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Prices are subject to change without prior notice.
A trusted guide and companion for current and future art educators, CHILDREN AND THEIR ART, International Edition presents a professional approach to teaching art consistent with national standards for student learning. This Ninth Edition is targeted at middle level and elementary schools. The authors are experienced as art teachers in the public schools and have a broad knowledge about school art programs. The Ninth Edition provides updated developments in theory, research and practices, with a strong emphasis on how digital technology provides new ways of teaching art. The most comprehensive textbook available for teaching art education methods, CHILDREN AND THEIR ART, International Edition covers all aspects of teaching art in the elementary and middle school classroom: the basic principles and goals of art education, the characteristics and needs of children as learners, the core principles of art as a subject—aesthetics, principles of design, art history, new developments in art media and technology. It also covers all aspects of instruction: curriculum planning, sample lessons, suggested readings, and internet resources. Among numerous updates throughout the text, the Ninth Edition features a brand-new chapter on new media in art education with 22 new images. It features the use of digital technology in elementary and middle school classrooms and examples of digital art created by students.

NEW TO THIS EDITION

- The Ninth Edition includes more than 300 illustrations, with nearly 150 new images of traditional and contemporary art, student art work, and scenes from art classrooms and art museums.
- The addition of a new chapter on New Media in Art Education (Chapter 10) focuses on how the emergence of new forms of technology, including digital, computerized, and networked information, allows students to engage in innovative forms of communication, expression, and learning in their everyday lives. There are 22 new images in this chapter, most of which are from art teachers and their students.
- To keep up to date with expanded school configurations, this text now covers the National Art Education Association standards for the junior high and middle school levels as well as elementary school division.
- The chapter on Visual Culture in Art Education (Chapter 15) has been updated to feature current developments and practices.
- To keep pace with changes in today's classroom, all chapters have been updated with revised content and increased attention on the use of today's technology in the classroom.

FEATURES

- Comprehensive in scope, the text provides a full range of content including special areas such as using museums, serving the talented and those with special needs, brain development and its role in a child's artistic growth, and more.
- Although illustrations include examples by some of the finest artists in history, the greatest emphasis is placed on children's' work from cultures around the world.
- Hundreds of activities suitable for all levels are listed by subject at the end of each chapter—more than in any other text.
- Updated box features throughout the chapters provide a variety of lesson plan examples and activities.
- The end of each chapter contains links to useful websites correlating with the chapter content. This provides an invaluable aid to students and instructors interested in the most up-to-date materials including museum sites, national collaborative art projects, Art Education Foundations, galleries, studios, and more.
CONTENTS

6. Drawing: At the Heart of the Studio Experience.
7. Painting: At the Heart of the Studio Experience.
8. Sculpture and Ceramics.
10. New Media in Art Education.
15. Visual Culture in Art Education.
17. The Social Dimension: Collaborative Art Activities and Instructional Games.
18. Classroom Organization and Exhibition of Student Work.
20. Assessing Student Learning and Achievement.

© 2012, 432pp, Paperback, 9781111341985
Classroom” by Chris Caldeira.
• Chapter 9--"Environmentalism Among College Students: A Sociological Investigation" by K. Brandon Lang and Christopher W. Podeschi.
• Chapter 13--"Reloading the Canon: The Timing of Diversification in American Literature Anthologies" by Mikaila Mariel Lemonik Arthur, Adam Clark, Roger Clark, and Jennifer Racine.
• New Thinking About Ethics feature prompts students to think about the ethics of social research as it applies to the surrounding content in the chapter.
• New content on emerging techniques in social research methods, such as visual methods, GIS, and mapping patterns.
• End of Chapter exercises that incorporate visual methods.
• Added content on multivariate analysis in Chapter 15.

CONTENTS

© 2011, 544pp, Paperback, 9780840032386

COUNSELING

ASSESSMENT AND TESTING

ASSESSMENT FOR COUNSELORS, INTERNATIONAL EDITION, 2E
Bradley T. Erford, Loyola College in Maryland

Erford's book presents a broad overview of basic issues in psychological and educational assessment. The book familiarizes students with the essentials of testing, covering such concepts as ethical, legal, and diversity issues; reliability, validity, and test construction; and the pertinent tests needed by professional counselors to conduct thorough and effective assessments. Erford’s guidance on basic procedures such as test selection, as well as the book’s examples and applications relevant to a range of practices and clientele, help students learn how and when to use the correct assessment tools with diverse clients. In addition, the author and other contributors focus on the importance of counselor identity and the essentials of this complex field.

NEW TO THIS EDITION
• NEW This edition has been fully revised and updated. New content includes expanded discussion of how tests are used for or against social justice; suicide assessment; assessment in schools; extended discussion of neuropsychological assessment; and environmental assessment.
• NEW To ease readability and comprehension, statistical and psychometric information has been placed in a tabular form that is consistent from chapter to chapter.
• NEW Coverage of diversity has been infused into every chapter. Erford addresses concerns and controversies with assessing people of different cultures, ethnicities,
and nationalities.
• NEW Discussion of Responsibilities of Users of Standardized Tests Third Edition (RUST 3) has been incorporated into the Appendices.
• NEW Language has been simplified to a level appropriate for entering graduate students, especially in the chapters on reliability and validity.

FEATURES
• The text is aligned with the assessment curriculum standards required by the Council for Accreditation of Counseling and Related Educational Programs.
• Full chapters discuss the finer points that professional counselors need to understand when engaging in all forms of assessment.
• Current American Counseling Association ethical standards and positions statements from the ACA and other professional organizations appear throughout the text.

CONTENTS

© 2013, 512pp, Paperback, 9781133371595

ESSENTIALS OF TESTING AND ASSESSMENT, INTERNATIONAL EDITION, 2E
Edward S. Neukrug, Old Dominion University; R. Charles Fawcett, University of Virginia

Comprehensive and easy to read, Neukrug and Fawcett’s ESSENTIALS OF TESTING AND ASSESSMENT: A PRACTICAL GUIDE, International Edition introduces learners to the concepts and applications of assessment and testing. Case vignettes, samples of real tests, and additional activities and exercises increase understanding and reduce student anxiety.

NEW TO THIS EDITION
• Updated information in this edition includes discussion of neuropsychological assessment in Chapter 7 (Intellectual and Cognitive Functioning: Intelligence and Neuropsychological Assessment); a section on Forensic Evaluation in appears in the section of Chapter 2 that discusses professional issues; and updated coverage of the ACA and APA Ethics Codes wherever applicable.
• Neukrug and Fawcett have added a new section on Item Response Theory (IRT), revised case examples and applications, and more coverage on computer usage.
• This edition offers new coverage of National Assessment of Educational Progress (Chapter 6) and Performance Assessment (Chapter 10) along with updated coverage of 16 PF, NEO PI-R and NEO-FFI, the PAI, and the SASSI.
• The text’s examination of Standard Error of the Estimate, False Positives and False Negatives, and Non-Verbal Intelligence Testing has also been updated.
FEATURES

• Engage students with thought-provoking cases, vignettes, and real-life exercises, providing opportunities for hands-on practice.
• Guide students step-by-step through the increasingly complex process of gathering information about clients and suggest specific ways of writing effective test reports.
• Text illustrations, figures, and examples of test reports and interview outlines help students apply the concepts presented in the chapters.
• Down-to-earth, easy-to-understand writing clearly explains the use of test statistics and how to apply them to the assessment process.
• Neukrug and Fawcett devote individual chapters to commonly used assessment techniques in educational ability, intelligence testing, career and occupational assessment and clinical assessment with each chapter highlighting the role of the helper in assessment procedures and stressing the importance of sensitivity when assessing any person.

CONTENTS

including a focus on religion and sexual orientation, and also addresses core multicultural competency requirements of counselor education.

- **COUNSELING CHILDREN** includes new CACREP-aligned learning objectives at the beginning of each chapter, providing students with helpful guidelines for reading the text.

**FEATURES**

- **COUNSELING CHILDREN** presents twelve established counseling theories used when working with children and their families, as well as techniques and interventions based on those theories.
- The updated text features in-depth practice information on issues and techniques in counseling children, such as play therapy, counseling children from different cultures, and ethical and legal issues.
- Each theory chapter in **COUNSELING CHILDREN** includes information on how to use that theory, as well as website listings that provide students with further resources for the information discussed in the text.
- The text offers solution-focused brief counseling and paradoxical counseling methods, providing step-by-step assistance in helping beginner counselors develop their skills.
- Each **COUNSELING CHILDREN** chapter contains short case studies with counseling transcripts, illustrating how that specific counseling theory is applied.

**CONTENTS**

**PART I: INTRODUCTION TO COUNSELING CHILDREN.**
1. Counseling. 2. Introduction to a Child’s World. 3. The Counseling Process. 4. Legal and Ethical Considerations.

**PART II: COUNSELING THEORIES AND TECHNIQUES.**

© 2011, 768pp, Paperback, 9780840032607
the ASCA School Counselor Competencies, and the revised ASCA National Standards.

• New case studies clearly illustrate chapter concepts, while new Voices From the Field provide opinions and insights from leading experts.
• The newly expanded Diversity Chapter includes more coverage on cultural competence.
• An all-new chapter offers comprehensive coverage of the unique strategies and issues involved with working with special needs students.
• Providing the ultimate flexibility, a more robust set of instructor’s ancillaries helps instructors maximize classroom planning and course success! In addition, these helpful resources enable those new to a “transformed” text seamlessly transition from a more traditional book into a Transformed School Counselor.

FEATURES

• Extremely relevant to today’s school populations, THE TRANSFORMED SCHOOL COUNSELOR devotes an entire chapter to student diversity, including issues related to gender, sexual orientation, ethnicity and culture, socio-economic status, and ability and disability.
• Giving readers a chance to apply chapter concepts to real-world dilemmas, a school-based scenario in every chapter asks students to consider contemporary issues, such as closing the achievement gap and bullying. The chapter concludes with a response to this scenario by a practicing school counselor—enabling students to compare their solutions to the practices of professionals in the field.
• Comprehensive coverage includes using counseling, consultation, and the coordination of services to impact the climate and culture of a school; advocating a social justice agenda and promoting equitable access to quality education; and implementing accountable school counseling programs.
• The text also illustrates how to use technology to efficiently and effectively expand the delivery of services and communication.

CONTENTS


© 2012, 528pp, Paperback, 9780840034069

SKILLS, TECHNIQUES, & PROCESS

BEHAVIOR MODIFICATION, 5E
Principles and Procedures, International Edition
Raymond G. Miltenberger, University of South Florida, Tampa Bay

This text uses the principles of behavior modification to teach the procedures of behavior modification, illustrating them with key case studies and examples. Its precise, step-by-step approach includes practical information on the technologies used to measure and record behavior changes. The book also provides numerous opportunities for students to practice, including practice tests, application and misapplication exercises, and three quizzes at the end of every chapter.

NEW TO THIS EDITION

• This edition has been updated throughout with recent references.
• Quizzes have been placed at the end of the book on color-tabbed and perforated pages so that they can easily be removed, completed, and submitted.
• Chapter 2 includes a new discussion of social validity and use of technology in data collection. In addition,
it now uses the more accepted term "interobserver agreement" instead of "interobserver reliability," and discusses two more methods for conducting IOA (occurrence only and nonoccurrence only).

- Chapter 3 includes a new discussion of recent publications that describe the use of Excel® for graphing, information on variations of the ABAB reversal design, and new coverage of nonconcurrent multiple baseline across subjects design.
- Chapter 4 includes a new discussion of motivating operations (MO) as an update for the term establishing operation (EO). Chapter 16 also discusses MO, expanding on that chapter’s discussion of EO.
- Chapter 10 now presents a discussion of prompting and fading for use in autism.
- Chapter 11 includes a brief new section on video modeling, and Chapter 12 has a brief new section on in situ assessment.
- Chapter 14 includes new coverage and examples of how ext is applied to positive versus negative reinforcement.
- Chapter 15 now covers reinforcer assessment procedures.
- Chapter 16 added discussion of the role of AOs.

CONTENTS


© 2012, 672pp, Paperback, 9781111306120

EARLY CHILDHOOD EDUCATION

ADMINISTRATION

DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM, 8E
Dorothy June Sciarra, Ed.D. University of Cincinnati; Anne G. Dorsey, The University of Cincinnati; Ellen Lynch, University of Cincinnati; Shauna Adams, University of Dayton

This text is used primarily at the community college level, but also in 4-year institutions, for the ECE Administration course. This text was written primarily for students of early childhood education whether or not they plan to enter the administrative aspects of the field. The text is a rich source of updated information for practicing directors. Readers are introduced to a total range of administrative demands in different types of early childhood education centers.

NEW TO THIS EDITION

- The eighth edition of Developing and Administering a Child Care and Education Program presents completely updated and expanded content. In the following discussion we present the major revisions to both the text as a whole as well as those for each chapter.
- A new chapter addressing administrator concerns and issues related to curriculum has been added.
- Student learning objectives at the beginning of each chapter have been revised.
- Relevant NAEYC Standards have been provided at
the beginning of each chapter and the NAEYC icon within the text indicates where content related to the standards is addressed.

- A standards correlation chart has been added inside the front and back covers of the text to highlight which standards are covered in each chapter.
- Updated and expanded Try It Out! end-of-chapter activities have been provided to give students’ opportunities to apply what they have learned.
- New TeachSource Video Vignettes have been integrated into chapters to provide additional background information as well as to illustrate best practices.
- Photographs, references and websites have been revised and updated.
- The Appendices have been completely updated and expanded. Additions include the NAEYC Code of Ethical Conduct, NAEYC Standards for Early Childhood Professional Preparation Programs, the NAEYC Program Administrator Definition and Competencies and the NAEYC Accreditation Standards for Early Childhood Programs.
- Completely updated and expanded online materials and resources, including Expanding Your Learning exercises, challenge students to “dig deeper” as they learn and apply content.

CONTENTS

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• Expanded and updated coverage of technology reflects the increasing use of technology tools in the classroom.
• A new video feature, integrated into the text with reflection questions, introduces videos that further illustrate key concepts. Videos are available for viewing at the Early Childhood Education Media Library.
• New fables and short stories are available at the book’s website, providing additional resources for your students to incorporate into their curriculum.
• Suggestions for children's books that complement the textbook topics provide your students with additional resources to foster creativity in the classroom.
• Learning Objectives have been added at the beginning of each chapter, providing students with a roadmap to key ideas to be discussed.
• Additional “Activities for Young Children” for ages 2 and 3 ensure that your students are prepared to develop curriculum for all age groups.
• New coverage of brain-based learning and research on creativity and the brain gives your students insight into the implications of recent findings in their field.
• The “What Was Observed” feature has been enhanced with new examples and a focus that helps students develop their skills in field observation and child observation.

CONTENTS

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development in Chapter 5, “Coming Together Through the Arts.”
• NEW! Contains updated end-of-chapter resources, including further reading and studio pages.
• NEW! Includes a greater number of technology ideas and connections.

FEATURES
• Provides a framework for creating a developmentally appropriate arts program for children from infancy through primary grades.
• Organizes each chapter around thought-provoking questions, and concludes with activities that help readers better understand the concepts.
• Illustrates concepts with carefully selected children’s artwork and photographs.
• Provides models for how open-ended arts activities can be designed, presented, and assessed.
• Provides sample activity plans with suggested assessments for one-on-one, exploration centers, and whole group arts experiences.

CONTENTS

© 2012, 464pp, Paperback, 9781111353650
FEATURES

• Engage students with thought-provoking cases, vignettes, and real-life exercises, providing opportunities for hands-on practice.
• Guide students step-by-step through the increasingly complex process of gathering information about clients and suggest specific ways of writing effective test reports.
• Text illustrations, figures, and examples of test reports and interview outlines help students apply the concepts presented in the chapters.
• Down-to-earth, easy-to-understand writing clearly explains the use of test statistics and how to apply them to the assessment process.
• Neukrug and Fawcett devote individual chapters to commonly used assessment techniques in educational ability, intelligence testing, career and occupational assessment and clinical assessment with each chapter highlighting the role of the helper in assessment procedures and stressing the importance of sensitivity when assessing any person.

CONTENTS


© 2010, 336pp, Paperback, 9781439037935

WEEK BY WEEK, 6E
Barbara Ann Nilsen, Ed.D, Broome Community College

WEEK BY WEEK: PLANS FOR DOCUMENTING CHILDREN’S DEVELOPMENT, 6E, International Edition addresses a dilemma facing pre-service and in-service teachers--how to manage detailed, meaningful documentation on their students’ development and achievements while attending to the other functions necessary to keep children safe and actively involved in learning. This all-purpose guide provides a concrete, systematic plan for recording each child's development in all developmental areas, incorporating material on observation methods and techniques, principles of child development, and appropriate practice. Technical aspects of various methods of documentation are presented, as are reviews of the efficiency of each method in capturing important information. This edition features integrated coverage of NAEYC standards and new integration of TeachSource Videos, available for viewing at the book’s website. 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 and relevant to teachers in training as well as practicing professionals.

NEW TO THIS EDITION

• New standards integration shows how the text content correlates to the key NAEYC Standards. This includes chapter-opening listings of NAEYC Standards to be addressed in the chapter, integrated coverage
of standards throughout the book, and a convenient Correlation Chart on the inside book covers that indicates where standards coverage appears.

- An “Observation Thought” begins each chapter, prompting students to reflect on their experiences in the classroom. Examples include “When we look at what the child cannot do, we fail to see all the child can do,” and “Children need to see the teacher writing about them every day.”

- New “TeachSource Video Activity” boxes with guiding questions introduce videos that allow students to relate important chapter content to real-life scenarios in early childhood settings. Videos are viewable on the book’s website, Education CourseMate.

- A new “Home Visiting” feature in every chapter offers students tips on using child observation and assessment in home settings.

- Editable versions of forms featured in the book, ideal for classroom use, are available for download at the Education CourseMate website.

FEATURES

- NAEYC accreditation of Associates Degree Child Development Programs with new standards is integrated into the text.

- Discussion of working with specialists addresses the reality that today’s typical classroom includes many children with special needs.

- This text is the only observation book that presents a concrete system for how to manage data collection through a week-by-week plan—which gathers developmental information on every child in all developmental domains and is repeated three times during the year.

- Straightforward explanations offer a variety of methods—and the developmental domain for which each is best suited—that can be implemented into classroom practices.

- The author provides a child development review, useful as a frame of reference for documenting children’s behavior.

CONTENTS


© 2014, 464pp, Paperback, 9781133940920,
conflict management, and peace education topics. Part 1 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 schedules, routines, use of thematic instruction, and the importance of working with parents. Part 3 addresses problem solving and challenging behavior, including a practical illustration of how to use and teach conflict management and information about 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.

NEW TO THIS EDITION
• New integration of standards includes icons throughout the text that identify relevant content. In addition, a convenient new Standards Correlation Chart on the book’s inside front cover highlights content related to NAEYC Teacher Preparation Standards and Developmentally Appropriate Practice (DAP).
• New TeachSource Videos, introduced in every chapter of the book and viewable online at Education CourseMate, illustrate the content and give students an inside look at actual teaching situations and challenges.
• New coverage of current brain research and breakthroughs in neuroscience gives students an understanding of brain development that will assist them in working with their students.
• Increased coverage of diversity—including English language learners, linguistic diversity at home and at school, and diversity of cultural background—prepares students for the challenges they may face when working with students or families from different backgrounds.
• New! The book’s website, Education CourseMate, provides additional resources, downloadable/customizable forms, and study aids.

FEATURES
• Each chapter includes one of Dan Gartrell’s “Guidance Matters” columns from NAECY’s Young Children magazine. Concepts introduced in the column are extended in the chapter, helping to guide readers in the shift from conventional classroom discipline to guidance.
• Material on historical and philosophical foundations of guidance and discipline with young children includes coverage of Alfred Adler’s work and the foundation of trust and respect.
• Emphasis on developmentally appropriate practice and its relationship to guidance for children ages 3 to 8 years supports the accepted approach to teaching and learning in early childhood education.
• Each chapter concludes with a section on building and maintaining parent-teacher relationships, affirming the importance of positive relations with parents.
• The text emphasizes specified outcomes in the use of guidance with individuals and with a group.

CONTENTS
Part I: FOUNDATIONS OF A GUIDANCE APPROACH
1. The Guidance Tradition
2. Child Development and Guidance
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

© 2014, 576pp, Paperback, 9781133943181
GUIDING CHILDREN'S SOCIAL DEVELOPMENT AND LEARNING, INTERNATIONAL EDITION, 7E
Marjorie Kostelnik, Ph.D., University of Nebraska; Alice Whiren, Ph.D., Michigan State University; Anne Soderman, Ph.D., Michigan State University; Kara Gregory PhD, Michigan State University

GUIDING CHILDREN'S SOCIAL DEVELOPMENT AND LEARNING, International Edition, provides a comprehensive overview of child guidance and social development. Focusing on children ages birth through 12 years, it provides a seamless transition from the pre-primary to the primary years and addresses the needs of practitioners working with children in a variety of group settings. Theory and research provide a broad basis for understanding child behavior and establish a foundation for appropriate action. Readers learn how to help children develop positive feelings about themselves as well as social competence, and how to work with children and families from many different backgrounds and circumstances. Readers also learn how to support long-range goals in the classroom while addressing short-term concerns. The book eliminates much of the guesswork and frustration that can hinder practitioners' efforts to influence children's social development and behavior—providing a unified framework for decision-making and professional practice that incorporates sound principles of children's development, relationship enhancement, and behavior management.

NEW TO THIS EDITION

• New! The book introduces the Social Support Pyramid in Chapter 1 to describe four phases in guiding children's social behavior. This pyramid appears in each chapter, highlighting how the skills presented in that chapter fit into an overall program of social support and intervention.

• New! More than one third of the references are replaced with new research-based material dating from 2006 through 2011.
• New! All chapters contain new figures to highlight key points.
• New! Examples of children's art are included as a way to represent authentic “young voices” in the text.
• New! A new feature box in each chapter focuses on the challenging behaviors exhibited by some children. A brief scenario describes a challenging situation or behavior, followed by a question asking readers to think about what skills presented in the chapter could be used to best address the situation.
• New! Simplified explanatory charts throughout the book are now easier to read and comprehend.
• New! Updated, revised, and expanded topics throughout the book include cultural diversity, infants and toddlers, emotional literacy, and many others.

FEATURES

• Draws upon research and practice from a variety of fields, linking theory and practice to illuminate research and show readers how it can be translated into practical classroom applications.
• Identifies clear objectives for student learning.
• Offers up-to-date, research-based rationales for skills and methods used.

CONTENTS

Birth to Big School is written to support delivery of the CHC30113 Certificate III in Early Childhood Education and Care. Part of the Working in Early Childhood Education and Care series it provides a practical introduction to early childhood development. This edition covers the following key points: • an introduction to concepts and principles relating to child development, and looks at play as a learning strategy for young children • physical development, including gross and fine motor skills • cognitive development, language and communication and literacy skills • development of the closely related social and emotional domains, including key developments such as trust, attachment, autonomy and self-esteem • the provision of appropriate play environments and experiences that support children’s development and learning, including an introduction to observing and documenting children’s learning • the key elements of a quality early childhood program

NEW TO THIS EDITION
• Extensively updated to include coverage and links to: • The Early Years Learning Framework (EYLF) • The National Quality Framework (NQF) • The National Law and Regulations • The National Quality Standards (NQS)
• Developed to support the 2013 Children’s Services Early Childhood Education and Care qualification.
• Completely updated and revised to include changes in government policy, industry and the qualification.

• New scenarios and new ‘Think About’, ‘Discussion’ and ‘Activities’ questions in each chapter to put theory learnt into context and encourage students to reflect on their learning individually and with their peers.
• New structure of content making it easier to navigate through and follow, along with new visual design and updated images.

CONTENTS

CHILD AND ADOLESCENT DEVELOPMENT IN YOUR CLASSROOM, INTERNATIONAL EDITION
David Allen Bergin, University of Missouri; Christi Crosby Bergin, University of Missouri

This is the most current text on child and adolescent development for teachers available on the market. Covering early childhood through high school in an easy-to-follow format, the book provides teachers with authentic, research-based strategies and guidelines for their classrooms. A strong emphasis on diversity among children is reflected throughout. The authors specifically apply child development concepts to topics of high interest and relevance to teachers, including social-emotional development, classroom discipline, humor, constructivism, and many others. Case studies and real-world vignettes further bridge the distance between research and the classroom, helping students be better prepared to create an environment that promotes optimal development in children.
FEATURES
• The text specifically applies human development concepts to teaching, providing a strong bridge between current research and application. It incorporates research-based classroom strategies, case studies, and direct connections between theories and the teaching of mathematics and literacy (i.e., in Chapters 4 and 12). In addition, a “Reflections on Practice” feature encourages teachers to think about how their behavior in the classroom affects children’s development.
• Group and individual diversity issues concerning gender, socioeconomic status, ethnicity, and cross-national comparisons are integrated throughout the text.
• A consistent chapter structure—which presents definitions, age trends, antecedents and consequences of individual differences, information on group diversity, and implications for the classroom—aids student comprehension.
• A topical approach allows a more effective description of the range of behavior possible in a given domain.
• An emphasis on high-interest, teacher-relevant topics not covered in traditional human development includes material on self-control and discipline (Chapter 7) and extensive coverage of social-emotional development (Parts 3 and 4).
• Features such as “Revisiting the Case,” “Think About This,” “Field Observations,” “Summary of Age Trends,” “Theories and Theorists,” “Challenges in Development,” and “Video Cases” promote deeper connections to and understanding of the content.

CONTENTS
SECTION 1: FOUNDATIONS OF CHILD DEVELOPMENT

© 2012, 704pp, Paperback, 9781111344788

CHILD, FAMILY, SCHOOL, COMMUNITY, 9E
Socialization and Support
Roberta M. Berns, University of California, Irvine

The best-selling CHILD, FAMILY, SCHOOL, COMMUNITY: SOCIALIZATION AND SUPPORT, now in its Ninth 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 presentation of diversity issues includes matters related to culture, ethnicity, gender, sexual orientation, and special needs. Updated throughout, this edition features a stronger emphasis on NAEYC and DAP standards as well as new information on diversity in all forms, technology and the impact of media, bullying, and other topics. A complete supplements package, including videos that depict actual classroom settings, supports instructors and students.

NEW TO THIS EDITION
• References and research citations are updated throughout the book.
• New and expanded material includes (among other topics) updated coverage of diversity in all of its forms; students with disabilities and special needs; obesity, nutrition, wellness, and efforts to help children stay healthy; bullying, school violence, and gangs; and service learning, volunteering, and community involvement.
• Information on technology and the impact of media, particularly in Chapter 9, includes new and updated
discussions and examples of social networking, texting/sexting, blogging, video games, and the effects of new technologies on children and learning.

- A new video feature introduces videos—available at the book’s website, Education CourseMate—that allow students to see the text content come to life in real classroom settings.
- NAEYC and DAP standards receive greater emphasis, including a convenient chart on the book’s inside front cover that correlates NAEYC standards to text content. A more detailed correlation is available at the book’s website, Education CourseMate.
- New and updated coverage of standards also includes discussions of No Child Left Behind, Race to the Top, and the impact of standardized testing.
- New In Context boxes (based on the previous edition’s boxed examples and vignettes) give greater prominence to important examples, and complement the existing In Practice feature.
- Socialization Sketches of such popular icons as John F. Kennedy, Yo-Yo Ma, and Oprah Winfrey now appear at the beginning of the chapter and are enhanced by new critical thinking questions.
- Chapter-opening Learning Objectives are aligned more closely with the chapter’s main heads to keep students on track as they read. Elimination of the chapter-opening Prologue folktale allows readers to get to the heart of chapter content more quickly.
- An improved chapter organization features three new Part Openers that provide a clear roadmap of the flow of chapters, making the book easier to use.

CONTENTS


© 2013, 512pp, Paperback, 9781111830960

DEVELOPMENTAL PROFILES: PRE-BIRTH THROUGH ADOLESCENCE, 7E

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

DEVELOPMENTAL PROFILES: PRE-BIRTH THROUGH ADOLESCENCE, 7E, International Edition outlines major characteristics for each of the developmental domains in a concise, non-technical, point-by-point format. Developmental profiles now cover a broader age range, having been expanded to include early, middle, and late adolescence. This edition also includes updated information about prenatal care, brain research, gender, and children’s concept of death, as well as new sections that address positive behavior guidance for every stage. Descriptions of daily activities and routines typical at each age level help families and teachers anticipate and respond appropriately to children’s developmental needs. Developmental profiles provide 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.

NEW TO THIS EDITION

- A new chapter, “Adolescence: Thirteen to Nineteen Year Olds,” expands the age range of the text and addresses the needs of those who are looking for a book that covers the full range of child and adolescent development. This chapter covers early, middle, and late adolescence.
- A practical new recurring feature on “Positive Behavior Guidance” highlights this important aspect of working with children by addressing best practices and offering tips to help readers avoid pitfalls and common mistakes.
• Increased coverage of NAEYC Standards reflects their growing importance in the early childhood field. Additions include a new beginning-of-chapter listing of NAEYC Standards that are covered in the chapter, and a new NAEYC Standards Correlation Chart on the inside cover of the book that offers an “at-a-glance” view of chapters and sections in which standards are addressed.
• New and updated content includes coverage of prenatal care, brain development (especially the new findings on pre-adolescent brains), cultural awareness and gender issues, children’s concept of death, transition periods, and more.
• The expanded TeachSource Video Connections feature, which reflects the book’s enhanced video program, introduces current new videos that can be viewed on the book’s supporting website.
• All references and citations are updated throughout the book, offering the latest research on the field.

FEATURES
• A strong pedagogical program includes chapter-opening Objectives, Key Terms, and listings of relevant NAEYC Standards.
• Case studies and video features help readers apply chapter content to real-life situations.
• Tables and checklists, developmental assessment forms, a sample health history form, and other extensive resources are provided for use by families and professionals.
• Safety considerations presented with each developmental stage alert caregivers to the special risks associated at each level of development.

CONTENTS
1. Child Development Theories and Data Gathering.
3. Prenatal Development.
4. Infancy.
5. Toddlerhood.
7. Early Childhood: Six, Seven, and Eight Year Olds.
8. Middle Childhood: Nine, Ten, Eleven, and Twelve Year Olds.
10. When and Where to Seek Help.

© 2013, 336pp, Paperback, 9780840030801

DEVELOPMENTAL PROFILES, 7E
Pre-Birth Through Adolescence
Lynn R. Marotz, University of Kansas; K. Eileen Allen, University of Kansas

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© 2013, 336pp, Paperback, 9781111830953

NEW TO THIS EDITION
• The text has been thoroughly revised to reflect the new 2009 NAEYC position statement on developmentally appropriate practice.
• “Journal Reflections” boxes encourage students to reflect on their own experiences and connect those experiences to their future practice as teachers. These boxes also are included on the text website so that students can fill them out online and e-mail them to their instructor.
• “Practical Applications” boxes spotlight practical tips and strategies that future educators can use with children and in their classrooms.
• “Cultural Considerations” boxes illustrate specific child rearing and caregiving practices that may vary across cultures and ethnicities, such as using infant floor play and fostering independence in young children and interacting with teachers.
• “Video Activity” boxes, which include reflective questions, illustrate key text concepts through the use of carefully selected video clips from various early childhood sources. Students can watch the clips on the text website and then answer the questions. As an alternative, the activities may be used in a classroom setting.

FEATURES

• “Guest Editorials,” one-page essays from early childhood scholars that open each section of the text, are excellent tools for launching class discussion.
• “What Would You Do When …” boxes in each chapter present real-life situations, case studies, and examples that urge students to consider how they would handle these situations.
• Extensive end-of-chapter resources include chapter summaries, “Think About It” activities, and “Apply Your Knowledge” questions.
• An emphasis on best practices promotes professional development and action.

CONTENTS


© 2011, 512pp, Paperback, 9781111185541

DEVELOPMENTALLY APPROPRIATE PRACTICE, INTERNATIONAL EDITION, 4E
Carol Gestwicki, Central Piedmont College

Thoughtful and comprehensive, DEVELOPMENTALLY APPROPRIATE PRACTICE: CURRICULUM DEVELOPMENT IN EARLY EDUCATION, International Edition, is designed to meet the needs of new early childhood students as well as experienced teachers, professionals, and parents. It provides an overview of the concepts and theoretical foundations of developmental practices and discusses the practical implications for teachers and caregivers. This edition, thoroughly revised to reflect the new NAEYC position statement on Developmentally Appropriate Practice, also includes new content on aligning early childhood teaching practices with national education standards, in addition to many new student-oriented features and applications. Section I explores developmentally appropriate practice, including an in-depth section on the theory and research of play as well as discussion of early learning standards in curriculum development. Students also learn how well-known curriculum approaches fit into the principles of developmentally appropriate practice. Subsequent comprehensive
sections, which discuss the physical, social/emotional, and cognitive/language domains, individually address appropriate practice for infants, toddlers, preschoolers, and primary-aged children. Section V, available on the text website, discusses how teachers can make changes that result in more developmentally appropriate practices and how to gain support for those changes with families and communities.

**NEW TO THIS EDITION**

- The text has been thoroughly revised to reflect the new 2009 NAEYC position statement on developmentally appropriate practice.
- “Journal Reflections” boxes encourage students to reflect on their own experiences and connect those experiences to their future practice as teachers. These boxes also are included on the text website so that students can fill them out online and e-mail them to their instructor.
- “Practical Applications” boxes spotlight practical tips and strategies that future educators can use with children and in their classrooms.
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- Extensive end-of-chapter resources include chapter summaries, “Think About It” activities, and “Apply Your Knowledge” questions.
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**CONTENTS**


© 2011, 480pp, Paperback, 9781111185558

GUIDING CHILDREN’S SOCIAL DEVELOPMENT AND LEARNING, INTERNATIONAL EDITION, 7E

Marjorie Kostelnik, Ph.D, University of Nebraska; Alice Whiren, Ph.D., Michigan State University; Anne Soderman, Ph.D., Michigan State University; Kara Gregory PhD, Michigan State University

GUIDING CHILDREN’S SOCIAL DEVELOPMENT AND LEARNING, International Edition, provides a comprehensive overview of child guidance and social development. Focusing on children ages birth through 12 years, it provides a seamless transition from the pre-primary to the primary years and addresses the needs of practitioners working with children in a variety of
group settings. Theory and research provide a broad basis for understanding child behavior and establish a foundation for appropriate action. Readers learn how to help children develop positive feelings about themselves as well as social competence, and how to work with children and families from many different backgrounds and circumstances. Readers also learn how to support long-range goals in the classroom while addressing short-term concerns. The book eliminates much of the guesswork and frustration that can hinder practitioners' efforts to influence children's social development and behavior--providing a unified framework for decision-making and professional practice that incorporates sound principles of children's development, relationship enhancement, and behavior management.

NEW TO THIS EDITION

• New! The book introduces the Social Support Pyramid in Chapter 1 to describe four phases in guiding children's social behavior. This pyramid appears in each chapter, highlighting how the skills presented in that chapter fit into an overall program of social support and intervention.
• New! More than one third of the references are replaced with new research-based material dating from 2006 through 2011.
• New! All chapters contain new figures to highlight key points.
• New! Examples of children's art are included as a way to represent authentic "young voices" in the text.
• New! A new feature box in each chapter focuses on the challenging behaviors exhibited by some children. A brief scenario describes a challenging situation or behavior, followed by a question asking readers to think about what skills presented in the chapter could be used to best address the situation.
• New! Simplified explanatory charts throughout the book are now easier to read and comprehend.
• New! Updated, revised, and expanded topics throughout the book include cultural diversity, infants and toddlers, emotional literacy, and many others.

FEATURES

• Draws upon research and practice from a variety of fields, linking theory and practice to illuminate research and show readers how it can be translated into practical classroom applications.
• Identifies clear objectives for student learning.
• Offers up-to-date, research-based rationales for skills and methods used.

CONTENTS


© 2012, 560pp, Paperback, 9781111351953

THE BIG PICTURE, 3E
KEARNS

The Big Picture is written to support delivery of the Certificate III in Early Childhood Education and Care. It provides students with a practical introduction to working in a children's service and will help them understand the relationship between theory and best practice. This new edition covers the following key areas: • Complying – includes the National Quality Framework - the National Regulations, the National
Law and the National Quality Standards as well as the Early Years Learning Framework. • Working and work health and safety – reflects on the educator’s role in the workplace, educator-to-child ratios and organisational structures, maintaining a safe and healthy workplace as well as teamwork and communication. • Maintaining children’s health, safety and wellbeing – addresses the importance of providing safe environments for children and strategies for maintaining children’s health and wellbeing. This includes awareness of child protection procedures for children at risk. • Supporting diversity – looks at inclusive practices that support diversity in children's education and care environments as well as specific considerations in relation to Aboriginal and Torres Strait Islander families. • Caring for infants, toddlers and children – an overview of providing nurturing care that meets the physical and emotional needs of children, nurturing settings, responsive communication with children and routine physical care. • Developing positive relationships with children – focuses on the importance of mutually respectful relationships with children and their families. • Supporting sustainability – looks at strategies for assisting children to connect with and respect their environment.

NEW TO THIS EDITION
• New, revised and updated tables, diagrams, activities and case studies providing up to date information and legislation

FEATURES
• Highly visual, full colour text engages students and helps them to understand the concepts presented
• Learning outcomes listed throughout ensure students focus on the key topics
• Think About activities enable students to reflect on the theory
• Glossary of terms for ease of reference

CONTENTS

© 2014, Paperback, 9781486001989
• New "TeachSource Video" boxes offer suggestions for videos viewable at Education CourseMate (the book's website) as well as questions for student reflection or in-class discussion. The videos provide an inside look at real classrooms, teachers, and children at various stages of development.

