

Developmental Psychology And Early Childhood Education A Guide For Students And Practitioners

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Child Development - Rosalyn H. Shute 2015-05-15

Child Development: Theories and Critical Perspectives provides an engaging and perceptive overview of both well-established and recent theories in child and adolescent psychology. This unique summary of traditional scientific perspectives alongside critical post-modern thinking will provide readers with a sense of the historical development of different schools of thought. The authors also place theories of child development in philosophical and cultural contexts, explore links between them, and consider the implications of theory for practice in the light of the latest thinking and developments in implementation and translational science. Early chapters cover mainstream theories such as those of Piaget, Skinner, Freud, Maccoby and Vygotsky, whilst later chapters present interesting lesser-known theorists such as Sergei Rubinstein, and more recent influential theorists such as Esther Thelen. The book also addresses lifespan perspectives and systems theory, and describes the latest thinking in areas ranging from evolutionary theory and epigenetics, to feminism, the voice of the child and Indigenous theories. The new edition of Child Development has been extensively revised to include considerable recent advances in the field. As with the previous edition, the book has been written with the student in mind, and includes a number of useful pedagogical features including further reading, discussion questions, activities, and websites of interest. Child Development: Theories and Critical Perspectives will be essential reading for students on advanced courses in developmental psychology, education, social work and social policy, and the lucid style will also make it accessible to readers with little or no background in psychology.

Handbook of Early Childhood Development Research and Its Impact on Global Policy - Pia Rebello Britto Ph.D. 2012-12-14

Early childhood development research offers solutions to several of the world's social and economic problems - solutions that can break the cycle of intergenerational poverty, improve the health, education, and wellbeing of the global population, and yield high rates of return on investment in the formative years of life. And yet over one-third of children worldwide under five years of age still fail to achieve their full developmental potential due to malnutrition, poverty, disease, neglect, and lack of learning opportunities. Handbook of Early Childhood Development Research and Its Impact on Global Policy calls for placing early childhood development at the top of the global policy agenda, enabling children to achieve their full developmental potential and to contribute to equitable economic and social progress worldwide. The volume presents evidence-based programs and policies for advancing the positive development of young children across the globe, focusing on developing countries. An international ensemble of scholars, policymakers, and practitioners present evidence from multiple disciplinary, sectorial, and analytical perspectives, emphasizing the importance of scientific findings in promoting child development and addressing programmatic challenges to quality, sustainability, measurement, finance, and capacity. Sponsored by the Society for Research in Child Development (SRCD), the premier international association of developmental scientists, and the United Nations Children's Fund (UNICEF), a leading organization for promoting children's wellbeing worldwide, this Handbook will be invaluable to policy advocates, program managers of national governments, international NGOs, and development agencies, as well as to scholars and students in the areas of child development and global policy.

The Blackwell Handbook of Early Childhood Development - Kathleen McCartney 2011-09-07

The Blackwell Handbook of Early Childhood Development presents a comprehensive summary of research into child development from age two to seven. Comprises 30 contributions from both established scholars and emerging leaders in the field The editors have a distinguished reputation in early childhood development Covers biological development, cognitive development, language development, and social, emotional and regulatory development Considers the applications of psychology to the care and education of young children, treating issues such as poverty, media, and the transition to school A valuable resource for students, scholars and practitioners dealing with young children 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.

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.

The Wiley Handbook of Early Childhood Care and Education - Christopher P. Brown 2019-04-23

The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in-depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that

are most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning literacy, and much more. This important resource: Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars, researchers, and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education, *The Wiley Handbook of Early Childhood Care and Education* is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field.

