

## Theories Of Development William Crain

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William Crain is a professor of psychology at The City College of New York. He is the author of the textbook "Theories of Development", now in its 6th edition, and "Reclaiming Childhood: Letting Children Be Children in Our Achievement-Oriented Society". A social activist, Crain works to broaden access to higher education and to defend animals.

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William Crain is professor of psychology at The City College of New York. A social activist, Dr. Crain served nine years on the Teaneck, NJ, school board and works for student access to higher education and the protection of nature and animals. He and his wife Ellen F. Crain, a pediatrician, have three grown children.

*Theories of Development: Concepts and Applications: Crain ...*

Theories of Development: Concepts and Applications: Author: William C. Crain: Edition: 5, illustrated: Publisher: Pearson/Prentice Hall, 2005: Original from: the University of Michigan: Digitized: 22 Jul 2008: ISBN: 0131849913, 9780131849914: Length: 429 pages: Subjects

*Theories of Development: Concepts and Applications ...*

Theories of Development: Concepts and Applications (Paperback) Published July 28th 2010 by Psychology Press. Paperback, 432 pages. Author (s): William Crain (Goodreads Author) ISBN: 0205810462 (ISBN13: 9780205810468) Edition language: English.

*Theories of Development: Concepts and Applications ...*

The result of extensive scholarship and consultation with leading scholars, this text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

This book covers twenty-two theories of development and their implication on education. It also introduces readers to the theorists behind the theories in a lively and easily accessible manner. Comparing and contrasting the theories covered, the book focuses on theorists who follow the developmental tradition of Rousseau - such as Gesell, Piaget, and Montessori - and their belief that we grow largely from our inner promptings and spontaneous discoveries at different times throughout our lifetimes. In addition, the author looks at theorists in the environmental/learning tradition. For anyone interested in the philosophy of child rearing and education, relative to a child's growth and the growth of our society as a

For undergraduate/graduate courses in Theories of Development, Child Development, Child Psychology, Human Development, and Lifespan Development. The result of extensive scholarship and consultation with leading scholars, this classic text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

Child Development: Theories and Critical Perspectives provides an engaging and perceptive overview of both well-established and recent theories in child and adolescent psychology. This unique summary of traditional scientific perspectives alongside critical post-modern thinking will provide readers with a sense of the historical development of different schools of thought. The authors also place theories of child development in philosophical and cultural contexts, explore links between them, and consider the implications of theory for practice in the light of the latest thinking and developments in implementation and translational science. Early chapters cover mainstream theories such as those of Piaget, Skinner, Freud, Maccoby and Vygotsky, whilst later chapters present interesting lesser-known theorists such as Sergei Rubinstein, and more recent influential theorists such as Esther Thelen. The book also addresses lifespan perspectives and systems theory, and describes the latest thinking in areas ranging from evolutionary theory and epigenetics, to feminism, the voice of the child and Indigenous theories. The new edition of Child Development has been extensively revised to include considerable recent advances in the field. As with the previous edition, the book has been written with the student in mind, and includes a number of useful pedagogical features including further reading, discussion questions, activities, and websites of interest. Child Development: Theories and Critical Perspectives will be essential reading for students on advanced courses in developmental psychology, education, social work and social policy, and the lucid style will also make it accessible to readers with little or no background in psychology.

Provides an overview of development, then describes principles and sequences of physical, cognitive, and social/emotional development at the infant, toddler, preschool, and primary levels. Individual differences and developmental norms are stressed throughout.

The third edition of "Concepts and Theories of Human Development" describes and critically evaluates - through the lens of developmental systems theories - the key conceptual issues and theoretical approaches to understanding human development across

Understanding child development is essential to ensuring a full and rounded psychological grounding, but given the complex nature of the topic it can be a real challenge. Child Development: Concepts and Theories takes a step back to focus just on the key concepts of child development that all students must learn. With this book, their first encounters with theories and their applications will mean that they can move on with a firm foundation in child development. Central to this, is understanding how these theories or concepts are applied in the real world and how psychologists engage with them in research. This book gives clear and detailed examples to bring the subject to life. Each chapter features case studies that run throughout the chapter and develop as the students' own understanding does. Written for undergraduates, the book will become essential to any student wanting a key to unlock the world of child development. Jean Mercer is Professor Emerita of Psychology at Stockton University, New Jersey, and writes a blog, "Childmyths", at http://childmyths.blogspot.com

