

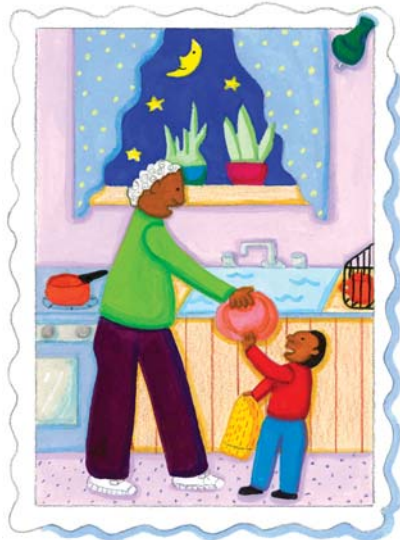
Resources for Supporting and Involving Families in Meaningful Ways



Young Children articles and NAEYC books

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- Desrochers, J. 2001. Exploring our world: Outdoor classes for parents and children. *Young Children* 56 (5): 9–11.
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- File, N. 2001. Family-professional partnerships: Practice that matches philosophy. *Young Children* 56 (4): 70–80.
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- Gray, H. 2004. "You go away and you come back": Supporting separations and reunions in an infant/toddler classroom. *Young Children* 59 (5): 100–07.
- Hannigan, I. 1998. *Off to school: A parent's-eye view of the kindergarten year*. Washington, DC: NAEYC.
- Honig, A.S. 1998. *Secure relationships: Nurturing infant/toddler attachment in early care settings*. Washington, DC: NAEYC.
- Joshi, A. 2005. Understanding Asian Indian families: Facilitating meaningful home-school relations. *Young Children* 60 (3): 75–78.
- Kaufman, H. 2001. Skills for working with all families. *Young Children* 56 (4): 81–83.
- Koch, P., & M. McDonough. 1999. Improving parent-teacher conferences through collaborative conversations. *Young Children* 54 (2): 11–15.

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- Lundgren, D., & J.W. Morrison. 2002. Involving Spanish-speaking families in early education programs. *Young Children* 58 (3): 88–95.
- McCracken, J.B. 2004. *So many goodbyes: Ways to ease the transition between home and groups for young children*. Brochure. Washington, DC: NAEYC.
- Mulcahey, C. 2002. Take-home art appreciation kits for kindergartners and their families. *Young Children* 57 (1): 80–87.
- Murphy, J.C. 2003. Kayla, Valencia, Franklin, and Trey: Case studies in African American school success and parenting behaviors. *Young Children* 58 (6): 85–89.
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- Riojas-Cortez, M., B.B. Flores, & E.R. Clark. 2003. *Los niños aprenden en casa: Valuing and connecting home cultural knowledge with an early childhood program*. *Young Children* 58 (6): 78–83.
- Rogers, F. 2002. *The Mister Rogers parenting book: Helping to understand your young child*. Philadelphia: Running Press. Available from NAEYC.
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- Wardle, F. 2001. Viewpoint. Supporting multiracial and multiethnic children and their families. *Young Children* 56 (6): 38–39.
- Wickens, E. 1993. Penny's question: I will have a child in my class with two moms-What do you know about this? *Young Children*, 48(3): 25-28.

NAEYC multimedia

- Cultivating roots—Home/school partnerships.** 1996. Videocassette. Early Childhood Program series. 30 min.
- Grandparenting: Enriching lives.** 2001. Videocassette. Prod. by Civitas. 30 min. In English or Spanish.
- Partnerships with parents.** 1989. Videocassette. Prod. by South Carolina Educational Television. 28 min. In English or Spanish.
- Ready for life.** 2000. Videocassette. Prod. by KERA in Dallas, Texas. 60 min. Features the expert advice of Dr. Bruce Perry.
- The world according to Mister Rogers.** 2004. CD Audio Book. Family Communications. 75 min.

Other articles and books

- Berger, E.H. 2003. *Parents as partners in education: Families and schools working together*. 6th ed. Saddle River, NJ: Prentice Hall.
- Chvojcek, R., M. Henthorne, & N. Larson. 2001. *Transition Magician for families: Helping parents and children with everyday routines*. St. Paul, MN: Redleaf.
- Compton-Lily, C. 2002. *Reading families: The literate lives of urban children*. New York: Teachers College Press.
- Davis, C., & A. Yang. 2005. *Parents and teachers working together*. Turners Falls, MA: Northeast Foundation for Children.
- Dudley-Marling, C. 2000. *A family affair: When school troubles come home*. Portsmouth, NH: Heinemann.



- Edwards, P.A., 1999. *A path to follow: Learning to listen to parents*. Portsmouth, NH: Heinemann.
- Engaging parents and the community in schools. 1998. *Educational Leadership* 55 (8).
- Epstein, J.L., M.G. Sanders, B.S. Simon, K. Clark Salinas, N.R. Jansorn, & F.L. Van Voorhis. 2002. *School, family, and community partnerships: Your handbook for action*. 2nd ed. Thousand Oaks, CA: Corwin.
- Gaitan, C.D. 2004. *Involving Latino families in schools: Raising student achievement through home-school partnerships*. Thousand Oaks, CA: Corwin.
- Harris Helm, J., S. Berg, P. Scranton, & R. Wilson. 2005. *Teaching parents to do projects at home*. New York: Teachers College Press.
- Harry, B. 1992. *Cultural diversity, families, and the special education system*. New York: Teachers College Press.
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- Home visiting with families with infants and toddlers. 1997. *Zero to Three* 17 (4).



