

Table of Contents

Volume 1, No 1

| | | |
|-----------------|--------------------------------------------------------------------------------------------|----|
| Varga, Virginia | Why should a parent stay with her child when starting in the 18 month to 3 year old class? | 4 |
| | How long is it necessary for the parent to stay? | 4 |
| Varga, Virginia | History of Infant/Toddler Programs in the United States | 5 |
| | United States History Timeline | 6 |
| Korngold, K. T. | A Mother's Story Part 1: Choosing to Care | 8 |
| Odent, Michel | The Effects of the Mother's Emotional State During Pregnancy | 10 |
| Odent, Michel | Benefits for Oily Sea Fish | 11 |

Volume 1, No 2

| | | |
|------------------|--------------------------------------------------------|----|
| Varga, Virginia | Is a hyperactive child searching for bonding? | 4 |
| Varga, Virginia | What Reality will We Give Them? | 5 |
| Tracy, Susan | The Home Environment: Birth to 12 Months | 8 |
| Korngold, Carole | What New Research Tells Us about Our Youngest Children | 10 |
| Tracy, Susan | Age Appropriate Activities and Toys | 13 |

Volume 1, No 3

| | | |
|------------------|--------------------------------------------------------------------------------------------|----|
| Varga, Virginia | List the most important points to cover when training a new assistant for the toddler room | 4 |
| Kennedy, Sue | What Makes Infants and Toddlers Tick? | 5 |
| Kroenke, Lillian | Moving at a Child's Pace | 7 |
| Kroenke, Lillian | Into the Woods: a picture story | 8 |
| Korngold, K. T. | The Incredible Drive Toward Movement | 10 |

Volume 1, No 4

| | | |
|-----------------------|-------------------------------------------------------------------------------------------|----|
| Varga, Virginia | What is the difference between what Montessorians do with infants and infant stimulation? | 4 |
| Goebel, T, Gregory, M | First Steps Toward Independence | 5 |
| Goebel, T, Gregory, M | Recording Precious Memories, a picture story of journaling | 8 |
| Uzzell, Charles M | The Blossom, a poem | 10 |
| Niederman, Marty | Parting is Such Sweet Sorrow | 10 |
| Tickner, Joel | Into the Mouths of Babes | 11 |

Volume 2, No 1

| | | |
|------------------------|-----------------------------------------------------------------------------------------------------------|---|
| Varga, Virginia | How can I help parents understand that for Montessori to be effective it has to be practiced in the home? | 4 |
| Varga, Virginia | The Treasure Basket | 5 |
| Werner, Martha | Personal Growth | 7 |
| Kroenke, Lillian | One Fine Morning: a picture story, Toddler Class, Boulder Montessori School, Boulder, CO | 8 |

| | | |
|--------------|--------------------------------------------------------------------------------------------------------|----|
| Kennedy, Sue | Book Review: The Growth of the Mind and the Endangered Origins of Intelligence by Stanley I. Greenspan | 11 |
|--------------|--------------------------------------------------------------------------------------------------------|----|

Volume 2, No 2

| | | |
|-----------------|------------------------------------------------------------------------------|----|
| Varga, Virginia | Should we put knobs on every puzzle? What kinds of puzzles do you recommend? | 4 |
| Varga, Virginia | Language Development for Infants and Toddlers | 5 |
| Varga, Virginia | Baby's Body Language Building | 7 |
| | Baby's Body Concepts: Rhymes and Songs | 9 |
| Slavick, Misha | Books for Toddlers | 10 |
| | Mealtime: a cartoon | 11 |

Volume 2, No 3

| | | |
|------------------|------------------------------------------------------------------------------------------------|---|
| Varga, Virginia | At what point do you think a child is ready to move from the infants room to the toddler room? | 4 |
| Varga, Virginia | from the toddler room to the 3-to-6 room? | 4 |
| Tracy, Susan | First Observe: Meeting the Needs of Children from Birth to 3 | 5 |
| Tracy, Susan | Parent-Infant Program Guidelines for Observation | 7 |
| Kroenke, Lillian | One Fine Morning, a picture story | 8 |
| Honegger, Grazia | On All Fours | 8 |

