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Research in Global Child Advocacy

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Michael J. Berson, *University of South Florida*; Ilene R. Berson, *University of South Florida*

This book series undertakes an exploration of the interrelationships among global policies, research, and practices, analyzing the effects of these policies on programs, practitioners, children, and families. Each book considers frameworks and factors that influence policy development, implementation, and evaluation. The series highlights evidence-based approaches to advance advocacy efforts for the benefit of children and their families within and across various ecological contexts. Topics include global perspectives on children's rights, the protection of children from trauma and maltreatment, multidisciplinary collaborative partnerships to promote child well being, as well as practice and policy initiatives that address individual characteristics, systemic barriers, cultural beliefs, and societal trends associated with violence, trauma, and abuse.

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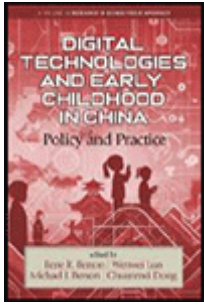
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Digital Technologies and Early Childhood in China Policy and Practice

Ilene R. Berson, University of South Florida; Wenwei Luo, Shanghai Normal University; Michael J. Berson, University of South Florida; Chuanmei Dong, Macquarie University

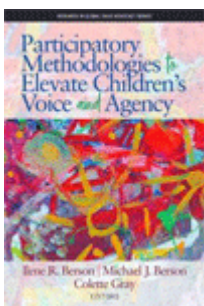
2024. Paperback 979-8-88730-493-9 \$52.99. Hardcover 979-8-88730-494-6 \$94.99. eBook 979-8-88730-495-3 \$85.

This edited book on Digital Technologies and Early Childhood in China: Policy and Practice is the eighth volume in the Research in Global Child Advocacy Series. This volume details the entanglement of digital technologies and early childhood ecologies, learning and pedagogies in China. It analyses how traditional Chinese values, Eastern and Western curricular approaches, and socio-political, economic, cultural, and demographic changes influence current policies, services, and practice. This book is the first research-based review of technology integration into early childhood education and the factors that affect it in China. It is particularly timely given China's growing influence and the increased recognition of the importance of early childhood education for human capital development globally. Across international contexts, there is limited knowledge of China's early childhood curricular reforms, and this book offers insight into the socio-cultural and political influences that have driven the nation's tremendous investment in the technology infrastructure, the ambitious goals for implementation into the education of young children, and barriers to these integration efforts.

Collectively, this rich collection of chapters offers a nuanced understanding of the entanglement of digital technologies and early childhood education in China. Each chapter sheds light on a distinct aspect of this complex landscape, providing valuable insights and opening new avenues for exploration. It sheds light on the socio-cultural and political influences that have shaped China's ambitious goals for technology integration in the education of young children. By addressing the barriers and challenges faced in these integration efforts, the book provides critical knowledge for policymakers, researchers, and educators seeking to enhance early childhood education practices in China and beyond.

Furthermore, this volume contributes to the global understanding of China's early childhood curricular reforms and the significant investments made in technology infrastructure. As China continues to play an influential role in the global landscape, understanding its early childhood curricular reforms and technology integration efforts becomes increasingly important. This book contributes to the international knowledge base by offering insights into the socio-cultural and political influences driving China's investment in technology infrastructure and the challenges faced in its implementation. It serves as a valuable resource for researchers, policymakers, and educators worldwide seeking to enhance early childhood education practices, promote digital literacy, and harness the potential of digital technologies in early learning environments.

CONTENTS: Preface, *Ilene R. Berson and Michael J. Berson*. Acknowledgments. Examining Early Childhood Teacher's Technology Integration in Mainland China Through a Sociocultural Lens, *Wenwei Luo, Ilene R. Berson, Michael J. Berson, and Sophia Han*. The Role of Chinese Culture and Western Influences in Preservice Teachers' Beliefs About the Use of Digital Technologies in Early Childhood Education, *Chuanmei Dong and Pekka Mertala*. The Potential Integration of Developmentally Appropriate Digital Technologies Into a Tao Xingzhi Kindergarten Where Action and Thinking Progress Together, *Marylou M. Matoush*. Integrating Digital Technologies During COVID-19 Kindergarten Suspension Period in Hong Kong, *Xinyun Hu, Nicola Yelland, Wai Man Vivienne Leung, Yutong Liang, Chunrong Sun, and Charles R. Graham*. Q-Inquiry: Can Digital Technology Ease Chinese Parents' Concerns About Their Children's Transition From Kindergarten to Primary School Education? *Tianhong Zhang and Kevin M. Jones*. Coding and Computational Thinking Among Chinese Young Children: A Review of Empirical Studies, *Huiyan Xu and Weipeng Yang*. About the Contributors.



