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Kind regards,

Alena Verrel
Foreign Rights & Public Relations
“There Is Language in Everything” describes the various possibilities of promoting language and literacy in everyday situations at the kindergarten and other places.

By means of examples, this practical book provides basic knowledge in the developmental fields of language and literacy as well as of promotion integrated into everyday life.

Author information
Prof. Dr. Tanja Jungmann, graduate psychologist, teaches early childhood promotion in special needs education and language-oriented disabled education at Rostock University, Germany. She has already published the book “Language Education and Promotion in Early Childhood” – in cooperation with Prof. Dr. Timm Albers.

Ulrike Morawiak, graduate speech scient., and Marlene Meindl, graduate rehab. ped., work as research assistants at Rostock University, Germany.
Hallo, hello, merhaba!

- A concept featuring ten principles for practical implementation
- For 3- to 6-year-olds
- With language acquisition milestones for Arabic, English, Turkish and many more

Children’s daycare facilities are places of encounter for children of very different linguistic backgrounds. Some children are brought up monolingually and only come into contact with German or another language when they start at kindergarten. However, others grow up multilingually as another language is spoken at home. How can professionals promote multilingual development in children at daycare facilities? Which elements are required to ensure that children learn several languages simultaneously in a playful manner?

The author develops a concept featuring ten elementary principles for the furtherance of multilingualism at children’s daycare facilities. Professionals learn how to assess multilingual skills and implement the concept step by step with the aid of a host of practical examples. The book is rounded off by a chapter on parental involvement.

Author information
Dr. Marc Schmidt, a remedial languages teacher at the Centre de Logopédie, Luxembourg, works as a lecturer training child care workers and teachers, and has over 20 years of experience in pre-school work with children with speech disorders.

Target readership
Childcare workers, early learning professionals, speech therapists

Marc Schmidt
Promoting Multilingualism in the Context of Children’s Daycare Facilities
Practical Implementation Step by Step
2018
202 pages. 15 illustrations. 3 tables
Bi-colour inner section
(978-3-497-02754-5) pb
List price: € 24.90
Why does the moon not fall down?

- Science-oriented education at day care centres
- With best practice examples

Educational scientists agree that early childhood has great potential for boosting scientific education. The book boils down basics, concepts, methods and didactics to their cores and shows practical realisation in the form of projects and experiments.

Target readership
Students of early education, people who work in the educational field

Author information
Dr. phil. Lena Kraska and Lucia Teuscher both work at the institute for early childhood pedagogy at the Pädagogische Hochschule Karlsruhe, Germany.
“Lubo from outer space!” is a tested and scientifically evaluated programme for fostering socio-emotional competencies in pre-school aged children. It is based on the current status of research into resiliency and prevention. Thus it accomplishes good premises for successfully coming to terms with entering school and helps to avoid long term behavioural problems in children.

The 34 units of “Lubo from outer space!” can be integrated into the everyday activities of a kindergarten over a period of three to four months. By means of experience oriented games and methods, resource oriented learning becomes possible. Particularly the accompanying stories about the figure they can identify with, “Lubo”, motivate the children to participate.

“Lubo from outer space” consists of a practical handbook as well as the pictures and songs belonging to the programme, and the hand puppet, “Lubo”. Information for employees and parents about each of the main focuses dealt with (emotions, regulating emotions, social-cognitive ways of processing information, transfer into everyday life) as well as games, and stimulation to continue the contents of the programme round the concept off.

Target readership
Educators, early childhood special needs carers, teachers of children with special needs, therapeutic pedagogues in kindergartens, child day care centres, early education institutions, therapeutical day care, entrance levels of special needs schools

Author information
Prof. Dr. Clemens Hillenbrand, chair of educational help and socio-emotional development advancement at the University of Cologne, Germany.

Dr. Thomas Hennemann, special needs educator, assistant of the chair of educational help and social-emotional development advancement at the University of Cologne, Germany.

