

The Development Of Children Lightfoot

Changing Conceptions of Psychological Life is an interdisciplinary look at personal constructions of self. This book is a product of the 30th Annual Meeting of the Jean Piaget Society. The contributing authors constitute the original cast invited to speak on the theme of how individuals come to construe psychological lives--their own and others. Their concerns are how our sense of ourselves emerges developmentally, culturally, and historically, and the implications such constructions have for personal, social, and

political change. Together, the authors compose an international and interdisciplinary group of scholars well regarded for their work on topics as diverse as adolescence, language, aging, romance, and morality. Creating a level of discourse about selves and mind--and how they have been and should be studied--the volume is broken down into four parts; Part I includes work that is principally concerned with elevating the position of our experience of ourselves in constructing who we are. The next section focuses on the corrections presumed to exist between the conceptions of self and the

conceptions of mental life. Each chapter offers additional information on the dynamics of temperament, attachment, personality, and regulation. Part III is concerned with cultural contexts that frame developing conceptions of self and mental life. Finally, the last section situates conceptions of mental life directly and dramatically in the social contexts of their making. Readers will find in these pages a programmatic effort variously attuned to selves and minds as dynamic and structured, present and represented, felt and known, non-linguaged and storied, and embodied and theorized. The

volume is suitable for certain upper-level undergraduate and graduate seminars dealing with clinical, cognitive, cultural, and developmental matters and sought out by active researchers and practitioners in the field. Each chapter emphasizes theory and the ways of thinking about research by means of studies that chapter authors have used in their own research. The authors detail how their own research stands as an example of narrative inquiry conducted within a literary, cultural, social, or historical frame. In addition, they explain the problems and limits of narrative analysis, as well as the

rationale and methods they found most compelling, with an eye toward improving future inquiry.

What makes a good school? A prominent Harvard educator looks for the answers in six schools that have earned reputations for excellence: George Washington Carver High School in Atlanta; John F. Kennedy High School in the Bronx, New York; Highland Park High School near Chicago; Bookline High School in Brookline, Massachusetts; St. Paul's in Concord, New Hampshire; and the Milton Academy, near Boston.

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Based on interviews with forty-one teenagers, Lightfoot argues that adolescent risk-taking is necessary in establishing a sense of self and peer group identities

Creating the Storied Self

When Our Children Become Our Teachers

Changing Conceptions of Psychological Life

Building on the Legacy of T. Berry Brazelton

Canadian Railroad Trilogy

From Imprinting to Attachment in Cold War America

Offers guidelines on establishing effective dialogue

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between parents and teachers, examining the dynamics of conversations, the nature of the learning process, and principles and practices of improving family-school relationships.

In the twenty-first century, a developmental phase of life is emerging as significant and distinct, capturing our interest, engaging our curiosity, and expanding our understanding of human potential and development. Demographers talk about this new chapter in life as characterized by people—between fifty and seventy-five—who are considered "neither young nor old." In our "third chapters" we are

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beginning to redefine our views about the casualties and opportunities of aging; we are challenging cultural definitions of strength, maturity, power, and sexiness. This is a chapter in life when the traditional norms, rules, and rituals of our careers seem less encompassing and restrictive; when many women and men seem to be embracing new challenges and searching for greater meaning in life. In The Third Chapter, the renowned sociologist Dr. Sara Lawrence-Lightfoot offers a strong counterpoint to the murky ambivalence that shrouds our clear view of people in their third chapters. She challenges the

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still prevailing and anachronistic images of aging by documenting and revealing the ways in which the years between fifty and seventy-five may, in fact, be the most transformative and generative time in our lives, tracing the ways in which wisdom, experience, and new learning inspire individual growth and cultural transformation. The women and men whose voices fill the pages of The Third Chapter tell passionate and poignant stories of risk and vulnerability, failure and resilience, challenge and mastery, experimentation and improvisation, and insight and new learning.

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In Honey Paw and Lightfoot, readers are given a firsthand, compelling glimpse of grizzly bears. Illuminated by Jonathan's London spare, lyrical text and Jon Van Zyle's spectacular illustrations, this is the story of mama bear Honey Paw and her offspring Lightfoot, from his earliest days as a newborn, no bigger than a hamster, to curious cub to adolescent bear ready to head off on his own. And for readers who want to learn more, there is an afterword providing detailed information about grizzly bears including their relationship to indigenous cultures of the north and threats to their survival.

