Recent decades have seen a growing emphasis, in a number of professional contexts, on acknowledging and acting on the views of children. This trend was given added weight by the UN Convention on the Rights of the Child, ratified in 1990. Today, seeking the perspective of the child has become an essential process in all sorts of tasks, from framing new legislation to regulating professions. This book answers the fundamental question of what it is that constitutes a ‘child perspective’, and how this might differ from the perspectives of children themselves. The answers to such questions have important implications for building progressive and developmental adult-child relationships. However, theoretical and empirical treatments of child perspectives and children’s perspectives are very diverse and idiosyncratic, and the standard reference work has yet to be written. Thus, this work is an attempt to fill the gap in the literature by searching for and defining key formulations of potential child perspectives within parts of the so-called ‘new child paradigm’. This has been derived from childhood sociology, contextual-relational developmental psychology, interpretative humanistic psychology and developmental pedagogy. The highly experienced authors develop a comprehensive professional child perspective paradigm that integrates recent theory and empirical child research. With its clear presentation of underlying theories and suggested applications, this book illustrates a child-oriented understanding of specific relevance to both child-care and preschool educational practice.

An Introduction to Theories of Human Development provides a comprehensive view of the primary theoretical models of human development including those from the biological, psychoanalytic, behavioral, and cognitive developmental perspectives. Along with a brief discussion of a historical background for each of these approaches, this book examines the application of these theories to various aspects of human development, such as the effectiveness of early intervention, individual differences, adolescence, and sociobiology.

"[T]he best and most useful social science text I have read in a decadeÖ. It is comprehensive in its research and scope, clearly written and uses excellent case studies and examples to illustrate in simple terms what might otherwise be complex phenomena." --Dr. Tom Altobelli, Federal Magistrate, Family Law Courts Sydney, Australia The goal of every family law professional and mental health practitioner is to improve family court outcomes in the best interests of the child. This book will assist readers in meeting this critical goal. Developmental Psychology for Family Law Professionals serves as a practical application of developmental theory to the practice of family law. This book helps family law and mental health professionals gain a broader understanding of each child’s unique needs when in the midst of family crisis. It presents developmental theories with which professionals might better assess the developmental needs, synchronies, and trajectories of a given child. Ultimately, this book presents guidelines for making appropriate legal decisions and recommendations for children who have experienced crises such as abuse, neglect, relocation, divorce, and much more. Key topics include: Custodial schedules Foster and adoptive care Post-divorce disputes Termination of parental rights Psychological assessment and diagnosis Incarcerated parents and visitation rights Relocation and “distance parenting” Visitation resistance and refusal/reunification Parental Alienation/alignment and estrangement Theories of cognitive, language, and social development.

Curriculum in Early Childhood Education: Reexamined, Rediscovered, Renewed provides a critical examination of the sources, aims, and features of early childhood curricula. Providing a theoretical and philosophical foundation for examining teaching and learning, this book will provoke discussion and analysis among all readers. How has theory been used to understand, develop, and critique curriculum? Whose perspectives are dominant and whose are ignored? How is diversity addressed? What values are explicit and implicit? The book first contextualizes the historical and research base of early childhood curriculum, and then turns to discussions of various schools of theory and philosophy that have served to support curriculum development in early childhood education. An examination of current curriculum frameworks is offered, both from the US and abroad, including discussion of the Project Approach, Creative Curriculum, Te Wh?riki, and Reggio Emilia. Finally, the book closes with chapters that enlarge the topic to curriculum-being-enacted through play and
that summarize key issues while pointing out future directions for the field. Offering a broad foundation for examining curriculum in early childhood, readers will emerge with a stronger understanding of how theories and philosophies intersect with curriculum development.

This text links psychological theory to real classroom settings and scenarios, and is tailored specifically for those training to teach. The authors bring together key concepts and theories in developmental psychology and apply them to a range of classroom and educational settings.

Written for undergraduates, this book will become crucial to any student wanting a key to unlock the world of child development, by ensuring they understand the main concepts in the discipline.

In Growing Up: Revisiting Child Development Theories and their Application to Patients of All Ages, editors Henri Parnes and Salman Akhtar present a collection that draws on over fifty years of professional experience in child development. Contributors to this collection touch on psychoanalytic conceptualizations of child development, separation-individuation theory, personal clinical experiences, the effects of trauma and neurodevelopmental disorders in the mother-child relationship, and the intergenerational transmission of trauma. This edited collection is recommended for scholars and practitioners interested in psychoanalysis, child development, and clinical psychology.

