Rights Guide

Parenting
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Alena Verrel 
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Making the child’s world sing

• How do the experiencing of music and the hearing of the child develop?

• What effect do rhythms have on youngsters?

• How does music influence the development of the personality?

While in the womb, a baby experiences rhythms, musical dynamics and melodies through the heartbeat of the mother, her voice and noises from the outer world.

The author describes exciting research results on the experiencing of music from pregnancy until early childhood. For each stage of development he offers suggestions on how to accompany children playfully with music, how to stimulate and encourage them: for instance, in shared rituals, with singing and games involving rhythm and movement. Parents will learn one thing in particular: to listen carefully to be in tune with the individual rhythms of their child.

Target readership
Parents (and parents-to-be), teachers, midwives, psychotherapists and music therapists, paediatricians, those working in early intervention, parent counselling and educational counselling.

Author information
Prof. Dr. Hans-Helmut Decker-Voigt, director of the Institute for Music Therapy at the College of Music & Theatre, Hamburg, Germany, free-lance writer.
When the crying won’t stop

- What makes babies cry nonstop?
- What can parents do about it?

When a baby cries, it wants to tell us something, for example: it is hungry, feels pain or suffers from other things. But some babies cry very often and apparently without reason. For parents this often means enormous stress: they feel insecure, exhausted, powerless and alone. How can parents help their baby? How can they learn to deal with the crying baby in a relaxed way in spite of the stress?

Mauri Fries tries to answer these questions very sensitively. She describes the abilities babies have from birth onwards. How do babies control their behaviour? How do they react to different impulses? The author calls attention to babies' multifaceted signals so that the parent-baby communication gets easier. She encourages parents to look for help from outside: from a sensitive dialog partner, from their circle of friends or acquaintances or from a consultancy centre.

With practical tips about where to find professional help and how to self-help.

Author information

Dr. Mauri Fries, certified psychologist, works at a coordination centre for child and teenager ambulances/SPZ in Berlin, Germany, founder of one of the first information centres for parents with babies and infants in former East Germany at the University of Leipzig, German Chairwoman of the Society for Mental Health in Early Childhood (GAIMH).
Optimal care for premature children

- What happens after the clinical care?
- Including an observation sheet specially for parents
- A pro-active programme

Using a reliable model, the author explains how important it is to specifically counsel the parents during and after the clinical care of a premature infant. The model takes into account somatopsychic, psychosocial, developmental diagnostic, developmental psychological and early pedagogic aspects. This way parents will gain assurance in dealing with the responsibility they face. After a consultation with professionals in the clinic, they will be able to prepare for the time and cope better when their premature baby can be taken home. An observation sheet has been developed specially for parents with which they can record the development of the premature baby over the first couple of years. Suggestions for house visits and ambulant treatment round off this pro-active programme.

Target readership
Parents, midwives, gynaecologists and paediatricians, students of medicine, therapeutic pedagogy, special pedagogy and psychology, children’s nurses, osteopaths, physiotherapists, those in early intervention, neonatal stations in women’s and children’s clinics, perinatal and social paediatric centres.

Author information
Dr. päd. habil. Edith Müller-Rieckmann, certified rehabilitation pedagogue, developmental psychologist with many years of experience in early intervention and parental counselling for newborn and premature at-risk children.
Well-rested parenting

- Avoid sleep deprivation
- Fix destructive behaviours
- Learn about your child’s bio-rhythm

“My child won’t sleep”. This lament is often heard from parents whose children are already of preschool or school age. This new guide by Helena Harms explains why even older children can still be struggling with sleeping. The author shows how parents can lovingly and gently help their children achieve better sleep patterns, how to deal with their nightmares, defuse bedtime arguments and how to quickly and surely help your little bundles of energy to relax.

In addition to important information about children’s sleep patterns and biorhythms, numerous good-night stories which create a relaxing ritual offer the parents incentive as well as reading suggestions and eliminate the child’s fear of going to sleep.

