

The Impact Of Pretend Play On Childrens Development

Play is a paradox. Why would the young of so many species--the very animals at greatest risk for injury and predation--devote so much time and energy to an activity that by definition has no immediate purpose? This question has long puzzled students of animal behavior, and has been the focus of considerable empirical investigation and debate. In this first comprehensive and state-of-the-art review of what we have learned from decades of research on exploration and play in children and animals, Power examines the paradox from all angles. Covering solitary activity as well as play with peers, siblings, and parents, he considers the nature, development, and functions of play, as well as the gender differences in early play patterns. A major purpose is to explore the relevance of the animal literature for understanding human behavior. The nature and amount of children's play varies significantly across cultures, so the author makes cross-cultural comparisons wherever possible. The scope is broad and the range multidisciplinary. He draws on studies by developmental researchers in psychology and other fields, ethologists, anthropologists, sociologists, sociolinguists, early childhood educators, and pediatricians. And he places research on play in the context of research on such related phenomena as prosocial behavior and aggression. Finally, Power points out directions for further inquiry and implications for those who work with young children and their parents. Researchers and students will find Play and Exploration in Children and Animals an invaluable summary of controversies, methods, and findings; practitioners and educators will find it an invaluable compendium of information relevant to their efforts to enrich play experiences.

Children are widely celebrated for their imaginations, but developmental research on this topic has often been fragmented or narrowly focused on fantasy. However, there is growing appreciation for the role that imagination plays in cognitive and emotional development, as well as its link with children's understanding of the real world. With their imaginations, children mentally transcend time, place, and/or circumstance to think about what might have been, plan and anticipate the future, create fictional relationships and worlds, and consider alternatives to the actual experiences of their lives. The Oxford Handbook of the Development of Imagination provides a comprehensive overview of this broad new perspective by bringing together leading researchers whose findings are moving the study of imagination from the margins of mainstream psychology to a central role in current efforts to understand human thought. The topics covered include fantasy-reality distinctions, pretend play, magical thinking, narrative, anthropomorphism, counterfactual reasoning, mental time travel, creativity, paracosms, imaginary companions, imagination in non-human animals, the evolution of imagination, autism, dissociation, and the capacity to derive real life resilience from imaginative experiences. Many of the chapters include discussions of the educational, clinical, and legal implications of the research findings and research methods used. This is an invaluable compendium of information relevant to a wide range of professionals.

What happened to playful learning in preschool? -- The evidence for playful learning in preschool -- Epilogue

The Importance of Play in Early Childhood Education presents various theories of play and demonstrates how it serves communicative, developmental, and relational functions, highlighting the importance and development of the capacity to play in terms useful to early childhood educators. The book explicitly links trauma, development, and interventions in the early childhood classroom specifically for teachers of young children, offering accessible information that can help teachers better understand the meanings of children's expressive acts. Contributors from education, psychoanalysis, and developmental psychology explore techniques of play, how cultural influences affect how children play, the effect of trauma on play, factors that interfere with the ability to play, and how to apply these ideas in the classroom. They also discuss the relevance of ideas about playfulness for teachers and other professionals. The Impartance of Play in Early Childhood Education will be of great interest to teachers, psychoanalysts, and psychotherapists as well as play therapists and developmental psychologists.

The Cambridge Handbook of Lifespan Development of Creativity

The Cambridge Handbook of Play

Standards for Early Childhood Mathematics Education

Developmental and Disciplinary Perspectives

Escaping the Endless Adolescence

The Oxford Handbook of the Development of Imagination

The Role of Play in Human Development

This book is the revised and updated manual for the Child-Initiated Pretend Play Assessment. This manual describes the background, administration, scoring and interpretation of the Child-Initiated Pretend Play Assessment. This assessment is for therapists and other professionals who work with children aged 3 to 7 years, who do not know how to play or have difficulty in the ability of pretend play.

The CHPPA 2 is a norm-referenced standardized assessment of the quality of children's ability to self-initiate their own pretend play. It is suitable for play assessment of children who have a diagnosis of autism, developmental delay, specific language disorders, cognitive delay, learning problems and for any child aged 3 to 7 years who does not play or cannot play. With this manual comes revised scoring booklets for 3 year old children and revised scoring booklet for children aged 4 to 7 years. The Clinical Observations Form in the scoring booklet has been updated and play theme analysis has been added. The revised manual, the CHPPA 2, has more detailed information on underlying assumptions of the assessment, administration, scoring and assessment. It has more illustrations than the original manual. Play theme analysis has been updated and in interpretation, one further play style for typical children has been added and 3 further play styles indicating a deficit in play ability have been added.

