AUTHORS

Alexander, Nancy P.
Ideas and activities for ensuring the use of child safety seats and seat belts in automobiles.

Bumgarner, Susan K.
Activities for developing traits such as positive self-concept, taking responsibility, and problem-solving which can help prevent substance abuse in children’s futures.

Dodge, Mary K.
A review of day care policy and implementation in Sweden.

Eddowes, E. Anne, and Ralph, Kathleen S.
Creating a balanced program for family day care which will serve the children’s needs and interests.

Hildebrand, Verna
Organizing classroom space which will promote certain behaviors while discouraging others.

Hodges, Walter
A description of the kind of adult feedback/discipline that promotes children’s learning of self-control, responsibility, and confidence.

Kaufman, Marsha, and Abbott-Shim, Martha
Description of survey findings describing family day care providers and their needs.

Lombardi, Joan
Strategies for working with parents to build mutual understanding and greater consistency for care-giving.

Lombardi, Joan
Suggestions for advocating for improvements in children’s television viewing experiences.

Lombardi, Joan
Unique characteristics of infants and toddlers and methods to advocate for their appropriate care.

Martin, Sue
Age-specific activities for using nutritious foods in the early childhood curriculum.

Mize, Jacquelyn
Teachers’ strategies for enhancing children’s social interaction skills.

Nardi, Margaret, Wishon, Phillip M., and Needham, Richard
Four stages of development of humor and its implications for teachers of young children.

Osborne, Jacqueline
Using computers to support the overall goals of an early childhood curriculum.

Rauch, Jerold P.
A description of a cognitive curriculum which emphasizes the roles of both teacher and children as thinkers and decision-makers.

Shoemaker, Patricia B.
Identification of four communication styles teachers can use with children to achieve different purposes.

Seefeldt, Carol
“Praise — Good or Bad,” Vol. 15, No. 4 (July 1987), pp. 18-20.
Description of important issues early educators need to consider for the effective use of praise.

Stice, Carole F., and Waddell, Jill
Activities to encourage writing as a foundation for reading, speaking, listening, and thinking.

Sunal, Cynthia Szymanski, and Warash, Bobbie Gibson
Using personal history to help young children link the past to the present.

Swick, Kevin J.
A re-examination of early childhood classrooms in terms of potential contributors to negative stress.

Timberlake, Pat
Activities to introduce time/calendar concepts to young children on their intellectual level.

Vartuli, Sue

Wagner, Ellen D., and Wishon, Phillip M.
Selecting appropriate instructional media to help young children become successful learners.

Warash, Barbara Gibson
Application of computers to the language experience approach with young children.

Wishon, Phillip M., Huang, Allen, and Needham, Richard
Recognizing risk factors and developing early intervention programs to prevent school drop-out.

SUBJECTS

Administration & Management

Advocacy


Children's Book Reviews

Classroom Management

Computers

Curriculum
"Teaching the Young Learner: Selecting Appropriate Instructional Media," Vol. 15, No. 3 (April 1987), pp. 4-8, by Cynthia Szymbanski Sunal and Bobbie Gibson Warash.

Family Day Care
"Balancing the Program for Infants and Toddlers," Vol. 15, No. 3 (April 1987), pp. 11-14, by E. Anne Edmores and Kathleen S. Ralph.

Health and Safety

New Products

Professional Literature

Reading

IDEAS!
The Editorial Board of DIMENSIONS is seeking articles for the IDEAS! section on the following topics:

- Group Games and Cooperative Play
- Health Practices (teachers & children)
- Safety (environmental and practices)
- Using Musical Instruments
- Assessment Through Observation (developmental milestones)
- Fitness (wholistic approach)

Please submit an outline which briefly describes your approach to any of these topics. Outline should address: (1) Introduction, (2) Activities for: Babies, Toddlers, Two; Threes, Fours, Fives, (3) Guidelines for Teachers, and (4) Materials for Growth (supplemental readings).

Send outlines to Kay C. Powers, Editor, DIMENSIONS, 16-1 Concord Street, Boston, MA 02118, or call for additional information at 617-287-6579.