SAGE Handbook of Play and Learning in Early Childhood - Elizabeth Brooker 2014-06-17

"This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways. At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods. A real gem!" - Beth Graue, Department of Curriculum and Instruction, Wisconsin Center for Education Research, USA Play and learning scholarship has developed considerably over the last decade, as has the recognition of its importance to children's learning and development. Containing chapters from highly respected researchers, whose work has been critical to building knowledge and expertise in the field, this Handbook focuses on examining historical, current and future research issues in play and learning scholarship. Organized into three sections which consider: theoretical and philosophical perspectives on play and learning play in pedagogy, curriculum and assessment play contexts. The Handbook's breadth, clarity and rigor will make it essential reading for researchers and postgraduate students, as well as professionals with interest in this dynamic and changing field. Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education, University of London. Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education. Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University. This handbook's International Advisory Board included: Jo Aliwood, The University of Newcastle, Australia Pat Broadhead, Leeds Metropolitan University, Australia Stig Brostrom, Aarhus University, Denmark Hasina Ebrahim, University of the Free State, South Africa Beth Graue, Wisconsin Center for Education Research, USA Amita Gupta, The City College of New York, CUNY, USA Marjatta Kalliala, University of Helsinki, Finland Rebecca Kantor, University of Colorado Denver, USA Colette Murphy, Trinity College, Dublin, Republic of Ireland Ellen Sandseter, Queen Maud University College of Early Childhood Education, Norway *Culture and Child Development in Early Childhood Programs* - Carollee Howes 2010

Early childhood education programs are expected to provide exemplary care for all children—poor and affluent, children of color and White children—while also adapting care to include children's families and cultures. These two sets of expectations are often difficult for teachers and programs to meet. In this book, Carollee Howes shows how high-quality programs successfully adapt child development guidelines within cultural contexts, and why quality needs to be and can be measured in culturally specific ways. This important book: Closely examines ECE programs considered exemplary for low-income children of color. Shows how directors and teachers successfully use practices derived from their cultural communities to implement universal standards of child care. Identifies the commonalities in good early childhood programs that are shared across class, race, and ethnic communities. Offers best practices based on extensive assessments, interviews, and observations. "Will have immediate relevance for policy debates, for understanding the mechanisms of program effects, and for educators who wish to deepen their knowledge of practice." —Robert C. Pianta, University of Virginia "I urge all higher education faculty, in-service teacher trainers, accreditation observers, researchers, text-book writers and policymakers of standards to read this book." —From the Foreword by Louise Derman-Sparks

Child Development - Jean A. Mercer 2018-04-09

Understanding child development is essential to ensuring a full and

rounded psychological grounding, but given the complex nature of the topic it can be a real challenge. *Child Development: Concepts and Theories* takes a step back to focus just on the key concepts of child development that all students must learn. With this book, their first encounters with theories and their applications will mean that they can move on with a firm foundation in child development. Central to this, is understanding how these theories or concepts are applied in the real world and how psychologists engage with them in research. This book gives clear and detailed examples to bring the subject to life. Each chapter features case studies that run throughout the chapter and develop as the students' own understanding does. Written for undergraduates, the book will become essential to any student wanting a key to unlock the world of child development. Jean Mercer is Professor Emerita of Psychology at Stockton University, New Jersey, and writes a blog, "Childmyths", at <http://childmyths.blogspot.com>

Contemporary Debates in Childhood Education and Development - Sebastian Suggate 2012-06-14

What are the risks and benefits of non-parental care for young children? What are the short- and long-term effects of academically vs. play-focused environments for learning? How and when should we teach reading? What are the purposes of Education? What is the best way to teach mathematics to children, from preschool and beyond?

Contemporary Debates in Childhood Education and Development is a unique resource and reference work that brings together leading international researchers and thinkers, with divergent points of view, to discuss contemporary problems and questions in childhood education and developmental psychology. Through an innovative format whereby leading scholars each offer their own constructive take on the issue in hand, this book aims to inform readers of both sides of a variety of topics and in the process encourage constructive communication and fresh approaches. Spanning a broad spectrum of issues, this book covers: Phonic and whole language reading approaches The developmental effect of non-parental childcare The value of pre-school academic skill acquisition The most effective methods of teaching mathematics Standardized assessment – does it work? The role of electronic media and technology The pedagogical value of homework The value of parents' reading to children. This book combines breadth of vision with cutting edge research and is a 'must have' resource for researchers, students and policy makers in the fields of education and child development.

