Research Paper On Child Development

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How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, From Neurons to Neighborhoods presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

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.

From Neurons to Neighborhoods: An Update: Workshop Summary is based on the original study From Neurons to Neighborhoods: Early Childhood Development, which released in October of 2000. From the time of the original publication's release, much has occurred to cause a fundamental reexamination of the nation's response to the needs of young children and families, drawing upon a wealth of scientific knowledge that has emerged in recent decades. The study shaped policy agendas and intervention efforts at national, state, and local levels. It captured a gratifying level of attention in the United States and around the world and has helped to foster a highly dynamic and increasingly visible science of early childhood development. It contributed to a growing public understanding of the foundational importance of the early childhood years and has stimulated a global conversation about the unmet needs of millions of young children. Ten years later, the Board on Children, Youth, and Families of the Institute of Medicine (IOM) and the National Research Council (NRC) held a 2-day workshop in Washington, D.C., to review and commemorate a decade of advances related to the mission of the report. The workshop began with a series of highly interactive breakout sessions in which experts in early childhood development examined the four organizing themes of the original report and identified both measurable progress and remaining challenges. The second day of the workshop, speakers chosen for their diverse perspectives on early childhood research and policy issues discussed how to build on the accomplishments of the past decade and to launch the next era in early childhood science, policy, and practice. From Neurons to Neighborhoods: An Update: Workshop Summary emphasizes that there is a single, integrated science of early childhood development despite the extent to which it is carved up and divided among a diversity of professional disciplines, policy sectors, and service delivery systems. While much work still remains to be done to reach this goal, the 2010 workshop demonstrated both the promise of this integrated science and the rich diversity of contributions to that science.

Makes a major contribution to current research on children by providing a broad view of up-to-date, authoritative material in many different areas. Contributors have selected and interpreted the relevant material in reference to the practitioner's interests and needs. The chapters, written by prominent specialists, cover various topics in child development from early periods of socialization to the development of higher mental processes, and include two chapters dealing with genetic and neurophysiological bases of behavior.

Examine the work of five groundbreaking education theorists—John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky—in relation to early childhood. Theories of Childhood provides a basic introduction to each theorist and explains the relationship of theory to practice and its impact on real children, teachers, and classrooms. This edition reflects current academic learning standards and includes new understandings of Vygotsky's work. It is a popular guide to help early childhood professionals be aware of the theories behind good child care practices. It is also a widely-used text in undergraduate programs, community college courses, and training workshops that focus on early development and education. Carol Garhart Mooney has been an early childhood educator for more than forty years. She is also the author of Theories of Attachment, Use Your Words, and Swinging Pendulums.

How children think is one of the most enduring mysteries--and difficulties--of parenthood. The marketplace is full of gadgets and tools that claim to make your child smarter, happier, or learn languages faster, all built on the premise that manufacturers know something about your child's brain that you don't. These products are easy to sell, because good information about how children's minds really work is hard to come by. In their new book, neuroscientists Sandra Aamodt and Sam Wang separate fact from fiction about the inner workings of young minds. Martialing results from new studies and classic research, Aamodt and Wang provide the most complete answers out there on this subject. It liberates readers from superstitions and speculation, such as Freud's idea that all relationships are modeled on one's mother, or that it's not safe to eat sushi while pregnant. And it will reveal new truths about everything from how to make your baby sleep, to why we love to snuggle, to how children learn, forget, play, talk, walk, and feel. Welcome to Your Child's Brain is eye-opening and necessary, soon to become a staple for parents and children alike.

Handbook of Early Childhood Development Research and Its Impact on Global Policy calls for placing early childhood development at the top of the global policy agenda, enabling children to achieve their full developmental potential and to contribute to equitable economic and social progress worldwide.

How and what should young children be taught? What emphasis should be given to emotional learning? How do we involve families? Addressing these and other critical questions, this authoritative volume brings together developmentalists and early educators to discuss what an integrated, developmentally appropriate curriculum might look like across the preschool and early elementary years. State-of-the-science work is presented on brain development and the emergence of cognitive, socioemotional, language, and literacy skills in 3- to 8-year-olds. Drawing on experience in real-world classrooms, contributors describe novel, practical approaches to promoting school readiness, tailoring instruction to children's learning needs, and improving the teaching of language arts, math, and science.

This annotated anthology documents historical trends and basic findings regarding music in early childhood education, development, and care. The papers in this volume discuss the main research trends of musical engagement with early children, such as: music in the family, employing music in child care, and musical skill and development. This collection hopes to stimulate further reflections on the implementation of music in daily practice. The volume represents many facets of research from different cultural contexts and reflects trends and projects of music in early childhood. The findings incorporate a historical perspective with regards to different topics and approaches. The book provides practitioners and researchers of music education, music development, and music psychology, an opportunity to read a selection of articles that were previously published in the journal Early Child Development and Care. Each paper concludes with an annotation note supplied by the principle author addressing how they see their article from the perspective of today.