Developmentally Appropriate Practice Guidelines

Around the world, school districts and institutions are exploring ways to provide quality education to their students. With this, there is a deeper need for multiculturalism in classrooms, as many students are from varying cultures and speak different languages. Early Childhood Education From an Intercultural and Bilingual Perspective provides emerging research on the use of play, toys, and games as tools for meaningful multicultural and bilingual education. By highlighting topics such as cross-cultural psychology, classroom management, and second language acquisition, this publication explores the importance of culture in games and play. This book is an important resource for educators, academicians, researchers, and students seeking current research on the role of intercultural education in society and modern approaches to early education.

EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS: EARLY LITERACY, Eleventh Edition responds to national legislation, professional standards, and public concern about the development of young children's language and foundational literacy skills by providing current research-based instructional strategies in early language development. Activities throughout emphasize the relationship between listening, speaking, reading, writing (print), and viewing in language arts areas. This text addresses the cultural and ethnic diversity of children and provides techniques and tips for adapting curricula. Theory is followed by how-to suggestions and plentiful examples of classic books and stories, poems, finger plays, flannel board and alphabet experiences, puppetry, language games, drama, and phonemic and phonetic awareness activities. Students will also learn how, as teachers, they can best interact with children to promote appropriate language development, and how they can create a print-rich environment in the classroom. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133830977. Helps students create the best programs for young children ages three through eight. The authors’ goal in writing Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education was to bring together the best information currently available for developing an integrated approach to curriculum and instruction in the early years. The Sixth Edition addresses all aspects of classroom life, including the roles of children and adults, the physical and social environments, and teaching and learning within multiple domains for children age three to eight. It provides a comprehensive, cohesive approach to curriculum development, which results in greater continuity for children and practitioners in group settings in childcare, preschool, and the early elementary grades. Concentrating as much on the “how” of curriculum development as on the “what and why,” the authors provide practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities in each chapter. The Enhanced Pearson eText features embedded video, licensure examination preparation exercises, and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. *The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7” or 10” tablet, or iPad iOS 5.0 or later. Most preschoolers love vigorous play, but research shows that they may not continue to be active if they lack a foundation of skills. Early childhood educators need to ensure that children learn the movement skills necessary to keep them active and healthy throughout childhood and beyond. >Active For Life: Developmentally Appropriate Movement Programs for Young Children> provides guidance on what high-quality movement programs should include: designing of effective movement environments, components of curriculum, assessment, and more. Unlocking children's potential in this vital area will inspire a love of physical activity for years to come.

In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using different types of play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book ‘Beyond Quality in ECE and Care’ authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is based in inter-actions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children’s play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada
Imaginative play and story telling occupy key roles in children’s psychological development and socialization. Bringing together leading contributors, this volume explores what play and story mean to young children, and how these vital aspects of development can best be supported in child care and educational settings. Vital connections are drawn between children's activities, their interpersonal relationships, and their emerging cognitive and affective capacities. Topics covered include promoting social play in the classroom, storytelling and literacy development, and the influences of early caregiving experiences on attachment and learning. Theoretical and methodological issues in these areas of research are also addressed, as well as social policy implications. The book is inspired by the work of Greta G. Fein, the pioneering teacher, researcher, and child care policymaker, who has contributed an integrative concluding chapter. Kindergarten has changed drastically since it was introduced to the United States in the 1850s. Recent changes in curriculum and government involvement in educational policy such as the No Child Left Behind Act lead to increased rigor in Kindergarten classrooms. Among other curricular expectation, Kindergarteners are expected to be strong readers at the end of the year. In order to determine how teachers perceive these changes and how they affect their classrooms, 91 teachers were surveyed from across the state of Minnesota. Teachers were asked about the basic demographics and structure of their classroom as well as their familiarity with developmentally appropriate practice guidelines as defined by the National Association for the Education of Young Children. Results showed that teachers who were more familiar with developmentally appropriate practice guidelines as defined by the National Association for the Education of Young Children. Results showed that teachers who were more familiar with developmentally appropriate practice guidelines gave their children more free play, did not feel that the amount of curriculum was too much and their students were perceived to have better academic progress.

