

Theories That Are Relevant To Family And Educator Relationships

The Wiley Handbook of Family, School, and Community Relationships in Education Steven B. Sheldon 2019-03-19 A comprehensive collection of essays from leading experts on family and community engagement The Wiley Handbook of Family, School, and Community Relationships in Education brings together in one comprehensive volume a collection of writings from leading scholars on family and community engagement to provide an authoritative overview of the field. The expert contributors identify the contemporary and future issues related to the intersection of students' families, schools, and their communities. The Handbook's chapters are organized to cover the topic from a wide-range of perspectives and vantage points including families, practitioners, policymakers, advocates, as well as researchers. In addition, the Handbook contains writings from several international researchers acknowledging that school, family, and community partnerships is a vital topic for researchers and policymakers worldwide. The contributors explore the essential issues related to the policies and sociopolitical concerns, curriculum and practice, leadership, and the role of families and advocates. This vital resource: Contains a diverse range of topics related to the field Includes information on current research as well as the historical origins Projects the breadth and depth of the field into the future Fills a void in the current literature Offers contributions from leading scholars on family and community engagement Written for faculty and graduate students in education, psychology, and sociology, *The Wiley Handbook of Family, School, and Community Relationships in Education* is a comprehensive and authoritative guide to family and community engagement with schools.

Parenting Matters National Academies of Sciences, Engineering, and Medicine 2016-12-21 Decades of research have demonstrated that the parent-child dyad and the environment of the family "which includes all primary caregivers" are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. *Parenting Matters* identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Families with Adolescents Stephen M. Gavazzi 2023-10-06 The second edition of this book offers an expanded and updated blueprint for more consistently improved practice, emphasizing family process and structure instead of only individual developmental stages. Its chapters deftly summarize the recent knowledge base about families with adolescents and explains how to apply these results across mental health and social services disciplines. The new edition clearly illustrates family concerns and theoretical perspectives through real-world vignettes and cogent use of family assessment measures. Chapters offer a broad understanding of how diversity in all its forms - including race/ethnicity, culture, religion, and sexual orientation - has created a much more nuanced understanding of how families with adolescents are able to function within their environment. Both major challenges to families and communities form the backdrop of the second edition's focus on forecasting in which the theoretical, empirical, and intervention literatures necessarily move in service to the health and well-being of families with adolescents. Featured topics include: Central concepts of family development, family systems, ecological, attachment, and social learning theories in relation to families with adolescents. Influence of the family on adolescent problem behavior, mental health concerns, substance use issues, educational attainment, and social competence outcomes. Selected studies on parenting behaviors, conflict resolution, and other major aspects of families with adolescents. Application topics in family-based intervention and prevention programs. Integrating theory, research, and applications to create a "triple threat" model. Diversity issues surrounding race/ethnicity, culture, religion, and sexual orientation. *Families with Adolescents, Second Edition*, is an essential resource for researchers, professors, and graduate and advanced undergraduate students as well as professionals and other mental health clinicians, practitioners, and therapists in clinical child and developmental psychology, family studies, human development, sociology, social work, education, and all allied disciplines.

Handbook of Family Theories Mark A. Fine 2013-03-05 Organized by content areas rather than by theory, this comprehensive, accessible handbook helps readers gain greater insight into how key theories have impacted today's family research. Most competing books, organized by theory, do not provide a strong sense of the links between theory and research. Using the 2000 and 2010 decade-in-review issues of the *Journal of Marriage and Family* as a resource, the book addresses the most important topics impacting family studies research today. The introductory chapter, written by the editors, provides an overview of the role family theories have had on the field. This chapter is followed by 23 others on family-related content areas written by renowned scholars in the field. The book is organized around the most important domains in the field: parenting and parent-child relationships, romantic relationships, conflict and aggression, structural variation and transitions, demographic variations, and families and extra-familial institutions. Each of the contributors describes how theory has been used to generate new knowledge in the field and suggests future directions for how theory may be used to extend our knowledge base. The book helps readers acquire a working knowledge of the key family science theories, findings, and issues and understand how researchers make use of these theories in their empirical efforts. To maximize accessibility, each of the renowned contributors addresses a common set of issues in their chapter: • Introduction to the content area • Review of the key topics, issues, and findings • A description of each of the major theories used to study that particular content area • Limitations of the theories • Suggestions for better use of the theories and/or new theoretical advances • Conclusions about future theoretical developments. An ideal text for graduate and/or advanced undergraduate family theories courses, this book's unique organization also lends itself to use in content-based family studies/science courses taught in family studies, human development, psychology, sociology, communication, education, and nursing. Due to its comprehensive and current approach, the book also appeals to scholars and researchers in these areas.

