ENCOURAGING LANGUAGE AND LITERACY THROUGH FAMILY ROUTINES LORRAINE F. KUBICEK pdf

1: Table of contents for Learning to read the world

The newborn is amazingly equipped to acquire language and literacy--these early years are the foundation upon which later learning is built. Drawing on current research, the authors of this book examine the elements of beginning language and literacy and look at how families, programs, and.

Directed by Marshall Bugeaud , who became the first Governor-General of Algeria , the conquest was violent, marked by a " scorched earth " policy designed to reduce the power of the native rulers, the Dey , including massacres, mass rapes, and other atrocities. Alger , Oran and Constantine. It allowed Muslims to apply for full French citizenship, a measure that few took, since it involved renouncing the right to be governed by sharia law in personal matters and was considered a kind of apostasy. Its first article stipulated: The indigenous Muslim is French; however, he will continue to be subjected to Muslim law. He may be called to functions and civil employment in Algeria. He may, on his demand, be admitted to enjoy the rights of a French citizen; in this case, he is subjected to the political and civil laws of France. The Law of September 20, granted French citizenship to all Algerian subjects, who were not required to renounce their Muslim personal status. Amid growing discontent from the Algerian population, the Third Republic â€" acknowledged some demands, and the Popular Front initiated the Blum-Viollette proposal in which was supposed to enlighten the Indigenous Code by giving French citizenship to a small number of Muslims. This new party was dissolved in France, which had just lost Indochina , was determined not to lose the next anti-colonial war, particularly not in its oldest and nearest major colony, which was regarded as an integral part of the republic. From Cairo , the FLN broadcast a proclamation calling on Muslims in Algeria to join in a national struggle for the "restoration of the Algerian state â€" sovereign, democratic and social â€" within the framework of the principles of Islam. He declared in the National Assembly, "One does not compromise when it comes to defending the internal peace of the nation, the unity and integrity of the Republic. The Algerian departments are part of the French Republic. They have been French for a long time, and they are irrevocably French. Between them and metropolitan France there can be no conceivable secession. Fewer than fellaghas pro-Independence fighters could be counted at the beginning of the conflict. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. The communists , who had made no move to cooperate in the uprising at the start, later tried to infiltrate the FLN, but FLN leaders publicly repudiated the support of the party. Bendjelloul and the pro-integrationist moderates had already abandoned their efforts to mediate between the French and the rebels. The six historical Leaders of the FLN: On the political front, the FLN worked to persuadeâ€"and to coerceâ€"the Algerian masses to support the aims of the independence movement through contributions. As the FLN campaign of influence spread through the countryside, many European farmers in the interior called Pieds-Noirs , many of whom lived on lands taken from Muslim communities during the nineteenth century, [41] sold their holdings and sought refuge in Algiers and other Algerian cities. Colon vigilante units, whose unauthorized activities were conducted with the passive cooperation of police authorities, carried out ratonnades literally, rat-hunts, raton being a racist term for denigrating Muslim Algerians against suspected FLN members of the Muslim community. By , effective political action groups within the Algerian colonial community succeeded in convincing many of the Governors General sent by Paris that the military was not the way to resolve the conflict. A major success was the conversion of Jacques Soustelle , who went to Algeria as governor general in January determined to restore peace. Soustelle, a one-time leftist and by an ardent Gaullist, began an ambitious reform program the Soustelle Plan aimed at improving economic conditions among the Muslim population. After the Philippeville massacre[edit] This section needs additional citations for verification.

2: ECRP. Vol 6 No Correlates of Family Routines in Head Start Families

Encouraging Language and Literacy Through Family Routines Lorraine F. Kubicek 9. Culture and Parental Expectations for Child Development: Concerns for Language Development and Early Learning Wendy Jones and Isabella Lorenzo-Hubert

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3: Through parents' eyes: An activist visual literacy project | Lorraine Otoide - www.enganchecubano.com

Learning to read the world: language and literacy in the first three years. Rosenkoetter, Sharon E. Knapp-Philo, Joanne. Show availability and holdings.