Annika Schell, diploma in special needs education and project leader of the evaluation of the programme for prevention, “Lubo from outer Space!”

Clemens Hillenbrand / Thomas Hennemann / Annika Schell
“Lubo aus dem All!” – Vorschulalter
Programm zur Förderung sozial-emotionaler Kompetenzen

Helps children identify emotions
Teaches how to regulate emotions and how to solve problems
Includes games
“Lubo from Outer Space” is a training programme for the early encouragement of socio-emotional competency, for the prevention of behavioural disorders and violence while at the same time improving learning opportunities. After “Lubo from Outer Space” was successfully used in pre-schools, the Lubo programme has now been made available for the first and second grades. It comprises 30 units and is carried out twice weekly with the entire learning group – either within school class hours or as an elective class during open all-day school.

A clearly structured, ritualized and methodological-didactic, varied approach offers all pupils, particularly those with behavioural, learning or attention problems, the possibility of taking successful part in the training. Extensive academic studies at the University of Cologne confirm the effectiveness of the programme.

In the training manual, all sessions are described in a clear and easily understood way. Posters and cards are included for illustrative purposes. The CD has Lubo songs and material for copying. The pupils also work with an entertaining and child-oriented workbook.

Clemens Hillenbrand / Thomas Hennemann / Sonja Hens / Dennis Hövel

“Lubo from Outer Space!” – For First and Second Grades

Workbook
6th edition 2018
36 pages. A4-format. Pack of 10
(978-3-497-02785-9) stapled
List price: € 39.90
Stimulating young children in a playful manner

• Collection of games and exercises for day care centres
• Stimulation possibilities for in-doors and outdoors
• Practical exercises

Young children are curious, active and want to explore the world. This book shows how kindergarten teachers and curative pedagogues can support and stimulate them in this. The authors inform about childhood development and how to make young children get accustomed to their day care centre; they provide plenty of stimulation ideas, exercises and suggestions for everyday work.

By providing exercises for perception, language, motor skills and cognition as well as social-emotional behaviour, kindergarten teachers and curative pedagogues get new ideas for early childhood stimulation for children up to three years. The exercises are ordered based on their areas of stimulation and can be deployed easily and without the need for scores of materials in the children’s room or at the day care centre.

Author information

Irene Heider (née Klöck) is a curative pedagogue and kindergarten teacher; she works at a pre-school institution in Graben, Germany.

Caroline Schorer is a curative pedagogue, kindergarten teacher, relaxation pedagogue and systemic consultant. She works at the Interdisciplinary Early Childhood Stimulation Centre in Mindelheim, Germany.

Both authors are advisors for educational staff at children day care centres.
How children develop

- Well-founded overview of typical developmental issues
- With many examples
- Learning questions and answers online

To many people, friendship is the most important thing in life. Contact to others of the same age gets more intense at kindergarten and pre-school age, first friendships are made. And children between 4 and 6 have many more developmental tasks to tackle...

This book provides an understanding and informative overview of the development of pre-school age children. Typical developmental tasks are described, separated based on functional areas, and explained looking at many examples: the motor development, perception, attention, language, social acting etc. Emergence and promotion during that age as well as early recognition of delayed development are described.

Author information

Dr rer. nat. Stefanie Höhl, graduate psychologist, is an academic supervisor with the Psychological Institute of Heidelberg University, Germany.

Prof. Dr Sarah Weigelt, graduate psychologist, is junior professor for Developmental Neuro-Psychology at Bochum Ruhr University, Germany.
“Go downstairs and tell Grandma to pick up Mom and Dad at the station at half past six at platform 4!” – A child that is supposed to carry out this assignment correctly needs to keep it in mind for a brief period and must not let itself get distracted.

Executive functions are important e.g. with new or complex tasks or when a specific order needs to be kept. They are crucial for the cognitive and social development, especially for the willingness and ability of the child to enter and learn at school. This includes the ability to block reactions, the working memory and a flexible attention control.