The Psychology of Early Childhood - C. W. Valentine 2017-05

Originally published in 1942, this title attempted to trace, from their very earliest appearances after birth, all aspects of mental development in childhood up to the age of about 4 or 5. It is based largely on the author's almost daily observations of his own five children, over a period of some twenty years, supplemented by numerous tests and experiments. The first purpose of this book was to advance our knowledge of the psychology of childhood. The importance of such knowledge had become increasingly recognised. Even if not all is completely determined in the first 4-5 years, there was little doubt by this time that these first years are of profound significance for future development: and the better understanding and training of the young child may be at the root of many of our educational and social problems.

Early Childhood Education - Nechama Nir-Janiv 2012-12-06

Perspectives on Early Childhood Psychology and Education - David E. McIntosh 2019-12-17

Active Learning from Infancy to Childhood - Megan M. Saylor 2018-05-04

This book presents new findings on the role of active learning in infants' and young children's cognitive and linguistic development. Chapters discuss evidence-based models, identify possible neurological mechanisms supporting active learning, pinpoint children's early understanding of learning, and trace children's recognition of their own learning. Chapters also address how children shape their lexicon, covering a range of active learning practices including interactions with parents, teachers, and peers; curiosity and exploration during play; seeking information from other people and their surroundings; and asking questions. In addition, processes of selective learning are discussed, from learning new words and trusting others in acquiring information to weighing evidence and accepting ambiguity. Topics featured in this book include: Infants' active role in language learning. The process of active word learning. Understanding when and how explanation promotes exploration. How conversations with parents can affect children's word associations. Evidence evaluation for active

learning and teaching in early childhood. Bilingual children and their role as language brokers for their parents. *Active Learning from Infancy to Childhood* is a must-have resource for researchers, clinicians and related professionals, and graduate students in developmental psychology, psycholinguistics, educational psychology, and early childhood education.

The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies - Elizabeth Votruba-Drzal 2017-04-17

The first and only comprehensive review of current early childhood development theory, practices, policies, and the science behind them. This unique and important book provides a comprehensive overview of the current theory, practices, and policies in early childhood development within the contexts of family, school, and community, and society at large. Moreover, it synthesizes scientifically rigorous research from an array of disciplines in an effort to identify the most effective strategies for promoting early childhood development. Research into childhood development is booming, and the scientific knowledge base concerning early childhood development is now greater than that of any other stage of the human life span. At the same time, efforts to apply that knowledge to early childhood practices, programs, and policies have never been greater or more urgent. Yet, surprisingly, until *The Handbook of Early Childhood Development Programs, Practices, and Policies*, there was no comprehensive, critical review of the applied science in the field. The book begins with in-depth coverage of child and family approaches. From there it moves onto a consideration of school- and community-based strategies. It concludes with a discussion of current social policies on health and development in early childhood and their implications. Provides a comprehensive overview of the state of the knowledge base, along with guidance for the future of the field. Examines the underlying theory and basic science guiding efforts to promote early childhood development. Critically reviews the strength of the empirical support for individual practices, programs, and policies. Explores key opportunities and barriers policymakers and practitioners face when implementing various approaches. Pays particular attention to socioeconomically disadvantaged and other disenfranchised populations. *The Handbook of Early Childhood Development Programs, Practices, and Policies* is a valuable resource for practitioners, scholars, graduate students, and advanced undergraduate students across the social sciences who are interested in strengthening their understanding of current strategies for promoting early childhood development and the science informing those strategies.

