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KEY=DEVELOP - MILES RICHARD

HOLES IN THE SAFETY NET

FEDERALISM AND POVERTY

Cambridge University Press **An overview of the role played by federalism in anti-poverty policy and in poverty law.**

CLASSROOM LESSONS

INTEGRATING COGNITIVE THEORY AND CLASSROOM PRACTICE

MIT Press **A timely complement to John Bruer's Schools for Thought, Classroom Lessons documents eight projects that apply cognitive research to improve classroom practice. The chapter authors are all principal investigators in an influential research initiative on cognitive science and education. Classroom Lessons describes their collaborations with classroom teachers aimed at improving teaching and learning for students in grades K-12. The eight projects cover writing, mathematics, history, social science, and physics. Together they illustrate that principles emerging from cognitive science form the basis of a science of instruction that can be applied across the curriculum. The book is divided into three sections: applications of cognitive research to teaching specific content areas; applications for learning across the curriculum; and applications that challenge traditional concepts of classroom-based learning environments. Chapters consider explicit models of knowledge with corresponding instruction designed to enable learners to build on that knowledge, acquisition of specified knowledge, and what knowledge is useful in contemporary curricula. Contributors Kate McGilly. Sharon A. Griffin, Robbie Case, and Robert S. Siegler. Earl Hunt and Jim Minstrell. Kathryn T. Spoehr. Howard Gardner, Mara Krechevsky, Robert J. Sternberg, and Lynn Okagaki. Irene W. Gaskins. The Cognition and Technology Group at Vanderbilt. Marlene Scardamalia, Carl Bereiter, and Mary Lamon. Ann L. Brown and Joseph C. Campione. John T. Bruer. A Bradford Book**

FORMAL METHODS IN DEVELOPMENTAL PSYCHOLOGY

PROGRESS IN COGNITIVE DEVELOPMENT RESEARCH

Springer Science & Business Media **Current and comprehensive, Formal Methods in Developmental Psychology reviews and explains the advantages and details of recent methodological advances in developmental psychology. The latest progress in the use of mathematical and computer-based tools in the formulation of theories and data analysis are discussed. Individual chapters describe different approaches to computer simulation and to mathematical modeling, as well as the use of these models in a number of substantive areas including infant vision, perception of intelligence, spatial knowledge, and memory processes. This unique contribution to the "Springer Series in Cognitive Development" allows the reader a better understanding of the many forms of modeling through explicit descriptions of the steps involved in the use of various methods.**

TOUCH SCREEN TABLETS TOUCHING CHILDREN'S LIVES

Frontiers Media SA

HANDBOOK OF CHILD PSYCHOLOGY, COGNITION, PERCEPTION, AND LANGUAGE

John Wiley & Sons **Part of the authoritative four-volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared. Updated and revised to reflect the new developments in the field, the Handbook of Child Psychology, Sixth Edition contains new chapters on such topics as spirituality, social understanding, and non-verbal communication. Volume 2: Cognition, Perception, and Language, edited by Deanna Kuhn, Columbia University, and Robert S. Siegler, Carnegie Mellon University, covers mechanisms of cognitive and perceptual development in language acquisition. It includes new chapters devoted to neural bases of cognition, motor development, grammar and langauge rules, information processing, and problem solving skills.**

THE EVOLUTION OF AMERICAN EDUCATIONAL TECHNOLOGY

IAP **The primary purpose of this book is to trace the theoretical methodological foundations of American educational technology. It must be emphasized that this work is essentially as history of the process of educational technology rather than of products in the form of devices or media. Although media have played an important rode in educational technology, the reader should not lose sight of the central process which characterizes and underlies the true historical meaning and function of educational technology. Moreover, the assumption is made that all current theory, methodology, and practice rests upon the heritage of the past. Indeed, a common problem in the field has been the failure, in many instances, to take adequate account of past history in planning for the present or the future. A related purpose of this book is to provide a selective survey of research in educational technology as it relates to the American public schools. Such research reviews are not intended to be comprehensive, but were included because of their historical importance and their relevance in understanding the process of educational technology.**

ADVANCES IN CHILD DEVELOPMENT AND BEHAVIOR

Academic Press **Advances in Child Development and Behavior**

A FRAMEWORK FOR K-12 SCIENCE EDUCATION

PRACTICES, CROSSCUTTING CONCEPTS, AND CORE IDEAS

National Academies Press **Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.**

CHILD AND ADOLESCENT DEVELOPMENT

AN ADVANCED COURSE

John Wiley & Sons **This advanced text for psychology, human development, and education provides students with state-of-the-art overviews of the discipline in an accessible,**

affordable format. Unique both in the depth of its coverage and in the timeliness of the research that it presents, this comprehensive text conveys the field of child and adolescent development through the voices of scientists who themselves are now shaping the field.