Volume 2, No 4

| | | |
|-------------------|--------------------------------------------------------------------------|----|
| Varga, Virginia | Are there any particular approaches to working with aggressive children? | 4 |
| Varga, Virginia | The Toddler: A Child in Transition | 5 |
| Werner, Martha | Fostering Hope | 9 |
| Montessori, Maria | Maria Montessori's Rules | 11 |

Volume 3, No 1

| | | |
|--------------------------------|---------------------------------------------------------------|---|
| Varga, Virginia | Should we expect toddlers to put materials back on the shelf? | 4 |
| Korngold, K. T. | Eating in the Prepared Environment | 5 |
| Caprye-Boos, H & McClurkin, S. | R.E.I. Conference Review | 8 |
| Varga, Virginia | Meeting the Infant's Basic Needs for Food | 9 |

Volume 3, No 2

| | | |
|--------------------|------------------------------------------------------------------------|----|
| Varga, Virginia | What can we do to help children participate when parents pack lunches? | 4 |
| Picchetti, Pat, MD | Sensory Awareness in Infants - Part 1 | 5 |
| O'Reilly, Kathy | Cooking with Toddlers | 8 |
| O'Reilly, Kathy | Johnny Appleseed Toast, A Recipe | 10 |

Volume 3, No 3

| | | |
|--------------------|------------------------------------------------------------------------------------------|----|
| Varga, Virginia | What is the Difference Between Montessori infant childcare and regular infant childcare? | 4 |
| Picchetti, Pa, MD | Sensory Awareness in Infants—Part 2 | 5 |
| Kroenke, Lillian | Oooo La La! Making French Bread: A Picture Story | 8 |
| Levy, Kaye CMTE/NY | Caring for Toddlers | 10 |