Psychological Development of Deaf Children - Marc Marschark 1997

This book is the first comprehensive examination of the psychological development of deaf children. Because the majority of young deaf children (especially those with non-signing parents) are reared in language-impooverished environments, their social and cognitive development may differ markedly from hearing children. The author here details those potential differences, giving special attention to how the psychological development of deaf children is affected by their interpersonal communication with parents, peers, and teachers. This careful and balanced consideration of existing evidence and research provides a new psychological perspective on deaf children and deafness while debunking a number of popular notions about the hearing impaired. In light of recent findings concerning manual communication, parent-child interactions, and intellectual and academic assessments of hearing-impaired children, the author has forged an integrated understanding of social, language, and cognitive development as they are affected by childhood deafness. Empirical evaluations of deaf children's intellectual and academic abilities are stressed throughout. *The Psychological Development of Deaf Children* will be of great interest to students, teachers, and researchers studying deafness and how it relates to speech and hearing; developmental, social, and cognitive psychology; social work; and medicine.

Investing in Early Childhood Development - A. Tarlov 2008-02-04

Please note this is a 'Palgrave to Order' title (PTO). Stock of this book requires shipment from an overseas supplier. It will be delivered to you within 12 weeks. The U.S. movement toward massive expansion of early childhood education and development has evolved into individual state-by-state initiatives. This volume sets forth the evidence that will encourage states to take up this cause, provide advocates with the information they will need to make their case, and guide states and advocates in building a public and political will for change.

The SAGE Handbook of Developmental Psychology and Early Childhood Education - David Whitebread 2019-07-01

With the expertise of a body of international contributors from Australia,

Canada, USA, UK, Finland, The Netherlands, Italy, Greece and Chile, this handbook explores key in-depth issues in quality Early Childhood Development and Education. Unlike previous publications in the discipline, this title combines research and practice to investigate emotional and social development, wellbeing and mental health, language, cultural environments, as well as the role of parents in a child's development. It is divided into six key parts: Part I: Emotional Development Part II: Social Development Part III: Play, Development and Learning Part IV: Memory and Understanding Part V: Learning, Language and Literacy Part VI: Executive Functions, Metacognition and Self-Regulation

Early Childhood and Neuroscience - Links to Development and Learning - Leslie Haley Wasserman 2013-06-03

Information from neuroscience is growing and being properly used, and misused which makes it imperative that educators receive accurate and practical information. This book provides the accurate and practical information educators (pre-service and in-service) and caregivers serving children birth through age 8 need to know. This volume takes a practical and cautionary stance. It reminds educators to consider the ethical implications of neuroscience when it is applied to education, reviews current findings from neuroscience and reveals the dangers of oversimplification and inappropriate extensions of neuroscience into curricula. It brings together a group of authors with varied expertise writing on an array of inter-related educational topics that will help educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with exceptionalities. They believe neuroscience can be insightful and useful to educators if applied ethically and with care. The book offers strategies educators and caregivers can use to affect children today and the adults they can become.

Developmental Psychology and Early Childhood Education - David Whitebread 2012

This book provides authoritative reviews of key areas of research in developmental psychology and demonstrates how these can inform practice in early years educational settings. The major theme is the fundamental importance of young children developing as independent, self-regulating learners. It illustrates how good practice is based on four key principles which support and encourage this central aspect of development: Secure attachment and emotional warmth Feelings of control and agency Cognitive challenge, adults supporting learning and learning from one another Articulation about learning, and opportunities for self-expression This book provides an invaluable resource for early years students and practitioners, by summarizing new research findings and demonstrating how they can be translated into excellent early years practice.

Transforming the Workforce for Children Birth Through Age 8 - National Research Council 2015-07-23

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

systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Developmental and Educational Psychology for Teachers - Dennis McInerney 2016-09-13