GUIDING CHILDREN'S SOCIAL DEVELOPMENT AND LEARNING: THEORY AND SKILLS

Cengage Learning **Updated throughout and featuring an emphasis on NAEYC and other standards, GUIDING CHILDREN'S SOCIAL DEVELOPMENT AND LEARNING: THEORY AND SKILLS, Ninth Edition, provides a comprehensive overview of child guidance and social development. Focusing on children from ages birth through 12 years, it provides a seamless transition from the pre-primary to the primary years and addresses the needs of practitioners working with children in a variety of group settings. Readers learn how to help children develop social competence and positive feelings about themselves, and how to work with children and families from many different backgrounds and circumstances. The book eliminates much of the guesswork and frustration that can hinder practitioners' efforts to influence children's social development and behavior -- providing a unified framework for decision-making and professional practice that incorporates sound principles of children's development, relationship enhancement, and behavior management. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.**

HANDBOOK OF INTERNATIONAL RESEARCH IN MATHEMATICS EDUCATION

Routledge **This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education. Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner, this collection brings together overviews and advances in mathematics education research spanning established and emerging topics, diverse workplace and school environments, and globally representative research priorities. New perspectives are presented on a range of critical topics including embodied learning, the theory-practice divide, new developments in the early years, educating future mathematics education professors, problem solving in a 21st century curriculum, culture and mathematics learning, complex systems, critical analysis of design-based research, multimodal technologies, and e-textbooks. Comprised of 12 revised and 17 new chapters, this edition extends the Handbook's original themes for international research in mathematics education and remains in the process a definitive resource for the field.**

EARLY CHILDHOOD EDUCATION

BoD – Books on Demand **This book will serve as a resource for students, researchers, and practitioners in the area of early childhood education. The 18 chapters are divided and organized into the major areas relevant to early childhood education: early childhood development, play, science, mathematics, technology, literacy, and exceptional learners. Each chapter contains an overview of background information pertinent to the chapter and a synopsis of research or a new research study. The information contained in this book provides a foundation for past and/or present research and suggests future research studies.**

DISORDERS OF CHILDHOOD: DEVELOPMENT AND PSYCHOPATHOLOGY

Cengage Learning **Written with the whole child in mind, this text presents disorders in the context of typical development and developmental pathways, providing a meaningful framework to promote students' learning and a practical, true-to-life approach for organizing the course. For each disorder (across descriptions of clinical presentation, course, and treatment), Parritz and Troy emphasize the continuity between typical and atypical development; risk and resilience; complex models of psychopathology; children in relationships over time; children in larger social contexts (e.g., neighborhoods); and the holistic nature of development (e.g., thinking about the child's abilities and strengths as well as his or her disorder). Updated with more coverage of neuroscience research and greater emphasis on the multiple environments in which children are embedded, this edition continues to reflect the most up-to-date understanding of child and adolescent psychopathology and empirically supported treatment. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.**

CONCEPTS AND THEORIES OF HUMAN DEVELOPMENT

Psychology Press **The third edition of "Concepts and Theories of Human Development" describes and critically evaluates - through the lens of developmental systems theories - the key conceptual issues and theoretical approaches to understanding human development acros**

PROMOTION OF SOCIAL AWARENESS

POWERFUL LESSONS FOR THE PARTNERSHIP OF DEVELOPMENTAL THEORY AND

Russell Sage Foundation **Education specialists have written volumes on the best ways to help children learn to read and write, but who is helping them navigate the potentially treacherous waters of social interactions? While in school to study, children are also preoccupied with understanding the rules governing social relationships. Issues of trust and loyalty, rivalry and conflict, belonging and exclusion affect all school-aged children, but very few lesson plans include social development skills. The Promotion of Social Awareness summarizes thirty years of research on the social development of children in elementary and middle school, and shows how this work has led to a series of programs that promote the social competence of children and adolescents. Rich with lessons drawn from real life, the book includes an in-depth account of the author's partnership with an innovative program designed to help educators promote a sound ethic of social relationships among children, a case study of a teacher particularly gifted at promoting such relationships, and the tale of how the author's theoretical framework fared cross-culturally when exported to Iceland. The Promotion of Social Awareness documents Robert Selman's efforts both as a practitioner trying to help young people develop their interpersonal skills and as a researcher attempting to understand the factors that promote or hinder social development. Selman believes that getting along with others involves concrete and measurable social skills and actions that can be taught. The book underlines how the science of social development has given rise to initiatives and programs that can be used in educational settings to help children get along with each other, and may in the long run help prevent violence, drug abuse, and prejudice. Unique in its marriage of theory and practice, The Promotion of Social Awareness will appeal to a wide readership, including developmental psychologists, educators, and parents.**