Table of Contents Continued from Page 1

Page 2

| | | | | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Volume 3, No 4 | | Tracy, Susan | Questions for Susan about Diapers and Toileting | 12 |
| Varga, Virginia | Parents often ask, "When should we tell our toddler that we are having a baby?" | 4 | | |
| Volume 5, No 4 | | Varga, Virginia | The 18-month-olds in my toddler class like to dump everything off the shelves and make a mess. How can you say these children are in the sensitive period for order? | 4 |
| Korngold, Carole | Infant and Toddler Environments Ten Key Conditions for Creating Responsive Care | 5 | | |
| Volume 4, No 1 | | Varga, Virginia | Developing a Sense of Community with Infants and Toddlers | 5 |
| Varga, Virginia | As the two-year-old's third birthday approaches, administrators, teachers, and parents often ask, "How do you know if a toddler is ready to move into the 3 to 6 class?" | 4 | | |
| Chambers, Patricia | Introducing Cultural Subjects to Toddlers | 5 | | |
| Korngold, Carole | The Influence of Early Experiences on Brain Development | 9 | | |
| Volume 4, No 2 | | Lillian Kroenke | Sharing: Helping Children Develop Appropriate Social Skills | 5 |
| Varga, Virginia | How do you know a child is ready to learn to use the toilet? | 4 | | |
| Cusack, Ginny | Developing an Infant All-Day Community | 5 | | |
| Greenwald, Deborah | Montessori and Resources for Infant Educators (RIE), Part 1: RIE and The Pickler Institute | 9 | | |
| Volume 4, No 3 | | Cusack, Ginny | The Stages of Parenthood; Bringing Further Expertise to Effective Parent Communication | 5 |
| Varga, Virginia | What do you do when a child bites? | 4 | | |
| Picchetti, Patricia | To Be Near the Child | 5 | | |
| Greenwald, Deborah | Montessori and Resources for Infant Educators (RIE), Part 2: Similarities | 11 | | |
| Volume 4, No 4 | | Leto, Frank | First Impressions: Making Music with Toddlers | 9 |
| Varga, Virginia | What is the ideal ratio of adults to children in an infant program? in a toddler program? | 4 | | |
| Maunz, Mary Ellen | Montessori and Brain Research: Leading the Pack by Nearly a Century | 5 | | |
| Volume 5, No 1 | | Tracy, Susan | Montessori Parent-Infant Programs: Planning and Preparing Your Program | 5 |
| Varga, Virginia | What do you think about having infants and toddlers together in a large group? | 4 | | |
| Varga, Virginia | Montessori Infant Care | 5 | | |
| O'Reilly, Kathy | Infants and Toddlers in the Kitchen | 9 | | |
| Volume 5, No 2 | | Meschoulam, Sandi | The Montessori Children's Nest: Pictures of Beauty and Harmony for Toddlers; a picture story | 9 |
| Varga, Virginia | How do you bring an infant into the classroom environment? | 4 | | |
| Tracy, Susan | Diapers and Toileting that Works: Follow the Child | 5 | | |
| Volume 5, No 3 | | Varga, Virginia | Dr. Montessori believed young children can develop perfect pitch by matching their voice to the bells. Infants and toddlers do not have the physical coordination to use the bells and I have difficulty singing on pitch. What can I do to ensure that children hear songs as they should be sung? | 4 |
| Knox, Holly | Discovering the Woods; a photo story | 9 | | |
| Varga, Virginia | What do children learn in a toddler class? | 4 | | |
| Kennedy, Sue | A Piaget Primer: How Knowledge Develops for Infants and Toddlers | 5 | | |
| Shortridge, P. Donahue | Young Children and War News | 9 | | |
| Kroenke, Lillian | Visiting an Infant Environment: a photo story | 10 | | |
| Volume 6, No 1 | | Varga, Virginia | How should you respond to a toddler who asks for help a lot when you know the child has the ability to do the task herself? | 4 |
| Varga, Virginia | How should you respond to a toddler who asks for help a lot when you know the child has the ability to do the task herself? | 4 | | |
| Volume 6, No 2 | | Varga, Virginia | Would you suggest some ways to help new children have a smoother transition into a toddler class or a childcare center? | 4 |
| Varga, Virginia | How do you know a child is ready to learn to use the toilet? | 4 | | |
| Volume 6, No 3 | | Varga, Virginia | How can we explain to the parents of toddlers how important it is for them to let their children walk into the school and to let them carry their own lunch boxes? | 4 |
| Cusack, Ginny | The Stages of Parenthood; Bringing Further Expertise to Effective Parent Communication | 5 | | |
| Leto, Frank | First Impressions: Making Music with Toddlers | 9 | | |
| Addendum | The Six Stages of Parenthood | 15 | | |
| Volume 6, No 4 | | Varga, Virginia | Dr. Montessori believed young children can develop perfect pitch by matching their voice to the bells. Infants and toddlers do not have the physical coordination to use the bells and I have difficulty singing on pitch. What can I do to ensure that children hear songs as they should be sung? | 4 |
| Varga, Virginia | How do you bring an infant into the classroom environment? | 4 | | |
| Tracy, Susan | Diapers and Toileting that Works: Follow the Child | 5 | | |
| Volume 6, No 2 | | Nancy Birkenmeier | Sleep Issues With Toddlers—Part 1 Sleeping Requirements and Naps | 5 |
| Varga, Virginia | How do you bring an infant into the classroom environment? | 4 | | |
| Tracy, Susan | Diapers and Toileting that Works: Follow the Child | 5 | | |
| Volume 6, No 3 | | Knox, Holly | Cooking With Children: Focusing on Toddlers | 10 |
| Varga, Virginia | How do you bring an infant into the classroom environment? | 4 | | |
| Tracy, Susan | Diapers and Toileting that Works: Follow the Child | 5 | | |
| Volume 6, No 4 | | Varga, Virginia | Dr. Montessori believed young children can develop perfect pitch by matching their voice to the bells. Infants and toddlers do not have the physical coordination to use the bells and I have difficulty singing on pitch. What can I do to ensure that children hear songs as they should be sung? | 4 |
| Varga, Virginia | How do you bring an infant into the classroom environment? | 4 | | |
| Tracy, Susan | Diapers and Toileting that Works: Follow the Child | 5 | | |
| Volume 6, No 3 | | Varga, Virginia | How can we explain to the parents of toddlers how important it is for them to let their children walk into the school and to let them carry their own lunch boxes? | 4 |
| Varga, Virginia | How do you bring an infant into the classroom environment? | 4 | | |
| Tracy, Susan | Diapers and Toileting that Works: Follow the Child | 5 | | |
| Volume 6, No 4 | | Varga, Virginia | Dr. Montessori believed young children can develop perfect pitch by matching their voice to the bells. Infants and toddlers do not have the physical coordination to use the bells and I have difficulty singing on pitch. What can I do to ensure that children hear songs as they should be sung? | 4 |
| Varga, Virginia | How do you bring an infant into the classroom environment? | 4 | | |
| Tracy, Susan | Diapers and Toileting that Works: Follow the Child | 5 | | |

