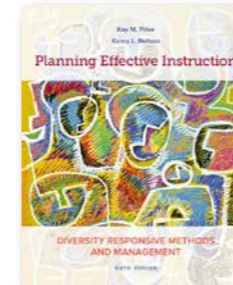
- Preface. 1. Reflective Teaching for Student Learning. 2. Understanding Student Differences. 3. Teaching Every Student in Your Classroom. 4. Responsive Classroom Environments. 5. Planning Instruction. 6. How to Teach. 7. Assessing Student Learning. 8. Understanding School Culture. 9. School Effectiveness: Governance, Funding, and Oversight. 10. Educational Law and the Ethics of Teaching. 11. Professionalism in Teaching and The First Year.

PLANNING EFFECTIVE INSTRUCTION, 6E

Diversity Responsive Methods and Management
Kay M. Price, Western Washington University; Karna L. Nelson, Western Washington University

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PLANNING EFFECTIVE INSTRUCTION : DIVERSITY RESPONSIVE METHODS AND MANAGEMENT, 6th Edition, fully equips you to teach in ways that meet the needs of all students in today's diverse classroom. Organized around a

framework that guides you in focusing your efforts to plan for diversity, the book helps you see that what you teach, how you teach, and the context for teaching interact to bring about the success of all students. An appendix includes many sample lesson and activity plans for study and for use in your future classroom. As you read this book -- which integrates InTASC Standards and includes learning objectives -- you will find many resources and exercises that both lay the foundation for your future work and prove useful as tools that you can reference throughout your teaching career.

CONTENTS

- Part I: PLANNING WHAT TO TEACH. 1. Thinking about Content. 2. Writing Objectives. Part II: PLANNING HOW TO TEACH. 3. General Approaches to Universal Instructional Interventions. 4. Critical Teaching Skills for Focusing Attention. 5. Critical Teaching Skills for Presenting Information. 6. Critical Teaching Skills for Promoting Active Participation. 7. Critical Teaching Skills for Planning Practice and Monitoring Student Progress. 8. Critical Teaching Skills for Planning Partner and Small-Group Work. 9. Selected Instructional Interventions. Part III: THE CONTEXT FOR TEACHING AND LEARNING. 10. Supporting Student Behavior. 11. Critical Management Skills for Communicating with Students. 12. Critical Management Skills for Structuring the Learning Environment. Part IV: WRITING YOUR PLAN. 13. Lesson Planning. 14. Activity Planning. 15. Direct Instruction. 16. Informal Presentation. 17. Structured Discovery. 18. Teaching Specialized Content. Appendix: Teaching Plans.

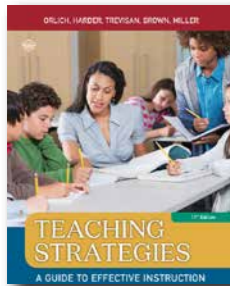
TEACHING STRATEGIES, 11E

A Guide to Effective Instruction

Donald C. Orlich, Washington State University; Robert J. Harder, Retired, Washington State University College of Education, and International Programs; Michael S. Trevisan, Washington State University; Abbie H. Brown, East Carolina University

© 2018, 416pp, Paperback, 9781305960787

CENGAGE | MINDTAP **ebook**



TEACHING STRATEGIES: A GUIDE TO EFFECTIVE INSTRUCTION, now in its eleventh edition, gives you practical, applied help with commonly used classroom teaching strategies and tactics. Ideal if you are studying education or

involved in a site-based teacher education program, the book focuses on topics such as lesson planning, questioning, and small-group and cooperative-learning strategies. The new edition maintains the book's solid coverage, while incorporating new and expanded material on technology integration planning, English Language Learner instruction, and proactive classroom management, as well as an up-to-date discussion of teaching students with disabilities and differentiated instruction. The text is available with the digital learning solution MindTap, which features an integrated e-portfolio, videos of classroom teaching situations, quizzes, professional resources, scenario activities, and other tools to help you succeed in the course and beyond.

CONTENTS

Part I: FOUNDATIONS OF INSTRUCTIONAL DESIGN. 1. Frames of Reference for Teaching. 2. The Big Picture in Your Classroom: Focusing the Instruction Kaleidoscope. 3. Teaching Diverse Learners in Inclusive Classrooms. Part II: FUNDAMENTAL TOOLS FOR INSTRUCTIONAL PLANNING. 4. Objectives, Taxonomies, and Standards for Instruction. 5. Mastering Instructional Planning. 6. Sequencing and Organizing Instruction. Part III: INSTRUCTION AS A DYNAMIC PROCESS

IN CLASSROOMS. 7. Classroom Assessment. 8. The Process of Classroom Questioning. 9. Small-Group Discussions and Cooperative Learning. 10. Inquiry Teaching and Higher-Level Learning. 11. Managing the Classroom. Glossary. Index.

EDUCATIONAL FOUNDATIONS

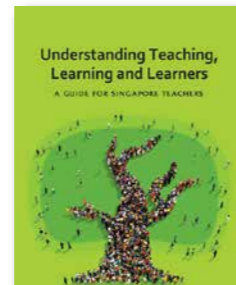
UNDERSTANDING TEACHING, LEARNING AND LEARNERS

A Guide for Singapore Teachers

Liu Woon Chia; Caroline Koh; Doris Choy; Joanna Tay-Lim, all of the National Institute of Education, Singapore

© 2018, 400pp, NonBook-Disk, 9789814834162

Cengage
ASIA TITLE **ebook**



Access your eBook with the eReader platform powered by VitalSource. Under the Singapore Teaching Practice (STP), a model that documents the best practices of Singapore's teaching profession, teaching is a dynamic combination of both

knowledge and action. In STP, Pedagogical Processes (PP) articulates the processes of areas and actions in good teaching. Knowledge Bases, in turn, provide PP with a framework of conceptual and theoretical understanding such that they can be applied meaningfully in the classroom. This book seeks to provide its readers with key foundational knowledge in 2 STP knowledge bases, 'Understanding Teaching' and 'Understanding Students and Learning'. Embedded fully in the education contexts of Singapore, it melds theory together with empirical insight drawn from local classroom-based research. Whether you are a local educator or an international researcher, you will find this a useful introduction to the Singaporean praxis of teaching. Each chapter is written by a local academic with research and practical background in the areas covered, ensuring a high degree of up-to-date relevance. Readers can expect to gain

a comprehensive overview of theories and issues pertinent to teaching and learning in Singaporean classrooms today. Examples include classroom diversity, classroom management as well as aspects of motivation and development in Singaporean students.

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FOUNDATIONS OF EDUCATION, 13E

Allan C. Ornstein, St. Johns University; Daniel U. Levine, Emeritus, University of Missouri at Kansas City and University of Nebraska at Omaha; Gerry Gutek, Emeritus, Loyola University Chicago; David E. Vocke, Towson University

© 2017, 560pp, Hardback, 9781305500983

CENGAGE | MINDTAP **ebook**



FOUNDATIONS OF EDUCATION examines and analyzes the key educational issues and policies affecting American education. The book prepares you for your future professional career as an educator through an array of applied features that tie

the book's themes to your future practice. The chapters on the history and philosophy of education encourage you to construct your own personal philosophy of education, building a strong foundation for a professional career. Completely up-to-date throughout, this edition also provides the latest information on the common core curriculum, accountability, technology in education, school reform, diversity, legal rulings, recent trends in school funding and teacher compensation, new instructional practices, the outlook for careers, and many other important topics.

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Part I: UNDERSTANDING THE TEACHING PROFESSION. 1. Motivation, Preparation, and Conditions for the Entering Teacher. 2. The Teaching Profession. Part II: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS. 3. The World Global Origins of American Education. 4. Pioneers of Teaching and Learning. 5. Historical Development of American Education. 6. Philosophical Roots of Education. Part III: POLITICAL, ECONOMIC, AND LEGAL FOUNDATIONS. 7. Governing and Administering Public Education. 8. Financing Public Education. 9. Legal Aspects of Education. Part IV: SOCIAL FOUNDATIONS. 10. Culture, Socialization, and Education. 11. Social Class, Race, and School

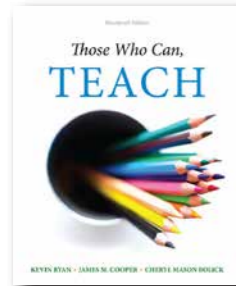
Achievement. 12. Providing Equal Educational Opportunity. Part V: CURRICULAR FOUNDATIONS. 13. The Changing Purposes of American Education. 14. Curriculum and Instruction. Part VI: EFFECTIVE EDUCATION: INTERNATIONAL AND AMERICAN PERSPECTIVES. 15. International Education. 16. School Effectiveness and Reform in the United States.

THOSE WHO CAN, TEACH, 14E

Kevin Ryan, Boston University; James M. Cooper, University of Virginia, Emeritus; Cheryl Mason Bolick, The University of North Carolina at Chapel Hill

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Thinking about entering the field of teaching? When you enter a teacher education program, be sure to read **THOSE WHO CAN, TEACH**, 14th Edition. This book's state-of-the-art and reader-friendly approach will help you make an informed decision about

becoming a teacher. Using multiple sources, including biographies, narratives, profiles, and interviews with top educators and scholars, the text shows you the realities of teaching while also inspiring and welcoming you to a rewarding, high-impact career. Written by an acclaimed author team, the book's direct, conversational tone invites you to reflect on the satisfactions and problems of teaching in the United States, and casts a teaching career as a positive challenge.