COGNITIVE DEVELOPMENT

AN ADVANCED TEXTBOOK

Taylor & Francis **First Published in 2011. Routledge is an imprint of Taylor & Francis, an informa company.**

THE LAW AND CHILD DEVELOPMENT

Routledge **This volume asks what legal and socio legal scholarship can contribute to understanding the role of law in the care and development of children. The editors have selected key articles ranging from theoretical analysis to empirical data based research that address the law's approach in the United States and the United Kingdom to resolving parenting disputes after separation, protecting children from abuse and neglect, and affording children procedural protections in the juvenile justice system. Their introduction to these important and often distressing areas of the law confirms the importance of understanding how law works in practice, and reaffirms that law itself remains responsible for articulating and protecting society's values.**

YC YOUNG CHILDREN

MULTIPLE REPRESENTATIONS IN BIOLOGICAL EDUCATION

Springer Science & Business Media **This new publication in the Models and Modeling in Science Education series synthesizes a wealth of international research on using multiple representations in biology education and aims for a coherent framework in using them to improve higher-order learning. Addressing a major gap in the literature, the volume proposes a theoretical model for advancing biology educators' notions of how multiple external representations (MERs) such as analogies, metaphors and visualizations can best be harnessed for improving teaching and learning in biology at all pedagogical levels. The content tackles the conceptual and linguistic difficulties of learning biology at each level—macro, micro, sub-micro, and symbolic, illustrating how MERs can be used in teaching across these levels and in various combinations, as well as in differing contexts and topic areas. The strategies outlined will help students' reasoning and problem-solving skills, enhance their ability to construct mental models and internal representations, and, ultimately, will assist in increasing public understanding of biology-related issues, a key goal in today's world of pressing concerns over societal problems about food, environment, energy, and health. The book concludes by highlighting important aspects of research in biological education in the post-genomic, information age.**

CHILDREN SOLVING PROBLEMS

Harvard University Press **A one-year-old attempting to build a tower of blocks may bring the pile crashing down, yet her five-year-old sister accomplishes this task with ease. Why do young children have difficulty with problems that present no real challenge to older children? How do problem-solving skills develop? In Children Solving Problems, Stephanie Thornton surveys recent research from a broad range of perspectives in order to explore this important question. What Thornton finds may come as a surprise: successful problem-solving depends less on how smart we are--or, as the pioneering psychologist Jean Piaget claimed, how advanced our skill in logical reasoning is--and more on the factual knowledge we acquire as we learn and interpret cues from the world around us. Problem-solving skills evolve through experience and dynamic interaction with a problem. But equally important--as the Russian psychologist L. S. Vygotsky proposed--is social interaction. Successful problem-solving is a social process. Sharing problem-solving tasks--with skilled adults and with other children--is vital to a child's growth in expertise and confidence. In problem-solving, confidence can be more important than skill. In a real sense, problem-solving lies at the heart of what we mean by intelligence. The ability to identify a goal, to work out how to achieve it, and to carry out that plan is the essence of every intelligent activity. Could it be, Thornton suggests, that problem-solving processes provide the fundamental machinery for cognitive development? In Children Solving Problems she synthesizes the dramatic insights and findings of post-Piagetian research and sets the agenda for the next stage in understanding the varied phenomena of children's problem-solving.**

DEVELOPMENTAL SCIENCE

AN ADVANCED TEXTBOOK, SIXTH EDITION

Psychology Press **Noted as one of the most comprehensive textbooks in the field, Developmental Science, 6th Edition introduces readers to all of areas in developmental psychology: neuroscience, genetics, perception, cognition, language, emotion, self, and social interaction. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand the area of human development under review. The relevance of the field is illustrated through engaging applications in each chapter. As a whole, this highly-respected text illuminates substantive phenomena in developmental science, its applications across the life span, and its relevance to everyday life. Each chapter has been substantially revised for this new edition to reflect the current state of the field and the new edition is now accompanied by a website. Students and instructors will find chapter outlines, topics to think about before reading the chapters, a glossary, and suggested readings with active reference links on the website. Electronic access to the text's figures and tables, suggestions for classroom assignments and/or discussion, and a test bank with multiple-choice, short answer, and essay questions is limited to instructors only. Two new chapters highlight many modern developments. Each chapter features an introduction, up-to-date overviews of the field, summary and conclusion, and numerous classical and contemporary references. The book opens with an overview of developmental science -- its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. Part 2 focuses on the field's major substantive areas: neuroscience and genetics, physical and motor skills, perception, and cognitive and language development. Part 3 examines personality and social development within the context of the various relationships and situations in which developing individuals function and by which they are shaped. The book concludes with a new chapter on the latest applications of developmental science. Ways in which developmental thinking and research affect and are affected by practice and social policy are particularly emphasized. Used primarily as a graduate level text for courses on developmental psychology/science, life span, and/or human development, the book can also be used at the advanced undergraduate level. Researchers interested in staying abreast of the latest developments in the field also appreciate the book's comprehensive nature.**

