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William Crain is a professor of psychology at The City College of New York. He is the author of the textbook "Theories of Development", now in its 6th edition, and "Reclaiming Childhood: Letting Children Be Children in Our Achievement-Oriented Society". A social activist, Crain works to broaden access to higher education and to defend animals.

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William Crain is professor of psychology at The City College of New York. A social activist, Dr. Crain served nine years on the Teaneck, NJ, school board and works for student access to higher education and the protection of nature and animals. He and his wife Ellen F. Crain, a pediatrician, have three grown children.

Theories of Development: Concepts and Applications: Crain ...  
Theories of Development: Concepts and Applications: Author: William C. Crain: Edition: 5, illustrated: Publisher: Pearson/Prentice Hall, 2005: Original from: the University of Michigan: Digitized: 22 Jul 2008: ISBN: 0131849913, 9780131849914: Length: 429 pages: Subjects

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Theories of Development: Concepts and Applications ...  
Theories of Development: Concepts and Applications  
(Paperback) Published July 28th 2010 by Psychology Press.  
Paperback, 432 pages. Author (s): William Crain (Goodreads  
Author) ISBN: 0205810462 (ISBN13: 9780205810468)  
Edition language: English.

This book covers twenty-two theories of development and their implication on education. It also introduces readers to the theorists behind the theories in a lively and easily accessible manner. Comparing and contrasting the theories covered, the book focuses on theorists who follow the developmental tradition of Rousseau - such as Gesell, Piaget, and Montessori - and their belief that we grow largely from our inner promptings and spontaneous discoveries at different times throughout our lifetimes. In addition, the author looks at theorists in the environmental/learning tradition. For anyone interested in the philosophy of child rearing and education, relative to a child's growth and the growth of our society as a

The result of extensive scholarship and consultation with leading scholars, this text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

For undergraduate/graduate courses in Theories of Development, Child Development, Child Psychology, Human Development, and Lifespan Development. The result of

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extensive scholarship and consultation with leading scholars, this classic text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

The third edition of "Concepts and Theories of Human Development" describes and critically evaluates - through the lens of developmental systems theories - the key conceptual issues and theoretical approaches to understanding human development across

Dr. DeRobertis has made a significant contribution to the field with his integrative self-development theory. It provides a seamless rapprochement of the psychoanalytic and existential-humanistic paradigms. This developmental framework emphasizes the necessity of both relational and depth psychological approaches to the mind in understanding self development, psychological health, and psychopathology. As both a practitioner and a professor, I draw heavily upon this important work in the training of psychotherapists as well as in my clinical work with children, adolescents, and parents. -- Shawn Rubin, Psy.D., Licensed Psychologist, Core Faculty, Michigan School of Professional Psychology, Managing Editor, Journal of Humanistic Psychology

From a fresh, holistic perspective, Eugene M. DeRobertis applies humanistic viewpoints in psychology to the study of child development. Unlike most child development texts that concentrate on the subdivisions of the child's personality, the observations and discussions here focus on the child as a whole. Drawing upon many schools of thought including American humanism, existential-

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phenomenology, psychoanalysis, neo-analytic theories, object-relations theory, self-psychology, and Gestalt psychology, Dr. DeRobertis opens an important dialogue to all teachers and students of psychology. Packed with illustrations, empirical findings, references, and key terms and concepts, *Humanizing Child Developmental Theory* delivers an overarching theoretical framework for putting developmental issues into context. A significant and accessible contribution to developmental theorizing, this groundbreaking text gives psychology instructors and their students a relevant and much-needed humanistic approach to child development.

*Dimensions of Human Behavior: The Changing Life Course* presents a current and comprehensive examination of human behavior across time using a multidimensional framework. Author Elizabeth D. Hutchison explores both the predictable and unpredictable changes that can affect human behavior through all the major developmental stages of the life course, from conception to very late adulthood. Aligned with the 2015 curriculum guidelines set forth by the Council on Social Work Education (CSWE), the Sixth Edition has been substantially updated with contemporary issues related to gender and sexuality, race and ethnicity, and social class and disability across the lifespan.