History of mental disorders In the midth century, William Sweetser was the first to coin the term "mental hygiene", which can be seen as the precursor to contemporary approaches to work on promoting positive mental health. Dix was a school teacher who endeavored throughout her life to help people with mental disorders, and to bring to light the deplorable conditions into which they were put. Later the proposed disease model of abnormality was subjected to analysis and considered normality to be relative to the physical, geographical and cultural aspects of the defining group. At the beginning of the 20th century, Clifford Beers founded "Mental Health America â€" National Committee for Mental Hygiene", after publication of his accounts from lived experience in lunatic asylums , A Mind That Found Itself, in [11] and opened the first outpatient mental health clinic in the United States. Over 26 percent of all Americans over the age of 18 meet the criteria for having a mental illness. Some discussions are formulated in terms of contentment or happiness. Positive psychology is increasingly prominent in mental health. A holistic model of mental health generally includes concepts based upon anthropological , educational , psychological , religious and sociological perspectives, as well as theoretical perspectives from personality , social , clinical , health and developmental psychology. Emotional well-being is defined as having high levels of positive emotions, whereas social and psychological well-being are defined as the presence of psychological and social skills and abilities that contribute to optimal functioning in daily life. The model has received empirical support across cultures. Learning how to interact with others and how to focus on certain subjects are essential lessons to learn from the time we can talk all the way to when we are so old that we can barely walk. However, there are some people out there who have difficulty with these kind of skills and behaving like an average person. This is a most likely the cause of having a mental illness. However, not much is said about children with mental illnesses even though there are many that will develop one, even as early as age three. The most common mental illnesses in children include, but are not limited to, ADHD , autism and anxiety disorder , as well as depression in older children and teens. Having a mental illness at a younger age is much different from having one in your thirties. Many researchers say that parents should keep an eye on their child if they have any reason to believe that something is slightly off. Mental illness affects not only the person themselves, but the people around them. If the child is young, parents are the ones who evaluate their child and decide whether or not they need some form of help. However, there are negative factors that come with the social aspect of mental illness as well. Family and friends are sometimes so ashamed of the idea of being close to someone with a disorder that the child feels isolated and thinks that they have to hide their illness from others. Stigma is also a well-known factor in mental illness. People have this assumption that everyone with a mental problem, no matter how mild or severe, is automatically considered destructive or a criminal person. Thanks to the media, this idea has been planted in our brains from a young age. In reality, the media displays an exaggerated version of most illnesses. Unfortunately, not many people know that, so they continue to belittle those with disorders. In a recent study, a majority of young people associate mental illness with extreme sadness or violence. The media should be explaining that many people with disorders like ADHD and anxiety , with the right treatment, can live ordinary lives and should not be punished for something they cannot help. The study consisted of internet users; the data was obtained by carrying out a questionnaire amongst the participants. This study found that browsing websites related to suicide, and methods used to commit suicide, had a negative effect on suicidal thoughts and increased depression and anxiety tendencies. The study concluded that as suicide-related internet use adversely affected the mental health of certain age groups it may be prudent to reduce or control their exposure to these websites. These findings certainly suggest that the internet can indeed have a profoundly negative impact on our mental health. Focus is increasing on preventing mental disorders.

