



Secure Relationships



Alice Sterling Honig

Nurturing Infant/Toddler
Attachment in
Early Care Settings

Secure Relationships Nurturing Infanttoddler Attachment In Early Care Settings

Cory Shulman



Secure Relationships Nurturing Infanttoddler Attachment In Early Care Settings:

Secure Relationships Alice S. Honig, 2002 Group Care for Infants, Toddlers, and Twos Deborah J. Norris, Diane M. Horm, 2019-10-23 This volume extends the knowledge base supporting research informed child care for infants and toddlers while simultaneously highlighting areas of study ripe for future research The authors demonstrate from a systems perspective that the experiences and outcomes of very young children in child care are influenced by characteristics of and interactions between the children adults and settings Varying methodological approaches as well as the utilization of newer data collection instruments inform the field s understanding of current practices and procedures while offering guidance for future programming and policy In turn the chapters highlight a plethora of open questions and a need for a new generation of research to support the field of infant toddler care Future challenges are evident in the recognition of the inadequate nature of our current measures of child outcomes and classroom processes the field s unmet promise to incorporate interdisciplinary perspectives and the need for newer methodological designs that blend the strengths of quantitative and qualitative approaches These issues are important given the growing demand for infant toddler care and the increasing recognition of the unique role of this age period in serving as the foundation for all later development This book was originally published as a special issue of Early Education and Development On Being and Well-Being in Infant/Toddler Care and Education Mary Benson McMullen, 2022 With its real life stories and invitations for reflection and conversation this book is an ideal professional development resource for pre and in service birth age 3 professionals The author shares lived experiences of being in four distinctly different baby rooms as a researcher over extended periods of time She frames each life story around elements of well being and asks readers to consider whether and how environmental and relational factors supported or hindered the physical psychological and emotional well being of the children and adults The author encourages readers to see themselves in the stories to consider how they may have acted in the circumstances described and to deliberate on their own practices and beliefs With empathy and respect McMullen fully conveys an intent to elevate celebrate and honor those who spend their days in infant toddler care and education while examining the critical role all adults in society play in the lives of our youngest citizens Book Features Invites personal reflection and discussion with colleagues in the form of prompts and questions after each story Provides a friendly but scholarly look at the spaces conditions and quality of birth to age three settings the area of fastest growing need in early childhood care and education ECCE Focuses on the well being of the adults and children featured in the book providing a holistic perspective on their needs motivations and experiences Emphasizes a here and now perspective in contrast to books that tend to focus primarily on preparing children for future outcomes and accomplishments **Social and Emotional Prevention and Intervention Programming for Preschoolers** Susanne A. Denham, Rosemary Burton, 2012-12-06 Social and Emotional Prevention and Intervention Programming for Preschoolers rests on the idea that young children under optimal circumstances develop substantial

abilities in social and emotional domains by the time they enter school. These abilities contribute to their success and well-being during these early years but even more importantly to both their successful adaptation to school, personal and academic, and their long-term mental health. The chapters of this volume present theoretical foundations for and explanations of what important adults in young children's lives—preschool teachers, daycare providers, parents—can do to encourage the development of such social-emotional abilities, including promoting secure attachment relationships, providing positive behavior guidance, and assisting children in developing emotion knowledge, emotion regulation, social problem-solving skills, and other positive social behaviors. In addition, the book reviews the current state of early childhood programming in each of these crucial areas, with the addition of a chapter on emergent parent programming on emotion coaching. Recommendations are made for making such programming work for assessing individual children's development and program efficacy, and necessary future directions for this area are detailed.

Foundations and Change in Early Childhood Education Martha T. Dever, Renee C. Falconer, 2007-03-09 Sidebars designed to extend students' understanding of the themes of the text. Enrichment Activities can be used either as in-class or as out-of-class projects. For Further Reading and Professional Development Resources provide resources for learning more about a particular topic. Self-Assessment designed to help you assess students' learning from the chapter.

Lived Spaces of Infant-Toddler Education and Care Linda J. Harrison, Jennifer Sumsion, 2014-05-05 This book conceptualizes the lived spaces of infant and toddler early education and care settings by bringing together international authors researching within diverse theoretical frameworks. It highlights diverse ways of understanding the experiences of very young children by exposing the ways that the authors are grappling with the unknown. The work explores broadly the construct and meanings of lived spaces as relational spaces, interactional spaces, transitional spaces, curriculum spaces, or pedagogical spaces operating within the social, physical, and temporal environment of infant/toddler education settings. The book invites interchange between and among diverse theories and approaches and through this build new understanding of infants and toddlers' experiences and interactions in early education and care settings. It also considers the implications of this work for policy and practice in infant and toddler education and care.