Balanced coverage of the entire life span is just one thing that distinguishes *HUMAN DEVELOPMENT: A LIFE-SPAN VIEW*, Seventh Edition. With its comprehensive, succinct, and applied coverage, the text has proven its ability to capture students' interest while introducing them to the issues, forces, and outcomes that make us who we are. Robert V. Kail's expertise in childhood and adolescence, combined with John C. Cavanaugh's extensive research in gerontology,

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result in a book with a rich description of all life-span stages and important topics. A modified chronological approach traces development in sequential order from conception through late life, while also dedicating several chapters to key topical issues. This organization also allows the book to be relatively briefer than other texts, a benefit given the enormous amount of information covered in the course. The authors provide theoretical and empirical foundations that enable students to become educated, critical interpreters of developmental information. A blend of basic and applied research, as well as coverage of controversial topics and emergent trends, demonstrates connections between the laboratory and life. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Play takes up much of the time budget of young children, and many animals, but its importance in development remains contested. This comprehensive collection brings together multidisciplinary and developmental perspectives on the forms and functions of play in animals, children in different societies, and through the lifespan. The Cambridge Handbook of Play covers the evolution of play in animals, especially mammals; the development of play from infancy through childhood and into adulthood; historical and anthropological perspectives on play; theories and methodologies; the role of play in children's learning; play in special groups such as children with impairments, or suffering political violence; and the practical applications of playwork and play therapy. Written by an international team of scholars from diverse disciplines such as psychology, education, neuroscience, sociology, evolutionary biology and anthropology, this essential reference presents the current state of the field in play research.

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"It is very exciting to see all of these studies compiled in one book. It can be read sequentially or just for certain transitions. It also can be used as a template for compilation of other concepts central to nursing and can serve as a resource for further studies in transitions. It is an excellent addition to the nursing literature." Score: 95, 4 Stars.

--Doody's "Understanding and recognizing transitions are at the heart of health care reform and this current edition, with its numerous clinical examples and descriptions of nursing interventions, provides important lessons that can and should be incorporated into health policy. It is a brilliant book and an important contribution to nursing theory."

Kathleen Dracup, RN, DNSc Dean and Professor, School of Nursing University of California San Francisco Afaf Meleis, the dean of the University of Pennsylvania School of Nursing, presents for the first time in a single volume her original "transitions theory" that integrates middle-range theory to assist nurses in facilitating positive transitions for patients, families, and communities. Nurses are consistently relied on to coach and support patients going through major life transitions, such as illness, recovery, pregnancy, old age, and many more. A collection of over 50 articles published from 1975 through 2007 and five newly commissioned articles, Transitions Theory covers developmental, situational, health and illness, organizational, and therapeutic transitions. Each section includes an introduction written by Dr. Meleis in which she offers her historical and practical perspective on transitions. Many of the articles consider the transitional experiences of ethnically diverse patients, women, the elderly, and other minority populations. Key Topics Discussed: Situational transitions, including discharge and relocation transitions (hospital to home, stroke recovery) and immigration transitions (psychological adaptation and

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impact of migration on family health) Educational transitions, including professional transitions (from RN to BSN and student to professional) Health and illness transitions, including self-care post heart failure, living with chronic illness, living with early dementia, and accepting palliative care Organization transitions, including role transitions from acute care to collaborative practice, and hospital to community practice Nursing therapeutics models of transition, including role supplementation models and debriefing models

The Development of Children ' s Thinking offers undergraduate and graduate students in psychology and other disciplines an introduction to several core areas of developmental psychology. It examines recent empirical research within the context of longstanding theoretical debates. In particular, it shows how a grasp of classic theories within developmental psychology is vital for a grasp of new areas of research such as cognitive neuroscience that have impacted on our understanding of how children develop. The focus of this book will be on infancy and childhood, and it looks at: Theories and context of development How developmental psychology attempts to reconcile influences of nature and nurture Communication in infancy as a precursor to later thinking Language development in primates and young children Cognitive and social development, including the child ' s understanding of the mind How studies of moral reasoning reflect upon our understanding of development

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