(Re)theorising More-than-parental Involvement in Early Childhood Education and Care Alicja R. Sadownik 2023-08-24 This open access book provides a critical, thought-provoking, and stimulating overview of theories applied worldwide to conceptualise collaborations between early childhood education and children's families. The book starts with a critical reflection on the colonial undertones of parental involvement (PI) and acknowledges a strong political will to improve this aspect of early childhood education and care. The chapters in the book describe and discuss various theories, including the cultural historical wholeness approach, Bronfenbrenner's ecology of human development, the theory of social capital, the theory of collaboration, family-school partnership models proposed by Epstein and Hornby, Bourdieu's social theory, the theory of practice architectures, the discourse/narrative theory, and posthumanism. By proposing the concept of more-than-parents, the authors aim to embrace both the diversity of intergenerational family configurations and the agency of materiality, artifacts, and the involvement of more-than-human actors.

The Nature of Children's Well-Being Alexander Bagattini 2014-09-30 This book presents new findings that deal with different facets of the well-being of children and their relevance to the proper treatment of children. The well-being of children is considered against the background of a wide variety of legal, political, medical, educational and familial perspectives. The book addresses diverse issues from a range of disciplinary perspectives using a variety of methods. It has three major sections with the essays in each section loosely organized about a common general theme. The first section focuses on issues concerning the relation between children's well-being and autonomy or agency. The second section deals with child well-being insofar as the limits of parental authority are concerned. The third section has a more applied orientation and addresses a variety of public policy controversies involving the interpretation of children's well-being.

Family Life Education Lane H. Powell 2006-08-15 Contemporary family life educators must operate in a wide range of settings and with increasingly varied populations and families. In the second edition of their successful *Family Life Education*, Powell and Cassidy expertly expose readers to the diverse landscape of the field while laying a comprehensive, practical foundation for future family life educators. The authors, both CFLE-certified, consider the Certified Family Life Educator certification requirements of the National Council on Family Relations throughout the text. Their broad overview of the field features a blend of theory and practice, with full chapters on sexuality education, marriage education, and parent education areas that have received evaluation and certification attention. A new chapter on global trends builds awareness and appreciation of diversity through interactive classroom exercises. Each chapter in the book concludes with discussion questions, research problems, independent-study activities, and case-study suggestions, all designed to challenge readers to think for themselves.

Enhancing Early Attachments Lisa J. Berlin 2007-01-09 Synthesizing the latest theory, research, and practices related to supporting early attachments, this volume provides a unique window into the major treatment and prevention approaches available today. Chapters address the theoretical and empirical bases of attachment interventions; explore the effects of attachment-related trauma and how they can be ameliorated; and describe a range of exemplary programs operating at the individual, family, and community levels. Throughout, expert authors consider cross-cutting issues such as the core components of effective services and appropriate outcome measures for attachment interventions. Also discussed are policy implications, including how programs to enhance early child-caregiver relationships fit into broader health, social service, and early education systems.

Understanding Family Policy Shirley L. Zimmerman 1995-09-05 The Second Edition of *Understanding Family Policy* continues to provide the conceptual framework, offered in the First Edition, which enables students and professionals to examine and analyze government policies and their impact on the family. Features new to this edition include: new theoretical frameworks and their applications; an update of the recent history of family policy; a reinforcement of the link between theory and the everyday life experiences people have with the policy process; and study questions and a glossary.

Transforming the Workforce for Children Birth Through Age 8 National Research Council 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Better Behaviour Through Home-school Relations Gill Ellis 2013 How can we create effective partnerships between home, school and the community? How can the relationships and communication between families and school be strengthened? How can families help schools to improve behaviour in their children, both at home and at school? Using a tried and tested framework that has been successfully implemented throughout a wide variety of very different schools and settings, 'Family Values' is a Scheme which engages and empowers families to work in close collaboration with schools and organisations, and which results in long-term improvements in behaviour, communication, pupil achievement and relationships. The 'Family Values' Scheme has been proven to: Help pupils to be more academically diligent Help schools to assume a calmer, more peaceful ambience Forge better pupil-teacher relationships Improve Pupil and teacher wellbeing Help parents to be more engaged with the school Improve children's literacy, behaviour and attendance Provide head teachers and their staff with an effective whole-school strategy. The authors' award-winning 'Family Values' Scheme is underpinned by sound theoretical principles, and they show here how it has been successfully put into practice through case studies in real school settings. The book explores how the Scheme promotes social, emotional and family system theories, and, in linking effectively to SEAL (social and emotional aspects of learning), the Scheme compliments existing personal and social education programmes in all schools. Showing schools and organisations how to create effective partnerships with families and the community in a fun, exciting and sustainable way, *Better Behaviour through Home-School Relations* will be of huge benefit to all school staff, as well as local authorities, support groups, parents, charities and services.