See Page 6 for Our Special Sale Offers and Order Form

Table of Contents Continued from Page 2

Page 3

Volume 7, No 1

| | | |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | In my school, we are permitted to purchase wooden objects only for infants and toddlers. What do you think about this policy? | 4 |
| Nancy Birkenmeier | Sleep Issues with Toddlers-Part 2 Management of Bedtime Routines | 5 |
| Bremmer, Rita | Easing Separation and the Transition from Home to School | 9 |
| Johnson, Maria | A Tender Story for a Special Time | 10 |
| Shortridge, P Donohue | Protecting Young Children in Time of War | 14 |

Volume 7, No 2

| | | |
|---------------------|--------------------------------------------------------------------------------------------------------------|---|
| Varga, Virginia | Are there experiences we should provide for toddlers that will help them learn to read easier in the future? | 4 |
| Picchetti, Patricia | The Social Environment in Which Infants and Toddlers Live | 5 |

Volume 7, No 3

| | | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | What should I do when a toddler throws his/her activity on the floor and will not pick it up when asked nicely? How persistent should I be and If I'm not persistent, will that teach the child not to listen? | 4 |
| Kennedy, Sue | Unconscious to Conscious: A Critical Transition for Toddlers | 5 |
| Knox, Holly | Food Tasting: A Picture Story | 12 |

Volume 7, No 4

| | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | In the past, we have experienced separation problems when phasing in toddlers of staff members. The child knows his or her parent is close by. How could we phase in a toddler of a staff member to prevent problems? | 4 |
| Meschoulam, Sandi | Dual Language Development: Making America a Multilingual Society | 5 |
| SAS Institute | A Visit to The SAS Institute Infant and Toddler Program | 10 |

Volume 8, No 1

| | | |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | When new subs come into our class with little or no prior Montessori knowledge, what are the top five things we can convey to them before they begin to work with the children? | 4 |
| Katzen-Luchenta, Jan | Little learner's Diet; Aiden ate cucumbers at snack time today | 5 |
| Tracy, Susan | Parents Q and A: Please explain the use of a low bed instead of a crib. | 11 |
| Tracy, Susan | Gardening with Infants and Toddlers | 12 |

Volume 8, No 2

| | | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Varga, Virginia | I have been told not to give unnecessary help to children as it may interfere with the child's development of independence. How can I know when and how to help a child who is having trouble with a task? | 4 |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

| | | |
|----------------------------------|------------------------------------------------------------------------------------------------------|----|
| Czaja, Paul C | The Inner Life of the Child | 5 |
| Tracy, Susan | Parents Q and A: How can I help my children get along with each other? How can I treat them equally? | 11 |
| Jacks, Briget | Toddlers and TV, Part 1, The Emotional Impact | 12 |
| Reed, Barbara Bundy, Virginia | Toddlers and TV, Part 2, The Physical Impact | 13 |

Volume 8, No 3

| | | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | How can I communicate to my co-workers how I would like them to work with the children without sounding critical or hurting their feelings? | 4 |
| Wilson, Theresa | What "Rachel" Taught Her Teacher and Her Community; Part 1 | 5 |
| Tracy, Susan | Parents Q and A: My son and I attend a weekly playgroup. I'm troubled because the children take toys from each other and sometimes get aggressive. How should I and the other mothers handle this? | 11 |
| Shortridge, P. Donohue | The Case for Half-Day Montessori | 12 |

Volume 8, No 4

| | | |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | This is my first year in charge of a toddler class. There are so many skills I want to develop but I can't focus on everything at once. Where should I start? | 4 |
| Wilson, Theresa | What Rachel Taught Her Teacher and Her Community. Part 2: Applying Sheldon's Work to Begin Inclusive Practice | 5 |
| Tracy, Susan | Our child started in a Montessori toddler class and cries when I drop him off. How can we help him? | 11 |
| Reed, Barbara Thomas, Virginia | The Hand of the Infant and Toddler | 12 |

