



Guiding Children's Social Development and Learning

By Marjorie Kostelnik, Alice Whiren, Anne Soderman, Kara Gregory

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Guiding Children's Social Development and Learning, 6E, is a comprehensive overview of child guidance and social development. Focusing on children 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. Theory and research provide readers with a broad basis for understanding child behavior and establish a foundation for appropriate action. Upon reading this text, readers will obtain a unified framework for decision-making and professional practice that incorporates sound principles of children development, relationship enhancement, and behavior management. Guiding Children's Social Development and Learning, 6E, eliminates much of the guesswork and frustration that hinders practitioner's efforts to influence children's social development and behavior. The framework of this book enables students to work with children and families from many different backgrounds and circumstances. It assists readers in determining how to support long-range goals in the classroom, while addressing short-term concerns and promotes personal feelings of proficiency and professionalism.

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Editorial Review

Review

"Depth of coverage...wow!! Most of the texts I've used have not been topically focused, but have covered many topics. This text specializing in social development and learning by design must be thorough, and it is." - Nancy G. Carlson, Chair, Education Department, SUNY Orange, Middletown, New York

"There is an excellent discussion of Erickson's theory of development which is essential in this subject area. The manuscript discusses the methods of Alfred Adler and Jane Nelson which is timely and needed for students to be effective in developing effective guidance techniques." - Patricia Weaver, M.Ed. Fayetteville Technical Community College, North Carolina

About the Author

Marjorie Kostelnik is dean of the College of Education and Human Sciences at the University of Nebraska, Lincoln. She entered the field of early childhood as a Head Start teacher and child care provider before receiving her doctorate from the Pennsylvania State University. She was on the faculty at Michigan State University for 22 years, serving as director of the Child Development Laboratories, then as chair of the Department of Family and Child Ecology. Currently, Dr. Kostelnik is a serving member of the Nebraska Governor's Early Childhood Coordinating Council and the Lincoln Community Learning Centers Advisory Board.

Alice Whiren has taught kindergarten and preschool children, directed a center for children that serves a culturally and economically diverse population, and worked with families and children having special needs. In addition, she has taught at Michigan State University in the areas of child development and early education. Her publications are in the areas of social development and early childhood education, particularly in the area of play.

Anne K. Soderman works internationally with schools in the area of early literacy, assessment, and second language acquisition. Her research has been centered on gender differences as they relate to emerging literacy, particularly in children coming from lower income populations. Other recently co-authored publications include *CREATING LITERACY-RICH PRESCHOOLS AND KINDERGARTENS* and *SCAFFOLDING EMERGENT LITERACY*.

Kara Gregory has worked in centers and classrooms with children from infancy through first grade. She consults with preschool and elementary school early childhood teachers and support staff on many topics, including social and emotional development, oral language, early reading and writing, and play. Her publications have also focused on these areas. Dr. Gregory also teaches courses in child development and early childhood education for Michigan State University.

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