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.

During the last ten years our understanding of early child development, from conception through to 5, has greatly increased. This includes our understanding of neuro science and brain development, the ability to modify fetal development in the womb and the move away from the traditional debate of nature versus nurture to nature via nurture. It is vitally important that childcare workers are fully aware of these issues if we are to intervene successfully to support children in need and children that need protecting. This book introduces the new science while affirming many of the older theories. By linking theories of child development with the law, policy and guidelines, it provides students with a source that will enhance their learning, but also has meaning in day-to-day practice.

For the first time, a report focuses specifically on middle childhood--a discrete, pivotal period of development. In this review of research, experts examine the physical health and cognitive development of 6- to 12-year-old children as well as their surroundings: school and home environment, ecocultural setting, and family and peer relationships.

Always reflective of the latest research and thinking in the field, Patricia Miller’s acclaimed text offers an ideal way to help students understand and distinguish the major theoretical schools of child development. This fully updated new edition includes a new focus on biological theories of development, and offers new instructor resource materials.

What is childhood and why, and how, did psychology come to be the arbiter of 'correct' or 'normal' development? How do actual lived childhoods connect with theories about child development? In this completely revised and updated edition, Deconstructing Developmental Psychology interrogates the assumptions and practices surrounding the psychology of child development, providing a critical evaluation of the role and contribution of developmental psychology within social practice. In the decade since the first edition was published, there have been many major changes. The role accorded childcare experts and the power of the 'psy complex' have, if anything, intensified. This book addresses how shifts in advanced capitalism have produced new understandings of children, and a new (and more punitive) range of institutional responses to children. It engages with the paradoxes of childhood in an era when young adults are increasingly economically dependent on their families, and in a political context of heightened insecurity. The new edition includes an updated review of developments in psychological theory (in attachment, evolutionary psychology, theory of mind, cultural-historical approaches), as well as updating and reflecting upon the changed focus on fathers and fathering. It offers new perspectives on the connections between Piaget and Vygotsky and now connects much more closely with discussions from the sociology of childhood and critical educational research. Coverage has been expanded to include more material on child rights debates, and a new chapter addresses practice dilemmas around child protection, which engages even more with the "raced" and gendered effects of current policies involving children. This engaging and accessible text provides key resources to inform better professional practice in social work, education and health contexts. It offers critical insights into the politics and procedures that have shaped developmental psychological knowledge. It will be essential reading for anyone working with children, or concerned with policies around children and families. It was also be of interest to students at undergraduate and postgraduate levels across a range of professional and practitioner groups, as well as parents and policy makers.

Electronic Inspection Copy available for instructors here The Second Edition of An Introduction to Child Development has been fully updated to provide a comprehensive survey of the main areas of child development, from infancy through to adolescence. Equipping students with an appreciation of critical issues in the field and an understanding of empirical research that bears on the study of children, the text provides balanced coverage of topics and theoretical perspectives that represent classic and cutting edge work in child development. In terms of new content, it now covers more on the biological foundations of development, plus new chapters on moral development and applied developmental psychology. The Second Edition includes the following features: - learning points - section & chapter summaries, - end-of-chapter glossaries - suggestions for further reading - sample multiple choice questions - sidebars featuring in depth discussions of key research findings or points of debate within the field of child development. The text comes with a dedicated website with resources for both
students and instructors.

First published in 1996, Routledge is an imprint of Taylor & Francis, an informa company.

An array of exciting new studies of child and adolescent development phenomena.

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The ground-breaking book which attempts to bridge the gap between the psychoanalytic and cognitive psychological theories of child development.

The general public often views early childhood education as either simply “babysitting” or as preparation for later learning. Of course, both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence and applications of family systems are necessary for high-quality early education. Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age.

The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research, practical applications of research, historical foundations and key facts from the field of contemporary early childhood education. Through approximately 425 entries, this work includes all areas of child development – physical, cognitive, language, social, emotional, aesthetic – as well as comprehensive review of best educational practices with young children, effective preparation for early childhood professionals and policy making practices, and addresses such questions as: · How is the field of early childhood education defined? · What are the roots of this field of study? · How is the history of early childhood education similar to yet different from the study of public education? · What are the major influences on understandings of best practices in early childhood education?

