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2025 Edition Science Experiments Children

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2025 Edition Science Experiments Children:

Education of Young Children Caught in Disasters Judit Szente, 2026-02-19 This book addresses different types of disasters both human crises and environmental disasters and their implications on the education and social emotional development of young children birth through age 8 This volume is a new edition to *Assisting Young Children caught in Disaster Multidisciplinary Perspectives and Interventions* that highlighted 14 different disasters This edition revisits some of the main topics in the previous edition from 2018 and also focuses on some recent crises such as community and school violence infectious diseases recent gang activities in Haiti and child trafficking during and after the COVID 19 pandemic Furthermore it provides strategies regarding trauma informed practice and coping with the aftermath of violence terrorism and living in war torn contexts As both the research literature and current events indicate almost every day children around the world experience some type of a crisis According to UNICEF s 2023 report there have been an unprecedented number of humanitarian emergencies natural and human made unfolding around the world These include violence armed conflicts floods earthquakes and hurricanes Children who experience these conflicts most likely also experience poverty and become more vulnerable to malnutrition and diseases As the previous edition indicates such crises and trauma have various consequences on the lives of children such as Post Traumatic Stress Disorder PTSD and depression Although governments and agencies have done a large amount of work to address the needs of children affected by disasters early childhood teachers often still feel helpless and not prepared to address these needs in their classrooms This new edition provides both pre and in service early childhood teachers with such support

Nurturing Children's Emotional Wellbeing in the Early Years Caroline Wright, Michelle Demirtas, 2026-03-31 Being mentally healthy in early childhood enables babies and young children to understand and cope with emotions experience meaningful nurturing relationships and explore play and learn This book supports early years practitioners to develop and consider the quality of their interactions and to understand how to meet children s emotional needs effectively The book considers what every child needs to feel safe secure and loved Offering a whole setting approach to emotional health and wellbeing it outlines essential knowledge on brain development environments and working with parents Chapters cover neuroscientific theories on early brain development and practice and are aligned to typical child development offering practical evidence based strategies and activities to secure children s emotional wellbeing both now and as they grow Including reflective tasks and suggestions for individual and group activities this is essential reading for early years practitioners and students It will also be valuable reading for parents

Dopamine Kids Michaeleen Doucleff, 2026-03-03 From the bestselling author of *Hunt Gather Parent* comes a revolutionary five step guide packed with practical science backed strategies that shows you how to raise confident happy kids while breaking the cycle of overdependence on screens and ultraprocessed foods Nearly everything you ve heard about dopamine is wrong No it s not the molecule of happiness And no it doesn t give us pleasure it gives us motivation For the first time in history we are

inundated with what are known as dopamine surges inside our brains. These surges pull us to technology like magnets every day many times a day. Over the past decade, neuroscientists have finally begun to figure out how these surges alter our choices, our habits, and even our moods. We've learned how dopamine can drive adults and kids to engage in activities that we don't actually enjoy, activities that can make us feel sad, lonely, anxious, and depressed. When Michaeleen Doucleff, PhD, the New York Times bestselling author of *Hunt Gather Parent*, decided to address her family's screen time and dependence on processed foods, she found that scientific study after scientific study refuted nearly all the claims she'd read in the media about dopamine and the supposed reasons we're so inclined to pick up our phones or raid the pantry. She took this new neuroscience and psychology and merged it with practical experience, shifting the power dynamic back to families instead of devices and foods controlling us; we control them, and both screens and the pantry become tools rather than burdens. *Dopamine Kids* is a five-step operating manual for habit remodeling that is tailored for parents and their children. After rediscovering what's most important for your family, you'll learn how to create successful boundaries around screens and ultraprocessed foods, replace screen time with equally enticing activities, remove triggers that pull children toward screens and junk food, and finally celebrate your family's choices before, during, and after trying new hobbies. These five steps weaken the neurological pathways established by devices and make dopamine work in your favor to get kids to want to pursue high-quality activities that reduce anxiety, create better moods, and diversify interests. Dr. Doucleff's research culminates in a four-week plan to create screen-free sanctuaries that protect conversations, focus, sleep, and adventure. After reading *Dopamine Kids*, you will be empowered to create habits that genuinely fulfill your family's biological and emotional needs, bring true fulfillment and purpose to their lives, and improve their behavior, happiness, and confidence. The Anxious Generation alerted you to the danger of screens, but the demands of the twenty-first century require that you use them anyway. *Dopamine Kids* is your handbook for solving that fundamental problem of our times and teaching your kids to have a healthy relationship with technology and food.