Volume 9, No 1

| | | |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | The older infants and young toddlers like to throw things which not only makes a mess but also is dangerous and destructive. Why do they do that and how can I stop them? | 4 |
| Tracy, Susan | Preventing Discipline Problems | 5 |
| Tracy, Susan | Parents Q and A: What is your opinion on pacifier use? | 9 |
| Katzen-Luchenta, Jan | Little Learner's Nutrition and Fitness Declaration | 10 |

Volume 9, No 2

| | | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Varga, Virginia | What activities, other than those involving the child in self-care, have you found to be the most interesting for infants between the ages of one and two? | 4 |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

See Page 6 for Our Special Sale Offers and Order Form

Table of Contents Continued from Page 3

Page 4

| | | | | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Wilson, Theresa | What "Rachel" Taught Her Teacher and Her Community; Part 3. Materials Designed to Help Children with Learning Differences As It Should Be—Light, Bright, Beautiful and Calm: A Photo Story | 12 | Kroenke, Lillian | University of Washington's Radnor Court Infants and Toddlers Program | 10 |
| | | | Kroenke, Lillian | Turning Don'ts to Dos | 14 |
| | | | Volume 11, No 1 | | |
| | | | Varga, Virginia | Do you think we are helping or confusing children when so many teachers continually begin statements and commands with: "You need to.."? Vocabulary Building: The Three Period Lesson | 4 |
| | | | Kroenke, Lillian | Vocabulary Building: The Three Period Lesson | 5 |
| | | | Tracy, Susan | Getting Dinner on the Table in 30 Minutes | 9 |
| | | | Shortridge, P Donohue | The Impact of Divorce on Children | 11 |
| | | | Kroenke, Lillian | Reading or Handedness: Is it Left? Or is it Right? | 15 |
| | | | Volume 9, No 3 | | |
| | | | Varga, Virginia | I'm interning in a center that groups children from six weeks to three years all together in the same room... Can this be done effectively? | 4 |
| | | | Mathias, Maria | Infant and Toddler Massage | 5 |
| | | | Czaja, Paul C | Every Infant and Toddler is Worthy of True Respect | 12 |
| | | | Tracy, Susan | Parents Q and A; Selecting Toys for Toddlers | 10 |
| | | | Volume 9, No 4 | | |
| | | | Varga, Virginia | How often should I change the activities on the shelf and will the change affect the children's need for consistency and order? | 4 |
| | | | Kennedy, Sue | Observation Techniques; The Process of Becoming More Aware | 5 |
| | | | Stevenson, Susan | Montessori and Waldorf | 12 |
| | | | Tracy, Susan | Activities for the First Years of Life | 10 |
| | | | Volume 10, No 1 | | |
| | | | Varga, Virginia | Helping new toddlers settle in and establish a trusting relationship with adults and children in the group. | 4 |
| | | | Varga, Virginia | Introducing the Young Child to Your Environment | 5 |
| | | | Tracy, Susan | Supporting Positive Eating Habits | 9 |
| | | | Kroenke, Lillian | Filled with Fun and Surprises: A Photo Story | 11 |
| | | | Shortridge P D | Infants and Toddlers in Nature | 16 |
| | | | Volume 10, No 2 | | |
| | | | Varga, Virginia | The boys in my toddler class are challenging. What work holds their interest? | 4 |
| | | | Honig, Alice | What Infants and Toddlers Learn from Play | 5 |
| | | | Tracy, Susan | Childcare for Parents Returning Work | 10 |
| | | | Volume 10, No 3 | | |
| | | | Varga, Virginia | Suggestions for some good books for children under the age of three. | 4 |
| | | | Dupree, Laura | Appropriate Interactions with Infants and Toddlers | 5 |
| | | | Tracy, Susan | Timing Toilet Training | |
| | | | Kroenke, Lillian | University of Washington West Campus Infant and Toddler Program | 11 |
| | | | Volume 10, No 4 | | |
| | | | Varga, Virginia | Suggestions for some good books for children under the age of three | 4 |
| | | | Nelsen, Jane | Positive Discipline: Practical Applications for Parents | 5 |
| | | | Tracy, Susan | Surviving Dinner | 9 |
| | | | Kroenke, Lillian | University of Washington's Radnor Court Infants and Toddlers Program | 10 |
| | | | Kroenke, Lillian | Turning Don'ts to Dos | 14 |
| | | | Volume 11, No 2 | | |
| | | | Varga, Virginia | Scenario: A two year old was working on finishing a puzzle when another child takes it from him... The adult did not see which one had the puzzle first. What should the adult do? | 4 |
| | | | Katzen-Luchenta, Jan | Feeding the Brain | 5 |
| | | | Tracy, Susan | Praise and Rewards | 9 |
| | | | Kroenke, Lillian | All in One Day - Part 1 The Montessori Community School; A Picture Story | 11 |
| | | | Tracy, Susan | Connecting with New Families through Home Visits | |
| | | | Volume 11, No 3 | | |
| | | | Varga, Virginia | I have observed that toddlers have a short attention span and quickly lose interest in the materials. Do you have any suggestions? | 4 |
| | | | Nelsen, Jane | Positive Discipline: Part 1 No Blame, No Shame or Pain | 5 |
| | | | Tracy, Susan | Toddler Tasks at Home | 9 |
| | | | Kroenke, Lillian | All in One Day - Part 2 The Montessori Community School; A Picture Story | 11 |
| | | | Hoadley Smith, Susan | Putting on the Polish in Our Classrooms | 12 |
| | | | Volume 11, No 4 | | |
| | | | Varga, Virginia | How can I be sure a toddler is ready to be moved to the pre-primary class? What should they know or be able to do? | 4 |
| | | | Nelsen, Jane | Positive Discipline: Part 2 No Blame, No Shame or Pain | 5 |
| | | | Tracy, Susan | Helping Each Other at Home with Childcare | 9 |
| | | | Kroenke, Lillian | All in One Day - Part 3 The Montessori Community School; A Picture Story | 11 |
| | | | Czaja, Paul | Faith, Hope and Love | 14 |

