

# *Dimensions of Early Childhood*

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### **Authors**

- Aina, O.E., & Cameron, P.A. (2011). Why does gender matter? Counteracting stereotypes with young children, (3), 11-19.
- Alanís, I. (2011). Learning from each other: Bilingual pairs in dual-language classrooms, (1), 21-28.
- Baumgartner, J.J., DiCarlo, C.F., & Apavaloaie, L. (2011). Finding more joy in teaching children, (2), 34-38.
- Cutler, C.S. (2011). Five easy principles to make math moments count, (2), 27-33.
- Gilbert, J.L., Harte, H.A., & Patrick, C. (2011). Purposeful play leads to school readiness, (1), 29-37.
- Harte, H.A. (2011). E-professionalism for early care and education providers, (3), 3-9.
- Izumi-Taylor, S., & Rike, C. (2011). Prepare healthy foods with toddlers, (3), 27-33.
- Kemple, K.M., & Kim, H.K. (2011). Suspected child maltreatment: Recognize and respond, (2), 3-11.
- Morrison, J.W., Storey, P., & Zhang, C. (2011). Accessible family involvement in early childhood programs, (3), 21-26.
- Nuner, J.E., & Griffith, A.C.S. (2011). Early signs of autism: How to support families and navigate referral procedures, (1), 12-20.
- Olsen, H., Thompson, D., & Hudson, S. (2011). Outdoor learning: Supervision is more than watching children play, (1), 3-11.
- Sanchez, C., Walsh, B.A., & Rose, K.K. (2011). DVD newsletters: New ways to encourage communication with families, (2), 20-26.
- Warash, B.G., Smith, K., & Root, A. (2011). "I want to learn my phone number": Encourage young children to set their own learning goals, (2), 12-19.

### **Advocacy & Public Policy**

- Purposeful play leads to school readiness, (1), 29-37.
- Suspected child maltreatment: Recognize and respond, (2), 3-11.

### **Book Reviews**

- Amazing Grace* (3).
- Children of 2020: Creating a Better Tomorrow* (1).
- Good Morning Children: My First Years in Early Childhood Education* (2).
- My Child Has Autism: What Parents Need to Know* (1).
- Pancakes, Pancakes!* (3).
- Professionalism in Early Childhood Education: Doing Our Best for Young Children* (3).
- Ramps and Pathways—A Constructivist Approach to Physics With Young Children* (2).

### **Curriculum & Learning Environments**

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- Outdoor learning: Supervision is more than watching children play, (1), 3-11.
- Prepare healthy foods with toddlers, (3), 27-33.

### **Family Partnerships**

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- DVD newsletters: New ways to encourage communication with families, (2), 20-26.
- Early signs of autism: How to support families and navigate referral procedures, (1), 12-20.

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- Learning from each other: Bilingual pairs in dual-language classrooms, (1), 21-28.

### **Professional Development**

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- E-professionalism for early care and education providers, (3), 3-9.