Every state has developed some form of early learning standards. Find out how you can apply and use them in ways that are most beneficial to children. Updated to reflect the continuing evolution of early learning standards, this book offers help and hints, support and clarification, and clear explanations of how you can make early learning standards come alive in your early childhood classroom or program. You’ll find tools to communicate exactly how you are addressing children’s learning as you plan for cognitive and foundational skill development, as well as suggestions to assess children’s progress. Easy-to-read charts present information about each major content area or area of development and descriptions of what those standards might look like in classrooms. The charts also suggest activities and interactions to support a child as he or she makes the first attempts toward the standard, progresses toward it, and finally accomplishes the standard. New to this edition: A chapter focusing on Approaches to Learning standards The most recent information on early learning standards from across the country References to the Common Core State Standards and their relationship to early learning standards Gaye Gronlund has consulted for national organizations, state agencies, school districts, and early childhood programs for more than twenty years. She helped two states write their early learning standards. Gronlund is well known for her many books and keynote presentations.

A comprehensive overview of all the components necessary to run an effective early childhood program as a teacher, this bright new text remains keenly focused on application and skill-building, utilizing several areas of child development—aesthetic, affective, cognitive, language, physical, and social—as the basis for curriculum planning. Includes curriculum areas such as aesthetics, affective, language, physical, social, cognitive (math) and cognitive (science); chapters on child guidance; how to observe and assess children's learning; detailed approaches to planning lessons, days and weeks; circle time activities; creating learning centers both indoors and outside; and projects and themes with sample projects and lesson plan samples throughout. The book promotes several areas of child development—aesthetic, affective, cognitive, language, physical, and social—and incorporates subject matter areas (art, math, literacy, and science) into the developmental domains rather than focusing on the subjects themselves. There are six activity types (exploratory play, guided discovery, problem-solving, discussions, demonstrations, and direct instruction) in every domain presented to the reader, as well. The contents of the book are all closely aligned to the current developmentally appropriate practice (DAP) guidelines. Strongly methods-based in its approach, the book also imparts the “how to” of teaching, with many developmentally appropriate examples of ways to teach children ages three to six years of age. The essential reference for human development theory, updated and reconceptualized The Handbook of Child Psychology and Developmental Science, a four-volume reference, is the field-defining work to which all others are compared. First published in 1946, and now in its Seventh Edition, the Handbook has long been considered the definitive guide to the field of developmental science. Volume 4: Ecological Settings and Processes in Developmental Systems is centrally concerned with the people, conditions, and events outside individuals that affect children and their development. To understand children's development it is both necessary and desirable to embrace all of these social and physical contexts. Guided by the relational developmental systems metatheory, the chapters in the volume are ordered them in a manner that begins with the near proximal contexts in which children find themselves and moving through to distal contexts that influence children in equally compelling, if less immediately manifest, ways. The volume emphasizes that the child’s environment is complex, multi-dimensional, and structurally organized into interlinked contexts; children actively contribute to their development; the child and the environment are inextricably linked, and contributions of both child and environment are essential to explain or understand development. Understand the role of parents, other family members, peers, and other adults (teachers, coaches, mentors) in a child's development Discover the key neighborhood/community and institutional settings of human development Examine the role of activities, work, and media in child and adolescent development Learn about the role of medicine, law, government, war and disaster, culture, and history in contributing to the processes of human development The scholarship within this volume and, as well, across the four volumes of this edition, illustrate that developmental science is in the midst of a very exciting period. There is a paradigm shift that involves increasingly greater understanding of how to describe, explain, and optimize the course of
human life for diverse individuals living within diverse contexts. This Handbook is the definitive reference for educators, policy-makers, researchers, students, and practitioners in human development, psychology, sociology, anthropology, and neuroscience.