While the subject of play may seem trivial for behavioral science, E.O. Wilson noted that understanding the significance of play is an important challenge facing scholars in these fields. Play is observed among juveniles across a number of animal species and is especially prevalent in young mammals, yet it is difficult to define or to attribute functional significance to it. In this book, Pellegrini argues that play is an excellent example of the ways in which biology and culture influence each other, especially during childhood. Specifically, the innovative possibilities associated with different forms of play behavior during the juvenile period can influence individuals' skill acquisition, and possibly influence the development of the species. In order to understand play in this broad sense, it is necessary to understand its phylogenetic development (across monkeys, great apes, and humans), its place within human development, and its function(s) and antecedents. Such an understanding of the role of play in childhood has implications for a deeper understanding of the role of development in the human experience. This book is unique among its competitors in that it takes an explicitly theoretical orientation as it is applied to human play, in an evolutionary context. This will be the only volume to provide a coherent theoretical framework addressing the role of play in development. In his concluding chapter, Pellegrini will synthesize his arguments and theory, and speculate about directions for future research in the area. Because of these two aspects, this book has the potential to be a highly influential book for scholars in developmental psychology, educational psychology, evolutionary biology, and play theorists in anthropology.

In Plays-Learning, top experts in child development and learning contend that in over-emphasizing academic achievement, our culture has forgotten about the importance of play for children's development.

Creativity and the Wandering Mind: Spontaneous and Controlled Cognition summarizes research on the impact of mind wandering and cognitive control on creativity, including imagination, fantasy and play. Most coverage in this area has either focused on the negative consequences of mind wandering on focused problem solving or the positive effect of mindfulness, but not on the positive consequences of mind wandering. This volume bridges that gap. Research indicates that most people experience mind wandering during a large percentage of their waking time, and that it is a baseline default mode of brain function during the awake but resting state. This volume explores the different kinds of mind wandering and its positive impact on imagination, play, problem-solving, and creative production. Discusses spontaneous and controlled processes in creativity Examines the relationship between mind wandering, consciousness, and imagination Reviews research on problem-solving, imagination, play, and learning Highlights the positive impact of mind wandering on creative thought and output

Black Like Me

The Weird World of Words

Tools of the Mind

Play = Learning

A Unifying Foundation

An Integrative Account of Preschoolers' Pretend-play Narratives, the Mediating Impact of Age, Toy Structure, and Social Knowledge

The ELC: An Early Childhood Learning Community at Work

Multiple studies have supported the link between anger and aggression. It is not uncommon for anger to result in aggressive acts, especially in children still learning socially appropriate ways of coping. Furthermore, childhood aggression is typically viewed as a concerning act that should be reduced or eliminated. However, some research shows that within pretend play, aggression can be adaptive. Studies have supported the Mastery/Catharsis hypothesis, the theory that aggression in pretend play acts as a release of emotions and processing of events, by showing that children who exhibit more aggression within their pretend play exhibit less aggression outside of play. Pretend play has been proposed as an adaptive coping mechanism for children. Although the literature supports the role of pretend play in coping with anxiety, the role of play in coping with anger has not previously been evaluated. The current study used a pretest/posttest design to evaluate the relationships between anger and aggression in pretend play and the role of aggression in pretend play in regulating anger in preschool aged children. Mood was measured at three time points: baseline measure prior to play or mood induction (Time 1), measure after the mood induction (Time 2), and after the condition manipulation (Time 3). Baseline measures of pretend play were also collected prior to the mood induction for all children. After the mood induction, half the participants participated in a measure of pretend play and the other half watched an emotionally neutral 5-minute video. Measures of mood were then collected again. Given the strong relationship between anger and aggression, it was hypothesized that anger would increase aggression in pretend play. Furthermore, according to the Mastery/Catharsis hypothesis engaging in aggression in pretend play should reduce anger. Therefore, it was hypothesized that participants in the treatment condition, who engaged in pretend play, would show a greater reduction in anger than children in the control group, who watched a neutral video. Results indicated that the mood induction resulted in a worse mood than the baseline mood. Furthermore, children engaged in more aggression in pretend play after being angered than prior to being angered. Finally, there were no significant differences in mood scores at the end of the study between the treatment and control groups. The present study developed a novel, effective, and mild negative mood induction procedure for preschool children. Additionally, it found a relationship between anger and aggression in pretend play in preschoolers. Although the present study did not find pretend play was more effective in improving mood that the control condition, future studies should evaluate this relationship further as there were several extraneous variables that were not controlled for (e.g., emotion regulation abilities).