Participatory Methodologies to Elevate Children's Voice and Agency

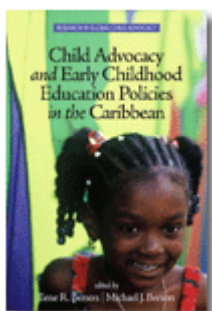
Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida; Colette Gray, Stranmillis University College

2019. Paperback 978-1-64113-546-7 \$72.99. Hardcover 978-1-64113-547-4 \$104.99. eBook 978-1-64113-548-1 \$85.

This volume of the Research in Global Child Advocacy Series explores participatory methodologies and tools that involve children in research. Perspectives on the role of children have transitioned from viewing children as objects of research, to children as subjects of research, to acknowledgement of children as competent contributors and agents throughout the

inquiry process. Researchers continue to explore approaches that honor the capacity of children, drawing on diverse methodologies to elevate children's voices and actively engage them in the production of knowledge. Nonetheless, despite these developments, questions over the extent to which children can be free of adult filters and influence merits sustained scholarly attention. The book includes chapters that critically examine methodological approaches that empower children in the research process. Contributions include empirical or practitioner pieces that operate from an empowerment paradigm and demonstrate the agenic capacity of children to contribute their perspectives and voices to our understanding of childhood and children's lives. The text also features conceptual pieces that challenge existing theoretical frameworks, critique research paradigms, and analyze dilemmas or tensions related to ethics, policy and power relations in the research process.

CONTENTS: Preface. Acknowledgments. **PART I: CRITICAL PERSPECTIVES ON CHILDREN'S VOICE AND AGENCY: ETHICAL ISSUES AND DILEMMAS.** Participatory Research With Children: Critical Reflections, *Tiffany Barnikis, Maggie MacNevin, and Rachel Berman*. Student Voice Work as an Educative Practice, *Susan Groundwater-Smith and Nicole Mockler*. Researching the Perspectives of Children With Additional Support Needs During Their Transition to School: Ethical and Methodological Considerations, *Edith Jolicoeur, Joanne S. Lehrer, Julie Ruel, Johanne April, and Mathieu Point*. The Role of Reflexivity in Performing Collaborative Student Voice Research, *Joseph Levitan*. Amplifying Youth Voice Through Public Engaged Research, *Ross VeLure Roholt and Michael Baizerman*. Reflexively Conducting Research With Ethnically Diverse Children With Disabilities¹, *Amanda Ajodhia*. **PART II: METHODOLOGICAL APPROACHES TO PARTICIPATORY RESEARCH WITH CHILDREN.** Participating in Creating Open Spaces With and for Children: A Kind of Participatory Action Research? *Carlo Fabian and Timo Huber*. Child Mentors, Virtual Tours, and Adult Protégées: Young Children's Experiences With Tablet Devices, *Colette Gray, Jill Dunn, Pamela Moffett, and Denise Mitchell*. Personal Public Service Announcements: Collaborating With Young Women Adopted From Foster Care Using Narradrama and an iPad During Arts-Based Narrative Inquiry, *Myriam D. Savage*. Lego Serious Play as a Participatory Research Method to Involve Children in Action Research Projects, *Heilyn Camacho*. Medical Play: From Intervention to Participatory Research, *Cara Sisk and Jane Baker*. **PART III: ISSUES OF REPRESENTATION IN THE ANALYSIS AND INTERPRETATION OF CHILDREN'S PERSPECTIVES.** Diffractive Lenses Catching Stories: The Meaning of Belonging Through the Voice of Adolescents, *Hanne Vandebussche, Elisabeth De Schauwer, and Geert Van Hove*. An Analytical Tool to Help Researchers Develop Partnerships With Children and Adolescents, *Harry Shier*. Young Children's Photography Within Collaborative Research: Implications for Research Relationships, *Rosemary D. Richards*. Removing the Medical Paradigm—Making Children's Voices Visible in the Context of Problematic Eating: Participatory Action Research in a Clinical Setting, *Colleen McMillan*. **PART IV: CROSS- NATIONAL PERSPECTIVES ON PARTICIPATORY RESEARCH WITH CHILDREN.** Hu M'ani So Ma Me Nti Na Atwe Mmienu Nam (Blow the Dust From My Eyes): Making the Voices of Ghanaian Kindergarteners Visible Through the Use of Video-Cued Ethnography in a Study of Citizenship, *Ilene R. Berson, Michael J. Berson, Joyce Esi Bronteng, and Aaron Osafo-Acquah*. Sounds From Within: Exploring the Role of Ethnographic Fieldwork to Elevate Children's Perspectives and Voices in the Study of Children's Musical Cultures in Ireland, *Michelle Finnerty*. Adolescent Voices: Empowering Haitian Immigrant Youth Through Privileging Narratives, *Lauren Christian Gibson*. Co-Creating Space for Voice: Reflections on a Participatory Research Process With War-Affected Youth Living in Canada, *Myriam Denov, Natasha Blanchet-Cohen, Alusine Bah, Leontine Uwabayeyi, and Jean Kagame*. About the Contributors.



