

1. Record Nr.	UNINA9910811095303321
Titolo	Developmental pathways through middle childhood : rethinking contexts and diversity as resources // edited by Catherine R. Cooper ... [et al.]
Pubbl/distr/stampa	Mahwah, N.J., : Lawrence Erlbaum Associates, 2005
ISBN	1-135-60705-2 1-135-60706-0 1-282-37537-7 9786612375378 1-4106-1555-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (369 p.)
Altri autori (Persone)	CooperCatherine R
Disciplina	305.231
Soggetti	Child development Children - Social conditions School children Children with social disabilities
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Foreword: Contextualizing Middle Childhood: Beyond 1984; Acknowledgments; Editors' Introduction; THEME 1 HOW ADULTS AND CHILDREN, THROUGH THEIR PERCEPTIONS AND ACTIONS, CONNECT RESOURCES ACROSS FAMILY, SCHOOL, AND COMMUNITY CONTEXTS; THEME 2 HOW LOW-INCOME FAMILIES AND CHILDREN AND THEIR TEACHERS INTERPRET AND USE CONTEXTS AS RESOURCES FOR CREATING PATHWAYS THROUGH CHILDHOOD; THEME 3 HOW IMMIGRATION AFFECTS CHILDREN'S EMERGING IDENTITIES IN THEIR FAMILY, SCHOOL, AND COMMUNITY CONTEXTS; Epilogue: Mapping Concepts of Contexts, Diversity, and Pathways Across Disciplines; Author Index Subject Index
Sommario/riassunto	When can contexts and diversity be resources, rather than risks, for children's developmental pathways? Scholars, policy makers, and

practitioners increasingly realize that middle childhood matters as a time when children's pathways diverge, as they meet new and overlapping contexts they must navigate on their way to adolescence and adulthood. This volume shines new light on this important transition by tracing how these contexts -- cultural, economic, historical, political, and social -- can support or undermine children's pathways, and how children's own actions and the actions of those arou