A gargantuan, mind-altering comedy about the Pursuit of Happiness in America Set in an addicts' halfway house and a tennis academy, and featuring the most endearingly screwed-up family to come along in recent fiction, Infinite Jest explores essential questions about what entertainment is and why it has come to so dominate our lives; about how our desire for entertainment affects our need to connect with other people; and about what the pleasures we choose say about who we are. Equal parts philosophical quest and screwball comedy, Infinite Jest bends every rule of fiction without sacrificing for a moment its own entertainment value. It is an exuberant, uniquely American exploration of the passions that make us human - and one of those rare books that renew the idea of what a novel can do. "The next step in fiction, really - accurate, and darkly witty... Think Beckett, think Pynchon, think Gaddis. Think..." -Sven Birkerts, The Atlantic Creativity and innovation are frequently mentioned as key skills for career and life success in today's world. This award-winning book brings together some of the world's best thinkers and researchers to offer insights on creativity, innovation, and entrepreneurship. The new edition features fully updated chapters, including expanded coverage of exciting topics such as group creativity, ethics, development, makerspaces, and lessons from other fields. Educational applications are emphasized throughout. Creativity is often the spice of life, that little extra something that makes the mundane into the interesting, making our routines into fresh new approaches to our daily lives. With this book's comprehensive and readable approach, you'll be able to understand what creativity truly is (and isn't), how to foster it, and how it relates to intelligence, leadership, personality, and other concepts.

Theory of Mind Development in Context is the first book of its kind to explore how children's environments shape their theory of mind and, in turn, their ability to interact effectively with others. Based on world-leading research, and inspired by the ground-breaking work of Candia Peterson, the original collected chapters demonstrate that children's understanding of other people is shaped by their everyday environment. Specifically, the chapters illustrate how theory of mind development varies with broad cultural context, socioeconomic status, institutional versus home rearing, family size, parental communication style, and aspects of schooling. The volume also features research showing that, by virtue of their condition, children who are deaf or who have an autism spectrum disorder function in environments that differ from those of typical children and this in turn influences their theory of mind. Although much important research has emphasized the role of nature in theory of mind development, this book highlights that children's understanding of other people is nurtured through their everyday experiences and interactions. This perspective is essential for students, researchers, and practitioners to gain a complete understanding of how this fundamental skill develops in humans. The book is invaluable for academic researchers and advanced students in developmental psychology, education, social psychology, cognitive psychology, and the social sciences, as well as practicing psychologists, counselors, and psychiatrists, particularly those who deal with disorders involving social and/or communicative deficits.

The Role of Affect and Play in the Creative Process

Artistic Citizenship

ChIPPA 2

Engaging Young Children in Mathematics

The Impact of Family Poverty and Early Care Experiences on the Development of Pretend Play

Transforming the Workforce for Children Birth Through Age 8

Development of Emotion Regulation and the Impact of Pretend Play

Written to support early years professionals who are fascinated by the complexities and implications of early development, this fully updated second edition explains why children need to play and offers practical guidance on how best to support children's development and learning through play. Based on a wealth of research in the field, this accessible and engaging book explores why children play and stages in their development and shows how play can complement and enhance their social, emotional, perceptual, motor and intellectual development. The author shows how detailed observations of children at play can lead to providing the most appropriate learning opportunities for children with different aptitudes and abilities. Topics discussed include: the learning potential within different intelligences and children's self-esteem contribute to overall development; supporting children that find it difficult to play: gender bias: the nature versus nurture debate: using observations to ensure appropriate play experiences: ideas and strategies for carrying out small-scale research. With suggestions for practitioner activities, and for action research questions that can be used for continuing professional development.

