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Robert Siegler is the Teresa Heinz Professor of Cognitive Psychology at Carnegie Mellon University. He is the author of the cognitive development textbook Children's Thinking and has written or edited several additional books on child development. His books have been translated into Japanese, Korean, Spanish, French, and Portuguese.

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relation between brain maturation and cognitive development.

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the school years. Available with InfoTrac Student Collections <http://gocengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This timely and accessible volume explores how our understanding of research in child development can help cultivate the knowledge, skills, and attitudes children need for informed and thoughtful participation in society by viewing the curriculum through a developmental lens. Biddle and Garcia-Nevarez cover a range of key topics including characteristics of physical, cognitive, and psychosocial development of children; heritable and environmental influences on children's developing self; language and literacy development; mathematical cognition; growth mindsets; and

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evidence-based positive behavioral interventions and supports. The expert team of contributors offers an advanced exploration of developmental science and how this applies to learning and education in order to create inclusive environments that support children with a range of abilities, including those with the most significant medical, intellectual, and developmental delays. Each chapter contains boxes exploring how the topic relates to the themes of "Promoting Social and Emotional Competence Theory," "Research to Practice Connection," "Common Core and Other Standards," and "Social Justice and Diversity," ensuring comprehensive and consistent coverage across the volume. Developmentally Appropriate Curriculum and Instruction will be essential reading for students of child development and education, as well as educators and those in teacher training who are interested

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in how theory and research can be effectively harnessed to improve children's outcomes.

The success of this best-selling text lies in the author's belief that a good text talks with, rather than at, its readers. Shaffer does an extraordinary job of anticipating students' interests, questions, and concerns while treating them as active participants in the process of learning about social and personality development. The Sixth edition of **SOCIAL AND PERSONALITY DEVELOPMENT** features clearly written, current coverage of social and personality development that aids students in discovering the causes, processes, and complexities that underlie developmental change. Students learn why biological and environmental factors, contextual factors such as cross-cultural, familial, neighborhood, school, and peer-

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group influences cause change in children. Shaffer also explores the approaches that researchers use to test their theories and answer important questions about developing children and adolescents. This book's effective coverage of field research stands out from other texts not only for its accuracy and currency, but because Shaffer consistently juxtaposes classic research with the latest breakthroughs in a way that helps students appreciate how knowledge builds on earlier findings. This edition features a much stronger emphasis on cultural influences on development. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This new text consists of parts of Bornstein and Lamb's Developmental Science, 6th edition along with new introductory

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material that as a whole provides a cutting edge and comprehensive overview of cognitive development. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand human cognitive development. The relevance of cognition is illustrated through engaging applications. Each chapter reflects the current state of the field in cognitive development and features an introduction, an overview of the field, a chapter summary, and numerous classical and contemporary references. As a whole, this highly anticipated text illuminates substantive phenomena in cognitive developmental science and its relevance to everyday life. Students and instructors will also appreciate the book's online resources. For each chapter, the website features: chapter outlines; a student reading guide; a glossary of key terms

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and concepts; and suggested readings with hotlinks to journal articles. Only instructors are granted access to the test bank with multiple-choice, short-answer, and essay questions; PowerPoints with all of the text's figures and tables; and suggestions for classroom discussion/assignments. The book opens with an introduction to cognitive development as well as an overview of developmental science in general—its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. Part 2 focuses on the field's major substantive areas: neuroscience and genetics, physical and motor development, perception, and cognitive and language development. Intended for advanced undergraduate and/or beginning graduate courses on cognitive development taught in departments of psychology, human

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development and family studies, and education, researchers in these areas will appreciate this book's cutting-edge coverage.

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