

Promoting First Relationships

Promoting First Relationships in Pediatric Primary Care Jean F. Kelly 2013 A university based program adapted by pediatricians to help pediatric primary care providers support stable and secure early parent-child relationships. It provides a framework that operationalizes attachment and child development theory into applied practice and intervention strategies specifically for the pediatric office visit. It supplies a curriculum that also provides well-child check handouts for each visit (newborn - three years old) for pediatricians to share with parents. Describes consultation strategies to promote infant/toddler mental health.

Promoting Maternal Mental Health During Pregnancy JoAnne E. Solchany 2013

Promoting First Relationships Tracy G. Zuckerman 2003

Promoting Inclusion Oral-Health Ruth E. Freeman 2020-03-25 The aim of this collection of papers is to provide the reader with a cogent understanding of the role of evidence in the development of social or community-based interventions to promote inclusion oral-health and reduce oral health, health, and psychosocial inequities. In addition, this material will include various methods used for their implementation and evaluation. At the outset, the reader will be offered a working definition of inclusion oral-health, which will be modelled on the work of Luchenski et al. [1]. The interventions described are theoretically underpinned by a pluralistic definition of evidence-based practice [2] and the radical discourse of health promotion as postulated by Laverack and Labonte [3] and others [4,5]. This Special Issue will consist of eight papers, including an introduction. The first three papers will examine the various sources of evidence used to transform top-down into bottom-up community-based interventions for people experiencing homelessness; people in custody and for families residing in areas of high social deprivation. The final four papers will report on the implementation and evaluation of social or community-based interventions. This collection of research papers will highlight the importance of focusing on prevention and the adoption of a common risk factor agenda to tackle oral health, health and psychosocial inequities felt by those most excluded in our societies.

Promoting Mental, Emotional and Social Health Katherine Weare 2013-01-11 Schools are now seen as being one of the key agents which can help redress society's most fundamental problems, create more cohesive communities and promote citizenship and a sense of social conscience in the young. Promoting Mental, Emotional and Social Health: A Whole School Approach provides a clear and practical overview of ways in which mainstream schools can promote the health of all those who work and learn in them. Supported by the latest new evidence from the UK and Europe as well as findings from the USA, it outlines and examines: * evidence that social and emotional learning and academic achievement can go hand in hand and that the same key factors underlie both happy and effective schools * the areas of school life that are the key to promoting social and affective health, including relationships with families and the community, management and the curriculum * the competencies that we all need to become more emotionally literate and relate to more effectively.

Promoting Mental Health and Well-being in Later Life Michele Lee 2006

Community & Public Health Nursing: Promoting the Public's Health Judith Allender 2013-04-26 Community & Public Health Nursing is designed to provide students a basic grounding in public health nursing principles while emphasizing aggregate-level nursing. While weaving in meaningful examples from practice throughout the text, the authors coach students on how to navigate between conceptualizing about a population-focus while also continuing to advocate and care for individuals, families, and aggregates. This student-friendly, highly illustrated text engages students, and by

doing so, eases students into readily applying public health principles along with evidence-based practice, nursing science, and skills that promote health, prevent disease, as well as protect at-risk populations! What the 8th edition of this text does best is assist students in broadening the base of their knowledge and skills that they can employ in both the community and acute care settings, while the newly enhanced ancillary resources offers interactive tools that allow students of all learning styles to master public health nursing.

Health Promotion: A Psychosocial Approach Christine Stephens 2008-10-16 "Stephens' important and timely book provides an urgently needed and insightful synthesis of the previously fragmented field of community health psychology. A wide range of case material from both rich and poor countries is framed within a skilfully articulated set of debates around core issues of theory, practice, research and ethics. This text should be compulsory reading for all practitioners and students of health promotion." Professor Catherine Campbell, Health, Community and Development Group, London School of Economics Can the health of individuals be improved through community health programmes? How can community health promotion programmes be more effective? How is health awareness measured and evaluated? In recent years, health promoters have focused their attention not just on individual lifestyle change, but on daily social and physical conditions that surround the individual. They are now looking towards lifestyle change based on community or socially-based interventions. This book argues for the importance of theoretical explanations that inform investigations of the social context of daily life, the social relations that affect opportunities for healthy lives, and the needs of communities. Examining theories from a critical and values oriented perspective, it looks at current theories of health and health promotion, and discusses why health inequalities exist. The book includes a practical grounding, using examples of community health promotion practice, such as community arts and local community models, based on material and research from Britain, New Zealand, Canada, the USA and South America. The media's role in health promotion is also investigated, drawing on current media theory and examining media representation and the public's interpretative response. Issues surrounding the evaluation of health promotion programmes are also discussed. Health Promotion: A Psychosocial Approach provides a critical and theoretical basis for practice in social and community approaches to health promotion. It is key reading for postgraduate students of health psychology or community psychology, as well as qualified practitioners in public health areas who are developing theory based community programmes.

