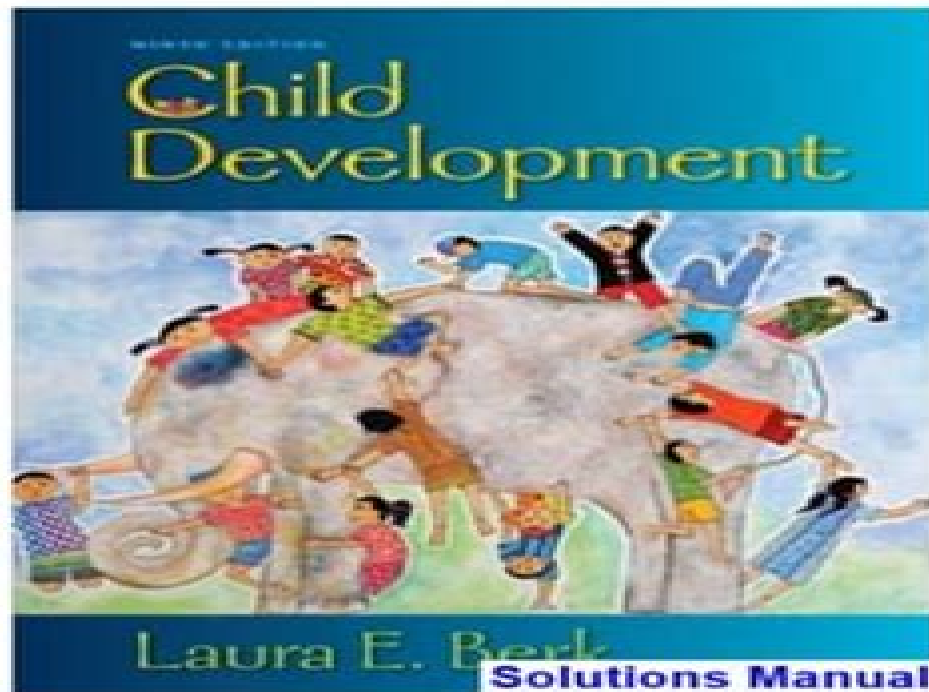


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All Kids Are Our Kids Peter L. Benson, 2006-10-06 The measure of a society's health is how well it takes care of the youngest generation By this standard we fail But All Kids Are Our Kids offers an approach to unleash the extraordinary power of community when people unite around a widely shared vision of healthy child and adolescent development All Kids Are Our Kids introduces forty Developmental Assets building blocks of healthy development that are essential for all youth regardless of their background The challenge for all segments of the community families neighbors schools congregations employers youth organizations and more is to share in the responsibility for taking action to ensure that all kids have what they need to grow up healthy successful and caring This new edition includes new evidence cites successful cases and makes recommendations for energizing individuals families and community action Praise for All Kids Are Our Kids A practical concrete blueprint for helping young people succeed because of supportive communities Donald T Floyd Jr president and CEO National 4 H Council For two decades Peter Benson has been America's most eloquent and persuasive voice for a new positive approach to enhancing the lives of our nation's youth If policy makers practitioners and researchers read only one book about how to act in support of our nation's youth then this is it Richard M Lerner Bergstrom Chair in Applied Developmental Science and director Institute for Applied Research in Youth Development Eliot Pearson Department of Child Development Tufts University Peter Benson continues to remind us of how far short of the mark we have fallen in meeting the needs of our youngest generation But then he provides a gift a unifying vision that we can all rally around parents neighbors youth serving organizations and ultimately whole communities committed to the healthy development of all our kids Judy Vredenburg president and CEO Big Brothers Big Sisters of America Benson's approach is the best formula we have for building communities to meet the developmental needs of young people Anyone who is concerned about the future

of our society should read this book William Damon professor of education Stanford University and director Stanford Center on Adolescence     **Psychology** Robert A. Baron,1997-08     **Exploring Child Development** Laura E. Berk,2019

*Middle Childhood Development* Mary Jo Zembler,Libby Balter Blume,2009 *Middle Childhood Development A Contextual Approach* is a new and integrative resource for practitioners who work with children ages 6 through 12 With a focus on the historical and cultural context of middle childhood and on developmental pathways this text explores the ways in which middle childhood is considered both a stage of development and a transitional period An Emphasis on Application Current research is translated into practical applications for educators parents and other professionals See the feature Guideposts for Working with School age Children for examples see pages 90 173 and 332 In addition Stop and Reflect questions embedded in the text also allow readers to integrate and apply chapter content to their own lives for examples see pages 108 166 and 328 An Integrated Discussion of Research and Theories Based on recent research findings the authors provide suggestions on what to expect and how to interact with children in middle childhood Rather than one abstract introductory chapter psychological theories of development are applied throughout the text to address particular chapter content in integrated sections called Theoretical Viewpoints for examples see pages 78 158 and 304 Each chapter also has a cumulative table of the theories presented in that chapter Each chapter includes key research on the ecologies of family school and community highlighted in separate sections called Development in Context for examples see pages 112 184 and 334 In each chapter pedagogical boxes called Roadmap to Understanding Theory and Research and Roadmap to Successful Practice are included that alert students to key illustrations of chapter content for examples see pages 97 182 and 333

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