

1. Record Nr.	UNINA9910812472003321
Titolo	Promoting school readiness and early learning : implications of developmental research for practice // edited by Michel Boivin, Karen L. Bierman
Pubbl/distr/stampa	New York : , : The Guilford Press, , 2014
ISBN	1-4625-1159-7 1-4625-1160-0
Descrizione fisica	1 online resource (418 p.)
Classificazione	PSY004000EDU009000MED078000
Altri autori (Persone)	BoivinMichel <1953-> BiermanKaren L
Disciplina	372.21
Soggetti	Readiness for school Education, Primary
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	Cover; Half Title Page; Title Page; Copyright Page; About the Editors; Contributors; Preface; Contents; Part I. Setting the Stage: The Importance of School Readiness for School Success; 1. School Readiness: Introduction to a Multifaceted and Developmental Construct; School Readiness and School Achievement; The Relevance of School Readiness for School Achievement and Developmental Health; Interventions to Promote School Readiness and Early Learning; 2. Early Predictors of High School Completion: The Developmental Interplay between Behavior, Motivation, and Academic Performance Children's Abilities Indirect Pathways; Directional and Bidirectional Effects; Sex as Possible Moderator and Control Variable; Method; Results; Discussion; 3. Assessing the Predictive Validity and Early Determinants of School Readiness Using a Population-Based Approach; School Readiness and School Achievement Trajectories; Goals of This Chapter; The Predictive Validity of School Readiness Assessment in the QLSCD; Environmental and Genetic Contributions to School Readiness; Family Risk, School Readiness, and School Achievement; Summary and Implications for Policy and Practice Part II. Determinants of School Readiness 4. A Multilevel Approach to the Examination of Cognitive Skills in School Readiness; Sociodemographic

Characteristics of Parents; Neighborhood Factors; Parenting; Previous Adaptation; Risk and Resilience in School Readiness; Research Questions; Method; Data Presentation; Results; Discussion; 5. The Role of Oral Language Development in Promoting School Readiness; Building a Conceptual Model: The Theoretical Framework; Continuities from Oral Language to Reading; The Developmental Story: Why Is There Continuity from Oral Language to Reading? Discontinuities from Oral Language to Reading The Role of Other Reading Readiness Skills/Knowledge; The Genetic Liability to Reading; The Role of Family Literacy in Reading Readiness; Implications for the Prevention of Reading Readiness Delays; Conclusion; 6. Early Child Care Experiences and School Readiness; Defining Concepts: Child Care and School Readiness; Does Use of Child Care Services Contribute to Children's Cognitive School Readiness?; Variations in Findings on Child Care and Cognitive Development; Does Quality of Child Care Matter? Methodological Problems in Child Care Research and Ways to Address Them Summary and Conclusion; Services and Policy Implications; Part III. Supporting School Readiness with Evidence-Based Programs and Practices; 7. The Role of Language and Literacy Interventions in School Readiness; Theoretical and Empirical Foundations for Early Literacy Interventions; Language- and Vocabulary-Building Interventions; Effective Professional Development for Teachers around Vocabulary; Exceptional Coaching for Early Language and Literacy; Findings from ExCELL; Future Questions to Explore; Summary and Conclusions 8. Promoting Math Readiness through a Sustainable Prekindergarten Mathematics Intervention

Sommario/riassunto

Grounded in cutting-edge developmental research, this book examines what school readiness entails and how it can be improved. Compelling longitudinal findings are presented on the benefits of early intervention for preschoolers at risk due to poverty and other factors. The volume identifies the cognitive, language, behavioral, motor, and socioemotional skills that enable young children to function successfully in school contexts. It explores specific ways in which school- and family-based interventions--including programs that target reading and language, math, self-regulation, and social
