

Child Development And Relationships Addison Wesley Series In Education

School-age Care - Steve Musson 1994

Building Early Social and Emotional Relationships with Infants and Toddlers - Amanda Sheffield Morris 2019-02-09

This book provides a comprehensive overview of the process of building healthy early social and emotional relationships with infants from a developmental perspective. The book synthesizes current research on the contextual influences of attachment, family relationships, and caregiving practices on social-emotional development. Chapters examine the processes of socioemotional development—particularly in relationships with parents, other family members, and peers—and identify areas for promoting healthy attachments and resilience, improving caregiving skills, and intervening in traumatic and stressful situations. Chapters also present empirically-supported intervention and prevention programs focused on building early relationships from birth through three years of age. The book concludes with future directions for supporting infant mental health and its vital importance as a component of research, clinical and educational practice, and child and family policy. Topics featured in this book include: The effect of prenatal and neonatal attachment on social and emotional development. The impact of primary relationships and early experiences in toddlerhood. Toddler autonomy and peer awareness in the context of families and child care. Supporting early social and emotional relationships through The Legacy for Children™ Intervention. How to build early relationship programming across various cultures. Building Early Social and Emotional Relationships with Infants and Toddlers is a must-have reference for researchers, clinicians and professionals, and graduate students in the fields of infant mental health, developmental psychology, pediatrics, public health, family studies, and early childhood education.

Encyclopedia of Early Childhood Education - Doris Pronin Fromberg 2012-05-23

This Encyclopedia is a reference work about young children in the USA, designed for use by policy makers, community planners, parents of young children, teacher and early childhood educators, programme and school administrators, among others. The field of early childhood education has been affected by changes taking place in the nation's economy, demographics, schools, communities and families that influence political and professional decisions. These diverse historical, political economic, socio-cultural, intellectual and educational influences on early childhood education have hindered the development of a clear definition of the field. The Encyclopedia provides an opportunity to define the field against the background of these influences and relates the field of early childhood education to its diverse contexts and to the cultural and technological resources currently affecting it.

Exploring the Child's Personality - Coulacoglou Carina 2008

The objective of this book is to provide readers with a comprehensive account of the child's personality. The book examines in detail significant personality dimensions from developmental, clinical and cross-cultural perspectives. The intricacies of personality are exposed by means of the Fairy Tale Test, an instrument that attempts to track the preconscious and unconscious processes that conspire beneath the behavioral and overt manifestations of personality. Children's responses to the FTT questions are assessed both from a quantitative and a qualitative perspective. Twenty-nine personality variables are used to rate the broad range of personality characteristics. No other personality test assesses such a large number of personality parameters. The qualitative evaluation of responses includes the analysis of 14 defense mechanisms, the study of the nature of anxiety, family dynamics, and the examination of ego integration and ego strength. The unique quality of this book is the use of the FTT in the exploration of the child's personality, using large samples of children derived from diverse cultures. Additional advantages of this book are the chapters which focus on the research into two significant personality traits: aggression and ambivalence and the chapter on the analysis of idiosyncratic responses;

the latter offers valuable information in the classification of original responses into levels of psychopathology. While the FTT has taken significant steps towards becoming a valid and reliable instrument, studies of its psychometric properties are an ongoing process. The book also includes examples, case studies and appendices for further study and review."

Developing Caring Relationships Among Parents, Children, Schools, and Communities - Dana McDermott 2008

This book focuses on parents and teachers as adult learners, who should be growing and learning along with the children in their care. It lays out a theory of what parents and teachers need to care for children and themselves and then it shows how the author has assisted parents and teachers to put these theories into practice. McDermott relies on stories and listening to the voices of parents, teachers and children to make her case. She weaves together the latest theories and research with these stories. She uses narratives of actual school meetings, workshops, parent planning and discussion groups, testimonies, newsletters, and research of others in the field, to demonstrate applications of theory and research. She fills a gap by focusing on parents from all socioeconomic backgrounds. Key Features: o Focuses on parents and teachers as adult learners o Focuses on the dynamic process of parenting and teaching o Provides a theory to practice model to support parents, families and teachers o Provides a tool or guide for thinking through problems and finding solutions that take into consideration the needs of all involved.

Child Development and Relationships - Carol Flake-Hobson 1983-01-01

Families as Learning Environments for Children - Luis Laosa 2013-11-11

The chapters in this volume reflect the work and thoughts of a group of researchers interested in studying families as learning environments for children. As we proceed in our quest to identify and understand with some specificity the familial factors associated with the intellectual and social development of children, the time is ripe for the reintroduction of families as units of study in psychological and educational research. With the increasing focus on the changing organization of the modern family, it is of more than academic interest to identify those variables that play a significant role in the child's development. Such knowledge certainly should help in the planning and design of appropriate and credible applications. These chapters, representing a broad spectrum of research, derive from papers presented and discussed at a working conference on families as learning environments sponsored by Educational Testing Service in Princeton, New Jersey. Following the conference, the papers were revised and edited for inclusion in this volume. We are indebted to a number of people whose contributions helped make the conference a success: Samuel J. Messick and Winton H. Manning for their support; Jan Flaughner, Jessie Cryer, Linda Kozelski, and Betty Clausen for assistance with local arrangements; and William Nemceff, Kathleen Lingle, and Kalina Gonska for help with the audio-recording of the proceedings. LUIS M. LAOSA IRVING E. SIGEL vii Contents Introduction Xi Luis M. Laosa Chapter 1. Families as Facilitators of Children's Intellectual Development at 3 Years of Age: A Causal Analysis

Lewis's Child and Adolescent Psychiatry - Andrés Martin 2007

Established for fifteen years as the standard work in the field, Melvin Lewis's Child and Adolescent Psychiatry: A Comprehensive Textbook is now in its Fourth Edition. Under the editorial direction of Andrés Martin and Fred R. Volkmar—two of Dr. Lewis's colleagues at the world-renowned Yale Child Study Center—this classic text emphasizes the relationship between basic science and clinical research and integrates scientific principles with the realities of drug interactions. This edition has been reorganized into a more compact, clinically relevant book and completely updated, with two-thirds new contributing authors. The new structure incorporates economics, diversity, and a heavy focus on evidence-based practice. Numerous new chapters include genetics, research methodology and statistics, and the continuum of care

and location-specific interventions. A companion Website provides instant access to the complete, fully searchable text.