Research has shown that there is stigma attached to mental illness. In the United States, the National Alliance of Mental Illness is an institution that was founded in to represent and advocate for victims struggling with mental health issues. NAMI also helps to educate about mental illnesses and health issues, while also working to eliminate the stigma [45] attached to these disorders such as anxiety and depression. Many mental health professionals are beginning to, or already understand, the importance of competency in religious diversity and spirituality. The American Psychological Association explicitly states that religion must be respected. Education in spiritual and religious matters is also required by the American Psychiatric Association. Increasing unemployment has been show to have a significant impact on mental health, predominantly depressive disorders. We as humans, feed off companionships and interaction with other people. Another way to improve your emotional mental health is participating in activities that can allow you to relax and take time for yourself. Yoga is a great example of an activity that calms your entire body and nerves. According to a study on well-being by Richards, Campania and Muse-Burke, " mindfulness is considered to be a purposeful state, it may be that those who practice it believe in its importance and value being mindful, so that valuing of self-care activities may influence the intentional component of mindfulness. Mental health care navigator Mental health care navigation helps to guide patients and families through the fragmented, often confusing mental health industries. Care navigators work closely with patients and families through discussion and collaboration to provide information on best therapies as well as referrals to practitioners and facilities specializing in particular forms of emotional improvement. The difference between therapy and care navigation is that the care navigation process provides information and directs patients to therapy rather than providing therapy. Still, care navigators may offer diagnosis and treatment planning. Though many care navigators are also trained therapists and doctors. Care navigation is the link between the patient and the below therapies. A clear recognition that mental health requires medical intervention was demonstrated in a study by Kessler et al. Despite the prevalence of mental health disorders remaining unchanged during this period, the number of patients seeking treatment for mental disorders increased threefold. Investigating the degree and severity of untreated emotional mental disorders throughout the world is a top priority of the World Mental Health WMH survey initiative, [51] which was created in by the World Health Organization WHO. These disorders are most destructive to low and middle-income countries due to their inability to provide their citizens with proper aid. Despite modern treatment and rehabilitation for emotional mental health disorders, "even economically advantaged societies have competing priorities and budgetary constraints". The World Mental Health survey initiative has suggested a plan for countries to redesign their mental health care systems to best allocate resources. A second step could be to do a cross-national comparison of service use and unmet needs in countries with different mental health care systems. Such comparisons can help to uncover optimum financing, national policies, and delivery systems for mental health care. Unfortunately, most countries have insufficient data to guide decisions, absent or competing visions for resources, and near constant pressures to cut insurance and entitlements. Countries were classified with World Bank criteria as low-income Nigeria , lower middle-income China , Colombia , South Africa , Ukraine , higher middle-income Lebanon , Mexico , and high-income. The coordinated surveys on emotional mental health disorders, their severity, and treatments were implemented in the aforementioned countries. These surveys assessed the frequency, types, and adequacy of mental health service use in 17 countries in which WMH surveys are complete. The WMH also examined unmet needs for treatment in strata defined by the seriousness of mental disorders.

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4: Obituaries - , - Your Life Moments

The newborn is amazingly equipped to acquire language and literacy - these early years are the foundation upon which later learning is built. This book examines the elements of beginning language and.

Moving with Language is a multidimensional approach to providing learning support for young students who have a range of disabilities. Specifically, this program targeted oral language and motor skill development within a strategy-training context. The program focused on motor planning, self-directed student talk and the use of pictographed instructions to support the development of independent learning and literacy skills. This usually means that, by five years of age, these students are demonstrating considerable delays in one or more areas. The potential for such difficulties to impinge on present and future learning is well documented. Such developmental delays are often exacerbated unless intervention occurs in the form of specific and supportive teaching. The benefits of this approach are that several learning difficulties or developmental delays can be addressed through one intervention process. The Moving with Language program that is described in this paper is one such intervention. The Moving with Language program targets oral language and motor skills development within a strategy-training context. In describing the Moving with Language program, this paper begins with an historical review of the development of the Moving with Language concept in the Northern Territory NT. The second section of the paper outlines the theoretical perspective that underpins the program. The third section of the paper describes a typical Moving with Language program. Schools implementing Moving with Language programs develop their own interventions within the guidelines outlined in the first section of this paper. The final section reports on the program as it was implemented at a large rural primary school in the Northern Territory with a significant number of indigenous students. It was noted that such programs could be planned to meet very specific needs. Alternatively, general programs could be designed to accommodate a range of difficulties that students have in common. Teachers were encouraged to use general principles related to perceptual motor programs. These principles highlighted the importance of practice and repetition, multisensory input, task analysis, self-talk and cueing using visual symbols such as pictographs. During the years following its initial introduction, NT Student Services personnel began recommending that particular students should participate in perceptual motor programs, now renamed Moving with Language programs, as an integral part of their Individual Education Plans IEPs. Subsequently, a number of teachers from a rural school region attended a professional development day held at a centrally located primary school. This in-service was presented by Student Services personnel including an occupational therapist, a speech pathologist and a special education advisory teacher. A framework for developing a school-based perceptual motor program Sanders, was also presented. Guidelines for running a successful sensory motor program are outlined in Figure 1. Reinforce and reward both physical and language achievements. Change the expectations of the activity if they are too demanding. Students should enjoy the experience. If it is not fun, change the activities. The goal is to provide a wide variety of sensory motor experiences integrated with language. Talk to the students about what they are doing. Language, as a part of modelling and self-instruction, is essential to the success of the program. The purpose of an activity, e. Students should have time to practise each activity 2â€"3 times in a session but each activity should not be repeated for more than two weeks. Keep the number of activities to about 5, so that the session runs for about 30 minutes. Have between 3 and 6 students per station. Allow the students to talk to one another freely. This is an excellent opportunity for students to practise instructions, self-talk, and use language to interact with others in their group. Students should complete the activities in barefeet as this provides maximum tactile feedback. It also provides practice taking off and putting on shoes and socks. More complex tasks or instructions should be alternated with less demanding tasks to allow the student to refresh their attentiveness. Allow students to wind down by listening to quiet music at the end of the session. Guidelines for Moving with Language. Special education personnel at a large rural primary school then developed a school-based Moving with Language program under the