Explaining the nature of theories in the field of child development (including why theories are useful and why there are multiple theories), Thomas’s highly respected book covers the widest range of theories of any text currently available. Using the following criteria: “Has the theory been popular?,” “Has the theory been influential?,” and “Is the theory representative of a class or family of theories?,” Thomas identifies the goals and describes the findings of more than two dozen theorists and inspectors.

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.

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.

Career Exploration and Development in Childhood presents chapters from leading figures in the field of childhood career exploration and development. The first substantive edited collection of its kind, this book makes an important contribution to our understanding of children’s career development. It provides cutting-edge theory, research and practice for understanding and fostering career exploration and development during childhood, across a wide spectrum of international settings. Divided into five sections that reflect the authors’ perspectives on critical aspects of children’s career development, chapters include relevant research, as well as the practical application of concepts, issues and strategies for career interventions with children. The book includes sequential sections on theory, research, contextual influences, assessment, and the facilitation of career exploration and development. Perspectives from both developed and developing world contexts consider traditional approaches to career education, as well as career development learning in childhood. The collaborations evident in the chapter authorship reflect the significant internationalisation of the field of child career development. The book synthesises key issues and presents innovative recommendations that will not only enhance our understanding of children’s career development, but will set the agenda for the future of the field. It will be of key interest to researchers, academics and postgraduate students in the fields of career development, career guidance, education, childhood, child development and counselling.
that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, "Teacher Talk" boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, "Brain Research" boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity, DAP, professionalism, and ethics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

K. Warner Schaie I am pleased to write a foreword for this interesting volume, particularly as over many years, I have had the privilege of interacting with the editors and a majority of the contributors in various professional roles as a colleague, mentor, or research collaborator. The editors begin their introduction by asking why one would want to read yet another book on human development. They immediately answer their question by pointing out that many developmentally oriented texts and other treatises neglect the theoretical foundations of human development and fail to embed psychological constructs within the multidisciplinary context so essential to understanding development. This volume provides a positive remedy to past deficiencies in volumes on human development with a well-organized structure that leads the reader from a general introduction through the basic processes to methodological issues and the relation of developmental constructs to social context and biological infrastructure. This approach does not surprise. After all, the editors and most of the contributors at one time or an other had a connection to the Max Planck Institute of Human Development in Berlin, whether as students, junior scientists, or senior visitors. That institute, under the leader ship of Paul Baltes, has been instrumental in pursuing a systematic lifespan approach to the study of cognition and personality. Over the past two decades, it has influenced the careers of a generation of scientists who have advocated long-term studies of human development in an interdisciplinary context.

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.

With a unique focus on inquiry, Thinking Critically About Child Development presents 74 claims related to child development for readers to examine and think through critically. Author Jean Mercer and new co-authors Stephen Hupp and Jeremy Jewell use anecdotes to illustrate common errors of critical thinking and encourage students to consider evidence and logic relevant to everyday beliefs. New material in the Fourth Edition covers adolescence, adverse childhood experiences, genetics, LGBT issues for both parents and children, and other issues about sexuality, keeping readers up to date on the latest scholarship in the field. Also of Interest Child Development From Infancy to Adolescence: An Active Learning Approach, Second Edition: Chronologically organized, this book presents topics within the field of child development through unique and highly engaging Active Learning opportunities. Child Development: An Active Learning Approach, Third Edition: Topically organized, this book invites students to take an active journey toward understanding the latest findings from the field of child development.

The Routledge Handbook of Philosophies and Theories of Early Childhood Education and Care brings together leading writers in the field to provide a much-needed, authoritative guide to the major philosophies and theories which have shaped approaches to Early Childhood Education and Care. Providing a detailed overview of key concepts, debates and practical challenges, the handbook combines theoretical acumen with specific examples to show how philosophies and theories have evolved over the centuries and their impact on policy and society. It examines the ways in which societies define and make sense of childhood and the factors that influence the development of philosophies about young children and their learning. The collection offers an insight into the key theorists and considers how the economics and politics of their time and personal ideology influenced their ideas about childhood. It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of the world. The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children, their place in society and the ways in which it might be appropriate to educate them. Bringing together specially commissioned pieces by a range of international authors, this handbook will enable academics, research students, practitioners and policymakers to reflect on their own understandings and approaches, as well as the assumptions made in their own and other societies.

