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EVIDENCE-BASED POLICYMAKING
INSIGHTS FROM POLICY-MINDED RESEARCHERS AND RESEARCH-MINDED POLICYMAKERS

Karen Bogenschneider and Thomas J. Corbett, University of Wisconsin-Madison, USA

“Karen Bogenschneider and Tom Corbett have spent most of their careers working to bridge the gap between policymakers and policy researchers. This new book is a monument to their wisdom and their commitment to this endeavor.” - Sara McLanahan, Professor and Endowed Chair, Princeton University, USA

“When I need advice about ways to strengthen the relationship between higher education and public officials, I go to Karen and Tom first. This book makes a real contribution to those who want to learn about public policy.” - Mary Fairchild, National Conference of State Legislatures, USA

This book is for those who believe that good government should be based on hard evidence, and that research and policy ought to go hand-in-hand. It is pragmatic, drawing on advice from some of the best and brightest informants from both the research and policy communities. In their own voices, researchers provide incisive analysis about how to bridge the research/policy divide, and policymakers provide insights about why they use research, what kind is most useful, where they seek it, and how they screen its quality. The book breaks through stereotypes about what policymakers are like, and provides an insiders’ view of how the policy process really works. Readers will learn what knowledge, skills, approaches, and attitudes are needed to take research findings from the laboratory to lawmaking bodies, and how to evaluate one's success in doing so.

The practical examples and pragmatic advice are ideal for students in graduate and advanced undergraduate courses in family policy, educational policy, law, political science, public administration, public health, social work, and sociology. It also appeals to researchers and policymakers who want to advance an evidence-based policy agenda.

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April 2010: 6x9: 376pp
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PROTECTING CHILDREN FROM VIOLENCE
EVIDENCE-BASED INTERVENTIONS

James Michael Lampinen, University of Arkansas, USA
Kathy Sexton-Radek, Elmhurst College, USA

“Chapters cover a wide range of important topics. This book is essential reading for all who care about children’s welfare.” - Gail S. Goodman, University of California, Davis, USA

“This book provides an excellent, research based overview of violence against children and makes empirically based suggestions for addressing this problem. It is an outstanding resource for researchers and child advocates.” - Monica L. McCoy, Converse College, USA

Providing an evidence-based understanding of the causes and consequences of violence against children and the best practices to deter such violence, this book appeals to researchers and students in psychology, sociology, social work, criminal justice, education, and law enforcement. Each chapter features a case study to dramatically illustrate the human cost of abuse and neglect; a review of who is at risk and why and possible interventions; and evidence-based recommendations for reducing violence against children. Different types of violence, including physical and sexual abuse, bullying, human trafficking, and on-line predators, and the various perpetrators of such violence, are reviewed. Possible outcomes of violence against children, including physical injuries and death, depression, anxiety and post-traumatic stress disorders, and damage to the social fabric of the local community, are explored.

CONTENTS

April 2010: 6x9: 392pp
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FAMILY POLICY MATTERS

HOW POLICYMAKING AFFECTS FAMILIES
AND WHAT PROFESSIONALS CAN DO

Second Edition

Karen Bogenschneider, University of Wisconsin-Madison, USA

Drawing on hundreds of studies in the last 20 years, this book brings a fresh perspective to family policy, underscoring why it is needed, and outlining how policymaking should be approached. Author Karen Bogenschneider proposes a theoretical framework for conceptualizing policy issues in a way that holds the potential for overcoming controversy and identifying common ground. The book features:

• Issues that have changed the political landscape for families (e.g., strengthening marriage initiative, same-sex marriage)
• An updated section on state statutes or Governor’s orders that require family impact analysis
• A chapter on the history of family policy in this century
• An appendix on how to conduct a family impact analysis
• Two case studies on writing family policy newsletters for state policymakers and teaching family impact analysis to the general public

An ideal textbook for family policy courses, this book also appeals to researchers interested in seeing their research and ideas acted upon in the policy world, family professionals who work to connect research and policymaking, and instructors interested in making family policy come alive for students.

