



Emotion In The Classroom A Study Of Childrens Experience

Brian J. Caldwell, Jim M. Spinks



Emotion In The Classroom A Study Of Childrens Experience:

Emotion in the Classroom Elaine Batchelor, 1981 **Young Children's Emotional Experiences** Jane Murray, Ioanna Palaiologou, 2020-06-29 Based on a rich seam of research evidence this book leverages value in engaging with scientific enquiry to further understanding of young children's emotional experiences Early childhood development has featured increasingly prominently on international policymakers agenda in recent years Yet whilst policy foregrounds economic imperatives including academic attainment school readiness and time bound outcomes similar attention has not been afforded to the potential value of nourishing affective engagements that may secure emotional capital for infants and young children This collection from the field of early childhood is therefore timely Its chapters are based on empirical evidence derived from contemporary scientific studies and address challenges and opportunities inherent in young children's emotional experiences in diverse twenty first century early childhood education and care contexts The authors provoke debate discussion and critique and they ask significant questions of the policymakers practitioners and carers who may influence young children's lives and their emotional experiences The findings that are presented in the chapters indicate overall that a test based approach may detract from young children's emotional development as well as the positive affective experiences in early childhood which have potential to provide an important foundation for a fulfilling life This book was originally published as a special issue of Early Child Development and Care Children's Emotional Lives Sandra Leanne Bosacki, 2008 Drawing on evidence from a longitudinal study of Canadian children's emotional experiences within the grade school classroom this book considers the nature and significance of such experiences for children's development and well being Within the learning context of the classroom the girls and boys share their experiences of self emotional understandings and social relations through interviews and social cognitive tasks The chapters provide scholarly analysis and practical information for those who agree that emotions are paramount to children's comprehensive development The book concludes by describing the practical implications and applications of its findings for parents teachers and caretakers of children including how to help children learn about and negotiate emotions in themselves and in their interactions with others **The Role of Experience in Children's Language Development: A Cultural Perspective** Priya Shimpi, Eliana Colunga, He Sun, Douglas Sperry, Lulu Song, 2022-12-02 **Emerging Research in Play Therapy, Child Counseling, and Consultation** Steen, Rheta LeAnne, 2017-01-18 In the counseling field it is imperative that mental health professionals stay informed of current research findings By staying abreast of the most recent trends and techniques in healthcare professionals can modify their methods to better aid their patients Emerging Research in Play Therapy Child Counseling and Consultation is a critical resource that examines the most current methodologies and treatments in child therapy Featuring coverage on relevant topics such as behavioral concerns childhood anxiety and consultation services this publication is an ideal reference source for all healthcare professionals practitioners academicians graduate students and researchers that are

seeking the latest information on child counseling services

Handbook of Research on the Education of Young

Children Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field

Championing Co-production in the Design of Inclusive Practices Clare Woolhouse, Virginia Kay, 2025-03-19 This book brings together the voices of practitioners researchers parents and children and young people themselves to explore innovative pedagogies where multiple voices have been actively engaged in co producing the design of inclusive practices within education Each chapter focuses on how a particular approach strategy or project has included children and young people in the decisions that are made about them their lives and their education These examples feature a mix of innovative creative and multisensory pedagogies that consider how to facilitate communication between children and the adults who work with them around the concept and application of inclusive education Reflective questions are woven throughout allowing the reader to engage with diverse voices and ensure everyone is involved in adapting teaching to create better learning opportunities for all Practical takeaway activities are also included that can be discussed in schools and easily applied to a range of different settings Championing Co production in the Design of Inclusive Practices champions teaching and learning pedagogies which not only reflect individuality and difference but also actively seek to position children young people and learners at the very heart of their own educational experience It is valuable reading for SENCOs practising and trainee teachers and school inclusion managers