Promising Practices for Family and Community Involvement during High School Lee Shumow 2009-06-01 This volume focuses on family and community connections with education during the high school years. In comparison to the wealth of attention that has been focused on involving parents with schools during the early childhood and elementary school years, less attention has been directed to parents of high school students and fewer educational programs have been developed to forge connections between family, community, students, and educators at the high school level. Researchers have found that family and community have a very significant impact on student achievement and on post secondary attainment despite the considerable decline in parental involvement by high school. Educators know that family and community factors are important for student success in high school while, at the same time, they identify working with families and connecting the curriculum to the community as difficult. Currently, scholars from various fields are involved in conducting research to better understand how schools can best enhance the education of the young through interactions with students' families and communities. Educational practitioners also are pioneering efforts to involve and serve families as well as to connect with communities in order to enrich the educational environment and enlarge opportunities for students, teachers, families, and community members. This volume, which will be of interest to both researchers and educators, reflects the interdisciplinary nature of the field. The contributors were recruited from diverse fields and workplaces. Chapters are organized into two sections to reflect whether the genesis of the work described is from theory and research or from practice and policy. Chapters originating from theory and research address: adolescent development and family involvement; the role of family and community in extracurricular activity participation; and the evolution of trust relationships in school community partnership development. Chapters originating from practice and policy address: transition to high school, using the community as a "text" for learning; career education partnerships with businesses, post secondary institutions, and community organizations; as well as, state policies and programs

that support parental involvement in postsecondary planning.

Families with Adolescents Stephen Gavazzi 2011-05-13 Despite their flocking to social networking sites in unprecedented numbers, research confirms that adolescents continue to be influenced primarily by their families rather than their peers and other social contexts. Consequently, the family unit remains a vital setting for understanding and intervening with youth. Synthesizing important findings from the literature on family science and such related fields as psychology, sociology, social work, and public health, *Families with Adolescents* focuses a unique panoramic lens on the study of adolescent development. This concise volume offers a clear blueprint for more consistently improved practice, emphasizing family process and structure instead of individual developmental stages. Its chapters deftly summarize the recent knowledge base across the mental health and social services disciplines, illustrating family concerns and theoretical perspectives coupled with real-world vignettes and making cogent use of family assessment measures. Featured topics include: Central concepts of family development, family systems, ecological, attachment, and social learning theories in relation to families with adolescents. Impact of the family on adolescent behavior, education, and mental health outcomes. Selected studies on parenting behaviors, conflict resolution, and other major aspects of families with adolescents. Application topics in family-based intervention and prevention programs. Integrating theory, research, and applications to create a "triple threat" model. *Families with Adolescents* is an essential resource for researchers and graduate students as well as mental health therapists in clinical child and developmental psychology, family studies, human development, sociology, social work, and education.