Using Developmentally Appropriate Practices to Teach the Common Core: Grades PreK–3 provides current and prospective primary grade teachers with an understanding of the CCSS-ELA and CCSS-M that highlights their compatibility with developmentally appropriate practices (DAP), the instructional approach generally preferred by teachers of young children. The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP-friendly set of curriculum guidelines. Next, the CCSS-ELA and CCSS-M for Grades K–3 are unpacked, analyzed, synthesized, and cross-referenced to key features of DAP. Finally, several “hot topic” issues—demonstrating instruction to meet the needs of all learners, ensuring equitable access to the curriculum for English Language Learners, addressing assessment and accountability expectations, and educating parents and families about the CCSS and DAP—are prioritized and examined in depth. Using Developmentally Appropriate Practices to Teach the Common Core: Grades PreK–3 is a highly useful guide for both pre-service and in-service early childhood education teachers.

Marylou Hyson provides educators with real-life examples and evidence-based teaching strategies to advance children's understanding and appropriate expression of their emotions. The Handbook of Applied Developmental Science is the only work to comprehensively present the latest theory, research, and application from applied developmental science (ADS) and the positive psychology movement. It summarizes and synthesizes the best scientific knowledge from ADS to help readers understand the efforts being made around the world to ensure that all children and adolescents develop into healthy adults who contribute positively to society. The Handbook is also the first resource to organize and integrate both the prevention and promotion approaches to programs and policies for children, adolescents, and families. In addition, the Handbook provides a detailed road map for future research and for actions that will promote positive child, youth, and family development. Published in four volumes, the Handbook features 95 chapters by more than 150 contributors, many of whom are renowned leaders in the field. Volume 1 describes the foundation of applied developmental science, its historical development, and current scientific and professional efforts to develop policies and programs that promote positive child, adolescent, and family development. Volume 2 examines public policy and government service systems. Volume 3 discusses community systems for enhancing citizenship and promoting a civil society. Finally, Volume 4 outlines methods for university engagement and academic outreach. Feature and Benefits - Four comprehensive, topical volumes - Approximately 2,200 pages - 95 chapters - More than 150 contributors, many of whom are world-renowned leaders in applied developmental science from the academic, professional, and policy and political arenas - Forewords for each volume written by well-known authorities, including Edward Zigler, co-founder of the Head Start program; US Congressman Elijah Cummings; David Bell, International Youth Foundation; and Graham Spanier, President, The Pennsylvania State University Designed for a wide audience the Handbook will be an important addition to your library collection. It offers a single source for information about fostering generations of healthy children and families. It is designed specifically to meet the needs of: - Faculty and students in the fields of psychology, human development, family studies, policy studies, nursing, allied health, and education - Staff and volunteers working in non-governmental organizations - Members of local, state, national, and international government organizations and personnel involved in policy and program development and funding - Directors and staff at foundations that administer programs aimed at promoting positive your and family development

This edited book presents the most recent theory, research and practice on information and technology literacy as it relates to the education of young children. Because computers have made it so easy to disseminate information, the amount of available information has grown at an exponential rate, making it impossible for educators to prepare students for the future without teaching them how to be effective information managers and technology users. Although much has been written about information literacy and technology literacy in secondary education, there is very little published research about these literacies in early childhood education. Recently, the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College published a position statement on using technology and interactive media as tools in early childhood programs. This statement recommends more research “to better understand how young children use and learn with technology and interactive media and also to better understand any short- and long-term effects.” Many assume that today’s young children are “digital natives” with a great understanding of technology. However, children may know how to operate digital technology but be unaware of its dangers or its value to extend their abilities. This book argues that information and technology literacy include more than just familiarity with the digital environment. They include using technology safely and ethically to demonstrate creativity and innovation; to communicate and collaborate; to conduct research and use information and to think critically, solve problems and make decisions.

Latino/a students are in a unique position in today’s society; teachers and administrators are in an influential position in educating them. Community, parents, and educators alike are poised to enable these students to gain the education they need for success. Chapters by recognized authors and successful practitioners explain theory with actual applicable examples, demonstrating where and how education is successfully working for Latino students. This volume spells out more fully the principles undergirding developmentally appropriate practice and guidelines for making decisions in the classroom for young children.