Racial Literacy in Libraries Sally Battle, Betsy Bird, Nicole A. Cooke, Kennedy Joseph, Jessica Iverson Wu, 2026-02-05. Learn how libraries can develop and use collections, space, resources, and programs to expand racial literacy in their communities.

Rural STEM Education Research: Bridging between Uniqueness and Universality Guan Saw, Angela Starrett, Audrey Meador, Hobart Harmon, 2026-01-23. The opposition between uniqueness and universality in rural science, technology, engineering, mathematics, and medicine (STEMM) education research is an enduring feature of the field. Theories and methods developed to be universally applicable are constantly adopted or reimaged in studying and understanding certain unique STEMM education phenomena or issues within and across rural contexts, partly due to the vastness and variety that exists in what is labeled as rural and/or STEMM education. Research ideas and findings focused on a unique rural population or setting often can have universal implications for other rural and non-rural populations or settings, though not explicitly articulated in many publications. Striving to be both unique and universal is a fundamental

challenge yet has the potential to advance knowledge and practice in the field of rural STEM education. The overall goal of this Research Topic is to introduce and explore the ideas of rural focused and rural reimaged approaches in potentially bridging the gaps between uniqueness and universality in STEM education research. Rural focused theories and constructs e.g. place based education, rural identity are centered around populations and issues in rural settings whereas rural reimaged theories and constructs e.g. urban rural spatial inequality, social capital, expectancy, value, beliefs are traditional theories and constructs that are reconceptualized to include rural perspectives in the studies. This Research Topic seeks articles that examine both the uniqueness and universality of rural STEM education and educational research utilizing rural focused and or rural reimaged lens or approaches. We particularly welcome articles that address unique assets, challenges, needs, opportunities and or lessons learned of rural STEM education while being situated in a broader research discipline as well as articles that explore the commonalities and connections across study cases, policies, programs, practices or contexts of rural STEM education. This Research Topic invites theoretical, methodological and empirical contributions addressing but not limiting to the following key topics: Rural focused topics: Defining rurality in STEM education, Defining STEM in rural areas, Place based STEM teaching/learning etc, Rural STEM identity/belonging etc, STEM education in rural serving postsecondary institutions, STEM education for local workforce development, Rural reimaged topics: Urban rural spatial inequality in rural STEM education, Community cultural wealth in rural STEM education, STEM funds of knowledge of rural learners, Underrepresentation of rural students in STEM education, Intersectionality in rural STEM education, Critical policy analysis in rural STEM education, Communities of practice in rural STEM education, Research/practice partnerships for rural STEM education. Articles need to define rurality for interpretation by international readers and describe the uniqueness and universality of the research topics, theories, methods, findings and or implications in the context of rural STEM education.

Exceptional Child Education Abstracts, 1972 Children's Books in Print R R Bowker Publishing, Bowker, 1999-12 The Education Index, 1984 *National Guide to Funding in Arts and Culture*, 1994

Journal of the American Medical Association American Medical Association, 1911. Includes proceedings of the Association papers read at the annual sessions and list of current medical literature The Standard Periodical Directory, 1992 *The Software Encyclopedia 2000* Bowker Editorial Staff, 2000-05 *Business Publication Advertising Source*, 2006 Social Science Abstracts, 1930 *American Men of Science*, 1949 **Who's who in Technology Today: Mechanical, civil, energy and earth science**, 1984 **Exceptional Child Education Resources**, 1980 **The Publishers' Trade List Annual**, 1971 Irregular Serials & Annuals R. R. Bowker LLC, 1972 *Books and Pamphlets, Including Serials and Contributions to Periodicals* Library of Congress. Copyright Office, 1976

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