

CHILD DEVELOPMENT

Daevion McClain



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CHILD DEVELOPMENT

The study of child development is of immense importance to those dealing with children, either as parents or teachers. Starting from the prenatal embryonic stage, the book traces the development of a child not only in physical field but in intellectual (cognitive), emotional (co-native), social and moral fields too, as they all make the important aspects of a child's personality. Besides, the role of nature and nurture has been highlighted since the prenatal stage to that of adolescence. Child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood. During this process a child progresses from dependency on their parents/guardians to increasing independence. Child development is strongly influenced by genetic factors (genes passed on from their parents) and events during prenatal life. It is also influenced by environmental facts and the child's learning capacity. Child development can be actively enhanced through targeted therapeutic intervention and the 'just right' home based practice, recommended by Occupational Therapists and Speech Therapists. Child development refers to the biological and psychological changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of. The study of child development. This book is intended to ease the task faced by researchers, instructors, and students who are confronted by the vast amount of research and theoretical discussion in child development and behaviour.

Contents: 1. Introduction to Child Growth and Development, 2. Prenatal Development of Child, 3. Infancy, 4. Development of Childhood Stage, 5. Adolescence, 6. Theories of Child Behaviour.

Daevion McClain Ph.D. is professor emeritus and retired department chair in the Department of Child and Family Studies. She has a M.Ed. in Educational Psychology and Special Educational Needs and her doctoral research was in the pedagogy of early literacy. She has worked as a nursery and primary school teacher, as an advisor in early years and inclusion. During her tenure at State University, she worked with the faculty of the Department of Teacher Education to develop continuity from preprimary to primary school in the program for students in the early childhood education licensure program. She also contributed as a guest presenter in many institutes.