TOWARDS AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN SPATIAL PROCESSING ABILITY AND NUMERICAL AND MATHEMATICAL COGNITION

Frontiers Media SA

CUMULATED INDEX MEDICUS

CLINICAL ASSESSMENT OF CHILD AND ADOLESCENT PERSONALITY AND BEHAVIOR

Springer Science & Business Media **As demand for psychological services continues to increase, assessment of personality and behavior continues to be a central activity. When dealing with children and adolescents, psychological assessment can present even greater challenges. This book provides a review of personality and behavior in children and adolescents**

within a context of the psychological knowledge base necessary for contemporary assessment practice. It is also useful for clinicians who are looking for updated personality and behavior assessment information.

WOMEN AND CHILDREN IN HEALTH CARE

AN UNEQUAL MAJORITY

Unequal Majority **Although women and children comprise the majority of health caregivers and patients, they often do not receive equal treatment. This book addresses that discrepancy by focusing on health care issues that particularly affect women and children. Topics considered include gender stereotypes in medicine and in adolescent socialization, fertility curtailment and enhancement, coercive treatment during pregnancy, fetal tissue transplantation, decisions regarding newborns, decision-making by minors, the feminization of poverty and its impact on women's and children's health, and the meaning and role of "family" in health care decisions. Women and Children in Health Care examines these topics, often using actual cases to develop the analysis. The author describes a care-based model of reasoning while warning of its possible use as a rationale for exploitation of women in the context of health care. Different versions of feminism are explained and applied to different issues, with the author advocating an egalitarian perspective that involves the use of one's power to empower others. Health care approaches that affect the lives of women and children are some of the most controversial yet genuinely humanitarian issues facing society today. Because of the timeliness of the topics covered and the depth of detail, this book is necessary reading for all those interested in bioethics, health care, women, and children.**

HUMAN DEVELOPMENT ACROSS THE LIFESPAN

McGraw-Hill College **This chronologically-organized text is less expensive and briefer than most of the Human Lifespan texts. Its numerous examples drawn from education, nursing, and psychology make the content relevant to students from a variety of majors and backgrounds, while a highly praised study guide integrated into the text promotes and reinforces conceptual understanding. The new edition includes increased material on cognitive development and expanded coverage of culture. .**

COMPARING THEORIES OF CHILD DEVELOPMENT

Wadsworth Publishing Company **Explaining the nature of theories in the field of child development (including why theories are useful and why there are multiple theories), Thomas' highly respected book covers the widest range of theories of any text currently available. Using the following criteria: "Has the theory been popular?," "Has the theory been influential?," and "Is the theory representative of a class or family of theories?," Thomas identifies the goals and describes the findings of more than two dozen theorists and inspects a series of child development issues that bridge a variety of theories. Additionally, Thomas suggests a variety of ways to compare theories and existing explanations of how a child develops.**

UNDERSTANDING CHILDREN

SCHOOL-AGE AND ADOLESCENCE

McGraw-Hill Humanities, Social Sciences & World Languages

THINKING AND LEARNING SKILLS

VOLUME 2: RESEARCH AND OPEN QUESTIONS

Routledge **"First Published in 1985, Routledge is an imprint of Taylor & Francis, an informa company."**

PIAGET AND THE FOUNDATIONS OF KNOWLEDGE

Psychology Press **First published in 1983. Routledge is an imprint of Taylor & Francis, an informa company.**

THE NATURE AND PROCESSES OF PREVERBAL LEARNING

IMPLICATIONS FROM NINE-MONTH-OLD INFANTS' DISCRIMINATION PROBLEM SOLVING

In a sequence of carefully designed studies, the authors document infants' abilities to extract the relevant (i.e. rewarded) attribute from complex arrays of color, shape, and texture. The evidence indictes that the infant's discrimination is based on abstracting the dimensions of the array, rather than learning to respond to a particular example. Moreover, the process of learning takes the form of hypothesis-testing and hence implies some type of internal mediation. Addressing an issue that has long been controversial (and whose history the authors summarize in a masterful fashion), this work has significant implications for understanding the nature of early learning.

