

Sample Child Observation Paper

"What an incredible resource Braaten has written what is clearly the most comprehensive child assessment handbook available. This indispensable book carefully walks the clinician through the entire assessment process and covers all conceivable areas of inquiry. This is an essential guide for the beginning practitioner and one that is sure to become a mainstay on every child clinicians bookshelf."--Lee A. Ros&E, PhD, Colorado State University

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

This book addresses contemporary themes in the professional education of social workers. The contributors raise important questions about the nature and purpose of professional social work practice in a modern, changing and complex society.

The Early Years Handbook for Students and Practitioners

Industrial Arts and Vocational Education

Child Observation for Learning and Research

Early Education Curriculum: A Child's Connection to the World

Industrial Arts & Vocational Education

Growing Points in Developmental Science

Palaiologou has chosen essays for this collection which will stimulate critical awareness and discussion of the early years foundation stage. She provides an interesting background to the politics, policy and legislation which underpin and inform the EYFS. This book covers policy and pedagogy, assessment, communication and more.

Adolescence“beginning with the onset of puberty and ending in the mid-20s”is a critical period of development during which key areas of the brain mature and develop. These changes in brain structure, function, and connectivity mark adolescence as a period of opportunity to discover new vistas, to form relationships with peers and adults, and to explore one's developing identity. It is also a period of resilience that can ameliorate childhood setbacks and set the stage for a thriving trajectory over the life course. Because adolescents comprise nearly one-fourth of the entire U.S. population, the nation needs policies and practices that will better leverage these developmental opportunities to harness the promise of adolescence”rather than focusing myopically on containing its risks. This report examines the neurobiological and socio-behavioral science of adolescent development and outlines how this knowledge can be applied, both to promote adolescent well-being, resilience, and development, and to rectify structural barriers and inequalities in opportunity, enabling all adolescents to flourish.

In a series of articles, the editors have compiled a reference work that examines the latest developments in logging data on behavioural disabilities as it occurs. Recent technological advances have made such developments possible.'

Resources in Education

Play, Projects, and Preschool Standards

Transforming the Workforce for Children Birth Through Age 8

Educating Our Preschoolers

Towards Reflective Practice

An essential guide for the foundation degree and levels 4 and 5

The significant change in public schools over the last two decades warrants a response in how we prepare teachers. This volume is an effort to share the contributors' knowledge, experience and ideas with colleagues, particularly with novice language teacher educators. The suggestions in the chapters are primarily provided for the teaching methods course, but many can be adapted to other education courses or for professional development programs. The first section of the introduction provides a review of issues identified in teacher education including debates, accountability, and government influence over education. The second section explores teacher educators in the literature such as issues in their practice, and a focus on foreign language teacher educator practice. The third section provides a brief overview of the chapters in the book.

Child Observation for Learning and Research is an exciting new text, providing a thorough grounding in the methodology, practice and interpretation of observing children. The authors draw on their experience and expertise in childcare, education, social work and research to introduce the fundamental principles and process of observation, preparing you for your first observation and building knowledge and confidence through a wide range of scenarios and activities. The book takes the unique approach of demonstrating how acquiring observational skills can serve as a key learning tool, not only helping you to understand children, but also to recognise, analyse and question theory, helping you make sense of your own learning.

Under the judicious editorship of Drs. Hertzog and Farber, this volume is comprised of 20 articles that illuminate groundbreaking work in the study of the child to present a clear, thoughtful, and systematic view of child psychiatry & development.

The Promise of Adolescence

Administrative and Reference Manual for HELP (the Hawaii Early Learning Profile) Birth - 3 Years

EBOOK: Doing Your Child Observation Case Study: A Step-by-Step Guide

The Early Years Foundation Stage

Literacy Development in Early Childhood

Adverse Childhood Experiences, Sleep, and Social Emotional Development Among Infants and Toddlers from Families Involved with Child Protective Services

Many early years students and practitioners can struggle with how to observe children, knowing what makes good observations, as well as how to use them and why they matter so much. This is a very practical 'how to' book on observing young children and preparing a child case study, with helpful guidance on how to go about this, including where and how to begin and proceed; appropriate techniques and related processes as well as possible pitfalls. In addition the book includes examples of good observations which show how your observation can be evaluated, analysed and used. The book covers the whole process of embarking on the study or observation of a child (or children) including sensitive areas or areas to avoid. It begins with choosing a child to study; the ethics of the study; ways of gathering data and tools to use; observations that are useful; examples of short child case studies and longer child case studies; how to select material to include; and, analysing or interpreting the material. One child (Georgia) is used as a focus example throughout the book so that you can really get to grips with how a good child observation study unfolds and develops. Further shorter examples also illuminate the challenges and practicalities of doing your child observation case study.