Resources in Education - 1998

Investigating Troublesome Classroom Behaviours - Dr Loraine Corrie 2003-08-27

'Get on with your work!', 'Stop talking!', 'Pay attention!' Does it sound familiar? Research evidence worldwide shows that managing classroom behaviour continues to cause difficulties for teachers. It is not the acts of violence or defiance that grind down teachers' energy and enthusiasm for their work, but dealing with constant repetitions of minor misbehaviours. The prevalent explanation for disruptive behaviour is 'individual deficit' - blaming and shaming the children for their inappropriate behaviour and teachers for their lack of management skills. This book shows that this attitude ignores recent research and is prohibiting the future. This book helps teachers investigate children's troublesome classroom behaviour through action research, providing them with strategies that will lead to lasting change. A vast range of topics are discussed from practical examples of good teaching and the role of the classroom, to carrying out your own research and identifying and building on a teacher's strengths.

Current Catalog - National Library of Medicine (U.S.) 1982

First multi-year cumulation covers six years: 1965-70.

The Oxford Handbook of the Development of Play - Anthony D. Pellegrini 2011

The role of play in human development has long been the subject of controversy. This book examines the development of children's play through a rigorous and multidisciplinary approach.

Theories of Development: Concepts and Applications - William Crain 2015-10-02

The result of extensive scholarship and consultation with leading scholars, this text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

Handbook of Behavior Therapy in Education - S.N. Elliott 2013-11-11

What do we know about behavioral analysis and intervention in educational settings? Given that educational institutions were among the first to embrace the new technology of behavior change in the late 1950s and early 1960s, it is apparent that we have had the opportunity to learn a great deal. The evolution of the field of behavior therapy has witnessed a change in the behavior therapist from an adolescent fascination with repeatedly demonstrating the effectiveness of the new technology to a mature recognition of the complex implications of the behavioral paradigm for individuals, systems, and society. Many "facts" now taken for granted were considered impossibilities a mere two decades ago. In her 1986 presidential address to Division 25 of the American Psychological Association, Beth Sulzer-Azaroff reviewed a number of changes in attitude in education that were strongly influenced by behavior therapy. Most educators now agree that (a) everyone can learn, (b) complex skills can be taught, (c) precise, general, and durable performance can be taught, and (d) barriers to learning can be overcome. In addition, we would add that

behavior therapy is being applied to increasingly more complex human problems, such as social skill deficits, internalizing disorders, and dysfunctional systems and organizations.

National Library of Medicine Current Catalog - National Library of Medicine (U.S.) 1971

Handbook of Life-Span Development - Karen L. Fingerman, PhD 2011

Print+CourseSmart

Psychological Perspectives on Early Childhood Education - Susan L. Golbeck 2001-03

The field of early childhood education and the science of psychology have a long and closely intertwined history. The study of young children's learning within school contexts provides a test of developmental theory while at the same time identifies the limits of psychology for informing practice. The purpose of this book, part of the Rutgers Invitational Symposium on Education Series, is to bring together the work of the leading researchers in the field of child development and early education to inform three issues facing the United States today: * clarifying developmentally appropriate instruction from the perspective of cognitive developmental psychology; * ensuring that young children's schooling adequately addresses content; and * meeting cognitive goals while simultaneously supporting social and emotional development. Throughout, the role of empirical inquiry in developmental psychology for the practice of early education is examined.

A Therapist's Guide to Child Development - Dee C. Ray 2015-10-14

A Therapist's Guide to Child Development gives therapists and counselors the basics they need to understand their clients in the context of development and to explain development to parents. The chapters take the reader through the various physical, social, and identity developments occurring at each age, explaining how each stage of development is closely linked to mental health and how that is revealed in therapy. This ideal guide for students, as well as early and experienced professionals, will also give readers the tools to communicate successfully with the child's guardians or teachers, including easy-to-read handouts that detail what kind of behaviors are not cause for concern and which behaviors mean it's time to seek help. As an aid to practitioners, this book matches developmental ages with appropriate, evidence-based mental health interventions.

Responsive Teaching: Relationship-Based Developmental Intervention Volume 1: Rationale and Intervention Procedures - Gerald Mahoney PhD

Handbook of Child Psychology, Child Psychology in Practice - William Damon 2007-07-30

Part of the authoritative four-volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared. Updated and revised to reflect the new developments in the field, the *Handbook of Child Psychology, Sixth Edition* contains new chapters on such topics as spirituality, social understanding, and non-verbal communication. Volume 4: *Child Psychology in Practice*, edited by K. Ann Renninger, Swarthmore College, and Irving E. Sigel, Educational Testing Service, covers child psychology in clinical and educational practice. New topics addressed include educational assessment and evaluation, character education, learning disabilities, mental retardation, media and popular culture, children's health and parenting.

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