

# Residential Child Care

INTERNATIONAL PERSPECTIVES  
ON LINKS WITH FAMILIES AND PEERS

Edited by  
Mono Chakrabarti  
and Malcolm Hill



# Residential Child Care Links With Families And Peers

**Lhara Mullins**



## **Residential Child Care Links With Families And Peers:**

*Residential Child Care* Mono Chakrabarti, Malcolm Hill, 2000 Children have a much higher chance of permanently leaving care if they have strong family and peer group links outside their care home This book focuses on new developments designed to promote these family and network relationships      *Group Care Practice with Children and Young People Revisited* Leon C. Fulcher, Frank Ainsworth, 2012-12-06 Find out how group care for children has changed in the last 20 years Group Care Practice with Children and Young People Revisited focuses on the core issues that shape the quality of care that is provided in institutional and residential care settings as well as day care services that rely on the group process Leading authorities on residential group care practice from around the world examine practice concepts centered on three broad themes working directly with children working indirectly to support children and their families and organizational influences on practice This unique book offers valuable insights for dealing with the daily challenges of working with young people in responsive group care Group Care Practice with Children and Young People Revisited builds on contemporary themes that were explored by the editors more than 20 years ago in Group Care for Children Concept and Issues and Group Care Practice with Children both out of print Contributors to this updated collection put a fresh spin on the original material as well as cross cultural analysis from both sides of the Atlantic Australia and New Zealand Malaysia China and the United Arab Emirates They revisit the key issues identified in the earlier books and provide personal and professional reflections on what has happened to their practice themes since the early 1980s Special attention is paid to how social policy imperativesnormalization de institutionalization mainstreaming least restrictive environment minimal intervention and diversionhave reshaped the field group care methods and skills needed for direct and indirect care and group care as an occupational Group Care Practice with Children and Young People Revisited examines and re examines the relationships between group care practice and education how group care programs can become hostile to families primary care in secondary settings the importance of shared language in a group care center group development how group composition can influence the overall functioning of the group managing occupational stresses in group care practice patterns of career development in child and youth care economic influences that impact group care challenges facing the future of group care services for children and much more Group Care Practice with Children and Young People Revisited is a must read for youth case workers child and youth care educators and anyone working in child welfare including youth justice managers administrators and policymakers      *Family and Peers* Angela M. Neal-Barnett, Josefina M. Contreras, Kathryn A. Kerns, 2000-04-30 Why is it that relationships with family members predict the quality of children s relationships outside the family A wealth of research has documented that various aspects of family relationships are predictably related to the quality of children s interactions and relationships with peers Understanding what account for these effects is important both for theories of children s relationships and intervention efforts to ameliorate children s peer relationship difficulties This volume

advances the field by discussing several mechanisms that may account for continuities across family and peer relationships A variety of theoretical perspectives are represented in the book For example both learning and biological explanations are considered Authors also note two key considerations in investigating family and peer relationships First it is necessary to consider the cultural context The function and meaning of family and peer relationships may differ depending on what roles are played by these relationships in different cultural contexts Second it is necessary to consider the child's age Developmental issues such as concerns with establishing greater independence at the entrance to adolescence will impact both family and peer relationships Changing Family Systems Tapologo Maundeni, Lisa Lopez Levers, Gloria Jacques, 2008

**Family-Peer Relationships** Ross D. Parke, Gary W. Ladd, 2016-03-10 Originally published in 1992 this volume provided an up to date overview of recent research concerning the links between family and peer systems Considerable work in the past had focused on family issues or peer relationships but these systems had typically been considered separately This volume bridges the gap across these two important socialization contexts and provides insights into the processes that account for the links across the systems the ways in which the relationships between these systems shift across development In addition the variations in the links between family and peers are illustrated by cross cultural work studies of abused children and research on the impact of maternal depression In short the volume provides not only a convenient overview of recent progress at the time but lays out an agenda for future research