The number one book in pediatric OT is back! Focusing on children from infancy to adolescence, Case-Smith's Occupational Therapy for Children and Adolescents, 8th Edition provides comprehensive, full-color coverage of pediatric conditions and treatment techniques in all settings. Its emphasis on application of evidence-based practice includes: eight new chapters, a focus on clinical reasoning, updated references, research notes, and explanations of the evidentiary basis for specific interventions. Coverage of new research and theories, new techniques, and current trends, with additional case studies, keeps you in-step with the latest advances in the field. Developmental milestone tables serve as a quick reference throughout the book! NEW! Eight completely new chapters cover Theory and Practice Models for Occupational Therapy With Children, Development of Occupations and Skills From Infancy Through Adolescence, Therapeutic Use of Self, Observational Assessment and Activity Analysis, Evaluation Interpretation, and Goal Writing, Documenting Outcomes, Neonatal Intensive Care Unit, and Vision Impairment. NEW! A focus on theory and principles Practice Models promote clinical reasoning. NEW! Emphasis on application of theory and frames of reference in practice appear throughout chapters in book. NEW! Developmental milestone tables serve as quick reference guides. NEW! Online materials included to help facilitate your understanding of what's covered in the text. NEW! Textbook is organized into six sections to fully describe the occupational therapy process and follow OTPF.

Executive function refers to the goal-oriented regulation of one's own thoughts, actions, and emotions. Its importance is attested by its contribution to the development of other cognitive skills (e.g., theory of mind), social abilities (e.g., peer interactions), and academic achievement (e.g., mathematics), and by the consequences of deficits in executive function (which are observed in wide range of developmental disorders, such as attention-deficit hyperactivity disorder and autism). Over the last decade, there have been growing interest in the development of executive function, and an expanding body of research has shown that executive function develops rapidly during the preschool years, with adult-level performance being achieved during adolescence or later. This recent work, together with experimental research showing the effects of interventions targeting executive function, has yielded important insights into the neurocognitive processes underlying executive function. Given the complexity of the construct of executive function, however, and the multiplicity of underlying processes, there are often inconsistencies in the way that executive function is defined and studied. This inconsistency has hampered communication among researchers from various fields. This Research Topic is intended to bridge this gap and provide an opportunity for researchers from different perspectives to discuss recent advances in understanding childhood executive function. Researchers using various methods, including, behavioral experiments, neuroimaging, eye-tracking, computer simulation, observational methods, and questionnaires, are encouraged to contribute original empirical research. In addition to original empirical articles, theoretical reviews and opinions/perspective articles on promising future directions are welcome. We hope that researchers from different areas, such as developmental psychology, educational psychology, experimental psychology, neuropsychology, neuroscience, psychiatry, computational science, etc., will be represented in the Research Topic.

The Child Clinician's Report-Writing Handbook, Second Edition

A Unifying Foundation

Behavioral Observation

Childhood Observation

Parenting Matters

Transitions and Challenges in the 21st Century

Discussing the role of observation in the Early Years environment, this title helps Early Years students and practitioners understand the principles and ethical guidelines of observation and assessment methods, and encourages them to take a critical stance on different observation methods. It examines current initiatives and policies as a context for discussing the theoretical background, and draws on a number of methodologies in order to develop clear and systematic ways of making observations, recording data and using it to evaluate and assess children.

Growing Points in Developmental Science is an ISSBD publication based on the millennium symposia papers published in the International Journal of Behavioral Development in 2000. This collection of overview chapters summarises the state of the art and the way forward for this discipline. Experienced researchers as well as younger, cutting-edge scientists have contributed to this international collection. The topics range from early experience to old age, and include issues in both social and cognitive development. Particular interests are investigated, such as the biological substrates of behavioural development, early experiences in terms of both basic and applied science, and cross-cultural contexts of development. Personality, knowledge and the acquisition of memory are also considered. In each case, the authors survey the history and traditions that have marked their research areas, as well as the current status and outlook. Growing Points in Developmental Science represents expert wisdom rooted in a bird's eye view of the trends and controversies that have helped to shape the discipline, its contributions to science and its application. It is intended as a resource for scientists of different generations interested in developmental science, and will appeal to advanced students and young investigators as well as seasoned researchers.