Diversity and Difference in Childhood: Issues for Theory and Practice Kerry Robinson 2017-01-16 Educators and community-based professionals are often required to work with children and families from a range of diverse backgrounds. The second edition of this popular book goes beyond simplistic definitions of diversity, encouraging a much broader understanding and helping childhood educators and community-based professionals develop a critical disposition towards assumptions about children and childhood in relation to diversity, difference and social justice. As well as drawing on research, the book gives an overview of relevant contemporary social theories, including poststructuralism, cultural studies, critical theory, postcolonialism, critical 'race' theory, feminist perspectives and queer theory. It interrogates practice and explores opportunities and strategies for creating a more equitable environment, whilst covering key issues impacting on children's lives, including: globalization, neoliberalism, new racisms, immigration, Indigeneity, refugees, homophobia, heterosexism and constructions of childhood. Each chapter provides an overview of the area of discussion, a focus on the implications for practice, and recommended readings. Providing insight into how social justice practices in childhood education and community-based service delivery can make a real difference in the lives of children, their families and communities, this is key reading for early childhood and primary educators, community-based professionals, university students and researchers. "This thoughtful, topical book addresses a considerable range of diversity issues relevant to teacher educators, their students, and other professionals who work with children and their families within and beyond Australia. Indigenous issues including language maintenance and revival have particular relevance within postcolonial nation states. Other issues of international relevance include: identities and retention of community languages, gender equity, childhood and sexuality, poverty and inequalities, and related policies. The writing is critical, scholarly, and engaging. This timely second edition draws on the authors' longstanding teacher education experiences, and their most recent research, to revisit the challenges of diversity and difference in children's lives". Dr Valerie N. Podmore, former associate professor, Faculty of Education and Social Work, the University of Auckland, New Zealand "The second edition of Robinson and Jones Díaz's *Diversity and Difference in Childhood* is a thoroughly welcome addition to my list of key texts for students of early childhood and childhood studies. It provides a means from the outset for educating undergraduate students from within critical postmodern and post structural perspectives - thus orienting their views of and actions within their future professions towards critical and equitable practices that value difference rather than treat it as a problem to be solved. Furthermore, for practitioners who find themselves questioning modernist constructions of children, development, difference, diversity and their work, the book provides a thorough grounding in frameworks and tools that will help them re-theorise what they are doing whilst simultaneously supporting them towards positive change." Alexandra C. Gunn, Associate Dean (Teacher Education), University of Otago College of Education, New Zealand "This is the 21st century early childhood education text. *Diversity and Difference in Childhood* provides early childhood educators and scholars a powerful space for asking social justice questions in a profoundly innovative way. Diversity and difference in childhood is not a 'traditional' early childhood conversation. As the authors appropriately suggest, this book is for educators to challenge taken for granted knowledges/practices and to take "personal and professional risks for social justice". Veronica Pacini-Ketchabaw, Ph.D., Professor, School of Child and Youth Care, University of Victoria, Canada "This new edition of *Diversity and Difference* is both important and timely. There is a new urgency to some emerging childhood issues, including those associated with childhood sexuality, and a distinct lack of critical resources to inform the debate. This book helps fill this gap. Undertaking a major revision and incorporating new material, the authors have ensured the book's continued relevance and renewed significance in the very dynamic context of childhood studies. The book makes an important contribution to resourcing explorations of the many difficult and complex issues associated with childhood in a globalised yet differentiated world. Readers will find the new theoretical resources and additional chapters that have been included give the book a sense of enhanced rigour and its depth and breadth of coverage make it an ideal resource for a wide variety of interests and perspectives." Christine Woodrow, Associate Professor and Senior Researcher, the Centre for Educational Research, Western Sydney University, Australia

Resources in Education 2001

Theory, Research, and Practical Guidelines for Family Life Coaching Kimberly Allen 2016-05-24 This volume focuses on breaking ground with family coaching, presenting theory, research and practical guidelines for researchers, educators and practitioners. Readers will discover a theoretical overview of coaching psychology and family science, accessibly presented research and models of family coaching and family life education. The insight this book provides into family systems and practical information on coaching families will be valuable to youth coaches, parent coaches, life coaches and counsellors, amongst others. Beginning with a brief introduction on the necessity of this volume and further research on family coaching in general, the author takes readers progressively through the family coaching process. The book explores specific strategies for coaching parents, couples, and families on relationships, parenting special needs, and much more. Each chapter offers a theoretical base as well as applied guidance including case studies, powerful questions, and tips from experienced family coaches. Whether you are a family therapist, a coaching psychologist, or a family life professional that serves children and families, this book is ideal for gaining a better understanding of how to coach families toward positive family functioning. Dr. Kim Allen delivers an engaging and reflective book offering a comprehensive guide for those interested in becoming a family coach.

Family, School, Community Engagement and Partnerships Reyes L. Quezada 2018-10-24 How can colleges and schools support the inclusion of family, school and community engagement curricula in teacher and administrator preparation programs? The contributions in this book try to answer this question, with contributors describing their experiences, their programs, and their support for the goal of enhancing parental involvement and engagement in Schools and Colleges of Education. The authors and researchers, such as Joyce Epstein, who is the foremost researcher on the topic, have the knowledge and expertise in family, school, and community engagement and partnerships from both theory and best practice perspectives. The book is designed to be interactive, and readers are encouraged to engage themselves in the conversation. Readers are invited to e-mail any of the editors to discuss the questions posed. This book was originally published as a special issue of *Teaching Education*.

