

Relationships In Early Childhood Helping Young Children Grow

Enduring Bonds - Mary Renck Jalongo
2007-11-24

Mary Renck Jalongo Interpersonal relationships present an interesting paradox to the young child. Although human bonds are a source of love, security and joy, they are, at the same time, the context in which children feel intense and complicated emotions such as jealousy, shame, resentment, sorrow, and rage. To illustrate, consider a series of incidents in the life of a young child named Melissa. All of these events were so memorable that they became oft-repeated family stories. At age 4, after Melissa was reprimanded by her mother, she packed a

small plastic suitcase and announced that she was running away. Her mother kept a watchful eye while the preschooler stood at the end of the driveway for several moments. The child's sister—eight years her senior—decided to go out and gently inquire about her younger sibling's plans, to which Melissa responded ruefully, "I can't run away. I remembered that I'm not allowed to cross the street by myself." Months later, Melissa enters kindergarten and she arrives home at the end of her school day, obviously upset. When asked about it, she says, "One of the kids told me I was doing my work wrong and it ruined my whole day." In first

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grade, Melissa has experience with one of the school child's greatest fears: a mean teacher.

Powerful Interactions - Amy Laura Dombro
2020-10-06

Make your everyday interactions with children intentional and purposeful with these steps: Be Present, Connect, and Extend Learning.

From Neurons to Neighborhoods - National Research Council 2000-11-13

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born

into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, *From Neurons to Neighborhoods* presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

Self-control and Mastery in Early Childhood
- Erna Furman 1998

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

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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

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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.

Negotiating Adult-child Relationships in Early Childhood Research - Deborah Albon 2013-01-01

"Negotiating Adult-Child Relationships in Early Childhood Research discusses the technical implementation of ethics in research with children through an exploration of the complicated and often 'messy' situations faced in negotiating relationships in research with children. Despite growing acknowledgement of their centrality, relationships between adult researchers and very young participants have been neglected and under-theorised. In response, this book offers a comprehensive conceptualisation of adult-child research relationships through examination of questions, including: - How do power and inequity impact on adult-child research relationships? - What

does it mean for relationships when researchers 'intervene' in the field? - How do bodies matter in research relationships? - What does an emphasis on relationships with young children mean for the research process? Drawing upon data and case studies from the authors' own research to support the conceptual ideas under discussion, this insightful new book contributes to current debates about research with young children, offering a thorough exploration of the importance of relationships to the research process. Relevant for international audiences, this book is essential reading for early childhood students and educators, researchers, and lecturers with an interest in research with children, and will further the debate of early years research for undergraduate and postgraduate students alike"--

Observing and Recording the Behavior of Young Children, 6th Edition - Virginia Stern 2015-11-20

In the Sixth Edition of their classic text, the authors reiterate the critical importance of

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observing and recording the behaviour of young children, especially in the current atmosphere of accountability and testing. In addition, because children with special needs are now widely included in a majority of early childhood classrooms, they have completely rewritten a chapter to focus more broadly on observing behaviours that may be viewed as disquieting. Designed to help teachers better understand children's behaviour, the book outlines methods for recordkeeping that provide a realistic picture of each child's interactions and experiences in the classroom. Numerous examples of teachers' observations of children from birth to age 8 enrich this work and make it accessible, practical, and enjoyable to read. With over 130,000 copies in print, this valuable resource for pre- and inservice educators features: fresh information about how children think and learn, how their language develops, and how their families, their culture, and their environment influence and help to shape them; observations

that reflect the increasingly diverse population in contemporary early childhood classrooms; and the imperative for teachers to widen their lens in order to meet the needs of young children with a range of developmental capacities, abilities, and behaviours.

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.

Families + Educators - Kelly Ramsey

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2019-07-09

Learn how to work with and relate to the family of each child in an early childhood education program. Includes ideas about transforming the way schools and programs relate to families - each one according to their unique assets and needs with the goal of enriching and enlivening the school community and ensuring better outcomes for each child and the entire program. It will emphasize strategies for getting to know each family the way you get to know an individual person, and learn about their interests, their strengths, their style of interacting and their needs/challenges to encourage programs to move away from one-size-fits-all approaches to family engagement. [Inside Role-Play in Early Childhood Education](#) - Sue Rogers 2008-01-18

Based on extensive research, and grounded in everyday classroom practice, the authors of this book explore important issues surrounding play in the early years curriculum. The book presents

children's views on, and response to their role-play environment, alongside examples of good classroom practice, and addresses vital questions such as: Will structuring role play replace children's own attempts to create scenarios that grow out of their interests and relationships? Has an over-emphasis on subjects like literacy and numeracy eclipsed the important processes inherent in children's social play? How we can ensure that provision for role play fully benefits all young children? Critically, the authors present the child's perspective on play in schools throughout, and argue firmly against a formal, inflexible learning environment for young children. This book will be fascinating to all students on primary education undergraduate courses and early childhood studies. Researchers and course leaders will also find this book a ground-breaking read.