"The revolutionary teaching system, based on cutting edge learning research, used by thousands of educators around the world"---Cover.

Realizing Opportunity for All Youth

Technology and Applications in Developmental Disabilities

Research in Education

Annual Progress in Child Psychiatry and Child Development 1998

Inside HELP

Development of executive function during childhood

EARLY EDUCATION CURRICULUM: A CHILD'S CONNECTION TO THE WORLD focuses on the role of observation and assessment in early childhood programming, the process of planning and implementing a curriculum, setting up an inclusive child-centered environment, and the uses of evaluation and documentation for continuous program improvement. Updated with current research and standards, the text continues to present new material on brain research that underlies teaching ideas as well as information on reflective practice, intentional teaching, and using the environment as a teaching tool. The seventh edition includes more material on diversity and diversity strategies, activity plans for different age groups, and more floor plans. New case studies provide examples of how activities planned align with specific standards, and allow students to apply knowledge gained to real-life situations. The book retains its strong applied focus on the how-to's of teaching, with many hands-on teaching tips. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Widely recognized as a leading text in its field, this popular guide explores literacy development beginning in infancy and through fourth grade. The latest edition continues to prepare teachers to create and implement literacy-rich curricula in early childhood classrooms, while providing updates to federal legislation and highlighting the impact of state standards on educational settings. Recent technology is integrated into activities used to enhance literacy competencies. Throughout the book, the author's approach to reflective teaching empowers teachers to become effective decision makers and thoughtful mediators in children's transactions with literacy. A conceptual and theoretical foundation for describing reading and writing processes is followed by research-based descriptions of the signs of emergent literacy and developmentally appropriate instructional strategies. The emphasis on linguistic and cultural diversity includes an array of approaches for supporting English language learners. Chapter extension activities challenge readers to apply concepts through observation, research, curriculum development, and discussion. Sample observation and assessment forms assist in determining children's progress in developing literacy.

It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create/compile them in a professional manner in a binder for presentation upon graduation to obtain employment. As portfolios are sometimes started in Intro to ECE and compiled throughout the program, or introduced in a Curriculum course, or in a Student Teaching or capstone course, there are several points of entry for this supplement. Wiltz instructs the student what items to collect for the portfolio, how to compile/construct/label it, and then how to talk about it/present it.

The Child Clinician's Report-writing Handbook

Developing and Presenting a Professional Portfolio in Early Childhood Education

Research Relating to Children

Foundations and Change in Early Childhood Education

Reflective Teaching for Birth to Age Eight, Second Edition

The Years From Six to Twelve

The authors help readers create well-planned projects and activities that capture children's interest and develop the critical social and pre-academic skills identified in state standards.

Transforming the Workforce for Children Birth Through Age 8A Unifying FoundationNational Academies Press

This report details a comparative analysis of early learning guidelines (ELGs) for infants and toddlers less than 3 years of age in Latin America and the Caribbean. The 19 ELGs evaluated are utilized by 12 national and 7 regional programs located in 13 countries in the region. Three types of programs are included in this report: parenting programs (n=3), community centers (n=4) and child development centers (n=12). Two of the twelve child development center programs fall beyond the age range of this research (0-3 years) and are included as case studies. While parenting programs are included in this analysis, caution should be given to directly comparing their results to the results from community center or child development center programs. As described in the paper, parenting programs represent a distinct type of intervention.

