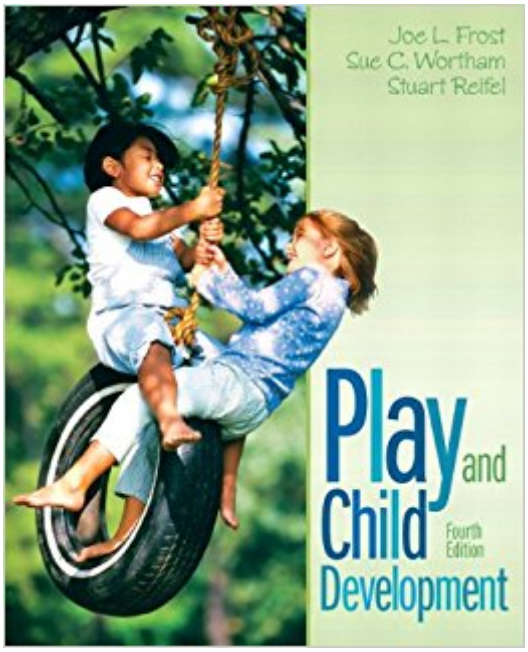
Ebook Directory
the best source of ebook

The book was found

Play And Child Development (4th Edition)



PDF
Adobe
DOWNLOAD EBOOK

Synopsis

More than any other textbook on the market, Play and Child Development, Fourth Edition, ties play directly to child development. The authors address the full spectrum of play-related topics and seamlessly blend research, theory, and practical applications throughout this developmentally-based resource. Readers will learn about historical, theoretical, and practical approaches to promoting development through integrated play and learning approaches across various age or developmental levels. The book analyzes play theories and play therapy; presents a history of play; and discusses current play trends. It explores ways to create safe play environments for all children, and how to weave play into school curricula. Finally, the authors examine the role of adults in leading and encouraging children's natural tendencies toward learning by playing. Special coverage includes a full chapter on play and children with disabilities, and the value of field trips in supporting learning. This edition offers expanded and/or updated coverage on evidence based play theory, child development, play environments, and early play-based curricula for children of all abilities in various learning contexts. All content in the text is purposefully arranged to guide its readers through key and core topics leading to a comprehensive understanding of play intended to help prepare pre-service teachers to lead and support childrenÃ¢â ¬â„¢s play in a number of contexts:Ã Â preschools, elementary schools, park systems, and research programs. Ã Â

Book Information

Paperback: 512 pages

Publisher: Pearson; 4 edition (May 27, 2011)

Language: English

ISBN-10: 0132596830

ISBN-13: 978-0132596831

Product Dimensions: 7.3 x 1.1 x 9 inches

Shipping Weight: 1.4 pounds (View shipping rates and policies)

Average Customer Review: 3.7 out of 5 stars 11 customer reviews

Best Sellers Rank: #20,079 in Books (See Top 100 in Books) #22 inÃ Â Books > Politics & Social Sciences > Social Sciences > Children’s Studies #86 inÃ Â Books > Textbooks > Social Sciences > Psychology > Developmental Psychology #95 inÃ Â Books > Health, Fitness & Dieting > Psychology & Counseling > Child Psychology

Customer Reviews

More than any other textbook on the market, Play and Child Development, Fourth Edition, ties play directly to child development. The authors address the full spectrum of play-related topics and seamlessly blend research, theory, and practical applications throughout. All content in the text is purposefully arranged to guide its readers through key and core topics leading to a comprehensive understanding of play intended to help prepare pre-service teachers forÃ Â guiding childrenÃ¢â ¬â„¢s play in a number of contexts:Ã Â preschools, elementary schools, park systems, and research programs.Ã Â

NEW TO THIS EDITION This book is about children's play and development. Changes to this new edition include new information and research on the following: History, theories, and culture of play Montessori and child development views of play Examples of play in Chapters 1 and 2 Nature and consequences of play deprivation Benefits of playground play, more on safety in both indoor and outdoor play, and additional emphasis on nature, gardens, and wild places in children's play Effects of electronic play (video games, computers, immersive reality) on children's development Roles of play leaders Strategies for adults for facilitating play with children with disabilities Bullying and aggressive behavior in school-age children and characteristics of these children CONTENTS AND ORGANIZATION OF THIS TEXT To understand any human activity, such as play, it is necessary to explore that activity as it has evolved over time. We begin in Chapter 1 with a look at "Play's History: Ideas, Beliefs, and Activities." Indeed, play does have an epic history, dating back thousands of years. As we state in Chapter 1, play activities existed long before recorded history. As a result, we have both prerational knowledge of play, which has remained with us since before the onset of recorded history, and rational knowledge of play, those aspects of play that we have come to be aware of by means of scholarship. Our earliest rational knowledge of Western play can be described in terms of three themes: agon, mimesis, and chaos. These themes continue to describe play across the centuries, although the relative weight of each is seen to vary over time. Agon, or conflict, appears in competitive games and-has its present manifestation in sport. Mimesis, or imitative action, is associated with theater, role play, and creative forms of play. Chaos, or leaving things to the Fates, is reflected in games of chance. During the Enlightenment and Romance periods of history, versions of mimesis were exalted, to call attention to humankind's creative spirit. It was during these times that particular attention from scholars began to focus on children's play. Freedom and the human spirit were associated with play by educators such as Johan Pestalozzi and Friedrich Froebel. This belief has remained with us and forms a cornerstone for understanding children's play. The history of children's play developed a life of its own during the 19th century,