guidance of Student Services personnel. The program was intended to accommodate students with a range of learning difficulties and delays rather than focus on the specific needs of individual students. The difficulties chosen as the foci of the school-based program described in this paper related to oral language concepts and structures, sensory motor skills, temporal sequencing, spatial awareness, motor planning and independent learning. The resulting program was implemented with twenty-two Year 1 and 2 six- and seven-year-old students over three school terms. From this perspective, pieces of sensory and perceptual information act as building blocks for all learning. Advocates of sensory and perceptual motor programs do not guarantee that academic improvement will occur Haig, For example, the Moving with Language program may promote the thinking and language skills that lead to improvement in learning skills and physical ability. Other researchers who support this argument include Anderson , McBride , Notari-Syverson and her colleagues and Thompson By extension, more effective learning, in a generalized sense, may also occur through transfer of learning into other areas of schooling. At the same time, researchers consider it is more efficacious and practical to employ a cross-paradigmatic or multidimensional intervention approach designed to address a number of learning difficulties Kruger et al. According to NT Department of Education, the Moving with Language program attempts to do this through suggesting that children with oral language difficulties should be taught to use self-directing or instructional self-talk to link verbal and motor information Laine, ; Murphy, The Moving with Language Program The following description outlines characteristics of what could be termed a typical school-based Moving with Language program. Within any given program, specific sensory motor areas tend to include laterality differentiating between left and right sides of the body , bilateral integration using both sides of the body together , balance and posture, body strength, eye tracking tracking of objects without head movement and hand-eye coordination. A typical Moving with Language program operates three to five days per week with each session lasting for approximately forty to forty-five minutes. The session starts with a five-minute warm-up session which targets a particular sensory motor skill, e. During the program, the children rotate around a number of sensory motor activity stations. In most cases, four stations tend to be used although this varies from school to school, depending on the personnel available to assist at the stations. The adult station leader models the activity and associated language at each station. Pictographed instruction cards help to scaffold and support the demonstration of each activity, the sequence of the routines and the oral language associated with the activities. The number of activities in any given program depends on the available time, the number of weeks allocated to the program and the priority decisions for learning made by the school staff members. The children work their way through the steps of the activity using pictographed instruction cards to self-monitor and self- regulate the sequencing and execution of their movements. The program ends with a five-minute warm-down period during which the children put on their shoes. They may listen to the sounds around them and recount the sequence of the sounds they hear. Alternatively, they may be asked to predict the order and sequence of a routine they will be doing when they return to class. Thus, the children are encouraged to transfer the learning strategy and their use of appropriate language structures from the primary learning contexts to other physical settings and learning activities. In keeping with the guidelines suggested by Ashman and Conway , each activity within the program is first analyzed and broken down into a number of sequenced steps. The instructions for each part of the sequence are then put on separate cards. Pictographs are used to illustrate the instruction cards. Over time, teachers have developed pictographs, as necessary, to suit the specific language of the activities. With regard to the Moving with Language program, the station leader uses the pictographed instruction cards to supplement verbal instructions and demonstrated actions. The pictographs reinforce the language structures, concepts and sequence of the activity. As the children become familiar with the activity, the pictographed instructions are gradually removed. The students use the pictographed instructions as a cueing system to aid memory and recall of individual actions and the order and sequence of the actions within a given activity. Over the course of the weekly cycle adult leader support is reduced to encourage independent setting up of and working through activities. All children are encouraged to take turns as a station leader. Children are also encouraged to teach other children in their