Treatment of Disorders in Childhood and Adolescence, Fourth Edition Mitchell J. Prinstein 2019-05-15 Revision of: *Treatment of childhood disorders* / edited by Eric J. Mash, Russell A. Barkley.

Promoting Behaviour for Learning in the Classroom Simon Ellis 2014-10-17 Promoting Behaviour for Learning in the Classroom offers essential support to help you develop capacity and confidence in managing behaviour in the group setting of the classroom. It provides a concise analysis of established behaviour management strategies, recognising that no single approach will work for all pupils and that central to effective practice is an understanding of the different personal attributes and experiences teachers and pupils bring to the classroom Illustrated by examples from the classroom, Promoting Behaviour for Learning in the Classroom uses the tried and tested 'Behaviour for Learning' framework to show how teachers' expertise in promoting learning can be used to improve behaviour. Key issues considered include: Developing positive relationships in the classroom Understanding personal style and self-management Effective use of feedback and rewards Using positive correction and sanctions Working with school systems and frameworks for managing behaviour Individual differences and special educational needs Dealing with challenging behaviour Written by experts in the field, Promoting Behaviour for Learning in the Classroom offers much-needed in-depth, realistic support and guidance to show teachers how to improve learning and behaviour in the group setting of the classrooms.

Promoting Early Career Teacher Resilience Bruce Johnson 2015-08-27 In Promoting Early Career Teacher Resilience the stories of 60 graduate

teachers are documented as they grapple with some of the most persistent and protracted personal and professional struggles facing teachers today. Narratives emerge detailing feelings of frustration, disillusionment and even outrage as they struggle with the complexity, intensity and immediacy of life in schools. Other stories also surface to show exhilarating experiences, documenting the wonder, joy and excitement of working with young people for the first time. This book makes sense of these experiences in ways that can assist education systems, schools, and faculties of teacher education, as well as early career teachers themselves to develop more powerful forms of critical teacher resilience. Rejecting psychological explanations of teacher resilience, it endorses an alternative socio-cultural and critical approach to understanding teacher resilience. The book crosses physical borders and represents experiences of teachers in similar circumstances across the globe, providing researchers and teachers with real-life examples of resilience promoting policies and practices. This book is not written as an account of the failures of an education system, but rather as a provocation to help generate ideas, policies and practices capable of illuminating the experiences of early career teachers in more critical and socially just ways at an international and national level.

Promoting Men's Mental Health David Conrad 2018-04-17 A welcome and important contribution to a thankfully growing debate. Mental illness remains in some ways the last great taboo in our society, a taboo which leads directly to stigma and discrimination which for some can be even worse than the symptoms of their illness. This book in part is about encouraging men who have reached crisis point to seek help. Equally it's about prevention, and sets out some of the excellent work being done on that. I hope it can inspire practitioners and policy makers to initiate similar interventions, develop new ones and lift the promotion of men's mental health much higher up the agenda, both in the UK and abroad.A" - From the Foreword by Alastair Campbell Men - in all their diverse groups, settings, lifestyles and stages of life - can face considerable challenges to their mental wellbeing from specific cultural and societal factors, causing difficulties for themselves and those who live and work with them. In addition, these men may respond better to certain approaches and treatment. Promoting Men's Mental Health outlines the breadth of the challenges and provides guidance for those working in primary care on targeting and helping men who need support. Good mental health is more than the absence of mental illness, and this book therefore highlights methods to promote positive mental health by increasing psychological wellbeing, competency and coping skills, and by creating supportive living and working environments The book highlights examples of best practice throughout the UK, Europe and America, and will be essential reading for primary care and mental health professionals, and all those with an interest in men's mental health. 'We need to be more innovative in the way we try to reach men. This book will help stimulate further discussion and hopefully encourage men to seek help or support.' From the Foreword by Louis Appleby