• This edition is aligned with NAEYC Program Standards and Accreditation Criteria and Developmentally Appropriate Practice (DAP) Guidelines, which are highlighted at the beginning of each chapter and with icons throughout the text. A Standards Correlation Chart on the inside front cover provides an easily accessible snapshot of where these standards and guidelines are covered in the text.

FEATURES

• An integrated learning system features chapter-opening learning objectives tied to each chapter's main headings (and indicated with a special icon), which focus students' reading by identifying key points related to the objectives. Each chapter concludes with a chapter summary organized around the learning objectives to reinforce students' comprehension.

• Boxed features maintained from the previous edition are "Technology in Early Childhood," which highlights various issues related to technology in children's education; "Looking Further," which provides specific activities or questions that require students to dig deeper into a given topic; and "Time to Reflect," which presents issues or questions for reflection and discussion.

• Supported by developmental research and theory, the text relates child development to current issues in early childhood and addresses problems and solutions for those who are or will be working with young children.

• With a focus on the relationship of child development to our diverse, multicultural society, the book provides connections to family, community, school, and culture.

• The book covers development from the prenatal period through age 8, which aligns with the NAEYC definition of early childhood.

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© 2014, 576pp, Paperback, 9781133589822
Phyllis M. Click, Moorpark College; Jennifer Parker, Moorpark College

CARING FOR SCHOOL-AGE CHILDREN, International 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.

NEW TO THIS EDITION

- NEW! Chapter 1 expands the use of the NAEYC Code of Ethical Conduct, showing how to use it in real-life situations.
- NEW! Chapter 2 adds cyber-bullying to the discussion of bullying, a growing concern among school-age children and caregivers.
- NEW! Chapter 3 includes new research on the effect of children’s household arrangements. It weighs the impact of one-parent families, two-parent families, and other family configurations.
- NEW! Chapter 8 is completely revised and updated to include many new ideas that affect school-age child care. These include the latest version of Developmentally Appropriate Practice (DAP), the importance of cultural and linguistic diversity, the latest version of Anti-Bias Curriculum, the project approach to planning, intentional planning and teaching, and service learning projects.
- NEW! Chapter 9 discusses “green” playscapes. This coverage addresses current concerns about the environment that make it imperative that play areas allow children to experience nature safely without fear of snakes, insects, plants, or exposure to toxic substances.
- NEW! Chapter 12 has been made more concise for easier comprehension. Relevant activities have been moved to an Appendix B, which also contains a handy listing of additional lesson plans.
- NEW! Chapter 13 has an expanded discussion of ways to support English language learners. Caregivers are shown how to intentionally plan language-rich environments, and how to sustain conversations with children about their interests as well as about their experiences in and out of school.
- NEW! Chapter 14 discusses the importance of teaching children how to use the latest technology as preparation for their role as adults.
- NEW! New chapter-opening Learning Objectives and chapter-closing Summary points improve student comprehension and self-study.

FEATURES

- The text presents both theory and practice related to creating high-quality programs for children.

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© 2012, 416pp, Paperback, 9781111351991
Emphasizing the director’s responsibility as a leader of both people and programs, DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM, 8E, International Edition covers the business and interpersonal skills child development professionals need to implement an effective program for young children and their families. In this thoroughly updated Eighth Edition, authors Sciarra, Dorsey, Lynch and Adams provide practical information on all aspects of directing a program, including a brand new chapter on curriculum 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. This text was written primarily for students of early childhood education whether or not they plan to enter the administrative aspects of the field. The text is a rich source of updated information for practicing directors. Readers are introduced to a total range of administrative demands in different types of early childhood education centers.

NEW TO THIS EDITION

- A new chapter addressing administrator concerns and issues related to curriculum has been added.
- Student learning objectives at the beginning of each chapter have been revised.
- Relevant NAEYC Standards have been provided at the beginning of each chapter and the NAEYC icon within the text indicates where content related to the standards is addressed.
- A standards correlation chart has been added inside the front and back covers of the text to highlight which standards are covered in each chapter.
- Updated and expanded Try It Out! end-of-chapter activities have been provided to give students’ opportunities to apply what they have learned.
- New TeachSource Video Vignettes have been integrated into chapters to provide additional background information as well as to illustrate best practices.
- Photographs, references and websites have been revised and updated.
- The Appendices have been completely updated and expanded. Additions include the NAEYC Code of Ethical Conduct, NAEYC Standards for Early Childhood Professional Preparation Programs, the NAEYC Program Administrator Definition and Competencies and the NAEYC Accreditation Standards for Early Childhood Programs.
- Completely updated and expanded online materials and resources, including Expanding Your Learning exercises, challenge students to “dig deeper” as they learn and apply content.

CONTENTS


© 2013, 464pp, Paperback, 9781133491491
MATHS AND ENGLISH FOR CHILDCARE
Functional Skills
Andrew Spencer, teaches secondary education in New South Wales and South Australia; Karen Coombes, Salford City College

This write-in workbook is an invaluable resource to help students improve their Maths and English skills and help prepare for Level 1 and Level 2 Functional Skills exams. The real-life questions are all written with a Childcare context to help students find essential Maths and English theory understandable, engaging and achievable. Written by Karen Coombes, lecturer with a wealth of experience in the Childcare industry, this workbook is an effective resource to support Maths and English learning in the classroom, at work and for personal study at home.

FEATURES
• An ideal workbook to practice the Maths and English skills required for Functional Skills Level 1 and 2 exams.
• A clear write-in workbook format to improve students' Maths and English skills either in a classroom environment or for self-paced revision.
• Subject specific, contextualised Maths and English exercises using up-to-date, dynamic scenarios relating to the Childcare industry.

CONTENTS

© 2013, 96pp, Paperback, 9781408083123

CREATIVE ARTS AND ACTIVITIES

CREATIVE RESOURCES FOR THE EARLY CHILDHOOD CLASSROOM, INTERNATIONAL EDITION, 6E
Judy Herr, University of Wisconsin, Stout, Wisconsin

Early childhood educators around the world use this best seller. A theme-based early childhood curriculum planner, 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 a 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.

NEW TO THIS EDITION
• Five brand new multicultural themes—Chinese New Year, Cinco de Mayo, Diwali, Kwanzaa, and Ramadan—have been written exclusively for this edition to provide new multicultural curriculum ideas for early childhood educators.
• New “green” themes such as “Caring for our Earth”
address the growing interest in early childhood environmental education.

• A brand new, 24 page four-color insert on “Using the Digital Camera in the Early Childhood Classroom” provides teachers with current approaches to instruction. Each classroom artifact showcased in the insert is aligned with the appropriate NAEYC teaching standard.

• Addressing market interest in recently published children’s literature, hundreds of new citations have been added, with a special emphasis on new multicultural children’s literature.

• New Technology/Multimedia Resources have been added to each theme to extend teaching and learning opportunities.

• Over 2500 new early childhood resources and activities provide teachers with fresh early childhood curriculum ideas. Old and outdated curriculum ideas and resources have been eliminated.

• The new edition has been thoroughly revised to align with current NAEYC guidelines for Developmentally Appropriate Practice (DAP) and Effective Teaching.

• The Appendix on Multicultural Materials for the Early Childhood Classroom has been expanded.

• A new companion website supports the Sixth Edition, providing additional teaching resources and materials to in-service teachers. (In previous editions, these resources were included on a CD-ROM packaged with the text.)

FEATURES

• Comprehensive themes—illuminated by 2500 activities and resources—provide an entire curriculum for future and current early childhood educators.

CONTENTS


© 2013, 768pp, Paperback, 9781111837136
speaks to children with special needs and cultural diversity, leaving readers with a complete information resource regarding arts in the young child's classroom.

NEW TO THIS EDITION

- Expanded and updated coverage of standards, including NAYEC and INTASC, ensures that students are informed about current educational goals and expectations.
- New marginal callouts identify NAEYC standards-related material throughout the text. In addition, a new correlation chart linking the standards to text content provides an easy-to-use reference guide.
- Expanded and updated coverage of technology reflects the increasing use of technology tools in the classroom.
- A new video feature, integrated into the text with reflection questions, introduces videos that further illustrate key concepts. Videos are available for viewing at the Early Childhood Education Media Library.
- New fables and short stories are available at the book's website, providing additional resources for your students to incorporate into their curriculum.
- Suggestions for children's books that complement the textbook topics provide your students with additional resources to foster creativity in the classroom.
- Learning Objectives have been added at the beginning of each chapter, providing students with a roadmap to key ideas to be discussed.
- Additional “Activities for Young Children” for ages 2 and 3 ensure that your students are prepared to develop curriculum for all age groups.
- New coverage of brain-based learning and research on creativity and the brain gives your students insight into the implications of recent findings in their field.
- The “What Was Observed” feature has been enhanced with new examples and a focus that helps students develop their skills in field observation and child observation.

CONTENTS


© 2013, 400pp, Paperback, 9781133314066

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and primary-aged children. Section V, available on the text website, discusses how teachers can make changes that result in more developmentally appropriate practices and how to gain support for those changes with families and communities.

**NEW TO THIS EDITION**

- A new “Best Practices” feature highlights practical tips and techniques that teachers can use starting on the first day of class.
- This edition features updated and increased coverage of standards and guidelines from NAEYC, Head Start, ZERO TO THREE, and other important educational organizations.
- New downloadable and customizable forms and checklists, available at Education CourseMate, the book’s website, facilitate planning and teaching.
- New curriculum and lesson planning guidance helps novice teachers develop a firm foundation for teaching effectively.
- New tips for classroom management help teachers manage behavior effectively and promote a positive classroom environment.
- New coverage of current brain research offers insights relevant to early childhood education.
- New information on teaching in the content areas (e.g., math, science, literacy) provides practical information and examples.
- New and increased coverage of important topics and practice areas includes assessment, English language learners, bilingual students and families, bullying and teasing, emergent literacy, technology (educational and assistive), communication with parents and families, attachment theory, and play (including preschool and primary grades), giving readers important insight and practice guidelines.
- A complete updating of references and new research throughout the book ensures that you have the most specific, current, and research-based content available.
- Brand new TeachSource Video Cases, introduced in the text’s “Video Activity” boxes and viewable at Education CourseMate, bring important concepts to life.

**CONTENTS**


© 2014, 496pp, Paperback, 9781133940814
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Carol Gestwicki, Central Piedmont College

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- An emphasis on best practices promotes professional development and action.

CONTENTS

For Preschoolers. For Primary-Aged Children. Section IV: DEVELOPMENTALLY APPROPRIATE COGNITIVE/LANGUAGE/LITERACY ENVIRONMENTS. For Infants. For Toddlers. For Preschoolers. For Primary Aged. Section V: STEPS TOWARDS MORE DEVELOPMENTALLY APPROPRIATE PRACTICE (ONLINE). Helping Teachers Change To More Appropriate Practice. Helping Families and Communities Understand Developmentally Appropriate Practice.

© 2011, 480pp, Paperback, 9781111185558

EARLY EDUCATION CURRICULUM, 5E
Hilda Jackman, Dallas County Community College

The Fifth Edition of EARLY EDUCATION CURRICULUM: A CHILD’S CONNECTION TO THE WORLD, International Edition focuses on the process of planning and implementing a curriculum, and setting up an inclusive child-centered environment. Guided by new research, position statements, and developmentally appropriate practice, the text helps beginning students as well as experienced teachers make informed decisions about curriculum content. Now in full color, this text meets the needs of a diverse range of students, helping them to develop creative thinking and the ability to effectively apply theory to an early childhood classroom setting.

NEW TO THIS EDITION
• A new full-color presentation featuring new color photos, figures, and illustrations improves the appeal of the textbook, engages students, and helps to illuminate the content.
• New and updated research, national standards, NAEYC guidelines, and Developmentally Appropriate Practices assure that students gain knowledge of current thinking regarding the early childhood curriculum.
• New and updated coverage of key topics of importance to today’s teachers include assessment strategies, nutrition and obesity prevention, bullying, the value of play and outdoor activities, and more.
• New Reflective Review Questions at the end of each chapter help students check their understanding.

FEATURES
• The inclusion of developmentally appropriate theories and activities blend theory and research with practical application.
• The text presents the latest research, NAEYC guidelines and standards, and developmentally appropriate practices to help students become knowledgeable about the early childhood curriculum.
• Popular “Why I Teach Young Children” anecdotes and quotes of early childhood professionals give practical guidance and help students understand and appreciate various points-of-view.
• Updated children’s booklists and detailed Activity Plan Worksheets are included throughout the text.
• The book incorporates an up-to-date emphasis on multicultural/anti-bias curriculum; authentic observation, assessment, and evaluation; special needs adaptations and modifications; guidance techniques; and technology.
• Detailed descriptions of how to involve families in their children’s learning are included.

CONTENTS
PART ONE: CREATING THE ENVIRONMENT THAT SUPPORTS CURRICULUM AND CONNECTS CHILDREN

© 2012, 416pp, Paperback, 9781111345297

www.cengageasia.com
PRESCHOOL APPROPRIATE PRACTICES, 4E
Environment, Curriculum, and Development, International Edition
Janice J. Beaty, Elmira College

PRESCHOOL APPROPRIATE PRACTICES, 4E, International Edition uses the creative approach—letting the learning environment do the teaching—and speaks to college students as well as teachers in the field with practical applications based on current research. Each chapter is based on one of the learning centers in a preschool classroom, allowing readers to learn how to set up these centers in a self-directed environment. This approach encourages children ages 3 to 5 to become deeply involved in their own learning. A second important theme, let the teacher be a facilitator of learning, assists readers in their understanding of: 1) how to observe children's developmental levels, 2) what developmentally appropriate activities to provide, 3) how to serve as a behavior model in these centers, and 4) how best to support children in their learning. Readers learn how to determine children's developmental levels of manipulation, mastery, and meaning by observing their interactions with materials and one another. These activities integrate with the National Association for the Education of Young Children's (NAEYC) developmentally appropriate practice (DAP), a nationally recommended set of early childhood practices. This edition incorporates stronger standards integration, more material on diversity, and new videos.

NEW TO THIS EDITION
• A new chapter on the Listening Center (not found in many curriculum guides) includes current information on phonological awareness, sound-play books, sound-play word games, puppets, and use of technology.

• New topics with particular relevance in the preschool environment include powerful interactions, bullying, artists, sculpture, beauty of children, and an extensive discussion of documentation.

• Increased coverage of DAP and NAEYC Teacher Prep standards includes a convenient correlation chart on the book's inside front cover that references relevant content in the text. In addition, content related to 45 NAEYC curriculum standards is identified with marginal icons in appropriate locations throughout the chapters; marginal notations include a discussion question that focuses students’ attention on how to meet each standard.

• New TeachSource videos, introduced in the text and viewable online at the Early Childhood Education Media Library, illustrate the content and give students a picture of actual teaching situations and challenges.

• Downloadable, editable forms, which can be customized according to each teacher’s needs, are accessible on the Companion Website.

• Increased coverage of diversity includes new discussions of English language learners, linguistic diversity at home and at school, and diversity of cultural background.

• A new four-color design featuring an increased number of photos makes the book both easier to use and more appealing.

FEATURES
• The book serves as a useful and practical resource for teachers at every professional level, encouraging readers to understand their role in the classroom and how to motivate children’s self-directed learning.

• The most recent children’s picture books are featured as a lead-in to activities to allow teachers to communicate with children more effectively.

• Many chapter activities reflect current research that supports the learning method.

CONTENTS

© 2014, 416pp, Paperback, 9781285049533
Programming & Planning in Early Childhood Settings
With Student Resource Access 12 Months, 5E
Leonie Arthur, University of Western Sydney; Bronwyn Beecher; Elizabeth Death; Susan Dockett

Programming & Planning in Early Childhood Settings explores a range of approaches to curriculum and to documenting children's learning in early childhood settings. This valuable resource for early childhood education students and practitioners provides a broad view of the concepts and issues in early childhood curriculum. Chapters reflect ongoing discussions about what is meant by the terms ‘planning’ and ‘programming’ in the context of early childhood, what is authentic curriculum for young children, and effective teaching strategies to extend young children's learning. The strong focus on sociocultural theories of learning promotes awareness of children's diverse experiences, competencies and learning styles, and helps readers recognise the need for collaborative partnerships between educators, children and families in order to develop appropriate programs. Thoroughly revised in response to recent developments such as the introduction of the Early Years Learning Framework, this well-known text retains the practical emphasis of previous editions. Numerous real-life examples, reflections and articles highlight the application of theories and frameworks. Throughout the book there is a focus on the processes of reflection, evaluation and ongoing improvement.

NEW TO THIS EDITION
• Addresses key changes in the Australian early childhood scene over the past few years such as the introduction of the Early Years Learning Framework and issues around National Standards, keeping the text at the forefront of best practice
• Increased and revised cases, exercises and activities provide opportunities to apply theory and reflect on learning
• Key terms are now highlighted throughout the text, with definitions located in the margins for easy reference
• A Glossary has been added, making it easier to look up terminology
• A ‘Key weblinks’ section at the end of each chapter suggests websites for online reading and research
• Full colour throughout, with a new design to appeal to students
• New student companion website provides study tools and starting points for online research
• A twelve-month subscription to Search me! education provides students with 24-hour access to full-text articles from hundreds of scholarly and popular periodicals for wider reading and assignments. Search me! education keywords at the end of each chapter assist students to explore topics further and find current references

FEATURES
• Numerous real-life examples, reflections and articles demonstrate how the concepts and theory have been applied in real-life settings
• A ‘Chapter Learning Focus’ at the start of each chapter outlines what will be covered

CONTENTS

© 2012, 448pp, Paperback, 9780170195218
HEALTH, SAFETY, AND NUTRITION FOR THE YOUNG CHILD, INTERNATIONAL EDITION, 8E
Lynn R. Marotz, University of Kansas

HEALTH, SAFETY, AND NUTRITION FOR THE YOUNG CHILD, International 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 volume. Concepts are backed by the latest research findings and linked to the key professional standards of the field. 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 childhood obesity, children's mental health, bullying, resilience, chronic and acute health conditions, environmental quality, cultural competence, children with special medical needs, and healthy eating have been expanded.

NEW TO THIS EDITION
• Lesson Plans are now aligned with the National Health Education Standards for Students (Grades PreK–2, and 3–5)—as referenced in the Classroom Corner features.
• A new chapter-opening feature identifies National Association for the Education of Young Children (NAEYC) Professional Preparation Standards and links them to chapter content.
• The material in each chapter has been updated to reflect the most current knowledge, research findings, and references available at the time of this revision. Many key topics, such as childhood obesity, children's mental health, bullying, resilience, chronic and acute health conditions, environmental quality, cultural competence, children with special medical needs, and healthy eating have been expanded.
• Several chapters have undergone significant restructuring in response to changes in the field and reviewer suggestions. Chapters 1 and 2 have been combined to strengthen the message and implementation of health promotion. Chapter 4 has been reorganized to focus more specifically on the chronic medical conditions teachers are most likely to encounter in their classrooms.
• The pedagogy in each chapter has been reorganized and enhanced to improve learning outcomes. Learning objectives and point-by-point summaries now reflect the major concepts presented in each chapter, helping to focus students’ reading and facilitate review. The terms to know, chapter reviews, case studies, and application activities are designed to foster active, student-centered learning.
• New TeachSource Video Cases related to Early Childhood Education are viewable on the book’s website, Early Childhood Education CourseMate.

FEATURES
• The text provides comprehensive coverage of the health, safety, and nutrition needs of infants through school-age children in one book.
• Content is organized in a reader-friendly style, divided into three major sections (i.e., health, safety, nutrition), to aid readers in understanding the material and how it can be implemented in early childhood settings.
• The latest researched-based information is translated into practical applications to help readers see how theory can be put into practice.
• Checklists, tables, concise guidelines, and lesson plans can be quickly accessed and used in programs.

CONTENTS

© 2012, 576pp, Paperback, 9781111185695

PROTECTING OUR CHILDREN
Understanding and Preventing Abuse and Neglect in Early Childhood
Sharon Hirschy, Collin College; Elaine Wilkinson, Collin College

PROTECTING OUR CHILDREN provides guidance to teachers, child care and education administrators, health care providers, social service workers, and all who work with young children on how to recognize and understand child abuse and neglect. In addition to history and theory, Hirschy and Wilkinson offer a research-based, practical resource for the best practices in understanding and working with maltreated children. The text enables readers not only to identify abuse and neglect, but also to develop an understanding of the many facets of child maltreatment, find practical ideas to help children and their families, and ultimately reduce the incidence of child abuse and neglect. PROTECTING OUR CHILDREN features practical ideas on working with families and children; websites and resources to help those who work with and teach young children; information to better inform their practice; and useful tools such as checklist, and forms.

FEATURES
- Provides information and ideas for professionals in child welfare and health care as well as anyone working with young children.
- Contains practical ideas on working with families and children in addition to providing websites and information that should better inform their practice.
- Includes not only history and theory, but also best practices in working with young children.
- Provides forms and resources to help those who work with and teach young children.

CONTENTS

© 2010, 256pp, Paperback, 9781428361249
SAFETY, NUTRITION AND HEALTH IN EARLY EDUCATION, 5E
Cathie Robertson, Grossmont College

SAFETY, NUTRITION, AND HEALTH IN EARLY EDUCATION, Fifth Edition, prepares students for a career in early childhood education through a combination of basic information and theory, practical applications, and resources. Emphasizing the realities of working with children from diverse backgrounds, the book covers four major subject areas: safety, nutrition, health, and wellness. This extensively updated and revised fifth edition—now written to NAEYC, DAP, and AAP/PHA standards guidelines—includes more material on wellness, the latest Dietary Guidelines for Americans 2010, groundbreaking research on fast food from Yale University, new information on “green” cleaning and the Go Green Rating Scale for Early Childhood Settings, and information on bed bugs. New Reality Check boxes take a closer look at current topics, such as developing brain research, rating elementary school lunches, school gardens, and pandemic outbreaks. Suggestions throughout the text offer practical guidance for working with children with disabilities and special needs.

NEW TO THIS EDITION
• A new Chapter 15, “Fostering Good Mental Health and Emotional Well-Being,” emphasizes the importance of addressing the critical issues of mental health, children’s stress, and challenging behaviors—and suggests resources teachers can use to find help in dealing with problem behaviors.
• New icons throughout the text identify increased coverage of professionally recognized standards and practices. In addition, a convenient new Standards Correlation Chart on the book’s inside front cover highlights content related to NAEYC Standards for Early Childhood Professional Preparation Programs, Developmentally Appropriate Practice (DAP) in Early Childhood Programs, and Caring for our Children from the American Public Health Association and American Academy of Pediatrics (2011).
• New TeachSource Video boxes, with questions for reflection and discussion, direct students to videos that reinforce chapter content by allowing them to observe children and teachers in child care settings. Videos are available at the book’s website, Education CourseMate.
• The text now addresses diversity and special needs with relevant information incorporated throughout, new Engaging Diverse Families sections in many of the Implications for Teachers sections, and an updated chapter, “Providing for Special Health Care Needs,” on caring for children with chronic illnesses and other health challenges.
• Updated throughout, the fifth edition includes the most current research available on a variety of topics, including obesity and fast food, “green” cleaning and the Go Green Rating Scale for Early Childhood Settings, bed bugs, developing brain research, rating elementary school lunches, school gardens, and pandemic outbreaks.
• A new feature, Building Curriculum for Children, provides curriculum ideas and strategies related to the topic under discussion.
• The latest nutrition research and food/activity pyramids—MyPyramid for Kids Food Guidance System; Asian, Latino, and Mediterranean food pyramids; and the Physical Activity Pyramid—help students understand the nutrition issues and needs of infant to school-age children from a variety of backgrounds.

FEATURES
• Features, such as What Would You Do? (formerly Pause for Reflection), Reality Check boxes on issues that affect the well-being of children, vignettes, and Implications for Teachers (strategy sections, updated with new information on engaging diverse families and practice for cultural competency) provide practical applications and a more in-depth look at key topics.
• Key terms are defined in the margin and in the glossary at the end of the book.
• A chapter summary, critical-thinking questions, activity ideas, and case studies at the end of each
Chapter offer opportunities to review, reflect, and apply the material.

**CONTENTS**


© 2013, 672pp, Paperback, 9781111832520

SAFETY, NUTRITION AND HEALTH IN EARLY EDUCATION, INTERNATIONAL EDITION, 5E

_Cathie Robertson, Grossmont College_

SAFETY, NUTRITION, AND HEALTH IN EARLY EDUCATION, 5E, International Edition prepares students for a career in early childhood education through a combination of basic information and theory, practical applications, and resources. Emphasizing the realities of working with children from diverse backgrounds, the book covers four major subject areas: safety, nutrition, health, and wellness. This extensively updated and revised fifth edition—now written to NAEYC, DAP, and AAP/APHA standards guidelines—includes more material on wellness, the latest Dietary Guidelines for Americans 2010, groundbreaking research on fast food from Yale University, new information on “green” cleaning and the Go Green Rating Scale for Early Childhood Settings, and information on bed bugs. New Reality Check boxes take a closer look at current topics, such as developing brain research, rating elementary school lunches, school gardens, and pandemic outbreaks. Suggestions throughout the text offer practical guidance for working with children with disabilities and special needs.

**NEW TO THIS EDITION**

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- New icons throughout the text identify increased coverage of professionally recognized standards and practices. In addition, a convenient new Standards Correlation Chart on the book’s inside front cover highlights content related to NAEYC Standards for Early Childhood Professional Preparation Programs, Developmentally Appropriate Practice (DAP) in Early Childhood Programs, and Caring for our Children from the American Public Health Association and American Academy of Pediatrics (2011).
- New TeachSource Video boxes, with questions for reflection and discussion, direct students to videos that reinforce chapter content by allowing them to observe children and teachers in child care settings. Videos are available at the book’s website, Education CourseMate.
- The text now addresses diversity and special needs with relevant information incorporated throughout, new Engaging Diverse Families sections in many of the Implications for Teachers sections, and an updated chapter, “Providing for Special Health Care Needs,” on caring for children with chronic illnesses and other health challenges.
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- A chapter summary, critical-thinking questions, activity ideas, and case studies at the end of each chapter offer opportunities to review, reflect, and apply the material.

**CONTENTS**

Section 1: INTRODUCTION
1. A Holistic Approach to Safety, Nutrition and Health in Quality Early Childhood Education Environments

Section 2: SAFETY IN EARLY CHILDHOOD EDUCATION
2. Creating Safe Environments
3. Indoor Safety
4. Outdoor Safety
5. Emergency Response Procedures

Section 3: NUTRITION IN EARLY CHILDHOOD EDUCATION
6. Basic Nutrition
7. Protecting Good Nutrition and Wellness
8. Providing Good Nutrition for Diverse Children
9. Menu Planning and Food Safety

Section 4: HEALTH IN EARLY CHILDHOOD EDUCATION ENVIRONMENTS
10. Tools for Promoting Good Health
11. Preventing Illness Through Infection Control
12. Promoting Wellness Through Supportive Health Care
13. Providing for Special Health Care Needs

Section 5: CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION
14. Child Maltreatment
15. Fostering Good Mental Health and Emotional Well-Being in Children
students with disabilities and special needs; obesity, nutrition, wellness, and efforts to help children stay healthy; bullying, school violence, and gangs; and service learning, volunteering, and community involvement.

- Information on technology and the impact of media, particularly in Chapter 9, includes new and updated discussions and examples of social networking, texting/sexting, blogging, video games, and the effects of new technologies on children and learning.
- A new video feature introduces videos—available at the book’s website, Education CourseMate—that allow students to see the text content come to life in real classroom settings.
- NAEYC and DAP standards receive greater emphasis, including a convenient chart on the book’s inside front cover that correlates NAEYC standards to text content. A more detailed correlation is available at the book’s website, Education CourseMate.
- New and updated coverage of standards also includes discussions of No Child Left Behind, Race to the Top, and the impact of standardized testing.
- New In Context boxes (based on the previous edition’s boxed examples and vignettes) give greater prominence to important examples, and complement the existing In Practice feature.
- Socialization Sketches of such popular icons as John F. Kennedy, Yo-Yo Ma, and Oprah Winfrey now appear at the beginning of the chapter and are enhanced by new critical thinking questions.
- Chapter-opening Learning Objectives are aligned more closely with the chapter’s main heads to keep students on track as they read. Elimination of the chapter-opening Prologue folktale allows readers to get to the heart of chapter content more quickly.
- An improved chapter organization features three new Part Openers that provide a clear roadmap of the flow of chapters, making the book easier to use.

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© 2013, 512pp, Paperback, 9781133049920

FAMILIES AND EDUCATORS AS PARTNERS, 2E
Issues and Challenges
Robert E. Rockwell, Southern Illinois University, Edwardsville; Lynda C. Andre, Edwardsville Community Unit School District 7, Edwardsville, Illinois; Mary K. Hawley, Alton CUSD 11, Alton, Illinois

FAMILIES AND EDUCATORS AS PARTNERS: ISSUES AND CHALLENGES, 2nd Edition, presents multiple strategies and techniques for building family involvement in schools, and helps students discern which to employ in the various educational settings they will encounter. Written with both public and private education in mind, this text includes many helpful features, including chapter-by-chapter student learning outcomes; boldface key terms; practical, experience-based examples; questions for discussion, expansion, and application; case studies; and website resources.

NEW TO THIS EDITION

- Major updates to all information, research, and references reflect recent research and findings.
- References to the accompanying Professional Enhancement Text make this guide more effective for on-the-job use.

FEATURES

- Present students with multiple strategies and techniques for building parental involvement in schools, differentiating the various approaches, and helping them choose the right approach and timing.
for the issue at hand.
• Focus on the specific challenges students will face when implementing parent and family involvement strategies.
• Help students prepare for better communication with parents and families in their future careers as education professionals.
• Identify support systems for parent and family involvement.
• Give students a text with helpful study features, such as learning outcomes, boldface key terms, practical examples, questions for discussion, case studies, and website resources.

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© 2010, 416pp, Paperback, 9781428318281
and stories to help your students learn about the topic in a unique, easy-to-read way.

- New and expanded coverage of the modern day implications of technology throughout the book helps your students adapt to the changing role of technology in the classroom.
- New and expanded strategies for dealing with parents help to prepare your students for the vital educational partnership of parents and teachers.
- New case studies, observations, and class activities help your students map out strategies for their future classrooms.
- A new video feature is integrated into the text, with reflection questions, to further illustrate key concepts. Videos, which provide your students with an accurate picture of actual teaching situations and challenges, are available for viewing at Education CourseMate, the book’s website.
- New and improved coverage of NAEYC and DAP standards includes callouts to help students identify where key standards are addressed in the text. A new standards correlation chart provides a convenient reference guide to in-text coverage.

FEATURES

- Helpful content includes a historical perspective on family and parent involvement in education, information on the theories related to community development, discussion of recognizing family strengths, and information about military families, childhood obesity, and financial literacy.
- “Theory into Practice Suggestions” (TIPS) throughout the text highlights additional information on ways to involve families in children’s education.

CONTENTS


© 2014, 400pp, Paperback, 9781133942290

HOME, SCHOOL, AND COMMUNITY RELATIONS, INTERNATIONAL EDITION, 8E
Carol Gestwicki, Central Piedmont College

This practical, comprehensive text is an indispensable guide for home-school-community collaborations. HOME, SCHOOL, AND COMMUNITY RELATIONS, International Edition, meets the needs of current and practicing teachers, as well as administrators, who are trying to create effective partnerships with families. It provides an overview of modern families and their complex roles to sensitize teachers to the diversity and needs of families they will encounter. 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 legislative mandates in education, professional standards of the field, and strategies for working with families of students with diverse learning needs.
NEW TO THIS EDITION

• A new “Cultural Considerations” feature helps students reflect on issues of culture and diversity that they will need to be aware of as they begin to work with families. Integrated in every chapter, these boxed features conclude with personal reflection questions to stimulate students’ thought on the topic and encourage evaluation of their own beliefs.

• A new chapter organization, based on market feedback, provides a more logical presentation of the material. Highlights include eliminating Chapter 11, “Home Visits,” and placing its key content in a handy Appendix; and combining Chapters 5 and 6 into a stronger, more streamlined chapter on the “Benefits and Barriers to Teacher-Family Partnerships.”

• Increased coverage of key standards and programs includes new and updated content on DAP, NAEYC, and Head Start to meet the needs of today’s early childhood professionals. NAEYC Standards for both Teacher Accreditation and Program Accreditation are highlighted by linking related standards to each Chapter Objective, integrating standards coverage throughout the text, and summarizing the coverage with a NAEYC Standards Correlation Chart on the book’s inside covers.

• Reflecting current trends, topics, and issues, new material covers diversity (including family diversity, e.g., same-sex parenting; and working with families of students with diverse learning needs and special needs), Anti-Bias curriculum, the impact of new technologies on communicating with families (e.g., the use of social media, texting, blogging, email, and phone manners), Service Learning and the use of community leaders, social emotional development/strategies and help with bullying (and cyber-bullying) and aggressive children, and strategies for parent involvement for parents who work.

• New TeachSource Video Activity boxes with reflection questions introduce videos that illustrate key concepts in the text. Videos are viewable on the book’s website, Education CourseMate.

• An improved color design more effectively engages students with boxed material, graphs, illustrations, and appealing photos.

• A complete supplements package with multiple resources for instructors and students includes expanded video offerings to address market interest.

FEATURES

• A Journal Reflections feature encourages students to reflect on their attitudes and the implications for working with families.

• Case Studies at the end of every chapter give realistic scenarios of interactions between teachers and parents, and are accompanied by questions for individual thought or group discussion.

• Each chapter’s Student Activities for Further Study provide interesting activities and questions that allow students to apply what they have learned.

CONTENTS


© 2013, 552pp, Paperback, 97808400028990
INFANTS & TODDLERS
NEW EDITION!
CourseMate
eBook

INFANTS AND TODDLERS, 8E
Curriculum and Teaching, International Edition
Terri Swim, University of Wisconsin, Stout, Wisconsin

A well-established reference, INFANTS AND TODDLERS: CURRICULUM AND TEACHING, 8E, International Edition presents a child-centered approach for the child care provider called “conscious care giving.” This important and well-rounded approach encourages a sense of empowerment and focuses on the respectful, purposeful, and careful handling of children in any child care setting. Reader friendly, realistic, and easily applicable to real life, the book emphasizes the child’s growth and development, helping readers discover how they can best and most effectively influence that development. This edition features new integration of NAEYC and DAP standards as well as new videos that bring concepts to life by showing actual teaching situations. Overviews of key child care philosophies as they relate to the child, the caregiver, and parent involvement are presented along with case studies and personal perspectives of child care professionals, helping readers translate theory into practice.

NEW TO THIS EDITION
• New coverage of brain research and neuroscience, highlighted by a brain icon throughout the text, helps connect current research to development.
• “Spotlight on Research” boxes now appear in every chapter, offering insights from breakthrough research.
• New integration of standards includes icons throughout the text that identify relevant content and a new Standards Correlation Chart on the book’s inside front cover, which offers an at-a-glance view of where discussions related to NAEYC Teacher Preparation Standards and DAP (Developmentally Appropriate Practice) appear in the text.
• New TeachSource Videos, introduced in every chapter with guiding questions—and viewable at the Education CourseMate website—illustrate the content and give students a picture of actual teaching situations and challenges.
• For students’ convenience, customizable forms are available for download at the Education CourseMate website.

FEATURES
• The first two chapters reinforce the book’s emphasis on the importance of a developmental perspective in the care of infants and toddlers; the ecological perspective is also introduced in Chapter 1.
• Coverage includes material on the use of decision-making tools in the observation section; strong emphasis on positive guidance techniques in Chapter 6, including the use of problem-solving as a guidance strategy; a section on prolonged separations for young children; and ideas for preparing learning environments for children and for “going green” in Chapter 8.
• A strong focus on special needs children is integrated throughout the text.
• Chapter-opening Learning Objectives and NAEYC standards help students focus on key information as they read.
• “Spotlight” features highlight a key topic, child care organizations, and the personal experiences of child care professionals, enhancing the book’s real-world perspective.

CONTENTS
The primary strength of BEGINNINGS AND BEYOND, 9E, International Edition is its blend of simplicity and depth. In a clear and easy-to-understand style, the book's five sections lay out basic questions any student of early childhood education would want answered. At the same time, the chapters present key concepts, the latest research, and practical examples so that questions are thoroughly answered. Coverage of the current Developmentally Appropriate Practices (DAP) are woven throughout the text and highlighted by a new boxed feature. Diversity and development are also integrated throughout and highlighted with a new boxed feature, enabling readers 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 new interactive feature focused on how brain-based research is connected to development. Intentional teaching is another new strand highlighted by a new Teaching with Intention feature in each chapter. Through its tone, numerous visuals, and carefully crafted pedagogy, BEGINNINGS AND BEYOND, 9E, International Edition is accessible to and respectful of readers with a range of abilities and learning styles.

NEW TO THIS EDITION

- A stronger focus on the professional standards of the field includes new chapter-opening lists of key NAEYC Standards for Professional Preparation and sections of the NAEYC Code of Ethical Content that are related to upcoming content.
- A new boxed feature emphasizes the connection between neuroscience and development. “Brain-Research Says...” appears in every chapter and is accompanied by reflection questions ideal for student assignments.
- More pronounced coverage of the concept of intentional teaching is accomplished by a new “Teaching with Intention” feature in every chapter, accompanied by reflection questions for homework or in-class discussion.
- Coverage of diversity is further emphasized with a new “Diversity” feature in each chapter that focuses on the sub-categories of issues of gender, culture, ability, language, inclusion, and family patterns.
- A new “DAP” box in each chapter further highlights coverage of Developmentally Appropriate Practice.
- Heightened emphasis throughout each chapter on readability so that students can readily grasp the material through features that challenge them to think about their desire to teach, inform them of best practices, and reinforce the content presented.
- Current topic coverage includes increased coverage of play-based learning, childhood obesity, integrated curriculum, Response to Intervention (RTI), school-age children, technology use, and current issues in the field.
- Strengthened pedagogy includes new chapter-opening “Learning Objectives” tied to the chapter's main heads, which serve as an advance organizer for students; and “Observe and Apply” activities at the end of the chapter, which provide field observation suggestions and opportunities for application of concepts.
An increased number of TeachSource Videos illustrate topics and best practices. These short video clips can be viewed at the book's website, Education CourseMate, and are introduced in feature boxes integrated throughout the text.