The Intentionality Model builds on the child's engagement in a world of persons and objects, the effort that learning language requires, and the essential tension between engagement and effort that propels language acquisition. According to this perspective, children learn language in acts of expression and interpretation: they work at acquiring language; all aspects of a child's development contribute to this process, and the actions in everyday events, in real time, an in developmental time between the emergence of words at about 13 months and the transition to simple sentences at about 2 years of age. The conclusions show that performance counts for explaining language acquisition: language is not acquired independently but in relation to other behaviors: acquiring language is not easy and requires the work of others: the actions of amateur and professional artists and examines ethical issues that are conventionally dismissed in discourses on these topics. The questions this book addresses include: How does the concept of citizenship relate to the arts? What sociocultural, political, environmental, and gendered "goods" can artistic engagements create for people worldwide? Do they have distinctive potentials for nurturing artistic citizenship? What are the most effective strategies in the arts to institute change and/or resist local, national, and world problems? What obligations do artists and consumers of art have to facilitate relationships between the arts and citizenship? How can artistic activities contribute to the eradication of adverse "isms"? A substantial accompanying workbook includes videotaped interviews with scholars and practitioners working in a variety of spaces and places, a blog, and supplementary resources about existing and emerging initiatives. Thoroughly researched and engagingly written, Artistic Citizenship is an essential text for artists, scholars, policymakers, educators, and students.

This handbook focuses on the development and nurturance of creativity across the lifespan, from early childhood to adolescence, adulthood, and later life. It answers the question: how can we help individuals turn their creative potential into achievement? Each chapter examines various contexts in which creativity exists, including school, workplace, community spaces, and family life. It covers the history and theory of creativity, and offers practical advice on how to foster it. It also discusses the role of play in the development of creativity, and the role of play in the development of creativity. The handbook also discusses the role of play in the development of creativity, and the role of play in the development of creativity. It covers the role of play in the development of creativity, and the role of play in the development of creativity.

Play and Exploration in Children and Animals

Perspectives on Creativity Development

Spontaneous and Controlled Cognition

Intelligence Redefined

The Definitive Griffin Estate Edition

A Guided Tour

A Closer Look on Reflective Emotion Regulation of Expression in Childhood

The human imagination manifests in countless different forms. We imagine the possible and the impossible. How do we do this so effortlessly? Why did the capacity for imagination evolve and manifest with undeniably manifold complexity uniquely in human beings? This handbook reflects on such questions by collecting perspectives on imagination from leading experts. It showcases a rich and detailed analysis on how the imagination is understood across several disciplines of study, including anthropology, archaeology, medicine, neuroscience, psychology, philosophy, and the arts. An integrated theoretical-empirical-applied picture of the field is presented, which stands to inform researchers, students, and practitioners about the issues of relevance across the board when considering the imagination. With each chapter, the nature of human imagination is examined - what it entails, how it evolved, and why it singularly defines us as a species.

Issues in Psychology and Psychiatry Research and Practice: 2013 Edition is a ScholarlyEditions™ book that delivers timely, authoritative, and comprehensive information about Additional Research. The editors have built Issues in Psychology and Psychiatry Research and Practice: 2013 Edition on the vast information databases of ScholarlyNews.™ You can expect the information about Additional Research in this book to be deeper than what you can access anywhere else, as well as consistently reliable, authoritative, informed, and relevant. The content of Issues in Psychology and Psychiatry Research and Practice: 2013 Edition has been produced by the world's leading scientists, engineers, analysts, research institutions, and companies. All of the content is from peer-reviewed sources, and all of it is written, assembled, and edited by the editors at ScholarlyEditions™ and available exclusively from us. You now have a source you can cite with authority, confidence, and credibility. More information is available at <http://www.ScholarlyEditions.com/>.