CONTENTS

CHILD ABUSE AND NEGLECT

Monica L. McCoy, Converse College, USA
Stefanie M. Keen, University of South Carolina, USA

“Child Abuse and Neglect is clearly going to be an outstanding resource for university-level courses and can be prescribed with confidence as a required text.” - Ian M. Evans, Massey University, New Zealand, in PsycCRITIQUES

“Finally, a research based text about child maltreatment that is a good read. My students will love it.” - Narina Nuñez, University of Wyoming, USA

This book examines child abuse and neglect - the latest research and laws, what it entails, and how to recognize and report it. ‘Focus on Research’ boxes, ‘Case Examples’, ‘Legal Examples’ and ‘Focus on Law’ sections that explain judicial rulings are sprinkled throughout. Discussion questions, key terms, and a glossary of terms are included. Different forms of maltreatment – physical abuse, neglect, psychological maltreatment, sexual abuse, fetal abuse, and Munchausen by Proxy Syndrome – are explored. The book concludes with a clinical psychologist’s review of what happens to a child after an abuse report is filed and provides suggestions for preventing child maltreatment.

Intended as a text for courses in Child Abuse and Neglect taught in departments of psychology, human development, education, social work, and medicine, this book will also be an invaluable resource to workers who are mandated reporters of child maltreatment and/or anyone interested in the problem.

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Pipe et al., Eds.
Child Sexual Abuse
Disclosure, Delay, and Denial
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Developed for an NIH training institute, this volume is organized around the most frequently asked questions by researchers starting their careers in applied research in child and adolescent development. With contributions from the leading scholars in the field, actual research experiences highlight the challenges one faces in conducting such research. The techniques and theoretical frameworks most suitable for guiding the applied research process are reviewed along with related ethical and cultural considerations. Each chapter features the authors’ introduction to their own careers in applied research. Also included are practical tips, case studies, and sidebars featuring frequently asked questions. This practical resource provides tips on how to modify the most frequently used methodological techniques while maintaining the integrity of the data; manage the unpredictable nature of real world research; frame community relevant research questions in an academically acceptable way; secure funding to conduct applied research; and disseminate the research results so as to have the greatest impact on policy and practice.

**CONTENTS**

BLACK FATHERS
AN INVISIBLE PRESENCE IN AMERICA
Second Edition
Michael E. Connor, Alliant International University, USA
Joseph White, University of California, Irvine USA (Eds.)

Featuring case studies of African-descended fathers, this edited volume brings to life the achievements and challenges of black fathers in America. Leading scholars and practitioners provide unique insight into this understudied population. Short-sighted social policies which do not encourage father involvement are critically examined and the value of father engagement is promoted. The problems associated with the absence of a father are also explored.

The second edition features an increased emphasis on:
• The historical issues confronting African-descended fathers
• The impact of health issues on black fathers and their children
• Therapeutic interventions to aid in the healing of fathers and their children
• The impact of an Afrikan-centered fathering approach and the need for research which considers systemic problems confronting African American fathers
• Community focused models that provide ideas for (re)connecting absent fathers
• Learning tools including reflective questions and a conclusion in each chapter and more theory and research throughout the book.

An ideal supplement for courses on fathers and fathering, introduction to the family, parenting, men and masculinity, race and ethnic relations and taught in a variety of departments, the book also appeals to social service providers, policy makers, and clergy who work with community institutions.

CONTENTS

May 2011: 6x9: 304pp
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FAMILY, SELF, AND HUMAN DEVELOPMENT ACROSS CULTURES

THEORY AND APPLICATIONS

Second Edition

Çigdem Kagitçibasi, Koc University, Turkey

“This is a ‘must read’ book for cross-cultural developmental psychologists and those interested in the way data from the majority world can inform mainstream psychology.” - Harry C. Triandis in Contemporary Psychology

This second edition examines human development, the self, and the family in a cultural context. It challenges the existing assumptions in mainstream western psychology about the nature of individuals. The author proposes a new model — the ‘Autonomous-Related Self’ — which expands on existing theory by demonstrating how culture influences self development. The development of competence is examined from a contextual perspective, with a view towards global urbanization which is creating increasingly similar lifestyles around the world. The implications of this perspective are discussed extensively, particularly early intervention policy implications related to promoting human competence in immigration and acculturation. Rich in both theory and application, each topic is introduced with a historical antecedent and earlier research before current work is discussed.