regular classrooms how to do an activity, thus facilitating further transfer of learning. Throughout the program, the children are encouraged to self-talk or say it out loud while doing the activities. During the activity, they are asked to say what they are doing at any given time. At the end of the activity, they are expected to retell or recount what they have done in the activity. As a result, the children receive and interpret multisensory information, through touch, hearing, sight and speech, as well as proprioception i. Self-directed or instructional self-talk or saying it out loud serves a number of purposes in a Moving with Language program. Self-instructional self-talk also promotes the development of motor planning skills Anderson, ; Sherrill, ; Yang, and the use of appropriate on-task behaviors Laine, As a result, the routines of the task are mediated by the language of the student Graham, It is recognized that, over time, as individuals become familiar with particular processes or activities, self-talk tends to become internalized as inner language Rohrkemper, ; Wragg, For the purposes of the Moving with Language program, children are encouraged to continue with overt self-talk. As noted previously, this practice serves to reinforce language structures and concepts. Ongoing assessment is critical to the effectiveness of a Moving with Language program. School personnel determine the particular assessment process adopted by their school. Observational and anecdotal records that yield qualitative data are the most common form of assessment. The assessment tools used to gather ongoing assessment data are outlined below as part of the specific description of a Moving with Language program implemented at a rural primary school in the Northern Territory, Australia. Method A generic Moving with Language Program was designed at a primary school in the Northern Territory NT where the first author worked as a special education teacher. The program was implemented at the school for twenty weeks from Week 6 of Term 1 to Week 6 of Term 3. The school draws from a relatively large geographic area and its population consists of students from a range of socioeconomic categories, from families subsisting on government benefits to two-income families with parents in professional occupations. The ethnic backgrounds of the students are diverse and include Australian born students of Aboriginal and non-Aboriginal descent as well as migrant and refugee students. The majority of students live on five- to twenty-acre blocks. The school operates within a multilevel and collaborative teaching and learning perspective. The school support team includes two special education teachers, two special education teaching assistants and one English as a Second Language teacher. There are also a number of inclusion support assistants who work with students with high support needs in the classrooms.

5: The Times & The Sunday Times

Lorraine F. Kubicek, Ph.D., IMHâ€•E (IV/Râ€•F) is an Assistant Professor in the Department of Pediatrics and Clinical Faculty in the Department of Psychiatry at the University of Colorado School of Medicine.