CONTENTS

Preface. So Let's Get Started. Part I: SCHOOL AND STUDENTS. 1. Why Teach? 2. What Is a School and What Is It For? 3. Who Are Today's Students in a Diverse Society? 4. What Social Problems Affect Today's Students? 5. What Is Taught? Part II: TEACHERS. 6. What Makes a Teacher

Effective? 7. What Should Teachers Know about Technology and Its Impact on Schools? 8. What Are the Ethical and Legal Issues Facing Teachers? Part III: FOUNDATIONS AND THE FUTURE. 9. What Are the Philosophical Foundations of American Education? 10. What Is the History of America's Struggle for Educational Opportunity? 11. How Are Schools Governed, Influenced, and Financed? 12. How Should Education Be Reformed? Part IV: THE TEACHING PROFESSION. 13. What Are Your Job Options in Education? 14. What Can the New Teacher Expect? 15. What Does It Mean to Be a Professional? Before You Close the Book. Appendix. Endnotes. Glossary. Index.

EDUCATIONAL FOUNDATIONS, 2E

Leslie Kaplan, Educational leader, Newport News Public Schools, (retired); William Owings, Old Dominion University

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ebook



E D U C A T I O N A L FOUNDATIONS, Second Edition, explains today's schools for those who are trying to picture themselves within the education profession. If you're like many college students taking their first education

course, you may not see how foundations topics connect to your future careers. This book addresses that "disconnect" by making educational foundations topics relevant and personally meaningful-while also offering the comprehensive scope, scholarly depth, and conceptual analysis of contemporary issues that will help you understand the field and transition smoothly into your career. This new edition prepares you for your future with a greater emphasis on InTASC and Common Core State Standards, and incorporates a number of features that allow you to gain a realistic and insightful view of the education profession.

CONTENTS

Part I: PROFESSIONAL AND PHILOSOPHICAL FOUNDATIONS. 1. So You Want to Be a Teacher? 2. Teaching as a Profession. 3. Philosophy of Education. Part II: HISTORICAL FOUNDATIONS. 4. The History of American Public Education. 5. Education Reform: 1900 to Today. Part III: SOCIAL FOUNDATIONS. 6. Competing Goals of Public Education. 7. Cultural, Social and Educational Causes of the Achievement Gap and How to Fix It. 8. Diversity and Cultural Assets in Education. Part IV: LEGAL, POLITICAL, AND FISCAL FOUNDATIONS. 9. Teachers, Ethics, and the Law. 10. School Governance and Structure. 11. School Finance Part V: CURRICULAR AND INSTRUCTIONAL FOUNDATIONS. 12. Curriculum. 13. Instruction.

14. Standards, Achievement, and Accountability. 15. Best Practices for Effective Schools.

EDUCATIONAL PSYCHOLOGY

ADVANCES IN MEDIATED LEARNING EXPERIENCE FOR 21ST CENTURY: COMPETENCIES, CONTEXTS AND CULTURE

Tan Oon Seng; Chua Bee Leng; Isabella Yuen-Fun Wong, all of the National Institute of Education, Singapore

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Cengage **ASIATITLE**



Latest developments in the neuroscience and science of learning have affirmed the theories of the late cognitive psychologist Professor Reuven Feuerstein. The theory of Mediated Learning Experience (MLE) and Structural Cognitive

Modifiability (SCM), which have their genesis in the 1950s continue to make advances in its implementation science. This book aims to provide a compilation of works that synthesises the most up-to-date knowledge, research, and practice of MLE and its interventions which would guide the application of MLE with diverse learners of different stages of human development. Besides an emphasis on the culturally responsive use of the Feuerstein approach, this book also intends to offer substantive coverage of the application of MLE across different contexts and seeks to merge the current state of knowledge and chart research directions for researchers in the cognitive and social-emotional development of students' learning.

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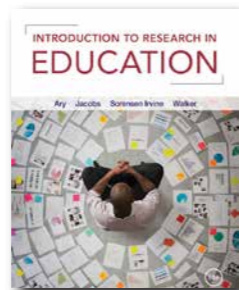
Foreword by Rabbi Rafi Feuerstein. Preface. About the Book Editors. About the Contributors. Chapter 1 Culturally Responsive Mediated Learning in 21st Century Schools. Chapter 2 An Educational Model for Mediation of Pupil's Executive Functioning during Factual Reading. Chapter 3 Mediating Children with Developmental Disabilities: Towards an MLE Network Theory. Chapter 4 Spatial Characteristics of 3D-IVR and 2D Computerised Environments on Cognitive Modifiability. Chapter 5 Dynamic Assessment and the Integrated Social Learning Theory Framework. Chapter 6 Mediated Learning at Play - Developing Creative and Strategic Thinking Through a Card Game. Chapter 7 The Relationship of Cognitive Modifiability to Neural Plasticity: From the Feuerstein Perspective. Chapter 8 Working Memory and Executive Functions to Mediated Learning and Metacognition (- and Back!). Chapter 9 Mediational Teachers and Pedagogies for 21st Century Curriculum: Principles and Practice Integrations. Chapter 10 Mediated Learning Experience Rating Scale (MLERS) for the Problem-Based Learning Environment. Chapter 11 Mediated Learning Experience in Teaching Malay Language Oral: Video Stimulus Response. Chapter 12 Cognitively Oriented Curriculum for Children in Community-Based Childcare Centres. Chapter 13 Cross-Age Peer Mediation for Children with and without ASD. Chapter 14 Mediated Learning for Cognitive and Social Change with Two Case Studies. Chapter 15 Deaf Learners and Cognitive Mediation: The Challenge. Index.

INTRODUCTION TO RESEARCH IN EDUCATION, 10E

Donald Ary, Emeritus, Northern Illinois University; Lucy Cheser Jacobs, Indiana University; Christine K. Sorensen, University of Hawaii at Manoa; David A. Walker, Northern Illinois University

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Become a more competent consumer and producer of research with **INTRODUCTION TO RESEARCH IN EDUCATION**, 10th Edition. Known for its exceptionally clear writing style and comprehensive coverage, this research methods text

helps you master the basic competencies necessary to understand and evaluate the research of others -- as well as plan and carry out your own research. The authors familiarize you with common research problems in a step-by-step manner through examples that clarify concepts, supported by end-of-chapter exercises that allow you to practice your new skills. The text covers both quantitative and qualitative approaches to research and is a must-read for anyone planning to conduct research or interpret the research of others.

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1. The Nature of Research in Education. 2. The Research Problem. 3. Reviewing the Literature. 4. Ethics in Educational Research. 5. Measurement. 6. Validity and Reliability. 7. Descriptive Statistics. 8. Sampling and Inferential Statistics. 9. Experimental Research. 10. Experimental Research Designs. 11. Ex Post Facto Research. 12. Correlational Research. 13. Survey Research. 14. Interpreting and Reporting Results of Quantitative Research. 15. Defining and Designing Qualitative Research. 16. Types of Qualitative Research. 17. Data-Collection Tools in Qualitative Research. 18. Rigor and Ethics in Qualitative Research. 19. Analyzing and Reporting Qualitative Research. 20. Action Research. 21. Mixed Methods Research.

SINGLE SUBJECT RESEARCH, 3E

Applications in Educational Settings

Stephen B. Richards, University of Dayton (Retired)

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This practical textbook provides background knowledge, basic concepts, and an understanding of relevant issues related to applied behavior analysis -- and specifically to single subject research designs. It combines explanation with application, providing you

with an overview of the major types of single subject research designs. A summary of the results of applicable studies published in the professional literature follows the overview. Sample studies illustrate the application of principles, and concept checks help you gauge your grasp of the material.

CONTENTS

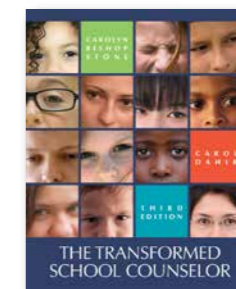
PART 1: CONDUCTING SINGLE SUBJECT RESEARCH: ISSUES AND PROCEDURES. 1. Historical Perspectives and Important Concepts in Single Subject Research. 2. Methods for Changing Target Behaviors. 3. Methods for Recording Behaviors. 4. Issues in Single Subject Research. 5. Action Research. PART 2: OVERVIEW AND APPLICATION OF SINGLE SUBJECT DESIGNS. 6. Withdrawal Designs. 7. Changing Conditions and Changing Criterion Designs. 8. Multiple Baseline Designs. 9. Alternating Treatments Designs. PART 3: ANALYZING RESULTS FROM SINGLE SUBJECT STUDIES. 10. Methods for Analyzing Data.

THE TRANSFORMED SCHOOL COUNSELOR, 3E

Carolyn Bishop Stone, University of North Florida; Carol A. Dahir, New York Institute of Technology

© 2016, 560pp, Hardback, 9781305087279

ebook



Preparing you for real-world practice, **THE TRANSFORMED SCHOOL COUNSELOR**, Third Edition teaches you to effectively use theories, data-driven decision-making, leadership, advocacy, and consultation to improve your future clients'

scholastic achievement and foster social justice. Thoroughly integrating the ASCA National Model throughout, the text provides an excellent overview of how the school counseling profession has transformed to successfully meet the needs of 21st-century students. It challenges you, as a pre-service counselor, to view your sphere of influence from a systemic perspective and develop awareness of the major societal and educational changes impacting the school counselor--including economy, technology, family structures, standards-based education, and diversity. Completely current and aligned with 2016 CACREP standards, the book is packed with new case studies, Voices From the Field insights, the latest data available, and real-world illustrations.