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"In Exploring the Dynamics of Human Development, Dr. Catherine Raeff constructs a theoretical framework that enables readers to reconcile seemingly disparate information by thinking systematically about dynamic developmental processes"--

Parenting Matters

Portraits Of Character And Culture

A Unifying Foundation

Supporting Parents of Children Ages 0-8

Transforming the Workforce for Children Birth Through Age 8

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A Novel

Discussing the nature and causes of language change, the authors of this text consider how far changes in morphology cause changes in syntax, and examine such phenomena from the perspective of syntactic and psycholinguistic theory.

Decades of research have demonstrated that the parent-child dyad and the environment of the familyâ€"which includes all primary caregiversâ€"are at the foundation of children's well-being and healthy development. From birth, children are

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learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts

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parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of

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family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and

facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

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When Franklin is hurt in a soccer game, his doctor sends him to the hospital to have the crack in his shell repaired.

"The Development of Children aims to provide students with a broad framework for understanding children's development. Written by a team of experts, topics covered include infancy, early childhood, diseases, and mental development."

--WorldCat.

The Development of Language
Studying the Development of Individuals in
Society

Why Children Turn Out the Way They Do Narrative Analysis

Syntactic Effects of Morphological Change How Children Select Their Languages

Chronologically organized, Child Development From Infancy to Adolescence, Second Edition presents topics within the field of child development through unique and highly engaging Active Learning opportunities. The Active Learning features integrated within the print text and digital program foster a dynamic and personal learning process for students.

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Within each chapter, authors Laura E. Levine and Joyce Munsch introduce students to a wide range of real-world applications of psychological research to child development. The in-text pedagogical features and the accompanying digital components help students discover the excitement of studying child development and equip them with skills they can use long after completing the course.

A sociologist explores the ways we leave one thing and move on to the next; how we anticipate, define and reflect on our

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departures; and our epiphanies that something is over and done with. How Children Develop has established itself as the topically organized textbook teachers and researchers trust for the most up-to-date perspectives on child development. The authors, each a well-known scientist and educator--have earned that trust by introducing core concepts and impactful discoveries with an unparalleled integration of theory, cultural research, and applications, all in a style that is authoritative yet

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immediately understandable and relevant to students. The new edition has been rigorously updated and welcomes co-author Elizabeth Gershoff (The University of Texas at Austin), who brings a breadth of research and teaching experience to the discussions of social and emotional development. It is also more interactive than ever before, with richer integration between the book and its interactive study features in LaunchPad.

Marguerite de Valois, the most beautiful woman in the French Court, is the subject

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of great scandal and intrigue. She is married to the Huguenot Henry of Navarre as her mother Catherine de Medici aims to bring peace to France. But within days of the wedding Paris is awash with blood. In a court rife with murder, political intrigue, debauchery and the hunger for power, can she hope to survive?

The Legacy of Racism for Children

The Development of Children

An Active Learning Approach

Narrative Development in Adolescence

Exploring the Dynamics of Human

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Development

Growing Each Other Up

Examines the evolving relationship between parents and their children over time, moving from a one-way flow of instruction and support to an exchange between equals.

Nominee for the 2012 Silver Birch Express Award in the Ontario Library Association's Forest of Reading Program This lavishly illustrated book brings Gordon Lightfoot's heart-stirring song, "Canadian Railroad Trilogy," to readers young and old. The song was commissioned by the CBC in 1967 to mark Canada's centennial year and it has been a classic

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ever since. It eloquently describes the construction of the Canadian Pacific Railway -- "an iron road runnin' from the sea to the sea" -- a great feat of nation building that changed Canada forever for good and for ill, as in the process many people died and were dispossessed of their land. Highly acclaimed, award-winning illustrator Ian Wallace brings the song to visual life with his sweeping landscapes and evocative portrayals of the people who lived the building of the railroad -- from the financiers in the east to First Nations people across the country to the thousands of navvies themselves, many of whom came from as far away as China.