**Relationship-Based Care for Infants and Toddlers** Susan L. Recchia, Minsun Shin, Eleni Loizou, 2023 Learn how to create and nurture communities of care for diverse children families and practitioners through responsive practice In this text the social and emotional worlds of babies and toddlers their peers and their caregivers come to life in the everyday moments of infant toddler care and education The authors show infants and toddlers as active agentic and intentional social partners from the start of life highlighting their unique capacities for social engagement with both adults and peers Interwoven within each chapter's narrative are insights culled from extensive observations teacher interviews and video analyses Part I emphasizes play peer friendships and humor as essential elements of infant learning illustrated throughout with anecdotes of praxis in early care and education settings Building on these aspects of babies ways of being in group care Part II examines the complex roles of infant toddler professionals and the critical importance of supportive and caring environments Readers will explore the elements needed for in depth and specialized professional preparation including overarching principles of relationship based practice Book Features Illuminates particular and understudied ways that infants and toddlers actively contribute to their own social learning and development Shares how teachers learn to engage with and nurture infants and toddlers social capacities and experiences within child care settings Uses anecdotes and vignettes from the authors research and practice with infants toddlers and caregivers to bring their experiences to life Discusses themes that are important and unique for infancy and toddlerhood such as play friendships humor and professional love Presents a unique set of chapters that reveal infants and

toddlers perspectives while also considering the caregiver s actions within a responsive care framework     Children's Play in Child Care Settings Hillel Goelman, Ellen Vineberg Jacobs, 1994-02-03 How do children play in different kinds of child care settings How do child care environments influence their play How do special needs children play in integrated and in segregated child care settings How do adults influence play in child care environments And what are the long term effects of children s play in child care These are among the questions addressed by the psychologists and educators who have contributed to this book Researchers will find Children s Play in Child Care Settings to be a valuable review of current theory and research in this area Practitioners will better understand the ways in which early childhood environments and early childhood educators can facilitate the play of young children in child care settings And administrators will be able to draw upon the book in designing and implementing early childhood programs for special needs and non special needs children

**Residential Interventions for Children, Adolescents, and Families** Gary M. Blau, Beth Caldwell, Robert E. Lieberman, 2014-06-05 Now more than ever there is a need to ensure that best practices are being used in residential programs As the focus on costs and outcomes increase residential programs must clearly demonstrate that the interventions provided are efficient and effective Readers will learn how to Create strength based empowering and healing environments Better engage and partner with children adolescents and families in meaningful ways Support those who have experienced trauma and loss and to prevent and eliminate the use of restraint and seclusion Respect and include cultural indices in practices Train mentor supervise support and empower staff about how to deliver promising and best practices and evidence informed and evidence based interventions and Track long term outcomes and create funding strategies to better support sustained positive outcomes This book encourages readers to think strategically about how agencies communities and systems can identify and implement actions that lead to positive change and how to work more collaboratively to improve the lives of children and adolescents who have experienced emotional and behavioral life challenges and their families

**Annual Review of Gerontology and Geriatrics, Volume 24, 2004** Merrill Silverstein, PhD, 2004-11-18 This volume examines the importance of time and place as applied to aging families In the first section chapters focus on the temporal dimension of intergenerational relations using frameworks from human development sociology social history and social psychology The second section focuses on the social ecology of intergenerational relations in terms of the national contexts within which families are embedded The contributors demonstrate how the social cultural historical and institutional forces that orient older and younger family members toward each other in both structured and adaptive ways     **Special Labor Force Reports** ,1960     **Monthly Labor Review** ,1979-10 Publishes in depth articles on labor subjects current labor statistics information about current labor contracts and book reviews     **Hearing on Child Care Information and Referral Services Act** United States. Congress. House. Committee on Education and Labor. Subcommittee on Human Resources, 1984     **Resources in Education** ,2001     *Peer Play and Relationships in Early Childhood* Avis Ridgway, Gloria

Quiñones, Liang Li, 2020-06-29 This book offers a rich collection of international research narratives that reveal the qualities and value of peer play. It presents new understandings of peer play and relationships in chapters drawn from richly varied contexts that involve sibling play, collaborative peer play and joint play with adults. The book explores social strategies such as cooperation, negotiation, playing with rules, expressing empathy and sharing imaginary emotional peer play experiences. Its reconceptualization of peer play and relationships promotes new thinking on children's development in contemporary worlds. It shows how new knowledge generated about young children's play with peers illuminates how they learn and develop within and across communities, families and educational settings in diverse cultural contexts. The book addresses issues that are relevant for parents, early years professionals and academics, including the role of play in learning at school, the role of adults in self-initiated play and the long-term impact of early friendships. The book makes clear how recent cultural differences involve digital engineering and imaginary peer play. The book follows a clear line of argument, highlighting the importance of play-based learning and stress the importance of further knowledge of children's interaction in their context. This book aims to highlight the narration of peer play mostly leaning on a sociocultural theoretical perspective where many chapters have a cultural historical theoretical frame and highlight children's social situation of development. Polly Björk Willén Linköping University, Sweden