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1. Working in Today's Schools. 2. Counseling Theory in Schools. 3. Counseling Practice in Schools. 4. School Counselors as Leaders. 5. School Counselors as Advocates. 6. Legal and Ethical Issues for School Counselors. 7. Implementing the ASCA National Model. 8. Accountability and Data-Driven Decision Making. 9. Diversity Matters. 10. Working with Special Needs Students. 11. Creating a Safe, Supportive, and Respective School Culture and Environment. 12. School Counselors as Consultants. 13. School

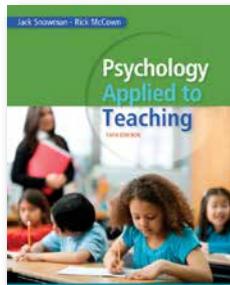
Counselors as Coordinators, Collaborators, and Managers of Resources. 14. All Students College and Career Ready. 15. Transitioning into the Field of School Counseling.

PSYCHOLOGY APPLIED TO TEACHING, 14E

Jack Snowman, Southern Illinois University; Rick McCown, Duquesne University

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This text has received wide acclaim for its practical and reader-friendly approach to educational psychology, which demonstrates how complex psychological theories apply to the everyday experiences of in-service teachers.

Coverage of educational psychology is framed so that you, as an aspiring or developing teacher, can see yourself as a professional who continuously seeks, finds, and tests better ways to help your students succeed. PSYCHOLOGY APPLIED TO TEACHING, 14th Edition, combines fresh concepts and contemporary research with long-standing theory and applications to create a textbook that addresses the needs of today's teachers and students. This edition also features integration of InTASC Standards, new Learning Objectives correlated with chapter headings and summaries, new Guides to Reading and Studying, new first-person accounts (Improving Practice through Inquiry: One Teacher's Story), and more.

CONTENTS

1. Applying Psychology to Teaching. Part I: DEVELOPMENTAL CHARACTERISTICS AND THEORIES. 2. Theories of Psychosocial and Cognitive Development. 3. Age-Level Characteristics.

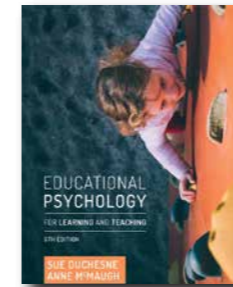
Part II: STUDENT DIFFERENCES AND DIVERSITY. 4. Understanding Student Differences. 5. Addressing Cultural and Socioeconomic Diversity. 6. Accommodating Student Variability. Part III: LEARNING AND THINKING. 7. Behavioral Learning Theory: Operant Conditioning. 8. Information-Processing Theory. 9. Social Cognitive Theory. 10. Constructivist Learning Theory, Problem Solving, and Transfer. Part IV: CREATING A POSITIVE ENVIRONMENT FOR LEARNING AND TEACHING. 11. Motivation and Perceptions of Self. 12. Classroom Management. 13. Approaches to Instruction. Part V: ASSESSING STUDENTS' CAPABILITIES. 14. Assessment of Classroom Learning. 15. Understanding Standardized Assessment. 16. Becoming a Better Teacher by Becoming a Reflective Teacher.

EDUCATIONAL PSYCHOLOGY FOR LEARNING AND TEACHING, 6E

Sue Duchesne, University of Wollongong; Anne McMaugh, Macquarie University

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Educational Psychology for Learning and Teaching introduces you to key theories of development and learning to help you understand how learners learn, and how educators can be more effective in their teaching practice.

Featuring current research on the various dimensions of learning and teaching alongside traditional theories, it provides a clear framework of theory and evidence that supports modern education practices. Taking a comprehensive approach, this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality, particularly for accommodating individual student needs. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. With a focus on resilience in education settings, the discussion of creativity alongside intelligence and a broader discussion on diversity, this new edition is up-to-date for the pre-service teacher.

CONTENTS

1. Educational psychology for learning and teaching
MODULE 1 The learner developing over time 2. Emerging skills 3. Cognitive development 4. Social, emotional and moral development
MODULE 2 The learning process 5. Behavioural views of learning 6. Cognitive explanations of learning 7. Humanist approaches to learning
MODULE 3 Individual difference in the inclusive classroom 8. Motivation and engagement 9. Intelligence and creativity 10. Learning support needs and inclusive education 11. Sociocultural factors in the learning process
MODULE 4 Educational psychology in

contemporary classrooms 12. Information and communication technology (ICT) in learning and teaching 13. Assessment and reporting 14. Creating a positive classroom

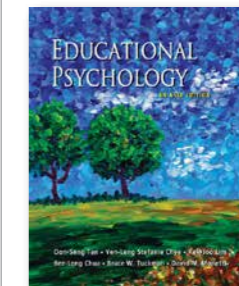
EDUCATIONAL PSYCHOLOGY

An Asia Edition

Oon-Seng Tan, National Institute of Education, Nanyang Technological University; Yen-Leng Stefanie Chye; Kek-Joo Lim; Bee-Leng Chua

© 2017, 736pp, Paperback, 9789814624961

Cengage ASIATITLE



Teacher education in the 21st century calls for new perspectives, paradigms and pragmatics to prepare quality teachers. Recent international studies such as PISA and TIMSS point to the success of Asian educational systems in equipping their learners

with fundamentals and problem-solving skills to cope with the challenges of a complex knowledge-based era. Teacher thinking must be reflective, adaptive and influential to impact future learners. The field of psychology with its advancements in understanding how people learn best has an increasingly important role in teacher education. This adaptation of Educational Psychology with an Asian contextualisation provides an excellent resource for student-teachers to weave psychology into educational studies, curriculum studies and teaching practice. Insights from the National Institute of Education model of teacher education and the pragmatics of theory-practice links, pedagogical innovations and professional learning communities are incorporated. Realistic cases are provided within the texts for the teacher to reflect upon and relate back to one's beliefs, philosophy and practice. The contextualised nature of this book and its many key features make it an indispensable addition to the Asian educator's source of reference.

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Preface Acknowledgements About the Adapters Introduction Learning in a Fast Changing Environment: The Learner, The Teacher Factor and Education for Real World Competencies Chapter 1 The Study of Educational Psychology Chapter 2 Cognitive and Language Development Chapter 3 Moral, Personal, and Psychosocial Development Chapter 4 Learner Diversity Chapter 5 Learners with Exceptionalities Chapter 6 Behavioral Approaches to Learning Chapter 7 Cognitive Approaches to Learning Chapter 8 Constructivism, Problem Solving, and Creativity Chapter 9 Group Processes in Instruction Chapter 10 Motivating Learners Chapter 11 Effective Learning Communities Chapter 12 The Design of Instruction Chapter 13 Classroom Assessment of Student Learning Chapter 14 Standardized Assessment and Grading References Author Index Subject Index

EDUCATIONAL TECHNOLOGY

TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE, 3E A Standards-Based Approach

Katherine Cennamo, Virginia Polytechnic Institute and State University; John Ross; Peggy Ertmer, Purdue University

© 2019, 416pp, Paperback, 9781305960572

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Educational technology changes constantly. That's why **TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE: A STANDARDS-BASED APPROACH**, 3rd Edition is such a useful resource. This text equips you with the

knowledge, creative and critical thinking skills and confidence to successfully navigate the ever-evolving environment of technology integration in the classroom. Its self-directed approach, along with the activities included to build and model self-directed learning with your students, helps you develop skills that you can apply throughout your career to find and use the most appropriate technologies for your students and subject areas. Just like the 2017 ISTE Standards for Educators on which the book is based, the focus is on empowering teachers to be successful in a changing education space.

CONTENTS

1. Technology Integration: A Standards-Based Approach. 2. Teacher as Learner. 3. Supporting Deeper Learning Through Authentic Instruction. 4. Designing Personalized Learning Experiences. 5. Establishing a Supportive Classroom Culture. 6. Facilitating Technology-Enriched Learning Environments and Experiences. 7. Facilitating Student Problem Solving Through Design and Computational Thinking. 8. Facilitating Student Creative Expression. 9. Teacher as Analyst. 10. Teacher as Collaborator. 11. Teacher as Citizen.

12. Teacher as Leader. Appendix A: Technology in the Content Areas. Appendix B: Assistive Technologies. Appendix C: Safe and Healthy Use of Technology in Your Classroom. Appendix D: Developing a Professional Portfolio.

TECHNOLOGIES EDUCATION FOR THE PRIMARY YEARS

Peter Albion, University of Southern Queensland; Coral Campbell, Deakin University; Wendy Jobling, Deakin University

© 2018, 320pp, Paperback, 9780170367684





Create. Innovate. Shape. Transform. Improve. Solve. Restore. Sustain. You and your primary school students can do all of these things with the aid of the powerful processes, knowledge and skills you'll discover in this exciting new text about the technologies

education area. *Technologies Education for the Primary Years* explains what 'technology' really is, its role in human society and how it responds to different circumstances across history and geography. You'll come to know that technology is both a distinct education area and a process that is embedded in many activities in other learning areas, rather than a product. Chapters discuss how this subject relates to other fields such as science and engineering, and the critical role that technologies education plays in preparing future generations of active, informed citizens. They also introduce you to key concepts and elements in teaching technologies to primary students, including: creativity and the design process; computational thinking; suitable pedagogical approaches; summative and formative assessment; safety; and how to carefully select and adapt appropriate resources to support effective learning. The final part of the book provides a concise

introduction to the two distinct technologies subjects in the Australian Curriculum, namely Design and technologies, and Digital technologies. A wealth of practical ideas and authentic classroom examples drawn from the extensive teaching experiences of the authors illustrate how you can implement these subjects in the classroom.