FEATURES

- Thorough revision of all chapters brings the content completely up-to-date to meet the needs of today’s practitioners and includes current coverage of standards-based education and accountability, developmentally appropriate practice, and special education.

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© 2014, 560pp, Paperback, 9781133940531

NEW EDITION!

BIRTH TO BIG SCHOOL, 3E
KEARNS

Birth to Big School is written to support delivery of the CHC30113 Certificate III in Early Childhood Education and Care. Part of the Working in Early Childhood Education and Care series it provides a practical introduction to early childhood development. This edition covers the following key points: • an introduction to concepts and principles relating to child development, and looks at play as a learning strategy for young children • physical development, including gross and fine motor skills • cognitive development, language and communication and literacy skills • development of the closely related social and emotional domains, including key developments such as trust, attachment, autonomy and self-esteem • the provision of appropriate play environments and experiences that support children's development and learning, including an introduction to observing and documenting children's learning • the key elements of a quality early childhood program

NEW TO THIS EDITION

- Extensively updated to include coverage and links to:• The Early Years Learning Framework (EYLF)• The National Quality Framework (NQF)• The National Law and Regulations• The National Quality Standards (NQS)
- Developed to support the 2013 Children's Services Early Childhood Education and Care qualification.
- Completely updated and revised to include changes in government policy, industry and the qualification.
- New scenarios and new ‘Think About’, ‘Discussion’ and ‘Activities’ questions in each chapter to put theory learnt into context and encourage students to reflect on their learning individually and with their peers.
- New structure of content making it easier to navigate
through and follow, along with new visual design and updated images.

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INTRODUCTION TO EARLY CHILDHOOD EDUCATION, 7E

Eva L. Essa, University of Nevada

INTRODUCTION TO EARLY CHILDHOOD EDUCATION, 7th Edition, provides a comprehensive overview of early childhood education that is solidly based on current research and theories. Grounded in constructivist theory but also covering other perspectives, the text focuses on developmentally appropriate practices for infants and toddlers, preschoolers, early elementary school children, and children with disabilities. The majority of the text examines curriculum and the fostering of creativity as well as physical, cognitive, language, and social development—every facet of early childhood education is examined and explained. This edition has been extensively revised and includes standards (both DAP and NAEYC) and accountability in the field of early childhood education, an expanded emphasis on working with children from diverse backgrounds, the latest brain-based research, and discussions of the role of families and forms of parent communication. With a strong emphasis on defining the components of high-quality early childhood programs, along with completely updated references, examples from practitioners, and new video offerings, this book is the most comprehensive resource available. Available with InfoTrac® Student Collections http://gocengage.com/infotrac.

NEW TO THIS EDITION

• A new feature, Brain Storm, appears in each chapter, providing information on some of the latest brain development research and discussing how and why this research is relevant to early childhood education practitioners.
• Integration with the new NAEYC Standards for Professional Preparation Programs includes chapter-opening listings of the standards to be considered in the chapter. Marginal icons throughout each chapter alert readers to the standards-related material. In addition, the book’s inside covers present a convenient correlation chart indicating the chapters and page numbers where each NAEYC Standard is addressed.
• Each chapter now includes introductions and questions related to one or two TeachSource Videos from the Cengage Early Childhood Education Media Library. These brief videos (each lasting from two to eight minutes) make many of the concepts discussed in the text come alive by showing real children and real professionals “in action.”
• Updated throughout, the new edition includes extensive information about recent developments in the field, such as the PK-3 movement (Chapter 5), tools of the mind (Chapter 11), the new MyPlate nutrition program (Chapter 14), emotional intelligence (Chapter 13), and bullying (Chapter 16).

FEATURES

• Maintaining its strong focus on preschool-aged children, the text includes sections applicable to infants and toddlers, school-aged children, and children with disabilities.
• Tied to children’s development, the book includes content that is applicable to children of different ages and abilities as well as to different settings.
• Working with families is an important theme of the text; special sections on this topic are found in most chapters.
• “Stories from the Field” offer interesting first-person accounts of educators’ experiences, and “Take a Closer Look” boxes examine special topics in more depth.
• Continuing linkage to Developmentally Appropriate Practice (DAP) includes clear explanations of the central concepts in the field of early childhood development.
education as well as marginal icons identifying DAP-related content in each chapter.

- A strong focus on diversity includes coverage of diversity in culture, family life, language, ability, and gender. Future early childhood professionals develop a respectful understanding of both commonalities and differences among individuals and families, preparing them to work effectively and sensitively with children and families from varied backgrounds. A special marginal icon highlights coverage of diversity in all of its forms.

**CONTENTS**


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CONTENTS


© 2014, 528pp, Paperback, 9781133936763,
education students and practitioners provides a broad view of the concepts and issues in early childhood curriculum. Chapters reflect ongoing discussions about what is meant by the terms ‘planning’ and ‘programming’ in the context of early childhood, what is authentic curriculum for young children, and effective teaching strategies to extend young children’s learning. The strong focus on sociocultural theories of learning promotes awareness of children’s diverse experiences, competencies and learning styles, and helps readers recognise the need for collaborative partnerships between educators, children and families in order to develop appropriate programs. Thoroughly revised in response to recent developments such as the introduction of the Early Years Learning Framework, this well-known text retains the practical emphasis of previous editions. Numerous real-life examples, reflections, articles and case studies aid students in understanding a variety of educational theories, philosophies and frameworks. Throughout the book there is a focus on the processes of reflection, evaluation and ongoing improvement.

NEW TO THIS EDITION

• Addresses key changes in the Australian early childhood scene over the past few years such as the introduction of the Early Years Learning Framework and issues around National Standards, keeping the text at the forefront of best practice
• Increased and revised cases, exercises and activities provide opportunities to apply theory and reflect on learning
• Key terms are now highlighted throughout the text, with definitions located in the margins for easy reference
• A Glossary has been added, making it easier to look up terminology
• A ‘Key weblinks’ section at the end of each chapter suggests websites for online reading and research
• Full colour throughout, with a new design to appeal to students
• New student companion website provides study tools and starting points for online research
• A twelve-month subscription to Search me! education provides students with 24-hour access to full-text articles from hundreds of scholarly and popular periodicals for wider reading and assignments. Search me! education keywords at the end of each chapter assist students to explore topics further and find current references

FEATURES

• Numerous real-life examples, reflections and articles demonstrate how the concepts and theory have been applied in real-life settings
• A ‘Chapter Learning Focus’ at the start of each chapter outlines what will be covered

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© 2012, 448pp, Paperback, 9780170195218

THE BIG PICTURE, 3E
KEARNS

The Big Picture is written to support delivery of the Certificate III in Early Childhood Education and Care. It provides students with a practical introduction to working in a children’s service and will help them understand the relationship between theory and best practice. This new edition covers the following key areas: • Complying – includes the National Quality Framework - the National Regulations, the National Law and the National Quality Standards as well as the Early Years Learning Framework. • Working and work health and safety – reflects on the educator’s role in the workplace, educator-to-child ratios and organisational
structures, maintaining a safe and healthy workplace as well as teamwork and communication.  
• Maintaining children’s health, safety and wellbeing – addresses the importance of providing safe environments for children and strategies for maintaining children’s health and wellbeing. This includes awareness of child protection procedures for children at risk.  
• Supporting diversity – looks at inclusive practices that support diversity in children’s education and care environments as well as specific considerations in relation to Aboriginal and Torres Strait Islander families.  
• Caring for infants, toddlers and children – an overview of providing nurturing care that meets the physical and emotional needs of children, nurturing settings, responsive communication with children and routine physical care.  
• Developing positive relationships with children – focuses on the importance of mutually respectful relationships with children and their families.  
• Supporting sustainability – looks at strategies for assisting children to connect with and respect their environment.

NEW TO THIS EDITION
• New, revised and updated tables, diagrams, activities and case studies providing up to date information and legislation

FEATURES
• Highly visual, full colour text engages students and helps them to understand the concepts presented
• Learning outcomes listed throughout ensure students focus on the key topics
• Think About activities enable students to reflect on the theory
• Glossary of terms for ease of reference

CONTENTS

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EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS, 10E
Early Literacy, International Edition
Jeanne M. Machado, San Jose City College, (Emerita)

EARLY CHILDHOOD EXPERIENCE IN THE LANGUAGE ARTS: EARLY LITERACY, International Edition helps teachers become knowledgeable companions to young children as they explore and share literature and language experiences through interesting, developmentally appropriate activities. To achieve this goal, this contemporary reference encourages reflective thinking, allows for practice of skills, and inspires the collection of ideas for future use. It thoroughly explores the primary interrelated areas of language arts—listening, speaking, reading, and writing—as well as the closely tied area of visual literacy, which is increasingly important given children’s frequent interactions with visual technology. While painting a comprehensive picture of the most important aspects of teaching early literacy, the book also incorporates valuable information that teachers can take directly into practice. Readers learn classroom activities involving stories, poems, finger plays, and puppetry. They also learn curriculum for infants, toddlers, and preschoolers, with discussions of theory illuminated by practical how-to suggestions. Cultural diversity is addressed, as are program-planning ideas for English language learners and special-needs children.

NEW TO THIS EDITION
• New integration of standards includes icons throughout the text that identify relevant content.
In addition, a new Standards Correlation Chart on the book’s inside front cover highlights content related to three professionally recognized standards and practices in early childhood programs: NAEYC, IRA, and DAP (Developmentally Appropriate Practice).

- New Video Activity boxes introduce videos that reinforce chapter content by allowing students to observe children and teachers in childcare settings, and then consider questions for reflection and discussion. Videos are viewable on the book’s website, Education CourseMate.
- Greater emphasis on brain-based learning and children's oral language experiences helps beginning teachers understand the importance of increasing children’s conversations and encouraging their expression of ideas and discoveries.
- Education CourseMate, the book’s new website, provides additional resources and study aids.

FEATURES

- Practical and classic examples of activities, which can be used immediately, make the text a useful addition to the student’s resource library. These include research-based activities that promote children's reading success in preschool classes.
- Separate chapters on infants and toddlers enhance understanding of their communication abilities and of the important role of adult behavior in promoting language growth.
- Coverage of children with special needs and English-Language Learners emphasizes the importance of respecting and understanding each child's uniqueness and of creating language-rich environments for a variety of needs.
- The book encourages readers to build collections and files of language-development ideas and visuals, providing practical teaching resources for future use.
- The chapter on the family emphasizes the importance of the family-school relationship, which can increase preschoolers’ school readiness.
- The text reviews the impact of federal legislation and national standards on language arts curricula.

CONTENTS


© 2013, 624pp, Paperback, 9781111841171
with other subject matter, and using puppetry, theater, and storytelling to enhance literature. References to the best of children’s literature over the past several decades, including 200 new children’s books, are provided.

NEW TO THIS EDITION

- NEW! A new two-color interior design increases visual appeal.
- NEW! Two hundred of the best new children’s literature titles are suggested for use in activities outlined in the book. These new titles were selected for their relevance, interest, and beauty. Also included are strategies for locating virtually any picture book desired.
- NEW! New content is included on the history of children’s literature and on how to accommodate children with special needs.
- NEW! Expansion of the Tips for Teachers sections throughout the book assures that readers have easy access to practical strategies that they can put to use right away.
- NEW! New sections and expanded content throughout the book address controversial topics such as sexual orientation, evaluation of student understanding, organizational strategies, holiday celebrations, virtual field trips, and parent involvement.
- NEW! Key terms and phrases are now identified with boldface type, aiding comprehension and review.
- NEW! The chapter on media has been revised to reflect current knowledge about the use of computers, literature-related CDs, DVDs, online programs, podcasts, digital imaging, and the Internet.

FEATURES

- Strategies for integrating literature across the curriculum assist teachers in helping children expand their knowledge and understanding of mathematics, the sciences, and social studies.
- The book includes comprehensive tools and strategies for selecting/evaluating children’s books.
- Clear and practical explanations of language development, brain development, effects of television violence, and literacy development offer grounding in important topics related to child development as well as to literacy.

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© 2012, 400pp, Paperback, 9781111342654

MATH & SCIENCE

EXPERIENCES IN MATH FOR YOUNG CHILDREN, INTERNATIONAL EDITION, 6E

Rosalind Charlesworth, Ph.D., Weber State University

EXPERIENCES IN MATH FOR YOUNG CHILDREN, International Edition, focuses on the developmental sequence of mathematics for young children and its integration with other content areas. For each mathematics concept presented, Charlesworth provides a picture of how the concept might be incorporated into music and movement, language arts, visual arts, science, and social studies for children from birth through age eight. Early education students learn about problem solving as the major means for constructing concepts with a balance of naturalistic, informal, and structured activities. Students are also prepared to put concepts into action with the assessment, instructional, and evaluation strategies provided in each unit. Finally, the text provides specific information about active approaches to mathematics, materials and resources for setting up learning centers, guidance on parental involvement, and Internet resources.
NEW TO THIS EDITION

• New! Presents expanded coverage of theoretical foundations with the addition of the views of Bruner and Dienes.
• New! Includes a description of Polya’s contributions to mathematics instruction.
• New! Expands the discussion of traditional vs. reform instruction.
• New! Includes reference to the National Research Council early childhood mathematics report and the NCTM Focal Points.
• New! Presents a new technology box with technology resources that early childhood educators can evaluate for use in the classroom.
• New! Incorporates new references and updated Further Reading sections.
• New! Includes recent insights on instruction for special needs students.
• New! Enhances the narrative with photos and children’s work samples.

FEATURES

• Integrates math with other content areas as recommended by early childhood education professionals.
• Presents content compatible with national standards and guidelines, preparing new and seasoned teachers to help the children in their care meet those standards.

CONTENTS

Section I: CONCEPT DEVELOPMENT IN MATHEMATICS.
Section II: FUNDAMENTAL CONCEPTS AND SKILLS.

© 2012, 528pp, Paperback, 9781111355791

MATH AND SCIENCE FOR YOUNG CHILDREN, 7E
Rosalind Charlesworth, Ph.D., Weber State University; Karen K. Lind, Ph.D., Illinois State University

MATH AND SCIENCE FOR YOUNG CHILDREN, Seventh Edition, is a unique reference that focuses on the integration of math and science in early childhood education programs, while addressing the other important areas of child development during the crucial birth-through-eight age range. It also carefully addresses the ever-changing and significant national standards of the following organizations: The National Association for the Education of Young Children (NAEYC), National Council of Teachers of Math (NCTM), National Science Teachers Association (NSTA), American Association for the Advancement of Science (AAAS), and the National Research Council (NRC). A valuable resource for the student learner, working professional, and the involved parent, MATH AND SCIENCE FOR YOUNG CHILDREN, Seventh Edition, is the most current volume of information of its kind available on the market today.
NEW TO THIS EDITION

- Describe the NEW key features (e.g. a chapter in the TOC, a feature to spotlight, a supplement to call out, and technology to mention) instructors will want to be aware of.
- Brand new TeachSource Video Cases and other videos are introduced in the book--and featured on Education CourseMate, the book’s website--allowing students to relate important chapter content to real-life scenarios in early childhood settings.
- A new technology feature addresses the increasing role that technology tools are playing in children’s education. Each box introduces several resources for a particular topic--for instance, a Sesame Street CD on numbers or websites featuring activities for exploring measurements of time, temperature, or weights. Early childhood educators can evaluate these tools and resources for use in the classroom by applying evaluation methods presented in the text.
- Recent insights on instruction for special needs students help readers think about and determine how they will adapt their teaching style to include all children.
- Expanded treatment of standards includes discussion of NCTM focal point, NAECYC, Common Core, and STEM/SMET. An icon identifies where these discussions are now integrated into the text. Correlation charts show at a glance how the text content is linked to the standards.
- Coverage of important topics in the field includes expanded discussion of infants and toddlers, multicultural classroom learning and strategies, and multicultural integration.
- Coverage of environmental awareness, highlighted with a new green science icon, emphasizes the issue and prepares students to address it in their own classrooms.
- Children's work samples have been added to enhance the narrative.
- A new four-color design makes the text more reader-friendly and accessible to today's learners.

FEATURES

- Covers both the discovery approach and the exploration approach.

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© 2013, 656pp, Paperback, 9781111833398
TEACHING YOUNG CHILDREN IN MULTICULTURAL CLASSROOMS: ISSUES, CONCEPTS, AND STRATEGIES, 4E, International Edition
Wilma Robles de Melendez, Nova Southeastern University; Vesna Ostertag Beck

TEACHING YOUNG CHILDREN IN MULTICULTURAL CLASSROOMS: ISSUES, CONCEPTS, AND STRATEGIES, 4E, International Edition is a comprehensive text on the historical, theoretical, political, and sociological aspects of multicultural education as it relates to young children. Featuring practical guidelines, curriculum suggestions, and techniques for use in the classroom, the book is appropriate for those studying to become early childhood teachers as well as being a comprehensive resource for practicing professionals. Updated with new statistics, references, and terminology, the fourth edition also includes new case studies, expanded coverage of standards and technology, an integrated video feature, and a more prominent emphasis on the benefits of teaching multiculturalism from a global perspective.

NEW TO THIS EDITION
• Expanded and updated coverage of standards, including NAYEC and INTASC, ensures that your students are informed about current educational standards.
• New marginal callouts identify NAEYC standards-related material throughout the text. In addition, a new correlation chart linking the standards to text content provides an easy-to-use reference guide for students.
• The new edition improves its focus on the benefits of teaching multiculturalism from a global perspective.
• Learning Objectives have been added at the beginning of each chapter, providing students with a roadmap to key ideas to be discussed.
• A new video feature integrated into the text, with reflection questions, introduces videos that further illustrate key concepts. Videos are available for viewing at the Early Childhood Education Media Library.
• A new “Around the World” feature highlights cultural practices from around the globe, with many based on experiences of the authors’ own students. This feature helps students adapt to the globalization trends in education.
• Expanded and updated coverage of technology reflects the increasing use of technology tools in the classroom. Statistics, references, and terminology are also updated throughout.
• New case studies and additional activities have been added to the book (and the Instructor’s Manual), with many based on students’ personal experiences.
• A new library of downloadable forms has been added to the book’s website, giving students a one-stop location for a wealth of new and improved educational resources.

FEATURES
• Among other topics, coverage includes families and family models, gender equity, ESOL children and children with special needs, Developmentally Culturally Appropriate Practice (DCAP), the role of the teacher and curriculum development, and, in each chapter and an Appendix, lists of multicultural children’s books.

CONTENTS
EXPERIENCES IN MOVEMENT AND MUSIC, INTERNATIONAL EDITION, 5E
Rae Pica, University of New Hampshire

This complete movement education resource for early childhood and physical education professionals teaches students the importance of movement in the physical, emotional, and educational growth of children. The text is the only one of its kind to teach movement's role in traditional child development areas—physical, affective, and cognitive—as well as to detail musical and creative development. EXPERIENCES IN MUSIC AND MOVEMENT, 5E, International Edition presents an entire movement program, including lesson planning, guidelines for music selection and usage, developmentally appropriate teaching methods, and tried-and-true tips for creating and maintaining a positive learning environment with children on the move.

NEW TO THIS EDITION
• Expanded and updated coverage of standards, including NAYEC and INTASC, ensures that students are informed about current educational goals and expectations.
• New marginal callouts identify NAEYC standards-related material throughout the text. In addition, a new correlation chart linking the standards to text content provides an easy-to-use reference guide.
• Increased coverage of diversity and multiculturalism throughout the text reflects the changing cultural makeup of the modern classroom.
• Expanded and updated coverage of technology reflects the increasing use of technology tools in the classroom.
• A new video feature, integrated into the text with reflection questions, introduces videos that further illustrate key concepts. Videos are available for viewing at the Early Childhood Education Media Library.
• Learning Objectives have been added at the beginning of each chapter, providing students with a roadmap to key ideas to be discussed.
• Additional information about obesity helps to further illustrate the importance of movement and music in children's daily lives.
• New and improved sample activities assist students in developing their own movement and music programs.
• New podcasts of BAM Radio interviews—identified by in-text notations and accessible on the Book Companion Website—allow students to gain insight from experts in early childhood education on best practices and topics related to music and movement.

FEATURES
• Add infant-based content to your course with information that is appropriate for use with newborns and babies.

CONTENTS
WEEK BY WEEK, 6E
Barbara Ann Nilsen, Ed.D, Broome Community College

WEEK BY WEEK: PLANS FOR DOCUMENTING CHILDREN’S DEVELOPMENT, 6E, International Edition addresses a dilemma facing pre-service and in-service teachers—how to manage detailed, meaningful documentation on their students' development and achievements while attending to the other functions necessary to keep children safe and actively involved in learning. This all-purpose guide provides a concrete, systematic plan for recording each child's development in all developmental areas, incorporating material on observation methods and techniques, principles of child development, and appropriate practice. Technical aspects of various methods of documentation are presented, as are reviews of the efficiency of each method in capturing important information. This edition features integrated coverage of NAEYC standards and new integration of TeachSource Videos, available for viewing at the book's website. 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 and relevant to teachers in training as well as practicing professionals.

NEW TO THIS EDITION
• New standards integration shows how the text content correlates to the key NAEYC Standards. This includes chapter-opening listings of NAEYC Standards to be addressed in the chapter, integrated coverage of standards throughout the book, and a convenient Correlation Chart on the inside book covers that indicates where standards coverage appears.
• An “Observation Thought” begins each chapter, prompting students to reflect on their experiences in the classroom. Examples include “When we look at what the child cannot do, we fail to see all the child can do,” and “Children need to see the teacher writing about them every day.”
• New “TeachSource Video Activity” boxes with guiding questions introduce videos that allow students to relate important chapter content to real-life scenarios in early childhood settings. Videos are viewable on the book's website, Education CourseMate.
• A new “Home Visiting” feature in every chapter offers students tips on using child observation and assessment in home settings.
• Editable versions of forms featured in the book, ideal for classroom use, are available for download at the Education CourseMate website.

FEATURES
• NAEYC accreditation of Associates Degree Child Development Programs with new standards is integrated into the text.
• Discussion of working with specialists addresses the reality that today's typical classroom includes many children with special needs.
• This text is the only observation book that presents a concrete system for how to manage data collection through a week-by-week plan—which gathers developmental information on every child in all developmental domains and is repeated three times during the year.
• Straightforward explanations offer a variety of methods—and the developmental domain for which each is best suited—that can be implemented into classroom practices.
• The author provides a child development review, useful as a frame of reference for documenting children's behavior.
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PARENT RESOURCES

HONEY, I LOST THE BABY IN THE PRODUCE AISLE!
The Safety Mom's Guide to Childproofing Your Life
Alison Rhodes

Written by renowned child safety expert Alison Rhodes, HONEY I LOST THE BABY IN THE PRODUCE AISLE! is a fun and lighthearted resource that new and expecting parents can turn to for modern safety and wellness solutions. From pregnancy to taking your baby home to your first night out without baby (and everything in between), this book provides advice, guidance, and reassurance on how to baby-proof your house and your life.

FEATURES
• CURRENT AND AUTHORITATIVE: Always uncovering the latest trends in safety and wellness, Rhodes shares her experience from running one of the most successful babyproofing companies in the country to help you dispel the parenting fears that keep you awake at night.
• PARENT-FRIENDLY COMMUNICATION AND TERMS: Get the facts on protecting your kids in the parenting language of today.
• INVALUABLE LESSONS FROM THE FRONT: A SIDS mom, parent of a special needs child, and founder of one of the leading babyproofing companies in the country, Rhodes understands the most overwhelming issues families can experience, and offers sound, caring advice to confront them.
• MODERN ISSUES, MODERN SOLUTIONS: More than theories and sugar-coated ideals, Rhodes offers realistic, affordable solutions for issues old and new, like special needs, cyber-safety, childproofing, and new safety hazards.
• JOURNALING FEATURES: In addition to sage advice, THE SAFETY MOM'S BIBLE TO CHILDPROOFING YOUR LIFE includes worksheets and sections for personal notes to help you track issues, remember important details, and adapt parenting strategies from one day to the next.

CONTENTS

© 2012, 304pp, Paperback, 9781435459700
With the right applications, the iPad and iPad 2 can become more than just devices for watching videos, listening to music, and reading electronic books. Your iPad can be a device that’s used for teaching and imparting knowledge to children in nearly any environment. This ability to teach anywhere opens up a wide range of knowledge for children. The iPad has apps that are specifically designed to build skills in reading, math, and writing. How many apps? Thousands. Some are good, some are not so good; this book sorts through the clutter and tells you about all of the best educational apps that are available. Many of the apps featured in this book are free, some cost no more than $10, and many are somewhere in between. IPAD FOR KIDS is for all of you who want to get started using the iPad as a teaching tool for your kids. Think of this book as a personal tutorial, a one-on-one class with an expert user of the iPad. You get to stay in the comfort of your own home or school and learn how to familiarize yourself with the iPad controls and interfaces, connect to the Internet with the iPad using WiFi or a cellular connection, add apps and multimedia content to your iPad, print documents from the iPad, teach kids from toddler-age to fourth grade how to read—and then read better, explore and practice mathematical concepts, discover the world of art and music., and create documents, spreadsheets, and presentations for advanced school work. Written by technology expert, educator, and parent Brian Proffitt, this book will help you discover and configure the best educational iPad apps for your child. From toddler to tween, you’ll find the perfect app for every child in your life in minutes!

FEATURES
• Technology expert, educator, and parent Brian Proffitt offers a clear and jargon-free guide to using the iPad/iPad 2 as a learning tool for preschool- and elementary-aged children.
• The author’s step-by-step approach aids parents in finding and choosing the best, age-appropriate educational and “edutainment” apps for their children, regardless of their familiarity with the device.
• From setting up parental controls to protecting your email security, IPAD FOR KIDS helps you create a safe and fun learning environment for your child.
• The text coaches educators on the appropriate classroom use of iPads in group learning environment.

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© 2012, 336pp, Paperback, 9781435460539

SPECIAL EDUCATION

NEW EDITION!

CourseMate

AN INTRODUCTION TO YOUNG CHILDREN WITH SPECIAL NEEDS, 4E
Birth through Age Eight, International Edition
Richard Gargiulo, Ph.D., University of Alabama, at Birmingham;
Jennifer L. Kilgo, Ed.D., University of Alabama, at Birmingham

AN INTRODUCTION TO YOUNG CHILDREN WITH SPECIAL NEEDS: BIRTH THROUGH AGE EIGHT, 4E, International Edition offers a broad introduction to educational policies, programs, practices, and services appropriate for infants, toddlers, and preschoolers who exhibit delays and disabilities. It also does an exceptional job of addressing the issue of youngsters who are recognized as being at-risk for future problems in learning and development. Through a host of proven learning techniques and additional related resources-including a website-the book guides students to a full understanding of important theoretical and philosophical foundations in serving children whose learning is delayed. These foundations include, but are not limited to, research-based decision making, developmentally and individually appropriate practices, a holistic view of young children and their families, cultural sensitivity and competence, and activity-based interventions. The book emphasizes instructional strategies necessary for creating inclusive learning environments, and offers recommendations throughout for using technology in the learning environment.

NEW TO THIS EDITION

• Chapter 10, “Contemporary Issues and Challenges in Early Childhood Special Education,” is thoroughly revised and updated. New and increased coverage includes material on such important topics as English Language Learners, Linguistic Diversity, Bilingual Education, RTI (Response to Intervention), Assistive Technology, Universal Design for Learning (UDL), and Poverty and its impact on young children with special needs.
• Increased coverage of evidence-based practices includes designing interventions, assessments, and curriculum, helping to give students practical and important information for working with children with special needs.
• More coverage of family-based practice allows readers to fully understand the importance of working with the entire family, and offers practical ways of doing so.
• Increased coverage of cultural responsiveness as it relates to assessment and curriculum provides important considerations for working with children from diverse backgrounds.
• The latest recommended intervention strategies help to equip students for practice.
• New TeachSource Videos, introduced in the text and viewable at Education CourseMate, the book’s website, bring concepts to life by showing actual classroom scenarios related to such topics as early childhood RTI, inclusion, and inclusive environments.

FEATURES

• A DEC standards integration grid makes it easy for students to connect the standards with topics in the text.
• The book is updated with the latest research and ideas relating to caring with children with special needs.
• “Making Connections” feature throughout the text highlights three young children with special needs,
providing readers with practical insight into the realities of caring for them.

- A “Parent’s Voice” feature helps students understand the realities that parents and families face when raising children with special needs.

**CONTENTS**

Part I: PERSPECTIVES, POLICIES, AND PRACTICES OF EARLY CHILDHOOD SPECIAL EDUCATION

1. Foundations of Early Childhood Special Education

2. The Context of Early Childhood Special Education

3. Family-Based Early Childhood Services

Part II: ASSESSMENT AND PLANNING FOR YOUNG CHILDREN WITH SPECIAL NEEDS

4. Assessment of Young Children with Special Needs

5. Delivering Services to Young Children with Special Needs

6. Curriculum for Young Children with Special Needs

Part III: ORGANIZATION AND INTERVENTION FOR YOUNG CHILDREN WITH SPECIAL NEEDS

7. Designing Learning Environments for Young Children with Special Needs

8. Adapting the Learning Environment for Young Children with Special Needs

9. Strategies for Teaching Young Children with Special Needs

Part IV: CONTEMPORARY ISSUES AND CHALLENGES IN EARLY CHILDHOOD SPECIAL EDUCATION

10. Contemporary Issues and Challenges in Early Childhood Special Education

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**NEW TO THIS EDITION**

- Chapter 10, “Contemporary Issues and Challenges in Early Childhood Special Education,” is thoroughly revised and updated. New and increased coverage includes material on such important topics as English Language Learners, Linguistic Diversity, Bilingual Education, RTI (Response to Intervention), Assistive Technology, Universal Design for Learning (UDL), and Poverty and its impact on young children with special needs.

- Increased coverage of evidence-based practices includes designing interventions, assessments, and curriculum, helping to give students practical and important information for working with children with special needs.

- More coverage of family-based practice allows readers to fully understand the importance of working with the entire family, and offers practical ways of doing so.

- Increased coverage of cultural responsiveness as it relates to assessment and curriculum provides important considerations for working with children from diverse backgrounds.

- The latest recommended intervention strategies help to equip students for practice.

- New TeachSource Videos, introduced in the text and viewable at Education CourseMate, the book’s website, bring concepts to life by showing actual classroom scenarios related to such topics as early
childhood RTI, inclusion, and inclusive environments.

FEATURES

• A DEC standards integration grid makes it easy for students to connect the standards with topics in the text.
• The book is updated with the latest research and ideas relating to caring with children with special needs.
• A “Making Connections” feature throughout the text highlights three young children with special needs, providing readers with practical insight into the realities of caring for them.
• A “Parent’s Voice” feature helps students understand the realities that parents and families face when raising children with special needs.

CONTENTS


© 2014, 384pp, Paperback, 9781133959250
intervention, and assistive technology that educators and parents can make available to children with disabilities.

- To assist teachers in working successfully with families, this edition presents expanded coverage of the grief cycle experienced by parents when they realize their child has differences. There’s also new guidance on how to be supportive in conferences with parents and families about issues related to the child’s special needs.
- New coverage of paraeducators places more emphasis on their roles in the inclusive classroom.
- New photos and a new two-color design make the text more reader-friendly and accessible to today’s learners.

**FEATURES**

- Information on the disabilities themselves and their etiologies has been updated.
- In the Field vignettes written by teachers, administrators, parents, and even children highlight issues from different points of view, broadening students’ perspectives.
- Sections on Implications for Educators ensure that students synthesize material. These sections are designed to answer the “So what?” question by showing readers how the topic or evidence under discussion specifically applies in classroom practice.

**CONTENTS**


© 2013, 640pp, Paperback, 9780840029287

**THE EXCEPTIONAL CHILD, 7E**


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

THE EXCEPTIONAL CHILD: INCLUSION IN EARLY CHILDHOOD EDUCATION, International Edition, is the most comprehensive and applied text available on early childhood special education. The text covers foundational issues facing teachers, parents, and paraprofessionals working in inclusive early childhood settings. It begins with definitions and explanations of key topics such as inclusion, federal legislation related to young children with disabilities, and different kinds of disabilities that early childhood educators may encounter in their programs. Then, it covers various applied issues and strategies related to early childhood inclusion—such as how to teach effectively and how to manage problematic behaviors. The Developmental Behavioral approach and the importance of classroom arrangement are stressed throughout. Current research related to early childhood education and inclusion is also cited. The authors explain how to effectively work with a diverse group of children that may contain more than one child with significant challenges, and
how to design optimal learning at the individual and group levels. In addition, the authors address how to give parents and caregivers a role in the special education process while encouraging children to gain independence and facilitating their self-care.

**NEW TO THIS EDITION**

- **NEW!** The text has been thoroughly updated to include the most up-to-date NAEYC guidelines on Developmentally Appropriate Practice for young children, including the 2009 NAEYC position statement on Inclusion and Developmentally Appropriate Practice.
- **NEW!** Updated information is presented on Response to Intervention (RTI), IDEA, No Child Left Behind, federal legislation related to the IEP and IFSP processes, and other key topics related to young children with delays and disabilities.
- **NEW!** Each chapter now contains a Case Study—a real life example related to the subject of the chapter—which provides students with a hands-on opportunity to read, reflect, and apply what they have learned.
- **NEW!** “Section Wrap Ups” include Special Focus pieces—first person accounts written by parents and professionals that provide real life perspectives on inclusion. These “Section Wrap Ups” also contain application questions and information about accompanying TeachSource Video Cases (which can be viewed on the book’s companion website, Early Childhood Education CourseMate).
- **NEW!** A new marginal glossary helps students master important terms and concepts.
- **NEW!** Updated checklists and forms are provided, serving as useful resources for early childhood educators to use in their future practice.
- **NEW!** An abundant number of new and current photos are integrated throughout the Seventh Edition to engage student readers and illustrate key points.

**FEATURES**

- The text serves as a comprehensive reference for students once they are working as teachers out in the field.
- Comprehensive and up-to-date Web resources are listed at the end of each chapter.
- The text includes the most recent findings about young children with various disabilities—including hearing and vision problems, leukemia, autism, behavior problems, and ADD/ADHD—and the most effective ways to work with them in early childhood settings.

**CONTENTS**

1. An Inclusive Approach to Early Childhood Education.
3. Inclusive Programs for Young Children.
7. Physical Disabilities and Health Problems.
8. Learning and Behavior Disorders.
10. Assessment and the IFSP/IEP Process.
11. Characteristics of Effective Teachers in Inclusive Programs.
15. Facilitating Social Development.

© 2012, 648pp, Paperback, 9781111305482

**STUDENT TEACHING**

**CREATING AN EARLY CHILDHOOD EDUCATION PORTFOLIO**

Delores Friedman, Kingsborough Community College

A teacher's portfolio, like an artist's portfolio, is a continually growing document that reflects one's best work and professional development. CREATING AND PRESENTING AN EARLY CHILDHOOD EDUCATION PORTFOLIO encourages and guides students through...
the process of organizing and creating a portfolio. This practical book is appropriate for early educators needing a portfolio to serve as a bridge as they move from pre-service to in-service, and for practicing teachers wanting a professional development tool to showcase skills and accomplishments. It's divided into three sections, each of which focuses on an aspect of creating the portfolio.

FEATURES

• The book is divided into three sections that cover all aspects of organizing and creating a portfolio: the purpose of a portfolio, the role of reflection, and developing and putting together the portfolio.
• The author guides students through the compilation of developmental, showcase, and e-portfolios that will be useful throughout the life of a student's degree program. Topics covered include selecting artifacts, preparing a rationale, and presenting the portfolio.
• The book also offers insights that help students connect the work presented in their portfolios to 2009 NAEYC standards.
• Sample portfolio items provide ideas for, and models of, effective portfolios.
• Checklists allow students to track portfolio progress, materials, and artifacts in an organized fashion.
• The Book Companion Website includes additional practical materials that aid in creating portfolios as well as record keeping documents and other resources.

CONTENTS


© 2012, 192pp, Paperback, 9781111344337
FEATURES
• Comprehensive and complete, this training manual emphasizes professionally accepted practice and ethics.
• Thoughtful, reflective analysis of students’ own developing skills and abilities is promoted in every chapter.
• The book begins by presenting a clear picture and orientation to the mechanics of student teaching.
• Case studies and examples illustrate real-life situations and children that other student teachers have encountered, motivating students to discuss, reflect and problem-solve.

CONTENTS

© 2011, 384pp, Paperback, 9780840032966

EDUCATION

BEHAVIOR MODIFICATION, 5E
Principles and Procedures, International Edition
Raymond G. Miltenberger, University of South Florida, Tampa Bay

This text uses the principles of behavior modification to teach the procedures of behavior modification, illustrating them with key case studies and examples. Its precise, step-by-step approach includes practical information on the technologies used to measure and record behavior changes. The book also provides numerous opportunities for students to practice, including practice tests, application and misapplication exercises, and three quizzes at the end of every chapter.