Interactions Promoting Diverse Models Of Masculinity And Men's Attractiveness Juan Carlos Peña Axt 2022-02-18

Handbook of Research on Promoting Social Justice for Immigrants and Refugees Through Active Citizenship and Intercultural Education Barreto, Isabel María Gómez 2021-06-11 Migration movements have been a constant in the societies of the past, as well as in postmodern society. However, in the past ten years, the increase in political, economic, and religious conflict amongst nations; the increase of the poverty index; and many and various natural disasters have duplicated the forced displacement of millions of people across the seven continents of the planet. This situation brings important challenges in terms of the vulnerability, inequity, and discrimination that certain peoples suffer. Professionals from the fields of the social sciences, education, psychology, and international law share the fact that education represents an opportunity for children and young migrants to become members with full rights in the societies they arrive in. Empirical studies show that that the implementation of the right to education for migrants presents some challenges and dilemmas to the governments of host countries and more specifically to the education centers, NGOs, universities, and the professionals working in them, hence the need for more research on these issues of immigration, refugees, social justice, and

intercultural education. The Handbook of Research on Promoting Social Justice for Immigrants and Refugees Through Active Citizenship and Intercultural Education provides visibility to issues such as the increase in migration and displacement and the difficulties in political agreements, educational contexts, and in cultural issues, stigmatization, vulnerability, social exclusion, racism, and hatred amongst host communities. This book gives possible solutions to this current complex situation and helps foster and promote sensitivity, perspective, and critical thinking for a respectful and tolerant coexistence and promotion of equity and social justice. The chapters promote cultural diversity and inclusion in classrooms by offering knowledge, strategies, and research on organizational development for educational institutions and multicultural environments. This book is essential for administrators, policymakers, leaders, teachers, practitioners, researchers, academicians, and students interested in the promotion of social justice in education for immigrants and refugees.

Promoting Recovery in Early Psychosis Paul French 2010-03-04 [There has been an] extraordinary shift in how we understand and treat psychosis, none more so than in the arena of Early Intervention (EI) bringing with it new hope for young people with emerging psychosis and their families. From the introduction to the book Centred around the Early Psychosis Declaration (EPD), this book explores the declaration's five themes through contributions from a sizeable number of mental health practitioners, service-users and carers. It is designed to help those working with people experiencing psychosis at an early stage of illness to develop and implement effective early intervention skills, enabling them to examine and refine their practice. Most importantly, the book is a practical guide to delivering early intervention strategies with a unique focus on recovery. Includes an abundance of case studies to link theory to practice Evidence-based Edited by a team with a wealth of clinical and research experience Suitable for qualified practitioners from all disciplines working in the Early Intervention field, including mental health nurses, psychiatrists, social workers, occupational therapists, clinical psychologists and lecturer/practitioners

Promoting Positive Behavioral Outcomes for Infants and Toddlers Heather Agazzi 2020-10-14 This book provides a guide for planning, providing, and documenting effective early interventions for infants and toddlers and their families. It discusses best practices for engaging the family, team problem-solving, developing individual treatment plans, incorporating evidence-based interventions, tracking progress, and identifying and solving challenges and obstacles presenting during treatment. The book focuses on the approximately 13% of U.S. children under age 3 who have developmental delays/disabilities, many of which may impair their ability to talk, move, learn, socialize, and become independent. When delivered effectively, early intervention can improve daily function and outcomes for these children, many of whom present with multiple and unique challenges. Each chapter in this book is written to guide practitioners, clinicians, therapists, and related professionals in their daily work with young children and their families. It addresses everyday challenges, including creating routines for parents of infants and toddlers, teaching parents how to play with their children and respond to problem behaviors, and managing caregiver stress. *Promoting Positive Behavioral Outcomes for Infants and Toddlers* is an essential resource for scientist-practitioners/professionals and clinicians as well as researchers and graduate students in child and school psychology; educational psychology; behavioral therapy; infancy and early childhood development; speech pathology, and occupational therapy.

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.

Child Abuse Sourcebook, 5th Ed. James Chambers 2019-05-01 Offers consumer health information about abuse and neglect of children and adolescents. With information about parenting issues and child abuse risks, prevention and intervention strategies, as well as information about adult survivors of child abuse.