Imagination and the Creative Process: This book explores the relationship between the use of the imagination in children's play and their social, cognitive, and emotional development. Furthermore, there are a number of gender differences in the type of

*imaginary play and pretend friends children create. Children of all ages report engaging in make-believe play. Therefore, this study investigated whether children create imaginary companions as a result of their social adaptability or socially adapt in the way that they do as a result of the presence of an imaginary companion. Much work has been done on cognitive processes and creativity, but there is another half to the picture of creativity - the affect half. This book addresses that other half by synthesizing the information that exists about affect and creativity and presenting a new model of the role of affect in the creative process. Current information comes from disparate literatures, research traditions, and theoretical approaches. There is a need in the field for a comprehensive framework for understanding and investigating the role of affect in creativity. The model presented here spells out connections between specific affective and cognitive processes important in creativity, and personality traits associated with creativity. Identifying common findings and themes in a variety of research studies and descriptions of the creative process, this book integrates child and adult research and the classic psychoanalytic approach to creativity with contemporary social and cognitive psychology. In so doing, it addresses two major questions: * Is affect an important part of the creative process? * If it is, then how is affect involved in creative thinking? In addition, Russ presents her own research program in the area of affect and creativity, and introduces The Affect in Play Scale - a method of measuring affective expression in children's play - which can be useful in child psychotherapy and creativity research. Current Issues in the creativity area are also discussed, such as artistic versus scientific creativity, children and the creative process, the role of computers in learning about creativity, gender differences in the creative process, and enhancing creativity in home, school, and work settings. Finally, Russ points to future research issues and directions, and discusses alternative research paradigms such as mood-induction methods versus children's play procedures.*

Ask a Manager

Creativity and Innovation

Theory of Mind Development in Context

The SAGE Encyclopedia of Lifespan Human Development

The Vygotskian Approach to Early Childhood Education

The Importance of Play in Early Childhood Education

Enhancing Learning Through Play

Questioning everything we know about the childhood predictors of adult greatness, a cognitive psychologist, who was told as a child that he wasn't smart enough to graduate from high school, explores the latest research to uncover the truth about human potential.

Do you sometimes wonder how your teen is ever going to survive on his or her own as an adult? Does your high school junior seem oblivious to the challenges that lie ahead? Does your academically successful nineteen-year-old still expect you to "just take care of" even the most basic life tasks? Welcome to the stunted world of the Endless Adolescence. Recent studies show that today's teenagers are more anxious and stressed and less independent and motivated to grow up than ever before. Twenty-five is rapidly becoming the new fifteen for a generation suffering from a debilitating "failure to launch." Now two preeminent clinical psychologists tell us why and chart a groundbreaking escape route for teens and parents.

Drawing on their extensive research and practice, Joseph Allen and Claudia Worrell Allen show that most teen problems are not hardwired into teens' brains and hormones but grow instead out of a "Nurture Paradox" in which our efforts to support our teens by shielding them from the growth-sprynging rigors and rewards of the adult world have backfired badly. With compelling examples and practical and profound suggestions, the authors outline a novel approach for producing dramatic leaps forward in teen maturity, including:

- Turn Consumers into Contributors Help teens experience adult maturity-its bumps and its joys-through the right kind of employment or volunteer activity.
- Feed Them with Feedback Let teens see and hear how the larger world perceives them. Shielding them from criticism-constructive or otherwise-will only leave them unequipped to deal with it when they get to the "real world."
- Provide Adult Connections Even though they "deny it, teens desperately need to interact with adults (including parents) on a more mature level-and such interaction will help them blossom!"

Stretch the Teen Envelope Do fewer things for teens that they can do for themselves, and give them tasks just beyond their current level of competence and comfort. Today's teens are starved for the lost fundamentals they need to really grow: adult connections and the adult rewards of autonomy, competence, and mastery. Restoring these will help them unlearn their adolescent helplessness and grow into adults who can make you and themselves proud.

This American classic has been corrected from the original manuscripts and indexed, featuring historic photographs and an extensive biographical afterword.