Developmental and Educational Psychology for Teachers brings together a range of evidence drawn from psychology to answer a number of critical educational questions, from basic questions of readiness – for example, when is a child ready for school, through to more complex matters, such as how does a teacher understand and promote good peer relationships in their classroom? The answers to these and other questions discussed draw here on the interplay between a teachers' craft expertise and their knowledge of evidence and theory from developmental and educational psychology. Presenting a range of classic theories and contemporary research to help readers understand what the key issues are for teachers and other professionals, this book aides informed educational decisions in situations such as: inclusion, ability grouping, sex differences, developing creativity, home and peer influences on learning, and developing effective learners. Teachers in early years, primary and secondary settings are routinely faced with questions regarding the development of children. This not only relates to the planning and delivery of lessons, but also to the mental and physical wellbeing of the children and adolescents that they teach. The pedagogical features of this book are accessible and clearly presented, including focus questions that direct the reader's attention to key issues, activity posts that point the reader to meaningful and relevant research and show the practical applications of material covered, and extension material that gives depth to many of the topics covered. This book aims to inform the practice of both in-service and trainee teachers, addressing issues that are relevant to their practice. With no other detailed and accessible text presenting this evidence and theory specifically for an audience of practicing and trainee teachers currently on the market, this book will be of essential reading to practicing and trainee teachers for early years, primary and secondary education and other related educational contexts such as educational psychologists, counsellors, paediatric and child doctors and nurses.

Child Psychology and Development For Dummies - Laura L. Smith 2011-02-09

A complete and comprehensive guide to why kids behave and think the way they do-and how to bring out the best in them. In the U.S., more than 10% of children are diagnosed with psychiatric disorders, while countless others remain undiagnosed. Defining what is "normal" and what is not is of great concern to anyone who works with, guides, nurtures, teaches, or parents children. With new discoveries in mental disorders that affect children, *Child Psychology & Development For Dummies* provides an informational guide to cognitive development at every stage of a child's life, as well as how to diagnose, treat, and overcome the cognitive barriers that impede learning and development. How to identify and treat mental disorders Covers behavior disorders, autism, attention deficit disorder, reading disabilities, bipolar disorder, and more Guidance on helping a child control impulses, develop self esteem, and have good relationships An essential guide for parents, teachers, and caregivers, *Child Psychology & Development For Dummies* provides a detailed overview of an average child's cognitive development, how to detect abnormalities, and what to do next.

Defending Childhood - Beverly Falk 2015-04-17

"These pages make clear that the way to foster effective teaching is not with curriculum mandates and pacing guides but with professional learning opportunities that prepare expert educators to take advantage of and create teachable moments." —From the Foreword by Linda Darling-Hammond, Stanford University This book brings together a group of extraordinary educators and scholars who offer important insights about what we can do to defend childhood from societal challenges. The authors explain new findings from neuroscience and psychology, as well as emerging knowledge about the impact on child development of cultural and linguistic diversity, poverty, families and communities, and the media. Each chapter presents experiences and suggestions, from the perspectives of different disciplines, about what can be done to ensure that all children gain access to the supports they need for optimal physical, social, intellectual, and emotional development. *Defending Childhood* features: New knowledge about how children learn from the neurobiological, behavioral, and social sciences. Effective teaching strategies that support learning and provide for the

needs of the whole child. Examination of a broad range of issues that affect childhood, including violence, media and technology saturation, and a school culture of endless testing. Suggestions for policies and practices for an equitable educational system. Contributors include: Barbara Bowman, Nancy Carlsson-Paige, Delis Cuéllar, Tiziana Filippini, Matia Finn-Stevenson, Eugene García, Howard Gardner, Roberta Michnick Golinkoff, James J. Heckman, Kathryn Hirsh-Pasek, Mara Krechevsky, George Madaus, Ben Mardell, Sonia Nieto, Valerie Polakow, Aisha Ray, Robert L. Selman, Jack P. Shonkoff, M.D., Edward Zigler Beverly Falk is professor and director of the Graduate Programs in Early Childhood Education at The School of Education, The City College of New York, and author of *Teaching the Way Children Learn*.