Child Advocacy and Early Childhood Education Policies in the Caribbean

Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida

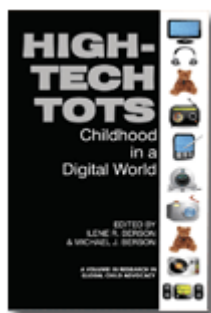
2015. Paperback 978-1-68123-254-6 \$52.99. Hardcover 978-1-68123-255-3 \$94.99. eBook 978-1-68123-256-0 \$85.

This volume explores early childhood education policies and practices in the Caribbean. Early childhood development has gained increasing importance as part of national agendas to achieve social and economic goals. Regional guidelines and action plans have been developed, but progress across nations varies. Chapters in the book analyze child policies and issues, critically examine progress on alignment between policies and practices, and propose recommendations for advocacy and implementation that may advance the early childhood development agenda throughout the Caribbean.

The book includes the perspectives of early childhood practitioners, policymakers, caregivers, representatives from family agencies as well as other key stakeholders in the education of young children. Across these diverse viewpoints is a shared commitment to children's well being and the necessity of an integrated response that captures the challenges and opportunities of early childhood development services and initiatives that are framed based on contextual relevance and cultural appropriateness. Part One includes chapters that advocate for national policies throughout the Caribbean to

support young children. Chapters in Part Two call for quality early childhood programming that is based on the tenets of developmentally appropriate practice. Part Three considers the pedagogical dilemmas that arise in math and literacy when schools negate purposeful and engaging early childhood curriculum. Part Four presents various perspectives on child protection and the necessary infrastructure of policies and practices to ensure cognitive, social, and physical development of young children in the Caribbean. This important resource promotes critical discourse on the current status of children and efforts that have been developed to effectively advocate for the rights of the young.

CONTENTS: Acknowledgments. Introduction: Development, Care, and Education in the Earliest Years of Life: Past, Present, and Lessons for the Majority World, *Kofi Marfo, Ilene R. Berson and Michael J. Berson*. **PART I: ADVOCATING FOR NATIONAL POLICIES TO SUPPORT YOUNG CHILDREN.** Toward Cross-Sector Integration of Early Childhood Services in St. Lucia: Using Policy, Historical, and Linguistic Factors to Inform Future Progress, *Patriann Smith and Kofi Marfo*. Quality in Early Childhood Education: The Puerto Rico Experience, *Annette López de Méndez, Víctor E. Bonilla-Rodríguez and Claudia X. Alvarez-Romero*. A Move Toward Completing the Early Childhood Development Policy in Belize, *Alberto Luis August*. **PART II: ADVOCATING FOR DEVELOPMENTALLY APPROPRIATE PRACTICE.** From “Bull In The Pen” to One, Two, Three, and Then? Transitioning From Outdoor Play to Indoor Activities, *Carol Long*. When Heavy Desks Do Not Move, Move the Way to Think About Desks, *Trician Bailey and Megan Cross*. Voices from Parents: Issues of Early Childhood Education in Belize, *Erin M. Casey*. **PART III: ADVOCATING FOR PURPOSEFUL AND ENGAGING EARLY CHILDHOOD CURRICULUM.** A Postcolonial Waltz: Encouraging Meaningful Mathematics Learning in Jamaica’s Early Childhood Classrooms, *La-Toya Latty and Lissa Ledbetter*. Boys Won’t Read: What Can Teachers Do to Engage Boys in Reading? *Sharon Edwards and Lori Rakes*. **PART IV: ADVOCATING FOR CHILD PROTECTION AND CHILDREN’S WELL BEING.** Developing the “Ideal Caribbean Child”: Employing Social-Emotional and Behavioral Assessment and Intervention Practices in Health and Family Life Education, *Tavis D. Jules and Gina Coffee*. Children at Risk: Girls’ Sexual Abuse and Child Protection Issues in Jamaica, *Paul Miller*. About the Contributors.