International Handbook of Student Experience in Elementary and Secondary School D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on

students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers

Understanding Children's Personal Lives and Relationships Hayley Davies, 2016-04-29 Informed by ethnographic research with children Davies offers new sociological insights into children's personal relationships as well as closely examining methodological approaches to researching with children and researching relationships Second International Research Handbook on Values Education and Student Wellbeing Terence Lovat, Ron Toomey, Neville Clement, Kerry Dally, 2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range of measures including social emotional and intellectual outcomes With schools in the 21st century confronting issues such as gender identity stemming radicalism mental health equity for disadvantaged groups bullying respect and the meaning of consent values education offers a way of teaching and learning that integrates and enhances student's affective and cognitive functioning The earlier edition of this book has become a standard reference for scholars and practitioners in the fields of values education moral education and character education Its citation rates reads and downloads have been consistently and enduringly high as have those of its companion text *Values Pedagogy and Student Achievement* A decade on the main purpose of the revised edition is to update and incorporate new research and practice relevant to values education Recent insights in the fields of neuroscience and social and emotional learning and their implications for education and student wellbeing are more overt than they were when the first edition was being compiled Additionally advanced thinking in the field of epistemology how humans come to know and therefore learn has also sharpened especially through the later writings of prominent scholars like Jurgen Habermas The revised edition has preserved the essential spirit and thrust of the original edition while making space for some of these new insights about the potential of values education to establish optimal and harmonious learning and social environments for both students and teachers The Child at School Peter Blatchford, Anthony D. Pellegrini, Ed Baines, 2015-07-16 What is the nature of children's social life in school How do their relationships and interactions with peers teachers and other school staff influence their development and experience of school This book written by leading researchers in educational and developmental psychology

provides answers to these questions by offering an integrated perspective on children's social interactions and relationships with their peers and teachers in school. Peer interactions in school have tended to be underestimated by educationalists and this book redresses the balance by giving them equal weight to teacher-child interactions. In this second edition the authors extensively revise the text on the basis of many years of research and teaching experience. They highlight common misconceptions about children, their social lives and school achievement which have often resulted in ineffective school policy. The book includes a number of important topics including: The significance of peer friendships at school; The nature and importance of play and break times; Aggression and bullying at school; Peer relations and learning at school; The classroom environment and teacher-pupil interaction; The influence of gender in how children learn at school; Advantages and disadvantages of different methodological approaches for studying children in school settings; Policy implications of current research findings. *The Child at School* will be essential reading for all students of child development and educational psychology. It will also be an invaluable source for both trainee and practicing teachers and teaching assistants as well as clinical psychologists and policy makers in this area.

Supporting Children's Well-Being During Early Childhood Transition to School Tatalović Vorkapić, Sanja, LoCasale-Crouch, Jennifer, 2020-10-23. Life transitions differ concerning the intensity of the change and the intensity of the child's reaction to that change. For most children the first and most significant transition is from the family home to an institution of early care and education which includes preschool. These transitions can also include children's passage from kindergarten to elementary school. However the intensity of the child's reaction is related to the size of the change that is happening and also to who or what is involved in that change and the importance a child attributes to that someone or something. *Supporting Children's Well-Being During Early Childhood Transition to School* is an essential scholarly publication that examines evidence-based practices and approaches that fully support a child's well-being during transition periods in early childhood. It serves as a resource to rethink contemporary transition theoretical models, research studies and applied practices. Featuring a wide range of topics such as emotional competency, language learners and professional development, this book is ideal for academicians, psychologists, early childhood educators, daycare centers, curriculum designers, policymakers, researchers, education professionals and students.

Regulatory Problems and Disorders in Early Childhood: Aetiology, Contextual Factors, Developmental Outcomes and Pathways, and Treatment Options Anna Katharina Georg, Ayten Bilgin, Julia Jaekel, 2025-01-08. Regulatory problems defined as excessive crying, sleeping or feeding problems are among the most common concerns of parents with children 0-5 years old. These problems are typically understood within the context of the parent-child relationship; however the complex underlying mechanisms that explain the occurrence and continuation as well as long-term outcomes of regulatory problems are still poorly understood. Despite some promising treatment options, important knowledge gaps remain to be addressed which will inform evidence-based practice for services of children aged 0-5. With this Research Topic we aim to bring together research from different countries and

from multidisciplinary research backgrounds on the topic of regulatory problems and disorders We particularly encourage research that focuses on observed parent child interactions in relation to regulatory problems We view regulatory problems as a transdiagnostic biopsychosocial concept covering excessive crying sleeping and or feeding and eating problems However studies with a focus on any of these problems are also encouraged