This second edition also features:

• A new theoretical perspective that integrates cultural variation with universal human development trajectories in the context of social change, globalization, and immigration

• Two new chapters, Parenting and the Development of the Autonomous Related Self and Immigration and Acculturation

• A more student-friendly approach with boxed stories, summary and main point reviews, discussion questions, and an extensive bibliography in each chapter

• A comprehensive glossary of all the book’s key terms for a quick reference.

Intended as a graduate or advanced undergraduate level text for courses addressing cross-cultural psychology taught in a variety of departments including developmental, community, family, and educational psychology, this comprehensive volume will also appeal to researchers interested in issues of human development in a socio-cultural context.

2007: 6x9: 496pp
Hb: 978-0-8058-5775-7: £70.00
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INTERNATIONAL FAMILY CHANGE
IDEATIONAL PERSPECTIVES

Rukmalie Jayakody, Pennsylvania State University, USA; Arland Thornton and William Axinn, University of Michigan, USA (Eds.)

International Family Change examines family attitudes, beliefs, and relationships in virtually every region of the globe, with an emphasis on the theoretical models for examining family changes. In particular, it argues that family life in the Western world is not the sole product of social and economic trends and that family change outside the West is not destined to follow the same trajectory. Chapters focusing on Iran and Vietnam help demonstrate that, rather than following a Western model, some global family change has resulted from rejecting it. The chapters on Nepal and Africa illustrate how the introduction of new ideas through the media and religion can reshape family beliefs. The chapters on Japan and Argentina demonstrate how unique cultural circumstances can influence family change.

Intended for researchers and advanced students in human development, family studies, social psychology, sociology, geography, anthropology, economics, and history, this book also serves as a resource for advanced courses on the family and its history, family development, and social change taught in those departments.

2007: 6x9: 360pp
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CLOSE RELATIONSHIPS

Pamela Regan, California State University, Los Angeles, USA

“The text is written in an engaging, interesting, and utterly comprehensive manner. It is accessible to anyone – from the curious non-academic, to the first year university student, to the professional scholar. Everyone will learn something new about relationships by reading this book, and they will enjoy learning it.” - Danu Anthony Stinson, University of Victoria, Canada

“An excellent overview of relationship studies. … The material [is] easy for undergraduates to read and follow. … Dr. Regan writes well … [and she] is a respected scholar.” - Lawrence Ganong, University of Missouri, Columbia, USA

“This text contributes significantly to the field, because of its emphasis on science, research findings, theoretical concepts, and multiple types of relationships. Also, Dr. Regan is a superb writer … I found the examples interesting. … [It is] most appropriate for a course on Personal Relationships … taught in [a variety of] departments. … [or] … appropriate as a supplementary text for a course on marriage and the family.” - Susan Sprecher, Illinois State University, USA

Introducing the concepts, methodologies, theories, and empirical findings of interpersonal relationships drawn from psychology, communication, sociology, philosophy, and religion, this engaging book appeals to anyone interested in learning more about romantic relationships as well as relationships with friends and family. Numerous examples demonstrate the relevance of the material to the readers. Active learning is encouraged throughout: measurement instruments that readers can score themselves are included. The book reviews relationship experiences from all age groups, for all relationship types, and from a variety of cultures, along with the latest research on ‘cyber-flirting,’ sex differences in jealousy, the neurochemistry of love, and bullying.

This new text is intended for courses in interpersonal/personal/close relationships taught in departments of psychology, communication studies, sociology, anthropology, human development, family studies, marriage and family therapy, and social work. The website will feature a test bank with multiple-choice and essay questions and PowerPoint slides.