The Family and the School Emilia Dowling 2018-03-29 This reissued classic contains material specifically related to work with schools and reflects the major changes in society, in legislation and in the interaction between families and the education system. All contributors have links with the Child and Family Department of the renowned Tavistock Clinic. They include educational and clinical psychologists, family therapists, child and family psychiatrists, and teachers. This second edition, originally published in 1994, contains papers that cover the theoretical ideas and key concepts of systems theory and its relation to families and schools, as well demonstrating its practical application. Both primary and secondary education are dealt with and the papers cover a wide range of subjects within this field, such as the innovative development of a school-based

service for parents, teachers and children; joint interventions with parents and teachers; issues for the outside consultant; and the impact of the Children Act of 1989. It also contains an original Foreword by John Bowlby.

The Wiley-Blackwell Handbook of Couples and Family Relationships Patricia Noller 2012-02-20 The Wiley-Blackwell Handbook of Couples and Family Relationships presents original articles from leading experts that link research, policy, and practice together to reflect the most current knowledge of contemporary relationships. Offers interesting new perspectives on a range of relationship issues facing twenty-first century Western society Helps those who work with couples and families facing with relationship issues Includes practical suggestions for dealing with relationship problems Explores diverse issues, including family structure versus functioning; attachment theory; divorce and family breakdown; communication and conflict; self regulation, partner regulation, and behavior change; care-giving and parenting; relationship education; and therapy and policy implications

Children, Family and the State Thomas, Nigel 2002-10-11 Different theories of childhood, children's rights and the relationships between children, parents and state are examined. The care system and the extent to which children have been, and are involved in decisions is the main focus.

Enduring Bonds Mary Renck Jalongo 2008 Young children are social beings. In this volume, a group of distinguished authors examine an array of interpersonal relationships that are formative in shaping childhood - relationships that affect the child today and influence the adult tomorrow.

Families, Young People, Physical Activity and Health Symeon Dagkas 2016-05-05 The family is an important site for the transmission of knowledge and cultural values. Amidst claims that young people are failing to follow health advice, dropping out of sport and at risk of an ever-expanding list of lifestyle diseases, families have become the target of government interventions. This book is the first to offer critical sociological perspectives on how families do and do not function as a pedagogical site for health education, sport and physical activity practices. This book focuses on the importance of families as sites of pedagogical work across a range of cultural and geographical contexts. It explores the relationships between families, education, health, physical activity and sport, and also offers reflections on the methodological and ethical issues arising from this research. Its chapters discuss key questions such as: how active living messages are taken up in families; how parents perceive the role of education, physical activity and sport; how culture, gender, religion and social class shape engagement in sport; how family pedagogies may influence health education, sport and physical activity now and in the future. This book is essential reading for anyone with an interest in health, physical education, health education, family studies, sport pedagogy or the sociology of sport and exercise.

Child Development in Educational Settings Marilyn Flear 2018-01-16 Child Development in Educational Settings provides a comprehensive introduction to traditional and contemporary theories of development and learning in the contexts of early childhood and primary education. Drawing upon the experiences and perspectives of children, families, educators and Aboriginal and Torres Strait Islander scholars, Marilyn Flear provides insights into significant theories and approaches, including cultural-historical, constructivist, social constructivist, maturational and ecological systems. The book features four major case studies, which are revisited throughout, to examine how learning and development can be re-imagined within socially, culturally and linguistically diverse communities. This approach enables readers to use theories to analyse and measure learning and development in planning and curriculum, and to feel empowered to enact change in their educational settings. Written in an engaging and accessible style, Child Development in Educational Settings is an essential resource for pre-service teachers and professionals alike.

On (Writing) Families Jonathan Wyatt 2014-07-03 Who are we with—and without—families? How do we relate as children to our parents, as parents to our children? How are parent-child relationships—and familial relationships in general—made and (not) maintained? Informed by narrative, performance studies, poststructuralism, critical theory, and queer theory, contributors to this collection use autoethnography—a method that uses the personal to examine the cultural—to interrogate these questions. The essays write about/around issues of interpersonal distance and closeness, gratitude and disdain, courage and fear, doubt and certainty, openness and secrecy, remembering and forgetting, accountability and forgiveness, life and death. Throughout, family relationships are framed as relationships that inspire and inform, bind and scar—relationships replete with presence and absence, love and loss. An essential text for anyone interested in autoethnography, personal narrative, identity, relationships, and family communication.

Preparing Educators to Involve Families Heather B. Weiss 2005-03-23 "This book is ideally suited as a text for courses in elementary education, school psychology, child development, and family studies. Professional researchers, psychologists, educators, and consultants will also find this to be a much-used desk reference."--Jacket.