NEW TO THIS EDITION
• This edition has been updated throughout with recent references.
• Quizzes have been placed at the end of the book on color-tabbed and perforated pages so that they can easily be removed, completed, and submitted.
• Chapter 2 includes a new discussion of social validity and use of technology in data collection. In addition, it now uses the more accepted term “interobserver agreement” instead of “interobserver reliability,” and discusses two more methods for conducting IOA (occurrence only and nonoccurrence only).
• Chapter 3 includes a new discussion of recent publications that describe the use of Excel® for graphing, information on variations of the ABAB reversal design, and new coverage of nonconcurrent multiple baseline across subjects design.
• Chapter 4 includes a new discussion of motivating
operations (MO) as an update for the term establishing operation (EO). Chapter 16 also discusses MO, expanding on that chapter's discussion of EO.

- Chapter 10 now presents a discussion of prompting and fading for use in autism.
- Chapter 11 includes a brief new section on video modeling, and Chapter 12 has a brief new section on in situ assessment.
- Chapter 14 includes new coverage and examples of how ext is applied to positive versus negative reinforcement.
- Chapter 15 now covers reinforcer assessment procedures.
- Chapter 16 added discussion of the role of AOs.

CONTENTS


© 2012, 672pp, Paperback, 9781111306120
management as a foundation for successful practices.

• The companion website contains even more resources to help you get the most from your text, including new revision quizzes, additional theories and models of classroom management, and a new tool to help you develop your own classroom management plan.

FEATURES

• The Lyford Model of Classroom Management provides a guiding framework throughout each chapter to help readers to identify key elements of classroom management planning and practice and the relationships between those elements.

• Each chapter begins with a list of Learning Outcomes and a Chapter Overview to assist you to navigate through the book.

• Every chapter features a Starter Story to focus your thinking and highlight the relevance of the topics that you are about to explore.

• Pre-service and early career teachers share their experiences in ‘Stories from the field’ so that readers can see how concepts can be applied in real-life settings.

• A chapter of extended ‘Stories from the field’ (Chapter 8) contains case studies that demonstrate the many paths and innovative approaches to creating positive learning environments in classrooms and schools.

• Each chapter closes with a list of key concepts and a number of individual and group study activities to help readers review and apply the material from the chapters.

• Weblinks at the end of each chapter assist students to go further in their reading and research.

CONTENTS


© 2014, 288pp, Paperback, 9780170233224

NEW TO THIS EDITION

• Integrated with the latest InTASC standards, the book includes chapter-opening lists of standards to be addressed in upcoming material and marginal icons to identify standards-related content. The Standards Correlation Chart on the inside front cover, which shows how standards relate to the book’s learning objectives, has also been updated.

• A new “Voices from the Classroom” feature presents first-person accounts from educators who offer practical strategies and insights on a chapter-related topic. Examples include “Sharing Objectives and Standards with Students” in the instructional objectives chapter, “Collaborative Planning for Collaborative Teaching” in the instructional planning
chapter, and “Making Changes--Thanks to Brian” in the assessments chapter.

- A new “Case Study” feature strengthens the book’s real-world flavor and helps readers better understand some of the issues they will face as teachers. Topics include “Setting the Scene for Differentiation by Using Technology,” “A Case for involving Students in Learning,” and “Four Ways to Think about Differentiation.”
- More technology coverage throughout the book, identified by an icon, discusses ways in which teachers can use technology to enhance teaching and learning. Topics include “Common Core State Standards and Technology Integration,” “Technology Tip: Classroom Clicks,” and “Has Technology Changed the Way Students Learn?”
- More material on Common Core State Standards and on working with English Language learners is incorporated throughout this edition.
- A new four-color design, including a greater number of photographs, makes the material more appealing as well as easier to use.

**FEATURES**

- Marginal notations throughout the text identify content related to InTASC standards as well as key ideas, assisting students with comprehension and review.
- TeachSource Videos, which can be viewed at Education CourseMate, the book’s website, are integrated into the book. These short videos present real classroom scenarios that enable students to observe the day-to-day challenges and rewards of teaching.
- Core InTASC standards are addressed in regard to each chapter’s objectives. A correlation table that links chapters and standards is located on the inside front cover of the text, making it easy for students to see where and how InTASC standards are addressed.
- Practical and applied, the book has a format that requires students to actively participate in its exercises, and consequently build skills that they will be able to put to work immediately in the classroom.

**CONTENTS**


© 2014, 464pp, Paperback, 9781133942740

**EFFECTIVE TEACHING STRATEGIES, 6E**  
Lessons from Research and Practice  
Roy Killen

Effective Teaching Strategies: Lessons from research and practice 6e provides a practical overview of nine common teaching strategies used in all levels of education and training from early childhood through to higher education. Initial chapters discuss the Australian Curriculum framework and provide an introduction to the key principles of quality teaching and learning. These ideas are then applied through chapters devoted to different teaching strategies: direct instruction, discussion, small-group work, cooperative learning, problem solving, student research, role-play, case study and student writing. Chapters describe each of the strategies in detail with a practical focus on why, when and how to use each one. There are guidelines for planning lessons based on each strategy, for implementing those lessons effectively and for evaluating the effectiveness of each strategy. Activities and numerous examples from a wide range of subject areas help readers to relate the ideas to their own specialist teaching areas.

**NEW TO THIS EDITION**
Contains many more suggestions for using information and communication technologies as an integral part of teaching and learning.

FEATURES

- In-depth discussion of nine of the most frequently used teaching strategies, progressing from the most teacher-centred (direct instruction) to the most student-centred (writing).
- Each of the teaching strategy chapters is self-contained so they can be studied in any order.
- ‘At a glance’ boxes help students to quickly assess when to use each strategy.
- Activities within chapters enable students to consolidate their learning and practise applying ideas to their own teaching specialisation.
- End-of-chapter review questions give students opportunity to review and discuss the main points from each chapter.
- Every chapter contains a ‘weblinks’ section listing reputable websites to help readers follow up on ideas presented and find examples of their application.

CONTENTS


© 2013, 384pp, Paperback, 9780170223881

HANG IN THERE ‘TIL EASTER...
Managing classroom behaviour by building resilient teachers
June Slee, Charles Darwin University

This book is written to give pre-service and graduate teachers an opportunity to reflect on their own behaviour as it applies to classroom and student management. It is particularly directed at supporting graduate teachers who are having second thoughts about remaining in the profession, and especially those, who in their first few hectic weeks of teaching, are considering resigning. The over-arching purpose of this book is to guide teachers to become more resilient and competent so that they will enjoy a successful teaching career. By modelling and teaching resiliency you will create a harmonious classroom where students feel they belong. Vignettes from June's field work are sprinkled quite liberally throughout this book to illustrate the kind of experiences teachers may encounter. There are ten chapters in this book, each one taking you closer to becoming a successful manager of classroom and student behaviour.

CONTENTS


© 2012, 117pp, Paperback, 9780170235389
INTRODUCTION TO EARLY CHILDHOOD EDUCATION, INTERNATIONAL EDITION, 7E
Eva L. Essa, University of Nevada

INTRODUCTION TO EARLY CHILDHOOD EDUCATION, 7E, International Edition provides a comprehensive overview of early childhood education that is solidly based on current research and theories. Grounded in constructivist theory but also covering other perspectives, the text focuses on developmentally appropriate practices for infants and toddlers, preschoolers, early elementary school children, and children with disabilities. The majority of the text examines curriculum and the fostering of creativity as well as physical, cognitive, language, and social development—every facet of early childhood education is examined and explained. This edition has been extensively revised and includes standards (both DAP and NAEYC) and accountability in the field of early childhood education, an expanded emphasis on working with children from diverse backgrounds, the latest brain-based research, and discussions of the role of families and forms of parent communication. With a strong emphasis on defining the components of high-quality early childhood programs, along with completely updated references, examples from practitioners, and new video offerings, this book is the most comprehensive resource available.

NEW TO THIS EDITION

• A new feature, Brain Storm, appears in each chapter, providing information on some of the latest brain development research and discussing how and why this research is relevant to early childhood education practitioners.
• Integration with the new NAEYC Standards for Professional Preparation Programs includes chapter-opening listings of the standards to be considered in the chapter. Marginal icons throughout each chapter alert readers to the standards-related material. In addition, the book’s inside covers present a convenient correlation chart indicating the chapters and page numbers where each NAEYC Standard is addressed.
• Each chapter now includes introductions and questions related to one or two TeachSource Videos from the Cengage Early Childhood Education Media Library. These brief videos (each lasting from two to eight minutes) make many of the concepts discussed in the text come alive by showing real children and real professionals “in action.”
• Updated throughout, the new edition includes extensive information about recent developments in the field, such as the PK-3 movement (Chapter 5), tools of the mind (Chapter 11), the new MyPlate nutrition program (Chapter 14), emotional intelligence (Chapter 13), and bullying (Chapter 16).

FEATURES

• Maintaining its strong focus on preschool-aged children, the text includes sections applicable to infants and toddlers, school-aged children, and children with disabilities.
• Tied to children’s development, the book includes content that is applicable to children of different ages and abilities as well as to different settings.
• Working with families is an important theme of the text; special sections on this topic are found in most chapters.
• “Stories from the Field” offer interesting first-person accounts of educators’ experiences, and “Take a Closer Look” boxes examine special topics in more depth.
• Continuing linkage to Developmentally Appropriate Practice (DAP) includes clear explanations of the central concepts in the field of early childhood education as well as marginal icons identifying DAP-related content in each chapter.
• A strong focus on diversity includes coverage of diversity in culture, family life, language, ability, and gender. Future early childhood professionals develop a respectful understanding of both commonalities and differences among individuals and families, preparing them to work effectively and sensitively with children and families from varied backgrounds. A special marginal icon highlights coverage of diversity.
in all of its forms.

CONTENTS


© 2014, 528pp, Paperback, 9781133936763

PLANNING EFFECTIVE INSTRUCTION, 5E
Diversity Responsive Methods and Management, International Edition
Kay M. Price, Western Washington University; Karna L. Nelson, Western Washington University

PLANNING EFFECTIVE INSTRUCTION: DIVERSITY RESPONSIVE METHODS AND MANAGEMENT, 5E, International Edition fully equips readers to teach in ways that meet the needs of all students in today's diverse classroom. The four-part organization corresponds with a new framework for diversity responsive teaching that helps focus teachers' efforts in planning for diversity. Represented by a visual organizer, this framework helps readers see that what they teach, how they teach, and the context for teaching interact to bring about the success of all students. As readers use the book--now integrated with InTASC Standards--they will find numerous resources and exercises that will both lay the foundation for their future work and prove useful as a tool that they can reference throughout their teaching careers.

NEW TO THIS EDITION

• New standards integration shows how the text content correlates to the key InTASC Standards. This includes chapter-opening listings of InTASC Standards to be addressed in the chapter, integrated coverage of standards throughout the book, and a convenient Correlation Chart on the inside book covers that indicates where standards coverage appears.

• A new “Portfolio Pointers” feature at the end of each chapter highlights best practices for students creating a portfolio.

• New video case boxes introduce videos (accompanied by guiding questions) that allow students to relate important chapter content to real-life scenarios in early childhood settings. Videos are viewable at the Education Media Library.

• New “Tech Note” boxes give suggestions for how to incorporate technology into instructional planning.

FEATURES

• Classroom scenarios and vignettes provide examples of teachers who are planning lessons or activities for their classes. The scenarios, introduced at the beginning of the chapter and revisited at the end, provide a reason for reading and an opportunity to apply the information in the chapter.

• Visuals--such as teacher checklists and mini-lessons--highlight key information and provide ready-to-use tools for teachers.

• Information on how to integrate proactive classroom management into lesson or activity plans includes strategies and examples to help readers plan for management. Strategies for managing behavior in the “challenging class” are also included. In addition, ideas for the diverse classroom--including classrooms with English Language Learners--are covered in detail.
• The authors focus on planning lessons and activities that are designed to meet the needs of the diverse student populations in today's classrooms. They present ways to determine whether to write a lesson or activity plan and what to include in each, helping readers save time when planning. They also explain how to build universal design features and critical teaching skills into the initial stages of planning a lesson or activity in order to decrease the need to add on accommodations for individuals.

• Information about connecting lesson objectives to the state standards in both general education and special education helps readers identify content that is important to teach.

• Examples of activity and lesson plans—which serve as models to guide student teachers as they begin to write their own plans—include plans designed for various grade levels, content areas, and group sizes.

CONTENTS


© 2014, 304pp, Paperback, 9781133944362

TEACHING IN TODAY’S INCLUSIVE CLASSROOMS

A Universal Design for Learning Approach

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

Teachers teach students, not disability labels. That’s the philosophy behind TEACHING IN TODAY’S INCLUSIVE CLASSROOMS, which emphasizes Universal Design for Learning (UDL) to take general education teachers beyond labels (such as autism, ADHD, and others) so they can focus on the best practices appropriate for all learners. Featuring sound research-based teaching and learning strategies, this hands-on text offers pre-service teachers a practical framework for effective instruction, management, and accountability in today’s diverse classrooms.

FEATURES

• The Universal Design for Learning Approach (UDL) illustrates how general education teachers can choose flexible instructional strategies, tools, activities, and evaluation methods that allow for student differences and remove the barriers from academic success.

• The three essential qualities of Universal Design for Learning—Representation, Engagement, and Expression—are identified and color-coded for easy identification within each instructional technique and strategy presented.

• The text’s non-categorical approach focuses more on the student and less on IDEA labels, offering the special needs category information most relevant to general education teachers in just two chapters.

• Feature boxes illustrate techniques, strategies and advice on how to best instruct all students; “Teaching All Students” boxes present research-based strategies, ideas, and information for use in teaching any student in any classroom; “Universal Design for Learning in
the Classroom" boxes feature strategies, techniques, and tips that make K-12 instruction accessible to all students; “Teacher Voices” are chapter-specific essays written by teachers practicing in inclusive settings; “Making Connections for Inclusive Teaching” features present critical-thinking activities and questions.

- Chapter topics are keyed to both the Council for Exceptional Children (CEC) standards and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards because these national organizations have developed, refined, and aligned statements of what beginning educators should know and be able to do in order to be effective teachers.

**CONTENTS**


© 2010, 480pp, Paperback, 9780495097150

**TEACHING IN TODAY’S INCLUSIVE CLASSROOMS, 2E**


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

TEACHING IN TODAY’S INCLUSIVE CLASSROOMS, 2E, International Edition is a concise, accessible, and current main 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. 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 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.

**NEW TO THIS EDITION**

- To improve the text’s flow of information and ease of use, chapters have been organized into three distinct parts: Part I, which provides foundational material; Part II, which offers information on planning instruction; and Part III, which provides guidance on implementing effective instructional practices for all learners.
- Every chapter has been thoroughly revised to include the most current educational research findings, such as new information about Response to Intervention (RtI), the most effective instructional strategies for
inclusive classrooms, differentiated instruction, and UDL. Collaborative practice also continues to be prominent in the text.

- Chapters 4, 5, and 6 have been re-worked and expanded to better highlight a wide range of diverse learners. These chapters are entitled, respectively: “Learners with High Incidence Disabilities,” “Learners with Low Incidence Disabilities,” and “Learners with Gifts and Talents, Learners Who Are Culturally and Linguistically Diverse, and Learners at-Risk for Success in School.”
- A new case study feature, “Today’s Students,” has been added to Chapters 4, 5, and 6. Readers return to the stories of these real students—for example, Sam, a 16-year-old with autism spectrum disorder—throughout the remaining chapters. New marginal “Case Reflection” questions in Chapters 7 and beyond guide readers in applying chapter content and concepts to the cases.
- The book’s “Teacher Voices” boxes now appear in every chapter, allowing pre-service teachers to learn about the real-life experiences and challenges of teachers in today’s inclusive classrooms.
- New “TeachSource Video Case” boxes direct students to videos—available at the text’s website, Education CourseMate—that show actual inclusive classrooms and teaching situations.

FEATURES

- The book emphasizes the Universal Design for Learning (UDL) approach, which illustrates how general education teachers can choose flexible instructional strategies, tools, activities, and evaluation methods that allow for student differences and remove the barriers from academic success.
- “UDL in the Classroom” boxes, updated and now appearing in every chapter of Parts II and III, feature strategies, techniques, and tips that make K-12 instruction accessible to all students.
- “Teaching All Learners” boxes, revised and expanded to appear in each chapter of the second edition, provide current, practical teaching strategies and ideas that future teachers can use in their inclusive classrooms.
- Updated “Web Resources” boxes allow students to connect with additional teaching resources online.

CONTENTS

Part I: FOUNDATIONS FOR EDUCATING ALL LEARNERS
1. Teaching in Today’s Inclusive Classrooms: Your Journey Begins
2. Introducing Universal Design for Learning
4. Diversity in the Classroom I: Learners with High Incidence Disabilities
5. Diversity in the Classroom II: Learners with Low Incidence Disabilities
6. Diversity in the Classroom III: Learners with Gifts and Talents, Learners Who Are Culturally and Linguistically Diverse, and Learners at-Risk for Success in School

Part II: PLANNING INSTRUCTION FOR ALL LEARNERS
7. Collaboration and Cooperative Teaching: Teaching Approaches for All Learners
8. Designing Learning that Works for All Learners: Academic, Social, and Physical Considerations
9. Assessing and Evaluating Learner Progress
10. Selecting Instructional Strategies for Teaching All Learners
11. Considering Behavioral Strategies for All Learners

Part III: IMPLEMENTING EFFECTIVE INSTRUCTIONAL PRACTICES FOR ALL LEARNERS
12. Incorporating Assistive Technology 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 Social Studies and Science to All Learners

© 2013, 528pp, Paperback, 9781133489733

TEACHING STRATEGIES, 10E
Donald C. Orlich, Washington State University; Robert J. Harder, Washington State University; Richard C. Callahan, Callahan Associates; Michael S. Trevisan, Washington State University

TEACHING STRATEGIES, 10E, International Edition is known for its practical, applied help with commonly used classroom teaching strategies and tactics. Ideal for anyone 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 InTASC standards, a new chapter on teaching in the inclusive classroom, and an up-to-date discussion of assessment as it relates to inclusion. The text continues to be supported by a rich media package anchored by TeachSource Video Cases, which bring text content to life in actual classroom situations.

**NEW TO THIS EDITION**

- A new chapter, “Teaching in the Inclusive Classroom,” covers instruction in diverse classes, students with Autism and Asperger’s, gifted students, and general learning disabilities. Also included are specifics on differentiated planning, instruction, and assessment; sample Individualized Education Plans (IEPs); and information on Universal Design, RTI, and available technological assistance.
- Expanded standards coverage shows how the text chapters correlate to the key INTASC Standards, via new integrated coverage--identified by a marginal icon--and a correlation chart on the book’s inside cover. The Common Core Standards and NCATE and AACTE teacher education standards have also been added.
- New discussion of assessment as it relates to inclusion, and new classroom examples now appear in Chapter 7, “Classroom Assessment.”
- A new chapter organization streamlines the text and improves the flow of information.

**FEATURES**

- The text is recognized for its practical, time-tested teaching strategies and applications, supported by up-to-date content and helpful pedagogy.
- Chapter 1 focuses on the teacher’s role as a professional and introduces key overarching topics such as meeting standards, working with diverse students, and decision making.
- Topics covered include professional standards, inclusion, technology, Individualized Education Plans (IEPs), diversity, gender bias, constructivism, differentiated instruction, special education, and many others.
- Classroom Snapshots open each chapter and present real-world scenarios and questions for students to consider as they read.
- Voices from the Classroom features illustrate topics through real-world case studies in which teachers describe methods or strategies that they have used in their own classrooms.
- TeachSource Video Cases, four- to six-minute video modules presenting real classroom scenarios, enable students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Introduced in the text and available at the book’s website, Education CourseMate, the Video Cases are enhanced by classroom artifacts, Viewing Questions, Interview Transcripts, Key Terms, and bonus video footage.

**CONTENTS**

Part I: FOUNDATIONS OF INSTRUCTIONAL DESIGN.
Part II: FUNDAMENTAL TOOLS FOR INSTRUCTIONAL PLANNING.
Glossary. Index.

© 2013, 384pp, Paperback, 9781111841225
Highly respected and now in its Sixth Edition, EDUCATIONAL ADMINISTRATION: CONCEPTS AND PRACTICES, International Edition is the bestselling and most comprehensive text of its kind. The authors discuss all topics necessary for a complete understanding of educational administration, balancing theory and research with practical coverage of culture, change, curriculum, human resources administration, diversity, effective teaching strategies, and supervision of instruction. A variety of in-text features help students learn, comprehend, and apply the material.

NEW TO THIS EDITION

- New! Chapter 12 is a new chapter devoted to equality, excellence, and education.
- New! The book presents a focused discussion on national, state, and local government in a single, condensed chapter (Chapter 9).
- New! In “Words of Advice,” a reworked version of the former “Exemplary Educational Administrators in Action” feature, administrators nationwide provide tips on how to excel.
- New! Chapter 10, “School Finance and Productivity,” covers changes in school budgets since the 2008 recession as well as costly environmental issues such as volatile organic compounds.
- New! Chapter 7, “Communication,” now includes Web-enabled forms of communication, including text messages, blogs, and presentation tools.

FEATURES

- New! Theoretical coverage now includes more detailed discussion of turning theories into practice.
- New! Increased attention to English Language Learners is provided throughout text.
- New! Coverage of the Obama administration as it relates to education is incorporated throughout text.
- The book is lauded for its comprehensiveness—no other Introduction to Educational Administration text provides as much breadth and depth of coverage.
- The authors maintain an appropriate balance of theory to practice, using an impressive research base that is grounded by well-chosen examples and practical advice.

CONTENTS

PART I: FUNDAMENTAL PRINCIPLES AND CONCEPTS
1. Development of Administrative Theory
2. Organizational Structure
3. Organizational Culture

PART II: ADMINISTRATIVE PROCESSES
4. Motivation
5. Leadership
6. Decision Making
7. Communication
8. Organizational Change

PART III: THE STRUCTURAL FRAMEWORK FOR EDUCATION
9. Government and Education
10. School Finance and Productivity
11. Legal Considerations and Education

PART IV: ADMINISTRATION OF PROGRAMS AND SERVICES
12. Curriculum Development and Implementation
13. Analyzing and Improving Teaching
14. Personnel Administration
15. Careers in Educational Administration

© 2012, 552pp, Paperback, 9781111353971
This comprehensive casebook presents thorough coverage of a complex and dynamic subject—educational law and policy in the elementary and secondary school setting. With an emphasis on the interplay between law and policy, legal decisions, and educational practice, the book’s interdisciplinary approach provides a wide range of perspectives on the most pressing issues in the field. Cases, legislation, and articles, all of which are accompanied by notes and discussion questions, clarify the issues and bring them to life. The book draws upon a range of social science sources as well as conventional legal materials to describe and analyze how policy problems become legal matters. The authors also help students make sense of legal decisions by canvassing alternative solutions and specifying the effects of legally mandated change. The book can be covered in its entirety in a one-semester course, meeting three hours each week; particular chapters or sets of chapters have sufficient depth and detail for more focused courses.

NEW TO THIS EDITION
• This edition includes a thorough discussion of the No Child Left Behind Act.
• Recent cases that address key questions of educational law and policy are covered. These include Parents Involved in Community Schools v. Seattle School District No. 1 on the constitutionality of voluntary desegregation plans, and Speaker of the Arizona House of Representatives v. Flores on the limits of federal courts’ remedial powers under the Equal Educational Opportunities Act.
• Other new cases include Morse v. Frederick on the free speech rights of students and Safford Unified School District v. Redding on the Fourth Amendment rights of students.
• Up-to-date content includes emerging trends in scholarly literature, case law, and policy-making.

FEATURES
• Important cases in education law are excerpted at length.
• Footnotes at the bottom of the page (instead of at the end of the chapter) make it easy and convenient for students to focus on relevant aspects of law under discussion.
• Notes and questions throughout each chapter provide opportunities for interesting classroom discussions, and engage students in critical thinking.
• Coverage includes a complete discussion of the Establishment Clause and the meaning of separation of Church and State in the public schools, a thorough analysis of accountability and standards testing, and in-depth treatment of school finance litigation.
• The book also discusses legal issues involved with school choice, site-based management, and privatization; and important cases in the areas of students’ rights to free speech, privacy, and equal treatment.

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© 2012, 1056pp, Hardback, 9780495813163

EDUCATIONAL FOUNDATIONS

AMERICAN EDUCATION
Building a Common Foundation, International Edition
Leslie Kaplan, Educational leader, Newport News Public Schools, (retired); William Owings, Old Dominion University

With a focus on the future of American education--and the goals and nature of teaching in a global economy--this forward-thinking text provides teacher candidates with a comprehensive overview of the foundations of modern American schooling. The book’s premise is that education in the 21st century must facilitate more complex, deeper, and more varied learning that will enable students--and us--to survive and thrive in an ever-changing world. In presenting traditional topics and important educational issues--including diversity and equity, the accountability movement, effective schools, instructional best practices, and alternatives to public schools--the authors cultivate in their readers the very skills and knowledge base that they believe are critical for success in a “flat” world. With the overarching goal of furthering higher-order thinking, they model the principles of evidence-based practice and the critical-thinking process by examining issues and controversies in depth and presenting supporting research to validate their conclusions. Activities support the critical-thinking focus and promote self-understanding, challenging students to weigh “common knowledge” against real evidence and form their own conclusions. Written in an appealing, conversational style, and using examples that immediately resonate with prospective student teachers, this thought-provoking new text provides a timely and insightful perspective of American education.

FEATURES

• Written in an appealing, conversational style, and using examples that immediately resonate with prospective student teachers, this thought-provoking new text provides a timely and insightful perspective of American education.

• A unique chapter (Chapter 3) explores and rebuts five commonly held misconceptions about public schools. In the process of “debunking,” the authors teach students to better analyze issues and controversies in education.

• Two chapters on the history of American schools give special attention to how American public schools have educated women, African Americans, and persons with disabilities--populations often treated as “exceptions to the rule” in other texts. This strong focus on equity issues in U.S. education continues throughout the book, especially in its two chapters (Chs. 11 and 12) dedicated toward equality of educational practices.

• The textbook’s "A Closer Look" feature presents primary sources for students to further explore and analyze key issues related to education, teaching, and learning.
CONTENTS

Part I: UNDERSTANDING THE TEACHING PROFESSION.

Part II: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS.
6. Philosophy of Education.

Part III: POLITICAL, LEGAL, AND ECONOMIC FOUNDATIONS.
7. Purposes and Promises of Public Education.
8. Teachers, Ethics, and the Law.

Part IV: SOCIAL FOUNDATIONS.
10. School Finance.
13. Curriculum.
15. Achievement and Accountability.
16. Effective Schools.

© 2011, 592pp, Paperback, 9780495809173,

BUILDING TEACHERS, 2E
David Jerner Martin, Kennesaw State University; Kimberly S. Loomis, Kennesaw State University

Designed from the ground up with a constructivist framework, BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION, 2E, International Edition helps future teachers create their own understanding of education. As Martin and Loomis address the key topics generally covered in an introductory text, they encourage students to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the text's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully.

NEW TO THIS EDITION

• Strengthened diversity coverage throughout the text includes topics such as urban education, students with special needs, anti-bias curriculum, culturally responsive teaching, and social issues. Coverage takes an "asset-based approach" rather than a deficit-based approach to diversity, giving students the opportunity to reflect on their own biases and assumptions about people who are different from them.

• Integrated coverage of key standards helps students make connections between what they are learning in the text and the key professional standards. New listings of relevant InTASC standards are correlated to chapter-opening Learning Objectives, and a new end-of-chapter Deconstructing the Standards feature helps students relate content to their own state standards. An InTASC Standards Correlation Chart on the book's inside cover highlights standards-related content in an at-a-glance format.

• Cutting-edge coverage of technology and the ways to integrate its use into instruction and management is presented in "Technology & Education" boxes and integrated throughout the text. Coverage includes the positive ways to use technology, the challenges and the appropriate uses of technology, and information on cyber-bullying, social media, blogging, assistive technology, and other topics.

• A NEW “Controversies in Education” feature in each chapter brings to light a possible misconception about teaching and/or highlights a controversial issue in the field. Built around the constructivist approach of the text, these features do not give the “answer,” but require students to engage with the material and use inquiry to get at the truth. They conclude with a set of Reflection Questions.

• A NEW “TeachSource Videos” feature provides students with short clips of teaching in real classrooms, connecting the content of the chapters to real-world teaching experiences. Each feature is accompanied by reflection questions to be used for in-class discussion or for homework assignments.

www.cengageasia.com
• NEW! Cengage Learning’s Education CourseMate (the book’s website) brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. Education CourseMate includes access to an integrated eBook, and learning tools including flashcards and tutorial quizzes. It also offers the TeachSource Videos, reflection questions that reinforce the student’s learning experience, and a Field Observation Companion Guide.

FEATURES

• A unique “To The Student” introductory section eases readers into the book’s methodology and helps them understand the functions of its various features.
• Exploratory “Building Block” features help students begin to construct their conceptualizations of the topic under discussion. These features (several in every chapter) encourage students to access their prior knowledge of the topic. Then, they set the stage for personal inquiries and enable students to explain and validate the conclusions and constructions they have formed. As a result, students internalize their knowledge and gain more confidence in their understanding of the topic.
• “From the Field” boxes feature the first-person testimony of practicing teachers from across the United States, many of whom are recent state teacher-of-the-year award winners. As students read these features, they gain insight into real-life challenges and experiences in today’s classroom setting.
• “Your Portfolio” at the end of each chapter contains activities and assignments that can be used as the basis for portfolio artifacts. Examples include activities that may be completed in the field and suggestions for reflective writing.

CONTENTS


© 2014, 480pp, Paperback, 9781285087030

CULTURAL COMPETENCE, 2E
A Primer for Educators, International Edition
Jean Moule, Oregon State University

CULTURAL COMPETENCE: A PRIMER FOR EDUCATORS, International Edition, covers the basics of multicultural education, making it easy for instructors to assign as a main text or use in conjunction with other books. The author gives special attention to the psycho-social dimensions of teaching culturally diverse populations.

NEW TO THIS EDITION

• New! A NEW Chapter 14, “Working with Arab and Muslim Students,” includes contributions from Karim Hamdy.
• New! Chapters 1 and 2 from the First Edition are combined in a consolidated Chapter 1, “What It Means to Be Culturally Competent.”
• New! A NEW Chapter 3 provides timely material on “Understanding Unconscious Bias and Unintentional Racism.”
• New! Material on microaggressions is now included.
• New! A NEW organization divides chapters into three logical parts: Foundations for Becoming Culturally Competent, Becoming Culturally Competent in the Classroom and Community, and Working Competently with All Students.
• New! Streamlined end-of-chapter resources include key summary points, personal reflection exercises, activities, and new focused bibliographies.
• New! Research and the interviews with educators
in the field are updated, and new Web links direct students to key information related to each chapter.

• New! Graphs, charts, and tables serve as visual aids, clarifying the narrative.

FEATURES

• CULTURAL COMPETENCE: A PRIMER FOR TEACHERS focuses on the development of cultural competence, which entails a combination of awareness and sensitivity, various bodies of knowledge, and a set of skills that underlie effective cross-cultural teaching.

• This text successfully integrates theoretical and practical knowledge in an accessible, meaningful manner, enhanced by interesting anecdotes, personal experiences, and real-world examples.

CONTENTS


© 2012, 384pp, Paperback, 9781111349622

DIVERSITY MATTERS, 2E
Understanding Diversity in Schools
Lynn Kell Spradlin, West Chester University of Pennsylvania

Today’s educators experience diversity challenges within their curricula, schools, and school systems on a daily basis—yet most lack the knowledge to turn those challenges into positive outcomes that enrich learning and establish strong, inclusive learning communities. DIVERSITY MATTERS, Second Edition, offers proven, research-based strategies that will help teachers successfully navigate intercultural interactions to better meet the needs of all students. Designed to engage readers both intellectually and emotionally in the study of cultural diversity, the book includes current research and diverse case studies to help educators understand marginalization and its effect on academic achievement—and apply practical strategies to ensure that all students actively contribute to their own learning.

NEW TO THIS EDITION

• New! Many new personal narratives illuminate an even wider range of members within each cultural group explored in the text.

• New! Diversity education concepts of high relevance to educators have been added, including self-fulfilling prophesy, student resistance to diversity education, cultural lenses, Maslow’s hierarchy on needs as it relates to school climate, cultural consciousness, pedagogical content knowledge, the digital divide, middle class myths, effects of the sexual objectification of women and girls, hate language in schools, universal design, ally characteristics, and deculturalization.

• New! Population statistics for cultural groups, Web links, diversity research, and more connections to popular culture are updated throughout the text.
• New! New Questions for Review at the end of each chapter help readers assess their grasp of the material.
• New! Updated end-of-chapter resources include Connections on the Web, enrichment resources, and references.

FEATURES
• DIVERSITY MATTERS utilizes extensive autobiographical case narratives—which describe worldviews, circumstances, and concerns—to enrich students' exposure to various cultural groups, and give them a deeper understanding of each group and how different cultural issues may affect classroom outcomes.
• In-text activities (e.g., Point of Reflection exercises) invite students to actively identify the cultural imprints that have affected their cultural selves as they explore their academic, racial, sexual, ethnic, gender, and class roots. By becoming more self-aware, each student develops a better understanding of the ways that cultural background influences one's approach to life and how his or her personal approach may differ from that of others. This heightened awareness helps students be more open to considering information that may conflict with their own worldview.
• The text prepares students to create personal action plans that will help them effect equitable and culturally enriched learning environments for all their students.
• Classroom Application Activities accompany the autobiographical case studies to help students further develop their understanding of diversity in the U.S. and how it affects students' outcome.
• Field Experience Activities encourage application of specific theoretical constructs and models to use within school settings.

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© 2012, 352pp, Paperback, 9781111341671

FOUNDATIONS OF EDUCATION, INTERNATIONAL EDITION, 12E
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

Highly respected for its substantive coverage and analysis of all foundational areas--social, philosophical, historical, political, economic, curricular, and legal--FOUNDATIONS OF EDUCATION, 12E, International Edition helps students understand the key educational issues and policies affecting American education. Through an array of applied features, the authors help to prepare students for their careers by tying the book's themes to students' future practice. These include “TeachSource Video Activities,” “From Pre-Service to Practice” real-world case studies, “Taking Issue” boxes, and “Certification Connection Activities.” Reflective pedagogy encourages students to form their own unique philosophy of teaching, laying a strong foundation for a lifelong career. Completely up-to-date throughout, this edition also provides the latest
information on accountability, technology, diversity, and many other important topics.

NEW TO THIS EDITION

- New vibrant chronological timelines (28 in all) are now included in Part II, “Historical and Philosophical Foundations,” and linked to interactive activities on the Education CourseMate website.
- A new theme of “continuity and change” is threaded throughout the text, complementing retained themes of diversity, standards and accountability, technology, and developing one's own philosophy of education. A marginal icon identifies sections of the narrative where the theme is addressed.
- The “Taking Issue” boxed feature has been updated so that students are now asked to answer the question, “What Is Your Stand?” This feature enhances the reflective pedagogy in the book that encourages students to form their own philosophy of teaching.
- Now set off more prominently in a box, the “Constructing Your Own History or Autobiography of Education” feature in each chapter of Part II, “Historical and Philosophical Foundations,” guides students in developing their unique perspectives and values as related to teaching.
- New coverage of technology in schools includes hot topics such as blogs, wikis, Web 2.0, fair use for media, social networking, and cyberbullying and other electronic misdeeds (such as disparagement of school or staff, gaining access to prohibited materials, and sexting).
- Newly named “Case Questions” in the “Preservice to Practice” features emphasize the value of these vignettes. Each feature describes a situation in which new teachers might find themselves, prompting students to apply critical thinking about how they might best respond.

FEATURES

- Up-to-date references and research statistics include the latest on standardized testing, current mandates and the problems with, and prospects for, the No Child Left Behind legislation, and coverage of the Common Core Standards initiative and the 21st Century Skills movement.
- The themes of diversity, standards and accountability, technology, developing one's own philosophy of education, and now, “continuity and change,” are threaded throughout the text.
- The popular video activities, which bring important topics and issues to life, include new videos that are introduced in the text along with guiding questions. Videos are available for viewing at the Education CourseMate website.
- “Preservice to Practice” features help students apply and think critically about concepts discussed in each chapter. Students are asked to read vignettes that describe critically about concepts discussed in each chapter. Students are asked to read vignettes that describe situations in which new teachers might find themselves, and then answer case questions that encourage critical and applied thinking about how they might best respond in each situation.

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© 2014, 560pp, Paperback, 9781285064321
NEW EDITION!

CourseMate

SCHOOL, 3E
An Introduction to Education, International Edition
Edward S. Ebert, II, Coker College, Professor Emeritus; Richard C. Culyer, III, Coker College, Professor Emeritus

Interstate Teacher Assessment and Support Consortium (InTASC) standards state that teachers are expected to be reflective, knowledgeable, highly skilled, and creative professionals who are lifelong learners, and who have the ability to think critically about a multitude of issues. With, SCHOOL: AN INTRODUCTION TO EDUCATION, 3E, International Edition authors Edward Ebert and Richard Culyer have developed a compelling and timely approach that presents teacher-candidates with a thorough overview of what it means to be an effective professional educator. The authors engage both the critical and creative thinking of teacher-candidates while encouraging discussion, reflection, and participation in the educational enterprise. First-person accounts and helpful strategies from prominent educators and in-service teachers, along with TeachSource Videos and activities linked to InTASC standards, provide insight into the realities of being a teacher in today’s rapidly changing society. The result is a book that empowers teacher-candidates as pre-professionals and, ultimately, as instructional leaders.