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CHILDREN OF DIVORCE
STORIES OF LOSS AND GROWTH
Second Edition

John H. Harvey, University of Iowa, USA
Mark A. Fine, University of Missouri, Columbia, USA

Excerpts of stories collected from young people while in the throes of parental divorce, framed by an analysis of the recent divorce literature, demonstrate the variety of reactions to parental divorce and the strength and resilience many learn in surviving the pain. The narratives paint a picture of the pain, despair, and chaos caused by the divorce as well as the hope and the resiliency shown by these young adults. The authors’ hope is that examining these experiences will help strengthen relationships in the future.

Highlights of the new edition include:
- A new chapter that demonstrates the messiness of divorce, the fading stigma of divorce, the latest divorce rates, the increased average age of first time marriages, and the recent hook-up phenomenon
- Updated throughout with the most current demographic data, new findings from the top researchers in the field, and the latest intervention programs
- A review of the Divorce Variability and Fluidity Model (DVFM) that helps predict variability in adjusting to divorce
- More suggestions to help children adapt to divorce, including material on parenting education classes and mediation
- A list of readings and suggested websites for further review.

An ideal supplement for courses on divorce, family studies, close relationships, and loss and trauma taught in human development and family studies, and clinical, counseling, and social psychology, as well as communication, social work, and sociology, these engaging stories also appeal to practitioners.

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HANDBOOK OF DIVORCE AND RELATIONSHIP DISSOLUTION

John H. Harvey, University of Iowa, USA
Mark A. Fine, University of Missouri, Columbia, USA (Eds.)

This handbook presents up-to-date scholarship on the causes and predictors, processes, and consequences of divorce and relationship dissolution. Intended for researchers, practitioners, counselors, clinicians, and advanced students in psychology, sociology, family studies, communication, and nursing, the book serves as a text in courses on divorce, marriage and the family, and close relationships.

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INTRODUCTION TO FAMILY PROCESSES
Fifth Edition
Randal D. Day, Brigham Young University, USA

“I have used this text in teaching an introductory family processes course and plan to continue using it. … It is interesting and applicable to the lives of undergraduate students. … The coverage of basic family processes is extremely well done as is the use of stories throughout the text.” - Denise Ann Bodman, Arizona State University, USA

What goes on ‘behind closed doors’ in families is examined in this text. In his storytelling style, Randy Day introduces readers to the family processes approach – the strategies and behaviors families use to achieve goals. The emphasis is on how families work and interact rather than on the psychological, sociological, or economic processes. It examines emotions in families, communication, relationship formation/dissolution, family rituals, and power and conflict.

Significantly updated with 50% new material, the new edition features:

• A new chapter that introduces the discipline’s methodology
• A new chapter on relationship formation, including partner selection, falling in love, commitment, sexuality, passion, and intimacy
• A new design reformatted to tie in with the book’s website at www.psypress.com/family-processes which now contains the Chapter Activity Questions that reinforce critical thinking skills, the Journal Activities that strengthen students’ personal connection to the material, and the Chapter Previews and Key Terms
• Instructor’s Web Resources with small group and in-class exercises, PowerPoint lecture slides, topics for debate, suggested films, and test questions
• More material on the role of gender, power, genetics, and personality in relationships; families from diverse cultural and ethnic backgrounds and the impact of work and technology on the family; the changing nature of family structures including single parenting and gay unions; and stresses in family life.

Ideal for undergraduate courses on family processes, family dynamics, family life, the family, and/or marriage and family interaction taught in family studies, human development, psychology, sociology, social work, education, consumer sciences, home economics, health, and nursing departments.

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GIFTED LIVES
WHAT HAPPENS WHEN GIFTED CHILDREN GROW UP
Joan Freeman, Psychologist in private practice, UK

“Freeman’s writing throughout is disciplined and carefully objective, without sacrificing any narrative power. ... Gifted Lives - with its many twists and turns - is captivating, inspiring, and educating. I want to recommend the book to parents and educators everywhere. It seems to me it will be easy to find a nugget of information that you can utilize almost immediately.” - Joseph Cardillo in Psychology Today

“At last, an honest picture of what really happens to the gifted. Joan Freeman understands the psychology of having gifted abilities and its challenges, and has brought a breath of fresh air to this area of human development. I learned a lot and highly recommend it.” - Lewis Wolpert CBE, FRS, FRSL, Emeritus Professor of Biology as Applied to Medicine, University College London, UK

This book reveals the dramatic stories of twenty gifted children as they grew from promise to maturity in Britain. It depicts their passions, sorrows and successes, and investigates why some fell by the wayside while others reached fame and fortune. Most of all, it shows that no matter how glittering childhood prospects are, opportunity, personality, hard work and fate all have a part to play on the road to success.

