



Self-Regulation in Early Childhood: Nature and Nurture

By Martha B. Bronson

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The early years are critically important for the development of self-regulation--the set of abilities that enable children to control their emotions and behavior, interact positively with others, and engage in independent learning. This book examines how self-regulation develops in the first eight years of life and describes practical ways for educators and caregivers to support its development. Part I reviews a diverse body of theory and research on the growth of self-control and self-direction across emotional, social, motivational, and cognitive domains. Also described is contemporary research linking self-regulatory abilities to control systems in the brain. Part II presents concrete suggestions for enhancing self-regulatory skills in infants and toddlers, preschoolers and kindergartners, and school-age children. Chapters address caregiver and teacher behaviors, behavior management techniques, ways of arranging the environment, and strategies for enhancing peer interactions and children's interest in self-directed learning.

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Editorial Review

Review

"An extraordinary integration of diverse strands of research on social, motivational, intellectual, and emotional development in young children. Bronson engages her reader with a style that is clear without compromising the subject's complexity. This is a scholarly yet readable account for a broad audience. It will serve as a useful text for advanced undergraduate and graduate-level students." --Deborah Stipek, PhD, Professor of Education, UCLA

"An articulate and highly thoughtful writer, Bronson clearly knows the research and theoretical issues in the very important area of self-regulation. Setting her apart from most scholars are her astute observational skills and years of experience with what early childhood teachers and caregivers actually do on a daily basis. Informed by a solid familiarity with early childhood and primary school contexts, this book synthesizes the knowledge base and provides excellent coverage of practices that support children's self-regulation at various age levels." --Carol Copple, PhD, Publications Editor, National Association for the Education of Young Children

"An excellent, comprehensive discussion of theory and research on self-regulation that builds effective connections with early childhood parenting and educational practice. Scholars and practitioners alike will find this book to be a clear, readable, and helpful resource on an aspect of development crucial for children's cognitive, emotional, and social competence." --Laura E. Berk, PhD, University Distinguished Professor, Department of Psychology, Illinois State University, Normal, Illinois

"Masterfully written....Bronson has done a thorough job of pulling together research from many perspectives. The strength of this work is in its synthesis and connections to the major ideas in both developmental and educational psychology. The book's predictable organization makes it a handy resource guide for anyone working with children from birth to age 8. Bronson's writing style facilitates clarity of understanding....[Her work] holds promise for changing how we think about and educate young children, and provides insight into some of the difficulties we face in educating today's students."

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From the Back Cover

"An articulate and highly thoughtful writer, Bronson clearly knows the research and theoretical issues in the very important area of self-regulation. Setting her apart from most scholars are her astute observational skills and years of experience with what early childhood teachers and caregivers actually do on a daily basis. Informed by a solid familiarity with early childhood and primary school contexts, this book synthesizes the knowledge base and provides excellent coverage of practices that support children's self-regulation at various age levels." Carol Copple, PhD, Publications Editor, National Association for the Education of Young Children

About the Author

Martha B. Bronson, EdD, is an associate professor of developmental and educational psychology at Boston

College, where she directs the early childhood program. She received her bachelor's degree in psychology from Boston University and her master's and doctoral degrees in human development from Harvard University. She has extensive experience in educational evaluation in early childhood, and her observational measures of young children's self-regulatory skills have been used in a number of national studies.

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