

Making Friends In School Promoting Peer Relationships In Early Childhood

Striving for Excellence 1994

Moral Classrooms, Moral Children Rheta DeVries 1994 This work addresses the question of how to establish an interpersonal classroom atmosphere that fosters children's intellectual, social, moral, emotional and personality development.

The Brothers and Sisters Learn to Write Anne Haas Dyson 2003 Building on her groundbreaking work in *Writing Superheroes*, Anne Dyson traces the influence of a wide-ranging set of “textual toys” from children’s lives—church and hip-hop songs, rap music, movies, TV, traditional jump-rope rhymes, the words of professional sports announcers and radio deejays—upon school learning and writing. Wonderfully rich portraits of five African American first-graders demonstrate how children’s imaginative use of wider cultural symbols enriches their school learning. Featuring lively and engaging vignettes of children who are often left behind by our educational system, this book: Provides a detailed view of written language development from inside a particular childhood culture. Shows that children bring a rich folk culture to school and demonstrates how they “remix” their cultural references to accommodate school tasks such as writing. Turns the traditional educational view inside out by starting from inside a child’s culture and looking out toward the demands of school, rather than starting on the outside of the child and looking in. Provides concrete examples of how children’s cultural literacy practices translate into classroom practices and, in turn,

into practices of academic success. “The most significant work that has ever been done in this area. It is superior in every respect and Anne Dyson writes like a dream.” —Tom Newkirk, University of New Hampshire “This book is unique in that it features students who draw on the cultural experiences of the Black church, sister and brother play–family games, rap, and Black popular music. It should be ideal in courses on literacy learning.” — Arnetha Ball, School of Education, Stanford University

Play from Birth to Twelve Doris Pronin Fromberg 2012-11-12 In light of recent standards-based and testing movements, the issue of play in childhood has taken on increased meaning for educational professionals and social scientists. This second edition of *Play From Birth to Twelve* offers comprehensive coverage of what we now know about play, its guiding principles, its dynamics and importance in early learning. These up-to-date essays, written by some of the most distinguished experts in the field, help students explore: all aspects of play, including new approaches not yet covered in the literature how teachers in various classroom situations set up and guide play to facilitate learning how play is affected by societal violence, media reportage, technological innovations and other contemporary issues which areas of play have been studied adequately and which require further research.

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.

Cultural Identity in Kindergarten Susan Laird Mody 2005 First Published in 2005. Routledge is an imprint of Taylor & Francis, an informa company.

Social Worlds of Children Anne Haas Dyson 1993 Presents the results of a two-year ethnographic study of K-3 children who do not tell stories in the written language format valued by most early literacy educators.

Experimenting with the World Harriet K. Cuffaro 1995 Harriet K. Cuffaro offers a detailed account of how the educational philosophy of John Dewey may be translated into the everyday life of the classroom. Particular attention is given to "learning from experience" -- a fundamental concept in early education -- and the complexities involved in experiential learning.

Playing to Get Smart Elizabeth Jones 2006 Practicing what it preaches, *Playing to Get Smart* will be a playful reading experience for teachers and parents alike. With jokes, riddles, and stories sprinkled throughout, the authors show how important play is for children of all ethnic and socioeconomic groups, from birth to age 8. This provocative challenge to teachers and parents of young children demonstrates why play is the most effective way for children to develop critical life skills such as thinking creatively and social problem solving. It explains why teachers need to

provide opportunities for quality play and why parents need to understand the benefits of play for their children.

The Sociology of Childhood William A. Corsaro 2005 'The provision of many amusing examples from Corsaro's own research experience with children make his book a thoroughly enjoyable read as well as a valuable critical sociological analysis of childhood' - Sociology The Sociology of Childhood is the Second Edition of a text that has been universally acclaimed as the best book on the subject available today. It is the only text that thoroughly covers children and childhood from a sociological perspective. The second edition retains the same quality coverage of social theories of childhood, the consideration of children and childhood in historical and cultural perspective, children's peer cultures from preschool through preadolescence, and the social problems of children. The book has been updated to include new research, information, and discussions on the latest social indicators regarding children in the United States and around the world. Key Features New chapter on up-to-date methods of research for studying children. New chapters on theory, cultural change, and children's peer cultures. New section on children's rights including a description and discussion of the United Nations Convention on the Rights of the Child. Updated chapter on the Future of Childhood addresses current policy debates and changing demographics related to children in today's societies. Contains many examples of children's actual play and behavior. Provides photographs and charts that capture the complexity and diversity of children's lives. The Sociology of Childhood is highly recommended for use as the core text in courses on the sociology of children and childhood, as well as for parents, teachers, and other adults interested in the social lives and development of children. It can also be used in early education, child development, and child psychology courses, and as a supplemental text in the area of family studies. William A. Corsaro is