NEW TO THIS EDITION

• Content has been streamlined and honed with an eye to improving accessibility and readability for all students. For example, curriculum, formerly covered in two chapters, is now covered in a single more focused chapter.
• New coverage of major issues and current topics in Education includes updated material on key standards such as Common Core, Race to the Top, and the revised InTASC standards; diversity, including social diversity and English language learners; bullying and cyberbullying; childhood obesity; Response to Intervention; technology, including distance learning and the use of social media in teaching; social justice; globalization; and more.
• Completely current, this edition includes new research and thoroughly updated statistics in all chapters, as well as updated case law and Supreme Court opinions.
• A new activity feature, “Becoming an Instructional Leader,” offers a concluding activity in every chapter to help expand your students’ vision of the education profession.
• A greater number of TeachSource Video Cases are fully integrated throughout the book and available for viewing at Education CourseMate, the book’s website, giving students a frontline look at actual classroom scenarios.
• Notations of the related new InTASC standards are identified for each activity and TeachSource Video Case, highlighting the connection of these active learning assignments to the key professional standards of the field.
• New marginal Quotations and Notable Facts present pertinent perspectives and interesting information throughout each chapter to spark reader interest.

FEATURES

• Award-winning TeachSource Video Cases are integrated into the chapters with a special feature called “Step into the Classroom.” Available at Education CourseMate, the book’s website, the videos show actual teachers and their students in action—allowing your students to see how the material in the text is put to practice in the real world.
• An innovative Case Study feature asks readers to review detailed background information on six students and then choose one of the students to follow from chapter to chapter. Each case installment presents new information about each of the children, followed by questions that require readers to critically examine their own thinking about educational issues and analyze data for each of the children as the basis for making educational decisions. Cases are based on actual children and were prepared by classroom teachers from around the country.
• Improved “Unit Workshop: Getting in Shape for Praxis” sections at the conclusion of each unit provides a Quick Check Quiz in the form of a series of multiple-choice questions (keyed by page number
to the text) for the topics that have been presented in each chapter of the unit. These questions provide your students with practice for the PRAXIS series or other teacher certification examination. The Unit Workshop also includes unit-oriented exercises for continuing with the Case Studies in Education activities.

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© 2014, 544pp, Paperback, 9781133963615

THOSE WHO CAN, TEACH, 13E
Kevin Ryan, Boston University; James M. Cooper, University of Virginia, Emeritus

THOSE WHO CAN, TEACH, Thirteenth Edition, offers a state-of-the-art, dynamic, and reader-friendly approach to help students make informed decisions about entering the teaching profession. Using multiple sources, including biographies, narratives, profiles, and interviews with top educators and scholars, the text exposes students to the realities of teaching. The acclaimed author team’s direct, conversational tone invites readers to reflect on the satisfactions and problems of teaching in the United States, and casts a teaching career as a positive challenge.

NEW TO THIS EDITION
• The InTASC Standards pertinent to upcoming chapter content are listed at the start of every chapter, allowing readers to clearly see how these national standards are related to skills and traits necessary to be an effective teacher.
• To encourage readers to become more proactive and engaged learners, each chapter begins with a new “Truth or Fiction?” feature that lists three to five statements that may be true or false. Each statement is then highlighted and discussed in the chapter, including whether it is true or false, and why.
• Chapter 7, which discusses technology, has been completely revamped to offer a state-of-the-art discussion of how technology affects schools, teachers, and students in the techno-savvy world of the twenty-first century.

FEATURES
• Two “bookend” sections, “Let’s Get Started” and “Before You Close This Book,” offer important reflection questions to guide students before and after they read the text. These sections also appear as interactive exercises on the book’s website, Education CourseMate.
• “From Pre-service to Practice” case studies portray the realities (both positive and negative) of teaching.
• Video Cases—four- to six-minute video modules—present real classroom scenarios, enabling students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Available on the book’s website, Education CourseMate, these video cases are enhanced by classroom artifacts, viewing questions, interview transcripts, key terms, and bonus video footage.
• The InTASC Standards correlation chart on the inside cover of the book offers a convenient and consolidated view of the core principles of INTASC and the chapters and pages where relevant discussions appear.
• The text’s overarching theme, “Why Teach,” is posed in Chapter 1 and reinforced in “A Final Word” sections at the end of each chapter, encouraging students to remain focused on the question throughout the text.
• Significant content includes a balanced look at No Child Left Behind and associated accountability
issues, such as standards, high-stakes testing, and reform; as well as such topics as cheating, bullying, sexual harassment and homophobia, diversity, vouchers, and legal issues.

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Let's Get Started. Part I: SCHOOL AND STUDENTS.

© 2013, 560pp, Paperback, 9781111830281

THOSE WHO CAN, TEACH, INTERNATIONAL EDITION, 13E
Kevin Ryan, Boston University; James M. Cooper, University of Virginia, Emeritus

THOSE WHO CAN, TEACH, 13E, International Edition offers a state-of-the-art, dynamic, and reader-friendly approach to help students make informed decisions about entering the teaching profession. Using multiple sources, including biographies, narratives, profiles, and interviews with top educators and scholars, the text exposes students to the realities of teaching.

The acclaimed author team’s direct, conversational tone invites readers to reflect on the satisfactions and problems of teaching in the United States, and casts a teaching career as a positive challenge.

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© 2013, 560pp, Paperback, 9780840028761

EDUCATIONAL PSYCHOLOGY

AN INVITATION TO SOCIAL RESEARCH, 4E
How It’s Done, International Edition
Emily Stier Adler, Rhode Island College; Roger Clark, Rhode Island College

This book provides balanced coverage of quantitative and qualitative methods of social research with a unique “behind the scenes” approach: Chapters are built on focal research pieces and excerpts from real research projects, and they present the insights and perspectives of workers conducting real-world research. The book guides readers through the many stages of social research—from selecting a researchable question and designing a study to selecting the best method of data analysis for a particular study—and prepares them for the ethical issues and problems that they may face along the way.

NEW TO THIS EDITION
• Chapter 2—“Moving On? Continuity and Change after Retirement” by Emily Stier Adler and Roger Clark (also appears in Chapter 7) and “Unmasking Racism: Halloween Costuming and Engagement of the Racial Order” by Jennifer C. Mueller, Danielle Dirks, and Leslie Houts Picca (also appears in Chapter 11).
• Chapter 4—“Studying Women’s Lives: Family Focus in the 30s” by Michele Hoffnung.
• Chapter 5—“Calling Cell Phones in ’08 Pre-Election Polls” by Scott Keeter, Michael Dimock, and Leah Christian.
• Chapter 8—“Student Learning: An Experiment in the Classroom” by Chris Caldeira.
• Chapter 9—“Environmentalism Among College Students: A Sociological Investigation” by K. Brandon Lang and Christopher W. Podeschi.
• Chapter 13—“Reloading the Canon: The Timing of Diversification in American Literature Anthologies” by Mikaila Mariel Lemonik Arthur, Adam Clark, Roger Clark, and Jennifer Racine.
• New Thinking About Ethics feature prompts students to think about the ethics of social research as it applies to the surrounding content in the chapter.
• New content on emerging techniques in social research methods, such as visual methods, GIS, and mapping patterns.
• End of Chapter exercises that incorporate visual methods.
• Added content on multivariate analysis in Chapter 15.

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© 2011, 544pp, Paperback, 9780840032386

ASSESSMENT FOR COUNSELORS, INTERNATIONAL EDITION, 2E
Bradley T. Erford, Loyola College in Maryland

Erford’s book presents a broad overview of basic issues in psychological and educational assessment. The book familiarizes students with the essentials of testing, covering such concepts as ethical, legal, and diversity issues; reliability, validity, and test construction; and the pertinent tests needed by professional counselors to conduct thorough and effective assessments. Erford’s guidance on basic procedures such as test selection, as well as the book’s examples and applications relevant to a range of practices and clientele, help students learn how and when to use the correct assessment tools with diverse clients. In addition, the author and other contributors focus on the importance of counselor identity and the essentials of this complex field.

NEW TO THIS EDITION
• NEW This edition has been fully revised and updated. New content includes expanded discussion of how tests are used for or against social justice; suicide assessment; assessment in schools; extended discussion of neuropsychological assessment; and environmental assessment.

• NEW To ease readability and comprehension, statistical and psychometric information has been placed in a tabular form that is consistent from chapter to chapter.

• NEW Coverage of diversity has been infused into every chapter. Erford addresses concerns and controversies with assessing people of different cultures, ethnicities, and nationalities.

• NEW Discussion of Responsibilities of Users of Standardized Tests Third Edition (RUST 3) has been incorporated into the Appendices.

• NEW Language has been simplified to a level appropriate for entering graduate students, especially in the chapters on reliability and validity.

FEATURES
• The text is aligned with the assessment curriculum standards required by the Council for Accreditation of Counseling and Related Educational Programs.

• Full chapters discuss the finer points that professional counselors need to understand when engaging in all forms of assessment.

• Current American Counseling Association ethical standards and positions statements from the ACA and other professional organizations appear throughout the text.

CONTENTS

© 2013, 512pp, Paperback, 9781133371595
This is the most current text on child and adolescent development for teachers available on the market. Covering early childhood through high school in an easy-to-follow format, the book provides teachers with authentic, research-based strategies and guidelines for their classrooms. A strong emphasis on diversity among children is reflected throughout. The authors specifically apply child development concepts to topics of high interest and relevance to teachers, including social-emotional development, classroom discipline, humor, constructivism, and many others. Case studies and real-world vignettes further bridge the distance between research and the classroom, helping students be better prepared to create an environment that promotes optimal development in children.

FEATURES

• The text specifically applies human development concepts to teaching, providing a strong bridge between current research and application. It incorporates research-based classroom strategies, case studies, and direct connections between theories and the teaching of mathematics and literacy (i.e., in Chapters 4 and 12). In addition, a “Reflections on Practice” feature encourages teachers to think about how their behavior in the classroom affects children’s development.

• Group and individual diversity issues concerning gender, socioeconomic status, ethnicity, and cross-national comparisons are integrated throughout the text.

• A consistent chapter structure—which presents definitions, age trends, antecedents and consequences of individual differences, information on group diversity, and implications for the classroom—aids student comprehension.

• A topical approach allows a more effective description of the range of behavior possible in a given domain.

• An emphasis on high-interest, teacher-relevant topics not covered in traditional human development includes material on self-control and discipline (Chapter 7) and extensive coverage of social-emotional development (Parts 3 and 4).

• Features such as “Revisiting the Case,” “Think About This,” “Field Observations,” “Summary of Age Trends,” “Theories and Theorists,” “Challenges in Development,” and “Video Cases” promote deeper connections to and understanding of the content.

CONTENTS

SECTION 1: FOUNDATIONS OF CHILD DEVELOPMENT

1. Ways of Thinking About Children
2. Physical Development and Health

SECTION 2: THE COGNITIVE CHILD

3. Classic Theories of Learning and Cognition
4. Information Processing
5. Cognitive Ability

SECTION 3: THE EMOTIONAL CHILD

6. Attachment and Personality
7. Self-Control and Discipline
8. Emotional Development

SECTION 4: THE SOCIAL CHILD

9. Social Cognition
10. Social Behavior
11. Peers, Friends, and Play
12. Language and Literacy

SECTION 5: THE WHOLE CHILD

13. The Self-System, Motivation, and Interest
14. The Child in Context

© 2012, 704pp, Paperback, 9781111344788
The best-selling International Edition of CHILD, FAMILY, SCHOOL, COMMUNITY: SOCIALIZATION AND SUPPORT, now in its Ninth 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 presentation of diversity issues includes matters related to culture, ethnicity, gender, sexual orientation, and special needs. Updated throughout, this edition features a stronger emphasis on NAEYC and DAP standards as well as new information on diversity in all forms, technology and the impact of media, bullying, and other topics. A complete supplements package, including videos that depict actual classroom settings, supports instructors and students.

NEW TO THIS EDITION

• References and research citations are updated throughout the book.
• New and expanded material includes (among other topics) updated coverage of diversity in all of its forms; students with disabilities and special needs; obesity, nutrition, wellness, and efforts to help children stay healthy; bullying, school violence, and gangs; and service learning, volunteering, and community involvement.
• Information on technology and the impact of media, particularly in Chapter 9, includes new and updated discussions and examples of social networking, texting/sexting, blogging, video games, and the effects of new technologies on children and learning.
• A new video feature introduces videos--available at the book's website, Education CourseMate--that allow students to see the text content come to life in real classroom settings.
• NAECY and DAP standards receive greater emphasis, including a convenient chart on the book's inside front cover that correlates NAEYC standards to text content. A more detailed correlation is available at the book's website, Education CourseMate.
• New and updated coverage of standards also includes discussions of No Child Left Behind, Race to the Top, and the impact of standardized testing.
• New In Context boxes (based on the previous edition's boxed examples and vignettes) give greater prominence to important examples, and complement the existing In Practice feature.
• Socialization Sketches of such popular icons as John F. Kennedy, Yo-Yo Ma, and Oprah Winfrey now appear at the beginning of the chapter and are enhanced by new critical thinking questions.
• Chapter-opening Learning Objectives are aligned more closely with the chapter's main heads to keep students on track as they read. Elimination of the chapter-opening Prologue folktale allows readers to get to the heart of chapter content more quickly.
• An improved chapter organization features three new Part Openers that provide a clear roadmap of the flow of chapters, making the book easier to use.

CONTENTS

COUNSELING CHILDREN, INTERNATIONAL EDITION, 8E
Donna A. Henderson, Wake Forest University; Charles L. Thompson, Late of, University of Tennessee, Knoxville

COUNSELING CHILDREN, International Edition covers the most practical and up-to-date methods for developing effective approaches to counseling children. Authors Charles Thompson and Donna Henderson’s text is unparalleled in its translation of theory into practice. COUNSELING CHILDREN, International Edition is an easy-to-read guide that includes useful strategies and case studies to provide students with a realistic look at the counseling field. The updated text provides new CACREP-aligned learning objectives at the beginning of each chapter, in addition to new coverage of multicultural issues including religion and sexual orientation. Each COUNSELING CHILDREN, International Edition chapter features information on how to apply that theory to children and families of different cultural backgrounds. COUNSELING CHILDREN, International Edition presents a development approach to counseling that considers age and stage differences in counseling children, adolescents, and adults.

NEW TO THIS EDITION
• COUNSELING CHILDREN offers a new focus on ethics, moving the section forward to help students build an ethics foundation and utilize it throughout the text.
• The updated edition of COUNSELING CHILDREN features new material in the multicultural chapter, including a focus on religion and sexual orientation, and also addresses core multicultural competency requirements of counselor education.
• COUNSELING CHILDREN includes new CACREP-aligned learning objectives at the beginning of each chapter, providing students with helpful guidelines for reading the text.

FEATURES
• COUNSELING CHILDREN presents twelve established counseling theories used when working with children and their families, as well as techniques and interventions based on those theories.
• The updated text features in-depth practice information on issues and techniques in counseling children, such as play therapy, counseling children from different cultures, and ethical and legal issues.
• Each theory chapter in COUNSELING CHILDREN includes information on how to use that theory, as well as website listings that provide students with further resources for the information discussed in the text.
• The text offers solution-focused brief counseling and paradoxical counseling methods, providing step-by-step assistance in helping beginner counselors develop their skills.
• Each COUNSELING CHILDREN chapter contains short case studies with counseling transcripts, illustrating how that specific counseling theory is applied.

CONTENTS
PART I: INTRODUCTION TO COUNSELING CHILDREN.
1. Counseling. 2. Introduction to a Child’s World. 3. The Counseling Process. 4. Legal and Ethical Considerations.
PART II: COUNSELING THEORIES AND TECHNIQUES.

© 2011, 768pp, Paperback, 9780840032607
Since the successful publication of the first edition of *Educational Psychology: A Practitioner-Researcher Approach, An Asian Edition*, the global landscape and international interest in education has escalated. The 21st century calls for new rules of engagement with the environment and a renewed understanding of educational psychology as teachers learn to understand the emerging profiles of diverse learners. Much has also happened in Asia and internationally in terms of new initiatives in education that impact on the teacher’s role. Like the first edition, the underpinning philosophy of this second edition remains the same, which is to equip the aspiring educator to be the best teacher he/she can be through a deep knowledge and reflective study of educational psychology.

**FEATURES**

- Overview of Education Challenges in Asia and Internationally. The big picture of global challenges of education in terms of general trends and directions to prepare the learner for the 21st century.
- Insights into the Singapore Education System and Latest Initiatives. Nations worldwide are recognizing that education is the best investment for a country’s future.
- Asian Contextualization. The indigenous element, in this case Asian, makes this a unique text for those interested in the Asian region and applications of psychological theories to Asian classrooms.
- Action Research and Latest Theories. This edition further intensifies case and action research. Research activists and teacher-researchers will find the resources such as suggestions to integrate observational skills with hypothesis-testing approaches particularly helpful. Coverage of cornerstone theories and key contemporary works are also included.
- Personal Exercises. Opportunities for personal reflections are incorporated for one to gain awareness and better understanding of his/her beliefs in the light of informed research and debate on important issues.

**CONTENTS**

2. The Teacher as Practitioner and Researcher
3. Developmental Theory: Cognitive Development
4. Developmental Theory: Moral and Psycho-Social Development
5. Exceptionalities: Addressing Students’ Unique Needs
6. Student Diversity
7. Learning Theories: Behaviorism
8. Cognitive Learning Theories
9. Motivation in the Classroom
10. Classroom Ecology and Management
11. Classroom Management
12. Planning: Essential to Instruction
13. Learner-Centred Instruction: Metacognition and Constructivism
14. Classroom Assessment: Providing Accountability and Direction

© 2011, 619pp, Paperback, 9789814296700
Educational Psychology for Learning and Teaching introduces 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 educational practices. It investigates how to apply psychological principles to educational contexts in order to enhance learning and teaching quality, in particular the ways you can cater for individual student needs. This wholly Australia / NZ text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. Throughout it explores the connections between theories and the many critical issues that face learners and educators today. It also helps you to see links with your own learning and teaching experiences and encourages you to develop your personal philosophy of learning and teaching.

FEATURES

• This wholly Australian / NZ text reflects the local educational environment.
• Make the connections between key concepts with concept maps at the start of each module and chapter.
• Case studies help students see how theories are applied in real life within Australian classroom settings.
• ‘Research Links’ boxes highlight specific studies and help students to understand the role of research in teaching and learning.

• ‘Classroom Links’ contain examples of research or applications of theory in classroom settings.

CONTENTS


© 2013, 640pp, Paperback, 9780170218610

Educational Psychology, International Edition

Bruce Tuckman, Ohio State University; David Monetti, Valdosta State University

This comprehensive educational psychology text blends a strong scholarly and theoretical background with the application of theories and concepts using real-world examples, case studies, and practical teaching strategies. The text's innovative pedagogical program is anchored by a cohesive learning objective system integrated throughout each chapter, guiding students' reading and reinforcing their understanding of concepts. A unique “Think It Over” feature asks readers to reflect on important topics as both a student of psychology and a future classroom teacher. TeachSource Video Cases, introduced in the text and available to view on the book's Companion Website,
give students a firsthand look at real-world applications and best practices. Among the other distinctive aspects of the text is an entire chapter on group process.

FEATURES

• An integrated learning objective system, which guides study and reinforces the understanding of concepts, features a list of seven to ten objectives linked to the chapter outline. Each learning objective next appears in the text margin alongside the section that corresponds to it, and again in the chapter summary, “Summing It Up,” where it is listed with corresponding key concepts and page references.
• Chapter-opening vignettes, “Stories to Learn From,” engages students and introduces the central concepts of the chapter.
• Unique “Think It Over” segments in each chapter ask students to answer a question about the content just covered from two perspectives—as a learner and as a teacher. This feature addresses the dual reality of educational psychology students, and encourages them to begin thinking like teachers.
• “Take It to the Classroom” is an action-oriented list of teaching strategies directly related to the topics under discussion, which student teachers can apply immediately when facing real issues in the classroom.
• Boxed features include “Discourse on Diversity,” which focuses on an aspect of diversity in the classroom and may be identified as pertaining to elementary, middle, or high school; “An Example to Aid Understanding,” clarifies difficult concepts; and “Did You Know?” segments feature interesting and relevant insights. Video Cases present interactive real world examples of teachers at work in the classroom.

CONTENTS


© 2011, 688pp, Paperback, 9780495808381

INTRODUCTION TO RESEARCH IN EDUCATION, INTERNATIONAL EDITION, 9E

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

A classic in the field, INTRODUCTION TO RESEARCH METHODS IN EDUCATION, 9E, International Edition helps students master the basic competencies necessary to understand and evaluate the research of others, and shows them how to plan and conduct original research. The text’s strengths include a clear writing style, comprehensive topic coverage, well-chosen and effective examples that clarify complex concepts, and strong end-of-chapter exercises that expose students to intriguing research problems. This edition builds on the text’s strengths of teaching students to become more competent consumers and producers of research, with expanded coverage of action research and a new feature focusing on research issues in the public realm.

NEW TO THIS EDITION

• “Research Issues in the Public Realm,” a unique new feature in most chapters, gives students exposure to “hot topic” issues such as privacy concerns, education reform, and working with indigenous populations.
• Examples throughout the text have been thoroughly updated to incorporate technology and with an eye on diversity.
• Chapter 4, “Reviewing the Literature,” includes up-to-
date descriptions of the varied roles technology plays in education research.
• Chapter 11, “Experimental Research Design,” has been fully updated and expanded to include coverage of special education research.

FEATURES
• The book is a respected classic introduction to research methods for education, known for its comprehensive topic coverage and exceptionally clear writing style.
• Praised by reviewers for reliability and accessibility, the book has gained a reputation for accuracy and logical presentation of topics.
• “Think About It” exercises, which conclude the major discussions in every chapter, require students to apply and think critically about material covered in every major section of each chapter. These exercises serve as concept checks for students.
• Through original illustrations conceptualized by Donald Ary, the “Picture This” feature reinforces key chapter concepts in a clever and entertaining manner.
• Chapter 19, “Mixed Methods Research,” features coverage of the philosophical basis of mixed methods research, the purposes for conducting mixed methods research, how to differentiate between different mixed methods designs, the reasons why a mixed method study might be conducted, and the limitations of mixed methods research.
• Qualitative research methods are integrated throughout the text to emphasize the similarities and differences between qualitative and quantitative research methods in the field of education.

CONTENTS

© 2014, 720pp, Paperback, 9781133939610

PSYCHOLOGY APPLIED TO TEACHING, INTERNATIONAL EDITION, 13E
Jack Snowman, Southern Illinois University; Rick McCown, Duquesne University

This text has received wide acclaim for its applied, practical, and student-oriented 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 the aspiring and developing teachers who read it can see themselves as engaged learners: professionals who continuously seek, find, and test better ways to help their students succeed. PSYCHOLOGY APPLIED TO TEACHING, International 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.

NEW TO THIS EDITION
• New! Emphasis on inquiry through assessment: Based on recent research on designs for teaching and learning, the role of teacher inquiry and how it is supported through formative assessment practices is addressed. Formative assessment’s role in reflective teaching is discussed in Chapters 1 and 16. A new definition of formative assessment tied to both student and teacher learning anchors a new section in Chapter 14.
• New! Advances in social cognitive theory, particularly with respect to self-regulated learning: Chapter 9 includes extensive coverage of learning strategies and tactics, and how students can be taught to create and use them. Cited research on a program of self-regulation designed to strengthen writing skills shows how the principles of self-regulated learning can be applied in the classroom.
• New! Emphasis on diverse learners: To help teachers understand and cope with the wide range of student diversity they will almost certainly face, the book includes extensive treatment of this issue in Chapter 4, “Understanding Student Differences,” and Chapter 5, “Addressing Cultural and Socioeconomic Diversity.” Chapter 6, “Accommodating Student Variability,” shows how principles of universal design for learning (UDL) are being employed via technology. Teaching ideas specific to diversity (e.g., emerging work on critical constructivism in Chapter 10) appear in other chapters as well.
• New! Emphasis on educational technology: Each chapter contains at least one section on how technology can be used to address the chapter’s themes. Topics include the impact of Web 2.0 technologies and how they can be used to foster cognitive development, promote multicultural understanding, make learning easier for students with disabilities, boost motivation, help teachers manage classrooms, and aid in assessment. Current design research appears across chapters, including a major project on a multi-user virtual environment (MUVE) called Quest Atlantis.
• New! New coverage of current topics and research findings includes information on bullying, cyberbullying, and school violence and interventions; the caring orientation to moral development (e.g., Nel Nodding’s Care Theory); contemporary views of intelligence; and “Response to Intervention” and its implications for assessment.
• New! Other new and updated topics include a second alternative (Marzano & Kendall) to Bloom’s Taxonomy; how social networking and blog websites can support the goals of a social constructivist approach to learning and tie to cooperative and collaborative learning; formative assessment and the distinction between “assessment of learning,” “assessment for learning,” and “assessment as learning”; recent DOE modifications to laws and NCLB; and more.

FEATURES
• Suggestions for Teaching provide concrete teaching examples that highlight the application of psychological research in the classroom. This real-world connection helps pre-service teachers understand the value of their Educational Psychology course in their development as an educator. For ease of reference, these sections are printed on a colored background and tabbed.
• TeachSource Video Case boxes integrate the text with award-winning video cases, bringing key topics to life and simulating classroom observation by referring students to relevant cases that they can view online.
• Case in Print presents a recent newspaper article in every chapter, illustrating the relationship between chapter content and real-life classroom practices.
• Take a Stand! provides students with brief models of how to articulate a compelling position on an educational issue.

CONTENTS

© 2012, 672pp, Paperback, 9781111344832
NEW EDITION!

**SINGLE SUBJECT RESEARCH, 2E**  
**Applications in Educational and Clinical Settings**  
Stephen B. Richards, University of Dayton; Ronald Taylor, Florida Atlantic University; Rangasamy Ramasamy, Winthrop University

This practical, user-friendly textbook provides background knowledge, basic concepts, and understanding of relevant issues related to applied behavior analysis and specifically to single subject research designs. Available with InfoTrac® Student Collections http://gocengage.com/infotrac

NEW TO THIS EDITION

- Completely updated and revised to reflect most current research.  
- Vignettes have been added to each chapter to provide readers with illustrative scenarios that emphasize major concepts in the chapters.  
- “Check It Out” boxes have been added throughout the text so that the reader can check their understanding of important concepts through critical thinking or practice questions.  
- A website now accompanies the text to provide students and instructors with additional resources.

FEATURES

- Focuses on issues in single-subject research, independent/dependent variables, and the four basic single-subject designs and their variations.  
- Reviews current research literature and includes “how to” information for students.  
- Offers a holistic approach to analyzing data that emphasizes visual, quantitative, and qualitative aspects.  
- Numerous student-friendly features such as the reoccurring vignettes, “Check It Out” and “Summary Checklists” help keep students engaged.

**CONTENTS**


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**TEACHER EDUCATION FRONTIERS**  
**International Perspectives on Policy and Practice for Building New Teacher Competencies**  
Oon-Seng Tan, National Institute of Education, Nanyang Technological University

Education is the most important investment in the long haul and the quality of education impacts on nation building, people’s capacity for adaptation, value creation and innovation. The anchoring factor in successful education is the quality of the teacher. This edition on teacher education addresses the development of new teacher competencies in light of global changes. Teacher education must focus on producing thinking and innovative teachers - those who are not only good at classroom practices but also courageous in engaging the environment for real world learning. Recent international studies on the impact of educational
reforms on student learning and achievement also point to the importance of focusing on teacher recruitment, teacher education and teacher development. What can we learn from the teacher policies and practices of some of the world’s best performing education systems? How do some of the best systems cope with and envisage the future? What insights can policy makers, researchers and practitioners gain from the values paradigms, pedagogical, psychological and technological perspectives in innovating teacher education? The views presented in Teacher Education Frontiers: International Perspectives on Policy and Practice for Building New Teacher Competencies will help fill the gap for a much needed source of reference for policy leaders, researchers and practitioners to innovate and improve teacher education research, policy and practice. Also available in the Gale Virtual Reference Library (eBook). eBook pricing varies according to the size of your institution. Please contact us for details. eBook ISBN-13: 9789814392792

FEATURES

- Contributors of this volume are leading thought-leaders in the field of teacher education: a top OECD advisor, a highly-experienced vice-president, deans and ex-deans, as well as top academics
- Chapters provide valuable insights on perspectives from nations with top performing educational systems such as Finland, Korea and Singapore
- Chapters cover international perspectives as well as insights on the contextualization of policy and practice
- The comprehensive coverage deals with macro teacher policy issues and innovation from the perspective of partnerships, theory-practice linkages, values paradigms and pedagogical innovation
- The chapters take a futuristic perspective and envision how best to build the teaching profession for the 21st century

CONTENTS


© 2012, 347pp, Hardback, 9789814384568

TEACHER EDUCATION FRONTIERS: INTERNATIONAL PERSPECTIVES ON POLICY AND PRACTICE FOR BUILDING NEW TEACHER COMPETENCIES (EBOOK)

International Perspectives on Policy and Practice for Building New Teacher Competencies

Oon-Seng Tan, National Institute of Education, Nanyang Technological University

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CONTENTS


© 2013, 347pp, NonBook-Disk, 9789814392792
THE TRANSFORMED SCHOOL COUNSELOR, INTERNATIONAL EDITION, 2E
Carol A. Dahir, New York Institute of Technology; Carolyn Bishop Stone, University of North Florida

Preparing readers for real-world practice, THE TRANSFORMED SCHOOL COUNSELOR, International Edition teaches students to effectively use theories, data-driven decision making, leadership, advocacy, and consultation to improve their 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 pre-service counselors to view their sphere of influence from a systemic perspective and develop an awareness of the major societal and educational changes impacting the school counselor, including economy, technology, family structures, standards-based education, and diversity. The cutting-edge Second Edition also includes an all-new chapter on working with special needs students and expanded coverage of diversity. Completely current, it is packed with new case studies, additional “Voices From the Field”, the latest data available, and real-world illustrations. In addition, a host of expanded instructor’s ancillaries helps maximize course planning and success.

NEW TO THIS EDITION
• Completely up to date, the exciting new Second Edition of THE TRANSFORMED SCHOOL COUNSELOR, 2e is packed with cutting-edge examples and illustrations. It also incorporates the CACREP 2009 standards, the ASCA School Counselor Competencies, and the revised ASCA National Standards.
• New case studies clearly illustrate chapter concepts, while new Voices From the Field provide opinions and insights from leading experts.
• The newly expanded Diversity Chapter includes more coverage on cultural competence.
• An all-new chapter offers comprehensive coverage of the unique strategies and issues involved with working with special needs students.
• Providing the ultimate flexibility, a more robust set of instructor’s ancillaries helps instructors maximize classroom planning and course success! In addition, these helpful resources enable those new to a “transformed” text seamlessly transition from a more traditional book into a Transformed School Counselor.

FEATURES
• Extremely relevant to today’s school populations, THE TRANSFORMED SCHOOL COUNSELOR devotes an entire chapter to student diversity, including issues related to gender, sexual orientation, ethnicity and culture, socio-economic status, and ability and disability.
• Giving readers a chance to apply chapter concepts to real-world dilemmas, a school-based scenario in every chapter asks students to consider contemporary issues, such as closing the achievement gap and bullying. The chapter concludes with a response to this scenario by a practicing school counselor—enabling students to compare their solutions to the practices of professionals in the field.
• Comprehensive coverage includes using counseling, consultation, and the coordination of services to impact the climate and culture of a school; advocating a social justice agenda and promoting equitable access to quality education; and implementing accountable school counseling programs.
• The text also illustrates how to use technology to efficiently and effectively expand the delivery of services and communication.

CONTENTS
DISTANCE EDUCATION, 3E
A Systems View of Online Learning
Michael G. Moore, Pennsylvania State University; Greg Kearsley

The most comprehensive and authoritative text on the subject, DISTANCE EDUCATION, Third Edition, retains its emphasis on a systems approach to the organization and selection of material. The text is researched-based and grounded in solid principles of teaching and learning. The authors apply their broad experience and expertise as they explain how to design and teach courses online—including the latest technologies employed, characteristics of learners, organizational structures, and current policy and global perspectives.

NEW TO THIS EDITION

• NEW! All technologies are updated to reflect current practices. These include the use of Web-based tools for learning, especially new Web 2.0 applications to sustain highly interactive learning environments (e.g. blogs, wikis, podcasting, conferencing, social networking) regardless of geographic locations. The book also discusses how older technologies such as the telephone, television, and print are being replaced by digital technologies including VOIP, videocasting, mobile phones, PDAs, and electronic books.

• NEW! The new edition explains how worldwide access to the Internet has transformed distance learning and the globalization of learning.

• NEW! Coverage of the many new administrative and policy initiatives affecting online learning reflects recent interest in the subject by university and other managers, and by state and federal policy makers.

• NEW! New key content covers new legislation and copyright issues, research on the effectiveness of online learning, concerns about academic integrity (i.e. “cheating”) in online learning, and strategies for the design of blended learning. Also new: standards for assessment of online course quality (SLOAN-C, Quality Matters) and online teaching (NACOL, ITSE), insight into how increasing technological literacy predisposes students towards online learning, and how the availability of powerful multimedia-authoring tools makes it faster and cheaper to produce online learning materials.

• NEW! New and improved pedagogy includes new examples and case studies, updated “Viewpoints” features, and thought provoking end-of-chapter discussion questions.

FEATURES

• This comprehensive and authoritative introduction to the field of distance education has been widely recognized by the academic community and is frequently cited in scholarly books and research articles.

• Students find the pedagogical features of this text very appealing, especially the chapter introductions, boxes on high-interest topics, cases, figures and tables, chapter summaries, and handy glossary.

• Written clearly and objectively, this is the only book that provides a systematic view of distance education.

• Incorporating research, a solid grounding in principles of teaching and learning, and a wealth of examples, the book serves as a major reference to the field of distance education.

CONTENTS

1. Basic Concepts. 2. The Historical Context. 3. The Scope of Distance Education. 4. Technologies and Media. 5. Course Design and Development. 6. Teaching and the Roles of the Instructor. 7. The Distance Education Student. 8. Management, Administration, and Policy. 9. The Theory and Scholarship of Distance Education. 10.
Fostering Conceptual Change with Technology

Asian Perspectives

Chwee Beng Lee, School of Education, University of Western Sydney; David H. Jonassen, University of Missouri-Columbia

Conceptual change is an intentional and constructive effort to bring about deep understanding, one of the most important outcomes of learning. When fostering conceptual change with technology, learning is meaningful, dynamic and engaging. By bringing together the work of scholars from various countries, the authors hope to bring forward their understanding of fostering conceptual change with technology. This book aims to present the current state of research on fostering conceptual change with technology in Asia-Pacific countries, where technology is fast becoming an integrated part of learning. It provides a comprehensive overview of current research practices, then examines the context of learning, learners’ characteristics and the role of epistemological beliefs. It also discusses the different approaches used to foster conceptual change in various countries. The final section presents possible future directions for research.

FEATURES

• Comprehensiveness—This will be the first edited book to document the comprehensive research in fostering conceptual change with technology, by prominent researchers from various Asia-Pacific countries.
• Multiple perspectives—Readers will gain a vast range of knowledge of and insight into fostering conceptual change with technology through the varied scope of research from 8 countries.
• Systematic structure—The four sections in the book will make it easy for readers to follow the extensive research.
• Concrete examples—The different approaches to fostering conceptual change are reflected in the methodologies described, specific examples and case studies on adapting technology for conceptual change.

CONTENTS


© 2013, 392pp, Paperback, 9789814424301
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© 2013, 392pp, NonBook-Disk, 9789814424929
TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE, 2E
A Standards-Based Approach, International Edition
Katherine Cennamo, Virginia Polytechnic Institute and State University; John Ross, Bethel University; Peggy Ertmer, Purdue University

Thoroughly updated and streamlined for easier use, TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE: A STANDARDS-BASED APPROACH, 2E, International Edition equips future teachers with the knowledge, creative and critical thinking skills, and confidence they need to become “self-directed learners” who can successfully navigate the constantly changing environment of technology integration in the classroom. Using the principles of self-directed learning as its foundation, the text aims to help future teachers learn to evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. The first educational technology text organized around the 2008 National Educational Technology Standards for Teachers (NETS-T) developed by the International Society for Technology in Education (ISTE), this standards-based approach provides the framework for developing, modeling, and teaching the skills and knowledge necessary for integrating technology in authentic teaching and learning. Material previously in Part II now appears in a briefer end-of-book supplement that provides examples of technology integration in practice within specific content areas: English language arts, foreign language, math, science, social studies, health/physical education, visual arts, music, and working with English language learners. This supplement is guided by the national standards that apply to each content domain.

NEW TO THIS EDITION
• NEW Tech Tools and Tips boxes provide brief descriptions or examples of the latest technology tools (e.g., Wordle), trends (e.g. online learning), and strategies that are important to consider when planning technology integration. These Tech Tools and Tips are listed in a separate Table of Contents, making them quick and easy to find.
• NEW Video Case boxes direct students to videos that are viewable at Education CourseMate, the book’s website, and which allow students to see how a certain tool or strategy might be applied in practice. The in-text video introductions also include questions for reflection or in-class discussion.
• NEW Standards Correlation Chart on the inside front cover provides an easily accessible listing of the chapters that address specific ISTE Standards.
• Updated throughout, this edition contains more information about blended learning, virtual learning, gaming, mobile learning devices, interactive whiteboards, and much more.
• Material previously in Part II now appears in a briefer end-of-book supplement that provides examples of technology integration in practice within specific content areas, guided by the national standards that apply to each content domain.
• Other new features include Key Terms defined in the margins and end-of-chapter Web Resources that can be accessed at Education CourseMate.