High-Tech Tots Childhood in a Digital World

Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida

2010. Paperback 978-1-61735-009-2 \$52.99. Hardcover 978-1-61735-010-8 \$94.99. eBook 9781617350115 \$85.

Young children are coming of age surrounded by information and communication technology (ICT). ICT is a prominent force in their lives, and working with ICT can stimulate students intellectually, incite their creativity, and challenge them to apply developmentally appropriate inquiry approaches that enhance their learning experiences. Digital technologies also allow children to expand their physical space and access many online social environments that transcend time and space. However, any focus on the efficiency and effectiveness of technology applications in the early childhood years cannot overlook the potential consequences of technological development on children with regard to their social functioning, interpersonal interactions, and global understanding. In addition to evaluating technology as a tool of instruction, we must focus on educational implications and ethical issues associated with their use.

This book is the fifth in the Research in Global Child Advocacy Series. The volume examines theoretical assumptions as well as the application of innovative strategies that optimize the interface between young children and ICT from a global perspective. Despite divergent perspectives, the chapter authors share a commitment to explore the immersion of ICT into the lives of young children and consider the educational value of these tools as well as the developmental appropriateness of technological affordances. This volume brings together scholars and policymakers whose rich discourse delves into questions such as: How do communication technologies benefit young children’s social and cognitive development? What standards and technical specifications are needed to effectively safeguard young children engaged with ICT? How are young children introduced to ICT? What are the challenges and risks for young children online? What programs are effective in mediating risk? What are the educational applications for ICT in early childhood? Is social networking the new “online playground” for young children? How can young children become competent users of digital technology and media? How can early childhood educators and families encourage positive usage and discourage negative social consequences associated with today’s technology? How can ICT enhance teaching and learning for young children? What ICT activities are developmentally appropriate for young children?

In the book there are three primary areas of emphasis: (a) ICT as a teaching and learning tool across cultures and countries to promote the social and cognitive development of young children; (b) research on developmentally appropriate education on cybersafety and cybercitizenship; and (c) studies on the influence of digital technologies on young children, including exposure to inappropriate content and participation in online social networks. This resource offers readers a

glimpse into the experience of children and the expertise of researchers and professionals who diligently work toward crafting a framework for action that reflects intercultural and cross-national initiatives. Given the role that electronic media plays in the lives of children as both an educational and entertainment tool, understanding the physical and social contexts, as well as the developmental issues, is critical to programs aiming to optimize the full potential of digital tools that support and enhance the experiences of young children.

CONTENTS: Introduction to High Tech Tots: Childhood in a Digital World, *Ilene R. Berson and Michael J. Berson*. New Technologies, Playful Experiences, and Multimodal Learning, *Nicola Yelland*. Young Children's Technology Experiences in Multiple Contexts: Bronfenbrenner's Ecological Theory Reconsidered, *X. Christine Wang, Ilene R. Berson, Candace Jaruszewicz, Lynn Hartle, and Dina Rosen*. Tangible Programming in Early Childhood: Revisiting Developmental Assumptions through New Technologies, *Marina Umaschi Bers and Michael S. Horn*. Developing a Cybersafety Program for Early Childhood Education: A New Zealand Case Study, *Richard Beach*. Hector's World: Educating Young Children about Life Online, *Liz Butterfield*. Is Social Networking the New "Online Playground" for Young Children? A Study of Rate Profiles in Estonia, *Andra Siibak and Kadri Ugur*. Youth Protection Online: Joint Efforts Are Needed, *Jutta Croll and Katharina Kunze*. Children and the Janusfaced Internet: Social Policy Implications for Mauritius as a Developing Country Case Study, *Komalsingh Rambaree*. Childhood, Cell Phones, and Health, *Richard Chalfen*. The One Laptop per Child Project and the Problems of Technology-Led Educational Development, *Marcus Leaning*. Webkinz as Consumerist Discourse: A Critical Ideological Analysis, *Charlie Dellinger-Pate and Rosemarie J. Conforti*. About the Authors.