Promoting Efficiency in Jurisprudence and Constitutional Development in Africa Azubike Onuora-Oguno 2022-11-14 This book eulogises a personality that has constructed a formidable scholarly and personal legacy that future generations of legal practitioners and socio-legal scholars in Africa should look to for guidance and inspiration. Divided into three parts, the book deals with a longstanding legal practice and scholarship on the role of international law and institutions. Additionally, the book discussed roles of an African scholar and practitioner to advance socio-economic and cultural rights across the continent, through contextualised, progressive adjudication and from a gendered perspective. Finally, the book examined the importance of early-childhood education and legal education alike, the role of the courts in redressing these concerns and the need for greater inclusion of Afro and queer-sensitive pedagogies and perspectives. Contributors to the book address the role of schools in redressing systemic marginalisation—including stigmatisation based on disability—and efforts to translate their rights as prescribed in national constitutions and international legal instruments. The methodology encompasses a TWAIL approach and the call to revisit orthodox approaches to legal scholarship.

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Understanding Trajectories and Promoting Change From Early to Complex Skills in Typical and Atypical Development: A Cross-Population Approach Alessandra Sansavini 2021-03-30

Promoting Resilience in the Classroom Carmel Cefai 2008-03-15 Resilience is a set of qualities that enable children to adapt and transform, to overcome risk and adversity, and to develop social competence, problem-solving skills, autonomy and a sense of purpose. For children and young people it is as vital to possess these qualities in school environments as in the family and the community at large. This handbook for teachers and educators explores ways of nurturing resilience in vulnerable students. It proposes a new, positive way of thinking about schools as institutions that can foster cognitive and socio-emotional competence in all students. Individual chapters examine effective practices in schools and classrooms, and assess a range of classroom processes, such as engagement, inclusion, collaboration and prosocial behaviour. The author makes use of case studies throughout to bring to life classroom activities and concrete strategies that will promote best practice for enhancing student resilience, and offers a framework that can be adapted to the existing nature, culture and needs of each individual school community and its members. *Promoting Resilience in the Classroom* is a valuable resource for educational practitioners as well as educational officers and policy makers engaged in school development and educational improvement.

Promoting First Relationships Jean F. Kelly 2016 "An evidence-based curriculum for service providers, to help parents and other caregivers meet the social and emotional needs of young children. Video feedback approach grounded in attachment theory and reflective practice principles. Gives professionals who work with caregivers and young children (0-3) the knowledge, tools and strategies to guide and support caregivers in building nurturing and responsive relationships with children."--Publisher.

Promoting the Health of Adolescents Susan G. Millstein 1994 Foreword. Health Promotion in Historical Perspective, J.B. Richmond1. Adolescent Health Promotion: Rationale, Goals, and Objectives, S.G. Millstein, A.C. Peterson, and E.O. NightingalePART I: THE ADOLESCENT, HEALTH, AND SOCIETY 2. Adolescent Development: Health Risks and Opportunities for Health Promotion, L.J. Crockett and A.C. Peterson3. The Influence of Economic Factors on Health-Related Behaviors in Adolescents, L.V. Klerman4. Health Promotion for Minority Adolescents: Cultural Considerations, F. Earls5. The Social World of Adolescents: Families, Peers, Schools, and the Community, C.L. Perry, S.H. Kelder, and K.A. Komro6. A View of Health from the Adolescent's Perspective, S.G. Millstein7. Health-Enhancing and Health-Compromising Lifestyles, D.S. ElliotPART II: TOPICAL AREAS OF INTEREST FOR PROMOTING HEALTH ...

Promoting the Educational Success of Children and Youth Learning English National Academies of Sciences, Engineering, and Medicine

2017-09-25 Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs "who account for more than 9 percent of enrollment in grades K-12 in U.S. schools" are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Promoting Trait Emotional Intelligence in Leadership and Education Roy, Shelly R. 2015-03-31 Humans have the capacity to detect and experience a wide spectrum of emotions in everyday life. However, the ability to identify and interpret those emotions is not a skill commonly held by all individuals, despite the significance of this skill. Promoting Trait Emotional Intelligence in Leadership and Education provides the latest information on enabling educators and leaders across industries to monitor the emotions of others as well as their own in order to interact effectively with others. Focusing on best practices and methods for training those in education and leadership positions, this publication is essential to the research needs of education administrators, professors, managers, and professionals in various disciplines.

