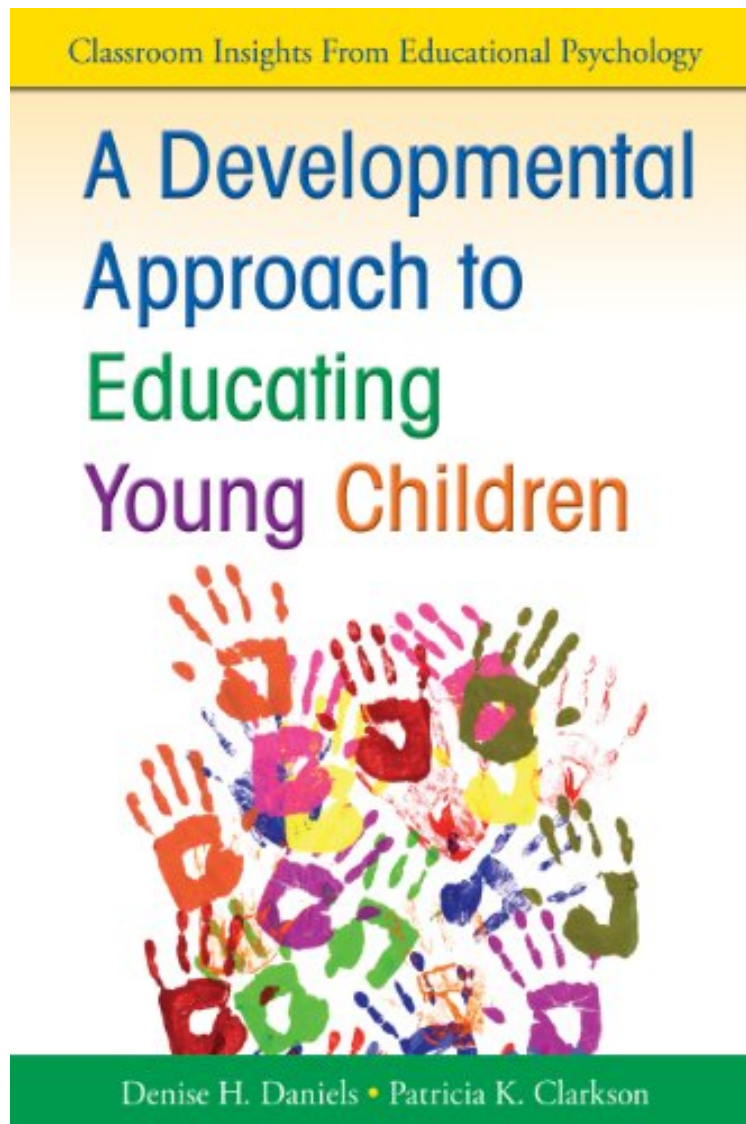


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## A Developmental Approach to Educating Young Children (Classroom Insights from Educational Psychology)

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Launch young learners on positive pathways through school!  
The first in the *Classroom Insights From Educational Psychology* series, this book gives PreK-3 teachers valuable insight into how current research and theory from educational psychology can be applied to create a child-centered learning environment. Through vignettes, practice exercises, games, and reflection questions, readers gain a deeper understanding of: How children develop from the early years to middle childhood The importance of fostering positive teacher-child, child-child, and caregiver-child relationships Developmentally appropriate classroom practices that foster learning Children's experiences with technology and outdoor environments

"This encouraging book presents currently recommended teaching methods based on educational research and philosophy. It should be used in classrooms and teacher preparation programs to operationalize developmentally appropriate practice and to help teachers incorporate such practices into the testing culture that is a reality in today's classrooms. --Carole S. Campbell, Educational Consultant (04/06/2010)"  
"This book helps the practicing educator turn research into seamless classroom practice. The practice exercises can be implemented immediately to help build student success. --Katina Keener, Science/Social Studies Teacher (04/06/2010)"  
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About the Author  
Denise Daniels is a professor of child development at California Polytechnic State University at San Luis Obispo, and a former associate professor of educational psychology at Northern Illinois University. She received her Ph.D. in Education and Developmental Studies from UCLA in 1992. She draws from nearly 20 years of experience teaching educators and other child professionals at undergraduate and graduate levels. Denise's research focuses on children's adjustment and motivation to learn in school, and the development of children's and teachers' psychological understandings and beliefs about education. She is involved in a variety of community and state endeavors to promote high quality early educational practices.