

1. Record Nr.	UNINA9910954078703321
Titolo	The family context of parenting in children's adaptation to elementary school / / edited by Philip A. Cowan ... [et al.]
Pubbl/distr/stampa	Mahwah, N.J., : L. Erlbaum Associates, 2005
ISBN	1-135-63709-1 1-282-37909-7 9786612379093 1-4106-1288-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (433 p.)
Collana	Monographs in parenting series
Altri autori (Persone)	CowanPhilip A
Disciplina	372.21/
Soggetti	Readiness for school Parent and child Education, Elementary - Parent participation
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 (p. 359-385) and indexes.
Nota di contenuto	Contents; Series Foreword: Monographs in Parenting; Acknowledgements; About the Authors; I. INTRODUCTION AND METHOD; II. HOW THINGS CHANGE YET STAY THE SAME; III. THE FAMILY CONTEXT OF PARENTING; IV. INTERVENTIONS AS TESTS OF CAUSAL MODELS OF FAMILY INFLUENCE ON CHILDREN'S ADAPTATION TO SCHOOL; V. INTEGRATIONS; References; Author Index; Subject Index
Sommario/riassunto	The Family Context of Parenting in Children's Adaptation to Elementary School is a result of a longitudinal prevention study of 100 families begun the year before their first children entered kindergarten. Each family went through an assessment and then a subset was randomly chosen for group intervention. The children in both groups were then studied as they progressed through kindergarten and first grade to assess the quality of their adaptation to the school environment. The text focuses on how parent-child relationships are only one determinant of a child's academic competence