Promoting Health in Children and Young People Karen Moyses 2009-11-16 Promoting the health and wellbeing of children and young people is a vital part of every child nurse's role. Promoting Health in Children and Young People provides practical guidance on everyday health issues such as preventing obesity, dental health, skin care and prevention of diseases and infections. It explores best practice for nursing children with chronic illnesses such as asthma, cancer, diabetes and disabilities, and gives guidance on promoting the health of adolescents looking at issues of sexual health, smoking, drugs and alcohol. Each chapter discusses key health promotion messages, relevant government policy and health promotion activities. This accessible text provides nurses with the skills and knowledge to transform the NSF into everyday health promotion practice. • Provides a clear skills-based approach to undertaking health promotion practice • Emphasises the role of the nurse in promoting good health in children and young people • Discusses guidance from recent policy developments including the National Service Framework for Children • Illustrated with diagrams and boxes highlighting key points

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.

Theraplay Phyllis B. Booth 2009-11-06 *Theraplay*?a pioneering application of attachment theory to clinical work—helps parents learn and practice how to provide the playful engagement, empathic responsiveness, and clear guidance that lead to secure attachment and lifelong mental health in their children. This third edition of the groundbreaking book *Theraplay* shows how to use play to engage children in interactions that lead to competence, self-regulation, self-esteem, and trust. *Theraplay*'s relationship-based approach is uniquely designed to help families facing today's busy and often chaotic lifestyle challenges form joyful, loving relationships.

Promoting Positive Youth Development Edmond P. Bowers 2015-07-13 This book presents the results of the longitudinal 4-H Study of Positive Youth Development. The volume discusses how self-regulation and contextual resources (e.g., strong relationships with parents, peers, and the community) can be fostered in young people to contribute to the enhancement of functioning throughout life. Each chapter examines a particular aspect of youth thriving, and offers findings on either the bases or the role of positive development in a variety of outcomes, from reduced risk of emotional problems and harmful behaviors to increased participation in the community. Contributors introduce a contemporary model of positive development for diverse youth, provide examples of effective youth development programs, and suggest applications for informing the next generation of policies and practices. Among the featured topics: The regulation of emotion in adolescence. School engagement, academic achievement, and positive youth development. Peer relationships and positive youth development. Identity development in adolescence and the implications for youth policy and practice. Promoting adolescent sexual health in youth programming. A positive youth development approach to bullying. Researchers in developmental psychology as well as practitioners in educational or youth development programs or policies will gain from *Promoting Positive Youth Development* a new appreciation of the central role of young people's strengths, and initiatives to build effective youth programs. "This volume is destined to become the handbook for anyone interested in the burgeoning field of positive youth development. Based on ground breaking, longitudinal research from top researchers in the field, *Promoting Healthy Development for America's Youth* presents a rich, theoretically grounded understanding of the landscape today's youth and programs. The contributors provide clear, data-driven guidance regarding the types of programs and settings that are most beneficial to young people." Jean E. Rhodes, Ph.D. Frank L. Boyden Professor Department of Psychology University of Massachusetts, Boston

Understanding Social Action, Promoting Human Rights Ryan Goodman 2012-12-27 In *Understanding Social Action, Promoting Human Rights*, editors Ryan Goodman, Derek Jinks, and Andrew K. Woods bring together a stellar group of contributors from across the social sciences to apply a broad yet conceptually unified array of advanced social science research concepts to the study of human rights and human rights law. The book focus on three key methodological and substantive areas: actors, or social and political perspectives, including behavioral economics; communication, covering linguistics, media studies, and social entrepreneurship; and groups, via organizational theory, political economy, social movements, and complexity theory. Their goal is to provide a more comprehensive and more practical theory of social action, which necessarily requires a better understanding of individuals, organizations of individuals, and the ways in which both relate to other individuals and organizations.