See Page 6 for Our Special Sale Offers and Order Form

Volume 12, No 1

| | | |
|-----------------------|-------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | Our school is planning to start a toddler program. What materials should we buy for our indoor environment. | 4 |
| Shortridge, P Donohue | Building Trust with Infants and Toddlers | 5 |
| McMillan, Sarah | Tuakana Teina: Biocultural Development | |
| Hughes, Steven J | A Neuropsychologist's View | 18 |
| Kroenke, Lillian | Montessori at the Gardens; a photo story | |
| Tracy, Susan | When can infants feed themselves | 9 |

Volume 12, No 2

| | | |
|---------------------|---------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | I find it easier to communicate with the children than with the adults | 4 |
| Kroenke, William | A Montessori Revelation—A Grandfather's Perspective on Life in the Infants and Toddlers Fast Lane | 5 |
| Tracy, Susan | Relationships with Grandparents | 10 |
| Vanderhoff, Suzanne | Establishing a Bedtime Routine: | 12 |

Volume 12, No 3

| | | |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | Our school requires me to write lesson plans for my toddler program. Do you think it is appropriate to write lesson plans for infants or toddlers. | 4 |
| Duval, Kathleen | Paying Attention to Attention—Brain Development and the Critical Periods | 5 |
| Tracy, Susan | The Only Child | 11 |
| Shortridge, P Donahue | A Review of Movies and the Movie Experience for Young Children | 13 |

Volume 12, No 4

| | | |
|------------------|---------------------------------------------------|----|
| Varga, Virginia | What should infants learn in a Montessori school? | 4 |
| Leto, Frank | Inviting Infants and Toddlers to Music Part 1 | 5 |
| Tracy, Susan | Cloth Diapers | 11 |
| Kroenke, Lillian | Our Interview with Ginny Varga | 13 |
| O'Reilly, Kathy | Healthy Food, Healthy Toddlers | 16 |

Volume 13, No 1

| | | |
|------------------|---------------------------------------------------------------------------|----|
| Varga, Virginia | Language Materials in the Montessori Infant and Toddler Classes | 4 |
| Leto, Frank | Inviting Infants and Toddlers to Music Part 2: Tips for Teachers | 5 |
| Leto, Frank | Come on Everybody | 10 |
| Tracy, Susan | Discipline for the Crawling Child | 11 |
| Kroenke, Lillian | Our Interview with Ginny Varga Part 2: The Montessori Paradigm in America | 13 |
| O'Reilly, Kathy | Developing the Senses Through Food Experiences | 16 |