Whole Brain Teaching for Challenging Kids

Early Childhood Learning Guidelines in Latin America and the Caribbean

Development During Middle Childhood
How to Advocate for Your Special Ed Child
(And the Rest of Your Class, Too!)
World Language Teacher Education

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers—and learners—every waking minute. Well before formal schooling begins, children’s early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child’s life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children’s learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

The Early Years Handbook for Students and Practitioners is a comprehensive and accessible course text for all students studying at levels 4 and 5, including on Foundation Degrees and Early Childhood Studies degrees. Designed and written by the Chair of the SEFDEY (Sector-Endorsed Foundation Degree in Early Years) Network and a team of expert contributors, this book covers the essential skills, knowledge and understanding you need to become an inspiring and effective early years practitioner. Divided into four parts: The Student-Practitioner-Professional; The Learning and Development of Children 0-5; The Child, Family and Society; and The Senior Practitioner-Professional, the book covers all aspects of working with young children and engages you with theory that is explicitly linked to your practice. Throughout there is a strong emphasis on supporting your transition to undergraduate study, developing your academic skills and encouraging you to be an active learner. In every chapter, the book seeks to help you develop your professional identity and features: Activities to help you to reflect on your own practice ‘Provocations’ to promote discussion and debate Case study examples and photographs to illustrate key points ‘From Research to Practice’ boxes outlining key research in the field and implications for practice. The book is supported by a companion website featuring, for students, links to useful websites and video material, and an interactive flashcard glossary. Online support for lecturers includes ideas for tasks and activities to use in class and the diagrams and images in the book available to download.

Background: Maltreated infants and toddlers, and their families, live in highly stressful and challenging contexts. The stressors experienced by maltreated infants and toddlers can be harmful to their development. Sleep health is an integral component to the developing child’s physical and psychological wellbeing. Yet very little sleep research has been conducted among populations of maltreated infants and toddlers. There is a lack of understanding about the sleep problems experienced by these children, how sleep may underlie their social emotional development, and how already evidenced-based, home-visiting interventions can be leveraged to have the added benefit of addressing sleep problems among maltreated infants and toddlers. Purpose: The purpose of this dissertation is to address this paucity of knowledge about sleep among maltreated infants and toddlers. There are three papers in this dissertation, all of which include a sample of dyads (parents and their 10- to 24-month-old child) from families with a CPS maltreatment report. Paper 1 examines how behavioral sleep problems associate with parents’ concerns about their child’s sleep among this sample of parent-child dyads from families with a CPS maltreatment report. Paper 1 also examines sleep duration among children from these families, compared to a reference sample of children uninvolved with CPS. Paper 2 examines longitudinal, transactional relations between sleep and social emotional development among this sample of infants and toddlers from families involved with CPS. Paper 3 examines if adverse childhood experiences increase the risk of having a sleep problem among this sample of infants and toddlers. Paper 3 also examines if a home-visiting, relationship-based intervention can reduce children’s risk of having a sleep problem, both directly and indirectly by way of increased parenting sensitivity. Methods: All papers in this dissertation are based on a secondary analysis of a longitudinal, randomized controlled trial comparing a home-visiting, relationship-based parenting intervention to a resource and referral control condition. Participants included 247 parents and their biological 10- to 24-month-old child (n = 124 treatment condition, n = 123 control condition) from families with a CPS maltreatment report. Data were collected at approximately 3-month intervals including baseline (T1), immediately post-intervention (T2), 3 months post-intervention (T3), and 6 months post-intervention (T4). For paper 1: Only data from dyads randomized to the control condition were used. Measures included parent reports about their child’s sleep (collected at T2 and T4). Reference sample means (about the children uninvolved with CPS) were extracted from a previous report. For paper 2: Only data from dyads randomized to the control condition were used. Measures included parent reports about their child’s sleep problems and daily napping behavior (collected at T2), as well parent reports about their child’s internalizing behaviors, externalizing behaviors, and competence (collected at all time points). For paper 3: Data from the full sample were used. Measures included parent reports about their child’s sleep problems (collected at T4), an observed parenting sensitivity tool (collected at all time points), and a combination of tools used to count children’s adverse childhood experiences (collected across all time points). Results: Paper 1: At T2, children’s night wakings and difficulty falling asleep on their own, but not difficulty sleeping alone, significantly associated with whether or not their parent was concerned they had a sleep problem. Six months later, at T4, children’s night wakings and difficulty sleeping alone, but not difficulty falling asleep on their own, significantly associated with whether or not their parent was concerned they had a sleep problem. Mean nocturnal sleep duration was significantly longer and mean nap duration was significantly shorter among children ages 24 to 36 months, compared to children of the same age in the reference sample. Paper 2: Higher baseline externalizing behavior associated with a greater propensity for parents to indicate that they were concerned their child had a sleep problem 3 months later. Higher baseline internalizing behavior also associated with a greater propensity for parents to indicate concern that their child had a sleep problem 3 months later, but only at the trend level. A greater propensity for parents to indicate concern that their child had a sleep problem associated with higher levels of internalizing and externalizing behavior 6 months later. A greater tendency for children to take a daily nap associated with lower internalizing behavior, lower externalizing behavior, and higher competence 6 months later. Paper 3: Children’s adverse childhood experiences significantly associated with whether or not their parent was concerned they had a sleep problem; as the number of adverse childhood experiences increased, the odds of having a sleep problem also increased. Post hoc analyses indicated an interaction between children’s adverse childhood experiences and treatment assignment such that children’s odds of having a sleep problem increased as their number of adverse childhood experiences increased, but only among children in the control condition. Conclusion: This dissertation adds new knowledge to suggest that children’s behavioral sleep problems were concerns that changed with development among these parents of infants and toddlers from families with a CPS maltreatment report. Findings also indicate the spread of sleep across the 24-hour period may have been different among the 24- to 36-month-old children in this sample, compared to the reference sample. In addition, children’s daily napping behavior foreshadowed later social emotional functioning, while children’s sleep problems both foreshadowed later and followed earlier behavior problems (especially externalizing behavior). Finally, accumulating early childhood adversity placed children at greater risk for sleep problems, but receiving a home-visiting, relationship-based intervention buffered children from this risk. Further research is needed to better understand sleep among populations of maltreated infants and toddlers.