FEATURES
• Each chapter is fully integrated with the 2008 National Educational Technology Standards for Teachers (NETS-T) developed by the International Society for Technology in Education (ISTE). The first 12 chapters cover aspects of integrating technology across K-12 classrooms in general, and are followed by a supplement devoted to specific subject areas.
• Each chapter includes a series of self-directed learning activities, asking students to reflect on what they know, identify what they need to know, locate resources to obtain additional information, evaluate the reliability, and evaluate the extent to which the technology meets their learning needs.
• Innovative features include sample lesson plans that illustrate ideas in action; Apply to Practice boxes (self-directed learning activities); and Game Plan boxes featuring four steps for building knowledge of educational technology (Set Goals, Take Action, Monitor, and Evaluate and Extend).
• Other features include Stories from Practice, which highlight real-life case studies, anecdotes, interviews, and vignettes from teachers using technology in content areas; and Standards-based, end-of-chapter Portfolio Assessments that help pre-service teachers document progress toward meeting ISTE standards presented at the beginning of the chapter.

CONTENTS


© 2014, 416pp, Paperback, 9781133943211

NEW TO THIS EDITION

• The Ninth Edition includes more than 300 illustrations, with nearly 150 new images of traditional and contemporary art, student art work, and scenes from art classrooms and art museums.
• The addition of a new chapter on New Media in Art Education (Chapter 10) focuses on how the emergence of new forms of technology, including digital, computerized, and networked information, allows students to engage in innovative forms of communication, expression, and learning in their everyday lives. There are 22 new images in this chapter, most of which are from art teachers and their students.
• To keep up to date with expanded school configurations, this text now covers the National Art Education Association standards for the junior high and middle school levels as well as elementary school division.
• The chapter on Visual Culture in Art Education (Chapter 15) has been updated to feature current developments and practices.
• To keep pace with changes in today’s classroom, all chapters have been updated with revised content and increased attention on the use of today’s technology in the classroom.

CHILDREN AND THEIR ART, 9E
Art Education for Elementary and Middle Schools, International Edition
Michael Day, Brigham Young University, Emeritus; Al Hurwitz, Maryland Institute, College of Art, Emeritus

A trusted guide and companion for current and future art educators, CHILDREN AND THEIR ART, International Edition presents a professional approach to teaching art consistent with national standards for student learning. This Ninth Edition is targeted at middle level and elementary schools. The authors are experienced as art teachers in the public schools and have a broad knowledge about school art programs.

The Ninth Edition provides updated developments in theory, research and practices, with a strong emphasis on how digital technology provides new ways of teaching art. The most comprehensive textbook available for teaching art education methods, CHILDREN AND THEIR ART, International Edition covers all aspects of teaching art in the elementary and middle school classroom: the basic principles and goals of art education, the characteristics and needs of children as learners, the core principles of art as a subject—aesthetics, principles of design, art history, new developments in art media and technology. It also covers all aspects of instruction: curriculum planning, sample lessons, suggested readings, and internet resources. Among numerous updates throughout the text, the Ninth Edition features a brand-new chapter on new media in art education with 22 new images. It features the use of digital technology in elementary and middle school classrooms and examples of digital art created by students.
FEATURES

• Comprehensive in scope, the text provides a full range of content including special areas such as using museums, serving the talented and those with special needs, brain development and its role in a child's artistic growth, and more.
• Although illustrations include examples by some of the finest artists in history, the greatest emphasis is placed on children’s' work from cultures around the world.
• Hundreds of activities suitable for all levels are listed by subject at the end of each chapter—more than in any other text.
• Updated box features throughout the chapters provide a variety of lesson plan examples and activities.
• The end of each chapter contains links to useful websites correlating with the chapter content. This provides an invaluable aid to students and instructors interested in the most up-to-date materials including museum sites, national collaborative art projects, Art Education Foundations, galleries, studios, and more.

CONTENTS


© 2012, 432pp, Paperback, 9781111341985
chapter, and “Making Changes--Thanks to Brian” in the assessments chapter.
• A new “Case Study” feature strengthens the book’s real-world flavor and helps readers better understand some of the issues they will face as teachers. Topics include “Setting the Scene for Differentiation by Using Technology,” “A Case for involving Students in Learning,” and “Four Ways to Think about Differentiation.”
• More technology coverage throughout the book, identified by an icon, discusses ways in which teachers can use technology to enhance teaching and learning. Topics include “Common Core State Standards and Technology Integration,” “Technology Tip: Classroom Clicks,” and “Has Technology Changed the Way Students Learn?”
• More material on Common Core State Standards and on working with English Language learners is incorporated throughout this edition.
• A new four-color design, including a greater number of photographs, makes the material more appealing as well as easier to use.

FEATURES
• Marginal notations throughout the text identify content related to InTASC standards as well as key ideas, assisting students with comprehension and review.
• TeachSource Videos, which can be viewed at Education CourseMate, the book’s website, are integrated into the book. These short videos present real classroom scenarios that enable students to observe the day-to-day challenges and rewards of teaching.
• Core InTASC standards are addressed in regard to each chapter’s objectives. A correlation table that links chapters and standards is located on the inside front cover of the text, making it easy for students to see where and how InTASC standards are addressed.
• Practical and applied, the book has a format that requires students to actively participate in its exercises, and consequently build skills that they will be able to put to work immediately in the classroom.

CONTENTS

© 2014, 464pp, Paperback, 9781133942740

DELIVERING AUTHENTIC ARTS EDUCATION, 2E
Judith Dinham, Edith Cowan University and Curtin University of Technology

This practical text helps student teachers develop their confidence, understandings and skills so that they can effectively and authentically teach arts in primary and middle school classrooms. Delivering Authentic Arts Education outlines the true nature of arts education and its importance in the curriculum, emphasising the arts as forms of creative activity, meaning-making and expression in a cultural context. Written in the context of the Australian Curriculum: The Arts, this new edition makes it easy for students to connect to curriculum documents. Chapters discuss how to recognise and build on your existing artistic abilities and pedagogical skills, how to encourage children’s creativity, and the general principles of planning and assessment. It then examines the five arts areas: dance, drama, media arts, music and visual arts. The final part of the text contains sample learning activities and resources that demonstrate how to plan an effective lesson within a unit of inquiry. Practical tips, classroom ‘snapshots’, starter ideas and suggestions for programs show you the links between theory and practice so you can
develop arts education experiences that are purposeful, stimulating and engaging for everyone.

NEW TO THIS EDITION

• Now presented in full colour throughout to showcase the vibrancy of the Arts, display samples of artwork and clearly explain colour concepts.
• Fully updated to align with the framework and terminology of the Australian Curriculum: The Arts, making it easy to connect to the curriculum documents that student teachers must become familiar with in preparation to teach in Australian schools.
• A new CourseMate Express website contains numerous revision tools and other resources to help you get the most from your text.
• Expanded material on the cross-curriculum priorities further develops these topics and assists new teachers to understand and interpret these curriculum requirements within the Arts.
• Chapters have been reordered and restructured to enhance the flow of contents and dovetail better with the imperatives, emphases and categories used in the Australian Curriculum.
• Each of the five arts area chapters includes new ‘Engaging with…’ sections that focus on encouraging teacher participation, encouraging student participation and supporting diverse learners.
• New Online resources boxes list good quality online materials, providing a benchmark so that students can be more discerning about material they may come across on other sites.
• A new CourseMate Express website contains numerous revision tools and other resources to help you get the most from your text.

FEATURES

• The text is divided into three parts for easy access. Part One covers the contemporary context, the curriculum, the teacher and the student. Part Two covers each of the five arts areas in turn (dance, drama, media arts, music, visual arts). Part Three contains a set of resources that demonstrate how to plan Units of Inquiry for the classroom.
• At-a-glance boxes provide quick overviews of key concepts, practical tips and useful resources that help beginning teachers to hit the ground running.

CONTENTS


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ELEMENARY MATH, INTERNATIONAL EDITION

Damon L. Bahr, Brigham Young University; Lisa Ann DeGarcia, Brigham Young University

Recent research shows that a majority of American adults fear mathematics. At the core of the innovative ELEMENTARY MATHEMATICS IS ANYTHING BUT ELEMENTARY: CONTENT AND METHODS FROM A DEVELOPMENTAL PERSPECTIVE, International Edition is the belief that mathematics is an engaging, exhilarating, self-actualizing endeavor. Inspiring, empowering, and preparing preservice teachers for the classroom, this exciting first edition supports the idea that everyone is capable of the creative, meaningful work known as mathematics. ELEMENTARY MATHEMATICS IS ANYTHING BUT ELEMENTARY is a comprehensive program that effectively equips preservice teachers with both a content and a methods text. This integration helps dissolve the line that exists between content and methods, while bolstering the confidence of preservice teachers in their delivery of math instruction. The text’s comprehensive coverage includes pre-K information. Offering a strong emphasis on the National Council of Teachers of Mathematics five core standards—Number and Operations, Algebra, Geometry, Measurement, and Data Analysis.
& Probability—the text delivers key information common to most state curricula relative to NCTM standards for grades pre-K through 6. Class-tested by the authors, text content is based on thorough elementary mathematical scope and sequences that have been shown to be effective for guiding the delivery of curriculum and instruction.

FEATURES

- With a strong focus on student thinking, ELEMENTARY MATH IS ANYTHING BUT ELEMENTARY: CONTENT AND METHODS FROM A DEVELOPMENTAL PERSPECTIVE, International Edition consistently addresses the question of how children think mathematically and how pedagogy can be used to enhance that thinking—ensuring preservice teachers are well prepared when they step into the classroom.
- Each chapter opens with a “Conversation in Mathematics” feature that illustrates both the pedagogy and content of the chapter while emphasizing student thinking.
- As part of the text’s strong emphasis on the five core standards of the National Council of Teachers of Mathematics, each content section begins with a NCTM focal points table.
- Insightful feature boxes—including “Struggling Students Support,” “Special Needs Students Support,” “Rule of Thumb,” and “Language Tips”—give readers simple techniques and practical advice they can apply directly to the classroom.
- Featuring student interviews, teacher interviews, and classroom lectures, all-new videos on the text’s website support and expand on important themes in the text, offering further illustrations and insight into chapter concepts.

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© 2010, 544pp, Paperback, 9781439046715

ELEMEnTARY MATHeMATICS IS ANyTHInG BUT ELEMEnTARY: CONTENT AND METHODS FROM A DEVELOPMENTAL PERSPECTIVE

Content and Methods From A Developmental Perspective

Damon L. Bahr, Brigham Young University; Lisa Ann DeGarcia, Brigham Young University

Recent research shows that a majority of American adults fear mathematics. At the core of the innovative ELEMENTARY MATHEMATICS IS ANYTHING BUT ELEMENTARY: CONTENT AND METHODS FROM A DEVELOPMENTAL PERSPECTIVE is the belief that mathematics is an engaging, exhilarating, self-actualizing endeavor. Inspiring, empowering, and preparing preservice teachers for the classroom, this exciting first edition supports the idea that everyone is capable of the creative, meaningful work known as mathematics. ELEMENTARY MATHEMATICS IS ANYTHING BUT ELEMENTARY is a comprehensive program that effectively equips preservice teachers with both a content and a methods text. This integration helps dissolve the line that exists between content and
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CONTENTS


© 2010, 544pp, Paperback, 9780618928170

ELEMENTARY SCIENCE METHODS, 6E
David Jerner Martin, Kennesaw State University

The text that pioneered a constructivist approach to elementary science teaching is based on two fundamental and complementary ideas: that it’s more important for children to learn how to do science than to learn about science, and that elementary science teachers needn’t know a great deal of science, but rather should be co-inquirers with their students. ELEMENTARY SCIENCE METHODS: A CONSTRUCTIVIST APPROACH, International Edition, features a wealth of exercises, including open-ended inquiry activities that help teacher candidates construct their own conceptualizations about science content and teaching methods. More than 170 process-oriented, open-ended activities, organized by grade level, can
be used to encourage children to develop and perform their own investigations. All activities and much of the text content are clearly linked to National Science Education Standards (NSES) for content, professional development, assessment, and teaching. Also included are suggestions for appropriate children’s literature to encourage interdisciplinary learning. The book’s website, Education CourseMate, provides valuable tools and resources such as additional activities and video clips that students can use both in their college course and later in elementary science classrooms.

NEW TO THIS EDITION

• NEW! References and research citations are updated throughout the book, as well as the most recent information on federal education programs.
• NEW! Expanded and updated coverage of diversity in science instruction includes increased emphasis on practical strategies and accommodations for teaching students with a variety of needs and backgrounds. Content addresses gender-specific considerations, varied learning styles, special needs or gifts, and the most recent information on teaching science to English Language Learners.
• NEW! This edition presents increased coverage of formative assessment and its role in elementary science teaching.
• NEW! Updated coverage of instructional technology and the latest technology trends in the classroom, especially using technology to foster scientific inquiry in the classroom. Updates include the use of social networking, wikis, blogs, Web 2.0, etc. In addition, the book’s website, Education CourseMate, includes new TeachSource Video Cases to illustrate concepts in the text.
• NEW! A new design improves the visual presentation of material, making the book more appealing and aiding student comprehension.
• NEW! New and improved chapter pedagogy includes new Preview Questions, Chapter Summaries, lists of Key Terms, Video Case integration, and lists of CourseMate resources—all to enhance the learner experience.
• NEW! Streamlined content in selected chapters reduces the text’s length and provides focused coverage to facilitate student comprehension of key material.

FEATURES

• Although the constructivist approach that this book pioneered has become more widely recognized, the book’s engaging and accessible writing style, appealing design, and convenient and affordable format continue to make it a favorite of instructors and students.
• All chapter content—including teaching methods and concepts—consistently refers to applicable national standards of which teachers need to be aware. In addition, each activity is clearly labeled with the corresponding content areas as defined in the National Science Education Standards (NSES).
• Integrated throughout the text, abundant “Constructing Your Ideas” features present open-ended inquiry activities that students can complete in class to develop their own conceptualizations about teaching science in elementary school.

CONTENTS

Part I: CONSTRUCTING THE ELEMENTARY SCIENCE PROGRAM
1. The Science Education Imperative
2. Science Education Today
3. The Process of Science
4. Constructivism in Elementary Science Education
5. Inquiry
6. Science Education for Students with Diverse Perspectives
7. Science Education for Students with Learning Differences
8. Assessment
9. The Elementary Science Classroom

Part II: BEYOND THE SCIENCE CLASSROOM
10. Reading, Writing, and Interdisciplinary Approaches
11. Technology in Elementary Science Education
12. Concept Mapping in Elementary Science
13. The Elementary Science Education Professional

© 2012, 632pp, Paperback, 9781111771102
This thorough and practical guide to teaching kindergarten through sixth grade level mathematics is a perfect combination of a math methods text and resource book for the pre-service and in-service elementary school teacher. The text's organization uses the NCTM standards as its overarching framework; a rich variety of chapter activities reinforces the standards, and includes many examples of cooperative learning strategies. Content chapters first “develop” a math topic, and then “extend” the same topic, thus providing foundational material for primary grades and even more appropriate material for upper elementary and intermediate grades. Other useful features highlight misconceptions often held about math operations and concepts, ways to be inclusive of various cultural backgrounds, findings from key research in mathematics, and key technology resources.

NEW TO THIS EDITION

- Integration of NCTM principles and standards is even more pronounced. The standards serve as organizing themes in the first seven chapters and provide structure for the content chapters (8–16). In addition, new videos (available on the Premium Website) illustrate lessons that integrate the principles.
- Updated research on mathematics teaching and learning as well as technology reflects the most up-to-date trends in elementary school education.
- New activities and lessons appear in every chapter, including technology-enhanced lessons, lessons that incorporate children's literature, take-home activities, and a variety of assessment strategies.
- End-of-chapter material now includes questions and activities suitable for portfolio preparation, examples of standardized questions similar to those in teacher certification tests and state testing programs, and chapter summaries in an easy-to-read bullet-point format.

FEATURES

- Activities in each chapter reinforce the latest NCTM Standards, and include many examples of Cooperative Learning Strategies.
- “Misconception” features throughout the content chapters highlight how and what children often and erroneously think about specific math operations and concepts. These features also help pre-teachers clarify and correct their own misconceptions.
- “Multicultural Connection” features throughout each content chapter provide meaningful ways a teacher can include and value the cultural background of all students in the classroom.
- The chapter organization presents content chapters that first “develop” a math topic, and then “extend” the same topic, thus providing foundational material for primary grades and even more appropriate material for upper elementary and intermediate grades.
- Each content chapter includes “ELL Alerts,” comments about problematic areas for English Language Learners.

CONTENTS

INFORMAL READING INVENTORY, 8E
Preprimer to Twelfth Grade, International Edition
Betty D. Roe, Tennessee Technological University, Cookeville; Paul C. Burns, Late of University of Tennessee at Knoxville

A popular classroom assessment tool, this supplement is widely used by pre-service and in-service teachers to assess or test students’ reading progress. It also serves as a practical guide for reading specialists and as a focus for in-service workshops. Unique to this text are its K–12 scope and its abundant strategies (including forms) for assessing students’ vocabulary, phonics, and comprehension of text.

NEW TO THIS EDITION
• Sections are tabbed and coded for greater ease of navigation.
• Appendix A, “Choosing Books to Develop and Support Children’s Reading Proficiency,” has been expanded to include select non-Fry titles, with special attention given to the upper grades.
• Appendix A includes material for teachers on struggling readers and independent readers.
• References in Sections 1 and 2 reflect the latest research in IRI.

FEATURES
• Rubric for Retelling in Section One offers detailed information to help guide the assessment of retellings by teachers.
• A tabbing system marks the various sections of passages and forms, aiding navigation.
• A Leveled Trade Book Appendix provides a list of leveled books that correspond to each reading/grade level found in the book. A special feature of this Appendix is the inclusion of high-interest, low-level books for adolescent students who have serious reading problems—an area that is a growing concern among teachers today.
• Two sets of graded word lists and four selections of graded reading passages offer flexibility for testing and re-testing students with a wide range of reading competence.

CONTENTS
INTEGRATING THE ARTS, 2E
Across the Elementary School Curriculum, International Edition
Phyllis Gelineau, Southern Connecticut State University

This book is designed to assist pre-service and in-service classroom teachers in weaving music, visual arts, drama, and movement into the elementary school curriculum—thereby stimulating the learning process, enriching other subject areas, and providing opportunities for creative expression and self-fulfillment. Featuring content informed by the National Standards for the Arts, the book provides the basic tools and activities that teachers need to gain confidence in using the arts in their elementary classrooms.

NEW TO THIS EDITION
• New! The new edition presents expanded coverage of standards and assessment and their role in arts education.
• New! A new discussion on improving multicultural understanding through the arts includes suggestions for activities and a sample set of connecting activities focused on Japan.
• New! A new section offers guidance on how to implement an arts program.
• New! The Second Edition includes expanded coverage of drama.
• New! New activities and music selections are added throughout.
• New! A new four-color insert includes photos of children’s work and children performing.

FEATURES
• Part I, “The Power of the Arts,” discusses the value of the arts in education and the nature of creativity and its relationship to the arts. This section also reassures teachers that they can learn to conduct successful arts experiences in the classroom.
• Part II, “The Art Forms,” addresses each art form individually, including background information on its elements and processes, as well as instructions for classroom implementation using activities designed to increase students’ involvement and facilitate their grasp of concepts.
• Part III, “Integrating the Arts,” focuses on integrating the arts into other disciplines, such as science, math, social studies, and language arts. This section also focuses on suggestions for interrelating various art forms and on theme topics.
• A wide range of original activities is useful to students in a college setting and suitable for future classroom use with children.

CONTENTS

© 2012, 216pp, Paperback, 9781111352158
INTEGRATING THE ARTS ACROSS THE ELEMENTARY SCHOOL CURRICULUM, 2E
Phyllis Gelineau, Southern Connecticut State University

This book is designed to assist pre-service and in-service classroom teachers in weaving music, visual arts, drama, and movement into the elementary school curriculum—thereby stimulating the learning process, enriching other subject areas, and providing opportunities for creative expression and self-fulfillment. Featuring content informed by the National Standards for the Arts, the book provides the basic tools and activities that teachers need to gain confidence in using the arts in their elementary classrooms.

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CONTENTS


© 2012, 216pp, Paperback, 9781111301262,

LITERACY, 8E
Helping Students Construct Meaning, International Edition
J. David Cooper, Ball State University, Retired; Nancy D. Kiger, University of Central Florida, Retired; Michael D. Robinson, Miami-Dade County Public Schools; Jill Ann Slansky, University of Colorado

A leading resource for K–8 literacy programs, this extremely popular reading methods text has a simple goal: to provide aspiring teachers with the tools to help every student learn to read and write. LITERACY: HELPING CHILDREN CONSTRUCT MEANING, International Edition, continues to provide pre-service and in-service teachers with the information,
techniques, and strategies they need to assist their students in becoming literate. The text is distinguished in the field by its use of practical literacy lessons and authentic examples, which clearly demonstrate how to teach reading and writing. Authentic, full-color children's stories (in excerpts or in their entirety) model extended literacy lessons throughout the text.

NEW TO THIS EDITION
• NEW! All-new chapter-opening vignettes present up-to-date classroom scenarios related to literacy learning.
• NEW! All-new “Educators Speak” features add to the practical nature of the book by providing real-life tips from teachers across the country.
• NEW! The book features an increased focus on English Language Learning (ELL) throughout, including examples presented in the chapter-opening vignettes.
• NEW! Expanded coverage of Response to Intervention (RTI) reflects the increasing focus on this topic.
• NEW! Nearly all of the illustrations of effective teaching and learning strategies have been revised to better connect with today’s students.

FEATURES
• Standards-based “Literacy Lessons” illustrate how standards in various states are more alike than different. Multilevel notes within each lesson indicate how a lesson can be used with students of varying abilities and backgrounds.
• The book continues its emphasis on decoding, vocabulary, and meaning, including coverage of Tiers of Vocabulary to help teachers determine which words to teach and how.
• Reflecting the increasing focus on Response to Intervention (RTI) and Tiers of Intervention, Chapter 9 includes information to help teachers understand, identify, and manage whatever level of intervention a student might require.
• “How Do I Teach?” features offer aspiring teachers useful strategies and techniques for effective teaching.
• “Word Skills: Phonics and Structural Analysis for Teachers,” a Handbook Resource at the back of the text, is designed to help teachers develop the content of phonics and structural analysis.

CONTENTS

© 2012, 576pp, Paperback, 9781111357498

LITERACY ASSESSMENT, 4E
Helping Teachers Plan Instruction, International Edition
J. David Cooper, Ball State University, Retired; Nancy D. Kiger, University of Central Florida, Retired

This popular resource distinguishes itself by placing literacy assessment within the context of mainstream classroom reading instruction. Using developmental reading stages as a framework, LITERACY ASSESSMENT, International Edition puts teachers’ instructional needs at its core and considers assessment as a natural part of the instructional cycle. The authors’ mission is to show that, with appropriate instruction, success in literacy development is achievable for every student. By presenting the right balance of concept and demonstration, along with a dynamic, positive outlook on learning in both children and teachers, this book equips teachers to help children reach their potential.

NEW TO THIS EDITION
• Chapter 1 has been rewritten to incorporate an introduction to and explanation of Response to Intervention (RTI) and how it connects to assessment-based literacy instruction.
• Coverage of diversity has been expanded and is focused on RTI when appropriate.
• A reorganization of chapters now presents two major sections—“Tools and Techniques for Assessment-Based Literacy Instruction” and “Literary Stages: Assessment and Instruction.”
• Updated references incorporate the most recent research throughout the book.

FEATURES

• The text is fully integrated with the TeachSource Video Cases. Icons in most chapters direct students to relevant cases—four- to six-minute video modules that provide an inside look at real classrooms, teachers, and students from diverse settings. They provide a shared “field experience” for the entire class and provide excellent opportunities for class discussion, homework assignments, and group work.
• Class-tested, highly successful pedagogy includes chapter-opening graphic organizers and case studies; “Standards Focus,” which lists IRA/NCTA Standards for the English Language Arts and the IRA Professional Standards for Reading Professionals; end-of-chapter summaries; and an end-of-book Resource File, Glossary, Literature section, and References.

CONTENTS

“Welcome to Mr./Mrs. Teacher’s Name Classroom,” are shorter, redesigned, and now end with a brief narrative preview of what to expect in the chapter.  
• Coverage is updated throughout with the latest information about new technologies.

FEATURES

• Extensive technology coverage in every chapter (as well as an entire technology chapter) provides useful guidance on integrating technology into everyday literacy instruction.
• “Strategies for Teaching Diverse Students” features offer practical tips on teaching ELL and LD learners. “Strategy” boxes provide even more general instructional strategies and guidelines for literacy instruction.
• “Video Case” boxes, along with classroom demonstration videos, offer insights on applying the research and strategies.
• “Teacher’s Voices” boxes include practical advice for applying literacy techniques on a day-to-day level, and support the book’s emphasis on classroom practice.
• “Student’s Voices” boxes also reinforce the book’s applied focus, offering a glimpse of how other students are using the strategies and tips presented.

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© 2011, 704pp, Paperback, 9780495809531

MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

Ricardo Fierro, California State University, San Marcos

Mathematics for Elementary School Teachers is designed to give you a profound understanding of the mathematical content that you are expected to know and be able to teach. The chapters integrate the National Council of Teachers of Mathematics (NCTM) Standards and Expectations and the new Common Core State Standards, as well as research literature. The five NCTM Process Standards of problem solving, reasoning and proof, communication, connections, and representation highlight ways that teachers present content, the ways that students learn content, and various ways that students can demonstrate procedural and conceptual understanding. The worked examples and homework questions provide prospective elementary school teachers with opportunities to develop mathematical knowledge, understanding, and skills that they can apply in their own classrooms effectively. The learning path begins with the “Where Are We Going?” Chapter Openers, worked Examples with Yellow Markers that indicate the Process Standards throughout the text, to the Concept Maps, to the Section Question Sets with their “refreshers” of Process Standards, to the Chapter Organizers with Learning Outcomes and a list of the corresponding Review Questions, and finally, conclude at the Chapter Tests with their overarching Learning Outcomes.

FEATURES

• The relevant NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM) PRINCIPLES AND STANDARDS OF MATHEMATICS (2000) appear in the exposition. These Principles and Standards that are adopted by the NCTM represent the most significant and influential collaboration among educators to
improve mathematics education at a national level. It is the gold standard used by many states to meet the No Child Left Behind Act of 2001 that requires challenging standards for grades 3-8 mathematics and annual assessment.

- COMMON CORE STATE STANDARDS (CCSS) are also referenced in the text. The CCSS are “aligned with college and work expectations; build upon strengths and lessons of current state standards; and include rigorous content and application of knowledge through high-order skills.” The idea behind CCSS is that “Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students.” States that voluntarily accept the Common Core standards would eliminate their own state standards.

- In addition to the NCTM Content Standards, there are five NCTM PROCESS STANDARDS: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. The Process Standards are integrated by an icon throughout the text that highlights where the standard appears and specifies which standard is being used. In addition, the homework problems are categorized by the applicable Process Standard to give prospective teachers a chance to explore a particular process in more depth and improve their perception of problems that assess the process. This unique differentiation is important because the processes connect students to the teaching and learning of mathematical content.

- “Where Are We Going?” CHAPTER OPENERS identify upcoming topics and help to place the material to be presented in a manageable context.

- Unique CONCEPT MAPS visually recap ideas and help you synthesize the material by showing how key mathematical ideas are related.

- PreK-8 problems from actual elementary math textbooks appear in CLASSROOM CONNECTIONS—with explanations—giving prospective teachers another opportunity to see that the topics they are studying are relevant to the elementary curriculum. Actual pages from these textbooks are also shown as appropriate to provide context.

- A VARIETY OF HOMEWORK PROBLEMS appears at the end of each section and chapter to increase interest and flexibility in teaching. They reflect the content and processes that prospective elementary school teachers need to know and teach. They support the national trend of integrating instruction, assessment, content standards, and process standards.

- Over several hundred WORKED EXAMPLES are included to illustrate concepts, techniques, and processes of mathematics for students to master.

- A CHAPTER ORGANIZER grid summarizes key learning outcomes and ideas presented in the chapter followed by a set of review questions which offers a variety of additional problems to reinforce students’ learning. The chapter test is organized by learning outcomes so students connect the link between objectives and concepts, and how knowledge is acquired which reflects the national trend of integrating instruction, assessment, and NCTM content and process standards.

- The National Center for Education Statistics administers a nationwide standardized test—National Assessment of Educational Progress (NAEP)—to a pooled random sample of fourth, eighth, and twelfth graders. NAEP has released selective questions, called RELEASED ITEMS in the textbook, from various fourth- and eighth-grade tests to help improve student learning. A sampling of these questions appear in the text, as do questions from state tests, to illustrate what elementary students will see in standardized assessment tests.

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© 2013, 976pp, Hardback, 9780538493635

MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS, INTERNATIONAL EDITION, 5E
Tom Bassarear, Keene State College

MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS, 5E, International Edition offers future teachers a comprehensive mathematics course designed to foster concept development through examples, investigations, and explorations. In this text, intended for the one- or two-semester course required of Education majors, Bassarear demonstrates that there are many paths to solving a problem, and sometimes problems have more than one solution. The author presents real-world problems—problems that require active learning in a method similar to how archaeologists explore an archaeological find: they carefully uncover the site, slowly revealing more and more of the structure. Visual icons throughout the main text allow instructors to easily connect content to the hands-on activities in the corresponding Explorations Manual. With this exposure, future teachers will be better able to assess student needs using diverse approaches.

NEW TO THIS EDITION
• The new edition features improved visual representations of concepts, adding diagrams and illustrations.
• Updated Instructor Resource Manual! Now with additional answers to the exercises in the Explorations Manual.
• NEW 4-color design. 2-color design upgraded to 4-color to better present the author’s approach to teaching.
• NEW chapter openers outline the sections within the chapter and the Investigations that appear within the section.
• NEW Looking Back feature appears before the Chapter Summary in each chapter and includes a brief discussion about problem solving, reasoning, connections and relationships, unit, and equivalence as it applies to each chapter.
• Updated! The 4e content for chapter 1 has been rearranged to reflect 4 sections instead of the 7 found in the 4e.
• NEW component has been added to the Classroom Connection feature in which examples of actual assignments appropriate for elementary math students are illustrated. In addition to this, questions in the exercise sets have been identified as a part of Classroom Connection, along with margin boxes throughout the text. An apple icon identifies and ties in all three parts of this feature.
• NEW exercises have been added to most chapters. NEW sub-categories have been added to the exercises and they have been rearranged breaking these down into these three topics for most chapters: Basic, Deepening Your Understanding, and From Standardized Assessments.
• NEW From Standardized Assessments exercises appear as a subset in the exercise sets in most chapters. Since they are actual questions that appear on standardized assessments, these give students a sense of the high-cognitive level of questions to expect on national assessments.
• NEW Investigations have been added to most chapters and have been renumbered to increase accessibility. Multiple strategies occur after many Investigations allowing students to analyze numerous approaches to solving problems.

CONTENTS

© 2012, 784pp, Paperback, 9781111578657
Technology coverage includes more use of fraction calculators, graphing calculators, and dynamic geometry software.

The Lesson Exercises (LE) are a distinguishing feature of the text and constitute its interactive nature. While other texts offer the standard set of worked examples in each section, Sonnabend features unique Lesson Exercises organized into various categories, such as openers, reasoning, skill, concept, and summary. This thoughtful, engaging approach thoroughly develops students’ understanding of the course concepts as well as an appreciation for the value of multiple problem-solving approaches, a skill critical to their own future as teachers.

CONTENTS

and Standards are listed at the beginning of each section.
• 15% of exercises are new or revised.
• Streamlined sets of Lesson Exercises have clearer instructions and more hints for improved focus on major lesson topics.
• Revised terminology matches the current K-8 Curriculum.

FEATURES
• Updated data makes statistical information more relevant.
• Classroom Connections help students make the connection to concepts taught in the elementary and middle school classroom. Some of these boxes feature challenging situations from K-8 classrooms that students must analyze. Other boxes feature pages from K-8 mathematics textbooks.
• The book comes with either activity cards that can be cut out or reproduced for use with lab activities in the textbook.
• Technology coverage includes more use of fraction calculators, graphing calculators, and dynamic geometry software.
• The Lesson Exercises (LE) are a distinguishing feature of the text and constitute its interactive nature. While other texts offer the standard set of worked examples in each section, Sonnabend features unique Lesson Exercises organized into various categories, such as openers, reasoning, skill, concept, and summary. This thoughtful, engaging approach thoroughly develops students’ understanding of the course concepts as well as an appreciation for the value of multiple problem-solving approaches, a skill critical to their own future as teachers.
• The text emphasizes discovery, discussion, and explanation of concepts that involve students and deepens their understanding.

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© 2010, 864pp, Paperback, 9781439046562
Written for liberal arts students and based on the belief that learning to solve problems is the principal reason for studying mathematics, Karl Smith introduces students to Polya's problem-solving techniques and shows them how to use these techniques to solve unfamiliar problems that they encounter in their own lives. Through the emphasis on problem solving and estimation, along with numerous in-text study aids, students are assisted in understanding the concepts and mastering the techniques. In addition to the problem-solving emphasis, THE NATURE OF MATHEMATICS, 12e, International Edition is renowned for its clear writing, coverage of historical topics, selection of topics, level, and excellent applications problems. Smith includes material on such practical real-world topics as finances (e.g., amortization, installment buying, annuities) and voting and apportionment. With the help of this text, thousands of students have “experienced” mathematics rather than just do problems—and benefited from a writing style that boosts their confidence and fosters their ability to use mathematics effectively in their everyday lives.

NEW TO THIS EDITION

• The examples throughout the book have been redesigned to more effectively engage students. Each now includes a title and is presented in a fresh, easy-to-read format.
• A “Chapter Challenge” problem appears in each chapter, providing additional problem-solving practice. To encourage students to stretch their problem-solving skills, these new types of problems present contexts other than those presented in the chapter.

• “Historical Quest” problems, an overwhelming success in the previous edition, appear more frequently in the Twelfth Edition. These problems are designed to involve students in the historical development of the great ideas in mathematical history.
• Expanded and updated chapter openers include “What in the World?” introductions, which draw students into the material by relating the mathematics to common scenarios they may encounter in their everyday lives.
• The prologue—updated for this edition—asks the all-important question, “Why Math?” The prologue puts mathematics into a historical perspective for students, and is also designed to encourage them to begin thinking about problem solving.
• Updated for this edition, the problems accompanying the “Why Not Math?” epilogue show students how mathematics touches just about every course of study.

FEATURES

• Real-World Problem-Solving Emphasis: Polya’s method of problem solving is used throughout the text. Students learn how to apply these techniques to solve problems they encounter in their everyday lives in such areas as finance (installment buying, amortization, annuities) and voting and apportionment.
• Flexibility: The chapters are independent of one another and allow maximum teaching flexibility.
• Learning Aids: The book offers a variety of interesting and helpful learning aids. Icons like “Caution” and “Stop” guide students through concepts. “Historical Notes” place students’ view of mathematics in a historical perspective and include a category of related problems entitled “Historical Quest”. “Chapter Summaries” include chapter review exercises, group research projects, and individual research projects. Additionally, a list of important terms and types of problems, including section references, is available to students at www.mathnature.com.
• Exercise Sets: Problems range from easy to challenging and are clearly marked by type. “Level 1” problems are mechanical or drill. “Level 2” problems require the understanding of concepts. “Level 3” problems require problem-solving skills or original thinking.

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© 2012, 1024pp, Paperback, 9781111428518

With READING TO LEARN IN THE CONTENT AREAS, International Edition, future educators discover how they can teach students to use reading, discussion, and writing as vehicles for learning in any discipline. The text explores how the increased availability of computers, instructional software, social media, and Internet resources—as well as the rise of electronic literacy in general—have affected the ways children learn and create meaning from their world. The authors’ unique lesson framework for instruction, PAR (Preparation/Assistance/Reflection), extends throughout the book.
NEW TO THIS EDITION

- NEW! Chapters integrate new teaching strategies and techniques to facilitate learning for English language learners and others with diverse learning needs.
- NEW! The “Voices from the Classroom” feature includes many new examples. These chapter-opening vignettes illustrate the kinds of challenges and dilemmas that teachers face. Each scenario includes questions for students to consider as they read the chapter.
- NEW! This edition includes expanded coverage of interdisciplinary instructional design, lesson planning, and project/problem-based learning--addressing disciplines such as art, drama, social studies, physical education, music, and world languages.
- NEW! The authors incorporate new research on the impact of culture, diversity, and pressing contemporary social issues on teachers’ practice within the classroom.
- NEW! Up-to-date material is provided on tapping students’ prior knowledge, incorporating students’ background experiences, cognitive dissonance, reciprocal teaching, and critical thinking and engagement. This edition also provides the latest techniques for evaluating texts and for evaluating students’ metacognitive problem-solving skills for reading and comprehension. It also includes techniques for improving students’ reading retention with an eye toward boosting their achievement test scores.
- NEW! This edition presents new ideas for classroom activities geared to helping students build critical literacy skills.
- NEW! This edition discusses reading and comprehension strategies from current research on post-reading, including new methods and techniques to enhance post-reading reflection.
- NEW! The latest research on technology and reading includes material on how to teach electronic texts, how to use virtual learning environments, and how to teach 21st century skills.
- NEW! New discussions cover the latest research and classroom techniques for developing students’ academic language, vocabulary, comprehension, retention, and writing. Also presented is new groundbreaking research from the Striving Readers Study.
- NEW! Updated educational policy information that affects teaching and learning includes discussion of Race to the Top, EASA reauthorization, and the Common Core Standards movement.