The stimulating material “Nele and Noa in the Rain Forest” can be deployed in various ways. It consists of 15 games with colourfully illustrated game cards for children between the age of 4 and 7 years. The games are embedded in a frame story. A six-week promotion programme with daily units can be carried out. However, the games can also be played alone. The manual provides background information as well as easily understandable, detailed instructions.
What keeps children moving

- Treasure chest with more than 100 game ideas to enhance psychomotor skills
- Assignment of all movement games to areas of promotion

When children of between three and seven play they express topics they are busy with and they can identify themselves with. How can movement topics such as these be dealt with and put into practice in the field of psychomotor promotion?

The authors provide plenty of hands-on and creative promotion ideas. These easily feasible game ideas send children on an exciting movement journey around the world – from a knights’ fortress to a pirates’ ship, from the stars into the jungle.

Target readership
Motor therapists, child care workers, (early childhood / social) pedagogues, remedial teachers and other pedagogical professionals working with children between three and seven

Author information
Manuela Rösner is a motor therapist, SI motor therapist, child care worker and relaxation therapist running her own practice in Gevelsberg, Germany.
Barbara Küsgen is a motor therapist and child care worker at a day care centre in Cologne, Germany.
Having a fling and expressing oneself, conquering the world, putting limits to the test – the need for physical action of children between 0 and 6 seems inexhaustible.

Connections between exercise and other areas of development, e.g. cognition, language, social-emotional behaviour, are shown. Observation and documentation, didactics and putting things into effect in the field of physical education are described in a well-founded manner by means of examples.

Target readership
Students of early education, people who work in the educational field

Author information
Prof. Dr. Rolf Schwarz, graduate pedagogue and teacher, holds a junior professorship for physical education and sports at the Pädagogische Hochschule in Karlsruhe, Germany.
How movement promotes relationships

- Relationship-building for all age groups
- Combines knowledge from the fields of sports education and developmental psychology
- Contains a broad variety of described activities and suggestions

Relationship-building is a core topic at the heart of all educational fields of activity. How do I connect with other people? Can I take responsibility? And do I believe in myself? Can I trust my own abilities? This book provides a practical orientation to the principles of self-awareness and relationship-building with others during and via movement. Examples based on specific time frames, e.g. sports lessons taught at a school for children with special needs or those drawn from activity sessions at daycare centres, highlight things to note in practice. Relationship-orientated education, an approach developed by Veronica Sherborne, is suitable for people of all ages, including those with special needs. The book includes a detailed collection of activities generously illustrated with real-life photos.
Kindergarten - all-inclusive!

- With over 90 games and exercises for kindergartens
- Subdivided into eight main categories
- Describes the basic principles of inclusion and movement

Movement is a basic need of all children. It is closely related to cognitive, emotional and social development, and constitutes an important educational field in inclusive kindergartens.

In this book, the authors demonstrate how inclusive physical activities can be conceived for children aged between three and six years. The comprehensive games section is subdivided into main categories such as movement competence, mindfulness and respect, learning and knowledge, self-confidence and trust in others, cooperation and communication. In addition to a wide variety of games, the book includes suggestions for professionals on how the games and exercises can be adapted for children with disabilities.

Author information

Prof. Dr. **Wolfgang Beudels** heads the study course “Infant Education” at the Faculty of Social Sciences at the University of Koblenz, Germany.

**Ulrike Diehl**, special education teacher, business administrator and systemic counsellor, heads “The Training Centre Cologne/Kalk” and is, among other things, a visiting lecturer at the University of Koblenz where she specialises in inclusion.

Dr. **Nicola Böcker-Giannini**, a grad. sports teacher, psychomotor therapist and consultant for kindergartens, crèches and primary schools based in Berlin, Germany, works as a freelance lecturer specialising in space design and psychomotor development support.