Contemporary Perspectives on Research on Child Care in Early Childhood Education - Olivia Saracho 2021-04-01

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Child care environments have received extensive research attention by those interested in understanding how participating in nonparental child care might influence the children's development and learning. Throughout the United States (US Census Bureau, 2011) and Europe (Organization for Economic Co-operation and Development, 2006) a large number of young children are cared for outside of the home by non-parental adults. Young children's nonparental care is commonly referred to as "child care," and is provided to children whose ages range from birth to 12 years of age. The provision of child care services has become an increasingly important part of early childhood education. In fact, the United Nations Children's Fund (2019) states that a large majority of children worldwide spend at least some of their week in child care, such arrangements include center care, family child care, in-home child care, relative child care, and supplemental child care. Child care researchers have been

conducting studies to understand how participating in nonparental child care might influence the children's development and learning outcomes. There are more than enough child care studies to make numerous major inferences. For example, research outcomes show that child care quality seems to be more influential than either the kind of child care or age of admission in determining the children's development and learning. The adults' child care affects the quality in child care. In the environment adults who are caring for the children have the opportunity to effectively assume both nurturing and instructional roles to help young children cultivate their social and cognitive abilities. The teachers' effectiveness is related to their individual characteristics, such as formal education, specialized training, and the classroom environment. However, the majority of the studies show that both family and quality of child care have the most significant effects on the children's development and

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learning. Therefore, the concept of child care has heavily influenced modern views. Researchers, scholars, and educators are beginning to understand the current foundations based on theoretical frameworks that contribute to the purposes of the child care in the United States and Europe. The contents of the child care volume reflect the major shifts in the views of these early childhood researchers, scholars, and educators in relation to research outcomes on child care, its historical roots, the role of child care in early childhood education, and its relationship to theory, research, and practice. *Young Children's Close Relationships* - Judy Dunn 1993-04-27

`Another gem from Judy Dunn! This very readable and interesting book asks some searching questions about how relationships change with age, how one sort of relationship influences others and how thought processes shape or control our interactions with other people.... The result is a challenging (and

sometimes provocative) account of what we know today, together with a look forward to likely developments in the years to come. The book is a must for anyone interested in either the social development of children or the meaning of interpersonal relationships' - Michael Rutter, Institute of Psychiatry, London How and why do children of the same family have strikingly different relationships with their mot Learning from Young Children - Suzanne L. Burton 2011-08-16

Learning from Young Children: Research in Early Childhood Music presents research on the importance of fostering musical growth during early childhood. With research designs ranging from statistical, mixed methods, survey, content analysis, and case study, to philosophical inquiry, this book will practitioners base their practice in research and offers a wide range of information for scholars and researchers studying early childhood music learning and development.

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Day to Day the Relationship Way - Donna S. Wittmer 2020-08-30

Focus on the wonder of learning with infants, toddlers, and twos. Use sensitive and responsive interactions and curriculum planning that support their development as effective communicators, problem solvers, and creative thinkers.

The Revised EYFS in practice - Ann Langston 2013-05-23

With the new EYFS in its infancy, this practical professional development title will take practitioners through the new policies and provide vital information and practical advice on how to implement it effectively. With their wealth of experience in the Early Years, Ann Langston and Dr Jonathan Doherty have all the expertise to make this an authoritative book that will be useful to anyone involved in Early Years education.

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

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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.

Relationships in Early Childhood - Erna Furman 1998

A combination text with teaching notes and student guide incorporates math skills and concepts with historical perspective.

Health and Well-being in Early Childhood - Angela Underdown 2006-12-16

The true wealth of a nation can be measured by the health of its youngest citizens and in the twenty-first century, children's health and well-being is largely determined by social, environmental and economic influences. This book explores how factors such as parent-child relationships, family networks and social support, housing, poverty and the safety of the environment impact on children's early

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experiences and have consequences for their later health and well-being. Topics include: Promoting infant mental health Family transitions Poverty, relative poverty and health inequalities Growth and nutrition Young children under stress Child public health Young children's involvement in health Research with young children and families Underpinned by the United Nations Convention on the Rights of the Child and an ecological systems framework, this book takes difference and diversity into account to celebrate the rights of every individual child. Young Children's Health and Well-Being is a comprehensive health text for students of early childhood. It is also important reading for student teachers, community practitioner nurses, social work students and others who work with young children and their families.

[The Key Person Approach](#) - Jennie Lindon

2013-04-17

How to set up and ensure that a key person approach works in practice. Covering common

issues; from working with parents, to supporting transitions, and providing for the emotional wellbeing of young children. This book offers practical advice on: the importance of attachment for children's emotional well being, implications for early years practitioners and the need for a key person system in group settings, details of the role of key person for children and families, dealing with uncertainty about how the key person system should work and how managers can support practitioners in their key person role.

Making Space for Storied Leadership in Higher Education - Elizabeth P. Quintero

2021-08-03

This book analyzes stories of university early childhood faculty members, community activists in southern California, and children and the early childhood teacher education students working with them. The grounding of this research is reconceptualization of postmodern narrative theoretical influences. Through

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narrative inquiry, the book connects ongoing research to ongoing pedagogy. It explores the following research questions: (1) How do learners across generations create, build upon, and reinvent each other's stories to make new meanings through consideration of family history, multigenerational knowledge, and experiences?; (2) How do learners' stories offer new possibilities through leadership that connects Global South knowledge with Global North contexts?; (3) In what ways is it possible to use this framework and methodology in

Higher Education to promote systemic consistency in promoting social justice that is generatively inclusive? More than half of the research participants have truly lived bi-culturally, many of the children in the early care and education programs in the USA are from Mexico and Central America. These collaborators truly carry their roots with them as they strive for justice and authenticity in early childhood teacher education and community activists working with families and children.

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