Target readership
Parents and relatives of children affected by the prospect of death, death itself or grief, or who wish to prepare their children for the same

Author information
Dipl. psych. Helena Harms, Berlin, Germany, relaxation trainer and mother of two children.
Help for overwhelmed parents

- Modularised concept for parent workshops
- For different event forms and target groups
- Including handouts for parents

The early family phase is tough for parents. Just after getting it together as a couple, the fight with rebellious infants makes everyday-life veer off course. No wonder parents doubt their competences. Here, selected information e.g. about the causes of the child’s rebellious behaviour or the fighting manner within the relationship as a couple is often sufficient to ease tension.

These types of information are what the book puts together in four modules for parent workshops. The book vividly describes how these pieces of information can be deployed depending on the event form (from one-day events down to educational leave) and target group (from “educated” down to “at risk families”) but also in the field of further education for educators.

Target readership
Psychologists, (social) pedagogues, educators and other professional groups dealing with adult education, couple and family counseling and therapy, respectively.

Author information
Dr. Erika Butzmann, Wildeshausen, Germany, moderates parent education workshops, runs her own practice for education and couple counseling and also works in the field of further education of educators.
No need to pray

- Arguments for values without a basis in religion
- Hands-on tips for how to deal with religious festivals
- Support for dealing with educational institutions

Less and less people consider themselves religious, this trend within society leads to asking a crucial question: How can parents educate their children without building them on religious values and ideas?

The authors show a successful way of having a non-religious attitude towards education. Based on findings from brain research and developmental psychology, they discuss how to deal with important topics such as life crises, death and mourning. Parents get hands-on tips, e.g. on how to deal with religious and non-religious festivals throughout the year, selecting suitable day-care centres as well as how to deal with religious education and rituals at school. Helpful addresses and reading tips round off this book.

Author information

Ulrike von Chossy, graduate social pedagogue, head of the Humanist Primary School in Fürth, Germany. She is a mother of two.

Michael Bauer, graduate political scientist, is chairman of the Association of Humanists Germany / National Association Bavaria, and managing director of the Humanistisches Sozialwerk Bayern. He lives in a patchwork family with two children.
What values do our children need?

- How does the conscience develop?
- From respect to the courage of one’s convictions - which values are important today?
- How do we transmit values?

Children should be able to assert themselves in kindergarten, at school and later in their career. They should also be tolerant and empathetic. Parents would like to bring them up to be questioning adults, but without belittling or disparaging other points of view. They should be courageous, responsible, bold, helpful and peace-loving. Easier said than done.

Gerda Pighin offers parents and grandparents a guide for a modern approach to the teaching of values, so that our children will be able to shape the world of tomorrow in a beneficial way.

Target readership
Parents, grandparents, teachers, pedagogues in counselling positions

Author information authors
Gerda Pighin is from Hamburg, Germany, and a journalist. Her work focuses on children’s development and education, psychology and health.
Drawn windows to the soul

- Fostering drawing talents
- Understanding children’s drawings
- 4th edition in new layout

When children start drawing they cannot yet explain their view of the world in words. Does the drawing of a child give us insight into the child’s thoughts and feelings? Yes, it does, says the author of this book – all you need to do is consider the cultural and family background. Drawings reflect what the child thinks and feels. Also misery and emotional conflicts can be expressed this way.

The author describes how a child’s drawings develop along with increasing knowledge of the world and how drawing issues such as spatial depths are solved in a creative way. Picture examples illustrate which encrypted messages can be enclosed within a child’s drawings.

Plenty of suggestions invite parents and educators to foster the children’s drawing talent with simple tasks and games.

Author information

Prof. Dr. Martin Schuster, certified psychologist, Faculty of Humanities, Cologne University, Germany.
Multilingual education made easy

- Five principles for everyday life
- Dos and don’t’s for parents and educators
- How to react to difficulties

In places where people of different nationalities, cultures, and religions live together, children often grow up speaking two or more languages. The process of this language development is always exciting for the parents and educators involved. How do these children deal with being multilingual? What sorts of difficulties can crop up? How should parents react when the child switches languages? How can parents, educators and teachers support these children?