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© 2012, 504pp, Paperback, 9781111827335

SCIENCE STORIES, INTERNATIONAL EDITION, 5E

Janice Koch, Hofstra University

SCIENCE STORIES, 5E, International Edition helps teachers build their own instructional knowledge through the use of narratives about science in real-world classrooms that demonstrate important content, learning, and strategies in action. Expanding Meanings sections following the stories highlight the applicable Teaching Ideas, Science Ideas, and Science Standards. Author Janice Koch’s constructivist approach guides teachers in the discovery and exploration of their “scientific selves” so that they can learn from students’ experiences and become effective scientific explorers.
in their own classrooms.

**NEW TO THIS EDITION**

- A new chapter organization improves the flow of information.
- A new Chapter 12, “Surrounded by Science: Making Connections Across Disciplines,” focuses on interdisciplinary connections—offering guidance on how to use poetry, literature, social studies, engineering design, and works of art to teach science.
- Integration of the core concepts and skills focus of the next-generation science standards provides readers with the most up-to-date information.
- Increased coverage of key topics that are important to the field includes information about new STEM initiatives, the role of science education in a global economy and the “flat world,” and discussion of twenty-first-century skills in science learning.
- New “Big Ideas” boxes highlight key science concepts, facilitating learning and review.
- Expanded technology coverage reflects the increasing use of technology tools in today's classrooms.
- Increased coverage of green activities, especially in the area of ecology and science systems thinking, assists students in integrating environmental awareness into their own classrooms.
- A new four-color design makes the text more reader friendly and accessible to today's learners.

**FEATURES**

- Science Stories throughout the text present much of the book’s theory and practical advice through their illustrations of students and teachers actually doing science together. Older stories are archived on the book's website, Education CourseMate, and can serve as additional resources or reference points.
- Emphasis on environmental science stories as well as locally relevant science experiences (e.g., issues of conservation, sustainability, etc.) help your students think about the quality of their natural environment and make the most of their interest in these issues.

**CONTENTS**

Part II: DOING SCIENCE WITH STUDENTS: INQUIRY IN PRACTICE.  3. Teachers and Students as Science Learners. 4. Science as Practice: Engaging Students in Science Process Skills. 5. Taking Science Outside the Classroom: Explorations in the Local Environment.

© 2013, 432pp, Paperback, 9781133489566,

**TEACHING HUMANITIES AND SOCIAL SCIENCES, 5E**

History, geography, economics and citizenship in the Australian curriculum

Rob Gilbert, The University of Queensland; Brian Hoepper, University of Queensland; Private consultancy

In a time of major curriculum change, ‘Teaching the Humanities and Social Sciences 5E’ prepares teachers to develop and implement programs in the subjects of history, geography, economics and business, and civics and citizenship. It successfully blends theory with practical approaches to provide a basis for teaching that is engaging, inquiry based and relevant to students’ lives. In line with recent changes, six new chapters give detailed coverage of the Australian Curriculum: History and Australian Curriculum: Geography and developments in the areas of Economics and Business, and Civics and Citizenship. Three more new chapters...
explore how to successfully incorporate the cross-curricular priorities of ‘Aboriginal and Torres Strait Islander histories and cultures’, ‘Sustainability’ and ‘Asia and Australia’s place in Asia’ within the humanities and sciences learning area. A further new chapter assesses the potential and value of integrating the Humanities and Social sciences within an increasingly crowded school timetable. Though substantially revised and updated, the book maintains the highly-respected philosophical and practical orientations of previous editions, including a commitment to deep learning in a context of critical inquiry. With the aid of this valuable text, teachers can assist primary, middle and secondary students to become active and informed citizens who contribute to a just, democratic and sustainable future.

NEW TO THIS EDITION

- Extensively re-organised and rewritten to align with the Australian Curriculum to help prepare you for teaching.
- Six new chapters explain the key concepts and skills of the four subjects within the Humanities and Social Sciences as well as the processes for planning and implementing an inquiry curriculum in History, Geography, Economics and business, and Civics and citizenship.
- Three new chapters on the cross-curriculum priorities of ‘Aboriginal and Torres Strait Islander histories and cultures’, ‘Asia and Australia’s engagement with Asia’ and ‘Sustainability’ explain each priority’s conceptual knowledge and suggest valuable ways of representing them when teaching.
- A new chapter on ‘Integrating the curriculum’ helps teachers to meet the challenge of doing justice to all the subjects of the Australian Curriculum within an increasingly crowded timetable.
- Provides a valuable base for teaching all levels from F-10 through a stronger focus on both the primary and secondary teaching contexts and practical examples across this range.
- New resources for instructors include an Instructors Guide and PowerPoint slides

FEATURES

- Four chapters on teaching history and geography provide in-depth coverage of teaching these topics in the context of the new curriculum.
- Each chapter opens with a ‘Snapshot’ of a classroom that illustrates the relevance of the material you are about to read.
- ‘Discuss this’ boxes encourage group discussions so that you hear a range of viewpoints about teaching situations, key issues or concepts.
- ‘Take this further’ activities help you to extend your understanding of important concepts or apply the skills and techniques you’ve been learning about.

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Part 1: Context: The Humanities and Social Sciences in the Australian Curriculum

1. Humanities and social sciences in the Australian Curriculum
2. Our globalising world: The context for studying the Australian Curriculum

Part 2: Teaching Humanities and Social Sciences: Key Elements

3. Planning for teaching through critical inquiry
4. Planning for student learning
5. Assessment for student learning
6. Developing language and literacy
7. Using information and communication technologies

Part 3: Teaching Humanities and Social Sciences: Learning areas

9. History in the Australian Curriculum
10. Teaching historical inquiry
11. Geography in the Australian Curriculum
12. Teaching geographical thinking
13. Teaching Economics and Business
14. Teaching for active and informed citizenship

Part 4: Across the curriculum: Integration and priorities

15. Integrating the curriculum
16. Aboriginal and Torres Strait Islander histories and cultures
17. Asia and Australia’s engagement with Asia
18. Teaching for sustainability
19. Teaching for human rights, social justice and peace

© 2014, 440pp, Paperback, 9780170228367
TEACHING PRIMARY SCIENCE CONSTRUCTIVELY WITH STUDENT RESOURCE ACCESS 12 MONTHS, 4E
Keith Skamp, Southern Cross University

Teaching Primary Science Constructively helps readers to create effective science learning experiences for primary students by using a constructivist approach to learning. Introductory chapters explain the principles of constructivism and their implications for learning and teaching. Core strategies for the development of science understanding and science inquiry processes and skills are also discussed. Subsequent chapters then provide research-based ideas for implementing a constructivist approach within the key content strands covered in most primary science syllabuses. This substantially revised fourth edition details how constructivist emphases have changed in recent years and explores the implications for learning and teaching. Chapters contain the latest research on learning through student-generated representations, engaging student interest, and focussing on the nature of science, along with ideas on how to integrate these and other processes and topics into teaching sequences. There is an increased emphasis on teaching about ‘science as a human endeavour’ throughout, including discussion and examples of socioscientific issues, different ‘ways of knowing’ and science in our everyday lives.

NEW TO THIS EDITION
• Incorporates the latest research on representational learning, student engagement, different ‘ways of knowing’ about our world, the nature of science, and socioscientific issues, along with ideas on how to integrate these topics into teaching sequences
• Addresses the implementation of the science understandings, inquiry processes and ‘science as a human endeavour’ strands that feature in the forthcoming Australian science curriculum
• NEW Sections on ‘Science as a human endeavour’ in all chapters provide exemplars that show how this strand can be integrated within each content area
• Now comes with 12 months free access to Search me! science education
• Margin icons highlight the discussion of key themes and emerging pedagogical ideas that span across chapters

FEATURES
• Explores the latest research and thinking on the most effective ways to help students learn science
• A comprehensive introductory chapter acts as an advance organiser for all the major issues that are exemplified in later chapters
• Case studies and vignettes illustrate how teachers have applied constructivist learning sequences in their classrooms, helping readers to see the teaching and learning suggestions ‘in action’
• Numerous examples demonstrate teaching strategies that align with a constructivist perspective
• Summaries of primary students’ alternative conceptions in the various science content areas help readers to appreciate the ideas their students may hold

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© 2012, 584pp, Paperback, 9780170191746
TEACHING READING IN TODAY’S ELEMENTARY SCHOOLS, INTERNATIONAL EDITION, 11E
Betty D. Roe, Tennessee Technological University, Cookeville; Sandra H. Smith, Tennessee Technological University; Paul C. Burns, Late of University of Tennessee at Knoxville

This market-leading text sets the standard for reading instruction to ensure that aspiring teachers are able to help students learn not only how to recognize words, but also how to comprehend what they read—and enjoy the process. The book balances new approaches to reading, such as language arts integration and emergent literacy/literacy as a continuum, with more traditional foundations of strong skills and phonics instruction. Updates to the Eleventh Edition include discussion of the latest technology for literacy learning, how writing instruction impacts literacy learning, and recent movements in literacy assessment.

NEW TO THIS EDITION
• NEW! Chapter 2 (formerly Chapter 13), “Use of Technology for Literacy Learning,” covers the latest online and Web 2.0 uses in the literacy classroom. The use of technology is addressed in other relevant sections of this edition as well.
• NEW! Graphic novels receive greater emphasis in Chapter 13, “Reading in the Content Areas,” as well as in other relevant sections of the book.
• NEW! Coverage of vocabulary, including cognates, as it relates to mainstream students and English Language Learners is updated and expanded.
• NEW! New “writing” and “assessment and intervention” marginal icons tie chapter material to the book’s larger, integral themes.
• NEW! “...And Your Portfolio” features present ideas to include in e-portfolios for assessment purposes. In addition, e-portfolio coverage is expanded in Chapter 3, “Assessment and Intervention.”
• NEW! An appealing new chapter-opening design draws students into the chapter content.

FEATURES
• Suggestions for supporting English Language Learners appear throughout the text, with many discussions highlighted by margin icons.
• “Seeing It in Practice” presents vignettes of how actual classroom strategies are used, offering an authentic, practical context for the strategies and materials discussed in the text.
• “Putting It into Practice” provides model activities, lesson plans, and teaching suggestions that students can try in field experiences, in student teaching, or in their own classrooms.
• “Time for Reflection,” located at strategic points throughout each chapter, encourages readers to think about the subject matter and decide where they stand on debated issues.

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© 2012, 592pp, Paperback, 9781111356606
TEACHING STRATEGIES, 10E
Donald C. Orlich, Washington State University; Robert J. Harder, Washington State University; Richard C. Collohan, Collohan Associates; Michael S. Trevisan, Washington State University

TEACHING STRATEGIES, 10E, International Edition is known for its practical, applied help with commonly used classroom teaching strategies and tactics. Ideal for anyone 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 InTASC standards, a new chapter on teaching in the inclusive classroom, and an up-to-date discussion of assessment as it relates to inclusion. The text continues to be supported by a rich media package anchored by TeachSource Video Cases, which bring text content to life in actual classroom situations.

NEW TO THIS EDITION
- A new chapter, “Teaching in the Inclusive Classroom,” covers instruction in diverse classes, students with Autism and Asperger’s, gifted students, and general learning disabilities. Also included are specifics on differentiated planning, instruction, and assessment; sample Individualized Education Plans (IEPs); and information on Universal Design, RTI, and available technological assistance.
- Expanded standards coverage shows how the text chapters correlate to the key INTASC Standards, via new integrated coverage—identified by a marginal icon—and a correlation chart on the book’s inside cover. The Common Core Standards and NCATE and AACTE teacher education standards have also been added.
- New discussion of assessment as it relates to inclusion, and new classroom examples now appear in Chapter 7, “Classroom Assessment.”
- A new chapter organization streamlines the text and improves the flow of information.

FEATURES
- The text is recognized for its practical, time-tested teaching strategies and applications, supported by up-to-date content and helpful pedagogy.
- Chapter 1 focuses on the teacher’s role as a professional and introduces key overarching topics such as meeting standards, working with diverse students, and decision making.
- Topics covered include professional standards, inclusion, technology, Individualized Education Plans (IEPs), diversity, gender bias, constructivism, differentiated instruction, special education, and many others.
- Classroom Snapshots open each chapter and present real-world scenarios and questions for students to consider as they read.
- Voices from the Classroom features illustrate topics through real-world case studies in which teachers describe methods or strategies that they have used in their own classrooms.
- TeachSource Video Cases, four- to six-minute video modules presenting real classroom scenarios, enable students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Introduced in the text and available at the book’s website, Education CourseMate, the Video Cases are enhanced by classroom artifacts, Viewing Questions, Interview Transcripts, Key Terms, and bonus video footage.

CONTENTS
Part I: FOUNDATIONS OF INSTRUCTIONAL DESIGN
This book’s title—MCKEACHIE’S TEACHING TIPS: STRATEGIES, RESEARCH, AND THEORY FOR COLLEGE AND UNIVERSITY TEACHERS, 14E, International Edition—says it all. This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a “set of recipes” to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.

NEW TO THIS EDITION

• Up-to-date research and practices have been incorporated throughout the text; for instance, with respect to the use of technology as well as for ways of thinking about discussion and lecture. The book also addresses changes in some of the forces that are influencing the world of higher education, such as the push for accountability and student outcomes.
• Chapter 4, “Reading as Active Learning,” features a more detailed discussion with many new tips on how teachers can help their students be better active readers, including tried-and-true techniques that are seldom shared with students.
• In Chapter 11, “Motivation in the College Classroom,” the section on goal theory has been expanded to match the importance of that theory in the current literature on motivation.
• The discussion on student problems in Chapter 13 incorporates information about “millennials,” the new generation of students that exhibits unique abilities and qualities that teachers need to consider, as well as a new section that discusses recent research on civility in the classroom.
• In addition to new material throughout the text on the use of technology in teaching, Chapter 17, “Technology and Teaching,” has been updated with the various alternatives instructors have in using technology for a wide range of practices, including communication in and out of the classroom.
• Based on reviewer suggestions, Chapter 21, “Teaching Thinking,” has been significantly expanded with more suggestions for helping students build critical thinking skills. This chapter also includes insight into what psychologists think about thinking, and how that insight can help instructors interpret what their students are doing as they learn to think.

FEATURES

• A professional teaching methods classic, the book was originally written to help new college teachers feel at ease and start teaching effectively in their classrooms. The book still serves this purpose, whether readers are already teaching or preparing to do so. At the same time, many experienced instructors say they keep the book handy as an ongoing resource.
• Brief, pithy chapters in a convenient handbook format make it easy for readers to scan pages and quickly find the information they need.
• A chapter on feedback and assessment provides recommendations on how to improve the quality of teacher feedback comments and discusses ways of ensuring that these comments have maximum impact on learning.
• All of the chapters have been updated to include new developments in technologies and instructional strategies that have become more prominent since the last edition.
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© 2014, 416pp, Paperback, 9781133940555

INTRODUCTION TO EDUCATION

EFFECTIVE TEACHING STRATEGIES, 6E
Lessons from Research and Practice
Roy Killen

Effective Teaching Strategies: Lessons from research and practice 6e provides a practical overview of nine common teaching strategies used in all levels of education and training from early childhood through to higher education. Initial chapters discuss the Australian Curriculum framework and provide an introduction to the key principles of quality teaching and learning. These ideas are then applied through chapters devoted to different teaching strategies: direct instruction, discussion, small-group work, cooperative learning, problem solving, student research, role-play, case study and student writing. Chapters describe each of the strategies in detail with a practical focus on why, when and how to use each one. There are guidelines for planning lessons based on each strategy, for implementing those lessons effectively and for evaluating the effectiveness of each strategy. Activities and numerous examples from a wide range of subject areas help readers to relate the ideas to their own specialist teaching areas.

NEW TO THIS EDITION

• Contains many more suggestions for using information and communication technologies as an integral part of teaching and learning.

FEATURES

• In-depth discussion of nine of the most frequently used teaching strategies, progressing from the most teacher-centred (direct instruction) to the most student-centred (writing).

• Each of the teaching strategy chapters is self-

© 2013, 384pp, Paperback, 9780170223881

Learning for Teaching, 2E
Teaching for Learning, Australia-New Zealand Edition with Student Resource Access 12 Months
Diana Whitton, University of Western Sydney; Katrina Barker, University of Western Sydney; Mary Nosworthy, Loreto Normanhurst; Catherine Sinclair, University of Western Sydney

Learning for Teaching: Teaching for learning 2E gives a practical introduction to the roles, responsibilities and essential tasks of teachers. Easy to read, concise
chapters examine the basics of how to plan, prepare
and teach using a range of teaching and learning
strategies. Topics such as standards, professionalism,
lesson planning, assessment, classroom organisation
and management are presented with a get-up-and-
running focus, whilst activities throughout promote
reflection and help readers practice their skills. Suitable
for beginning teachers in early childhood, primary and
secondary teaching programs, it encourages readers to
develop their professional ‘personality’, knowledge and
skills to make a difference as educators.

NEW TO THIS EDITION

• The table of contents has been thoroughly revised,
with some chapters re-organised and substantially
rewritten to streamline the content.
• A new chapter titled ‘Communicating and working
with your community’ discusses working with the
community to enhance teaching and learning.
• A new chapter ‘Standards in teaching’ introduces
the concept of professional teaching standards and
provides links to useful organisations.
• Chapters on creating positive learning environments
and managing behaviour have been substantially
revised, with a focus on positive behaviour for
learning.

FEATURES

• Numerous activities give students the opportunity
to interact with the content and reflect on their own
philosophy, with space to write their responses in
the text.
• Concise, streamlined chapters cover key concepts
and issues in teaching and learning in a clear and
direct way.
• Stories from Australians who have experienced
education in different decades trace the development
of our education system and reflect the changes that
have occurred over the last century.

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TEACHING CHALLENGES AND
DILEMMAS WITH STUDENT RESOURCE
ACCESS 12 MONTHS, 4E
Susan Groundwater-Smith, University of Sydney; Robyn Ewing,
University of Sydney; Rosie Le Cornu, University of South Australia

Teaching: Challenges and Dilemmas actively works with
readers to help them develop the competencies needed
to become outstanding teachers: communication,
understanding pedagogy, assessment of learning and
curriculum, lesson planning, classroom management,
reflective practice and comprehending learner
diversity. Grounded in strong theoretical foundations,
it highlights the complexities of teaching and learning
and the daily challenges that teachers must recognise
and unravel during the course of their work. This new
edition builds upon current pedagogical theories
concerning learning and the design and assessment of
learning outcomes. Fully updated chapters reflect the
latest policies across the states and commonwealth,
especially the trend to federalism and its implications in terms of curriculum, assessment and the establishment of national standards. Ethical practice is brought to the forefront, and a new chapter discusses working in partnership with parents, caregivers and the broader community. Engaging case studies and rich examples emphasise the importance of context and assist readers to connect theory to the classroom as they explore the issues. This highly regarded text remains an invaluable resource for pre-service and newly qualified teachers as they embark on their challenging career.

NEW TO THIS EDITION

- NEW Chapter 12 ‘Building family-school-community partnerships’ explores the notion of partnerships between teachers, parents, families and the broader community; an area that has often engendered anxiety for early career teachers.
- The introductory section has been substantially revised and now consists of a refocused chapter titled ‘So you want to be a teacher! Working in a changing context’ followed by a chapter titled ‘Ethical Practice’. This reorganisation continues to create the context for considering teaching’s challenges and dilemmas whilst drawing attention to the important matters associated with the values by which we teach.
- NEW ‘Useful weblinks’ sections at the end of chapters act as a starting point to encourage students to become good ‘web detectives’ in their own right.
- A twelve-month subscription to Search me! education provides students with 24-hour access to full-text articles from hundreds of scholarly and popular periodicals for wider reading and assignments. Search me! education keywords at the end of each chapter assist students to explore topics further and find current references.

FEATURES

- Adopts a dilemmas framework as a means of discussing the challenges and complexity of schooling with its many different stakeholders who have varying views of what education should achieve.
- Case studies and scenarios illuminate the discussions and highlight the importance of context when considering issues and practices.
- ‘Following through’ exercises at the end of each chapter provide a range of discussion questions and relevant activities to help students embed the issues in real contexts.

CONTENTS

Part A: Challenges and dilemmas of teaching
1. So you want to be a teacher! Working in a changing context
2. Ethical Practice

Part B: Understanding learning
3. Understanding learner diversity
4. The nature of learning
5. The learning environment
6. Teaching, learning and curriculum in a changing world

Part C: The effective teacher
7. Teacher as learner
8. Planning and preparing for teaching
9. Communication in the educational environment
10. Managing the classroom learning environment
11. Investigating, assessing and reporting student learning
12. Building family-school-community partnerships
13. Working more broadly: Practitioner enquiry for knowledge-building schools

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THE PROFESSIONAL PRACTICE OF TEACHING, 4E

Clive McGee, Wilf Malcolm Institute of Educational Research, University of Waikato; Deborah Fraser, University of Waikato

The Professional Practice of Teaching contains a wealth of information that pre-service teachers need to know in order to learn to teach effectively. Written specifically for the New Zealand setting, it highlights the range of knowledge and skills that teachers require in order to make a positive difference to their students’ lives. Every chapter in this fourth edition has been updated to include the latest evidence on best practice, and discussion of current and emerging issues that are impacting upon teachers and their work, such as new policies in curriculum and national standards and the registration of teachers. Throughout the text many case studies, activities and stories from real-life teachers...
and students help readers to link the theory to their classroom practices. Suitable for beginning teachers in early childhood, primary and secondary, this book will be an invaluable reference throughout your studies and into your teaching career.

NEW TO THIS EDITION

• Updated throughout to reflect recent and emerging issues in New Zealand education including curriculum changes, the debates around national standards and government policy on reporting to parents
• New ‘Teacher’s voice’ and ‘Student’s voice’ boxes provide personalised views on aspects of practice that help students understand the real-life context of the material
• A weblinks section at the end of each chapter points to key online resources for readers, providing a wider base of information for study
• New examples from both primary and secondary teaching ensure the text is relevant for teachers across a range of school settings
• Discussion of ICT is now more thoroughly integrated throughout the text

FEATURES

• This wholly New Zealand text has been developed over many years to reflect the local educational environment
• Discussion Questions at the beginning of each chapter focus the reader’s attention on what they will be learning
• Case Studies throughout the text present real life situations that illustrate the theory in context
• Activities at the end of each chapter help readers to reinforce their learning

CONTENTS


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education, human ecology, language arts, reading & writing English, art, music, and agriculture give readers more resources for their classroom.

- Updated references and All updated research ensure that this textbook provides the most important and up-to-date information on literacy.
- NEW coverage of Common Core Standards including the effects on policy, practice, and assessment makes relevant for today's schools and ensures that readers have the most current information on how the national standards should be incorporated for the course.
- INCREASED coverage of English Language Learners highlights important resources and strategies for working with English learners.
- INCREASED coverage of Gifted/Talented learners give suggestions and tips for working with this school population.
- UPDATED coverage of Technology Literacy in Chapter 2, plus new technology coverage throughout, including coverage of social media, vocabulary, internet searches, Wikis, etc. ensures that readers are aware of how to fully incorporate the ever changing world of technology into their course.
- NEW coverage of Updated IRA Standards for Reading Professionals (2010) are given to ensure that readers are aware of the most current standards and their implications.
- EXPANDED coverage of Graphic Novels is included allowing readers to more fully understand how to use this technology.

FEATURES

- “Focus on English Language Learners” and “Struggling Readers” features highlight the important applications for students with special needs in separate, easy-to-locate sections in each chapter.
- Chapter 1, “Content Area Literacy in a Changing World,” features a section on digital literacy, fluency, gender issues, writing instruction, and the impact of legislation such as the No Child Left Behind Act.

CONTENTS

PART 1 CONTEXTS OF LITERACY INSTRUCTION IN A TECHNOLOGICAL AGE

1. Content Area Literacy in a Changing World
2. Integrating Technology in Content Area Literacy Instruction

PART 2 USING ASSESSMENT TO GUIDE INSTRUCTION

3. Vocabulary Development
4. The Process of Constructing Meaning from Texts
5. Strategies for Constructing Meaning from Texts
6. Location and Organization of Information

PART 3 STRATEGIES FOR LEARNING: CONSTRUCTING MEANING AND STUDYING

7. Reading in the Content Areas
10. Literature-Based and Thematic Approaches to Content Area Teaching

PART 4 APPLYING LITERACY INSTRUCTION IN THE CONTENT AREAS

9. Writing in the Content Areas
11. Reading in the Content Areas: I
12. Reading in the Content Areas: II

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to interpret the test data—but also how to look at the individual child’s needs. Appropriate for novices and experts, this text equips readers with the knowledge and tools to assess their students’ skills and abilities effectively and efficiently. Featuring an emphasis on improved outcomes, it shows readers how to broaden their assessment labors from efforts designed to make predictions about students’ lives to efforts that can make a difference in the lives of the students they serve.

NEW TO THIS EDITION

• A new Chapter 1, “Context for Assessment and Decision-Making,” highlights ways in which the social/ ecological context affects the practices of assessors.
• Increased linkage to the book’s website, Education CourseMate, includes web-only chapters (with Web Chapter Previews in the text), marginal notations directing readers to the website, new end-of-chapter Web Resources and Web Activities that promote active learning, and introductions to Video Cases placed strategically throughout. All of these new technology-related features direct students to go online for more in-depth information about important topics.
• New frank and comprehensive test reviews have been added as needed, including Wechsler Individual Achievement Test, Third Edition (WIAT-III); Social Skills Improvement System Rating Scales (SSIS); and Dynamic Indicators of Basic Early Literacy Skills-Next (DIBELS Next).
• A new Assessment Process Flow Chart in Chapter 2 illustrates the process—from initial concern by a classroom teacher, to pre-referral classroom interventions, to instructional interventions at increasing levels of intensity, to eligibility, and finally to re-evaluation and accountability.
• New Web Chapters—those not integral to the learning needs of the text’s primary users—are now placed on the text’s website, with a two-to-three-page Web Chapter Preview in the text. This allows key features of the chapters to be highlighted in the text, while making the full chapters accessible to those who need and are interested in them. Web Chapters include Chapter 10 (“How to Evaluate a Test”), Chapter 18 (“Using Measures of Adaptive Behavior”), Chapter 19 (“Using Measures of Infants, Toddlers, and Preschoolers”), Chapter 20 (“Assessment of Sensory Acuity”), and Chapter 25 (“Using Portfolios in Assessment”).
• A new chapter, “Curriculum-Based Approaches to Monitoring Student Progress” (Chapter 8), offers new coverage of a timely, high-profile topic.
• A new Part 4, “Special Considerations in Assessment,” focuses on hot topics and includes new chapters on “Cultural and Linguistic Considerations” (Chapter 22), “Using Technology-Enhanced Measures” (Chapter 23), and “Response-to-Intervention and Multi-Tiered Systems of Support” (Chapter 24).

FEATURES

• All of the chapters, topics, and features that have made this text a classic in the field are retained to the extent possible.
• The book’s website, Education CourseMate, includes expanded critiques of tests and material highlighted in the textbook, giving students additional insight and hands-on applications.
• Promoting active reading and learning, each chapter begins with clearly stated chapter goals and a list of key terms.

CONTENTS

Part I: OVERVIEW AND BASIC CONSIDERATIONS
BEHAVIOR MODIFICATION, 5E
Principles and Procedures, International Edition
Raymond G. Miltenberger, University of South Florida, Tampa Bay

This text uses the principles of behavior modification to teach the procedures of behavior modification, illustrating them with key case studies and examples. Its precise, step-by-step approach includes practical information on the technologies used to measure and record behavior changes. The book also provides numerous opportunities for students to practice, including practice tests, application and misapplication exercises, and three quizzes at the end of every chapter.

NEW TO THIS EDITION

• This edition has been updated throughout with recent references.
• Quizzes have been placed at the end of the book on color-tabbed and perforated pages so that they can easily be removed, completed, and submitted.
• Chapter 2 includes a new discussion of social validity and use of technology in data collection. In addition, it now uses the more accepted term “interobserver agreement” instead of “interobserver reliability,” and discusses two more methods for conducting IOA (occurrence only and nonoccurrence only).
• Chapter 3 includes a new discussion of recent publications that describe the use of Excel® for graphing, information on variations of the ABAB reversal design, and new coverage of nonconcurrent multiple baseline across subjects design.
• Chapter 4 includes a new discussion of motivating operations (MO) as an update for the term establishing operation (EO). Chapter 16 also discusses MO, expanding on that chapter’s discussion of EO.
• Chapter 10 now presents a discussion of prompting and fading for use in autism.
• Chapter 11 includes a brief new section on video modeling, and Chapter 12 has a brief new section on in situ assessment.
• Chapter 14 includes new coverage and examples of how ext is applied to positive versus negative reinforcement.
• Chapter 15 now covers reinforcer assessment procedures.
• Chapter 16 added discussion of the role of AOs.

CONTENTS


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EDUCATING EXCEPTIONAL CHILDREN, INTERNATIONAL EDITION, 13E
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; Nicholas J. Anastasiow, Hunter College

EDUCATING EXCEPTIONAL CHILDREN, International Edition is a classic yet state-of-the-art text for Introduction to Special Education and related courses. Authored by luminaries in the special education field, it introduces students to each of the thirteen disability categories, and to the needs of children who are gifted and talented. The Thirteenth Edition continues to focus on the strengths of previous editions, while also providing new material about such important hot topics within the field as genetics, neurology, inclusion, assistive technology, and information processing. The text 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 current coverage of the Response to Intervention Model, comprehensive and up-to-date descriptions of the characteristics associated with each disability, the most current teaching techniques for each category, and helpful references to available resources.

NEW TO THIS EDITION
• New! The most current information related to the Response to Intervention (RTI) model has been integrated throughout the new edition.
• New! Every chapter of the new edition includes coverage of neurology and genetics research as it relates to each exceptionality category discussed.
• New! Full inclusion strategies (related to each of the various disability categories) are now included in each chapter.
• New! Each chapter now includes coverage of The Information Processing Model, and of how information processing systems are affected in the lives of exceptional children.
• New! The new edition takes a closer look at the early childhood years from birth on, and the importance of early intervention in the lives of all exceptional children.
• New! Current research about ADD/ADHD, which often co-exists with other exceptionalities, is now discussed throughout the text to reflect this reality.
• New! Each chapter now includes discussions of assistive technologies that support children with exceptionalities.

FEATURES
• Exceptional Stories of Exceptional Lives boxes present real-life stories and photos of children with special needs, giving pre-service teachers a deeper understanding of the children and families with whom they will work.
• Up-to-date coverage includes the most recent research and the latest information on IDEA legislation and education reform.
• Educational Responses sections in each chapter comprise a special “handbook” of best teaching practices for helping children with disabilities, making the book a “must keep” for future teachers.

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© 2012, 544pp, Paperback, 9781111185718
EXCEPTIONAL CHILDREN AND YOUTH, INTERNATIONAL EDITION, 5E
Nancy Hunt, California State University, Los Angeles; Kathleen Marshall, University of South Carolina

EXCEPTIONAL CHILDREN AND YOUTH, 5E, International Edition provides a concise yet complete introduction to special education for pre-service and in-service teachers. One of the most accessible and readable texts available for the Introduction to Special Education course, this new edition is thoroughly updated to reflect the most current information available about special education practice and children with exceptionalities. The text emphasizes current research and theory about exceptional children, human diversity, inclusion, law and social policy, family involvement, real-life stories about exceptionality, and evidence-based teaching practices—all presented in a warm, personal narrative style.

NEW TO THIS EDITION
• Every chapter of the Fifth Edition has been thoroughly updated to reflect current research and thinking in special education. Updated content discusses special education law and legislation; changes in the field of learning disabilities, particularly the impact of RTI; new information on Autism Spectrum Disorders; changes in the field of emotional/behavior disorders stemming from DSM updates; trends in intellectual and development disabilities; and other topics.
• Updated and expanded coverage of diverse populations within special education (especially English Language Learners) is integrated throughout the text. Other topics receiving enhanced coverage include Universal Design for Learning (UDL), assistive technologies, evidence-based teaching practices, and transition.
• An expanded presentation of the foundations of special education discusses the history, laws, services, and issues that are the building blocks of the field. This content is found in Chapter 1 and in a brand new Chapter 2, “Making Special Education Work for All Students.”
• Many of the “First Person” features—which provide frontline insights from individuals who live with exceptionality every day either through personal or professional experience—are new.
• New “TeachSource Video Case” boxes in each chapter introduce videos that allow students to see text concepts come to life in real classroom settings. Videos are available for viewing at the text’s website, Education CourseMate.

FEATURES
• “Teaching Strategies and Accommodations” boxes throughout the book, which provide future teachers with hands-on teaching tips, have been updated to highlight evidence-based practice.
• “Pause and Reflect” mini boxes at the end of each section allow students to check their learning.
• Up-to-date “Assistive Technology Focus” boxes provide students with a brief introduction to a variety of current assistive technologies related to each of the disability categories.
• “A Closer Look” boxes in each chapter focus on high-interest topics related to exceptional children and youth.
• To support students in going beyond the text, “Portfolio Activities” keyed to CEC standards and “Useful Resources” are included at the end of each chapter.

CONTENTS
Expanding on its widely respected and unique focus on the critical role of professionals in education, psychology, counseling, health care, and human services, HUMAN EXCEPTIONALITY: SCHOOL, COMMUNITY, AND FAMILY, International Edition, is an evidence-based testament to how cross-professional collaboration can enhance the lives of exceptional individuals and their families. Part I lays a solid foundation for understanding both the advances and the challenges across the lifespan in meeting the educational needs of students with exceptionalities in the twenty-first century. Part II focuses on cultural and linguistic diversity within the context of disability, and the importance of professional and family partnerships. Part III explores the definitions, characteristics, and multidisciplinary approaches used to meet the needs of individuals across eight categories of disability. Part IV emphasizes the special needs of those with exceptional gifts and talents. HUMAN EXCEPTIONALITY is an excellent resource for preparing teacher education candidates and practicing teachers, as well as a range of human services professionals. The text’s unique human approach combines the most current research, personal stories about people with exceptionalities, and new and innovative features that create opportunities for readers to better understand and apply the information in each chapter.

**NEW TO THIS EDITION**
- One of the most comprehensive texts on the market, this thoroughly updated edition maintains its emphasis on human exceptionality across the lifespan with multidisciplinary perspectives on exceptionality. Updates include major new sections on evidenced-based practices in inclusive school programs, universal design for learning and adaptive instruction, and multi-tiered systems of support (a.k.a. response to intervention) in Chapter 3.
- Other new coverage includes a refocused Chapter 7, which is now devoted to specific learning disabilities. In addition, the most current information on positive behavioral support (PBS) appears in Chapter 8, and expanded and updated coverage of attention deficit hyperactive disorder is now presented in Chapter 14.
- New “Learning Through Social Media” boxes in each chapter provide excerpts from blogs written by people with disabilities or a family member, as well as information about the increasing use of social media in educational programs for all students, including those with exceptionalities.
- New TeachSource Video boxes summarize specific videos found at Education CourseMate (the book’s website) and provide related questions to enhance students’ engagement with, and understanding of, key content. The videos bring concepts to life and give readers a frontline look at actual scenarios involving exceptional people. Video excerpts are also described in several “Snapshot” boxes.

**FEATURES**
- Streamlined, reader-friendly chapters correspond with courses taught within a ten- to fifteen-week timeframe.
- Popular boxed features spark individual reflection and classroom discussion. These include “Inclusion and Collaboration Through the Lifespan,” which links key concepts in each chapter directly with the challenges facing schools, families, and the community; “Reflect on This,” which highlights interesting and relevant information about exceptionality; and “Case Studies” with application questions that provide opportunities to apply what readers have learned to real-life examples of challenges in education, social services, and health care for people with exceptionalities and their families.
- “Snapshot” features enhance the book’s real-world perspective, providing personal insights into the lives of individuals who are exceptional.
- “Debate Forums” help readers understand today’s
most important and controversial issues for people with exceptionalities and their families.
• “Assistive Technology” introduces new and exciting innovations in the use of computer-based learning, augmentative communication, and instructional design.

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INCLUSION IN ACTION WITH STUDENT RESOURCE ACCESS 12 MONTHS, 3E
Phil Foreman

Inclusion in Action presents the fundamental knowledge and skills that teachers need to provide appropriate programs for students with additional learning needs in regular classes. It outlines the philosophy of inclusive practice and explains key processes such as adapting curriculum to meet individual needs, planning teaching strategies, encouraging positive interaction, ensuring smooth transitions and working collaboratively. Throughout it emphasises a practical, research-based approach to teaching that can be applied across a diverse range of students with additional educational needs.

NEW TO THIS EDITION
• This extensively revised third edition includes seven new chapters within a revised overall structure, providing a fresh approach to the field. All chapters have been fully updated to reflect the latest research, policy developments and practice guidelines.
• A new chapter on best practice in successful inclusion (Chapter 3) streamlines coverage of strategies for developing positive attitudes to inclusion, creating inclusive environments and best teaching practices.
• A new chapter on developing communication skills (Chapter 7) explains a range of strategies that help readers support the development of language, communication and social skills for all learners.
• Two new chapters on understanding and supporting literacy competence (Chapter 8) and numeracy competence (Chapter 9) emphasise how to assess and then address specific problems in each domain.
• New chapters on inclusive practice in early childhood (Chapter 10), primary (Chapter 11) and secondary settings (Chapter 12) discuss issues specific to each...
of these stages.

- Discussion questions included with each narrative encourage critical thinking and reflection.
- A companion website for students provides further information and tools such as revision quizzes, chapter topic reviews, case projects, fact sheets on different types of disabilities, useful weblinks and more.

FEATURES

- Encourages a teaching approach based on assessment of individual student needs rather than specialised teaching approaches for particular disabilities.
- Narratives with personal stories and case studies from parents, students, teachers and other professionals provide real-life situations to put the theory into context.
- Boxed examples provide teaching tips and illustrate practical approaches to assist in good inclusive practice.