- Huber, D. 2003. *Serving biracial and multi-ethnic children and their families*. St. Paul, MN: Redleaf.
- Lerner, C., & A. Dombro. 2005. *Bringing up baby: Three steps to making good decisions in your child's first years*. Washington DC: Zero to Three.
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- Meier, D.R. 2000. *Scribble scrabble—Learning to read and write: Success with diverse teachers, children, and families*. New York: Teachers College Press.
- National PTA. 2000. *Building successful partnerships: A guide for developing parent and family involvement programs*. Amherst, MA: National Evaluation Service.
- O'Hanlon, E., & A.T. Griffin. 2004. Parent advocacy: Two approaches to change, one goal. *Leadership Development in the Infant-Family Field* 25 (2): 27–31.
- Pawl, J., & A. Dombro. 2001. *Learning and growing together with families: Partnering with parents to support young children's development*. Washington, DC: Zero to Three.
- Power, B. 1999. *Parent power: Energizing home-school communication*. Portsmouth, NH: Heinemann.
- Powers, J. 2005. *Parent-friendly early learning tips and strategies for working well with families*. St. Paul, MN: Redleaf.
- Reflective practice in relationship-based organizations. 1999. *Zero to Three* 20 (1).
- Responding to infants and parents. 2000. *Zero to Three* 20 (4).
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- Taylor, D. 1998. *Family literacy: Young children learning to read and write*. Portsmouth, NH: Heinemann.
- Valdes, G. 1996. *Con respeto: Bridging the distances between culturally diverse families and schools: An ethnographic portrait*. New York: Teachers College Press.
- Zentella, A.C., ed. 2005. *Building on strength: Language and literacy in Latino families and communities*. New York: Teachers College Press; Covina: California Association for Bilingual Education.

Family literacy organizations

- HIPPY USA** (Home Instruction for Parents of Preschool Youngsters) is a parent involvement, school readiness program that helps parents prepare their three-, four-, and five-year-old children for success in school and beyond. www.hippyusa.org
- National Center for Family Literacy** (NCLF) helps parents and children achieve their potential together through quality literacy programs. NCFL works with educators and community builders to meet the most urgent educational needs of disadvantaged families. www.familit.org
- Reach Out and Read** (ROR) is a program that promotes early literacy by bringing new books and advice about the importance of reading aloud into the pediatric exam room. Doctors and nurses give new books to children from six months of age to five years at each well-child visit. www.reachoutandread.org
- Reading is Fundamental** (RIF) offers a number of programs. The National Book Program (www.rif.org/about/nationalbook/default.msp) motivates children, families, and com-

munity members to read together. Running Start (www.rif.org/about/runningstart/default.mspx) is a reading motivation program for first-graders and their families. Family of Readers (www.rif.org/about/familyofreaders/default.mspx) helps parents develop the skills to support their children's reading. Shared Beginnings (www.rif.org/about/sharedbeginnings/default.mspx) helps young parents develop their children's early language and literacy skills. <http://rif.org>

Reading Rockets—For Families is a national multimedia project offering information and resources on how young children learn to read, why so many struggle, and how caring adults can help. www.readingrockets.org/families

In addition, Reading Rockets produces *Colorín Colorado*, a web-based source of information, activities, and advice for Spanish-speaking parents and educators of English-language learners (ELLs). www.colorincolorado.org

Web sites

Center on School, Family, and Community Partnerships helps families, educators, and members of communities work together to improve schools, strengthen families, and enhance student learning and development. www.csos.jhu.edu/p2000/center.htm

Early Years Are Learning Years, from NAEYC, offers short articles (suitable for newsletters) for teachers, parents, and other adults involved daily with children. www.naeyc.org/ece/ealy

Especially for Parents, from the U.S. Department of Education, provides numerous resources educators can share with parents, including a tool kit for Hispanic families. www.ed.gov/parents/landing.jhtml?src=fp

National Association of Elementary School Principals (NAESP) in 2005 published an excellent resource for administrators, *Leading Early Childhood Learning Communities: What Principals Should Know and Be Able to Do*, that describes goals for working with families. www.naesp.org/ContentLoad.do?contentId=1659

National Coalition for Parent Involvement in Education advocates for the involvement of parents and families in their children's education and fosters relationships between home, school, and community. www.ncpie.org

Parent Involvement in Children's Education: Efforts by Public Elementary Schools is a report relating the findings from the Survey on Family and School Partnerships in Public Schools, K–8, conducted by National Center for Educational Statistics (NCES). The findings address a number of parent involvement topics. <http://nces.ed.gov/surveys/frss/publications/98032>

Parents as Teachers is an international early childhood parent education and family support program serving families of children, from pregnancy through kindergarten. www.parentsasteachers.org

Zero to Three's mission is to promote the healthy development of infants and toddlers by supporting and strengthening families and communities and those who work on their behalf. The parent area of this Web site offers resources for families to engage them in their children's growth and development. www.zerotothree.org/ztt_parentAZ.html

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