Gifted Lives reveals the triumph and trauma that accompanies those living with astounding exceptionality. The results of Joan Freeman’s intimate study spanning over three decades are revealed in this definitive account and it makes for fascinating and often moving reading. Readers will identify with many of the intriguing aspects of the people featured, and learn something about themselves from them too.

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September 2010: 5x8: 328pp
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PARENTING WITH REASON
EVIDENCE-BASED APPROACHES TO PARENTING DILEMMAS

Esther Yoder Strahan, Clinical Psychologist, USA; Wallace E. Dixon, Jr., East Tennessee State University, USA and J. Burton Banks, Medical Practitioner, USA

PARENT AND CHILD SERIES

“Parenting with Reason not only offers thoughtful guidance but, much more significantly, provides parents with ways of thinking about what they read and ways to thoughtfully weigh the evidence behind the many claims they encounter. As a result, this clearly written, engaging volume should prove useful to all parents who want the best for their children.”

- Professor Jay Belsky, Director of the Institute for the Study of Children, Families and Social Issues, Birkbeck University of London

Written by a clinical psychologist, a developmental psychologist and a doctor of family medicine, the book looks at pressing questions such as: ‘What should I do when my child acts up?’ ‘How can I get my baby to sleep through the night?’ and ‘How do I begin to toilet-train my child?’ The authors, who are also parents themselves, debunk common myths about parenting, such as the notion that a healthy baby needs to be able to breastfeed at will throughout the night, or the idea that children who are adopted need specialized counseling. They also cover issues such as how children might be affected by seeing violence on television, how a parent’s psychological health can affect their child, what the scientific evidence is for and against circumcision, and how divorce and adoption affect a child’s development. The end of each chapter gives you ‘The Bottom Line’, a handy summary of the key points of each issue.

This book is ideal for new or prospective parents, and pediatricians, family health providers and anyone who works with children and their parents will also find the book’s objective, scientific approach useful in their work.

2009: 5x8: 376pp
Hb: 978-0-415-41328-2: £37.50
Pb: 978-0-415-41329-9: £11.95
www.parentingwithreason.com

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Juffer et al., Eds.
Promoting Positive Parenting
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WHAT EVERY MAN SHOULD KNOW ABOUT BEING A DAD

David Cohen, Writer, psychologist and film maker, UK

PARENT AND CHILD SERIES

“What Every Man Should Know About Being a Dad is humane and witty, an outcome of his own experience as a parent, and of his training in psychology. ... On the one hand he knows his psychology inside out – and this book deserves to be on psychology reading lists – but on the other hand he is full of humanity. ... It will do you no harm at all as a man to let your partner spot you reading this warm, witty and humane book. When you’ve read it, pass it on. I think she’ll like it, too.”

- Padraig O’Morain in The Irish Times

“This book is an insightful and amusing guide for dads. It reports from the male perspective and takes a psychological approach to dealing with parenting issues.”

- Wanda Lynne Young, http://yummymummyclub.ca

This book provides a guide for men on how to be a good dad and a supportive partner. Dealing directly with the key issues and the many stresses that fathers can face, it looks at the psychological research on child development, parenting, and fathering in particular. It examines such thorny topics as step-fatherhood, the changing relationship between partners, and sex after babies. It also offers valuable advice on problems all dads will face – how to bond, how to provide sensible discipline, learning to play, and managing teenage tantrums and traumas.

The author, David Cohen, is a psychologist, and a father and step-father. In a quirky and anecdotal style, and drawing on eclectic material, this book tells men everything they need to know about being a dad.