Intended for courses on theories of human development, this new text presents nine theories grouped into three major families - those that emphasize biological systems; those that emphasize environmental factors; and those that emphasize a dynamic interaction between biological and environmental forces. The nine theories selected have a long and productive history in human development and continue to evolve as a result of new insights. The inclusion of social role theory and life course theory expand the book's relevance to the study of adulthood and aging. Grouping the theories by families enhances students' ability to think critically about theoretical ideas, assess the strengths and weaknesses of each theory, and gain a deeper understanding of how each theory guides research and application. The three families are introduced with a brief overview of the unique perspectives of each theory and the rationale for grouping these theories together. Discussion of each theory includes: the historical and cultural context in which the theory was developed; an overview of key concepts and important ideas; new directions in contemporary scientific work; a research example illustrating how the theory has been tested and modified; an application showing how the theory has guided the design of an intervention or program; an analysis of how the theory answers basic questions about human development;
and a critique highlighting the theories' strengths and weaknesses. Theories of Human Development serves as a text in advanced undergraduate and/or beginning graduate courses in theories of human development. Its clear organization and engaging writing style make it accessible to students with a minimal background in human development. A representative and authoritative 'state of the art' account of human development from conception to adolescence. Written at an easy-to-comprehend level by an international team of respected researchers, conveying their knowledge with enthusiasm and skill. Full supporting materials - chapter overviews, discussion questions, suggestions for further reading, and glossary. Chapters covering applied issues in developmental psychology

Something instructive occurred in the process of entitling the present collection. Both editor and publisher sought a simple and succinct rubric for the various pieces of work. But they rapidly and reluctantly reached the consensus that, by either intellectual or marketing criteria, the insertion of the adjective "psychological" to qualify the noun "development" was a communicative necessity. Much to the chagrin of the develop mental psychologist, the term development still connotes to the world at large as well as the general community of publishers, librarians, and computer archivists--the modernization of nation states. Inside and outside the university, I find that, when asked, "What are you interested in?" I am not at liberty to reply, "The concept of development," without being absorbed immediately into a discussion of Third World studies. The approach of the present volume should be taken as an exhortation to psychologists to take the genealogy of "development" seriously. The history of the discipline is not so different from the history of the word and, as we shall discover, the concern with developmental progress cannot easily be separated from the urge for dominion. This volume presents a selection from the recent critical scholarship on psychological development. The emphasis is on rethinking the field of developmental psychology at the level of theory. Building on earlier publications by Harry Daniels, Vygotsky and Sociology provides readers with an overview of the implications for research of the theoretical work which acknowledges a debt to the writings of L.S. Vygotsky and sociologists whose work echoes his sociogenetic commitments, particularly Basil Bernstein. It provides a variety of views on the ways in which these two, conceptually linked, bodies of work can be brought together in theoretical frameworks which give new possibilities for empirical work. This book has two aims. First, to expand and enrich the Vygotskian theoretical framework; second, to illustrate the utility of such enhanced sociological imaginations and how they may be of value in researching learning in institutions and classrooms. It includes contributions from long-established writers in education, psychology and sociology, as well as relatively recent contributors to the theoretical debates and the body of research to which it has given rise, presenting their own arguments and justifications for forging links between particular theoretical traditions and, in some cases, applying new insights to obdurate empirical questions. Chapters include: Curriculum and pedagogy in the sociology of education; some lessons from comparing Durkheim and Vygotsky Dialectics, politics and contemporary cultural-historical research, exemplified through Marx and Vygotsky Sixth sense, second nature and other cultural ways of making sense of our surroundings: Vygotsky, Bernstein, and the languaged body Negotiating pedagogic dilemmas in non-traditional educational contexts Boys, skills and class: educational failure or community survival? Insights from Vygotsky and Bernstein. Vygotsky and Sociology is an essential text for students and academics in the social sciences (particularly sociology and psychology), student teachers, teacher educators and researchers as well as educational professionals. This volume critically examines both modern and postmodern contributions to theoretical development in child and adolescent psychology. Child DevelopmentTheories and Critical PerspectivesRoutledge

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