Volume 13, No 2

| | | |
|----------------------|---------------------------------------------------------------------|----|
| Varga, Virginia | Where can I find help in dealing with toddler challenging behavior? | 4 |
| Katzen-Luchenta, Jan | Children's Brains are Getting Left Behind | 5 |
| Leto, Frank | Making Music: I have two thumbs | 10 |
| Tracy, Susan | Making Baby Food | 11 |
| Stephenson, Susan | Children of Butan: Part 1 | 13 |

| | | |
|-----------------|------------------------------|----|
| O'reilly, Kathy | Independent Healthy Toddlers | 16 |
|-----------------|------------------------------|----|

Volume 13, No 3

| | | |
|-----------------------------|---------------------------------------------------------------------------|----|
| Varga, Virginia | What are some good materials to use spooning and pouring instead of food? | 4 |
| Kroenke, Lillian | Your Baby Can Read! and Montessori | 5 |
| Tracy, Susan | Favorite Toys and Activities | 12 |
| Stephenson, O'Reilly, Kathy | Children of Butan: Part 2 | 13 |
| Shortridge, P. Donohue | Healthy Food, Healthy Toddlers | 16 |
| | Cosmic Education for Infants and Toddlers | 19 |

Volume 13, No 4

| | | |
|------------------|------------------------------------------------------------------------------------|----|
| Varga, Virginia | Could you suggest some toy or activity for children eleven to around twenty months | 4 |
| Varga, Virginia | Beyond a Work vs Play Attitude | 5 |
| Tracy, Susan | Postpartum Depression | 10 |
| Rigg, Pamela | Coming out of the Closet, so to Speak | 12 |
| Kroenke, Bill | Infant Cognition and the Sensitive period for Learning | 14 |
| Kroenke, Lillian | Your Baby Can Read:Your Feedback | 20 |

Volume 14, No 1

| | | |
|------------------|------------------------------------------------------------|----|
| Varga, Virginia | Can or should you teach manners to toddlers? | 4 |
| Chiassen, Claire | Incorporating Your Baby Can Read! in the Toddler Classroom | 5 |
| Czaja, Paul | Montessori Tweets | 9 |
| Tracy, Susan | Teaching Children Manners | 10 |
| Joynt, Judy | A Toddlers Letter—This is What I Think When I'm with You | 12 |
| Padar, Robin | The Montessori Parent | 14 |
| Kroenke, Lillian | More Your Baby Can Read! The Adventure Continues | 21 |

Volume 14, No 2

| | | |
|-----------------|----------------------------------------------------------------------------------------------------------------|----|
| Varga, Virginia | What do you consider to be the most important skill or characteristic of a Montessori infant or toddler guide? | 4 |
| Carruyo, Uniit | Observing the Child's Need for order | 5 |
| Milan, Cesar | Dogs and Kids | 12 |
| Czaja, Paul | Creating a Learning Environment of Caring | 13 |
| Tracy, Susan | Maintaining Patience with Toddlers | 10 |

Volume 14, No 3

| | | |
|------------------------|------------------------------------------------------------|----|
| Shortridge, P. Donohue | The Fostering of Will Development In Young Children Part 1 | 5 |
| Seldin, Marc | Naughtiness and Rebellion | 10 |
| Czaja, Paul | Teacher or Educator? | 13 |
| Varga, Virginia | Helping a Child Who says, "I can't." | 4 |
| Tracy, Susan | Can We Prevent ADHD? | 12 |

Volume 14, No 4

| | | |
|------------------------|------------------------------------------------------------|----|
| Varga, Virginia | More challenging work for 3-year old boys | 4 |
| Shortridge, P. Donohue | The Fostering of Will Development In Young Children Part 2 | 5 |
| Tracy, Susan | Parents Q and A | 10 |
| Kroenke, Lillian | Hawai'i Montessori School at Kona | 11 |
| Millan, Cesar | Preparing for the Blessed Event | 14 |
| Seldin, Marc | Grades, Success and Tiger Mothers | 15 |