In this book the author offers answers to these questions about multilingual education, as well as tips for daily life. She acquaints the reader with the idea of being multilingual, and demystifies fundamental notions. Explanations about the development of multilingual children are illustratively presented. From this basis, Triarchi-Herrmann who herself has a rich treasure of experience as a language therapist and mother of a grown multilingual child, gives practical tips on how parents can support the development of their multilingual children.

Author information
Dr. Vassilia Triarchi-Herrmann M.A., lecturer at the Dillingen Academy for Teacher Training and Staff Management, Germany, lecturer at Ludwig-Maximilians University in Munich, Germany, Faculty of Psychology and Pedagogy, language therapist and teacher of multilingual children, mother of a multilingual child.

Target readership
Parents, educators, primary school teachers

Vassilia Triarchi-Herrmann
Multilingual Education
How Can I Support my Child
3rd edition 2012
155 pages. Numerous illustrations
(978-3-497-02272-4) pb
List price: € 17.90
Oh boy!

- Instruction manual for parents
- Solutions for every-day problems
- Estimating risks on a realistic basis

Boys are wild and keep fighting with each other! Or are they sensitive and (over-) touchy?

Boys are often too much for their parents to handle, what are they to do. This guidebook offers well-received help for mothers and fathers. It shows how boys grow up today and provides answers to questions concerning challenges and risks and how they can be overcome successfully. This turns the book into a helpful companion of parents raising their sons from early childhood up to when they leave home.

Target readership
Parents, pedagogues and all other psychological parents interested in the development of boys

Author information
Lu Decurtins, Zurich, Switzerland, has a degree in social pedagogy and has been active in working with boys and men for many years. He is father of two sons and a daughter.
Experiencing adventures – Exploring the world

- Real adventures with children between 6 and 12
- Plenty of stimulating tips for experiences in nature
- Supporting development in a playful manner

Children between 6 and 12 years want to explore and understand themselves and the world. When they experience adventures, they feel alive, learn endurance and confidence, satisfy their curiosity and their desire to explore.

How can parents support their children in their adventurousness and their need for autonomy, unimpeded playing and to experience nature? In this book they will find plenty of practice-oriented ideas – for a multitude of adventures dealing with topics of childhood: Nature, elements, seasons, exercise, friendship, fantasy, animals, building, collecting, exploring...

Target readership
Parents, grandparents, but also educational professionals, nature and experience pedagogues

Author information
Anke Schlehufer, graduate biologist and nursery-school teacher, has been working with the regional county council of youth groups Munich, Germany, in the field of children and youngster work. Being the founder of the environmental station nature experience centre at castle Schwaneck, Germany, she works on concepts for and manages environmental education projects as well as further education seminars focussed on environmental education / education for sustainable development since 1992.
Parents and teachers often complain that it can be a long and wearying task to find the right educational support and help that the gifted child is so sorely in need of. Can the mentally gifted be recognized in infancy? Are gifted children problematic? How can educational and school problems be avoided? These and other related questions are answered in this book.

**Author information**

Prof. Dr. **Franz J. Mönks** is Professor for Psychology and Pedagogics for Gifted Children at the University of Nijmegen, The Netherlands, head of the Center for Research on Gifted Children and president of the European Association for Gifted Children.

**Irene H. Ypenburg**, publicist and editor of a range of material for elementary school.
Growing up without a father

• Which impact does a fatherless childhood and adolescence have on personality development?

• How can one compensate?

• Includes ways to healing

Children need both parents – but often the father is missing as a role model and example. What’s the special role the father has within the family? What are the psychic problems children and teenagers might develop when they grow up without a father? And: How can someone still compensate and handle these problems even as an adult? Horst Petri makes use of many case studies and insights from psychological research to show how crucial a father is for attachment behaviour, gender identity, finding one’s own role in society and the attitude towards partnership. He makes use of his comprehensive experience to open up ways to healing when father deprivation turns into a trauma.