Promoting Positive Development in Early Childhood Karen VanderVen 2008-09-08 This new volume in the Search Institute Series on

Developmentally Attentive Community and Society represents a milestone in Search Institute's signature work on the Developmental Assets that children and adolescents need in their lives to succeed. Through the research behind this book, Karen VanderVen links this strength-based, community-based approach to human development to early childhood development and practice. In doing so, she advances a long-term vision of understanding child and adolescent development not merely as a series of discrete stages, but as a trajectory of development in which experiences in each phase of development link to, reinforce, or redirect experiences in other aspects of life. To be sure, VanderVen explores with both breadth and depth a particularly critical time in child development: the early childhood years, ages 3-5. The latest research in numerous fields has only increased our understanding of how important it is for communities to attend to children's developmental experiences in these crucial years. Positive development in early childhood leads young people on a path to a healthy adulthood; and a lack of positive development in early childhood has a blunting effect that extends into elementary and secondary schooling years.

Social Interactions in Adolescence and Promoting Positive Social Contributions of Youth Richard M. Lerner 1999 First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

Zero to Three 2006

Promoting Fundamental British Values Marianne Sargent 2019-12-16 Promoting Fundamental British Values in the Early Years is designed to help early years professionals, leaders and managers understand their responsibilities in relation to fulfilling the Prevent duty and promoting fundamental British values in foundation stage settings. The book: - Provides a brief explanation of the Prevent aspect of the Government's counterterrorism strategy and the implications that this has for safeguarding, child protection and curriculum delivery in the early years - Takes an in-depth look at what the Government means by 'fundamental British values', explaining how these are already implicitly embedded within the EYFS - Offers activity ideas and case studies that exemplify how to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs in the early years setting.

Promoting Children's Learning From Birth To Five Anning, Angela 2006-03-01 Reviews of the first edition "At a time of constant and rapid change in education, this book will inform and reassure early childhood professionals." Practical Pre-School "Besides advice on the most helpful ways to develop learning in areas such as maths and literacy, there are suggestions and comments about further reading at the end of each chapter, and examples of the thoughts and responses of real children are never far from the page." TES "Innovative, resourceful and thoroughly researched"; a challenge to existing and emerging early childhood professionals. Contemporary Issues in Early Childhood Promoting Children's Learning from Birth to Five supports early years professionals as they develop new practices to promote young children's learning. This second edition fully reflects the enormous changes in early childhood education and care since the publication of the first edition. Retaining its successful focus on literacy and mathematical development as key exemplars of promoting young children's learning, the book considers new ways of working with parents, promoting inter-professional collaboration, and achieving sustainable, systematic change in children's services. The second edition: Draws on current research in early literacy and mathematical thinking Focuses on multiprofessional practice, showing how practitioners who work from evidence across professional boundaries are able to give strong, interactive and sensitive support to young children and their parents Takes into account policies and practices such as Every Child Matters, the Primary Strategy and Children's Centres Includes updated material on aspects of leadership, and on the role of the Senior Practitioner in developing innovative services for children and their families Explores the importance of personal, social and emotional development in the curriculum for under-fives Working from the basis that children learn most readily in contexts where parents and professionals are keen to learn, the authors help early childhood professionals to meet the challenges of reshaping children's

services. This is key reading for all early childhood professionals and students.