A book that has long been a standard for developmental physical education returns in a new, thoroughly updated edition with a sharpened focus on preparing tomorrow’s physical educators to deliver developmentally appropriate lessons and activities for
children in pre-K through grade 5. Developmental Physical Education for All Children, now in its fifth edition and available in both print and e-book versions, takes a student-focused, comprehensive approach in preparing future teachers to create programs that enable children to gain the knowledge, skills, and dispositions vital to leading a physically active lifestyle. This new edition is the first in more than a decade, with revisions and updates that make it like a brand-new book—one that maintains its solid foundations and instruction while equipping teachers for success in the 21st century. How This Text Prepares Teachers Developmental Physical Education for All Children, Fifth Edition, features the following benefits: • Shows teachers how to translate child development theory and research from the psychomotor, cognitive, affective, and fitness domains into practice • Offers teachers the understanding they need to create developmentally appropriate lessons that align with the new SHAPE America National Standards for Physical Education with grade-level outcomes, assessments, and instructions on implementing learning goals for students in pre-K through grade 5 • Provides multiple standards-based movement experiences for pre-K through grade 5 learners that include movement tasks and extensions, scaled learning environments, skill cues, practice strategies, teaching style choices, and formative assessments aligned with goals • Supplies learning goal blueprints that integrate specialized skills, movement concepts, and tactics for developmental games, dance, and gymnastics Content Overview Future and current teachers will learn the research and theory behind this developmentally sound approach, which emphasizes movement skills and increased physical competence based on the developmental levels of pre-K through fifth-grade students. The first half of the book covers the learner, the movement content, the learning environment, and the instructional design; the second half provides detailed standards-based learning experiences, which are now organized by developmental level. The concluding section offers two chapters on professionalism in the 21st century, giving teachers a conceptual framework to prepare and implement a developmental, standards-based scope and sequence for pre-K through grade 5 physical education and offering advice on staying current, being professionally involved, and advocating for comprehensive school physical activity. Practical Ancillaries Developmental Physical Education for All Children also provides a robust lineup of online ancillaries: • A student web resource with reproducible forms that can be printed along with learning aids from the book and additional learning activities, some of which are enhanced by more than 20 video clips that demonstrate concepts in action • An instructor guide that features in-class activities, answers to chapter review questions, chapter overviews, and the “Big Ideas” from each chapter • A test package featuring more than 445 questions from which teachers can create their own quizzes • A presentation package offering more than 246 PowerPoint slides that highlight the key points while offering essential visual elements to augment understanding Equipped to Provide High-Quality Education The result of this comprehensive overhaul of a standard classic is that both future and current teachers will be prepared and equipped to provide high-quality developmental physical education that can help children be physically active now and throughout their lives. INFANTS AND TODDLERS: CAREGIVING AND RESPONSIVE CURRICULUM DEVELOPMENT, 9th Edition, guides readers through the acquisition of skills necessary to provide high-quality care for infants and toddlers in any educational setting. This edition’s new subtitle better reflects the book’s goal of providing appropriate caregiving and educational techniques, as well as curriculum ideas, for infants and toddlers from birth to age three. Overviews of key child care philosophies as they relate to the child, the caregiver, and parent involvement are presented along with case studies and lesson plans that help students translate theory into practice. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8Developmentally Appropriate Practice in Early Childhood Programs National Asnn for the Education This is the essential guide for scoring high on Massachusetts’ Communication and Literacy Skills test. It walks Massachusetts teacher candidates through the application and certification process and provides: an overview of the entire MTEL program a detailed look at the Communication and Literacy Skills test a look at what it’s like to be a teacher in Massachusetts. It also features: in-depth reviews of the reading and writing skills assessed on the Communication and Literacy Skills test three complete practice exams with answer explanation that mimic the format and content of the official MTEL Communication and Literacy Skills test Help children participate in purposeful play to promote the development of a number of important skills. Combines research and practice on integrated developmentally appropriate curriculum that helps theorists, researchers, parents, and teachers understand how to match early childhood teaching practices to the integrated manner that young children naturally think and learn. Help future teachers create the best programs for young children ages three through eight Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education is an all-in-one guide that brings together everything pre-service teachers need to implement an integrated, developmental approach to curriculum-based instruction. The 7th Edition addresses all aspects of classroom life-conceptualization, planning, implementation, and evaluation-for children ages three through eight. This comprehensive, cohesive approach emphasizes the “how” of curriculum development, as well as the “what and why.” With practical, research-based guidelines, sample activities and lesson plans for each curriculum domain, and a focus on teaching methods, readers have the tools they need to translate theory into age-appropriate practice that accommodates individual, social, and cultural differences. Also available with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with embedded videos and interactive quizzes. Note: You are purchasing a standalone product; the Enhanced Pearson eText does not come packaged with this content. Students, if interested in purchasing this title with the Enhanced Pearson eText, ask your instructor to confirm the correct package ISBN and Course ID. Instructors, contact your Pearson representative for more information. If you would like to purchase both the physical text and the Enhanced Pearson eText search for: 0134747372 / 9780134747378 Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education, with Enhanced Pearson eText -- Access Card Package Package consists of: 013474764X / 9780134747644 Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education, Enhanced Pearson eText -- Access Card 0134747674 / 9780134747675 Developmentally Appropriate Practice in Early Childhood Programs is
here, fully revised and updated! Since the first edition in 1987, it has been an essential resource for the early childhood education field. Early childhood educators have a professional responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. But what is developmentally appropriate practice (DAP)? DAP is a framework designed to promote young children's optimal learning and development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each child's learning and development, they consider what they know about (1) commonality in children's development and learning, (2) each child as an individual (within the context of their family and community), and (3) everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole. This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning, including new research about implicit bias and teachers' own context and consideration of advances in neuroscience. Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as members of families and communities. They also develop an awareness of their own context. Building on each child's strengths, educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas. Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers—and learners—every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