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2009: 5x8: 240pp
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EMERGING TOPICS ON FATHER ATTACHMENT
CONSIDERATIONS IN THEORY, CONTEXT AND DEVELOPMENT
Lisa A. Newland and Harry S. Freeman, University of South Dakota, USA and Diana D. Coyl, California State University, USA (Eds.)

This book is the first of its kind to focus specifically on children’s attachment to fathers, and explores the connections among fathering, family dynamics, and attachment relationships. It includes theoretical, methodological and research reports written by an interdisciplinary group of researchers from around the globe.

This book provides a summary of current scholarly knowledge of fathering and attachment, and describes future directions to be explored by professionals, policy makers and practitioners within family services, education, and social work settings.

This book was published as a special issue of Early Child Development and Care.

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July 2010: 6x9: 278pp
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See Also
Black Fathers
by Connor & White (Eds.), page 9.

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Social and Personality Development
An Advanced Textbook
Michael E. Lamb, Cambridge University, UK
Marc H. Bornstein, Eunice Kennedy Shriver National Institute of Child Health and Human Development, USA

This new text consists of parts of Bornstein & Lamb's classic text, Developmental Science, 6th edition, along with new introductory material. As a whole it provides a cutting-edge and comprehensive overview of social and personality development and its relevance to everyday life. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand the area of human development under review. The relevance of the field is illustrated through engaging applications. Each chapter reflects the current state of the field and features an introduction, an up-to-date overview of the field, a chapter summary, and numerous classical and contemporary references. A website will provide students with chapter outlines, a reading guide, a glossary, and suggested readings with hotlinks to some of the actual articles, and instructors with a test bank, PowerPoint slides, and suggestions for classroom discussion/assignments.

Intended for advanced undergraduate and/or graduate level courses on social and personality development taught in departments of psychology, human development, and education, researchers in these areas will also appreciate this book's cutting-edge coverage.

Contents

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NURTURING NATURES
ATTACHMENT AND CHILDREN’S EMOTIONAL, SOCIOCULTURAL AND BRAIN DEVELOPMENT
Graham Music, Tavistock Clinic, London UK

“This book is a tour de force, integrating the most significant advances from developmental science and neuroscience with key clinical concerns relevant to all those working with children and young people. It is beautifully written, highly accessible and inspiring. I cannot think of a better text to use with those who are in the process of acquiring clinical skills or advanced practitioners wanting to update their understanding of modern science. This superb book should be on the bookshelf of all child mental health professionals.” - Peter Fonagy, Freud Memorial Professor of Psychoanalysis and Head of the Research Department of Clinical, Educational & Health Psychology, University College London, UK

This book provides an indispensable account of the essential theories about children’s emotional development. Integrating the latest research findings from areas such as attachment theory, neuroscience and developmental psychology, it offers a coherent and balanced view of the developing child in its context. Music explores key developmental stages, from life in the womb to adolescence, and examines how we develop capacities for language, play or memory. Issues of nature and nurture are addressed and the effects of different kinds of early experiences are unpicked. Full of fascinating findings, it provides answers to many of the questions people really want to ask about the human journey from conception into adulthood.

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THE CHILD AS SOCIAL PERSON

Sara Meadows, University of Bristol, UK

“The level of writing is appropriate for advanced undergraduates—and perhaps beginning graduate students—who have little prior training in social development. ... I also believe that the book’s contextual focus will make it useful to students across disciplines, though it is written toward the discipline of psychology. ... The Child as Social Person is also written in a way that should be appealing to students and other readers. The narrative is very engaging, reading like an interesting story around the topic of childhood social development rather than as a listing of ‘facts’ as found in some textbooks. ... In sum, I view this book as a valuable contribution to the field of childhood social development.” - Noel A. Card in PsycCRITIQUES

Questions about how children grow up in their social worlds are of enormous significance for parents, teachers, and society at large, as well as for children themselves. Clearly children are shaped by the social world that surrounds them but they also shape the social worlds that they, and those significant to them, encounter. But exactly how does this happen, and what can we do to ensure that it produces happy outcomes?