Child and Adolescent Development for Educators 2e - Christi Crosby Bergin 2022-10-01

Child and Adolescent Development for Educators covers development from early childhood through high school. This text provides authentic, research-based strategies and guidelines for the classroom, helping future teachers to create an environment that promotes optimal development in children. Taking a topical approach, the authors apply child development concepts to topics of high interest and relevance to teachers, including classroom behaviour management, constructivism, social-emotional development, and many others, across the full age range. The text combines core theory with practical implications for educational contexts and shows how child development links to the Australian Professional Standards for Graduate Teachers (APST) and Early Years Learning Framework (EYLF) goals. Instructor resources include instructor guide, Test Bank, PowerPoint presentations and artwork. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools au.cengage.com/mindtap

Theories of Early Childhood Education - Lynn E. Cohen 2017-03-03

Theories of Early Childhood Education provides a comprehensive introduction to the various theoretical perspectives influential in early childhood education, from developmental psychology to critical studies, Piaget to Freire. Expert chapter authors examine assumptions underpinning the use of theory in the early years and concisely explore the implications of these questions for policy and practice. Every chapter includes applications to practice that will assist students and professionals in seeing the relevance of the theoretical perspective for their teaching.

Social and Emotional Development in Infancy and Early Childhood - Janette B. Benson 2010-05-21

Research is increasingly showing the effects of family, school, and culture on the social, emotional and personality development of children. Much of this research concentrates on grade school and above, but the most profound effects may occur much earlier, in the 0-3 age range. This volume consists of focused articles from the authoritative *Encyclopedia of Infant and Early Childhood Development* that specifically address this topic and collates research in this area in a way that isn't readily available in the existent literature, covering such areas as adoption, attachment, birth order, effects of day care, discipline and compliance, divorce, emotion regulation, family influences, preschool, routines, separation anxiety, shyness, socialization, effects of television, etc. This one volume reference provides an essential, affordable reference for researchers, graduate students and clinicians interested in social psychology and personality, as well as those involved with cultural psychology and developmental psychology. Presents literature on influences of families, school, and culture in one source saving users time searching for relevant related topics in multiple places and literatures in order to fully understand any one area Focused content on age 0-3- save time searching for and wading through lit on full age range for developmentally relevant info Concise, understandable, and authoritative for immediate applicability in research

Children, Development and Education - Michalis Kontopodis 2011-03-30

Historical anthropology is a revision of the German philosophical anthropology under the influences of the French historical school of Annales and the Anglo-Saxon cultural anthropology. Cultural-historical psychology is a school of thought which emerged in the context of the Soviet revolution and deeply affected the disciplines of psychology and education in the 20th century. This book draws on these two schools to advance current scholarship in child and youth development and education. It also enters in dialogue with other relational approaches and suggests alternatives to mainstream western developmental theories and educational practices. This book emphasizes communication and semiotic processes as well as the use of artifacts, pictures and

technologies in education and childhood development, placing a special focus on active subjectivity, historicity and performativity. Within this theoretical framework, contributors from Europe and the U.S. highlight the dynamic and creative aspects of school, family and community practices and the dramatic aspects of child development in our changing educational institutions. They also use a series of original empirical studies to introduce different research methodologies and complement theoretical analyses in an attempt to find innovative ways to translate cultural-historical and historical anthropological theory and research into a thorough understanding of emerging phenomena in school and after-school education of ethnic minorities, gender-sensitive education, and educational and family policy. Divided into two main parts, "Culture, History and Child Development", and "Gender, Performativity and Educational Practice", this book is useful for anyone in the fields of cultural-historical research, educational science, educational and developmental psychology, psychological anthropology, and childhood and youth studies.

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.

Early Childhood Assessment in School and Clinical Child Psychology - Adrienne Garro 2016-09-27