FAMILIES, SCHOOLS, AND COMMUNITIES: TOGETHER FOR YOUNG CHILDREN, 5th Edition, emphasizes the role of families and communities in children's education, and is geared to meeting national standards in teacher preparation programs. Content reflects current research and best practices in education. Divided into two sections, this book helps you understand contemporary families and provides you with the skills that you will need to build relationships with families and the community. You'll find specific ideas and strategies for increasing family involvement in the community and schools, encouraging learning at home, working with military families, recognizing family strengths, diversity in the classroom, and many other topics. New content includes integration of current standards and a new video feature as well as expanded material on advocacy, technology, and strategies for dealing with parents. Available with InfoTrac Student Collections http://gocengage.com/infotrac. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Explaining how to diagnose autism by providing examples and guidelines for evaluation and testing of individuals, this guide helps practitioners to evaluate the appropriate role of various medications for specific target symptoms and individuals. It also describes complementary and alternative therapies and explores promising new avenues of treatment. Editorial Board: William Bauer, Case Western Reserve University, Cleveland, OH. Susan Wharton Conkling, Eastman School of Music, University of Rochester, Rochester, NY. Colleen Conway, University of Michigan, Ann Arbor, MI. Regina Murphy, St. Patrick's College, Dublin City University, Dublin, Ireland. Kathy Scherler, University of Texas at Arlington, Arlington, TX. Research Perspectives: Thought and Practice in Music Education calls attention to various theoretical and methodological aspects within the expanding field of research in music education. Perspectives presented in this volume offer readers a host of ideas and practices that range from international and historical to empirical and philosophical. Of special interest is a set of invited essays. Collectively, these essays illuminate our understanding of the peer review process, the importance of artistic vision in research and education, and the notion of complementarity—a recognition of the validity of diversity of thought and practice in music education research. The studies in Part 1 of Research Perspectives include early childhood musical development, an international comparison of early childhood preschool teacher knowledge and skills, and a psychohistoric examination of developmentally appropriate practice. Part II is comprised of studies focused on psychometrics of motivation, and professional development of practicing music educators. This volume is a significant addition to the libraries of Colleges of Education and Schools of Music, as well as an important resource for music scholars and educators, researchers, and graduate students who are concerned with...
advancing both the scope and quality of research in the study of music teaching and learning. Provides examples of actual encounters students or practitioners might have if they were to observe classes in many different developmentally appropriate settings and listen in on some of the teachers’ thought processes.

