

Espinosa, L. 2010. *Getting It RIGHT for Young Children from Diverse Backgrounds: From Research to Practice*. Upper Saddle River, NJ: Pearson Education/Merrill. 192 pp. ISBN 139780132224161. \$27.33.

According to Espinosa, we now know enough to successfully educate children from culturally diverse backgrounds, including children who do not speak English as their home language and those growing up in poverty. The author summarizes current scientific research and theories from multiple disciplines and provides a coherent knowledge base to guide and inform early childhood policy and practice.

The book highlights studies on the process of learning a second language in the early years and discusses ideas such as code switching and *affective filtering*, which refers to the cluster of negative emotional and motivational factors that can interfere with a child's ability to learn a second language. The author reviews the literature on resilience and details how programs can promote resiliency in vulnerable children. She discusses the effectiveness of various preschool curricula, assessment procedures, program approaches, and bilingual and English-only programs. This book is an invaluable resource for early childhood professionals.

Pianta, R.C., & C. Howes, eds. 2009. *The Promise of Pre-K*. Baltimore: Brookes. 208 pp. ISBN 9781598570335. \$29.95.

Noted researchers and federal and state officials provide a state-of-the-art report on the complex challenges and successes of the movement toward universal prekindergarten. This is the first volume of a series by the National Center for Research on Early Childhood Education that addresses prominent issues related to improving the quality of early education in the United States. Each volume is a synthesis of symposia in which early childhood leaders define, analyze, and chart conceptual, policy, practice, and research goals for the future.

This book examines pre-K program governance, costs and funding, who is served by large scale state programs, and approaches to assessing young children and programs. The authors address issues such as whether public pre-K should serve all children or only children who are at risk of school failure, the length of program day that leads to positive outcomes, and the complex impact of family and community support systems. Detailed descriptions and analyses of pre-K initiatives in five states inform findings, discussion, and recommendations. This book is an essential resource for all those considering launching or expanding prekindergarten programs in their state.

Willis, C. 2009. *Teaching Infants, Toddlers, and Twos with Special Needs*. Beltsville, MD: Gryphon House. 160 pp. ISBN 9780876590690. \$19.95.

This book is designed to help teachers and directors address the needs of children who have developmental delays or are at risk for developing special needs. Willis traces the typical development of infants and toddlers and offers practical suggestions for adapting the physical environment and addressing the communicative, cognitive, social, and motor development needs of children with visual and hearing impairments and physical and cognitive challenges.

The author explains clearly how the early intervention process unfolds and defines the professional language—the basic legal and technical terms associated with children with special

needs and the services they receive. The chapter on family involvement helps teachers become sensitive to the family's perspective, such as the cycle of grief and loss they may be experiencing.

Engaging photos of infants and toddlers illustrate the easy-to-follow teaching suggestions and make this a particularly good guide for early educators and caregivers as they begin to work with children with special needs.

Mulcahey, C. 2009. *The Story in the Picture: Inquiry and Artmaking with Young Children*. New York: Teachers College Press. 120 pp. ISBN 9780807750070. \$19.95.

The author, an art educator, demonstrates how teachers can use works of fine art in the early childhood classroom to enhance children's creative expression and learning. She believes teachers don't have to be art experts; they just need to learn how to help children think like artists. Drawing from her work with young children and students in an art education course, Mulcahey introduces unique art experiences that begin with lively discussions with children about the works of artists from different cultures and styles. As the children interpret artworks based on their personal experiences and tell stories about what an artist is trying to say, they begin to look closely at things, see things in different ways, take risks, and use their imaginations.

Vignettes featuring teacher-child dialogues and the artworks, along with photos of children engaged in art experiences, help illustrate how to talk with children about art and how to respond meaningfully to children's art. The author gives classroom examples of how art experiences extend and enrich the ongoing curriculum. She offers helpful resources, such as selected Web sites for art reproductions and lists of artwork to use with popular curricular themes such as family and animals.

Bergen, S. 2009. *Best Practices for Training Early Childhood Professionals*. St. Paul, MN: Redleaf. 208 pp. ISBN 9781933653402. \$29.95.

This guide is designed for those who plan and implement staff development at the program level—especially program directors who carry out this role. The author provides the critical knowledge and practical strategies needed for effective on-the-job training, whether it involves implementing new policies, complying with regulatory requirements, or addressing particular needs of staff. Bergen introduces a step-by-step process for developing training materials and facilitating and evaluating successful training sessions, including activities and helpful forms to support trainers each step of the way. She offers keen insight into the challenges of conducting training in your own program, such as establishing respect and two-way communication between trainee and trainer and among staff and applying learning to practice.

The author presents a well-researched review of the professional literature on teaching adults, highlighting the characteristics of adult learners and the stages of progress that teachers pass through as they gain professional experience. She offers techniques for assessing and planning for the unique needs and interests of individuals and for addressing the social and cultural environment of the program.

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