“Doing things together” Therése Bielsten 2020-03-13 Background: Most people with dementia live in their own homes, often together with their partners, who become informal caregivers. Relationship quality and sense of couplehood can be threatened as a result of the transition from a mutually interdependent relationship to a caregiver-care-receiver relationship. This, in turn, may lead to many negative consequences for both partners. Support provided for couples is often divided into different types for the person with dementia and for the partner without dementia and lacks couple-based support that targets the relationship, resources and the couple’s everyday life together. Aim: The overall aim of this thesis is to explore couple-centred interventions in dementia and to develop and test a salutogenic, resource-oriented and couple-based intervention among couples in which one partner has dementia living at home. Methods and findings: This thesis comprises three parts: The first part Exploring involves two linked reviews, one narrative review (study I A) and one scoping review (study I B) that aim to identify and describe what previous couple-centred interventions comprised and why they were conducted. The results of the reviews revealed a knowledge gap in and a need for easily accessible support that targets couple relationships, resources and everyday life. The second part Developing (study II) refers to the development of an easily accessible resource-oriented couple-management intervention. The first step was to identify priority topics for such an intervention through a co-researcher process with couples living with dementia. This included a comprehensive literature review, interviews with couples in which one partner has dementia, and consultation meetings with expert groups of people with dementia and partners in both Sweden and the UK. The co-researcher process and the expert meetings informed four main themes with corresponding sub-themes that couples with dementia considered as important to their wellbeing in their everyday lives: (1) Home and Neighbourhood, (2) Meaningful Activities and Relationships, (3) Approach and Empowerment, and (4) Couplehood. The themes were further developed and integrated into the multimedia application DemPower, which was developed for the delivery of the intervention. The third part Testing and Evaluating describes a feasibility study (study III) in which the DemPower application was tested for feasibility and acceptability among couples in Sweden and the UK. The results of the feasibility study indicated that the DemPower intervention was feasible and acceptable among couples in which one partner has dementia living at home. The testing and evaluating part also comprise a qualitative study (study IV) that explores the experiences of engaging with DemPower together as a couple living with dementia in Sweden. The findings resulted in the three themes: (1) Growth of the relationship, (2) We are not alone, and (3) Positive approach, which the couples appreciated and associated with the resource-oriented and salutogenic approach of DemPower. The overall findings of the thesis are presented in a concluding synthesis at the end of the thesis. The concluding synthesis, focused on “Meaningfulness”, “Empowering health promotion”, “Normalization” and “Transitions and couplehood”, represents the core findings of this thesis. What this thesis adds: This thesis contributes to research, healthcare and the public by highlighting the need for a salutogenic approach toward couples living with dementia. The DemPower application, with its focus on couples’ relationships, resource-orientation and everyday life, has proven feasibility and acceptability and has meaningfully addressed a gap in the literature and in practice. As researchers, healthcare professionals and the public, we need to support couples where one partner has dementia to continue to live as normal life as possible. This can best be achieved by focusing on what couples can do, by inclusion and by valuing them as the experts within dementia research and of their life experiences. Bakgrund: Majoriteten av personer med demens bor i sitt eget hem och ofta tillsammans med sin partner som blir en informell vårdgivare. Relationens kvalitet och känsla av parskap hotas ofta till följd av övergången från en ömsesidig beroenderelation till en vårdgivare-vårdtagare-relation allt eftersom demenssjukdomen fortskrider. Detta kan innebära många negativa konsekvenser. Stöd för par där ena partnern har demens delas ofta upp i olika former för personen med demens och för partnern utan demens, vilket innebär att det saknas parbaserat resursorienterat stöd med inriktning på att främja parrelationen och parets

vardagliga liv. Syfte: Syftet med denna avhandling är att utforska parcenterade interventioner inom demens och att utveckla och testa ett parbaserat, salutogent och resursorienterat stöd för par där ena partnern har en demenssjukdom och som bor tillsammans i det egna hemmet. Metoder och fynd: Denna avhandling består av tre delar. Den första delen att utforska inkluderar två länkade litteraturoversikter, en narrativ översikt och en kartläggande översikt (studie I) som beskriver tidigare interventioner för par som lever med demens och varför de genomförts. Resultaten av översikterna visade ett kunskapsgap i, och ett behov av lättillgängligt stöd som riktar sig till parförhållanden, parens resurser och att främja det vardagliga livet. Den andra delen, att skapa (studie II) involverar utvecklingen av ett lättillgängligt resursorienterat och parbaserat stöd. Det första steget var att identifiera prioriterade ämnen för en sådan intervention tillsammans med par som lever med demens, genom en så kallad medforskarprocess. Detta inkluderade en omfattande litteraturgenomgång, intervjuer med par där ena partnern har demens, och konsultationsmöten med expertgrupper bestående av personer med demens och partners i Sverige och i Storbritannien. Medforskarprocessen och expertmötena resulterade i fyra huvudteman med motsvarande underteman vilka par med demens ansåg vara viktiga för deras relation och för välbefinnande i vardagen: (1) Hem och grannskap, (2) Meningsfulla aktiviteter och relationer, (3) Förhållningssätt och empowerment och (4) Parskap. Dessa teman vidareutvecklades och integrerades i multimedia-applikationen DemPower, som utvecklades i syfte att erbjuda interventionen till par som lever med demens. Den tredje delen att testa och att utvärdera beskriver genomförbarhetsstudien (studie III) där applikationen DemPower testades med avseende på genomförbarhet och acceptabilitet hos par där en partner har demens i Sverige och i Storbritannien. Resultaten av studien visade att DemPower-interventionen var genomförbar och acceptabel bland par där ena partnern har demens. Denna delen av avhandlingen inkluderar även en kvalitativ studie (studie IV) som undersökte parens erfarenheter av att testa DemPower tillsammans som ett par. De samlade upplevelserna resulterade i tre teman: (1) Utveckling av parrelationen, (2) Vi är inte ensamma och (3) Positivt förhållningssätt. De övergripande resultaten från avhandlingen presenteras även i en konkluderande syntes i slutet av avhandlingen. Den konkluderande syntesen med fokus på Meningsfullhet, Empowerment, Normalisering och Parskap representerar kärnan i denna avhandling. Avhandlingens slutsatser och kunskapsbidrag: DemPower-applikationen med fokus på parförhållanden, hälsofrämjande resurser och vardagen har bidragit med ett stöd som vilar på en genuin parbaserad grund tillämpad i det vardagliga livet för par som lever med demens. Denna avhandling bidrar även med kunskap till forskning, vård och allmänheten genom att lyfta fram ett salutogent förhållningssätt till par som lever med demens. Som forskare, vårdpersonal och allmänhet bör vi stödja par där ena partnern har demens för att de ska kunna fortsätta leva ett så normalt liv som möjligt. Detta kan bäst uppnås genom att fokusera på parens resurser, genom inkludering och genom att värdera dem som experter inom demensforskning och i deras livserfarenheter.