"Lesley Koplow’s well-examined truths uncover an image of intimacy between teacher and child sorely needed in our schools. Her ‘emotionally responsive’ teacher is the pivot for a classroom community that visibly supports and honors it’s members in the great variety of their lives. ‘What stands in the way?’ is the question Ms. Koplow courageously answers.” —Vivian Gussin Paley, author of In Mrs. Tulley's Room: A Childcare Portrait In a world where children are beset by violence and stress, Lesley Koplow provides educators with clear, level-headed advice on how to construct therapeutic learning environments for all children. This is a book about integrating preventive mental health practice into public schools (preschool through grade 5). Koplow, a psychotherapist, discusses the mandate for violence prevention and offers an intervention framework for teachers, administrators, and school-based clinicians who want to improve the emotional climate in their school. This important and timely volume: Helps educators read the signs of distress or problematic social/emotional development as they are likely to manifest themselves in the school setting.Introduces a practice model that calls for strengthened teacher-child connections.Addresses, in separate chapters, the roles of the teacher, principal, and school-based clinician, providing guidance and effective strategies for each.Demonstrates that interventions can be done effectively by existing school personnel.Describes a project to facilitate teacher gathering of psycho-social history that can be used to inform constructive curricular practice.Poses compelling questions for policymakers, including concerns about the effect that the current focus on standards and test scores is having on the emotional tone of schools.Includes a chapter addressing what we’ve learned from the recent tragic events of September 11th in New York City.

Thoughtful and comprehensive, DEVELOPMENTALLY APPROPRIATE PRACTICE: CURRICULUM AND DEVELOPMENT IN EARLY EDUCATION, 6th Edition, is designed to meet the needs of new early childhood students as well as experienced teachers, professionals, and parents. It provides an overview of the concepts and theoretical foundations of developmental practices and discusses the practical implications for teachers and caregivers. The text reflects the NAEYC position statement on Developmentally Appropriate Practice and includes content on aligning early childhood teaching practices with national and state education standards, in addition to many student-oriented features and applications. Among other changes, this edition includes new integration of professional standards, model letters for communicating with families, real-world scenarios for practicing intentional decision-making, and the latest on brain research relevant to early education. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

A focus on the developmental progress of children before the age of eight helps to inform their future successes, including their personality, social behavior, and intellectual capacity. However, it is difficult for experts to pinpoint best learning and parenting practices for young children. Early Childhood Development: Concepts, Methodologies, Tools, and Applications is an innovative reference source for the latest research on the cognitive, socio-emotional, physical, and linguistic development of children in settings such as homes, community-based centers, health facilities, and school. Highlighting a range of topics such as cognitive development, parental involvement, and school readiness, this multi-volume book is designed for educators, healthcare professionals, parents, academicians, and researchers interested in all aspects of early childhood development.

Enduring Issues in Special Education is aimed at any course in the undergraduate or graduate special education curriculum that is wholly or partly devoted to a critical examination of current issues in special education. The book organizes 28 chapters into seven sections using familiar structuring principles—what, who, where, how, when, why, and whither. Each section begins with an introduction that provides historical, legal, and theoretical background information and organizing commentary for the chapters that follow. The book’s objective, in addition to informing readers about the issues, is to develop critical thinking skills in the context of special education. Key features include the following: Dialectic Format – Each of the 28 chapters presents compelling reasons for addressing the issue at hand and specific ways to do so. Because each issue is written from different perspectives and focuses on a variety of aspects, readers are encouraged to weigh the arguments, seek additional information, and come up with synthesized positions of their own. Organizing Framework – The book’s seven sections have been arranged according to a scheme that is the essence of most investigative reporting and provides a coherent, easy-to-understand framework for readers. Expertise – All chapters are written by leading scholars who are highly regarded experts in their fields and conclude with suggested readings and discussion questions for additional study.

Strategies to promote literacy competence

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