THE CAMBRIDGE HANDBOOK OF COGNITIVE DEVELOPMENT

"The scientific study of cognitive development in young children traces its roots back to Jean Piaget, a pioneer of this field in the twentieth century (Piaget, 1954, 1983). From infancy to adolescence, children progress through four psychological stages: (1) the sensorimotor stage from birth to two years (when cognitive functioning is based primarily on biological reactions, motor skills and perceptions); (2) the preoperational stage from two to seven years (when symbolic thought and language become prevalent, but reasoning is illogical by adult standards); (3) the concrete operations stage from seven to twelve years (when logical reasoning abilities emerge but are limited to concrete objects and events); and (4) the formal operations stage at approximately twelve years (when thinking about abstract, hypothetical, and contrary-to-fact ideas becomes possible). According to Piaget, the child, like the logician or mathematician, "models" objects, their properties, and their relations through a succession of cognitive frameworks, from primary biological reactions and motor skills to high-order formal thinking. After the age of twelve, children model a formal hypothetico-deductive logic that ultimately resembles the rational logic of scientists and mathematicians. Piaget was the first psychologist to take children's thinking seriously. His genius was based on the idea of building his child development theory on triple roots in epistemological, biological, and logico-mathematical foundations. Consequently, Piaget is now recognized as one of the precursors of cognitive science during the last century (Fischer & Kaplan, 2003)"--

COLLIER'S ENCYCLOPEDIA

WITH BIBLIOGRAPHY AND INDEX

AMERICAN BOOK PUBLISHING RECORD

BPR CUMULATIVE

K TODAY

TEACHING AND LEARNING IN THE KINDERGARTEN YEAR

K today: Teaching and learning in the Kindergarten Year is a compilation of 15 chapters by highly respected early childhood educators, each strived to paint a realistic picture of the challenges and roles of todays kindergarten educators, especially given state and district mandates, families expectations and the everyday world of children.

SPATIAL REASONING IN THE EARLY YEARS

PRINCIPLES, ASSERTIONS, AND SPECULATIONS

Routledge Over the past several years, "spatial reasoning" has gained renewed prominence among mathematics educators, as spatial skills are proving to be not just essential to mathematical understanding but also strong predictors of future success beyond the classroom in fields such as science, technology, and engineering. By exploring both primary and emergent dimensions, Spatial Reasoning in the Early Years helps define the concept of spatial reasoning and provides compelling evidence of the need for a clear focus within early education specifically. The authors review the research, look across current theories, and investigate implications for contemporary school mathematics pedagogy as they identify

areas of inquiry necessary to bring a stronger spatial reasoning emphasis into the classroom. The book contains many classroom- or workshop-based vignettes, highlighting the complexity of spatial reasoning in educational practice, providing an in-depth analysis of spatial reasoning as it applies to classroom practice, and offering new ways of framing lessons to help young students hone their spatial reasoning abilities. The book concludes with a forward-looking agenda that contributes to developing a greater understanding of the role spatial reasoning plays in educational contexts and beyond. Supported by plentiful visual representations, Spatial Reasoning in the Early Years skillfully integrates the conceptual and the concrete, making this text a dynamic and accessible resource.

A CHILD GOES FORTH

A CURRICULUM GUIDE FOR PRESCHOOL CHILDREN

Macmillan College

MULTIDISCIPLINARITY AND INTERDISCIPLINARITY IN HEALTH

Springer Nature The contributed volume "Multidisciplinarity and Interdisciplinarity in Health" is a health-centered volume of the Integrated Science Book series. Lack of confidence, lack of expertise, complexities of healthcare, the confusing nature of healthcare environments, and lack of organization and standardization can become obstacles to successful communication. This volume establishes how extensive is the interface between formal sciences and medical sciences on health-related issues. The book provides an overview of the value of the integration of formal, biological, and medical sciences and related products, i.e., health informatics and biomedical engineering, to frame a holistic approach to health systems, healthcare, medical practice, drug discovery, and medical device design. The book also focuses on innovative solutions to the most critical issues of different health crisis, including obesity, infectious outbreaks, and cancer that can be found by using an integrative approach. It also contains the fascinating crossroads between medical sciences, physics, and mind that is discussed from multiple perspectives on cognition, neuroscience, and psychiatry. These multidisciplinary considerations will expand the concepts of creativity, leadership, aesthetics, empathy and mental health.

LAUNCHPAD FOR HOW CHILDREN DEVELOP, SIX MONTH ACCESS

YOUNG CHILDREN