with the scholarly research efforts of individuals such as G. Stanley Hall, John Dewey, and child development researchers who soon followed them. Although these scholars reflected differing assumptions about play, their combined efforts, building on the work of earlier philosophers, kept play at the center of children's development. Our history of prerational and rational experience with children's play serves as a basis for our current efforts to study play. Through the past century, research on children's play contributed to theories about play and its role in development. As we look at our efforts to make sense of play, we see a variety of rhetorics for play and a wider variety of theories to make sense of it. Chapter 2 introduces a number of theories that dominated play scholarship throughout the 20th century, as well as a number of emerging theories that are leading us into the 21st century. These theories are illustrated with an example of children at play, showing how play must be understood from multiple perspectives. Being able to put on different theoretical lenses allows the observer of play to understand its many meanings. Chapter 2 also provides a model for deciding which theory may be most useful for professionals who are supporting play. Theory is placed in the model as a tool for assisting teachers to plan, observe, and assess children as they play. Values and beliefs about play must be articulated and aligned with relevant play theories. The model is supplemented by research on teacher beliefs as they relate to theory and practice. History and theory are invaluable tools for understanding play and for seeking keys to practice. During the 20th century, additional tools emerged from research in several disciplines. Chapter 3 details the work of behavioral scientists who, during the 1960s, introduced the notion of plasticity of the human brain with particular reference to very young children. This set the stage for national attention to early development in playful contexts. More recently neuroscientists, employing high-tech brain imaging, have opened a new front in understanding children's behavior, including play, and implications for practitioners are tenuously being drawn. Chapter 3 also discusses the growing tendency among educators and politicians to substitute academic rigor and high-stakes testing for free, spontaneous play, resulting in loss of time for recess, physical education, and the arts. A parallel trend, substituting technology play and pay-for-play, also impose impediments to spontaneous play, presenting an ever-growing threat to children's health and development. Three chapters address play and development. The first, Chapter 4, discusses the first 2 years of development. The preschool years are discussed iri Chapter 5, and school-age children in Chapter 6. Issues of culture and gender are addressed in Chapter 7. Because so many societies are multicultural at this time, there are always questions about the traditions, meanings, relationship, and communications that may vary with different groups of people. Building on earlier reviews by Schwartzman and Slaughter and Dombrowsky, we present research on the topics of continuities

and discontinuities in children's play. Gender differences in play are universal and apparent from many studies. A discussion of theories of gender development introduces a description of the continuing debate on the nature and nurture of play. Studies, while not resolving the debate, illustrate girl/boy differences in social patterns, toys used, and texts dramatized in play. Implications for practice in child care center and school contexts naturally arise from discussions of play theory and research. Over recent decades, a number of approaches have evolved which address the integration of play into curriculum and the roles of teachers. In Chapter 8, we examine the dominant approaches, ranging from hands-off play to broadly and narrowly focused play intervention. Since all these approaches are drawn from serious examination of theory and research, practitioners may borrow relevant dimensions from more than one model. In a multi-ethnic, pluralistic society, the developmental needs of individuals and groups may not be appropriately met by a single approach. Play is not all that children need, but knowledge is constructed through play, and, through sensitive adult intervention, play and work become complementary activities. The questions of how children with disabilities engage in play and what adaptations need to be made to adult roles and the environment to expand play are the focus of Chapter 9. Researchers interested in the nature of play in children with disabilities have conducted studies comparing the play of children with specific disabilities with the play of peers who have typical development. The play of children with specific disabilities has also been studied to determine how changes in the environment and adaptations of toys can enhance play opportunities for children. The use of technology, particularly computers, for modification of play possibilities for all children in the classroom is becoming more prevalent. Most significantly, modification of the outdoor environment has become a significant design challenge within the last two decades as play specialists have sought to make outdoor play more accessible to children with all types of disabilities. The natural therapeutic qualities of play lend even greater emphasis to the importance of play for child development. As seen in Chapter 10, play therapy has its roots in the psychoanalytic tradition, but, over the years, theorists and practitioners modified the practical applications of this tradition to develop several approaches. The fundamental tenets of child-centered play therapy are rooted in the beliefs that children play out their phobias, feelings, and emotions and that play has natural healing powers. Play therapy is now successfully conducted with children of all age groups and in individual, family, clinical, school, hospital, and group contexts.