Overcoming AIDS Lessons Learned from Uganda

Steven J. Hite, Brigham Young University; Yusuf K. Nsubuga, Uganda Ministry of Education and Sports; W. James Jacob, University of California, Los Angeles; Donald E. Morisky, University of California, Los Angeles

2006. Paperback 1-59311-471-0 978-1-59311-471-8 \$52.99. Hardcover 1-59311-472-9 978-1-59311-472-5 \$94.99. eBook 9781607527152 \$85.

As a result of the AIDS epidemic, many nations around the world have faced the demands of caring for a particularly vulnerable population of children, the orphans of parents who have died of AIDS or whose caregivers are terminally ill from the disease. *Overcoming AIDS: Lessons Learned from Uganda* offers an in-depth exploration of this global issue and provides a broad focus on evolving a constructive response to the HIV/AIDS epidemic.

This collaborative resource is the fourth in the Research in Global Child Advocacy book series, and it offers readers a glimpse into the experience of HIV/AIDS infected and affected people from the perspective of researchers, policy makers, and professionals who diligently work toward crafting a framework for action that is integrated across disciplines. Despite the enormity and intensity of the problem, chapter authors share a commitment to advocate for a better world in which social and economic disparities do not preclude children from experiencing a future that is bright with potential opportunities and hope.

CONTENTS: Foreword. Introduction, *Donald E. Morisky, W. James Jacob, Yusuf K. Nsubuga, and Steven J. Hite*. **Part I: Setting the Contextual Stage of HIV/AIDS in Uganda.** A Multisectoral Strategy for Overcoming AIDS in Uganda, *Yusuf K. Nsubuga and W. James Jacob*. Fighting Stigma and Discrimination as a Strategy for HIV/AIDS Prevention and Control, *Yusuf K. Nsubuga and W. James Jacob*. **Part II: HIV/AIDS Education Programs in the Formal Education Sector.** Evaluation of HIV/AIDS Education Programs in Uganda. *W. James Jacob, Donald E. Morisky, Steven J. Hite, and Yusuf K. Nsubuga*. Preparing a Generation of Teachers for Educating Youth in Uganda, *Rosemary Nabadda and Albert James Lutalo-Bosa*. **Part III: Nonformal Youth and Child HIV/AIDS Education Programs.** Social and Behavioral Determinants of HIV Education Programs among Ugandan Youth, *Delius Asiimwe and Kibombo Richard*. The AIDS Support Organisation (TASO): Issues and Potential for Developing Countries, *Alex Coutinho, Robert Ochai, Alex Mugume, Lynda Kavuma, and John M. Collins*. Equipping Youth with Prevention and Treatment Strategies: Literacy and HIV/AIDS Initiatives in Uganda and Five Other African Nations, *Lynn R. Curtis*. Successful Strategies in HIV/AIDS Prevention: The Case of the Uganda Youth Anti-AIDS Association (UYAAS), 1992-2004, *Sande Ndimwibo and Julie M. Hite*. Maximizing HIV/AIDS Prevention through the Media: An Analysis of the Straight Talk Foundation, *Catharine Watson, Betty Kagoro, and Beatrice Bainomugisha*. The Role of Religion in Educating Ugandan Youth about HIV/AIDS, *Jeremy Liebowitz and Reverend Stephen F. Noll*. The Family, Youth and AIDS: Hope and Heartbreak for Africa, *Terry D. Olson and Richard G. Wilkins*. **Part IV: Dealing with AIDS Orphans and Street Children.** Poverty, AIDS, and Street Children in Uganda, *Troy D. Smith and Acou Sam Ogojoi*. HIV/AIDS and the Growing Problem of Orphanhood: Experiences from Uganda and South Africa, *Christopher B. Meek and W. Joshua Rew*.



Childhood in South Asia

Jyotsna Pattnaik, California State University, Long Beach

2006. Paperback 1-59311-020-0 978-1-59311-020-8 \$52.99. Hardcover 1-59311-021-9 978-1-59311-021-5 \$94.99. eBook 9781607527626 \$85.

The book has drawn an interdisciplinary pool of authors, some of whom are natives of South Asian countries and others who have been involved extensively in the region through their affiliations with various international organizations. The book represents children's issues in six South Asian countries: India, Afghanistan, Pakistan, Sri Lanka, Nepal, and Bangladesh. The authors in the book critically examine issues facing children in South Asia, reveal inadequacies of governmental policies and programs for children, and offer vision for a better childhood for South Asia's children. The United Nation's Convention on the Rights of the Child, UNCRC, serves as a framework for the book.

