



Getting it **RIGHT** for Young Children from Diverse Backgrounds: Applying Research to Improve Practice

By Linda M Espinosa

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After thirty years of working with children from diverse backgrounds, the author has seen first hand the consequences of inadequate training, misguided practices, neglect, misunderstanding, and even outright bigotry on the life forces of bright, curious, and highly verbal children who happen to have been born into poverty. Their eagerness to learn and to participate in a social community, their youthful quirkiness and delight in the mysteries of the world—these can all be muted before they ever begin formal schooling. However, well-crafted early education programs staffed by qualified and caring educators can successfully partner with families who speak little English and joyfully educate young children and prepare them for the rigors of formal academic instruction. This book draws on the author's experience to provide all practitioners with research-based strategies and practices that they need to educate ALL children successfully.

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Editorial Review

Review

“The research to practice link is the major contribution of this text and something that is sorely needed as early childhood educators come into contact with the increasingly diverse child population. I am sure that teachers will appreciate the concrete teaching strategies outlined and administrators will appreciate that these strategies are based on sound developmental theory and high quality research.”

--Marlene Zepeda, California State University, Los Angeles

“It is research-based, yet there are meaningful cases and anecdotes that personalize the text for the reader. There is no question that this textbook reflects the current state-of-the-field in terms of best practice and research...I especially like all the vignettes, case studies, and illustrations because it makes the reader think about issues and personalize them.”

—Hersh Waxman, Texas A&M University, College of Education and Human Development

“It provides a rich and comprehensive look at the needs of young children from diverse backgrounds...This text covers recent research, culture, bilingualism, language acquisition and brain development, and demographic realities including poverty. It emphasizes the importance of collaboration among teachers and families in the community to best serve students. Furthermore, curriculum and assessment guidelines for teachers are presented.”

--Gina Cicco, Hostos Community College of The City University of New York University

“I like that it is logical, well organized, and that it applies to any reader. This...is also encouraging to the early childhood practitioner who advocates for quality programs for young children on a daily basis. With information like this, the challenge doesn’t seem as daunting.”

--Stephanie Deering, South Plains College, Lubbock, Texas

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About the Author

Dr. Linda M. Espinosa, recently retired Professor of Early Childhood Education at the University of Missouri, Columbia, served as the Co-director of the National Institute for Early Education research at Rutgers University from 2002 to 2003. Her recent research and policy work has focused on effective curriculum and assessment practices for young children from low-income families who are dual language learners. She has served as a consulting editor for *Early Childhood Research Quarterly*, *Early Childhood Research & Practice*, *Information Technology in Childhood Education*, and *Prevention Researcher*, and serves on multiple national commissions and advisory boards. She currently serves as the Co-Chair of the *First Five*, Los Angeles Universal Preschool research Advisory committee and is a member of the National Task Force on Early Childhood Education for Hispanics Technical Advisory Group. Dr. Espinosa has worked extensively with low-income Hispanic/Latino children and families throughout the state of California as a school administrator and program director in San Francisco, San Jose, and Redwood City. She developed and directed the Family Focus for School Success program in Redwood City, California, which has received state and national recognition. She has published more than 50 research articles and training manuals on how to establish effective educational services for low-income, minority families and children who are acquiring English as a second language.

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