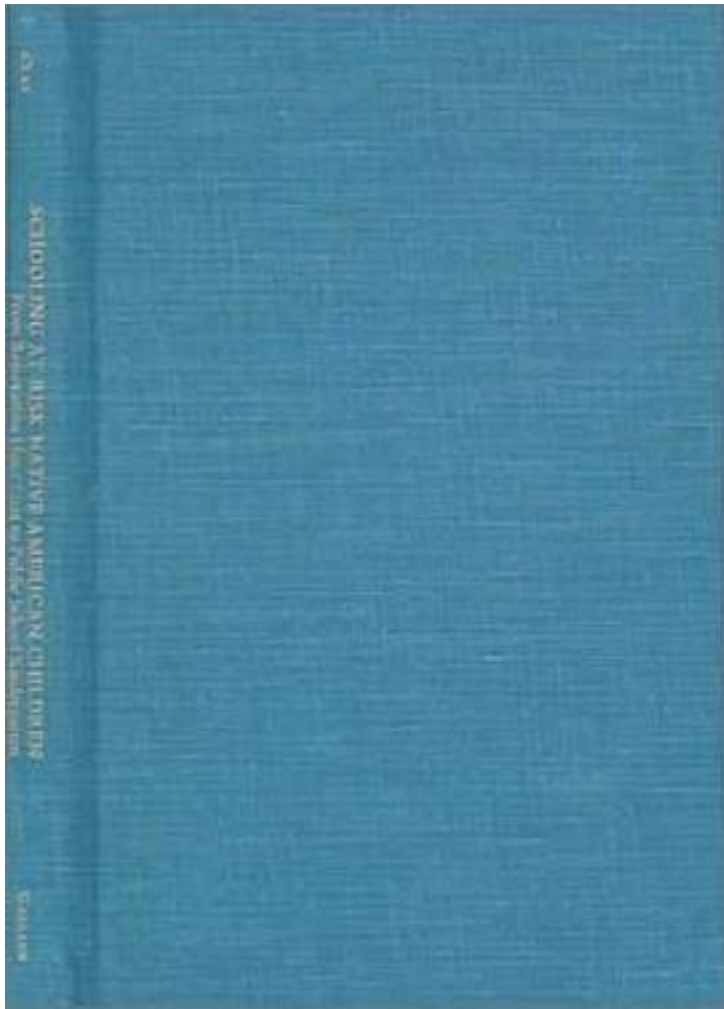


# Schooling at-Risk Native American Children



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著者:Clay, Cheryl D.

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In this book, six in-depth case studies, classroom observation, and interviews with

parents and teachers document changes in the social interaction patterns of Native American children between reservation Head Start programs and kindergarten. Early communication between teachers and parents, a more continuous curriculum across classroom settings, and training for parents and teachers in culturally relevant issues are identified as keys to successful mainstream education for at-risk Native American kindergartners. Index. Bibliography.

作者介绍:

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