

The development of children, 7th edition free

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primary experiences. By observing children's skills, experts have learned which parts of the brain are being used at various ages.

For best results, parents and people who work with children should offer specific types of stimulation at certain times. These times are called **windows of opportunity**. A **window of opportunity** is a prime period in a child's life for developing a particular skill. In this window, the child reaches a peak capacity to learn the skill if given the opportunity. At the same time, a certain type of stimulation is more critical than others.

Each area has its own window of opportunity. Some windows are large, which means the favorable time for learning this skill is several years. Language development is a good example. Some windows are small, which means the best favorable time for learning is less than a year. For instance, wiring for vision is completed in a few months. Once the window of opportunity passes, it is more difficult sometimes, especially for the brain to develop the skill or acquire this learning.

Often, the windows of opportunity for various tasks overlap. This means more than one learning can happen at the same time. For instance, the window for learning to respond to stress lasts from birth to a little more than three years. Windows for basic motor skills open and close about the same time. This means a child will likely be learning those skills at the same time of given the opportunity.

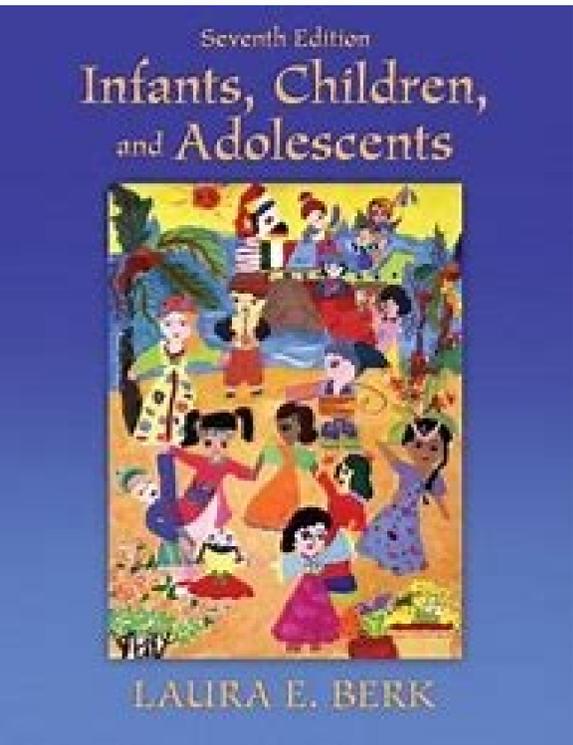
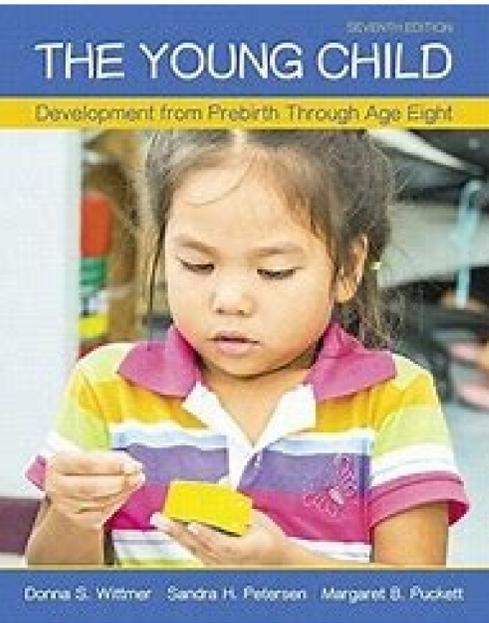
Why is this information useful? Knowing when the windows of opportunity for various skills occur helps parents and teachers offer the right kinds of experiences for a child at the best possible times. They will know which skills they should encourage most and which will likely come at a later time. This can help children's brains reach their full potential.

Brain Plasticity

When working with children, it's good to know that a child's brain has the ability to change or adapt to the environment. This ability to be shaped and reshaped is called **plasticity** (technically, **neuroplasticity**). Plasticity can have both positive and negative effects on brain development. This depends largely on the environment. In a favorable environment, the brain receives a great deal of stimulation. This stimulation comes from the child's experiences and surroundings. Stimulation causes the brain to send signals that strengthen the wiring for these types of activities.

The following are basic suggestions for offering a positive environment for young children:

- The best experiences are interaction with loving adults engaged in daily tasks and family-type activities. Even child care programs for children under three years of age should have a home-like atmosphere. Babies and very young children need not be taught in a formal way. These children learn by playing, especially with caring adults.
- Children need choices in what and how to learn. For example,