the Robert H. Shaffer Class of 1967 Endowed Professor of Sociology at Indiana University, Bloomington, where he teaches courses on the sociology of childhood, childhood in contemporary society, and ethnographic research methods. Corsaro is the author of *Friendship and Peer Culture in the Early Years* (1985) and *"We're Friends, Right": Inside Kids' Culture* (2003). He was a Fulbright Senior Research Fellow in Bologna, Italy, in 1983-84 and a Fulbright Senior Specialist Fellow in Trondheim, Norway, in 2003. His research has been featured on NPR, the BBC in London, and in the *New Yorker*.

Friendships in Childhood and Adolescence Catherine L. Bagwell 2013-01-10 Highly readable and comprehensive, this volume explores the significance of friendship for social, emotional, and cognitive development from early childhood through adolescence. The authors trace how friendships change as children age and what specific functions these relationships play in promoting adjustment and well-being. Compelling topics include the effects of individual differences on friendship quality, how friendship quality can be assessed, and ways in which certain friendships may promote negative outcomes. Examining what clinicians, educators, and parents can do to help children who struggle with making friends, the book reviews available interventions and identifies important directions for future work in the field.

[How to Work with Standards in the Early Childhood Classroom](#) Carol Seefeldt 2005 More and more teachers of young children are being asked to develop their curriculum according to standards. This essential resource will guide educators as they grapple with a plethora of issues, questions, and practices surrounding the use of standards in the early childhood classroom. Carol Seefeldt, well-known educator and bestselling author, offers teachers an overview of the standards movement; describes the status of standards in early education; presents the issues around the design and

selection of standards; and provides practical strategies for effectively implementing standards with young children (preschool through the early primary grades). This book provides both the background knowledge and a working understanding of standards to help teachers: successfully judge and select standards; design appropriate ways of using and working with standards; and develop appropriate assessment strategies. Illustrated with children's work, this "how-to" guide: provides practical illustrations of how standards can be used to benefit early childhood classrooms, including many sample activities; demonstrates how to work with standards in the separate subject areas of the sciences, arts, language and literacy, mathematics, and social studies; offers ideas for including all children, such as those with special needs and those just learning English; and describes a project, Children Study Their Play Yard, illustrating how thematic, standards-based, problem-solving learning can be integrated into the total curriculum.

Let's be Friends Kristen Mary Kemple 2004 This book describes methods of support and intervention teachers can use to create social inclusion in preschool and the primary grades. Combining general early childhood education with special education, this unique volume explains a wide variety of strategies ranging from environmental arrangement, on-the-spot teaching, and cooperative learning, to more intensive, individually-targeted interventions for children experiences challenges and disabilities.

Integrated Curriculum and Developmentally Appropriate Practice Craig H. Hart 1997-01-01 Combines research and practice on integrated developmentally appropriate curriculum that helps theorists, researchers, parents, and teachers understand how to match early childhood teaching practices to the integrated manner that young children naturally think and learn.

Bringing Reggio Emilia Home Louise Boyd Cadwell 1997-09-19 Bringing Reggio Emilia Home is

the first book to integrate the experiences of one American teacher on a year-long internship in the preschools of Reggio, with a four-year adaptation effort in one American school. The lively text includes many "mini-stories" of preschool and kindergarten-age children, teachers, and parents who embark on journeys of learning together. These journeys take shape in language, in drawings, in tempera paint and clay, in outdoor excursions, and in the imaginations of both the children and adults. This informative and accessible work features photographs of the children (both in Italy and the United States) and samples of the children's work, including some in full colour. During the past 10 years there has been a tremendous interest among early childhood educators and parents in the innovative approaches to teaching pioneered in the preschools of Reggio Emilia, Italy. This book is a must read for anyone interested in the Reggio Approach! Teachers, especially those in early childhood, teacher educators, policy makers, administrators, and parents will find it invaluable.