CONTENTS

PART A: Inclusive Environments
1. Introducing inclusion in education
2. Legislation, policies and inclusive practices
3. Practicing successful inclusion

PART B: Inclusive Teaching and Learning Practices
4. Adapting curriculum, teaching and learning strategies
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 transition to work

References on specific disabilities
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© 2011, 576pp, Paperback, 9780170187626
contain expanded and up-to-date information about responsible inclusion practices, and describe how special education teachers and general education teachers can work together.

- New! A thoroughly revised Chapter 7 includes information about new research and medications for ADHD. This chapter also addresses related Autism Spectrum Disorders, such as autism, nonverbal learning disorders, and Asperger’s syndrome.
- New! Chapter 8 has new coverage on young children with disabilities. For instance, it examines the early signs of learning disabilities and related mild disabilities, including problems with phonological awareness, rapid naming, and early literacy instruction. It also provides early intervention strategies for use with young children.
- New! Chapter 9 contains expanded and updated information about the problems of adolescents and adults with learning disabilities, and strategies that can help these individuals.
- New! Chapter 10, which describes medical aspects of learning disabilities and related mild disabilities, reports on exciting recent findings about the brain and cognitive neuroscience research. Cited research includes the use of functional magnetic resonance imaging (fMRI) to provide new information on the brain and dyslexia.
- New! Chapter 11 has expanded coverage of language and English Language Learners (ELL), including methods for assessing and teaching ELL students.
- New! Chapter 12 includes up-to-date findings from the National Reading Panel about successful teaching methods for teaching reading and the need for explicit and structured instruction for teaching phonological awareness, phonics, fluency, vocabulary, and comprehension. This chapter also incorporates the value of literacy-based instruction in the teaching of reading.
- New! New and updated citations appear throughout the textbook.

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METHODS AND STRATEGIES FOR TEACHING STUDENTS WITH MILD DISABILITIES, INTERNATIONAL EDITION

Joseph Boyle, Rutgers, The State University of New Jersey; David Scanlon, Boston College

Students in a typical special education “methods” course are often presented with and overwhelmed by myriad techniques and methods leaving them with insufficient opportunities to practice and reflect on covered practices. In addition, students are often uncertain how to apply the techniques in actual teaching situations. METHODS AND STRATEGIES FOR TEACHING STUDENTS WITH MILD DISABILITIES: A Case-Based Approach, International Edition uses a more focused and integrated approach than other texts in the market. Each chapter presents a limited number of techniques (5 to 7) in detail. Boyle and Scanlon demonstrate effective teaching methods and techniques through application activities, anchor content around case studies, and offer an overview of other techniques not covered in detail. The case study approach is a distinctive feature of this program—with both text case studies and video case studies in each chapter. Information addressing culturally,
economically, linguistically, and ethnically diverse learners, among others, is integrated throughout the text as well.

**FEATURES**

- Two Case Studies, plus case questions in each chapter distinguish this text's approach.
- Video Case Connections—2 to 3 video case features per chapter—connect topics in the chapter to scenarios of real-life classrooms and teachers.
- Methods and Strategies Spotlight Boxes highlight key teaching techniques.
- Tips for Generalization Boxes highlight special topics that apply to all learners.
- Superior pedagogy and embedded learning tools help reading comprehension, including Marginal Chapter Alerts, Think Back to the Case Boxes with reflective questions, Application Activities, Teacher Resources, and more.

**CONTENTS**


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inclusive classrooms, differentiated instruction, and UDL. Collaborative practice also continues to be prominent in the text.

- Chapters 4, 5, and 6 have been re-worked and expanded to better highlight a wide range of diverse learners. These chapters are entitled, respectively: “Learners with High Incidence Disabilities,” “Learners with Low Incidence Disabilities,” and “Learners with Gifts and Talents, Learners Who Are Culturally and Linguistically Diverse, and Learners at-Risk for Success in School.”

- A new case study feature, “Today’s Students,” has been added to Chapters 4, 5, and 6. Readers return to the stories of these real students—such as Sam, a 16-year-old with autism spectrum disorder—and throughout the remaining chapters. New marginal “Case Reflection” questions in Chapters 7 and beyond guide readers in applying chapter content and concepts to the cases.

- The book’s “Teacher Voices” boxes now appear in every chapter, allowing pre-service teachers to learn about the real-life experiences and challenges of teachers in today’s inclusive classrooms.

- New “TeachSource Video Case” boxes direct students to videos—available at the text’s website, Education CourseMate—that show actual inclusive classrooms and teaching situations.

**FEATURES**

- The book emphasizes the Universal Design for Learning (UDL) approach, which illustrates how general education teachers can choose flexible instructional strategies, tools, activities, and evaluation methods that allow for student differences and remove the barriers from academic success.

- “UDL in the Classroom” boxes, updated and now appearing in every chapter of Parts II and III, feature strategies, techniques, and tips that make K-12 instruction accessible to all students.

- “Teaching All Learners” boxes, revised and expanded to appear in each chapter of the second edition, provide current, practical teaching strategies and ideas that future teachers can use in their inclusive classrooms.

- Updated “Web Resources” boxes allow students to connect with additional teaching resources online.

**CONTENTS**

Part I: FOUNDATIONS FOR EDUCATING ALL LEARNERS.
2. Introducing Universal Design for Learning.
4. Diversity in the Classroom I: Learners with High Incidence Disabilities.
5. Diversity in the Classroom II: Learners with Low Incidence Disabilities.
7. Collaboration and Cooperative Teaching: Teaching Approaches for All Learners.
8. Designing Learning that Works for All Learners: Academic, Social, and Physical Considerations.
10. Selecting Instructional Strategies for Teaching All Learners.
11. Considering Behavioral Strategies for All Learners.

Part II: PLANNING INSTRUCTION FOR ALL LEARNERS.
7. Collaboration and Cooperative Teaching: Teaching Approaches for All Learners.
8. Designing Learning that Works for All Learners: Academic, Social, and Physical Considerations.
10. Selecting Instructional Strategies for Teaching All Learners.
11. Considering Behavioral Strategies for All Learners.

Part III: IMPLEMENTING EFFECTIVE INSTRUCTIONAL PRACTICES FOR ALL LEARNERS.
13. Creating Literacy-Rich Environments for All Learners.
14. Developing an Understanding of Mathematics in All Learners.
15. Teaching Critical Content in Social Studies and Science to All Learners.

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COUNSELING CHILDREN, INTERNATIONAL EDITION, 8E
Donna A. Henderson, Wake Forest University; Charles L. Thompson, Late of, University of Tennessee, Knoxville

COUNSELING CHILDREN, International Edition covers the most practical and up-to-date methods for developing effective approaches to counseling children. Authors Charles Thompson and Donna Henderson’s text is unparalleled in its translation of theory into practice. COUNSELING CHILDREN, International Edition is an easy-to-read guide that includes useful strategies and case studies to provide students with a realistic look at the counseling field. The updated text provides new CACREP-aligned learning objectives at the beginning of each chapter, in addition to new coverage of multicultural issues including religion and sexual orientation. Each COUNSELING CHILDREN, International Edition chapter features information on how to apply that theory to children and families of different cultural backgrounds. COUNSELING CHILDREN, International Edition presents a development approach to counseling that considers age and stage differences in counseling children, adolescents, and adults.

NEW TO THIS EDITION
• COUNSELING CHILDREN offers a new focus on ethics, moving the section forward to help students build an ethics foundation and utilize it throughout the text.

• The updated edition of COUNSELING CHILDREN features new material in the multicultural chapter, including a focus on religion and sexual orientation, and also addresses core multicultural competency requirements of counselor education.
• COUNSELING CHILDREN includes new CACREP-aligned learning objectives at the beginning of each chapter, providing students with helpful guidelines for reading the text.

FEATURES
• COUNSELING CHILDREN presents twelve established counseling theories used when working with children and their families, as well as techniques and interventions based on those theories.
• The updated text features in-depth practice information on issues and techniques in counseling children, such as play therapy, counseling children from different cultures, and ethical and legal issues.
• Each theory chapter in COUNSELING CHILDREN includes information on how to use that theory, as well as website listings that provide students with further resources for the information discussed in the text.
• The text offers solution-focused brief counseling and paradoxical counseling methods, providing step-by-step assistance in helping beginner counselors develop their skills.
• Each COUNSELING CHILDREN chapter contains short case studies with counseling transcripts, illustrating how that specific counseling theory is applied.

CONTENTS
PART I: INTRODUCTION TO COUNSELING CHILDREN
1. Counseling. 2. Introduction to a Child’s World. 3. The Counseling Process. 4. Legal and Ethical Considerations.
PART II: COUNSELING THEORIES AND TECHNIQUES

© 2011, 768pp, Paperback, 9780840032607
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1. Counseling. 2. Introduction to a Child’s World. 3. The Counseling Process. 4. Legal and Ethical Considerations.
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© 2011, 768pp, Paperback, 9780840032607
This book provides balanced coverage of quantitative and qualitative methods of social research with a unique “behind the scenes” approach: Chapters are built on focal research pieces and excerpts from real research projects, and they present the insights and perspectives of workers conducting real-world research. The book guides readers through the many stages of social research—from selecting a researchable question and designing a study to selecting the best method of data analysis for a particular study—and prepares them for the ethical issues and problems that they may face along the way.

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Donna A. Henderson, Wake Forest University; Charles L. Thompson, Late of, University of Tennessee, Knoxville

COUNSELING CHILDREN, International Edition covers the most practical and up-to-date methods for developing effective approaches to counseling children. Authors Charles Thompson and Donna Henderson’s text is unparalleled in its translation of theory into practice. COUNSELING CHILDREN, International Edition is an easy-to-read guide that includes useful strategies and case studies to provide students with a realistic look at the counseling field. The updated text provides new CACREP-aligned learning objectives at the beginning of each chapter, in addition to new coverage of multicultural issues including religion and sexual orientation. Each
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GENERAL EDUCATION

CLASSROOM MANAGEMENT, 4E
Creating Positive Learning Environment
Gordon Lyons, University of Newcastle; Margot Ford, University of Newcastle; June Slee, Charles Darwin University

Classroom Management 4E empowers you to develop an individual classroom management plan that suits your professional philosophy and teaching style. It introduces the Lyford model, a framework that illustrates the many elements of successful classroom management. Using the Lyford model as a scaffold, the authors: - compare and contrast the main theories and models that currently inform practice in Australian classrooms; - explore key practices for creating positive learning environments that will engage students and reduce the chance of disruptions; and - discuss a range of intervention strategies to consider when faced with challenging student behaviours. As you work towards developing your own individual approach to classroom management, engaging stories from early-career teachers help you to apply the concepts to real-life situations. A new chapter on contemporary issues in classroom management keeps you up to date with a wide range of topics that impact upon today's learning environments.

NEW TO THIS EDITION
- A new chapter on contemporary issues and initiatives brings readers up to speed with a wide range of topics that impact upon the learning environment, from 'big picture' issues that impact the whole school community through to issues that may only impact the learning of one student. These include government initiatives, whole-school initiatives, student resilience,
bullying, and very challenging behaviours.

- Chapters 1 and 2 have been reorganised and restructured to emphasise the importance of a modelling and theorising about classroom management as a foundation for successful practices.
- The companion website contains even more resources to help you get the most from your text, including new revision quizzes, additional theories and models of classroom management, and a new tool to help you develop your own classroom management plan.

**FEATURES**

- The Lyford Model of Classroom Management provides a guiding framework throughout each chapter to help readers to identify key elements of classroom management planning and practice and the relationships between those elements.
- Each chapter begins with a list of Learning Outcomes and a Chapter Overview to assist you to navigate through the book.
- Every chapter features a Starter Story to focus your thinking and highlight the relevance of the topics that you are about to explore.
- Pre-service and early career teachers share their experiences in ‘Stories from the field’ so that readers can see how concepts can be applied in real-life settings.
- A chapter of extended ‘Stories from the Field’ (Chapter 8) contains case studies that demonstrate the many paths and innovative approaches to creating positive learning environments in classrooms and schools.
- Each chapter closes with a list of key concepts and a number of individual and group study activities to help readers review and apply the material from the chapters.
- Weblinks at the end of each chapter assist students to go further in their reading and research.

**CONTENTS**


© 2014, 288pp, Paperback, 9780170233224

**FOSTERING CONCEPTUAL CHANGE WITH TECHNOLOGY**

*Asian Perspectives*

Chwee Beng Lee, School of Education, University of Western Sydney; David H. Jonassen, University of Missouri-Columbia

Conceptual change is an intentional and constructive effort to bring about deep understanding, one of the most important outcomes of learning. When fostering conceptual change with technology, learning is meaningful, dynamic and engaging. By bringing together the work of scholars from various countries, the authors hope to bring forward their understanding of fostering conceptual change with technology. This book aims to present the current state of research on fostering conceptual change with technology in Asia-Pacific countries, where technology is fast becoming an integrated part of learning. It provides a comprehensive overview of current research practices, then examines the context of learning, learners’ characteristics and the role of epistemological beliefs. It also discusses the different approaches used to foster conceptual change in various countries. The final section presents possible future directions for research.

**FEATURES**

- Comprehensiveness—This will be the first edited book to document the comprehensive research in fostering conceptual change with technology, by prominent researchers from various Asia-Pacific countries.
- Multiple perspectives—Readers will gain a vast range of knowledge of and insight into fostering conceptual change with technology through the varied scope of research from 8 countries.
- Systematic structure—The four sections in the book will make it easy for readers to follow the extensive research.
- Concrete examples—The different approaches to
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MASS COMMUNICATION

RESEARCH METHODS IN MASS COMMUNICATION

AN INVITATION TO SOCIAL RESEARCH, 4E
How It’s Done, International Edition
Emily Stier Adler, Rhode Island College; Roger Clark, Rhode Island College

This book provides balanced coverage of quantitative and qualitative methods of social research with a unique “behind the scenes” approach: Chapters are built on focal research pieces and excerpts from real research projects, and they present the insights and perspectives of workers conducting real-world research. The book guides readers through the many stages of social research—from selecting a researchable question and designing a study to selecting the best method of data analysis for a particular study—and prepares them for the ethical issues and problems that they may face along the way.

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MATHEMATICS

MATHEMATICS FOR EDUCATION

MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS
Ricardo Fierro, California State University, San Marcos

Mathematics for Elementary School Teachers is designed to give you a profound understanding of the mathematical content that you are expected to know and be able to teach. The chapters integrate the National Council of Teachers of Mathematics (NCTM) Standards and Expectations and the new Common Core State Standards, as well as research literature. The five NCTM Process Standards of problem solving, reasoning and proof, communication, connections, and representation highlight ways that teachers present content, the ways that students learn content, and various ways that students can demonstrate procedural and conceptual understanding. The worked examples and homework questions provide prospective elementary school teachers with opportunities to develop mathematical knowledge, understanding, and skills that they can apply in their own classrooms effectively. The learning path begins with the “Where Are We Going?” Chapter Openers, worked Examples with Yellow Markers that indicate the Process Standards throughout the text, to the Concept Maps, to the Section Question Sets with their “refreshers” of Process Standards, to the Chapter Organizers with Learning Outcomes and a list of the corresponding Review Questions, and finally, conclude at the Chapter Tests with their overarching Learning Outcomes.

FEATURES
• The relevant NATIONAL COUNCIL OF TEACHERS
OF MATHEMATICS (NCTM) PRINCIPLES AND STANDARDS OF MATHEMATICS (2000) appear in the exposition. These Principles and Standards that are adopted by the NCTM represent the most significant and influential collaboration among educators to improve mathematics education at a national level. It is the gold standard used by many states to meet the No Child Left Behind Act of 2001 that requires challenging standards for grades 3-8 mathematics and annual assessment.

• COMMON CORE STATE STANDARDS (CCSS) are also referenced in the text. The CCSS are “aligned with college and work expectations; build upon strengths and lessons of current state standards; and include rigorous content and application of knowledge through high-order skills.” The idea behind CCSS is that “Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students.” States that voluntarily accept the Common Core standards would eliminate their own state standards.

• In addition to the NCTM Content Standards, there are five NCTM PROCESS STANDARDS: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. The Process Standards are integrated by an icon throughout the text that highlights where the standard appears and specifies which standard is being used. In addition, the homework problems are categorized by the applicable Process Standard to give prospective teachers a chance to explore a particular process in more depth and improve their perception of problems that assess the process. This unique differentiation is important because the processes connect students to the teaching and learning of mathematical content.

• “Where Are We Going?” CHAPTER OPENERS identify upcoming topics and help to place the material to be presented in a manageable context.

• Unique CONCEPT MAPS visually recap ideas and help you synthesize the material by showing how key mathematical ideas are related.

• PreK–8 problems from actual elementary math textbooks appear in CLASSROOM CONNECTIONS—with explanations—giving prospective teachers another opportunity to see that the topics they are studying are relevant to the elementary curriculum. Actual pages from these textbooks are also shown as appropriate to provide context.

• A VARIETY OF HOMEWORK PROBLEMS appears at the end of each section and chapter to increase interest and flexibility in teaching. They reflect the content and processes that prospective elementary school teachers need to know and teach. They support the national trend of integrating instruction, assessment, content standards, and process standards.

• Over several hundred WORKED EXAMPLES are included to illustrate concepts, techniques, and processes of mathematics for students to master.

• A CHAPTER ORGANIZER grid summarizes key learning outcomes and ideas presented in the chapter followed by a set of review questions which offers a variety of additional problems to reinforce students' learning. The chapter test is organized by learning outcomes so students connect the link between objectives and concepts, and how knowledge is acquired which reflects the national trend of integrating instruction, assessment, and NCTM content and process standards.

• The National Center for Education Statistics administers a nationwide standardized test—National Assessment of Educational Progress (NAEP)—to a pooled random sample of fourth, eighth, and twelfth graders. NAEP has released selective questions, called RELEASED ITEMS in the textbook, from various fourth- and eighth-grade tests to help improve student learning. A sampling of these questions appear in the text, as do questions from state tests, to illustrate what elementary students will see in standardized assessment tests.

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© 2013, 976pp, Hardback, 9780538493635

MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS, INTERNATIONAL EDITION, 5E
Tom Bassarear, Keene State College

MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS, 5E, International Edition offers future teachers a comprehensive mathematics course designed to foster concept development through examples, investigations, and explorations. In this text, intended for the one- or two-semester course required of Education majors, Bassarear demonstrates that there are many paths to solving a problem, and sometimes problems have more than one solution. The author presents real-world problems—problems that require active learning in a method similar to how archaeologists explore an archaeological find: they carefully uncover the site, slowly revealing more and more of the structure. Visual icons throughout the main text allow instructors to easily connect content to the hands-on activities in the corresponding Explorations Manual. With this exposure, future teachers will be better able to assess student needs using diverse approaches.

NEW TO THIS EDITION

- The new edition features improved visual representations of concepts, adding diagrams and illustrations.
- NEW 4-color design. 2-color design upgraded to 4-color to better present the author’s approach to teaching.
- NEW chapter openers outline the sections within the chapter and the Investigations that appear within the section.
NEW Looking Back feature appears before the Chapter Summary in each chapter and includes a brief discussion about problem solving, reasoning, connections and relationships, unit, and equivalence as it applies to each chapter.

Updated! The 4e content for chapter 1 has been rearranged to reflect 4 sections instead of the 7 found in the 4e.

NEW component has been added to the Classroom Connection feature in which examples of actual assignments appropriate for elementary math students are illustrated. In addition to this, questions in the exercise sets have been identified as a part of Classroom Connection, along with margin boxes throughout the text. An apple icon identifies and ties in all three parts of this feature.

NEW exercises have been added to most chapters. NEW sub-categories have been added to the exercises and they have been rearranged breaking these down into these three topics for most chapters: Basic, Deepening Your Understanding, and From Standardized Assessments.

NEW From Standardized Assessments exercises appear as a subset in the exercise sets in most chapters. Since they are actual questions that appear on standardized assessments, these give students a sense of the high-cognitive level of questions to expect on national assessments.

NEW Investigations have been added to most chapters and have been renumbered to increase accessibility. Multiple strategies occur after many Investigations allowing students to analyze numerous approaches to solving problems.

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© 2012, 784pp, Paperback, 9781111578657

MATHEMATICS FOR TEACHERS, 4E
Interactive Approach for Grade K-8, International Edition
Thomas Sonnabend, Montgomery College

Mathematics for Teachers: An Interactive Approach for Grades K-8, 4e, International Edition actively involves students in developing and explaining mathematical concepts and how the topics relate to NCTM Standards and Curriculum focal points. The text includes coverage of reasoning, sets, arithmetic, geometry, measurement, algebra, statistics, and probability. The carefully organized, interactive lesson format promotes student involvement and gradually leads the student to a deeper understanding of mathematical ideas.

NEW TO THIS EDITION
• Relevant objects from NCTM Curriculum Focal Points and Standards are listed at the beginning of each section.
• 15% of exercises are new or revised.
• Streamlined sets of Lesson Exercises have clearer instructions and more hints for improved focus on major lesson topics.
• Revised terminology matches the current K-8 Curriculum.

FEATURES
• Updated data makes statistical information more relevant.
• Classroom Connections help students make the connection to concepts taught in the elementary and middle school classroom. Some of these boxes feature challenging situations from K-8 classrooms that students must analyze. Other boxes feature pages from K-8 mathematics textbooks.
• The book comes with either activity cards that can be cut out or reproduced for use with lab activities.
• Technology coverage includes more use of fraction calculators, graphing calculators, and dynamic geometry software.
• The Lesson Exercises (LE) are a distinguishing feature of the text and constitute its interactive nature. While other texts offer the standard set of worked examples in each section, Sonnabend features unique Lesson Exercises organized into various categories, such as openers, reasoning, skill, concept, and summary. This thoughtful, engaging approach thoroughly develops students’ understanding of the course concepts as well as an appreciation for the value of multiple problem-solving approaches, a skill critical to their own future as teachers.
• The text emphasizes discovery, discussion, and explanation of concepts that involve students and deepens their understanding.

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© 2010, 864pp, Paperback, 9781439046562

NATURE OF MATHEMATICS, INTERNATIONAL EDITION, 12E
Karl Smith, Santa Rosa Junior College

Written for liberal arts students and based on the belief that learning to solve problems is the principal reason for studying mathematics, Karl Smith introduces students to Polya’s problem-solving techniques and shows them how to use these techniques to solve unfamiliar problems that they encounter in their own lives. Through the emphasis on problem solving and estimation, along with numerous in-text study aids, students are assisted in understanding the concepts and mastering the techniques. In addition to the problem-
solving emphasis, THE NATURE OF MATHEMATICS, 12e, International Edition is renowned for its clear writing, coverage of historical topics, selection of topics, level, and excellent applications problems. Smith includes material on such practical real-world topics as finances (e.g., amortization, installment buying, annuities) and voting and apportionment. With the help of this text, thousands of students have “experienced” mathematics rather than just do problems—and benefited from a writing style that boosts their confidence and fosters their ability to use mathematics effectively in their everyday lives.

NEW TO THIS EDITION
• The examples throughout the book have been redesigned to more effectively engage students. Each now includes a title and is presented in a fresh, easy-to-read format.
• A “Chapter Challenge” problem appears in each chapter, providing additional problem-solving practice. To encourage students to stretch their problem-solving skills, these new types of problems present contexts other than those presented in the chapter.
• “Historical Quest” problems, an overwhelming success in the previous edition, appear more frequently in the Twelfth Edition. These problems are designed to involve students in the historical development of the great ideas in mathematical history.
• Expanded and updated chapter openers include “What in the World?” introductions, which draw students into the material by relating the mathematics to common scenarios they may encounter in their everyday lives.
• The prologue—updated for this edition—asks the all-important question, “Why Math?” The prologue puts mathematics into a historical perspective for students, and is also designed to encourage them to begin thinking about problem solving.
• Updated for this edition, the problems accompanying the “Why Not Math?” epilogue show students how mathematics touches just about every course of study.

FEATURES
• Real-World Problem-Solving Emphasis: Polya’s method of problem solving is used throughout the text. Students learn how to apply these techniques to solve problems they encounter in their everyday lives in such areas as finance (installment buying, amortization, annuities) and voting and apportionment.
• Flexibility: The chapters are independent of one another and allow maximum teaching flexibility.
• Learning Aids: The book offers a variety of interesting and helpful learning aids. Icons like “Caution” and “Stop” guide students through concepts. “Historical Notes” place students’ view of mathematics in a historical perspective and include a category of related problems entitled “Historical Quest”. “Chapter Summaries” include chapter review exercises, group research projects, and individual research projects. Additionally, a list of important terms and types of problems, including section references, is available to students at www.mathnature.com.
• Exercise Sets: Problems range from easy to challenging and are clearly marked by type. “Level 1” problems are mechanical or drill. “Level 2” problems require the understanding of concepts. “Level 3” problems require problem-solving skills or original thinking.

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PSYCHOLOGY

BEHAVIOR MODIFICATION, 5E
Principles and Procedures, International Edition
Raymond G. Miltenberger, University of South Florida, Tampa Bay

This text uses the principles of behavior modification to teach the procedures of behavior modification, illustrating them with key case studies and examples. Its precise, step-by-step approach includes practical information on the technologies used to measure and record behavior changes. The book also provides numerous opportunities for students to practice, including practice tests, application and misapplication exercises, and three quizzes at the end of every chapter.

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© 2012, 672pp, Paperback, 9781111306120
national comparisons are integrated throughout the text.

• A consistent chapter structure—which presents definitions, age trends, antecedents and consequences of individual differences, information on group diversity, and implications for the classroom—aids student comprehension.

• A topical approach allows a more effective description of the range of behavior possible in a given domain.

• An emphasis on high-interest, teacher-relevant topics not covered in traditional human development includes material on self-control and discipline (Chapter 7) and extensive coverage of social-emotional development (Parts 3 and 4).

• Features such as “Revisiting the Case,” “Think About This,” “Field Observations,” “Summary of Age Trends,” “Theories and Theorists,” “Challenges in Development,” and “Video Cases” promote deeper connections to and understanding of the content.

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SECTION 1: FOUNDATIONS OF CHILD DEVELOPMENT
1. Ways of Thinking About Children 2. Physical Development and Health

SECTION 2: THE COGNITIVE CHILD

SECTION 3: THE EMOTIONAL CHILD
6. Attachment and Personality 7. Self-Control and Discipline

SECTION 4: THE SOCIAL CHILD

SECTION 5: THE WHOLE CHILD

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EDUCATIONAL PSYCHOLOGY

EDUCATIONAL PSYCHOLOGY FOR LEARNING AND TEACHING, 4E
Sue Duchesne, University of Wollongong; Anne McMaugh, Macquarie University; Sandra Bochner; Kerri-Lee Krause, University of Western Sydney

Educational Psychology for Learning and Teaching introduces 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 educational practices. It investigates how to apply psychological principles to educational contexts in order to enhance learning and teaching quality, in particular the ways you can cater for individual student needs. This wholly Australia / NZ text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. Throughout it explores the connections between theories and the many critical issues that face learners and educators today. It also helps you to see links with your own learning and teaching experiences and encourages you to develop your personal philosophy of learning and teaching.

FEATURES

• This wholly Australian / NZ text reflects the local educational environment.

• Make the connections between key concepts with concept maps at the start of each module and chapter.

• Case studies help students see how theories are applied in real life within Australian classroom settings.

• ‘Research Links’ boxes highlight specific studies and
help students to understand the role of research in teaching and learning.
• ‘Classroom Links' contain examples of research or applications of theory in classroom settings.

CONTENTS

© 2013, 640pp, Paperback, 9780170218610,
Conceptual change is an intentional and constructive effort to bring about deep understanding, one of the most important outcomes of learning. When fostering conceptual change with technology, learning is meaningful, dynamic and engaging. By bringing together the work of scholars from various countries, the authors hope to bring forward their understanding of fostering conceptual change with technology. This book aims to present the current state of research on fostering conceptual change with technology in Asia-Pacific countries, where technology is fast becoming an integrated part of learning. It provides a comprehensive overview of current research practices, then examines the context of learning, learners' characteristics and the role of epistemological beliefs. It also discusses the different approaches used to foster conceptual change in various countries. The final section presents possible future directions for research.

FEATURES
• Comprehensiveness-This will be the first edited book to document the comprehensive research in fostering conceptual change with technology, by prominent researchers from various Asia-Pacific countries.
• Multiple perspectives-Readers will gain a vast range of knowledge of and insight into fostering conceptual change with technology through the varied scope of research from 8 countries.
• Systematic structure-The four sections in the book will make it easy for readers to follow the extensive research.
• Concrete examples-The different approaches to fostering conceptual change are reflected in the methodologies described, specific examples and case studies on adapting technology for conceptual change.

CONTENTS
Education is the most important investment in the long haul and the quality of education impacts on nation building, people's capacity for adaptation, value creation and innovation. The anchoring factor in successful education is the quality of the teacher. This edition on teacher education addresses the development of new teacher competencies in light of global changes. Teacher education must focus on producing thinking and innovative teachers - those who are not only good at classroom practices but also courageous in engaging the environment for real world learning. Recent international studies on the impact of educational reforms on student learning and achievement also point to the importance of focusing on teacher recruitment, teacher education and teacher development. What can we learn from the teacher policies and practices of some of the world's best performing education systems? How do some of the best systems cope with and envisage the future? What insights can policy makers, researchers and practitioners gain from the values paradigms, pedagogical, psychological and technological perspectives in innovating teacher education? The views presented in Teacher Education Frontiers: International Perspectives on Policy and Practice for Building New Teacher Competencies will help fill the gap for a much needed source of reference for policy leaders, researchers and practitioners to innovate and improve teacher education research, policy and practice. Also available in print ISBN-13: 9789814384568

FEATURES
- Contributors of this volume are leading thought-leaders in the field of teacher education: a top OECD advisor, a highly-experienced vice-president, deans and ex-deans, as well as top academics
- Chapters provide valuable insights on perspectives from nations with top performing educational systems such as Finland, Korea and Singapore
- Chapters cover international perspectives as well as insights on the contextualization of policy and practice
- The comprehensive coverage deals with macro teacher policy issues and innovation from the perspective of partnerships, theory-practice linkages, values paradigms and pedagogical innovation
- The chapters take a futuristic perspective and envision how best to build the teaching profession for the 21st century

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7. Schools left behind? Ecosystematic perspectives on the 21st century school system Paul Kim
8. Towards a technology-enhanced pedagogy of teacher education Norbert Pachler and Ana Redondo
9. Teacher education policy in Scandinavia as challenged by the knowledge society and global competition: How tradition blocks development Jens Rasmussen
10. Psychological science for 21st century teaching effectiveness Jane Close Conoley and Tine F. Sloan
11. “I’ve never been asked that before!” Preparing teachers for any eventuality? Susan Taylor and Sue Bodman
12. Identifying the development of epistemological beliefs among student-teachers in an undergraduate teacher education programme Angel Kit-Yi Wong and May May-Hung Cheng
13. Confronting the educational challenges of the future: Finnish teacher education promoting teachers’ pedagogical thinking Heidi Krzywacki, Katriina Maaranen and Jari Lavonen
14. Teacher education for the 21st century: Evidence-informed policy? Moira Hulme, Martin Jephcote and Ian Menter

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SOCIAL WORK & HUMAN SERVICES

METHODS/PRACTICE WITH CHILDREN/CHILD WELFARE

COUNSELING CHILDREN, INTERNATIONAL EDITION, 8E
Donna A. Henderson, Wake Forest University; Charles L. Thompson, Late of, University of Tennessee, Knoxville

COUNSELING CHILDREN, International Edition covers the most practical and up-to-date methods for developing effective approaches to counseling children. Authors Charles Thompson and Donna Henderson’s text is unparalleled in its translation of theory into practice. COUNSELING CHILDREN, International Edition is an easy-to-read guide that includes useful strategies and case studies to provide students with a realistic look at the counseling field. The updated text provides new CACREP-aligned learning objectives at the beginning of each chapter, in addition to new coverage of multicultural issues including religion and sexual orientation. Each COUNSELING CHILDREN, International Edition chapter features information on how to apply that theory to children and families of different cultural backgrounds. COUNSELING CHILDREN, International Edition presents a development approach to counseling that considers age and stage differences in counseling children, adolescents, and adults.

NEW TO THIS EDITION
• COUNSELING CHILDREN offers a new focus on ethics, moving the section forward to help students build an ethics foundation and utilize it throughout the text.
• The updated edition of COUNSELING CHILDREN features new material in the multicultural chapter, including a focus on religion and sexual orientation, and also addresses core multicultural competency requirements of counselor education.
• COUNSELING CHILDREN includes new CACREP-aligned learning objectives at the beginning of each chapter, providing students with helpful guidelines for reading the text.

FEATURES
• COUNSELING CHILDREN presents twelve established counseling theories used when working with children and their families, as well as techniques and interventions based on those theories.
• The updated text features in-depth practice information on issues and techniques in counseling children, such as play therapy, counseling children from different cultures, and ethical and legal issues.
• Each theory chapter in COUNSELING CHILDREN includes information on how to use that theory, as well as website listings that provide students with further resources for the information discussed in the text.
• The text offers solution-focused brief counseling and paradoxical counseling methods, providing step-

www.cengageasia.com
by-step assistance in helping beginner counselors develop their skills.
• Each COUNSELING CHILDREN chapter contains short case studies with counseling transcripts, illustrating how that specific counseling theory is applied.

CONTENTS
PART I: INTRODUCTION TO COUNSELING CHILDREN.
1. Counseling. 2. Introduction to a Child’s World. 3. The Counseling Process. 4. Legal and Ethical Considerations. PART II: COUNSELING THEORIES AND TECHNIQUES.

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ESSENTIALS OF TESTING AND ASSESSMENT, INTERNATIONAL EDITION, 2E
Edward S. Neukrug, Old Dominion University; R. Charles Fawcett, University of Virginia

Comprehensive and easy to read, Neukrug and Fawcett’s ESSENTIALS OF TESTING AND ASSESSMENT: A PRACTICAL GUIDE, International Edition introduces learners to the concepts and applications of assessment and testing. Case vignettes, samples of real tests, and additional activities and exercises increase understanding and reduce student anxiety.

NEW TO THIS EDITION
• Updated information in this edition includes discussion of neuropsychological assessment in Chapter 7 (Intellectual and Cognitive Functioning: Intelligence and Neuropsychological Assessment); a section on Forensic Evaluation in appears in the section of Chapter 2 that discusses professional issues; and updated coverage of the ACA and APA Ethics Codes wherever applicable.
• Neukrug and Fawcett have added a new section on Item Response Theory (IRT), revised case examples and applications, and more coverage on computer usage.
• This edition offers new coverage of National Assessment of Educational Progress (Chapter 6) and Performance Assessment (Chapter 10) along with updated coverage of 16 PF, NEO PI-R and NEO-FFI, the PAI, and the SASSI.
• The text’s examination of Standard Error of the Estimate, False Positives and False Negatives, and Non-Verbal Intelligence Testing has also been updated.

FEATURES
• Engage students with thought-provoking cases, vignettes, and real-life exercises, providing opportunities for hands-on practice.
• Guide students step-by-step through the increasingly complex process of gathering information about clients and suggest specific ways of writing effective test reports.
• Text illustrations, figures, and examples of test reports and interview outlines help students apply the concepts presented in the chapters.
• Down-to-earth, easy-to-understand writing clearly explains the use of test statistics and how to apply them to the assessment process.
• Neukrug and Fawcett devote individual chapters to commonly used assessment techniques in educational ability, intelligence testing, career and occupational assessment and clinical assessment with each chapter highlighting the role of the helper in assessment procedures and stressing the importance of sensitivity when assessing any person.
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SOCIOLoGY
RESEARCH METHODS AND STATISTICS

AN INVITATION TO SOCIAL RESEARCH, 4E
How It's Done, International Edition
Emily Stier Adler, Rhode Island College; Roger Clark, Rhode Island College

This book provides balanced coverage of quantitative and qualitative methods of social research with a unique “behind the scenes” approach: Chapters are built on focal research pieces and excerpts from real research projects, and they present the insights and perspectives of workers conducting real-world research. The book guides readers through the many stages of social research—from selecting a researchable question and designing a study to selecting the best method of data analysis for a particular study—and prepares them for the ethical issues and problems that they may face along the way.

NEW TO THIS EDITION
• Chapter 2--”Moving On? Continuity and Change after Retirement” by Emily Stier Adler and Roger Clark (also appears in Chapter 7) and “Unmasking Racism: Halloween Costuming and Engagement of the Racial Order” by Jennifer C. Mueller, Danielle Dirks, and Leslie Houts Picca (also appears in Chapter 11).
• Chapter 4--”Studying Women’s Lives: Family Focus in the 30s” by Michele Hoffnung.
• Chapter 5--”Calling Cell Phones in ’08 Pre-Election Polls” by Scott Keeter, Michael Dimock, and Leah Christian.
• Chapter 8--”Student Learning: An Experiment in the
Classroom” by Chris Caldeira.
• Chapter 9—“Environmentalism Among College Students: A Sociological Investigation” by K. Brandon Lang and Christopher W. Podeschi.
• Chapter 13—“Reloading the Canon: The Timing of Diversification in American Literature Anthologies” by Mikaila Mariel Lemonik Arthur, Adam Clark, Roger Clark, and Jennifer Racine.
• New Thinking About Ethics feature prompts students to think about the ethics of social research as it applies to the surrounding content in the chapter.
• New content on emerging techniques in social research methods, such as visual methods, GIS, and mapping patterns.
• End of Chapter exercises that incorporate visual methods.
• Added content on multivariate analysis in Chapter 15.

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