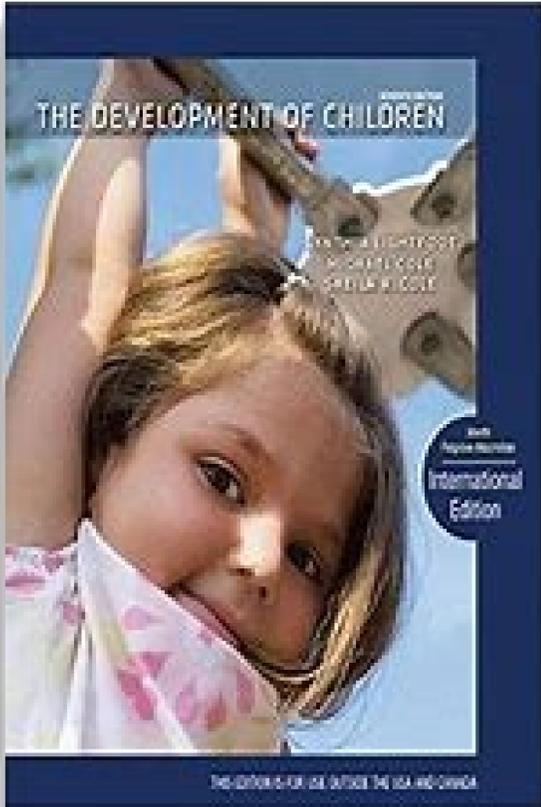


HUMAN RESOURCE DEVELOPMENT

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ISBN-13: 9781429297493 Publisher: Worth Publishers Publication date: 05/04/2012 Edition description: Seventh Edition Pages: 736 Product dimensions: 9.00(w) x 10.80(h) x 0.90(d) About the Book From the American Academy of Pediatrics comes the most up-to-date, expert advice for mothers, fathers, and care providers—all in one guide. This essential resource from the most respected organization in child health is the one guide pediatricians routinely recommend. Parents can safely trust the guidance, which covers everything from preparing for childbirth to toilet training and from breastfeeding to nurturing your child's self-esteem. 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About the Author The American Academy of Pediatrics is an organization of 67,000 primary care pediatricians, pediatric medical subspecialists and pediatric surgical specialists dedicated to the health, safety and well-being of infants, children, adolescents and young adults. Tanya Altmann, MD, FAAP, is a practicing pediatrician who founded Calabasas Pediatrics and is an assistant clinical professor at Mattel Children's Hospital at UCLA. She is also an American Academy of Pediatrics spokesperson and sits on the Editorial Advisory Board for *Sharecare*. Dr. Tanya is the author of *Baby and Toddler Basics* and *What to Feed Your Baby*. She lives in Calabasas, CA with her husband and 3 sons. *Book Free Library Development Through the Lifespan (7th Edition)* For courses in Human Development Unparalleled Among Human Development Texts *À* - *À* In a Class by Itself With its seamless integration of up-to-date research, strong multicultural and cross-cultural focus, and clear, engaging narrative, *Development Through the Lifespan* has established itself as the market's *À* - *À* es leading text. The dramatically revised Seventh Edition presents the newest, most relevant research and applications in the field of human development today. Featuring compelling topics, rich examples, and author Laura Berk's *À* - *À* es signature storytelling style, this new edition is the most current and engaging text available. 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Berk is a distinguished professor of psychology at Illinois State University, where she has taught child, adolescent, and lifespan development for more than three decades. She received her bachelor's *À* - *À* es degree in psychology from the University of California, Berkeley, and her master's *À* - *À* es and doctoral degrees in child development and educational psychology from the University of Chicago. She has been a visiting scholar at Cornell University, UCLA, Stanford University, and the University of South Australia. Berk has published widely on the effects of school environments on children's *À* - *À* es development, the development of private speech, and the role of make-believe play in development. Her empirical studies have attracted the attention of the general public, leading to contributions to *Psychology Today* and *Scientific American*. She has also been featured on National Public Radio's *À* - *À* es Morning Edition and in *Parents Magazine*, *Wondertime*, and *Reader's Digest*. Berk has served as a research editor of *Young Children*, a consulting editor for *Early Childhood Research Quarterly*, and an associate editor of the *Journal of Cognitive Education and Psychology*. She is a frequent contributor to edited volumes, having written the article on social development for *The Child: An Encyclopedic Companion* and the article on Vygotsky for *The Encyclopedia of Cognitive Science*. She is coauthor of the chapter on make-believe play and self-regulation in the *Sage Handbook of Play in Early Childhood* and the chapter on psychologists writing textbooks in *Career Paths in Psychology: Where Your Degree Can Take You*, published by the American Psychological Association. Berk's *À* - *À* es books include *Private Speech: From Social Interaction to Self-Regulation*; *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*; *Landscapes of Development: An Anthology of Readings*; and *A Mandate for Playful Learning in Preschool: Presenting the Evidence*. In addition to *Development Through the Lifespan*, she is author of the best-selling texts *Child Development and Infants, Children, and Adolescents*, published by Pearson. Her book for parents and teachers is *Awakening Children's Minds: How Parents and Teachers Can Make a Difference*. Berk is active in work for children's *À* - *À* es causes. She serves on the governing boards of the Illinois Network of Child Care Resource and Referral Agencies and of Artolution, an organization devoted to engaging children, youths, and their families in collaborative public art projects around the world as a means of promoting conflict-resolution, relief from trauma, and resilience. Berk has been designated a YWCA Woman of Distinction for service in education. She is a fellow of the American Psychological Association, Division 7: Developmental Psychology. *Development Through the Lifespan (6th Edition)* (Berk, Lifespan Development Series) *Standalone Book Exploring Lifespan Development (3rd Edition)* (Berk, Lifespan Development Series) *Development Through the Lifespan (7th Edition) Exploring Lifespan Development (4th Edition) Lifespan Development (6th Edition) A Topical Approach to Lifespan Development (B&B Psychology) Human Motor Development: A Lifespan Approach Human Development and Performance Throughout the Lifespan Growth and Development Across the Lifespan: A Health Promotion Focus, 2e Lifespan Development: Lives in Context Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (5th Edition)* (Pearson Communication Sciences and Disorders) *Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (4th Edition)* (Allyn & Bacon Communication Sciences and Disorders) *Vulnerability to Psychopathology, Second Edition: Risk across the Lifespan Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan (10th Edition)* (Maternal-Newborn & Women's Health Nursing (Olds)) *Family Life Education: Working with Families across the Lifespan, Third Edition Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan (8th Edition) Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan (9th Edition) Experiencing the Lifespan Health Promotion Throughout the Life Span, 7e (Health Promotion Throughout the Lifespan (Edelman)) Family Caregiving Across the Lifespan (Family Caregiver Applications series)*

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