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An argument that children are born to assign structures to their ambient language, yielding a view of language variation not based on parameters defined at UG. In this book, David Lightfoot argues that just as some birds are born to chirp, humans are born to parse—predisposed to assign linguistic structures to their ambient external language. This approach to language acquisition makes two contributions to the development of Minimalist thinking. First, it minimizes grammatical theory, dispensing with three major entities: parameters; an evaluation metric for the selection of grammars; and any independent parsing mechanism. Instead,

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Lightfoot argues, children parse their ambient external language using their internal language. Universal Grammar is “open,” consistent with what children learn through parsing with their internal language system. Second, this understanding of language acquisition yields a new view of variable properties in language—properties that occur only in certain languages. Under the open UG vision, very specific language particularities arise in response to new parses. Both external and internal languages play crucial, interacting roles: unstructured, amorphous external language is parsed and an internal language system results. Lightfoot explores

case studies that show such innovative parses of external language in the history of English: development of modal verbs, loss of verb movement, and nineteenth-century changes in the syntax of the verb to be. He then discusses how children learn through parsing; the role of parsing at the syntactic structure's interface with the externalization system and logical form; language change; and variable properties seen through the lens of an open UG. The notion that maternal care and love will determine a child's emotional well-being and future personality has become ubiquitous. In countless stories and movies we find that the problems of the

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protagonists—anything from the fear of romantic commitment to serial killing—stem from their troubled relationships with their mothers during childhood. How did we come to hold these views about the determinant power of mother love over an individual's emotional development? And what does this vision of mother love entail for children and mothers? In The Nature and Nurture of Love, Marga Vicedo examines scientific views about children's emotional needs and mother love from World War II until the 1970s, paying particular attention to John Bowlby's ethological theory of attachment behavior. Vicedo tracks the development of Bowlby's work as

well as the interdisciplinary research that he used to support his theory, including Konrad Lorenz's studies of imprinting in geese, Harry Harlow's experiments with monkeys, and Mary Ainsworth's observations of children and mothers in Uganda and the United States. Vicedo's historical analysis reveals that important psychoanalysts and animal researchers opposed the project of turning emotions into biological instincts. Despite those criticisms, she argues that attachment theory was paramount in turning mother love into a biological need. This shift introduced a new justification for the prescriptive role of biology in human affairs and had

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profound—and negative—consequences for mothers and for the valuation of mother love.

The Development of Children + Read and Practice for the Development of Children, Six Month Access

The Culture of Adolescent Risk-taking

The Good High School

Hostage Queen

The Essential Conversation

This interdisciplinary volume explores art, its development, and its role in the construction of knowledge. Presenting theory and research on artistic development as a cultural and creative

endeavor, contributors examine the origins of human art during the Paleolithic cultural revolution, as part of a modern cultural transformation, in the growth of a creative artist, and in developing children. Target chapters expressing the disciplinary perspectives of psychology, archaeology, communications, education, and the performing arts are followed by commentaries from internationally acclaimed scholars of human development. Part 1 explores how cultures harness and exploit the arts to give expression to values, social practices, and traditions. This section traces the emergence of new art forms

that arose during social unrest, including the symbolization of spiritual beliefs expressed on the walls of Paleolithic caves, and the racial identity and cultural values expressed in the media of the hip-hop generation. Part 2 examines the journeys of a composer and a group of students to highlight the process of becoming an artist and the role education plays in its development. The book concludes with a focus on the development of aesthetic appreciation and artistic activity in childhood and adolescence, including, for example, how a child's developing theory of mind affects appreciation for the arts, and how developing

empathy and emotional regulation contribute to the cognitive and affective underpinnings of acting in adolescence. As a whole contributors explore the developmental, sociocultural, and evolutionary processes that make the creation and experience of art possible. Intended for researchers and advanced students in both human development and the arts, this book will also serve as a textbook for advanced courses on psychology and the arts and/or special topics courses in cognitive and/or human development.

This volume celebrates the work and influence of T. Berry Brazelton, one of the world's

foremost pediatricians, by bringing together contributions from researchers and clinicians whose own pioneering work has been inspired by Brazelton's foundations in the field of child development. Includes contributions from experts influenced by the work of Brazelton from a wide range of fields, including pediatrics, psychology, nursing, early childhood education, occupational therapy, and public policy Provides an overview of the field of child development, from the explosion of infant research in the 1960s to contemporary studies Outlines the achievements and influence of T. Berry Brazelton, one of the world's foremost

pediatricians, and his lasting influence in continuing research, practice, and public policy. This detailed study guide helps students to understand and retain the text material at a higher level than they are likely to achieve by reading the text alone. Each chapter includes a variety of practice tests and exercises to help integrate themes that reappear in various chapters. Each chapter also includes a review of key concepts, guided study questions, and section reviews.