CONTENTS

Part A: The context of technologies education 1. What is technology? 2. Perspectives on technology 3. The changing face of technologies education 4. Technologies education curriculum Part B: Key concepts and elements in teaching technologies 5. Creativity, innovation and the design process 6. Pedagogies and planning for technologies education 7. Assessment for technologies education 8. Resources for technologies education Part C: Content area knowledge 9. Teaching design and technologies 10. Understanding and teaching digital technologies

ELEMENTARY EDUCATION

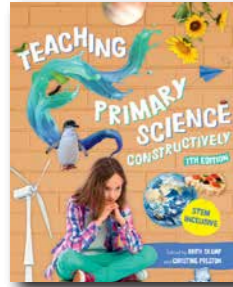
NEW EDITION

TEACHING PRIMARY SCIENCE CONSTRUCTIVELY, 7E

Keith Skamp, Southern Cross University (Emeritus Faculty);
Christine Preston, University of Sydney; Contributing Authors

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ebook



Teaching Primary Science Constructively helps you to create effective science learning experiences for primary students. This bestselling text explains the principles of constructivism and their implications for learning and teaching science. Chapters also provide research-based and practical ideas for implementing a constructivist approach. Throughout the text, there are strong links to the key ideas, themes and terminology of the revised Australian Curriculum: Science.

CONTENTS

Part 1: Teaching primary science 1. Primary science: every teacher, every child 2. Constructivist views of learning and teaching science 3. Implementing the Australian Curriculum: Science with a constructivist mindset 4. Thinking and working scientifically Part 2: Teaching the Australian Curriculum: Science strands 5. Energy 6. Electricity 7. Movement and force 8. Living things and environments 9. Living things: a technologies context 10. Materials and their properties 11. Physical and chemical change 12. Our place in space 13. Our planet Earth 14. Weather and our environment 15. Final reflections Appendix 1: At a glance: key teaching and learning strategies and other pedagogical topics Appendix 2: At a glance: key content knowledge

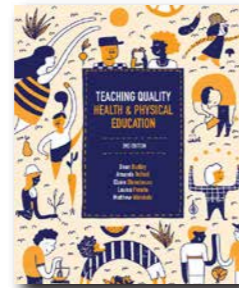
NEW EDITION

TEACHING QUALITY HEALTH & PHYSICAL EDUCATION, 2E

Dean Dudley, Macquarie University; Amanda Telford, RMIT University; Louisa Peralta, University of Western Sydney; Claire Maharaj, Deakin University

© 2021, 368pp, Paperback, 9780170439510

ebook



Teaching Quality Health and Physical Education helps you develop and implement Health and Physical Education experiences in primary schools. It introduces the general principles of teaching and learning in HPE and explains why this learning area is an important part of the Australian Curriculum. Chapters also discuss the considerations and practical implications for teaching both Health and Physical Education using a strengths-based approach. The text is packed with evidence-based and research-informed content, and includes numerous examples and activities that help you bridge the gap from theory to real-world practice.

CONTENTS

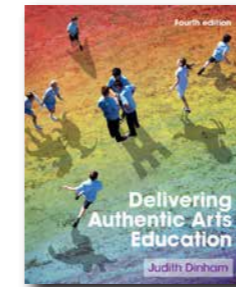
Part 1: Introduction to Health and Physical Education 1. Why is Health and Physical Education important? 2. Understanding quality Health and Physical Education 3. Overview of the Australian Curriculum: Health and Physical Education 4. Authentic learning and assessment in primary Health and Physical Education Part 2: Understanding and teaching about personal, social and community health 5. Pedagogies and issues in teaching for health 6. Exploring identity, help-seeking behaviour and decision making 7. Communicating for healthy relationships and wellbeing 8. Whole-school approaches to promoting health Part 3: Understanding and teaching about movement and physical activity 9. Planning for developmentally appropriate learning 10. Moving for purpose: skills, knowledge and values 11. Moving for life: experience and expression Appendix: The International Baccalaureate Curriculum

DELIVERING AUTHENTIC ARTS EDUCATION, 4E

Judith Dinham, Edith Cowan University and Curtin University of Technology

© 2020, 440pp, Paperback, 9780170420594

ebook



This market-leading text helps you develop the confidence, understanding and skills you need to teach arts, including dance, drama, media arts, music and visual arts. With a perfect balance between theory and practice, Delivering Authentic Arts

Education outlines the key learning area of arts education and its importance in the curriculum. It also conveys creative activity and expression within a cultural context. The text helps you learn how to recognise and build on your existing artistic abilities and teaching skills, how to encourage children's creativity and how to lead arts appreciation experiences. It also includes information on planning and assessment.

CONTENTS

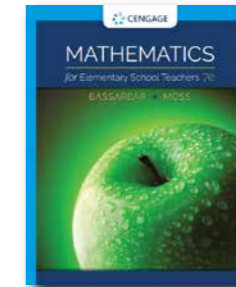
Part 1 The ABC of arts education 1 Putting you in the picture – the rationale and context for arts education 2 The features of authentic arts education 3 Being an effective teacher in The Arts 4 Children at the centre 5 Planning, pedagogy and assessment for authentic arts learning Part 2 Teaching in the Arts 6 Dance 7 Drama 8 Media Arts 9 Music 10 Visual Arts Part 3 Units of Inquiry How this section works Learning activities: patterns around us

MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS, 7E

Tom Bassarear, Keene State College; Meg Moss, Western Governors University

© 2020, 704pp, Paperback, 9781337629966

CENGAGE | WEBASSIGN ebook



MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS, 7th Edition, helps students develop a deep understanding of the math they will be teaching as elementary school teachers. Examples, investigations, and explorations demonstrate

that there are many paths to solving a problem, and that sometimes problems have more than one solution. The text's conversational style, images, and illustrations help students "see" and master the math concepts being taught.

CONTENTS

Preface. 1. FOUNDATIONS FOR LEARNING MATH. What Is Mathematics? Sets. Questions to Summarize Big Ideas. Chapter 1 Summary. Chapter 1 Review Exercises. 2. THE NUMBER SYSTEM. Whole Numbers. Fractions. Decimals, Integers and Real Numbers. Questions to Summarize Big Ideas. Chapter 2 Summary. Chapter 2 Review Exercises. 3. UNDERSTANDING ADDITION AND SUBTRACTION. Understanding Addition of Whole Numbers. Understanding Subtraction of Whole Numbers. Understanding Addition and Subtraction of Fractions. Understanding Addition and Subtraction of Decimals and Integers. Questions to Summarize Big Ideas. Chapter 3 Summary. Chapter 3 Review Exercises. 4. UNDERSTANDING MULTIPLICATION AND DIVISION. Understanding Multiplication of Whole Numbers. Understanding Division of Whole Numbers. Understanding Multiplication and Division of Fractions. Understanding Multiplication and Division of Decimals and Integers. Questions to Summarize Big Ideas. Chapter 4 Summary. Chapter 4 Review Exercises. 5. PROPORTIONAL

REASONING. Ratio and Proportion. Percents. Questions to Summarize Big Ideas. Chapter 5 Summary. Chapter 5 Review Exercises. 6. ALGEBRAIC THINKING. Understanding Patterns, Relations, and Functions. Representing and Analyzing Mathematical Situations and Structures Using Algebraic Symbols. Using Mathematical Models to Represent and Understand Quantitative Relationships. Analyzing Change in Various Contexts. Questions to Summarize Big Ideas. Chapter 6 Summary. Chapter 6 Review Exercises. 7. UNDERSTANDING STATISTICS AND PROBABILITY Collecting, Organizing, and Displaying Data. Analyzing Data. Using Data to Make Predictions. Understanding Probability. Questions to Summarize Big Ideas. Chapter 7 Summary. Chapter 7 Review Exercises. 8. GEOMETRY AS SHAPE. Building Blocks. Two-Dimensional Figures. Three-Dimensional Figures. Questions to Summarize Big Ideas. Chapter 8 Summary. Chapter 8 Review Exercises. 9. GEOMETRY AS MEASUREMENT. Systems of Measurement. Perimeter and Area. Surface Area and Volume. Looking Back on Chapter 9. Chapter 9 Summary. Chapter 9 Review Exercises. 10. GEOMETRY AS TRANSFORMING SHAPES. Congruence Transformations. Symmetry and Tessellations. Similarity. Questions to Summarize Big Ideas. Chapter 10 Summary. Chapter 10 Review Exercises. Appendix A: Selected Answers. Appendix B: Answers to Questions in Text. Endnotes. Photo Credits. Index.