Since play is an important ingredient of both indoor and outdoor activities, Chapter 11 focuses on the creation of special, magical, creative outdoor play environments. (Indoor play environments and indoor safety are discussed in Chapter 8). This section is intended to counter the growing pattern of

cookie-cutter (standardized) playgrounds in U.S. child care centers, schools, and public parks by focusing on comprehensive environments featuring natural elements such as sand, water, tools, materials for construction, nature areas, and "special places." Fundamental to countering this trend is convincing adults that recess and outdoor play are essential to children’s healthy development. Even the best outdoor play environments have little effect unless children have ample time to experience and create over extended periods of time. The extensive analysis of child safety in public places, discussed in Chapter 12, is unique in child development texts, perhaps because of the prevailing view that accidents and injuries are inherent in growing up. Safety experts and a growing body of safety research conclude that accidents can be prevented, especially those that expose children to risks of permanent injury or death. We wish to make one point crystal clear: We do not advocate "dumbing down" playgrounds or play venues in an effort to make them safe. Quite the contrary—play environments can be ma... --This text refers to an out of print or unavailable edition of this title.

It was informative but the condition of the book was not as good as it was said to be. It was highlighted throughout and the pages and cover was worn.

Arrived fast the price was a little to high, and I only bought the book because I really needed it.

Great book and easy to read. Used this for a class and got a lot out of it. I recommend this for anyone interested in working with children.

Received quickly

Great price and book

Exactly what I needed.

Thank ou!

boring!

Download to continue reading...

Play and Child Development (4th Edition) You Are Your Child’s First Teacher, Third Edition:

Encouraging Your Child's Natural Development from Birth to Age Six Parenting Book: 50 Tips on Building Your Child's Self Esteem (Raising Girls, Boys, Potty Training Toddlers to Teenage Kids) Child Rearing & Positive Discipline - Psychology & Development in Children How to Play the Recorder: A Basic Method for Learning to Play the Recorder and Read Music Through the Use of Folk, Classical, and Familiar Songs (Handy Guide) (How to Play Series) The Tiger's Child: The Story of a Gifted, Troubled Child and the Teacher Who Refused to Give Up On (One Child) Fire Child, Water Child: How Understanding the Five Types of ADHD Can Help You Improve Your Child's Self-Esteem and Attention How to Play Banjo : A Complete Banjo Course for the Beginner That Is Easy and Fun to Play (Handy Guide) (How to Play Series) Ultimate Easy Guitar Play-Along -- The Doors: Eight Songs with Full TAB, Play-Along Tracks, and Lesson Videos (Easy Guitar TAB), Book & DVD (Ultimate Easy Play-Along) LEE CHILD: SERIES READING ORDER: MY READING CHECKLIST: JACK REACHER SERIES, JACK REACHER SHORT STORIES, HAROLD MIDDLETON SERIES, SHORT STORY COLLECTIONS BY LEE CHILD, LEE CHILD ANTHOLOGIES Ultimate Bass Play-Along Rush: Play Along with 6 Great Demonstration Tracks (Authentic Bass TAB), Book & CD (Ultimate Play-Along) Ultimate Guitar Play-Along Led Zeppelin, Vol 1: Play Along with 8 Great-Sounding Tracks (Authentic Guitar TAB), Book & 2 CDs (Ultimate Play-Along) Just Play: Book 3 Last Play Romance Series (A Bachelor Billionaire Companion) (The Last Play Series) Process Consultation: Its Role in Organization Development, Volume 1 (Prentice Hall Organizational Development Series) (2nd Edition) Development Through the Lifespan (6th Edition) (Berk, Lifespan Development Series) Standalone Book Exploring Lifespan Development (3rd Edition) (Berk, Lifespan Development Series) Christian Ethics: A Case Method Approach 4th Edition (New Edition (2nd & Subsequent) / 4th Ed. /) Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach (4th Edition) Child Development, Third Edition: A Practitioner's Guide (Clinical Practice with Children, Adolescents, and Families) Child Development and Education, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (6th Edition) Community Organizing and Development (4th Edition)

Contact Us

DMCA

Privacy

FAQ & Help