Diversity And Difference In Early Childhood Education: Issues For Theory And Practice Robinson, Kerry 2005-12-01 Early childhood professionals are often required to work with children and families from a range of diverse backgrounds. This book gives an overview of relevant social theories such as: post-structuralism, cultural studies, post-colonialism, feminist perspectives, and queer theory.

Handbook of Marriage and the Family Gary W. Peterson 2012-09-14 The third edition of Handbook of Marriage and the Family describes, analyzes, synthesizes, and critiques the current research and theory about family relationships, family structural variations, and the role of families in society. This updated Handbook provides the most comprehensive state-of-the art assessment of the existing knowledge of family life, with particular attention to variations due to gender, socioeconomic, race, ethnic, cultural, and life-style diversity. The Handbook also aims to provide the best synthesis of our existing scholarship on families that will be a primary source for scholars and professionals but also serve as the primary graduate text for graduate courses on family relationships and the roles of families in society. In addition, the involvement of chapter authors from a variety of fields including family psychology, family sociology, child development, family studies, public health, and family therapy, gives the Handbook a multidisciplinary and interdisciplinary framework.

Communication in Family Contexts Elizabeth Dorrance Hall 2019-11-12 An innovative, student-friendly textbook covering the major elements of the field of Family Communication Family Communication, a rapidly growing sub-discipline within Communication Studies, explores the processes and factors involved in family interactions and relationships. Communication in Family Contexts is a clear and accessible survey of the essential principles, theories, and concepts of the field. Unlike textbooks that present a vast amount of material across only a few chapters—this innovative textbook features brief, easily-understood chapters ideally-suited for undergraduate courses on the subject. The text provides concise yet comprehensive coverage of a diverse range of topics, from fundamental aspects of caretaking and sibling communication, to topics not covered in other textbooks such as estrangement and marginalization. 33 chapters cover theories of family communication, family communication processes, and communicating in family relationships. The authors, noted researchers and educators in the field, complement discussions of standard topics with those of growing contemporary interest, such as LGBTQ family communication, step-family and half-sibling relationships, and the influence of technology on family. This textbook: Provides a well-rounded examination of the major elements of Family Communication studies Explains the foundational theories of the field, including Family Communication Patterns Theory and Relational Dialectics Theory Features numerous practical application exercises to enable students apply theory to practice Includes a complete set pedagogical features, such as case studies, visualizations and models of theories, illustrations, and discussion questions Offers a flexible organizational structure that allows instructors to pick and choose chapters to meet the needs of their courses Communication in Family Contexts: Theories and Processes is an important resource for instructors and students in the field of family communication, the wider discipline of Communication Studies, and related areas such as social psychology and sociology.

Growing Children's Social and Emotional Skills Joanna Grace Phillips 2021-08-30 Growing Children's Social and Emotional Skills examines how parent-educator partnerships can be achieved to enhance the development of children's social and emotional skills. The book presents the TOGETHER programme, a training programme that emphasises the importance of the relationship between caregivers and teachers with the

children in their care, as well as deepening the collaborative partnerships between teachers, educators and caregivers. Using a case study approach, the book explores the application of the TOGETHER programme across various home and early childhood education contexts through the unique voices of those involved. The TOGETHER programme presented in this book is:

- Easy to implement and adaptable, requiring minimal training time for parents, teachers and educators
- Designed to emphasise the importance of relationships in developing children's social and emotional skills
- Supported by photocopyable resources and a downloadable e-manual that can be used to implement the training

With the vision to empower caregivers to take an active role in building children's social and emotional competence, this book is written in a way that will appeal to academic researchers and tertiary students, early childhood educators and other caregivers. It will assist in recognising children's strengths and deepening collaborative partnerships between families, educators and other caregivers.

African Women's Theology, Gender Relations, and Family Systems Theory Mpyana Fulgence Nyengele 2004 African women theologians have written extensively about problems in gender relations in African contexts, identifying oppressive elements and their effects on women's self-concept and status in the church, family, and society. This book provides much-needed pastoral theological attention and a response to the psychospiritual, relational, and sociocultural effects of gender injustice and marginalization of women. It critically examines concepts, methods, and principles of family systems theory, analyzes gender relations in African families and churches, and develops a theology of pastoral care (based on the Trinitarian concept of perichoresis) that offers pastoral guidelines for effective pastoral counseling with women and men, as well as recommendations for corrective and preventative care grounded in educational strategies. The paradigm of pastoral care that emerges attends both to women affected by gender injustice and to the sociocultural norms that cause distress and perpetuate gender oppression.