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.

Franklin Goes to the Hospital

An Integrative Approach

Twenty Studies That Revolutionized Child

Psychology

Lightfoot the Deer

Loose-leaf Version for Development of Children

The Nature and Nurture of Love

This popular textbook is an authoritative chronological exploration of how the lives of children are shaped by biological and cultural factors. The book offers a lively, engaging, and always accessible examination of child development as a process involving the whole child within multiple, mutually influencing contexts. Throughout, the emphasis is on how the interaction of biology and culture contributes both to the universal pathways of development shared by all children and to the diverse developmental patterns that unfold in the lives of individual children. This is an accessible introduction to Developmental Psychology for students taking courses that focus on child and adolescent development. This book can also be purchased with the

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breakthrough online resource, LaunchPad, which offers innovative media content, curated and organised for easy assignability. LaunchPad's intuitive interface presents quizzing, flashcards, animations and much more to make learning actively engaging.

This book presents a general overview of our current knowledge of language development in children. All the principal strands of language development are covered, including phonological, lexical, syntactic and pragmatic development; bilingualism; precursors to language development in infancy; and the language development of children with developmental disabilities, including children with specific language impairment. Written by leading international authorities, each chapter summarises clearly

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and lucidly our current state of knowledge, and carefully explains and evaluates the theories which have been proposed to account for children's development in that area. Monisha Pasupathi and Kate C. McLean Where Have You Been, Where Are You Going? Narrative Identity in Adolescence How can we help youth move from childhood to adulthood in the most effective and positive way possible? This is a question that parents, educators, researchers, and policy makers engage with every day. In this book, we explore the potential power of the stories that youth construct as one route for such movement. Our emphasis is on how those stories serve to build a sense of identity for youth and how the kinds of stories youth tell are informed by their broader contexts - from parents and friends to nationalities

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and history. Identity development, and in particular narrative identity development, concerns the ways in which adolescents must integrate their past and present and articulate and anticipate their futures (Erikson, 1968). Viewed in this way, identity development is not only unique to adolescence (and emergent adulthood), but also intimately linked to childhood and to adulthood. The title for this chapter, borrowed from the Joyce Carol Oates story, highlights the precarious position of adolescence in relation to the construction of identity. In this story, the protagonist, poised between childhood and adulthood, navigates a series of encounters with relatively little awareness of either her childhood past or her potential adult futures. Her choices are risky and her future, at the end, looks dark.

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When children become entangled with the law, their lives can be disrupted irrevocably. When those children are underrepresented minorities, the potential for disruption is even greater. *The Legacy of Racism for Children: Psychology, Law, and Public Policy* examines issues that arise when minority children's lives are directly or indirectly influenced by law and public policy. Uniquely comprehensive in scope, this trailblazing volume offers cutting-edge chapters on the intersections of race/ethnicity within the context of child maltreatment, child dependency court, custody and adoption, familial incarceration, school discipline and the "school-to-prison pipeline," juvenile justice, police/youth interactions, and jurors' perceptions of child and adolescent victims and defendants. The book also includes chapters

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focused on troubling situations that are less commonly researched, but growing in importance, including the role of race and racism in child sex trafficking and US immigration law and policy. Thus, individual chapters explore myriad ways in which law and policy shape the lives of marginalized children and adolescents - racial and ethnic minorities - who historically and presently are at heightened risk for experiencing disadvantageous consequences of law and policy. In so doing, *The Legacy of Racism for Children* can help social scientists to understand and work to prevent the perpetuation of racial discrimination in American laws and public policies.

Launchpad for Lightfoot's *The Development of Children*, Six Month Access

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Born to Parse

The Endings That Set Us Free

Psychology, Law, and Public Policy

What Parents and Teachers Can Learn from Each Other

Loose-Leaf Version for the Development of Children

Development is best understood as a fusion of biological, social, and psychological processes interacting in the unique medium of human culture. [In this text, the authors] have tried to show not only the role of each of these factors considered separately but also how they interact in diverse cultural contexts to create whole, unique human beings.-Pref.