This book presents an integrated and coordinated framework for assessing developmental, psychological, and behavioral disorders in early childhood. Expert contributors advocate for natural-environment methods in addition to standardized measures in assessing academic and social skills as well as age-specific behavior problems in young children. Chapters model collaborations between clinicians, family, and daycare and school personnel, address diagnostic and classification issues, and conceptualize assessment as flexible, ongoing, and, as necessary, leading to coordinated services. The book gives practitioners and researchers critical tools toward establishing best practices in an increasingly complex and important area, leading to better prevention and intervention outcomes. Included in the coverage: Standardized assessment of cognitive development. Authentic and performance-based assessment. The use of Response to Intervention (RTI) in early childhood. Collaboration in school and child care settings. Anxiety disorders, PTSD, OCD, and depression in young children. Sleeping, feeding/eating, and attachment problems in early childhood. Early Childhood Assessment in School and Clinical Child Psychology is an essential resource for clinicians and related professionals, researchers, and graduate students in child and school psychology; assessment, testing, and evaluation; occupational therapy; family studies, educational psychology; and speech pathology.

The Importance of Play in Early Childhood Education - Marilyn Charles 2019-06-21

The Importance of Play in Early Childhood Education presents various theories of play and demonstrates how it serves communicative, developmental, and relational functions, highlighting the importance and development of the capacity to play in terms useful to early childhood educators. The book explicitly links trauma, development, and interventions in the early childhood classroom specifically for teachers of young children, offering accessible information that can help teachers better understand the meanings of children's expressive acts.

Contributors from education, psychoanalysis, and developmental psychology explore techniques of play, how cultural influences affect how children play, the effect of trauma on play, factors that interfere with the ability to play, and how to apply these ideas in the classroom. They also discuss the relevance of ideas about playfulness for teachers and other professionals. The Importance of Play in Early Childhood Education will be of great interest to teachers, psychoanalysts, and psychotherapists as well as play therapists and developmental psychologists.

Handbook of Research on the Education of Young Children - Olivia N. Saracho 2013-01-17

The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world. This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues. The field has changed significantly since the publication of the second edition, and this third edition of the handbook takes care to address the entirety of vital new developments. A valuable tool for all those who work and study in the field of early childhood education, this volume addresses critical, cutting edge research on child development, curriculum, policy, and research and evaluation strategies. With a multitude of new and updated chapters, The Handbook of Research on the Education of Young Children, 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible.

The Psychology of Early Childhood - C.W. Valentine 2015-06-05

Originally published in 1942, this title attempted to trace, from their very earliest appearances after birth, all aspects of mental development in childhood up to the age of about 4 or 5. It is based largely on the author's almost daily observations of his own five children, over a period of some twenty years, supplemented by numerous tests and experiments. The first purpose of this book was to advance our knowledge of the psychology of childhood. The importance of such knowledge had become increasingly recognised. Even if not all is completely determined in the first 4-5 years, there was little doubt by this time that these first years are of profound significance for future development: and the better understanding and training of the young child may be at the root of many of our educational and social problems.

Contemporary Perspective on Child Psychology and Education - Şenay Çetinkaya 2018-01-24

In contemporary understanding, the working areas of children's psychology are expanding considerably. The mental health of the children ensures that they are able to use their developmental abilities, cope with difficulties in life, be productive and be creative, and demonstrate cognitive, emotional, and behavioral characteristics appropriate to their developmental turn. This research was conducted to be able to identify behavioral disorders that may be a sign of children's mental problems and to shed light on the resolution of possible problems by facilitating the follow-up of psychosocial developments during the period of growth. This book presents an overview of the contemporary approaches in the departments of child education and psychology, with the hope of them growing up as happy, peaceful, balanced, thoughtful confident and successful individuals.

Bilingual Development in Childhood - Annick De Houwer 2021-04-30

In the first decade of life, children become bilingual in different language learning environments. Many children start learning two languages from birth (Bilingual First Language Acquisition). In early childhood hitherto monolingual children start hearing a second language through daycare or preschool (Early Second Language Acquisition). Yet other hitherto monolingual children in middle childhood may acquire a second language only after entering school (Second Language Acquisition). This Element explains how these different language learning settings dynamically affect bilingual children's language learning trajectories. All children eventually learn to speak the societal language, but they often do not learn to fluently speak their non-societal language and may even stop speaking it. Children's and families' harmonious bilingualism is threatened if bilingual children do not develop high proficiency in both languages. Educational institutions and parental conversational practices play a pivotal role in supporting harmonious bilingual development.