Parent-Child Interaction and Parent-Child Relations M. Perlmutter, 2013-10-28 This volume contains the papers presented at the seventeenth Minnesota Symposia on Child Psychology held October 28-30, 1982 at the University of Minnesota, Minneapolis. As has been the tradition for this annual series, the faculty of the Institute of Child Development invited internationally eminent researchers to present their research and to consider problems of mutual concern to scientists studying development. For this symposium, there also were commentary papers prepared by members of the University of Minnesota community. The theme of the seventeenth symposium and the present volume was parent-child interaction and parent-child relations

The British National Bibliography Arthur James Wells, 2001

**Supporting Neurodivergent Children and Families** Lhara Mullins, 2024-04-04 Supporting Neurodivergent Children and Families presents an innovative blueprint using academic literature, research and theory to provide a best practice approach in equipping practitioners to support neurodivergent children and their families. The knowledge and insight provided in this book allows practitioners to effectively create supportive environments and plan appropriate practice responses whilst never changing the child. By altering the system perspective and transcending the physical boundaries of space where the interaction occurs, a supportive environment is created, thus providing more positive outcomes. The blend of practice experiences, tangible case studies and theory prompts the reader to critically reflect on their practice and potentially integrate new innovative changes to their approach. This comprehensive and thought-provoking read is not only ideal for students and professionals who interact with neurodiverse families but also practitioners and educators looking to alter their practical approach to understanding neurodivergent children and their families

**Parenting and Child Development in**

**Nontraditional Families** Michael E. Lamb, 1998-10-01 The goal of this volume is to discuss in depth the ways in which various deviations from traditional family styles affect childrearing practices and child development Each of the contributors illustrates the dynamic developmental processes that characterize parenting and child development in contexts that can be deemed nontraditional because they do not reflect the demographic characteristics of the traditional families on which social scientists have largely focused The contributors deal with the dynamics and possible effects of dual career families families with unusually involved fathers families characterized by the occurrence of divorce single parenthood remarriage poverty adoption reliance on nonparental childcare ethnic membership parents with lesbian or gay sexual orientations as well as violent and or neglectful parents By doing so the authors provide thoughtful literate and up to date accounts of a diverse array of nontraditional or traditionally understudied family types All the chapters offer answers to a common question How do these patterns of childcare affect children their experiences and their developmental processes The answers to these questions are of practical importance relevant to a growing proportion of the families and children in the United States but also have significant implications for the understanding of developmental processes in general As a result the book will be of value to basic social scientists as well as those professionals concerned with guiding and advising clients and public policy

**Social Work with Children and Families** Martin Brett Davies, 2012-03-20 Social workers are constantly making decisions under pressure How do policy law research and theory influence what they do This important book provides the answers with a crystal clear map of the field of social work with children and families Focused on four major themes family support work child protection adoption and fostering and residential child care and reveals in detail all the challenges that social workers face every day Edited by the highly respected Martin Davies this authoritative and illuminating book argues that the skill of the social worker can have life enhancing consequences for some of the most vulnerable people in society It is an essential investment for students educators and practitioners alike [Brown's Evidence-Based Nursing: The Research-Practice Connection](#) Emily W. Nowak, Renee Colsch, 2023-05-08 Brown's Evidence Based Nursing The Research Practice Connection continues to be a popular choice for graduate and upper level undergraduate students in an updated fifth edition In an accessible and easy to read style it introduces students to research methods and evidence based practice Students will understand research methods how to appraise and use research evidence in clinical decision making and how to fully understand and engage in evidence based practice The unique Why How What format along with the exemplar studies throughout provide rich context for learning how EBP progresses from research results The Fifth Edition was revised to feature LGBTQIA inclusive language and features a greater focus on information technology as it relates to EBP Additionally clear exemplars and appendices help fully explain key concepts while minimizing the potential for students to feel overwhelmed by the intricacies of scientific research jargon

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