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The 'Get to Know Me' series is aimed at children with additional needs and those who support them in the classroom. Developed by child psychologist Dr Louise Lightfoot and illustrated by Catherine Hicks, the resources in this series include activities specific to anxiety, depression and Obsessive Compulsive Disorder (OCD). This book, Silver Matilda, has been designed to support the individual child but also to be used in whole class teaching, to encourage an empathetic and inclusive environment. In this book, we meet Silver Matilda, a bird with silver feathers known for her beauty and graceful flight. The story follows Matilda as she loses her bright

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feathers and ashamed, hides away from the world until one day an owl comes and sits with her. The owl shows Matilda empathy and stays with her whilst she recovers and watches as she becomes stronger through her experience. This book was written with children with depression in mind, providing an opportunity to relate to Matilda's thoughts, feelings, behaviours and experiences. However, children with a range of needs may benefit from the story. The book is written in a narrative style, so it does not use diagnostic labels and is not intended for this purpose. Instead the focus is on creating a common language which children can understand and use to make

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sense of how they are feeling. A practitioner guidebook (ISBN 9780815349433) and draw along version (ISBN 9780815349464) are also available.

The Development of Children Macmillan

Now updated with new material throughout, Alicia F. Lieberman's The Emotional Life of the Toddler is the seminal, detailed look into the varied and intense emotional life of children aged one to three. Hailed as "groundbreaking" by The Boston Globe after its initial publication, the new edition includes the latest research on this crucial stage of development. Anyone who has followed an active toddler around for a day knows that a

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child of this age is a whirlwind of explosive, contradictory, and ever-changing emotions. Alicia F. Lieberman offers an in-depth examination of toddlers' emotional development, and illuminates how to optimize this crucial stage so that toddlers can develop into emotionally healthy children and adults. Drawing on her lifelong research, Dr. Lieberman addresses commonly asked questions and issues. Why, for example, is "no" often the favorite response of the toddler? How should parents deal with the anger they might feel when their toddler is being aggressively stubborn? Why does a crying toddler run to his mother for a hug only to push

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himself vigorously away as soon as she begins to embrace him? This updated edition also addresses twenty-first century concerns such as how to handle screen time on devices and parenting in a post-internet world. With the help of numerous examples and vivid cases, Lieberman answers these and other questions, providing, in the process, a rich, insightful profile of the roller coaster emotional world of the toddler.

The Third Chapter

Get to Know Me: Depression

Honey Paw and Lightfoot

Development of Children (Comp Copy)

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Silver Matilda

Children's Genitals Under the Knife

For undergraduate courses in Child Development/Psychology, Life Span Development, Child and Family Studies, and Human Growth and Development *Twenty Studies That Revolutionized Child Psychology* gives students a systematic look at the process of child psychology research by examining the twenty most revolutionary scientific investigations in the field over the course of the last fifty years. For the second edition, author and child psychologist Wallace Dixon polled an expanded number of experts in the field to determine the most important studies to be included.

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The result is an updated collection of revolutionary studies that helps students to better understand the discipline of child psychology.

The stars shine brightest out of the deepest dark . . .” A child is imprisoned in a house by her reclusive, religious parents. Hester Wakefield has never spoken to another child, nor seen the outside world. Her one possession is an illustrated children’s Bible, and its imagery forms the sole basis for her capacity to make poetic, real-life connections. Her companions at home are Cat, Spoon, Door, Handle, Broom, and Tree, and they all speak to her, sometimes telling her what to do. One day she takes a brave Alice in Wonderland trip into the forbidden outside, at the behest of Handle, and this overwhelming

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encounter with light and sky and sunshine is a marvel to her. From this moment on, Hester learns that there are some things she cannot tell her parents, and she keeps this secret to herself. Hester buries it among her other secrets, the ones that take place in the shadowy corners of her insular world, and she keeps them all locked inside her as they multiply and grow, waiting until she can find other ways to be free. One Foot Wrong challenges the boundaries of right and wrong, sanity and madness, love and justice, poetry and life. The story told by Hester is often dark and harrowing, but the affecting impact of her distinctive voice and her way of seeing the world illuminates every page and makes this novel an exhilarating, enlightening and, ultimately, an uplifting

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and transformative experience.

Argues that children's development is influenced primarily by their peers--other children--rather than by their parents

Lightfoot tries to explain to Peter Rabbit how he can grow new antlers.

The Emotional Life of the Toddler

Nurturing Children and Families

Passion, Risk, and Adventure in the 25 Years After 50

Child Development From Infancy to Adolescence

One Foot Wrong

The Development of Children Study Guide