Target readership

Educators, early learning educators and other educational professionals working in kindergartens
One day care centre for all

- Crucial for all daycare centres and day nurseries: an including together
- Examples from everyday life for designing peer interactions
- What to do with the most common developmental endangerments?

The term “inclusion” causes a re-thinking at day care centres and kindergartens: Not if a child can be accepted but how a facility needs to change in order to be able to accept a child with its individual requirements now determines pedagogic actions and the concept of development.

This book concentrates professional knowledge from theory and practice and points towards crucial preconditions for successful inclusion processes. Many examples from everyday life illustrate how pedagogics of versatility can be designed in order to be able to provide shared support for children with developmental impairments, problematic behaviour, sensorial disorders as well as other “types of being different”.

Author information

Prof. Dr. Timm Albers, special pedagogue, teaches early childhood education at the Karlsruhe Pedagogical Academy, Germany.
In the course of their speech development many children show peculiarities in syntax or in phonation. How long is it normal for a child to make mistakes in speech? What can parents do to support their child’s speech development?

This book gives parents and teachers an overview of normal speech development and explains the conditions necessary for it. Possible disorders are illustrated and clarified. The authors offer numerous tips on how parents can assist in speech development and how to find competent counselling.

**Target readership**
Parents, teachers, logopaedists and speech therapists

**Author information**
Walburga Brügge and Katharina Mohs are logopaedists in Hamm, Germany.
Inclusive kindergarten

- Focused on 3-6 year olds
- “Peer culture” amongst inclusive group

How can inclusion be successfully implemented in kindergarten? In this book, the authors present the current status of integrative development and the change of paradigm to the new concept of inclusion. Focus is on day care institutions for three-to-six year olds, the admission of children with disabilities and their participation in the “peer culture”. Models which have proven their worth in dealing with difficult situations in integrative groups are described.

Target readership

Those working in the elementary field, specialist counsellors for child day care institutions, social pedagogues, psychologists, special pedagogues, teachers and students at colleges for social pedagogy / social work and in teacher training

Author information

Prof. Dr. Max Kreuzer, dipl. psych., teaches therapeutic and special pedagogy at the Hochschule Niederrhein, Germany.

Prof. Dr. Borgunn Ytterhus teaches sociology at the Institute for Social work and Health Sciences at the Technisch-Naturwiss. Univ. (NTNU) at Trondheim, Norway.
Over 400 ideas concerning early childhood intervention

- Tried and tested exercise examples and suggestions
- Clear classification by learning areas such as perception, motor function, social behaviour etc.

Therapeutic pedagogy as a holistic learning approach is an important part of early childhood intervention. Especially during pre-school age, a time of extreme learning capabilities, it is necessary to spot function impairments and developmental risks as early as possible and to provide selective treatment.

This book provides plenty of early childhood intervention options, exercises and ideas. A focus lies on practical work with children. Practitioners get new suggestions for a varied every-day early childhood intervention work with exercises for improving perception, motor functions and cognition, academic skills, for shaping social behaviour and mastering language.

Target readership
(Therapeutic) pedagogues and educators working in the field of early childhood intervention with children from 0 to 6 years

Author information
Irene Köck, Mindelheim, Germany, therapeutic pedagogy in the field of early childhood intervention. Used to work several years in the basic area as well as with handicapped children and teenagers at a therapeutic orientated asylum.

Caroline Schorer, Mindelheim, Germany, therapeutic pedagogue in the field of early childhood intervention. She has many years of experience as an assistant kindergarten manager, as well as professional experience at a pre-school facility and a therapeutic asylum.
A book for parents and/or professionals working with developmentally retarded or disabled children from 0-5 years answering the following questions:

- How handicapped is the development of the child in comparison with other children?
- Which functions are particularly handicapped?
- Can we decrease the disabling factors?
- How can we support the development of the child?

The book is divided into 5 functions: self-care and social development, precise motorics, motorics in general, language, thinking and perception.