This book provides a critical review of the psychological literature on the development of personality, social cognition, social skills, social relations and social outcomes from birth to early adulthood. It uses Bronfenbrenner’s model of the development of the person and up-to-date evidence to analyze normal and abnormal social development, prosocial and antisocial behavior, within and across cultures. As well as outlining the theory, the book addresses applied issues such as delinquency, school failure, and social exclusion.

Using a coherent theoretical structure, The Child as Social Person examines material from across the biological and social sciences to present an integrated account of what we do and do not know about the development of the child as a social actor.

The Child as Social Person provides an integrated overview of the exciting field of developmental social psychology, and as such will be essential reading for advanced undergraduate students in psychology, education and social work, as well as postgraduates and researchers in these disciplines.

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“This book is exceptionally clear and thorough, on a topic of much current interest to psychologists. The author has brought together the findings from her project with skill and clarity and considers the current field in a sensible and informed way. I read it with real enthusiasm and interest.” - Judy Dunn, Professor of Developmental Psychology, Institute of Psychiatry, King’s College London, UK

“This book is a unique tour de force. It skilfully integrates aspects of children’s own cognitive abilities with features of their social environment to explain the individual differences found in children’s theory of mind and the consequences of these differences for their social lives at home and school. It will be an invaluable resource for researchers and professionals in developmental psychology, child health, and education.” - Janet Wilde Astington, Institute of Child Study, University of Toronto, Canada

Based on rich observational data from the author’s extended longitudinal study, this book examines the varied nature of children’s awareness of others’ thoughts from both social and cognitive perspectives, and investigates the real-life significance of individual differences in theory of mind. It analyses the differences in children’s ability to self-regulate, their general language skills and the quantity and quality of family conversations, to explain why some children show a much more advanced social understanding than others. It also examines the quality of children’s interactions with friends, their ability to resolve conflict without resorting to antisocial or disruptive behavior, and diverse aspects of school adjustment.

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Richard E. Tremblay, University of Montreal, Canada;
Marcel A.G. van Aken and Willem Koops, Utrecht University,
The Netherlands (Eds.)

“This book is a must-read for the new generation of interdisciplinary researchers. World-class scientists join in debating the causes of a broad class of problem behaviors, from the role of environments in gene expression to new preventions and policy implications. This research has profoundly changed our views on the nature of aggression.” - Rainer K. Silbereisen, Chair of Developmental Psychology and Director of the Center for Applied Developmental Science, University of Jena, Germany

Featuring contributions from researchers whose backgrounds range from the social and behavioral sciences to economics, the varied chapters assesses the potential role of gene–environment interactions, biological factors and gender differences in the development of behavior problems. The book includes a review of studies that attempt to understand why antisocial behavior is concentrated within families, and concludes with three chapters that link developmental research directly with policy issues. It provides a framework for students, scientists, educators and care-givers to understand where frontier research on behavior problems is going and how it can be applied in the social, educational and health services.

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Georgia A. DeGangi, Clinical Psychologist and Occupational Therapist, USA
Marc A. Nemiroff, Washington School of Psychiatry, USA

“Letter writing has been a key practice in narrative therapy as a tool in extending the conversation. DeGangi and Nemiroff extend this practice into new and creative territories. Kids’ Club Letters offer clinicians practical and youth-centered approaches to group therapy. I have benefitted from the ideas offered by the authors, and I encourage others to reap the benefits by reading this groundbreaking book.” - David Nylund, LCSW, Associate Professor of Social Work, Sacramento State University; Clinical Director, River Rock Counseling, USA

Kids’ Club Letters provides an innovative approach to group psychotherapy for school-aged children who experience a range of social and emotional problems. A narrative therapy approach is adapted, taking the form of letters written by the therapist in the voice of a child who is asking for advice about interpersonal or emotional problems. The child in the letter is asking for guidance from the participants in the group. These letters were devised and written for the purpose of structuring responses in group psychotherapy, allowing the participants to address relevant issues for them individually and at the group level. The children in the groups had previously experienced difficulty discussing these issues spontaneously. Hence the ‘Dear Group’ letter format was born. The children did not know that the therapist had written the letters.

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