This updated classic by Maria Montessori's closest collaborator reveals the inspirations behind the greatest educational innovator of all time Maria Montessori is important background reading for parents considering Montessori education for their children, as well as for those training to become Montessori teachers. The first woman to win a degree as a Doctor of Medicine in Italy in 1896, Maria Montessori's mission to improve children's education began in the slums of Rome in 1907, and continued throughout her lifetime. Her insights into the minds of children led her to develop prepared environments and other tools and devices that have come to characterize Montessori education today. Her influence in other countries has been profound and many of her teaching methods have been adopted by educators generally. Part biography and part exposition of her ideas, this engaging book reveals through her letters and personal diaries Maria Montessori's humility and delight in the success of her educational experiments and is an ideal introduction to the principals and practices of the greatest educational pioneer of the 20th century. -- The new introduction to "Maria Montessori: Her Life and Work" by Lee Havis, executive director of the International Montessori Society, discusses the changes that have taken place in Montessori education within recent years. -- An updated appendix of Montessori periodicals, courses, societies, films, and teaching materials. -- A revised bibliography of books by and about Maria Montessori.

Dr. DeRobertis has made a significant contribution to the field with his integrative self-development theory. It provides a seamless rapprochement of the psychoanalytic and existential-humanistic paradigms. This developmental framework emphasizes the necessity of both relational and depth psychological approaches to the mind in understanding self development, psychological health, and psychopathology. As both a practitioner and a professor, I draw heavily upon this important work in the training of psychotherapists as well as in my clinical work with children, adolescents, and parents. -- Shawn Rubin, Psy.D., Licensed Psychologist, Core Faculty, Michigan School of Professional Psychology, Managing Editor, Journal of Humanistic PsychologyFrom a fresh, holistic perspective, Eugene M. DeRobertis applies humanistic viewpoints in psychology to the study of child development. Unlike most child development texts that concentrate on the subdivisions of the child's personality, the observations and discussions here focus on the child as a whole. Drawing upon many schools of thought including American humanism, existential-phenomenology, psychoanalysis, neo-analytic theories, object-relations theory, self-psychology, and Gestalt psychology, Dr. DeRobertis opens an important dialogue to all teachers and students of psychology. Packed with illustrations, empirical findings, references, and key terms and concepts, Humanizing Child Developmental Theory delivers an overarching theoretical framework for putting developmental issues into context. A significant and accessible contribution to developmental theorizing, this groundbreaking text gives psychology instructors and their students a relevant and much-needed humanistic approach to child development.

The diverse range of critical pedagogues presented in this book comes from a variety of backgrounds with respect to race, gender, and ethnicity, from various geographic places and eras, and from an array of complex political, historical, religious, theological, social, cultural, and educational circumstances which necessitated their leadership and resistance. How each pedagogue uniquely lives in that tension of dealing with pain and struggle, while concurrently fostering a pedagogy that is humanizing, is deeply influenced by their individual autobiographical lens of reality, the conceptual thought that enlightened them, and the conviction that surrounded them, and the conviction that drove them. To be sure, people of justice, people who resist, are framed by a vision that embraces an inclusive, tolerant, more loving community that passionately calls for a more democratic citizenship. That is just what the 34 critical pedagogues represented in this text heroically do. Through the highlighting of their lives and work, this book is not only an excellent resource to serve as a springboard to engage us in dialogue about pivotal issues and concerns related to justice, equality, and opportunity, but also to prompt us to further explore deeper into the lives and thought of some extraordinary people. A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know is an ambitious undertaking. Kirylo's narrative enterprise, which seeks to chronicle the lives of transformative pedagogues, is a project whose time has come. This text is an excellent resource for all those interested in the aesthetic that, as Kierkegaard believed, exercised power for the common good. Luis Mirón