At the beginning of each of the five chapters there is a developmental test. The different abilities are listed month for month. The exercises described in the developmental test are at the same time goals to be reached if the child doesn’t dispose yet of this ability. So each point of the test is described as a practical exercise, in whole 260. The exercises are structured in aim, required material, proceeding, final goal, preparatory exercises, references to other exercises.
How a child develops and which educational options it has is particularly dependent on its parents. Early childhood educators cooperate with parents and families and have to professionally act for the child’s benefit, they have to counsel and need to have an eye on law regulations. Working with parents is very demanding, however, it often takes place in passing.

Basics on the concept of educational partnership, on related laws as well as conducting talks with parents are the building blocks this book is built upon. A special focus is set on various family situations, on the roles of mothers and fathers, patchwork families, poor families, families with a migration background etc.

Author information

Prof. Dr Timm Albers, special educator, teaches inclusive education at Paderborn University, Germany. Early childhood education, especially inclusion at children daycare centres, is one of his focuses.

Eva Ritter, special educator, works as a scientific employee with the Chair of Inclusive Pedagogics at Paderborn University.
When questions dealing with education arise, most parents turn to their children’s teachers. Good communication between institutions and parents helps both sides as well as the children. The authors base their work on this exchange and have developed a course for parents for use in child day care centres. The aim of the course is to strengthen the parents’ competence and to improve their confidence when dealing with their children.

In addition to information on educational partnership, the authors explain how an institution must prepare itself so that the course can be successful. Each of the six course units is clearly described: What does the educationist need for the evening? What material is to be given to the parents? How can one plan the evening to the best advantage? The course for parents has been developed over several years, evaluated and successfully applied in child day care institutions.

**Author information**

Prof. Dr. **Klaus Fröhlich-Gildhoff**, lecturer for Clinical Psychology and Developmental Psychology at the EFH Freiburg i.Br., Germany.

**Maike Rönnau** social pedagogue / social worker, play therapist.

**Tina Dörner** social pedagogue / social worker and academic assistant at the Centre for Child and Youth Research, Freiburg i.Br., Germany.

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**Involve parents in kindergarten**

- **Course for parent’s participation**
- **How to cooperate successfully**
Good cooperation through optimal communication skills

- Talking with parents about problem of their children in an empathetic way
- For early learning facilities and kindergartens
- Interview samples with various answers

Opening up perspectives, telling about observations, discussing about educating behaviour and initialising change processes — specialists working at Kindergartens and early learning facilities face great challenges in giving advice to and informing parents. Parents expect much of them, they are bearers of hope, but also points of attack in cases where difficulties occur. Successful interviews enable to establish a relation to the parents characterised by trust, constructive work and sensible cooperation. The author has many years of experience under his belt and makes use of many sample dialogues and question-and-answers alternatives to show how good conversation skills can improve the cooperation with the parents.

Target readership

Educators, people working at early learning facilities, therapists in training and practice as well as specialists from the fields of physiotherapy, speech therapy and occupational therapy working at early learning facilities and Kindergartens and who give advice to parents. Students of social and special pedagogics, psychology and medical science who wish to prepare themselves to talking with parents of children with developmental disorders.

Author information

Dr. Matthias Paul Krause, graduate psych., psycho therapist (GwG, DAGG) and supervisor (BDP), works at the “Kinderneurologisches Zentrum der Rheinischen Kliniken Bonn” and teaches at the universities in Cologne and Bonn, Germany.
Approximately 600,000 children in the German-speaking world have at least one parent who is mentally ill. This can have grave results for the children: unpredictable reactions, difficult social and financial conditions and lengthy separations can pose obstacles to a secure bonding with the parents and hinder the children’s development. Wouldn’t it be better to intervene while the children are still young, rather than to have to treat them at a later date? The authors illustrate how one can help the children of mentally ill parents in their early years. Using case examples, they illustrate the disorders of the parents and explain how the children experience the illness. They develop practice-oriented suggestions for support using games which help to strengthen the children’s resilience.