Research and Practice in Infant and Early Childhood Mental Health Cory Shulman, 2016-06-02 This book examines infant and early childhood mental health and the importance of early emotional and social development for later developmental trajectories. It incorporates research and clinical perspectives and brings research findings to bear in evaluating intervention strategies. By incorporating empirical developmental literature that is directly relevant to infant mental health and clinical practice, the book addresses the multiple forces which shape young children's mental health. These forces include child factors, parental and familial variables, childrearing practices, and environmental influences. In addition, the book explores parent-child relationships, family networks, and social supports as protective factors, as well as risk factors such as poverty, exposure to violence, and substance abuse, which influence and change developmental processes. It shows that by examining socio-

emotional development in a cultural context human development in the twenty first century can be conceptualized through differences similarities and diversity perspectives focusing on the rights of every individual child

Developing Quality Care for Young Children Nettie Becker,Paul Becker,2009 Ask yourself the questions posed in this book whether you are searching for child care or wondering why our smallest and most important citizens don t have more quality early education programs available in a more equitable manner This is a great teacher s guide for those entering the field and a great staff development idea for ECE centers Denise Humphries Preschool Principal|John F Kennedy American School Queretaro Mexico I cannot think of anything pertaining to high quality child care programs that isn t covered in this book The organization is clear consistent and easy to follow Diane Salverson Inclusion SpecialistEarly Childhood Direction Center Buffalo NY A guide to creating and sustaining a high quality successful early child care program With most families today needing at least two sources of income there is a critical need for quality affordable child care throughout our country This book discusses the qualities of an effective early child care program and the need to provide children with experiences that will prepare them for future emotional social and academic success By examining high quality early care within a real life setting this resource illustrates how to build a successful program handle the inevitable challenges and achieve and sustain positive results Using their experience in child development and child therapy the authors demonstrate how to Create environments that foster healthy relationships for children and adults Build on children s sense of wonder and joy for learning in preparation for later academic experiences Use families ethnic and cultural diversity as a teaching tool Maintain professional standards for administration and staff Developing Quality Care for Young Children is invaluable not only for early childhood educators administrators and trainers but also for anyone striving to make a difference in the lives of our youngest learners

Interrupting the Psy-Disciplines in Education Eva Bendix Petersen,Zsuzsa Millei,2016-08-09 This book offers critical explorations of how the psy disciplines Michel Foucault s collective term for psychiatry psychology and psycho analysis play out in contemporary educational spaces With a strong focus on Foucault s theories it critically investigates how the psy disciplines continue to influence education both regulating and shaping behaviour and morality The book provides insight into different educational contexts and concerns across a child s educational lifespan early childhood education inclusive education special education educational leadership social media university and beyond to enable reflection and critique of the implications of psy based knowledge and practice With chapters by a mixture of established and emerging international scholars in the field this is an interdisciplinary and authoritative study into the role of the psy disciplines in the education system Providing vivid illustrations from throughout the educational lifespan the book serves as an invaluable tool for reflection and critique of the implications of psy based practice and will be of particular interest to academics and scholars in the field of education policy and psychology

The SAGE Handbook of Early Childhood Research Ann Farrell,Sharon L Kagan,E. Kay M. Tisdall,2015-11-10 Recent decades have seen an upsurge of research with and about young children their

families and communities The Handbook of Early Childhood Research will provide a landmark overview of the field of early childhood research and will set an agenda for early childhood research into the future It includes 31 chapters provided by internationally recognized experts in early childhood research The team of international contributors apply their expertise to conceptual and methodological issues in research and to relevant fields of practice and policy The Handbook recognizes the main contexts of early childhood research home and family contexts out of home contexts such as services for young children and their families and broader societal contexts of that evoke risk for young children The Handbook includes sections on the field of early childhood research and its key contributions new theories and theoretical approaches in early childhood research collecting and analysing data applications of early childhood research This Handbook will become the valuable reference text for students practitioners and researchers from across the social sciences and beyond who are engaged in research with young children

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