TEACHING HUMANITIES AND SOCIAL SCIENCES, 7E

Rob Gilbert, *The University of Queensland*; Libby Tudball; Peter Brett, *University of Tasmania*

© 2020, 512pp, Paperback, 9780170424165

ebook



Teaching Humanities and Social Sciences, 7e prepares you to teach programs in the humanities and social sciences. With the aid of this valuable text, you'll be able to assist primary, middle and secondary students to become active and informed

citizens. The resource blends theory with practical approaches to teaching that are engaging and relevant to students' lives. Chapters on history, geography, civics and citizenship, and economics and business discuss the nature of these subjects and how to teach them. New, print versions of this book come with bonus online study tools on the Search Me! platform. You'll get access for 12 months from your first login.

CONTENTS

PART 1 Context: The Humanities and Social Sciences across Australia 1. The context for teaching and learning Humanities and social sciences 2. Humanities and social sciences in the Australian Curriculum PART 2 Teaching Humanities and Social Sciences: Key Elements 3. Integrating the curriculum 4. Planning for critical inquiry 5. Planning for student learning 6. Assessment for student learning 7. Values, ethical understanding and controversial issues 8. Developing language and literacy 9. Using information and communication technologies PART 3 Teaching Humanities and Social Sciences: Learning areas 10. History as a learning area 11. Teaching historical inquiry 12. Geography as a learning area 13. Teaching geographical inquiry 14. Teaching economics and business 15. Teaching and learning for active and informed citizenship PART 4 Cross curriculum

priorities 16. Aboriginal and Torres Strait Islander histories and cultures 17. Asia and Australia's engagement with Asia 18. Sustainability

TEACHING READING IN TODAY'S ELEMENTARY SCHOOLS, 12E

Betty D. Roe, *Tennessee Technological University, Cookeville*; Sandra H. Smith, *Cumberland University*; Nancy J. Kolodziej, *Tennessee Technological University*

© 2019, 592pp, Paperback, 9781337566292

CENGAGE | MINDTAP ebook



TEACHING READING IN TODAY'S ELEMENTARY SCHOOLS sets the standard for reading instruction to ensure that you are able to help your students learn mechanics of word recognition, how to comprehend what they read – and enjoy the process.

The book advocates a balanced approach to reading, presenting newer approaches to reading with more traditional approaches that have proven value, such as phonics, vocabulary instruction, and strategies to improve literal and higher-order comprehension. The twelfth edition includes discussion of the latest technology for literacy learning, recent movements in literacy assessment and standards that must be met, and information about guided reading and close reading techniques with appropriate texts. Praxis, CCSS, and edTPA assistance is incorporated throughout.

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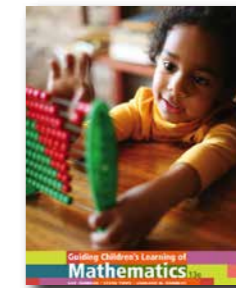
1. The Reading Act. 2. Assessment and Intervention. 3. Understanding Diverse Literacy Needs. 4. Emergent Literacy. 5. Word Recognition. 6. Phonics. 7. Fluency. 8. Vocabulary. 9. Comprehension: Part 1. 10. Comprehension: Part 2. 11. Major Approaches and Materials for Reading Instruction. 12. Reading in the Content Areas.

GUIDING CHILDREN'S LEARNING OF MATHEMATICS, 13E

Art Johnson, *Boston University*; Steve Tipps, *University of South Carolina Upstate*; Leonard M. Kennedy, *Professor Emeritus, California State University, Sacramento*

© 2018, 656pp, Paperback, 9781305960664

CENGAGE | MINDTAP ebook



Trust this market-leading text to give you a thorough introduction to mathematics methods and concepts and provide you with a practical resource guide to teaching grade K–6 mathematics. The text contains over 275 detailed lesson activities for e a s y - t o - i m p l e m e n t

classroom use. Each activity is also linked to related Common Core Content Standards and Mathematical Practice. Other useful features highlight common student misconceptions about math operations and concepts, tips for being inclusive of students from various cultural backgrounds, and excellent math-related children's literature to use in the classroom. The text is available with MindTap, an online learning experience that guides you to learn concepts and skills critical to becoming a great teacher, and includes useful apps and an eportfolio.

CONTENTS

Part I: GUIDING ELEMENTARY MATHEMATICS WITH STANDARDS. 1. Elementary Mathematics for the 21st Century. 2. Defining a Comprehensive Mathematics Program. 3. Mathematics for Every Child. 4. Learning Mathematics. 5. Organizing Effective Instruction. 6. Integrating Assessment. Part II: MATHEMATICAL CONCEPTS, SKILLS, AND PROBLEM SOLVING. 7. Developing Problem-Solving Strategies. 8. Developing Concepts of Number. 9. Extending Number Concepts and Number Systems. 10. Developing Number Operations with Whole Numbers. 11. Extending Computational Fluency with Larger Numbers. 12. Developing Understanding of Common and Decimal Fractions. 13. Extending Understanding of Common

and Decimal Fractions. 14. Developing Aspects of Proportional Reasoning: Ratio, Proportion, and Percent. 15. Thinking Algebraically. 16. Developing and Extending Geometric Concepts and Systems. 17. Developing and Extending Measurement Concepts. 18. Understanding and Representing Concepts of Data. 19. Investigating Probability. Common Core Content Standards for Mathematics. Common Core Standards for Mathematical Practices. Black-Line Masters.

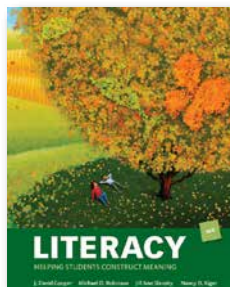
LITERACY, 10E

Helping Students Construct Meaning

J. David Cooper, Ball State University, Retired; Michael D. Robinson, Monroe County Public Schools, Retired; Jill Ann Slansky, University of Colorado; Nancy D. Kiger, Late of University of Central Florida, Retired

© 2018, 544pp, Paperback, 9781305960602

CENGAGE | MINDTAP **ebook**



A leading resource for K–8 literacy programs, this extremely popular reading methods text has a simple goal: to provide aspiring teachers (including you) with the tools to help every student learn to read and write. LITERACY: HELPING STUDENTS CONSTRUCT

MEANING, 10th Edition has been completely reorganized to better meet the needs of its readers; for instance, with early coverage of assessment in recognition of its foundational nature. Distinguished in the field by its use of practical literacy lessons and authentic examples that clearly demonstrate how to teach reading and writing, the text continues to provide pre-service and in-service teachers with the information, strategies, and techniques they need to assist their students in becoming literate. The Common Core State Standards are fully integrated throughout the text, and full-color children’s stories (in excerpts or in their entirety) model extended literacy lessons.

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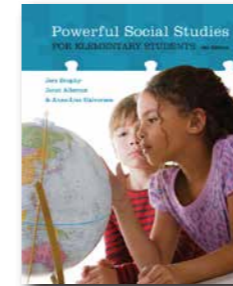
1. What You Need to Know to Be an Effective Literacy Teacher. 2. Frameworks for Effective Standards-Based Literacy Lessons. 3. Assessment and Evaluation that Informs Instruction. 4. Prior Knowledge: Activating and Developing Concepts and Vocabulary. 5. How to Teach Strategies for Constructing Meaning. 6. Beginning Literacy. 7. Intermediate Grades and Middle School: Decoding, Vocabulary, and Meaning. 8. Responding and the Construction of Meaning. 9. Writing and the Construction of Meaning. 10. Helping Struggling Readers. 11. Developing a Management System for a Comprehensive Balanced Literacy Classroom. Good Books and Where to Find Them. Handbook Resource Word Skills: Phonics and Structural Analysis for Teachers. Glossary. References.

POWERFUL SOCIAL STUDIES FOR ELEMENTARY STUDENTS, 4E

Jere Brophy, Late, Michigan State University; Janet Alleman, Michigan State University; Anne-Lise Halvorsen, Michigan State University

© 2018, 360pp, Paperback, 9781305960541

CENGAGE | MINDTAP **ebook**



Ideal whether you’re a pre-service or in-service teacher, POWERFUL SOCIAL STUDIES FOR ELEMENTARY STUDENTS outlines ways to select content and teach history, geography, and social sciences meaningfully. It combines theory and

research with examples from classroom practice. The fourth edition emphasizes the importance of using developmentally appropriate content and methods when helping students to develop social understanding and prepare for civic life. It also includes a solid research base, uses additional visuals to display content, provides examples of curriculum and design, and reflects principles emphasized in the new College, Career, and Civic Life Framework for Social Studies State Standards.

CONTENTS

1. Elementary Social Studies: What Is It? What Might It Become? 2. How Can I Build a Learning Community that Supports and Engages All Children? 3. What Social Studies Planning Tools Will Help Me Teach Social Studies Powerfully? 4. What Social Studies Planning Tools Are Available? 5. How Can I Teach History Powerfully? 6. How Can I Teach Culture, Geography, Sociology, and Anthropology Powerfully? 7. How Can I Teach I Teach Economics, Civics and Government, and Psychology Powerfully? 8. How Can I Engage Students in Substantive Discourse? 9. How Can I Assess Student Learning? 10. What Strategies Can Help Me Teach Social Studies Powerfully? 11. How Can I Design, Implement, and Evaluate Instructional Activities? 12. How Can Social Studies Education Be

Made More Powerful through Curricular Integration? 13. How Can Social Studies Be Extended to the World Beyond School? 14. What Is the Research Base That Informs Ideas about Powerful Social Studies Teaching?