Author information
Prof. Dr. med. Horst Petri is a neurologist, child and adolescent psychiatrist running his own practice in Berlin, Germany.
Giving strength and hope

- Helps readers to understand and accept the pain
- Supports them as they process their grief
- Strengthens inner stability via exercises

When parents lose their child as a result of miscarriage, stillbirth or shortly after birth, the depth of their grief is frequently underestimated. Parents are often confused and overwhelmed by the intensity with which their grief, with all its facets – pain, anger, guilt, helplessness – makes itself manifest.

The book describes this extreme experience in an empathetic manner. Effective examples illustrate ways to cope with the grieving process: for mothers, fathers, relatives as well as for future siblings. The book offers support to those affected, helping them create a special place for the dead child, gradually finding closure as life moves on.

Author information

Hildegard Wörz-Strauß. Augsburg, Germany, graduate theologian, is a trained hospital chaplain and has been supporting parents who have suffered a miscarriage or stillbirth since 2002. She lost her first baby in childbirth. She is now mother to three children.
Grieving together

- Concrete help for parents
- Includes numerous examples and suggestions
- Comprehensive information section with websites, literature and media recommendations

When a close friend or relative dies, the world turns upside down. If this occurs within the family and children are affected, usually experience deep feelings of insecurity. Their own grief is exacerbated by worrying about how the children will cope with the situation.

The author empathetically describes how children grieve and provides answers to pressing questions, such as how can I prepare my child for the loss of a loved one? Where can I get help, and when is professional support necessary? Clear examples of rituals and mutual activities to cope with bereavement and deal with feelings and memories, as well as suggestions for talking to and thinking things over with children make this book a helpful guide.

Author information

Gabriele Schmidt-Klering, a certified bereavement counsellor (BVT), social administrator and child care worker, supports children and adolescents who have lost a loved one, as well as their families. She runs bereavement groups for childrens and adolescents and advises adults on how to cope with grief.
Explosive topic: cyber-bullying

Cyber-Bullying via Internet, e-mails and mobile phones is a growing issue among children and teenagers. Teachers are becoming victims of electronic bullying as well. Legal and technical measures such as deleting the respective online sites rarely help.

The author suggests introducing a feedback culture in class. That way pupils learn to give each other feedback and to address teachers and fellow pupils alike with their criticism. They don't have to blow off their steam online at home any longer. Apart from supporting socially responsible actions through teaching at school, cooperation with parents and coaching of bullying victims are also subject of this book. Specific examples show how these ideas are put into effect.

Target readership
Teachers, social workers at schools, school psychologists

Bullying in class

In this book, Karl E. Dambach presents the typical bullying behaviour that is learnt at an early age in school. He offers practical guidelines on how teachers and parents can help the bullied pupils and makes suggestions for improving social behaviour in the school.

Author information
Karl E. Dambach, director of studies and head of department with educational work focus at a Teachers’ Training College, freelance instructor in the field of further education of teachers.
What kind of support does my child need?

- Lots of useful information for affected parents
- Helps to cope with difficult situations step by step
- Authors write about their personal experiences

When parents realize that there is something wrong with their newborn, the shock is considerable. Perhaps the child is threatened by a disability, handicapped or suffers from delayed development. Parents need help in this situation and especially answers to many pressing questions. “What do I have to do?”.

Angelika Pollmächer and Hanni Holthaus are acquainted with this situation from their own families. In this book they offer helpful information for the first years of living with a disabled child or with a child threatened by disabilities. Explanation is necessary in the family: “How do I tell relatives? How do I explain the situation to siblings?” They want to know about therapies and medical measures, they need help in making decisions and finding the right kindergarten and school. Last but not least, financial matters have to be dealt with. Written in a lively manner and with many examples, this guide offers help with these basic concerns so that parents can find special solutions for their special child.