Development of Emotion Regulation and the Impact of Pretend PlayA Closer Look on Reflective Emotion Regulation of Expression in ChildhoodThe Role of Play in Human DevelopmentOxford University Press, USA

The Cambridge Handbook of the Imagination

A Brief Pretend Play Intervention to Facilitate Play and Creativity in Preschool Children

How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth

Creativity and the Wandering Mind

Play

Affect and Creativity

A Developmental Perspective for Early Years Settings

Pretend play has been a focus of interest in the research literature. In school-aged children, both cognitive and affective processes in play have been related to measures of creativity, including divergent thinking and creative storytelling. In the only previous examination of these play processes in preschool-aged children, cognitive and affective play processes related to divergent thinking. One goal of the current study was to replicate this finding and examine the relationship between pretend play and storytelling creativity in a preschool sample. A second goal was to test the effectiveness of a brief play intervention implemented within a preschool setting. Adult-led play interventions have effectively improved play skills and related developmental skills for children with documented play deficits. There is a need for an empirically-based, brief play intervention for typically developing preschool-aged children. As pretend play peaks during the preschool years, a play facilitation intervention implemented during these key years could have a large impact on a child's pretend play and development. A pilot study adapted the intervention developed by Russ and colleagues for use with preschool-aged children and their parents and found medium to large effect sizes for increased play skills for the intervention group at outcome. The current study aimed to examine the effectiveness of this intervention for children within a preschool setting without parental involvement.Forty-one typically developing children participated from a local preschool. Pretend play, divergent thinking, and creative storytelling were assessed at baseline and outcome. Children were randomly assigned to the play skills intervention group or the active control group. All children received three 20-30 minute individual play sessions with a researcher. At baseline, results were that cognitive and affective processes in play related to divergent thinking and creative storytelling. The play intervention was not effective at significantly improving the pretend play skills or subsequent creativity for children in the intervention group compared to children in the control group. Reasons for the nonsignificant findings for the intervention and suggestions for future refinement and use with the intervention protocol are discussed.

Did you know that 'Almost' is the longest word in the English language with all of its letters in alphabetical order ? Or that 'Stewardesses' is the longest word you can type solely with your left hand? Or that fireflies aren't actually flies, they're beetles? From information about words and their uses, to useful lists of things you never knew had names, palindromes, famous lines from literature and film, bizarre test answers and more, The Weird World of Words is bursting with truly oddball facts about words and language - and will have you hooked from the very first page. This text is designed for advanced Curriculum, Methods, and Issues courses in Early Childhood Education and Child and Family Studies departments. As the only text of its kind, this book provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/kindergarten, and primary grades and o.

Play takes up much of the time budget of young children, and many animals, but its importance in development remains contested. This comprehensive collection brings together multidisciplinary and developmental perspectives on the forms and functions of play in animals, children in different societies, and through the lifespan. The Cambridge Handbook of Play covers the evolution of play in animals, especially mammals; the development of play from infancy through childhood and into adulthood; historical and anthropological perspectives on play; theories and methodologies; the role of play in children's learning; play in special groups such as children with impairments, or suffering political violence; and the practical applications of playwork and play therapy. Written by an international team of scholars from diverse disciplines such as psychology, education, neuroscience, sociology, evolutionary biology and anthropology, this essential reference presents the current state of the field in play research.

The Therapy Manual

An Evaluation of the Impact of Anger on Aggression in Pretend Play and the Role of Pretend Play in Regulating Anger in Preschoolers

Issues in Psychology and Psychiatry Research and Practice: 2013 Edition

Infinite Jest

Learning Language and Loving It

A Guide to Promoting Children's Social, Language and Literacy Development in Early Childhood Settings

The Child-Initiated Pretend Play Assessment 2

Creativity development is a nonlinear and multifaceted process starting early in life. This new thematic issue incorporates recent insights into the intersection of creativity research and developmental science. Specifically, it addresses the development of creativity with a focus on childhood and adolescence with a multidisciplinary perspective, including developmental, neurobiological, intercultural, educational, psychosocial, and differential approaches. Topics covered include: The foundation of adult creativity in childhood and adolescence, Developmental perspectives on the issue of domain generality-specificity of creativity, The neurobiological basis of creativity in childhood and adolescence. Commentaries by established proponents of the field integrate meaningfully these multiple insights on creativity development, as a reference for developmental scientists, creativity researchers, and practitioners. This is the 151st volume in this Jossey-Bass series New Directions for Child and Adolescent Development. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area. Each volume focuses on a specific new direction or research topic and is edited by experts from that field.

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.

In approximately 800 signed articles by experts from a wide diversity of fields, this encyclopedia explores all individual and situational factors related to human development across the lifespan.