Understanding Assessment and Evaluation in Early Childhood Education Dominic F. Gullo 2005 This bestselling book is still the best choice for helping early childhood teachers understand the process of assessment and evaluation to benefit young children. With the advent of the No Child Left Behind Act, testing, accountability, and standards are now pervasive throughout early childhood education. Completely revised to address the issues that have been raised by these new policies, the Second Edition features completely new chapters on: assessment of children from culturally and linguistically diverse backgrounds, addressing the new makeup of today's classroom; assessment of children with special needs, focusing on the relationship among assessment, curriculum, and instruction; and the addition of a helpful glossary of terms and an annotated listing of assessment instruments used in early childhood education.

Everyday Goodbyes Nancy Balaban 2006 Separation often evokes feelings of fear and anxiety in all

of us, children, parents, and teachers alike. Because the success or failure of early separation experiences can affect a child's movement toward independence, teachers and parents must know how to help young children cope with the unpleasant feelings sometimes associated with separation. In *Everyday Goodbyes* (her follow-up to *Starting School: From Separation to Independence*), Nancy Balaban once again addresses this critical aspect of child development. Emphasizing the need for parents and teachers to work together in phasing children into a child-care, preschool, or kindergarten program, she offers many sensitive, practical suggestions to ease the separation process for all involved. Positioning separation as the underlying curriculum for all early childhood programs, this wonderful book helps teachers and parents to understand why children take time to adjust. Photographs and real-life anecdotes of children, teachers, and parents illustrate all aspects of the adjustment process, and activities for the classroom that support children's movement toward independence and self-confidence are included.

The War Play Dilemma Diane E. Levin 2006 As violence in the media and media-linked toys increases, parents and teachers are also seeing an increase in children's war play. The authors have revised this popular text to provide more practical guidance for working with children to promote creative play, and for positively influencing the lessons about violence children are learning. Using a developmental and sociopolitical viewpoint, the authors examine five possible strategies for resolving the war play dilemma and show which best satisfy both points of view: banning war play; taking a laissez-faire approach; allowing war play with specified limits; actively facilitating war play; and limiting war play while providing alternative ways to work on the issues. New for the Second Edition are: more anecdotal material about adults' and children's experiences with war play, including examples from both home and school settings; greater emphasis on the impact of media

and commercialization on children's war play, including recent trends in media, programming, marketing, and war toys; expanded discussion about the importance of the distinction between imitative and creative war play; and summary boxes of key points directed at teachers or parents. * New information about violent video games, media cross feeding, and gender development and sex-role stereotyping.

Making Friends in School Patricia G. Ramsey 1991 Traditionally, issues of early social development have been the concern of preschool teachers and researchers in the field of psychology and education. The wealth of knowledge and experience that has been accumulated in these domains is now surfacing as educators and and politicians expand their search for solutions to America's deepening educational crisis. In this book, the author aims to accomplish the formidable task of not only synthesizing research efforts from a range of disciplines, but also showing their direct applications to the education of children in preschool and elementary classrooms.

Understanding Quantitative and Qualitative Research in Early Childhood Education William Lawrence Goodwin 1996 What are the fundamental elements of good quantitative and qualitative research? What are the strengths and weaknesses of each approach? What does research offer early childhood education? Are quantitative and qualitative approaches compatible? This book presents the research process and its components in a straightforward, easily accessible manner. Using real examples from early childhood education, authors William L. Goodwin and Laura D. Goodwin "bring to life" for the first time the various methods of research and how they may be studied and applied. They explore the major aspects of both quantitative and qualitative paradigms and techniques, stressing the compatibility and complementary nature of the two approaches that are so often seen as mutually exclusive if not downright contradictory.

Encyclopedia of Primary Prevention and Health Promotion Thomas P. Gullotta 2003-01-31 Foundational topics such as history, ethics, and principles of primary prevention, as well as specific issues such as consultation, political issues, and financing. The second section addresses such topics as abuse, depression, eating disorders, HIV/AIDS, injuries, and religion and spirituality often dividing such topics into separate entries addressing childhood, adolescence, and adulthood.

I Compagni William A. Corsaro 2005-09-02 Tells a complete story about the lives of children as they grow from young preschoolers to preadolescents in Modena, Italy. The authors both explore and participate in the rich, complex history and development of the Italian early education system.