Otoide York University, Canada sschecter edu. Schooling in a Context of Linguistic adopted country. Equally of formal schooling. On average, , importantly, they helped immigrant parents to immigrants of all ages have settled in Canada every access, and better understand, the diverse resources year since [1]. Consequently, linguistic and that children call upon as they navigate various cultural diversity now define a majority of the aspects of their Diaspora experiences. Thusly, the school-age population in many urban areas. As Carreon, Drake, and Barton [2] observe: Introduction To be successful parents, they must develop new understandings about the world, This paper reports on the findings of a visual establish new social networks, acquire new literacy study for linguistically diverse forms of cultural capital e. The study was English , and learn new ways to function, embedded within an intergenerational instructional including determining how to access innovation for families of students attending a medical and educational services for their primary-junior school in an urban setting in Ontario, children. Undergirding these expectations is the institutional ethnography approach. We discuss these findings in terms of what professional educators to maximize the benefits from researchers and professional educators learned about: However, being involved in the the everyday lives of their children, b their education of their children requires that parents: The Parent Involvement AS prerogatives of different stakeholder groups, and b Education Project establish social relationships with school teachers and administrators. Most parents find these processes The research initiative in which the study daunting; for those parents who have recently described in this article is embedded is sympathetic migrated and have not yet mastered the societal to the second framing of parent involvement. We language, they can be overwhelming [5]. Indeed, research on effective schooling The PIE project envisioned three main identifies the home-school relationship as a key objectives: Some achievement of immigrant, linguistic minority educational researchers have claimed that school students by providing a complementary, community-initiatives that adopt a parents-as-partners approach referenced venue for language and literacy learning; aid in overcoming barriers to communication often b to familiarize immigrant parents with the perceived by teachers and parents in a culturally education system in which their children were diverse schooling context e. However, two an institutional climate that privileges diversity as a distinct schools of thought have emerged with resource. The The school in which this project was embedded first, more dominant, body of research begins its serves an ethnically, racially, and linguistically inquiry from the position of formal schooling, diverse student population in a dense urban context. The second, less board and resource people e. Investigations requirements of language learning in schools and the conducted within this framework have shown how real-life challenges encountered by immigrant adults the involvement of minority parents in the and children while negotiating and functioning in a responsibilities of schooling has contributed to second language. The strategies and techniques increased student achievement [11] including higher facilitators used to promote cognitive engagement, gains on reading and mathematics measures [12] and therefore, carefully considered the question of enhanced parental self-efficacy [13]. According to appropriate content knowledge for child and adult Pelletier and Brent: Consequently, students and parents had the effect of stressors that may be associated with opportunities for working together and alone i. In cultivating an active partnership [15], [16]. Drawing on the work of McCoy [19], who devised a method of activating visual texts by 3. We used and processes that influenced and organized the preliminary glosses and subsequent photo-interview everyday experiences of their children â€" in discussion sessions [21] to: We children, and c ensure that caregivers participated were also interested in gaining access to the in the analysis of the collected data. Finally, we used semiotics of the New World experience as these an open-ended approach to the discussion sessions to presented to caregivers through the activities and facilitate a process more aligned to a conversation

dispositions of the children. These themes, in the order presented, interpretations as researchers and educators. So, to find out more about the home lives Each family was given a disposable camera with of our students, we needed to find a way around this 24 exposures. Parents were asked to capture, over a impasse. Method experiences around the four designated themes. Parents were allotted a maximum of six exposures per theme. To begin, exposure number, time, location, and rationale for we coded primary photographs and secondary log taking each photograph. Where languages other than entries data for generative topics within the four English were used, we elicited the help of translators. We used the principles of The photographs and log reflections were used as a institutional ethnography for the analytic purpose of basis for subsequent small- and large-group identifying and describing social relations and discussions described more fully below. Selected portions of the This approach is undergirded by the belief that the recordings were transcribed in full. Findings based upon the photographs and logs generated a tertiary source of data. As data analysis, as parents recognized and identified previously mentioned, data were collected and common themes emerging from the data. During the most significant findings. Learning at Home and in Community photographs they had taken in sequential order, and discussed the larger issues that prompted the 5. We used prompts to facilitate the texts associated with this theme illuminated the discussions e. Why did you choose practices in their homes. Photographs taken to to take this picture? Toward the conclusion of this illustrate this theme included children engaging with session, group members turned their attention to the texts associated with school learning, surfing the common themes and shared experiences revealed by Internet for the purpose of informing school or the photographic evidence. Participants were given an additional Parental support for and involvement in these home opportunity to look at and reflect upon the literacy projects was clearly evident in the photographs of other parents and to discuss the photographic texts, as well as in the glosses and issues that the photographs raised according to discussions. The majority prompts of a more summative and evaluative nature of them believed that: Which themes maintaining relations with family members who did did you find the most informative? Although the not emigrate. In the photo-interview discussions, in discussion was facilitated by these guiding questions, particular, parents expressed sorrow over the gradual it was not controlled; that is, where conversation first language attrition that they observed in their flowed, facilitators did not attempt to influence its children. Together they shared various strategies for direction. Figure 2 shows a child engaged in and use their heritage languages. However, most group meditation in a formal religious setting. One parent Figure 2. Can I explain math groups problems in my own language? A third fostering first language development. They felt that parent suggested that teachers could sometimes give these community venues reinforced the legitimacy of students material to translate into their first language, their own values related to cultural and linguistic which would allow parents who are not fluent in maintenance, and provided students with important English an opportunity to assist their children with social networks for learning. The photographic texts also reveal how 5. For example, one to contribute to the domestic economies of homes. Photographs depicted students involved in religious activities such as praying alone, with family members, or with community members in their age Figure 3. Idrisa learns all kinds of household work cohort. Figure 1 and the accompanying log entry like washing, cleaning, and organizing from her confirm the important role that religious engagement mom plays in the learning that takes place at home. Another photograph illustrates a child engaged in the activity of grocery shopping. The importance that Figure 1. Idrisa learns all kind of worship and prayer parents placed on their children developing a sense from home of civic responsibility emerged through the photographic texts and in the discussion sessions. In the group discussions, parents emphasized the Various photographs depict children engaged in importance of religious practice for maintaining their activities such as recycling household objects, caring connections to their cultural communities as well as for the environment by collecting strewn garbage for teaching their children how to live good lives and from apartment grounds, and helping less fortunate community members with chores. I saw my daughter do this, accompanying log entry highlights the enthusiasm do that, but I did not realize that those with which the girl embraces the activity. In Canadian society, a significant degree of socialization of