SCIENCE STORIES, 6E

Science Methods for Elementary and Middle School Teachers

Janice Koch, Hofstra University

© 2018, 432pp, Paperback, 9781305960725

CENGAGE | MINDTAP **ebook**



SCIENCE STORIES helps you get in touch with your “scientific self” and become empowered to teach science in your own classrooms. This book’s unique approach uses stories of science in real-world classrooms to demonstrate important

science content and strategies in action. Following each story, you’ll have the opportunity to reflect on the connections to the Next Generation Science Standards (NGSS) and to the teaching and disciplinary ideas behind the story. This approach makes the stories’ instructional value explicit. Author Janice Koch helps you feel comfortable with the prospect of teaching science and encourages you in the discovery and exploration of life, physical, and earth and space sciences. Through a warm and inviting narrative style, the author also fosters an appreciation for engineering design and for science and engineering practices.

CONTENTS

1. Science Teaching and You: Locating Your Scientific Self. 2. Teachers and Students as Science Learners. 3. Engaging Students in Scientific and Engineering Practices. 4. Scientific Explorations Inside and Outside the Classroom. 5. Exploring Matter: Scientific Observations of Everyday

Materials. 6. Plants and Animals and Extended Investigations. 7. Physical Science Explorations: Density and Its Implications. 8. Using Models and Engineering Design for Teaching and Learning Science. 9. Beyond the “Science Kit”. 10. Content and Curriculum: Science Concepts and Your Scientific Self. 11. Surrounded by Science: Science Connections Across Disciplines. 12. Creating the Science Experience in Your Classroom: Planning and Letting Go. 13. What’s the Big Idea? Matching Assessment to Instruction. 14. Pulling It All Together.

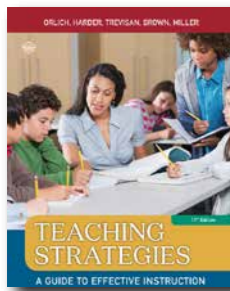
TEACHING STRATEGIES, 11E

A Guide to Effective Instruction

Donald C. Orlich, Washington State University; Robert J. Harder, Retired, Washington State University College of Education, and International Programs; Michael S. Trevisan, Washington State University; Abbie H. Brown, East Carolina University

© 2018, 416pp, Paperback, 9781305960787

CENGAGE | MINDTAP **ebook**



TEACHING STRATEGIES: A GUIDE TO EFFECTIVE INSTRUCTION, now in its eleventh edition, gives you practical, applied help with commonly used classroom teaching strategies and tactics. Ideal if you are studying education or involved in a site-based

teacher education program, the book focuses on topics such as lesson planning, questioning, and small-group and cooperative-learning strategies. The new edition maintains the book’s solid coverage, while incorporating new and expanded material on technology integration planning, English Language Learner instruction, and proactive classroom management, as well as an up-to-date discussion of teaching students with disabilities and differentiated instruction. The text is available with the digital learning solution MindTap, which features an integrated e-portfolio, videos of classroom teaching situations, quizzes, professional resources,

scenario activities, and other tools to help you succeed in the course and beyond.

CONTENTS

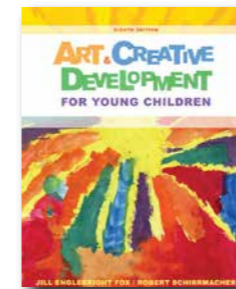
Part I: FOUNDATIONS OF INSTRUCTIONAL DESIGN. 1. Frames of Reference for Teaching. 2. The Big Picture in Your Classroom: Focusing the Instruction Kaleidoscope. 3. Teaching Diverse Learners in Inclusive Classrooms. Part II: FUNDAMENTAL TOOLS FOR INSTRUCTIONAL PLANNING. 4. Objectives, Taxonomies, and Standards for Instruction. 5. Mastering Instructional Planning. 6. Sequencing and Organizing Instruction. Part III: INSTRUCTION AS A DYNAMIC PROCESS IN CLASSROOMS. 7. Classroom Assessment. 8. The Process of Classroom Questioning. 9. Small-Group Discussions and Cooperative Learning. 10. Inquiry Teaching and Higher-Level Learning. 11. Managing the Classroom. Glossary. Index.

ART AND CREATIVE DEVELOPMENT FOR YOUNG CHILDREN, 8E

Jill Englebright Fox, PhD, University of Houston - Victoria; Robert Schirrmacher, Ph.D

© 2015, 400pp, Paperback, 9781285432380

CENGAGE | MINDTAP **ebook**



ART & CREATIVE DEVELOPMENT FOR YOUNG CHILDREN, 8th Edition, is a comprehensive, must-have resource for implementing a developmentally appropriate art program. Written for pre-service and in-service early childhood

professionals in child care, preschool, or kindergarten through third grade settings, the text takes a child-centered approach to art education. It covers the important topics and issues related to creative experience, including art and the developing child, special needs and diversity, and children’s artistic development. Also discussed are planning, developing, implementing, and assessing art along with strategies for integrating art across the curriculum. The updated Eighth Edition gives greater emphasis to professional standards, and also provides lesson plans at the end of each chapter.

CONTENTS

Section I: CREATIVITY. 1. Understanding Creativity. 2. Creative Thinking. 3. Creative Experiences. Section II: YOUNG CHILDREN AS ARTISTS: A DEVELOPMENTAL VIEW. 4. Art and the Developing Child. 5. Children’s Artistic Development. Section III: ART AND AESTHETICS. 6. The Elements of Art. 7. Aesthetics. 8. Sensory Experiences. 9. The Complete Early Childhood Art Program. Section IV: PROVIDING ART EXPERIENCES. 10. Child-Centered Art vs. Teacher-Directed Projects. 11. Planning, Implementing, and Evaluating Art. 12. Integrating Art across the Early Childhood Curriculum. 13. The Art Center. Section V: ROLES AND STRATEGIES. 14. Art Experiences through

Technology. 15. Roles, Responses, and Strategies to Support Children’s Art. 16. Art Assessment.

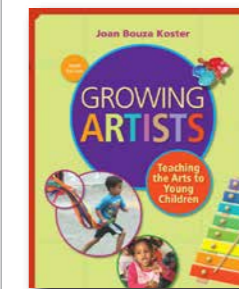
GROWING ARTISTS, 6E

Teaching the Arts to Young Children

Joan Bouza Koster, Broome Community College

© 2015, 464pp, Paperback, 9781285743141

ebook



GROWING ARTISTS: TEACHING THE ARTS TO YOUNG CHILDREN, 6th Edition, provides you with the theoretical framework and background knowledge needed to design creative arts activities for young children from infancy through the primary grades.

Beautifully illustrated with children’s artwork, it features a wealth of child-tested, open-ended dramatic arts, music, creative dance, and visual art activities that foster children’s creativity. Examples of teaching in action model how you can be an enthusiastic and effective teacher of the arts process. This book provides a rich-resource of ideas and approaches that will inspire all those who work with young children to explore the arts process with them.

CONTENTS

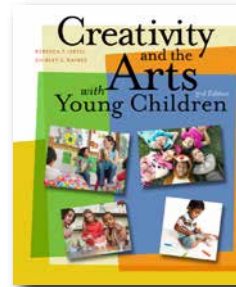
Section I: INTRODUCTION TO THE ARTS. 1. The Arts and Young Children. 2. Nurturing Creativity. 3. Artistic Development. 4. Awakenings the Senses. Section II: TEACHING THE ARTS. 5. Coming Together Through the Arts. 6. Creating a Place for the Arts. 7. Introducing the World’s Arts. 8. Integrating the Arts into the Curriculum. Section III: EXPLORING THE ARTS. 9. Creating Visual Art. 10. Making Music. 11. Moving Creatively. 12. Nurturing the Imagination. Appendices A-D.

CREATIVITY AND THE ARTS WITH YOUNG CHILDREN, 3E

Rebecca Isbell, East Tennessee State University; Shirley C. Raines

© 2013, 400pp, Paperback, 9781111838072

ebook



CREATIVITY AND THE ARTS WITH YOUNG CHILDREN, Third Edition, is written for early childhood educators as well as those who work with children from birth through age eight. The text focuses on helping educators make the vital connection to the arts--

including music, movement, drama, and the visual arts--throughout all areas of the classroom and curriculum, and on developing creative teachers who will be able to foster an artistic environment. Observations and photos of teachers and children demonstrate practical ways the arts can be used to help children reach their potential. Educators will find many ideas for open-ended activities that are important for the development of young children, and which will encourage them to think in new ways. Discussion of professional standards and recommendations allows teachers to be cognizant of goals that are important in the early years. Thorough in its coverage, the text speaks to children with special needs and cultural diversity, leaving readers with a complete information resource regarding arts in the young child's classroom.

CONTENTS

Preface. 1. Creativity. 2. The Creative Teacher. 3. The Role of Play. 4. Understanding the Visual Arts. 5. Creating Art. 6. Music, Music, Music. 7. Children in Motion. Creative Movement. 8. Creative Drama. 9. Creativity across the Curriculum. 10. Integrating the Arts. Appendix A. Recipes for the Arts. Appendix B. Rhymes and Finger Plays. Appendix C. Stories to Dramatize with Young Children. Appendix D. Primary Thematic Unit. Icky Sticky Fun! Glossary. Index.