Author information

Hanni Holthaus, lecturer in adult education in Munich, Germany, her eldest son was born with Down syndrome.

Angelika Pollmächer, freelance journalist in Munich, Germany, her eldest daughter was born with Down syndrome.
When little Sascha is born, his parents’ lives change completely. Breastfeeding and sleeping prove problematic, and Sascha subsequently develops an uncontrollable urge to move and an overwhelming destructiveness. His parents gradually realise that their child is very different to his peers. The diagnosis of ADHD brings both certainty and immense relief.

The author relates the daily highs and lows from Sascha’s birth up to his 6th birthday in a vivid, authentic manner. She describes desperation and helplessness, internal conflicts and difficulties within the relationship between the parents and in the family’s social environment. What helps her child and her family? Many years of experience have brought wisdom and insight, which she intends to share with other affected parents, giving them courage.

**Author information**

Julia Blume is mother to two children, one of whom has ADHD.
Do not forget the siblings!

Life in a family with both able-bodied and disabled children does not just pose a challenge for the parents. The able-bodied siblings are also tested when charged with looking after an autistic brother, for instance, or when their parents take them along to therapy sessions of a mentally handicapped sister – maybe several times a week. These children often suppress their own needs and wishes in favour of the disabled brother or sister, frequently finding the situation a challenge, and are sometimes unwilling to make sacrifices voluntarily. The able-bodied siblings show consideration for the disabled child and start to take responsibility at an early age, which can simultaneously prove a burden and a unique opportunity.

Ilse Achilles describes how children with a disabled brother or sister develop and grow up. She also explores the various opportunities and risks involved in this type of family constellation. Finally, she provides a wide range of examples illustrating how parents and the social environment can have a positive impact on the children's development, and how negative influences can be reduced and avoided.

Disabilities and being the sibling

This book analyses the development, strains and chances for siblings of people with disabilities. It is based on current scientific results from general and specific sibling research as well as on what a disabled child means for a family. The author demonstrates how siblings of people with disabilities can be supported throughout their entire lives.

Target readership

Parents and siblings of disabled children, social educators working with disabled people, students of therapeutic, special and social education
Compact knowledge for parents

- Vivid description of game situations
- Information on professional help and assistive technology
- Enhances the understanding of hearing impairments

“Your child’s hearing is impaired” – this diagnosis raises many questions and worries in parents: How will my child develop hearing and speech? How can I stimulate my child in everyday life? Which assistive technology is available for hearing-impaired children and how do I handle it? What kind of professional assistance is available for hearing-impaired children and their parents?

The author provides descriptive answers to these questions and enables parents to gain confidence again in everyday contact with their child. The practical and vivid description of numerous game situations encourages to try them out – a must-have for all parents of children with impaired hearing.

Target readership
Parents of hearing impaired children and infants, specialists of early diagnostics and early intervention, ENT-doctors, pediatricians, teachers for the hearing impaired, speaking orthopedagogics, logopedics, educators

Author information
Gisela Batliner, M.A., hearing impaired pedagogist and psycholinguist, diploma in Montessori pedagogy, own practice in Munich, Germany, substantial teaching assignments in further education.
Raising handicapped children

- The needs of children with disabilities growing up explained
- First-hand reports
- Adresses education, jobs, living arrangements and much more

What do parents have to cope with when their disabled child becomes an adult? How successful is the letting go by the parents, and how successful is the progress of the children into independence? How much responsibility can the young people take on and how much is still up to the parents?

From their own experience, the authors describe the areas that can cause problems even for children without disabilities:

- Where can one find training and jobs?
- What types of living arrangements are available?
- What about the legal aspects?
- How can one arrange holidays and leisure time?
- What must be taken into account when dealing with sexuality?

Case examples and first-hand reports from those with and without handicaps complete this guide.

The authors

Hanni Holthaus, lecturer in adult education in Munich, Germany, her eldest son was born with Down syndrome.

Angelika Pollmächer, free-lance journalist in Munich, Germany, her eldest daughter was born with Down syndrome.