children occurs outside of processes associated with parenting and formal schooling. The photographs provided textual representations of key events associated with important socio-cultural ways of being into which children in Western society are Figure 4. When Idrisa sees other acculturated. For immigrant parents, gaining insight people do recycling she really likes it and tries to into the seminal role of these activities and events make it her habit represented an acquisition of cultural literacy. Homework helping community members: She often helps The sharing of the homework photographs drew this person that is unable to do things herself. Learning to be generous. Group discussions revealed 5. For example, the parent who took the 5. The collaborative nature of homework. In her discussion group she that prevented them from facilitating â€" their commented: Parents cited barriers I think when children usually go by bus such as conflicting work schedules, lack of fluency they usually learn discipline because on the in the language of instruction, and lack of familiarity bus they are all in one line otherwise they with the school curriculum. In her photography log, are all gathered here and there playing in one mother commented: So when the bus comes, they line Caroline struggling with French translation and up. They line up otherwise they all playing spelling looking up words. I feel bad because I in the snow. When our kids learn we learn. We can solve problems together. This variation was caused by me. The photograph Figure 6 , which shows a child talking over the phone to clarify a homework assignment, Figure 7. Lots of mess while doing homework illustrates an important way in which children learn and are supported by their peers. In addition to computers, photographs of children doing homework revealed the presence of many other material resources â€" lined writing paper, colored manila paper, pens, lead pencils, glue sticks â€" that were used to support school learning. Regardless of where parents weighed in on the tolerance-for-mess continuum, these various material items were viewed as necessary support for the daily routines associated with homework activity. I am communicating with others 5. Computers and library outings. Many Here we highlight the diverse perspectives that photographs depicted the children using computers. Overwhelmingly, for of academic literacy. The value that caregivers recently translocated families, Canada evoked the placed on computer access was reflected in both the image of winter. Many of the photographs taken to photographs and subsequent small- and large-group illustrate this theme depicted students playing in the discussions. As well, in their logs and verbal snow. As evidenced in Figures 8 and 9, these exchanges, parents revealed that many families associations generally were positive.

6: Teacher Education and Developmental Studies (formerly Child Development and Education)

Lorraine F. Kubicek Two experiments, with 96 university students and adult community residents, investigated the effects of semantic relatedness on the time to say a word.