INTRODUCTION TO EDUCATION

TEACHING, 6E

Dilemmas, Challenges & Opportunities

Robyn Ewing, University of Sydney; Lisa Kervin, University of Wollongong; Christine Glass, Murdoch University; Brad Gobby, Curtin University

© 2020, 376pp, Paperback, 9780170383608

ebook



Teaching, 6e is an easy-to-use text that encourages you to become an active learner of teaching. It shows you how to think like a teacher and asks you to consider the key aspects of teaching. The book also directs you to useful teaching resources, in text,

in references and online. Case studies and reflection opportunities will get you to consider your own strengths and issues, and cover the diversity of learning styles in students, their school and wider community as well as government and ethical requirements. This book will show you what it really means to teach, and how you can do it.

CONTENTS

Part 1: Dilemmas and challenges of teaching 1. So you want to be a teacher! Working in a changing context 2. Ethical practice Part 2: Understanding learning 3. Understanding learner diversity 4. The nature of learning 5. The learning environment 6. Communication in the educational environment 7. Teaching, learning and curriculum in a changing world Part 3: The effective teacher 8. Teacher as co-learner 9. Planning, preparing and assessment for teaching 10. Managing the positive learning environment 11. Building family-school-community partnerships 12. Practitioner inquiry 13. Drawing the challenges, dilemmas and opportunities together

SPECIAL EDUCATION

AUTISM, 2E

Teaching Makes a Difference

Brenda Scheuermann, Texas State University; Jo Webber, Texas State University; Russell Lang, Texas State University

© 2019, 304pp, Paperback, 9781337564908

ebook



Engaging and reader-friendly, this text presents the vital material required by special educators to plan and implement effective programs that meet the needs of students with autism, specifically those who also have intellectual disabilities (ID). You'll find

detailed information about evidence-based practices in the field of autism, beginning with an overview that discusses etiology, characteristics, diagnosis, and program considerations, followed by in-depth coverage of evidence-based teaching practices in a step-by-step format. The authors' optimistic viewpoint is grounded in the premise that applied behavior analytical interventions, if well planned and accurately implemented, will increase the potential for each student's independent functioning in integrated settings.

CONTENTS

1. Overview of Autism. 2. Basic Behavioral Principles and Strategies for Changing Behavior. 3. Reducing Challenging Behaviors. 4. Deciding What to Teach: Curriculum Development. 5. Teaching: General Strategies. 6. Remediating Deficits in Speech and Language. 7. Remediating Deficits in Socialization. 8. Remediating Deficits in Life Skills. 9. Understanding Intervention Controversies.

METHODS AND STRATEGIES FOR TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES, 2E

Joseph Boyle; David Scanlon, Boston College

© 2019, 576pp, Paperback, 9781337566148

ebook



Students in special education methods courses often become overwhelmed by the numerous methods and insufficient practice opportunities to apply techniques in actual teaching situations. That won't happen with METHODS AND

STRATEGIES FOR TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES: A CASE-BASED APPROACH. The book's focused approach presents just five to seven techniques in detail in each chapter. You'll see methods in action in case studies, and practice effective teaching methods and techniques through application activities. You'll also find information to help you address culturally, economically, linguistically, and ethnically diverse learners, among others.

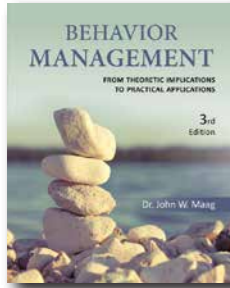
CONTENTS

1. Providing Special Education to Students with High Incidence Disabilities. 2. Effective Instructional Practices in Inclusive and Co-Taught Classrooms: Planning, Teaching and Monitoring Instruction. 3. Working with Families and Transition. 4. Learning Theories: Past and Present. 5. Oral Language: Strategies and Techniques. 6. Early Reading: Strategies and Techniques. 7. Later Reading: Strategies and Techniques. 8. Written Language: Strategies and Techniques. 9. Math: Strategies and Techniques. 10. Teaching in the Content Areas: Strategies and Techniques. 11. Organization and Study Skills: Strategies and Techniques. 12. Technology and Teaching.

BEHAVIOR MANAGEMENT, 3E
From Theoretical Implications to Practical Applications
John W. Maag, University of Nebraska-Lincoln

© 2018, 464pp, Paperback, 9781285450049

CENGAGE | MINDTAP **ebook**



Behavior management isn't about providing students with stickers when they exhibit appropriate behaviors -- it entails much more. Authored by nationally recognized scholar and behavioral consultant Dr. John W. Maag, this book focuses primarily on students'

observable behaviors and the environmental factors that affect their expression. As Maag points out, behavior management is probably one of the most misunderstood concepts in education. Written in an accessible style, this book demystifies stereotypical beliefs and misconceptions regarding the use of reinforcement, punishment, and self-control. Maag offers clear, yet detailed descriptions of proven intervention techniques, supplemented by step-by-step guidelines, real-life examples, sample forms, and visuals that assist you in implementing these techniques in the classroom. Although the techniques described are based on a sound theoretical and empirical foundation, the author limits the use of technical jargon.

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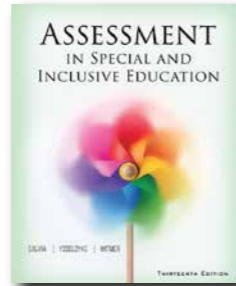
Preface. Acknowledgments. 1. Introduction to Behavior Management. 2. Impediments to Managing Behavior. 3. Theories of Behavior. 4. Basic Principles of Behavior. 5. Counting and Recording Behavior. 6. Graphing Behavior. 7. Functional Assessment of Behavior Problems. 8. Preventative Approaches. 9. Reinforcement Techniques for Increasing Behavior. 10. Differential Reinforcement for Decreasing Behavior. 11. Punishment. 12. Teaching Self-Management. 13. Cognitive-Behavior Modification. 14. Promoting Generalization. Glossary. Index.

ASSESSMENT IN SPECIAL AND INCLUSIVE EDUCATION, 13E

John Salvia, The Pennsylvania State University; James E. Ysseldyke, University of Minnesota; Sara Bolt, Michigan State University

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ASSESSMENT IN SPECIAL AND INCLUSIVE EDUCATION offers you basic assessment information along with a handbook-style reference to comprehensive, frank reviews of the tests most commonly administered in K–12 schools. The thirteenth

edition brings to the forefront the important topics of MTSS/RTI and ELL, while retaining key features that have made the text a classic. The authors include a focus on both classroom-based tests designed to inform instruction and intervention, as well as more formal standardized tests that are commonly used to determine eligibility for special education. Whether you are a novice or an expert, this text will equip you with the knowledge and tools to effectively and efficiently assess your students' skills and abilities. Featuring an emphasis on improved outcomes, it shows you how to go beyond efforts designed to make predictions about students' lives to efforts that can make a difference in the lives of the students you serve.

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Part I: OVERVIEW AND BASIC CONSIDERATIONS. 1. Assessment in Social and Educational Contexts. 2. Assessment and Decision-Making in Schools. 3. Laws, Ethical Codes, and Standards. 4. Test Scores and How to Use Them. 5. Technical Adequacy: Reliability and Validity. 6. Cultural and Linguistic Considerations. 7. Using Test Adaptations and Accommodations. Part II: ASSESSMENT IN CLASSROOMS. 8. Teacher-Made Tests of Achievement. 9. Assessing Behavior Through Observation. 10. Monitoring

Student Progress Toward Instructional Goals. 11. Managing Classroom Assessment. 12. Response to Intervention (RTI) and a Multi-Tiered System of Supports (MTSS). Part III: ASSESSMENT USING FORMAL MEASURES. 13. How to Evaluate a Test. 14. Assessment of Academic Achievement with Multi-Skill Devices. 15. Using Diagnostic Reading Measures. 16. Using Diagnostic Mathematics Measures. 17. Using Measures of Written Language. 18. Using Measures of Intelligence. 19. Using Measures of Social and Emotional Behavior. Part IV: USING ASSESSMENT RESULTS TO MAKE EDUCATIONAL DECISIONS. 20. Making Instructional Decisions. 21. Making Special Education Eligibility Decisions. 22. Making Decisions about Participation in Accountability Programs. 23. Collaborative Team Decision-Making.

HUMAN EXCEPTIONALITY, 12E
School, Community, and Family

Michael L. Hardman, University of Utah; M. Winston Egan, Brigham Young University; Clifford J. Drew, University of Utah

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HUMAN EXCEPTIONALITY: SCHOOL, COMMUNITY, AND FAMILY, 12th Edition, is an evidence-based testament to the critical role of cross-professional collaboration in enhancing the lives of exceptional individuals and their families.

This text's unique lifespan approach combines powerful research, evidence-based practices, and inspiring stories, engendering passion and empathy and enhancing the lives of individuals with exceptionalities. Designed to help readers experience individuals with disabilities and their families in a personal and intimate fashion, HUMAN EXCEPTIONALITY is an excellent resource—whether you're a teacher education candidate, a practicing teacher, or a human services professional.