Reflective questions help to review one’s own actions as an expert. Using practical hints, the authors open up new paths in transdisciplinary work between psychiatry, therapeutic pedagogy, and psychology.

**Author information**

Dr. phil. **Manfred Pretis** is a clinical psychologist, integration methods teacher, and head of the consulting firm “Social innovation network” in Graz, Austria.

Dr. med. **Aleksandra Dimova** is a Gestalt therapist and with a specialization in psychiatry with her own practice in Graz, Austria.
Educational professionals employed in kindergartens often find interacting with children exhibiting behavioural disorders very challenging. What’s the best approach to take when children refuse to obey rules, treat their peers inconsiderately or isolate themselves socially?

In his book, the author addresses the various types of behavioural disorder, includes important information on medical diagnoses and provides a practical concept for dealing with behavioural disorders founded in the “positive behavioural support” method. He describes which preventive approaches professionals can adopt and how they can change situations which may trigger problematic behaviour, and promote social and emotional skills. The guide is complemented by a chapter on cooperation within a team, with parents and with external professionals.

**Target readership**

Educators, early childhood educators and other educational professionals working in kindergartens

**Author information**

Prof. Dr. Klaus Sarimski, grad. psychologist, teaches early childhood special education and general elementary education at the University of Education in Heidelberg, Germany.
Sexualised violence against children

- Practice-oriented decision-making
- For professionals in education
- With many case examples and exercises

In their everyday life, educational professionals also have to deal with children suffering from sexual abuse. This book informs in a practice-oriented manner, how pedagogues can help children between 3 years and the teen age professionally, how to stabilise them and how to support them in coming to terms with what happened to them. It mediates required basic knowledge, presents hands-on methods and approaches and provides suggestions for self-reflection.

Many case examples and exercises lead to an intense professional involvement in this matter in a step-by-step manner, showing ways to provide support.

Author information

Prof. Dr. Anna Julia Wittmann, graduate psychologist, trained in person-centred psychotherapy, has worked at the Wildwasser Magdeburg e.V. Information Centre with children and women suffering from sexualised violence experiences for several years, and teaches psychology and consulting at the Hochschule für Angewandte Wissenschaft und Kunst Hildesheim, Germany.
Insights into the world of autism

What are people with autism suffering from? What is „autism spectrum disorder”? How often does this occur? What are efficient interventions? The book describes symptoms of disorders within the autism spectrum and how to make well-founded diagnoses. It gives an overview of the current status of research, causes and influencing factors and presents therapies and strategies for social integration.

Target readership
Students and teachers in the fields of psychology, education and medicine

Author information
Dr. Inge Kamp-Becker, graduate psychologist, works at the clinic for psychiatry and psychotherapy of children and teenagers at the Philipps-University Marburg, Germany.

Prof. Dr. Sven Bölte, graduate psychologist, is Director of the Karolinska Institutet Center of Neurodevelopmental Disorders, Stockholm, Sweden.
Attachment – in a nutshell

• Core topic of psychology with a high work relevance
• State of the art: compact and understandable
• Hands-on and application-based

Human relationships can be understood more easily with the attachment theory. Knowledge in this subject is indispensable for psychological, social and pedagogical education subjects and fields of work. The book is a compact introduction into the attachment theory and research. It depicts methods of monitoring tactfulness and the quality of attachment and explains the connection between attachment and emotions. The book concludes with describing attachment disorders, how to treat them along with suitable prevention measures.

Target readership
Students of psychology, education, special education, social pedagogy and early childhood education, teaching degrees and medicine, as well as all who wish to know

Author information
Dr. Anke Lengning, degree in psychology, is a visiting professor for developmental psychology at the Technische Hochschule in Dortmund, Germany.

Nadine Lüpschen, educator, is scientific employee at the Technische Hochschule in Dortmund, Germany.