CONTENTS: Introduction: Rethinking Children and Childhood in South Asia, *Jyotsna Pattnaik*. Caught Between a Crocodile and a Snake: Childhood in a Rohingya Refugee Camp, Bangladesh, *Thomas Feeny*. Understanding Childhood Disability in India, *Neerja Sharma*. Mad Dogs and Traffic Jams: The Psychosocial Concerns of Children in Kabul, Afghanistan, *Jo De Berry*. Reaching the Unreached: Early Childhood Intervention in India, *Vrinda Datta*. Sri Lankan Child's Optimal Growth and Development: Early Care in Exceptional Circumstances, *Indranie Dharmadasa and Vinitha Wickramaratna*. Ensuring Infant and Maternal Health in India: Towards Convergence of Family Care with Formal Health Care, *Rajalaksmi Sriram*. A Critical Examination of the Status of the Female Child in Pakistan, *Shaireen Rasheed*. Children: Broken Promises and Silent Casualties of Conflict in Nepal, *Tara Niraula*. Repositioning South Asia's Children within the Competing Discourses on Childhood: Implications for Policy, *Jyotsna Pattnaik*.



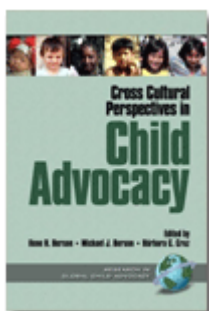
Advocating for Children and Families in an Emerging Democracy

The Post Soviet Exp. In Lith.

Dennis J. Ritchie, George Mason University; Judy W. Kugelmass, Binghamton University

2003. Paperback 1-930608-46-2 978-1-930608-46-7 \$52.99. Hardcover 1-930608-47-0 978-1-930608-47-4 \$94.99. eBook 9781617352430 \$85.

CONTENTS: Introduction. The Emerging Democracy of Lithuania: A Society in Transition and Its Children. *Dennis J. Ritchie and Judy W. Kugelmass*. The American Professional Partnership for Lithuanian Education (A.P.P.L.E.): A Model for Successful Partnership and Action Research as a Vehicle for Educational Change. *Emilija Sakadolskis*. Changing the System of Services for Children At Risk: The Lithuanian Experience. *Dainius Puras*. Education in Post-Soviet Lithuania and the Inclusion of Children with Special Educational Needs. *Judy W. Kugelmass and Alvyra Galkiene*. Social Work in Lithuania: The Emergence of a New Profession and Its Entry into the Education System. *Dennis J. Ritchie*. Children's Policy and Children's Rights. *Dalē Kabašinskaitė*. First Things First: The Orphans of Alanta. *Wendell Mayo*. Contributing Authors' Biographies.



Cross Cultural Perspectives in Child Advocacy

Bárbara C. Cruz, University of South Florida; Michael J. Berson, University of South Florida; Ilene R. Berson, University of South Florida

2001. Paperback 1-930608-04-7 978-1-930608-04-7 \$52.99. Hardcover 1-930608-05-5 978-1-930608-05-4 \$94.99. eBook 9781607525318 \$85.

This study on cross cultural perspectives in child advocacy deals with various topics, including support for children's issues, the factors that influence reporting of suspected child abuse and child advocacy's application to education

professionals. The study looks at issues from around the world.

CONTENTS: Acknowledgments. Introduction: Galvanizing Support for Children's Issues. *Ilene R. Berson and Michael J. Berson*. Social Injustice: The Irony of African Schooling Disruption. *Annette Richardson*. Inhibiting and Enabling Factors that Influence Educator Reporting of Suspected Child Abuse and Neglect. *Faye McCallum*. Rights and Wrongs: Children's Participation in High-Performance Sports. *Gabriela Tymowski*. When the Eagle Meets the Condor: A Dialogue with Ecuador. *Carol Flake*. Child Advocacy and its Application to Education Professionals: International Symposium on Early Childhood Education and Care for the Twenty-first Century. *Deborah Eville Lo and Tata Mbugua*. Walking the Talk: Realizing a Commitment to Our Children. *Donna Patterson and Rosanne Glass*. Implications of Brain Research for Children from Low-Income Minority Families: The Need for an Ecological Perspective. *Jyotsna Pattnaik*. Involving Preservice Teachers in a Program for ROM (Gypsy) Children in Northern Greece: Lessons in Child Advocacy. *Beth Blue Swadener, Evangelia Tressou, and Christodoula Mitakidou*. Biographies of the Contributors.



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