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Part I: THROUGH THE LIFESPAN. 1. Understanding Exceptionalities in the 21st Century. 2. Education for All. 3. Inclusion and Multidisciplinary Collaboration in the Early Childhood and Elementary School Years. 4. Secondary Education and Transition Planning. Part II: PERSPECTIVES ON DIVERSITY AND THE FAMILY. 5. Cultural and Linguistic Diversity. 6. Exceptionalities and Families. Part III: PEOPLE WHO ARE EXCEPTIONAL. 7. Learning Disabilities. 8. Emotional/Behavioral Disorders. 9. Intellectual and Developmental Disabilities. 10. Communication Disorders. 11. Autism Spectrum Disorders. 12. Severe and Multiple Disabilities. 13. Sensory Disabilities: Hearing and Vision Loss. 14. Physical Disabilities and Other Health Disorders. Part IV: EXCEPTIONAL GIFTS AND TALENTS. 15. Gifted, Creative, and Talented.

INCLUSION IN ACTION, 5E

Phil Foreman; Michael Arthur-Kelly, University of Newcastle

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ebook



How can classroom teachers effectively differentiate learning and teaching programs to provide for the needs of every student in their class? This best-selling text begins by asking “Why include all students?” in regular classrooms and then shows

how this can be done. It outlines the philosophy of inclusive education and focuses on the use of individualised planning and effective teaching practices to maximise learning outcomes within positive and productive environments. Vignettes and narratives provide real-life examples that help put the theory in context. This fifth edition includes broader coverage of issues to do with diversity and individual differences, particularly cultural and multicultural inclusion, linguistic diversity and giftedness. There is more throughout on the universal design for learning framework and on partnerships with families, while new pedagogical features encourage readers to reflect. Throughout, it emphasises a practical, research-based approach to teaching that can be applied to support students with a range of differences and additional needs.

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Standards mapping grid PART A: Inclusive Environments 1. Introducing inclusion in education 2. Legislation and policies supporting inclusive practices 3. Practicing inclusion in diverse school communities PART B: Inclusive Teaching and Learning Practices 4. Curriculum, learning, teaching and assessment adjustments 5. Planning effective teaching strategies 6. Encouraging positive interactions PART C: Strategies to Support Inclusive Teaching 7. Developing communication skills 8. Understanding and supporting literacy competence 9. Understanding and supporting

numeracy competence PART D: Inclusion Across the School Years 10. Inclusion in early childhood 11. Inclusion in primary schools 12. Secondary school inclusion and successful post-school transitions Appendix 1: Common abbreviations and shortened forms Appendix 2: List of fact sheets

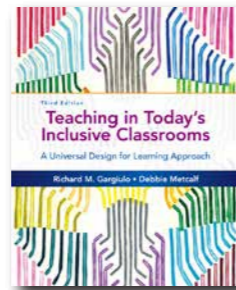
TEACHING IN TODAY'S INCLUSIVE CLASSROOMS, 3E

A Universal Design for Learning Approach

Richard M. Gargiulo, University of Alabama, Birmingham; Debbie Metcalf, Pitt County Schools, NC, and East Carolina University

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TEACHING IN TODAY'S INCLUSIVE CLASSROOMS: A UNIVERSAL DESIGN FOR LEARNING APPROACH, 3rd Edition is a concise, accessible, and current text for the Introduction to Inclusive Teaching course. It is the only inclusion

textbook available with a consistent, integrated emphasis on Universal Design for Learning (UDL)—an important, contemporary educational philosophy focused on using strategies and tools to help ALL students by accommodating their differences. Aligned with InTASC and CEC standards, this text also provides foundational information about children with disabilities who are included in today's classrooms, and the most effective strategies for teaching them alongside their typically developing peers. Featuring new material on Common Core State Standards, case studies, and sound research-based teaching and learning strategies, this hands-on text offers pre-service and in-service teachers a practical, flexible framework for effective instruction, classroom management, assessment, and collaboration in today's diverse classrooms.

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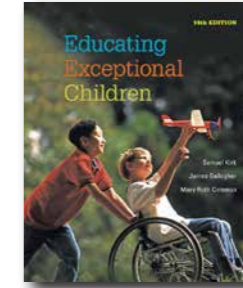
Part I: FOUNDATIONS FOR EDUCATING ALL LEARNERS. 1. Teaching in Today's Inclusive Classrooms: Your Journey Begins. 2. Introducing Universal Design for Learning. 3. Policies, Practices, and Processes for Special Education and Inclusive Education. 4. Diversity in the Classroom: Learners with High-Incidence Disabilities. 5. Diversity in the Classroom: Learners with Low-Incidence Disabilities. 6. Learners with Gifts and Talents, Learners Who Are Culturally and Linguistically Diverse, and Other Learners at Risk. Part II: PLANNING INSTRUCTION FOR ALL LEARNERS. 7. Collaboration and Cooperative Teaching: Tools for Teaching All Learners. 8. Designing Learning That Works for All Students. 9. Assessing and Evaluating Learner Progress. 10. Selecting Instructional Strategies for Teaching All Learners. 11. Selecting Behavioral Supports for All Learners. Part III: IMPLEMENTING EFFECTIVE INSTRUCTIONAL PRACTICES FOR ALL LEARNERS. 12. Assistive Technologies and Innovative Learning Tools. 13. Creating Literacy-Rich Environments for All Learners. 14. Developing an Understanding of Mathematics in All Learners. 15. Teaching Critical Content in Science and Social Studies to All Learners. Appendix A: InTASC Model Core Teaching Standards. Appendix B: Council for Exceptional Children (CEC) Initial Level Special Educator. Preparation Standards.

EDUCATING EXCEPTIONAL CHILDREN, 14E

Samuel A. Kirk, Late of University of Arizona; James J. Gallagher, University of North Carolina at Chapel Hill; Mary Ruth Coleman, University of North Carolina, Chapel Hill

© 2015, 560pp, Hardback, 9781285451343

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Authored by luminaries in the special education field, EDUCATING EXCEPTIONAL CHILDREN introduces readers to each of the thirteen disability categories, and discusses the needs of children who are gifted and talented. The fourteenth edition continues

to focus on the strengths of previous editions, while also providing new material about such important hot topics as genetics, neurology, inclusion, assistive technology, and information processing. The book provides key, research-based teaching methods and strategies for children with various exceptionalities, and also offers analysis of ecological factors that influence the exceptional child in and out of the classroom. This edition also features a new chapter on children with ADD/ADHD, new diagnosis information from the DSM-5, coverage of CEC and Common Core State Standards, the most current teaching techniques for each category, and current coverage of the Response to Intervention Model.

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Part I: INTRODUCTION, HISTORY, AND SOCIAL FORCES IN SPECIAL EDUCATION. 1. Children with Exceptionalities and Their Families. 2. Children with Exceptionalities and Social Institutions: Government, Schools, and the Courts. Part II: HIGH-INCIDENCE EXCEPTIONALITIES. 3. Early Intervention Supports and Services. 4. Children with Intellectual and Developmental Disabilities (IDD). 5. Children with Autism Spectrum Disorders. 6. Children with Learning Disabilities. 7. Children with Attention Deficit Hyperactive Disorders. 8. Children with

Emotional and Behavior Disorders. 9. Children with Communication, Language, and Speech Disorders. 10. Children Who Have Special Gifts and Talents. Part III: LOW-INCIDENCE EXCEPTIONALITIES. 11. Children Who Are Deaf and Hard of Hearing. 12. Children with Visual Impairments. 13. Children with Physical Disabilities, Health Impairments, and Multiple or Severe Disabilities.

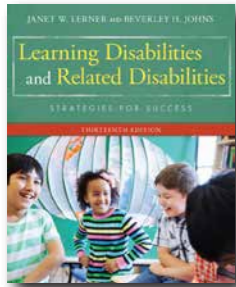
LEARNING DISABILITIES AND RELATED DISABILITIES, 13E

Strategies for Success

Janet W. Lerner, *Northeastern Illinois University*; Beverley Johns, *MacMurray College*

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The text that set the standard for students working toward certification in special education has been revised and updated to meet the needs of a new generation of teachers and students. Written for undergraduate and graduate students who are

majoring in general education or special education, this book features a cross-categorical emphasis that makes it suitable for a broad number of courses—including those aimed at teaching students with related disabilities and those teaching students on the Autism Spectrum. The authors describe the characteristics of learning disabilities as well as other disabilities, and offer practical teaching strategies for general education teachers, special education teachers, school psychologists, administrators, and related professionals. Pre-service and in-service classroom teachers, who are increasingly responsible for teaching students with special needs within general education or inclusive classrooms, will find **LEARNING DISABILITIES AND RELATED DISABILITIES: STRATEGIES FOR SUCCESS**, 13th Edition, especially helpful.

CONTENTS

Part I: OVERVIEW. 1. Learning Disabilities and Other Related Disabilities: Characteristics and Current Directions. Part II: THE ASSESSMENT-TEACHING PROCESS. 2. Assessment and the IEP Process. 3. Specialized Instruction. 4. Educational Settings and the Role of the Family. Part III: THEORETICAL PERSPECTIVES AND EXPANDING DIRECTIONS. 5. Theories of Learning. 6. Social, Emotional and Behavioral Challenges. 7. Related Disabilities: Autism Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). 8. Young Children with Disabilities. 9. Adolescents and Adults with Learning Disabilities and Related Disabilities. 10. Understanding the Laws Related to Students with Disabilities. Part IV: FROM THEORIES TO TEACHING STRATEGIES. 11. Spoken Language Difficulties: Listening and Speaking. 12. Reading Difficulties. 13. Written Language Difficulties: Written Expression, Spelling, and Handwriting. 14. Mathematics Difficulties.

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