Theories of Early Childhood Education - Lynn E. Cohen 2017-03-03

Theories of Early Childhood Education provides a comprehensive introduction to the various theoretical perspectives influential in early childhood education, from developmental psychology to critical studies, Piaget to Freire. Expert chapter authors examine assumptions underpinning the use of theory in the early years and concisely explore the implications of these questions for policy and practice. Every chapter includes applications to practice that will assist students and professionals in seeing the relevance of the theoretical perspective for their teaching.

Handbook of Research on the Education of Young Children - Bernard Spodek 2014-01-27

The Handbook of Research on the Education of Young Children, Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world. It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues. The field

has changed significantly since the publication of the first edition of this Handbook in 1993, creating a need for an update. The Handbook of Research on the Education of Young Children, Second Edition is thus focused on research conducted over the past decade or so. The volume is organized in four parts: *Early Childhood Education and Child Development. New in this edition: moral development; the development of creativity. *Early Childhood Educational Curriculum. New in this edition: movement or dance education; the education of linguistically and culturally diverse children. *Foundations of Early Childhood Educational Policy. New in this edition: childhood poverty; the education of bilingual children. *Research and Evaluation Strategies for Early Childhood Education. New in this edition: doing historical research in early childhood education; postmodern and feminist orientations. The Handbook of Research on the Education of Young Children, Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible. It is a valuable tool for all who work and study in the field.

Growing Mathematical Minds - Jennifer S. McCray 2018-08-16

Growing Mathematical Minds is the documentation of an innovative, bi-directional process of connecting research and practice in early childhood mathematics. The book translates research on early mathematics from developmental psychology into terms that are meaningful to teachers and readily applicable in early childhood classrooms. It documents teacher responses, and conveys their thoughts and questions back to representative researchers, who reply in turn. In so doing, this highly useful book creates a conversation, in which researchers and teachers each bring their expertise to bear; their communication about these topics—informed by the thinking, commitment, and experience of both groups—helps us better understand how developmental psychology can improve math teaching, and how math teaching can, in turn, inform developmental science. The book bridges the gap between research and practice, helping teachers to adopt evidence-based practices and apply cutting-edge research findings, and prompting developmental researchers to consider their work within the framework of practice. *Growing Mathematical Minds* identifies and elucidates research with profound implications for teaching children

from three to eight years so they develop foundational math knowledge and skills, positive attitudes toward math, and basic abilities to think mathematically.

Child Psychology and Childhood Education - Lawrence Kohlberg 1987

Handbook of Early Childhood Education - Robert C. Pianta 2012-03-16

Early childhood education receives more attention and funding today than ever before, yet the quality of available programs varies widely. What interventions are most effective for promoting young children's school readiness? How can educators partner successfully with diverse families to help close the income- and race-based achievement gap? What are the obstacles to dissemination of evidence-based child care and preschool practices, and how can these obstacles be overcome? Bringing together foremost experts, this forward-thinking book reviews the breadth of current knowledge about early education and identifies important priorities for practice and policy. Part I describes the contemporary landscape of early education in the United States: what programs are in place; how they are utilized, administered, and funded; and their educational aims. Part II presents cutting-edge research on curricula and teaching methods that work. Coverage encompasses strategies for fostering specific skills—including language, literacy, and early mathematics and science—and for enhancing academic development overall. Next, Part III turns to the critical areas of social development and the family context of early education. Chapters describe exemplary approaches to supporting young children's executive functioning, self-regulation, social-emotional learning, and mental health. Rounding out the volume, Part IV addresses ways to better serve children with special needs, as well as how to strengthen the roles of early educators through professional development, higher education, and certification. Comprehensive and authoritative, this volume combines an impeccable research grounding with a strong applied focus. It belongs on the desks of researchers, teacher educators, and graduate students in early education, early literacy, child development, and special education; school and child care administrators; and education policymakers.