Discussion This study examined correlates of family routines, specifically family characteristics and child social and cognitive outcomes, in order to determine the efficacy of routines as a potential intervention point or indicator of family and child well-being. Demographic characteristics of the family were related to number of routines in the home, albeit weakly. Sex differences in these results, however, are striking. Our first hypothesis, that families with more active and more emotional children would have fewer routines, was partially supported. The final hypotheses concerned the number of routines and their relationship to social and cognitive outcomes. Some relationships between routines and child outcomes were found, but they varied by gender and the outcome of interest. Routines appear to be weakly related to some child social and cognitive outcomes. It is possible that girls may benefit more than boys from a range of family characteristics, such as family routines, that buffer the effects of stress. From the current study, however, it is not possible to know whether this pattern generalizes beyond family routines. Because girls are more typically involved in activities close to the home, specifically family routines such as preparing for dinner and cleaning up, the importance of these routines may be stronger for girls. Boys are often not as involved in family routines, perhaps limiting their impact although no differences in the levels of routines for families of boys and girls were found in this sample. Other research suggests that routines vary according to family characteristics such as income and work level , yet this study found very limited correlations of family demographic characteristics and the number of routines. This sample consists entirely of a low-income, high-risk sample, preventing any conclusions about how routines may differ across a broader sample of families. Within this sample, however, demographic characteristics clearly have a limited relationship to the number of routines within the home. The direction of effects, however, cannot be determined in this study. The limited correlations with cognitive and peer outcomes especially as rated by members outside the home and standardized tests suggest that routines are a limited point of intervention for families. Simply helping families to establish routines is unlikely to lead to more positive cognitive and social-emotional outcomes for children. The level of routines in the home also cannot be used as an indicator of how positive or negative the home environment is for young children. The existing literature on family routines suggests that routines act as a buffer against stress, especially for children with disabilities or chronic health problems. Yet this study suggests that there are limited relationships between routines and various indicators of child social and cognitive development. This study did not, however, examine child mental health components that could be affected by family routines especially for children with chronic disease. This study does have several limitations and must be considered a preliminary examination of routines. The sample was restricted to Head Start families in one state, and many other variables of importance to children and families could also be examined for their relationship to family routines. Previous literature has found that routines do have a positive impact in families with children with chronic disease and disability, and this study did not examine any of those extenuating factors. In summary, the number of family routines did not have the power and significance in this study often attributed to them in the popular parenting literature. This study does not indicate that routines are not important in the home, but it does indicate that their importance is not tied closely to child cognitive and social outcomes. Family routines will continue to be an important intervention point for early childhood educators and will continue to be discussed in the popular parenting literature because of their malleability and relation to developmentally appropriate practices. References Achenbach, Thomas M. University of Vermont, Department of Psychiatry. Skill development and temperament in kindergarten children: Perceptual and Motor Skills, 65 3 , Finding the right routine. Parenting, 14 10 , BabyTalk, 67 4 , Parenting, 15 10 , Getting our kids back on track: Educating children for the future. Path referenced assessment in school psychology. Latent variable techniques

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7: Kubicek, Lorraine | JFK Partners | University of Colorado Denver

"Zero to Three" is a single-focus bulletin of the National Center for Infants, Toddlers, and Families providing insight from multiple disciplines on the development of infants, toddlers, and their families. Noting that during the earliest years of life, much of children's learning about themselves.

8: MLA Formatting and Style Guide // Purdue Writing Lab

Direct correspondence to: Lorraine F. Kubicek, JFK Partners, University of Colorado School of Medicine, E. 17th Avenue, C, P.O. Box , Aurora, CO ; e-mail: www.enganchecubano.comk@www.enganchecubano.com Children's emotional expression and language both develop during infancy and early childhood.

9: The Hanen Centre | Speech and Language Development for Children

The Family Routines Inventory (Boyce, Jensen, James, & Peacock, ; Jensen, James, Boyce, & Hartnett,) is a 4-point Likert-type scale in which mothers were asked to rate how often a routine was performed in their family (e.g., family eats

dinner at the same time each night, children go to bed at the same time each day). Mothers were.

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