Supporting Parents of Children Ages 0-8
Learning and Teaching in Social Work
The Blessing Of A Skinned Knee

The Emergence and Development of Scientific Thinking during the Early Years: Basic Processes and Supportive Contexts
Using Jewish Teachings to Raise Self-Reliant Children

*Now revised and updated, this indispensable tool streamlines the process of conducting child and adolescent assessments and producing high-quality reports. In a convenient large-size format, the book is filled with interview questions and reproducible forms for collecting pertinent information from children, parents, and teachers; wording to describe more than 100 commonly used tests; and menus of terms and phrases for each section of a report. Formats and writing tips are provided for diagnostic, personality, and neuropsychological reports; treatment plans; progress notes; and more. Other user-friendly features include lists of medications and abbreviations and recommended print and online resources for professionals and parents. Purchasers get access to a Web page where they can download and print the reproducible materials. New to This Edition *Revised throughout for DSM-5 and ICD-10-CM. *Includes the most current test batteries and rating scales. *Updated resources for professionals and parents. *Reproducible materials now available online.*

Sidebars - designed to extend students' understanding of the themesof the text Enrichment Activities - can be used either as in class or as out ofclass 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' learningfrom the chapter Recipient of the 2017 BRONZE Winner for Education Award from Foreword Indies. Get the educational services and support your child deserves Federal law guarantees every child a free appropriate education, and the goal of the Individualized Education Program (IEP) is to assure that every child with special needs receives what the law promises. But if you have a special ed child, you know that your family must make sure the school follows through. This powerful book covers: eligibility rules and assessments working with outside experts developing your child's ideal educational program preparing for and attending IEP meetings, and resolving disputes with school districts. The 10th edition includes summaries of important court decisions, expanded information on independent evaluations and bullying, and additional real-life tips. It provides key forms, sample letters, and resources you need at every stage of the IEP process. With it, you can make sure your child gets a good education—the education he or she deserves. With downloadable forms, letters and resources inside. Includes IEP blueprint.

Industrial-arts Magazine

An Introduction

Working Paper Series

Theory and Practice

Eager to Learn

The Advanced Montessori Method ...

Provides parents with advice on using Jewish teachings from the Torah and Talmud to overcome struggles with raising children, nurture strengths and uniqueness, and encourage respectfulness towards their parents and others.

For the first time, a report focuses specifically on middle childhood—a discrete, pivotal period of development. In this review of research, experts examine the physical health and cognitive development of 6- to 12-year-old children as well as their surroundings: school and home environment, ecocultural setting, and family and peer relationships. Decades of research have demonstrated that the parent-child dyad and the environment of the familyâ€”which includes all primary caregiversâ€”are at the foundation of children’s well- being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child’s brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents’ lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents’ use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

The Complete IEP Guide

Nurturing Children’s Sense of Wonder and Joy in Learning

International Education Resources

Case-Smith’s Occupational Therapy for Children and Adolescents - E-Book