Family Theories James M. White 2002-06-27 This book provides students with an understanding of the nature of family theory as well as a survey of six major theoretical frameworks to explain patterns of family life. Each theory is systematically explored.

High-Risk Children In Schools Robert Pianta 2014-06-03 High Risk Children in Schools offers a way for psychologists and educators to see and talk about the growing population of "at-risk" children--those likely to fail at formal schooling--while helping to redefine the relationship between schools and families. Using systems theory and developmental psychology, the authors present a new framework for the study and education of children who are at-risk. This framework--the Contextual Systems Model--creates a dialogue between the child and schooling through which meaning, goals, and experiences are shared and accepted.

Parents, Children, and Communication Thomas J. Socha 2013-11-05 This is the first edited volume in the communication field to examine parent-child interaction. It creates a framework for future research in this growing area -- family communication, and more specifically, parent-child communication -- and also suggests new areas of communication research among parents and children -- cultural, work-related, taboo topics, family sex discussions, conflict, and abuse. Chapter authors provide thorough coverage of theoretical approaches, new methods, and emerging contexts including lesbian/gay parent-child relationships. In so doing, they bring a communication perspective to enduring problems of discipline, adolescent conflict, and physical child abuse. The text highlights various methodological approaches -- both quantitative and qualitative -- including conversation analysis, grounded theory, participant-observation, and phenomenological interviewing of children. It also introduces and surveys various theoretical approaches -- general systems, developmental, cultural, and intergenerational transmission.

Family Life Education Carol A. Darling 2022-06-29 Contemporary family life educators operate within a wide range of settings and with increasingly varied populations and families. In the fourth edition of Family Life Education, Carol Darling and Dawn Cassidy are pleased to have Sharon Ballard join in the process of exposing readers to the diverse landscape of the field while laying a comprehensive, research-based, and practical foundation for current and future family life educators. The authors, who are CFLE Certified, consider the Certified Family Life Educator credential requirements of the National Council on Family Relations throughout the text. Their broad overview of the field includes a brief history and discussion of family life education as an established profession. New to this edition is the inclusion of several models that provide insight into the discipline and practice. There is expanded information about working with diverse audiences and the skills needed to be a culturally competent family life educator. The addition of the personal experiences and reflections of 17 family life educators working in a variety of settings provides a meaningful context to the continuing evolution and importance of family life education in society. The authors incorporate theory, research, and practice while also providing guidelines for planning, implementing, and evaluating family life education programs. Content on sexuality education, relationship and marriage education, and parenting education highlights some of the more prevalent trends and visible forms of family life education. Comments from 35 international colleagues representing 27 countries and 6 continents facilitate understanding the role of family life education in various international settings. The provision of interactive classroom exercises focuses on building awareness, appreciation of diversity, and global trends. Discussion questions and activities encourage readers to examine issues and apply what they have learned.

Family Life Education Carol A. Darling 2014-04-23 Contemporary family life educators operate within a wide range of settings and with increasingly varied populations and families. In the third edition of Family Life Education, Darling and Cassidy expose readers to the diverse landscape of the field while laying a comprehensive, research-based, practical foundation for current and future family life educators. The authors, both CFLE-certified, consider the Certified Family Life Educator certification requirements of the National Council on Family Relations throughout the text. Their broad overview of the field includes a brief history and discussion of family life education as an established profession. The authors incorporate theory, research, and practice while also providing guidelines for planning, implementing, and evaluating family life education programs. Chapters on sexuality education, relationship and marriage education, and parenting education highlight some of the more prevalent and visible forms of family life education. Comments from international educators and interactive classroom exercises focus on global trends, building awareness and appreciation of diversity. Discussion questions and activities encourage readers to examine issues and apply what they have learned.

Sourcebook of Family Theories and Methodologies Kari Adamsons 2022-11-07 This sourcebook is an unparalleled resource in the field of family science. It provides a comprehensive overview of both traditional and contemporary theories and methodologies to promote a greater understanding of increasingly complex family realities. It focuses on broad developments in research design and conceptualization, while also offering a historical perspective on developments in family science over time, particularly emerging theories from the past several decades. Each chapter summarizes and evaluates a major theory or methodological approach in the field, delving into its main principles; its debates and challenges; how it has evolved over time; its practical uses in policy, education, or further research; and links to other theories and methodologies. In highlighting recent research of note, chapters emphasize the potential for innovative future applications. Key areas of coverage include:

- Risk and resilience, family stress, feminist, critical race, and social exchange theories.
- Ambiguous loss, intersectionality, Queer, and family development theory.
- Life course framework.
- Biosocial theory and biomarker methods.
- Symbolic interactionism.
- Ethnography.
- Mixed methods, participatory action research, and evaluation.