Windows on Learning Judy Harris Helm 1998 The authors developed an approach for thinking and communicating about documentation and then explored its use in early childhood programs, including the schools of Reggio Emilia. The result is a framework, collection system, and display method that works in U.S. schools. Methods are applicable to many different curriculum models, including thematic teaching and the project approach. Features extensive examples of children's and teachers' work.

The Emotional Development of Young Children Marilou Hyson 2004 Marylou Hyson provides educators with real-life examples and evidence-based teaching strategies to advance children's understanding and appropriate expression of their emotions.

The Child at School Peter Blatchford 2015-07-16 What is the nature of children's social life in school? How do their relationships and interactions with peers, teachers and other school staff influence their development and experience of school? This book, written by leading researchers in educational and developmental psychology, provides answers to these questions by offering an integrated perspective on children's social interactions and relationships with their peers and

teachers in school. Peer interactions in school have tended to be underestimated by educationalists, and this book redresses the balance by giving them equal weight to teacher-child interactions. In this second edition, the authors extensively revise the text on the basis of many years of research and teaching experience. They highlight common misconceptions about children, their social lives, and school achievement which have often resulted in ineffective school policy. The book includes a number of important topics, including: The significance of peer-friendships at school The nature and importance of play and break-times Aggression and bullying at school Peer relations and learning at school The classroom environment and teacher-pupil interaction The influence of gender in how children learn at school. Advantages and disadvantages of different methodological approaches for studying children in school settings Policy implications of current research findings. The *Child at School* will be essential reading for all students of child development and educational psychology. It will also be an invaluable source for both trainee and practicing teachers and teaching assistants, as well as clinical psychologists and policy makers in this area.

Systemic Violence in Education Juanita Ross Epp 1997-01-01 Researchers and practitioners identify and examine systemic violence in schools from a number of perspectives including school administration policies, pedagogical methods, educational labeling, classroom interaction, childhood games, and teacher reactions, as well as child abuse. Includes practical suggestions for addressing systemic violence.

In the Spirit of the Studio Lella Gandini 2005 As the authors state in their opening chapter, prepare to be amazed. This beautiful book describes the revolution that the Reggio Emilia atelier (art studio) brought to the education of young children in Italy, and follows that revolution across the ocean to North America. It explores how the experiences of children interacting with rich materials in the

atelier affect an entire school's approach to the construction and expression of thought and learning. Lavishly illustrated in full color, this original volume: includes detailed interviews with Italian educators from Reggio Emilia; offers a window into many ateliers within the United States, examining the multiple ways that experience is altered when teachers, parents, and children prepare and work together in the studio setting; addresses the practical aspects of the atelier, including organizing the environment, using materials, and provides examples of projects; and features a comprehensive approach that addresses many varied issues related to children, including learning, collaboration, relationships, and community.

Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education

Olivia Saracho 2015-08-01 Researchers, educators, professional organizations, administrators, parents, and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs. This interest has developed swiftly during the last decades. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) developed a position statement titled, "Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8," to address related trends, issues, guiding principles, and values. Appropriate and well-designed evaluations need to address several audiences including researchers, educators, policy makers, children, and parents. They need to encourage the implementation of a strong foundation that improves the quality of the children's education. Child assessment and program evaluation can lead to effective results and better accountability for preschool, kindergarten, and primary school programs. The purpose of this volume is to share a collection of research strands on contemporary

perspectives on research in assessment and evaluation in early childhood education. It provides a review and critical analysis of the literature on assessment and evaluation of programs, children, teachers, and settings. The volume begins with a brief introductory chapter that presents the reader with a map of the area, laying out the issues and alternatives, and linking these to the chapters that follow. It addresses several areas including (1) understanding assessment and evaluation with young children, (2) schools and assessment implications, (3) teacher evaluation and professional development, (4) social relationships and assessment, (5) content areas in early education assessment, (6) technology and assessment, and (7) conclusion with future research directions in assessment and evaluation in early childhood education. The volume is of interest to researchers, educators, policy makers, university faculty, graduate students, and general readers who are interested in research on assessment and evaluation in early childhood education. The chapters are authored by established scholars in the field.

Play from Birth to Twelve and Beyond Doris Pronin Fromberg 1998 This Encyclopedia presents 62 essays by 78 distinguished experts who draw on their expertise in pedagogy, anthropology, ethology, history, philosophy, and psychology to examine play and its variety, complexity, and usefulness. Here you'll find out why play is vital in developing mathematical thinking and promoting social skills, how properly constructed play enhances classroom instruction, which games foster which skills, how playing stimulates creativity, and much more.

