

Dimensions of Early Childhood

Volume 31 Index

Authors

- Alexander, N.P. (Spring/Summer 2003). Strategies to Support Children: Early Childhood Educators in Emergencies, (2) 31-32.
- Alexander, N.P. (Winter 2003). Strategies to Support Children: Helium Balloons on the Ceiling, (1), 28.
- Aurilio, J. (Spring/Summer 2003). Aligning Professional Preparation and Practice: Bringing Constructivist Learning to Kindergarten, (2), 33-38.
- Byrd, K. (Winter 2003). Putting the Pieces Together: Developing Early Concepts of Fractions, (1), 3-8.
- Da Ros-Voseles, D.A. (Spring/ Summer 2003). Aligning Professional Preparation and Practice: Bringing Constructivist Learning to Kindergarten, (2), 33-38.
- Danyi, D. (Spring/Summer 2003). Aligning Professional Preparation and Practice: Bringing Constructivist Learning to Kindergarten, (2), 33-38.
- Dever, M.T. (Fall 2003). Implementing Developmentally Appropriate Practices in a Developmentally Inappropriate Climate: Assessment in Kindergarten, (3), 27-33.
- Dunn, M. (Fall 2003). Getting Along While Getting Ahead: Meeting Children's Social and Emotional Needs in a Climate of Academic Accountability, (3), 18-26.
- Falconer, R.C. (Fall 2003). Implementing Developmentally Appropriate Practices in a Developmentally Inappropriate Climate: Assessment in Kindergarten, (3), 27-33.
- Giles, R.M. (Winter 2003). Putting the Pieces Together: Developing Early Concepts of Fractions, (1), 3-8.
- Griffith, P.L. (Fall 2003). The Missing Piece in the Standards Debate: Teacher Knowledge and Decision Making, (3), 34-42.
- Grisham-Brown, J. (Spring/Summer 2003). Responding to the Events of September 11, 2001: One Program's Story, (2), 15-19.
- Hallam, R.A. (Spring/Summer 2003). Responding to the Events of September 11, 2001: One Program's Story, (2), 15-19.
- Helm, J.H. (Fall 2003). Beyond the Basics: Using the Project Approach in Standards-Based Classrooms, (3), 6-12.
- Johnston, C.B. (Spring/Summer 2003). Effects of Television Violence on Young Children: Viewed From Vygotsky's Sociocultural Perspective, (2), 22-30.
- Jones, C.G. (Winter 2003). Choosing Good Books for Toddlers, (1), 29-36.
- Kessenich, C. (Fall 2003). Implementing Developmentally Appropriate Practices in a Developmentally Inappropriate Climate: Assessment in Kindergarten, (3), 27-33.
- Lynch, S.A. (Spring/Summer 2003). Say It—Sign It—Do It! Using Sign Language With Young Children, (2), 9-14.
- Manno, C. (Spring/Summer 2003). Responding to the Events of September 11, 2001: One Program's Story, (2), 15-19.
- McCoy, M.K. (Spring/Summer 2003). Language, Math, Social Studies, and...Worms? Integrating the Early Childhood Curriculum, (2), 3-8.
- Mountain, L. (Winter 2003). Predicting With Myths and Fables: "King Midas is in trouble!" (1) 9-12.
- Neuharth-Pritchett, S. (Fall 2003). Using Integrated Curriculum to Connect Standards and Developmentally Appropriate Practice, (3), 13-17.
- Park, B. (Fall 2003). Using Integrated Curriculum to Connect Standards and Developmentally Appropriate Practice, (3), 13-17.
- Parmer, L. (Winter 2003). Putting the Pieces Together: Developing Early Concepts of Fractions, (1), 3-8.
- Reguero de Atilas, J. (Fall 2003). Using Integrated Curriculum to Connect Standards and Developmentally Appropriate Practice, (3), 13-17.
- Ruan, J. (Fall 2003). The Missing Piece in the Standards Debate: Teacher Knowledge and Decision Making, (3), 34-42.
- Thompson, J. (Winter 2003). Hundred Language Zoo, (1), 13-20.
- Warner, L. (Winter 2003). Planning Effective Classroom Discovery Centers, (1), 22-27.

Advocacy & Public Policy

- Strategies to Support Children: Early Childhood Educators in Emergencies, (2) 31-32.
- Using Integrated Curriculum to Connect Standards and Developmentally Appropriate Practice, (3), 13-17.

Book Reviews

- Children and Stress: Understanding and Helping* (Winter 2003).
- Class Meetings: Young Children Solving Problems Together* (Fall 2003).
- First Art: Art Experiences for Toddlers and Twos* (Winter 2003).
- Make Way for Literacy! Teaching the Way Young Children Learn* (Spring/ Summer 2003).
- The Right Fit: Recruiting, Selecting and Orienting Staff* (Fall 2003).

*Understanding Waldorf Education:
Teaching From the Inside Out*
(Spring/Summer 2003).

Child Development

Effects of Television Violence on Young Children: Viewed From Vygotsky's Sociocultural Perspective, (2), 22-30.

Getting Along While Getting Ahead: Meeting Children's Social and Emotional Needs in a Climate of Academic Accountability, (3), 18-26.

Implementing Developmentally Appropriate Practices in a Developmentally Inappropriate Climate: Assessment in Kindergarten, (3), 27-33.

Curriculum & Learning Environment

Beyond the Basics: Using the Project Approach in Standards-Based Classrooms, (3), 6-12.

Choosing Good Books for Toddlers, (1), 29-36.

Hundred Language Zoo, (1), 13-20.
Language, Math, Social Studies, and...Worms? Integrating the Early Childhood Curriculum, (2), 3-8.

Planning Effective Classroom Discovery Centers, (1), 22-27.

Predicting With Myths and Fables: "King Midas is in trouble!" (1) 9-12.

Putting the Pieces Together: Developing Early Concepts of Fractions, (1), 3-8.

Strategies to Support Children: Helium Balloons on the Ceiling, (1), 28.

Family Partnerships

Responding to the Events of September 11, 2001: One Program's Story, (2), 15-19.

Inclusion

Say It—Sign It—Do It! Using Sign Language With Young Children, (2), 9-14.

Professionalism

Aligning Professional Preparation and Practice: Bringing Constructivist Learning to Kindergarten, (2), 33-38.

The Missing Piece in the Standards Debate: Teacher Knowledge and Decision Making, (3), 34-42.