From the creator of the popular website Ask a Manager and New York's work-advice columnist comes a witty, practical guide to 200 difficult professional conversations--featuring all-new advice! There's a reason Alison Green has been called "the Dear Abby of the work world." Ten years as a workplace-advice columnist have taught her that people avoid awkward conversations in the office because they simply don't know what to say. Thankfully, Green does--and in this incredibly helpful book, she tackles the tough discussions you may need to have during your career. You'll learn what to say when • coworkers push their work on you--then take credit for it • you accidentally trash-talk someone in an email then hit "reply all" • you're being micromanaged-or not being managed at all • you catch a colleague in a lie • your boss seems unhappy with your work • your cubemate's loud speakerphone is making you homicidal • you got drunk at the holiday party Praise for Ask a Manager "A must-read for anyone who works . . . [Alison Green's] advice boils down to the idea that you should be professional (even when others are not) and that communicating in a straightforward manner with candor and kindness will get you far, no matter where you work."--Booklist (starred review) "The author's friendly, warm, no-nonsense writing is a pleasure to read, and her advice can be widely applied to relationships in all areas of readers' lives. Ideal for anyone new to the job market or new to management, or anyone hoping to improve their work experience."--Library Journal (starred review) "I am a huge fan of Alison Green's Ask a Manager column. This book is even better. It teaches us how to deal with many of the most vexing big and little problems in our workplaces--and to do so with grace, confidence, and a sense of humor."--Robert Sutton, Stanford professor and author of The No Asshole Rule and The Asshole Survival Guide "Ask a Manager is the ultimate playbook for navigating the traditional workforce in a diplomatic but firm way."--Erin Lowry, author of Broke Millennial: Stop Scraping By and Get Your Financial Life Together

New Directions for Child and Adolescent Development, Number 151

Psychoanalytic, Attachment, and Developmental Perspectives

The Socio-emotional Impact of Pretend Play with Parents on Foster Children

Applying the Scientific Evidence

Engagement, Effort and the Essential Tension in Development

The Impact of Imaginary Companions on Social Development

Engaging Young Children in Mathematics: Standards for Early Childhood Mathematics Education brings together the combined wisdom of a diverse group of experts involved with early childhood mathematics. The book originates from the landmark 2000 Conference on Standards for Pre-kindergarten and Kindergarten Mathematics Education, attended by representatives from almost every state developing standards for young children's mathematics; federal government officials; mathematicians; mathematics educators; researchers from mathematics education, early childhood education, and psychology; curriculum developers; teachers; policymakers; and professionals from organizations such as the National Conference of Teachers of Mathematics and the National Association for the Education of Young Children. The main goal of the Conference was to work collectively to help those responsible for framing and implementing early childhood mathematics standards. Although it has its roots in the Conference, the expanded scope of the standards and recommendations covered in this book includes the full range of kindergarten to grade 2. The volume is organized into two main parts and an online appendix (<http://www.gse.buffalo.edu/org/conference/>). Part One, Major Themes and Recommendations, offers a framework for thinking about pre-kindergarten - grade 2 mathematics education and specific recommendations. Part Two, Elaboration of Major Themes and Recommendations, provides substantive detail regarding young students' understandings of mathematical ideas. Each Part includes five parallel subsections: "Standards in Early Childhood Education"; "Math Standards and Guidelines"; "Curriculum, Learning, Teaching, and Assessment"; "Professional Development"; and "Toward the Future: Implementation and Policy." As a whole the book: • presents comprehensive summaries of research that provide specific guidelines for standards, curriculum, and teaching, • takes the recent reports and recommendations for early childhood mathematics education to the next level; • integrates practical details and research throughout; and • provides a succinct, but thorough review of research on the topics, sequences, and learning trajectories that children can and should learn at each of their first years of life, with specific developmental guidelines that suggest appropriate content for each topic for each year from 2-year-olds to 7-year-olds. This is an indispensable volume for mathematics educators, researchers, curriculum developers, teachers and policymakers, including those who create standards, scope and sequences, and curricula for young children and professional teacher development materials, and students in mathematics education, early childhood trainers, teacher educators, and faculty in mathematics education.

Teach Me to Talk

Artistry, Social Responsibility, and Ethical Praxis

Unfigured

The Intentionality Model and Language Acquisition

A Mandate for Playful Learning in Preschool

Theory, Research, and Practice

How We Can Help Our Teenagers Grow Up Before They Grow Old