Young Children Continue to Reinvent Arithmetic--2nd Grade Constance Kamii 2004

Responding to their recent research on how children learn mathematics, the authors have revised this bestselling textbook to provide practical advice on what works and what should be avoided when teaching second graders. Features important revisions to their groundbreaking program,

including the harmful effects of teaching "carrying" and "borrowing".

Child Psychology Robin Harwood 2008-01-03 In this comprehensive overview, readers will gain a better understanding of the various theories, perspectives, and research that characterize contemporary themes in child development. The book uses a contextual approach to examine the biological, cognitive, social, and emotional foundations of child development. Special attention is paid throughout to the contexts in which development occurs, including families and the larger culture, and how these intersect with our changing society.

Ways of Assessing Children and Curriculum Celia Genishi 2015-10-16

Leading Psychoeducational Groups for Children and Adolescents Janice L. DeLucia-Waack 2006-05-03 This book provides readers with direction on how to organize psychoeducational groups while also helping them enhance skills for effectively leading such groups—all in one comprehensive volume! Offering an applied, pragmatic approach, author Janice L. DeLucia-Waack uniquely integrates research and practice to suggest valuable leadership strategies while addressing special issues such as children of divorce, anger management, bullying behaviors, and much more.

Possible Schools Ann Lewin-Benham 2006 Tells the story of the Model Early Learning Center (MELC) in Washington, DC. Presenting a new vision for early education, the author describes the origin of this school serving the impoverished urban families and traces its evolution from a chaotic inception to its ability to apply Reggio practices.

What If All the Kids are White? Louise Derman-Sparks 2006 In this compelling volume, distinguished educators tackle a frequently asked question about multicultural education: How do I teach about racial and cultural diversity if all my students are white? The authors propose seven learning themes to help young white children resist messages of racism and build identity and skills

for thriving in a multicultural country and world. The text includes strategies, resources, and classroom examples for implementing the learning themes in early childhood settings. Taking multicultural education to a new level, this practical guide places the development of white children's racial identity in the context of the historical construction of "whiteness" and racism in America, and suggests strategies for nurturing a new white identity as the starting place for anti-bias/multicultural work with children. It includes activities for families and staff, reflection questions, a review of white anti-racism activists, lists of suggested children's books, and organizational and website resources.

Teaching and Learning in a Diverse World Patricia G. Ramsey 2004 This classic text continues to define what multicultural education means in all kinds of settings. The Third Edition includes activities to challenge children's assumptions on: Racial Bias, Social Class and Consumerism, Perspectives on Cultures and the Natural World, Gender and Sexual Orientation, and Abilities and Disabilities.

Dimensions of Early Childhood 2000

Multicultural Education Patricia Ramsey 2003-12-16 The second edition of this source book contains essays and annotations on a number of issues related to multicultural education. The authors define multicultural education as a process-oriented creation of learning experiences that foster an awareness of, respect for, and enjoyment of the diversity of our society and world. Inherent in this definition of multicultural education is a commitment to create a more just and equitable society for all people. This book, then, offers suggestions relevant to the teaching of all children, all teaching and curricular decisions, and every aspect of educational policy.

[International Handbook of Psychology in Education](#) Karen Littleton 2010-05-26 Provides

researchers, practitioners and advisers working in the fields of psychology and education with an overview of research across a broad spectrum of work within the domain of psychology of education. This book focuses on typically developing school-age children, although issues relating to specific learning difficulties are also addressed.

International Handbook of Teachers and Teaching Bruce J. Biddle 2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching, and this effort has generated new and important insights that are crucial for understanding education today. This handbook provides a host of chapters, written by leading authorities, that review both the major traditions of work and the newest perspectives, concepts, insights, and research-based knowledge concerned with teachers and teaching. Many of the chapters discuss developments that are international in scope, but coverage is also provided for education in a number of specific countries. Many chapters also review contemporary problems faced by educators and the dangers posed by recent, politically-inspired attempts to 'reform' schools and school systems. The Handbook provides an invaluable resource for scholars, teacher-educators, graduate students, and all thoughtful persons concerned with the best thinking about teachers and teaching, current problems, and the future of education.

Making Friends In School

Promoting Peer Relationships In Early Childhood

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