Handbook of Research on Emotional and Behavioral Disorders Thomas W. Farmer, Maureen A. Conroy, Elizabeth M.Z. Farmer, Kevin S. Sutherland, 2020-03-26 The Handbook of Research on Emotional and Behavioral Disorders explores the factors necessary for successful implementation of interventions that foster productive relationships and ecologies to establish reinforce and sustain adaptive patterns of emotional and behavioral functioning across childhood and into adulthood Although there has been a concerted focus on developing evidence based programs and practices to support the needs of children and youth with emotional and behavioral disorders there has been less emphasis on the developmental social and environmental factors that impact the implementation and effectiveness of these approaches Chapters from leading experts tackle this complexity by drawing on a range of disciplines and perspectives including special education mental health services school clinical and community psychology social work developmental psychology and psychopathology and prevention science An essential resource for scholars and students interested in emotional and behavioral disorders this volume crafts an essential framework to promote developmentally meaningful strategies for children and youth with even the most adverse experiences and intensive support needs

Attachment and Emotional Development in the Classroom David Colley, Paul Cooper, 2017-08-21 As part of preparation for the classroom it s key for trainee teachers to understand the emotional needs of students This book provides a clear introduction to emotional development and attachment offering advice and guidance from a diverse range of professional perspectives including psychology health and education

Consultation and Mental Health Interventions in School Settings Ester Cole, Maria Kokai, 2021-11-30 Optimize the delivery of school psychology services with this book Presents a unique consultation and intervention model Interlinks primary secondary and tertiary prevention and intervention applications Addresses specific student and school level needs Online resources and handouts More about the book This volume written by leading psychology practitioners and academics has been designed to meet the ever growing challenges faced by educational systems to address the mental health learning and socialization needs of students Using a unique and comprehensive consultation and intervention model the chapters provide evidence based guidance that interlinks primary secondary and tertiary prevention and intervention applications that allow for systematic consultation planning and cost effective services The clear and easy to apply model is used to look at specific student needs that are commonly encountered in schools e g depression ADHD giftedness and at issues that require school level interventions e g diversity promoting resilience Practitioners will appreciate the numerous downloadable practical resources and tools for hands on applications that are available online to purchasers of the book This book is an invaluable resource for school psychologists and mental

health service providers as well as for academics involved in training pre service practitioners The materials for this book can be downloaded from the Hogrefe website after registration

The Emotional Development of Young Children Marilou Hyson,2004 Marilou Hyson provides educators with real life examples and evidence based teaching strategies to advance children s understanding and appropriate expression of their emotions

The Self-Managing School Brian J. Caldwell,Jim M. Spinks,2005-08-04 Offers a model for self management based on research in effective schools Guidelines and illustrations based on successful adoption are offered throughout The aim is quality in education with the beneficiary being the pupil

Building Early Social and Emotional Relationships with Infants and Toddlers Amanda Sheffield Morris,Amy C. Williamson,2019-02-09 This book provides a comprehensive overview of the process of building healthy early social and emotional relationships with infants from a developmental perspective The book synthesizes current research on the contextual influences of attachment family relationships and caregiving practices on social emotional development Chapters examine the processes of socioemotional development particularly in relationships with parents other family members and peers and identify areas for promoting healthy attachments and resilience improving caregiving skills and intervening in traumatic and stressful situations Chapters also present empirically supported intervention and prevention programs focused on building early relationships from birth through three years of age The book concludes with future directions for supporting infant mental health and its vital importance as a component of research clinical and educational practice and child and family policy Topics featured in this book include The effect of prenatal and neonatal attachment on social and emotional development The impact of primary relationships and early experiences in toddlerhood Toddler autonomy and peer awareness in the context of families and child care Supporting early social and emotional relationships through The Legacy for Children™ Intervention How to build early relationship programming across various cultures Building Early Social and Emotional Relationships with Infants and Toddlers is a must have reference for researchers clinicians and professionals and graduate students in the fields of infant mental health developmental psychology pediatrics public health family studies and early childhood education

Children's Additional Language Learning in Instructional Settings Yuko Goto

Butler,2025-05-08 This book provides the first comprehensive overview of young children s language learning in pre primary and primary education It collates research to date on language development and pedagogy among children learning a language in addition to their home language s in instructional settings providing readers with a thorough understanding of the topic and directions for further study The book promotes a learner centered approach to research and teaching and encourages critical reflection on how best to conduct research among children It recognizes the substantial diversity of young language learning experiences and pays attention to individual differences and variability in children s language development embracing an ecological perspective sensitive to contextual factors Closing the gap between research and practice each chapter opens with pedagogical or policy related questions explores relevant theories and research findings

from instructed second language acquisition and offers discussion questions and recommended reading for further reflection and study This will be invaluable reading for all those who are undertaking research and working with young language learners

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