Developing Caring Relationships Among Parents, Children, Schools, and Communities Dana McDermott 2008 This book focuses on parents and teachers as adult learners, who should be growing and learning along with the children in their care. It lays out a theory of what parents and teachers need to care for children and themselves and then it shows how the author has assisted parents and teachers to put these theories into practice. McDermott relies on stories and listening to the voices of parents, teachers and children to make her case. She weaves together the latest theories and research with these stories. She uses narratives of actual school meetings, workshops, parent planning and discussion groups, testimonies, newsletters, and research of others in the field, to demonstrate applications of theory and research. She fills a gap by focusing on

parents from all socioeconomic backgrounds. Key Features: o Focuses on parents and teachers as adult learners o Focuses on the dynamic process of parenting and teaching o Provides a theory to practice model to support parents, families and teachers o Provides a tool or guide for thinking through problems and finding solutions that take into consideration the needs of all involved.

Family Communication Chris Segrin 2011-10-14 Family Communication carefully examines state-of-the-art research and theories of family communication and family relationships. In addition to presenting cutting-edge research, it focuses on classic theories and research findings that have influenced and revolutionized the way scholars conceptualize family interaction. This text offers a thorough and up-to-date presentation of scientific research in family communication for both teachers and students of family communication as well as professionals who work with families. This second edition features: Chapters updated with the latest research, including over 2000 references. Material on understudied family relationships, such as extended family relationships and gay and lesbian relationships Recent research on understudied topics in family communication, including the influence of technology on mate selection, negotiating work and family stress, single parenting, cohabitation, elder abuse, forgiveness in marriage, and the links among communication, culture, and mental health. A revised chapter on parent-child communication, taking a lifespan perspective that helps organize the large body of research in this area. A new chapter devoted to extended family relationships, with special focus on grandparent-grandchild relationships, in-law relationships, and adult children and their parents. An expanded review of family conflict processes, especially in relation to decision making and power. A companion website provides chapter outlines, exam questions, and PowerPoint slides for students and instructors. Undergraduate readers should find the information easy to understand, while advanced readers, such as graduate students and professionals, will find it a useful reference to classic and contemporary research on family communication and relationships.

Handbook of Parenting and Child Development Across the Lifespan Matthew R. Sanders 2018-12-06 This handbook presents the latest theories and findings on parenting, from the evolving roles and tasks of childrearing to insights from neuroscience, prevention science, and genetics. Chapters explore the various processes through which parents influence the lives of their children, as well as the effects of parenting on specific areas of child development, such as language, communication, cognition, emotion, sibling and peer relationships, schooling, and health. Chapters also explore the determinants of parenting, including consideration of biological factors, parental self-regulation and mental health, cultural and religious factors, and stressful and complex social conditions such as poverty, work-related separation, and divorce. In addition, the handbook provides evidence supporting the implementation of parenting programs such as prevention/early intervention and treatments for established issues. The handbook addresses the complementary role of universal and targeted parenting programs, the economic benefits of investment in parenting programs, and concludes with future directions for research and practice. Topics featured in the Handbook include: · The role of fathers in supporting children's development. · Developmental disabilities and their effect on parenting and child development. · Child characteristics and their reciprocal effects on parenting. · Long-distance parenting and its impact on families. · The shifting dynamic of parenting and adult-child relationships. · The effects of trauma, such as natural disasters, war exposure, and forced displacement on parenting. The Handbook of Parenting and Child Development Across the Lifespan is an essential reference for researchers, graduate students, clinicians, and therapists and professionals in clinical child and school psychology, social work, pediatrics, developmental psychology, family studies, child and adolescent psychiatry, and special education.

Readings in Family Theory Thomas R. Chibucos 2005 Readings in Family Theory is an anthology of classic and contemporary articles that provides a context for student learning by demonstrating how theory fits into the overall process of scientific research on families. The book provokes student interest in theory by providing examples of the scholarly application of family theory to compare how people use similar processes in everyday life. Using this contextual orientation, the selected readings examine nine prevalent theoretical perspectives from both family and human development sciences.

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