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Titolo	Temperament and children : profiles of individual differences // Roy P. Martin, A. Michele Lease and Helena R. Slobodskaya
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ISBN	3-030-62208-8
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Descrizione fisica	1 online resource (XXII, 286 p. 39 illus., 38 illus. in color.)
Disciplina	155.424
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Lingua di pubblicazione	Inglese
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Note generali	Includes index.
Nota di contenuto	Part 1. Introduction to Temperamental Profiles of Children -- Chapter 1. Normal Individual Differences in Children -- Chapter 2. Most Important Behavioral Traits of Children -- Chapter 3. Development of Behavioral Profiles -- Part 2. The Seven Most Common Temperamental Profiles of Children -- Chapter 4. Well-Adjusted High Achievers -- Chapter 5. Fostering the Development of Well-Adjusted Children -- Chapter 6. Average Children: Two Profile Types -- Chapter 7. Fostering the Development of Average Children -- Chapter 8. Shy, Withdrawn Children: Two Profiles Types -- Chapter 9. Fostering the Development of Shy, Withdrawn Children -- Chapter 10. Poorly Self-Regulated Children: Two Profile Types -- Chapter 11. Fostering the Development of Poorly Self-Regulated Children -- Chapter 12. What Causes Individual Differences in the Behavior of Children? -- Chapter 13. Stability of Temperamental Tendencies and Profiles of Children -- Chapter 14. Implications for the Diagnosis of Psychopathology in Children -- Chapter 15. Limitations of Temperamental Profiles of Children.
Sommario/riassunto	The book presents an empirical model of commonly occurring individual differences in children that is derived from a large-scale research effort assessing parental and teacher perceptions of children

in middle childhood. It examines eight characteristic behavioral traits, most of which have been widely shown to be present in infants, toddlers, and preschool-aged children. The book demonstrates the importance of considering profiles of these relatively stable individual differences for the educational, social, and emotional life of the child. It describes characteristic behaviors of children within each profile – emphasizing the assets and liabilities of each – and how they are perceived by their parents, teachers, and peers. Chapters explore issues related to the most developmentally effective management of children exhibiting each profile type. In addition, the book addresses a critical need in child development, parenting, and teaching to understand the wide range of individual differences observed every day in school-aged children. Not only does this volume underscore that commonly occurring differences can be understood as being normal and do not suggest a pathology, it also discusses implications of the model in diagnosing pathology. The book describes what is known about the stability of temperament behaviors and profiles across the lifespan as well as the origins of these behaviors. Key topics addressed include: Nurturing development of well-adjusted children. Causes of individual differences in children's behavior. Temperamental tendencies and profiles of children. Diagnosing psychopathology in children. This book is a must-have resource for researchers, professors, and graduate students as well as clinicians and related professionals in developmental, clinical child and school psychology, social work, public health, pediatrics, family studies, educational psychology and counseling, and all other interrelated disciplines.