Role of Technology in Promoting Industrial Competitiveness: S. 1286 to establish a program to conduct research and development for improved manufacturing technologies, and for other purposes United States. Congress. Senate. Committee on Commerce, Science, and Transportation. Subcommittee on Science, Technology, and Space 1983

Promoting Healthy Human Relationships in Post-Apartheid South Africa Ndangwa Noyoo 2020-10-11 This is the first book that examines healthy human relationships in post-apartheid South Africa. In contemporary South Africa, human relationships are under considerable threat. Despite the 1994 commitment to an inclusive and human-rights-based democracy, human relationships remain strained. Bearing in mind South Africa's tortuous and divisive past, this book brings to light many issues, prospects and challenges with regard to the promotion of healthy human relationships after apartheid ended. Social work and social development perspectives are central to the issues that are raised in this volume. The profession of social work has always championed the centrality of human relationships, being less interested in the internal functioning of people and more interested in their interpersonal functioning within broader structures and forces, including social justice, building people's strengths and

capabilities, anti-discrimination, diversity and empowerment. This edited book is based on select papers presented at a social work conference in 2019 that was co-hosted by the Department of Social Development at the University of Cape Town and the Association of South African Social Work Education Institutions. In the chapters, the contributors offer some solutions to the ubiquitous societal ills that emanate from either corrosive or broken human relationships: Resurgent racism in post-apartheid South Africa and the need to promote healthy human relationships Promoting healthy human relationships with sub-Saharan African immigrants and South Africans Promoting family and human relationships in a traumatised society Social policy, social welfare, social security and legislation in promoting healthy human relationships in post-apartheid South Africa Social protection as a tool to promote healthy human relationships in South Africa Promoting Healthy Human Relationships in Post-Apartheid South Africa is an essential resource for an international audience of scholars, policy-makers, and social work and social development practitioners, legislators and students.

Sibling Relationships Robert Sanders 2017-03-14 The impact of sibling relationships on how people develop has been dramatically under-emphasised in the literature on child development. Drawing together new and established research, this accessible text shows that these relationships are crucial to professionals' understanding of the children and the families they work with. *Sibling Relationships* offers a theoretically grounded and culturally sensitive account of the many complexities of sibling relationships, emphasising the significance of these for practice and the ways in which the effectiveness of work with children and families can be enhanced by promoting positive connections between brothers and sisters. It examines a range of adverse circumstances for children and families - substance abuse, domestic violence, loss, disability and mental illness - considering how sibling relationships are affected by these circumstances, and how relationships with siblings might help to promote resilience in children. Practice notes provide examples of how sibling relationships can become an important focus in the work of professionals. This is the first book to link knowledge of sibling relationships to the practice of working with families. It will be important reading for anyone interested in children and families, including students and professionals in the areas of social work, counselling, applied social studies and childhood studies.

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