Child Development: Rosalyn H. Shute 2015-05-15 Child Development: Theories and Critical Perspectives provides an engaging and perceptive overview of both well-established and recent theories in child and adolescent psychology. This unique summary of traditional scientific perspectives alongside critical post-modern thinking will provide readers with a sense of the historical development of different schools of thought. The authors also place theories of child development in philosophical and cultural contexts, explore links between them, and consider the implications of theory for practice in the light of the latest thinking and developments in implementation and translational science. Early chapters cover mainstream theories such as those of Piaget, Skinner, Freud, Maccoby and Vygotsky, whilst later chapters present interesting lesser-known theorists such as Sergej Rubinstein, and more recent influential theorists such as Esther Thelen. The book also addresses life-span perspectives and systems theory, and describes the latest thinking in areas ranging from evolutionary theory and epigenetics, to feminism, the voice of the child and Indigenous theories. The new edition of Child Development has been extensively revised to include considerable recent advances in the field. As with the previous edition, the book has been written with the student in mind, and includes a number of useful pedagogical features including further reading, discussion questions, activities, and websites of interest. Child Development: Theories and Critical Perspectives will be essential reading for students on advanced courses in developmental psychology, education, social work and social policy, and the lucid style will also make it accessible to readers with little or no background in psychology.

Child Development: Rosalyn H. Shute 2015-05-15 Child Development: Theories and Critical Perspectives provides an engaging and perceptive overview of both well-established and recent theories in child and adolescent psychology. This unique summary of traditional scientific perspectives alongside critical post-modern thinking will provide readers with a sense of the historical development of different schools of thought. The authors also place theories of child development in philosophical and cultural contexts, explore links between them, and consider the implications of theory for practice in the light of the latest thinking and developments in implementation and translational science. Early chapters cover mainstream theories such as those of Piaget, Skinner, Freud, Maccoby and Vygotsky, whilst later chapters present interesting lesser-known theorists such as Sergej Rubinstein, and more recent influential theorists such as Esther Thelen. The book also addresses life-span perspectives and systems theory, and describes the latest thinking in areas ranging from evolutionary theory and epigenetics, to feminism, the voice of the child and Indigenous theories. The new edition of Child Development has been extensively revised to include considerable recent advances in the field. As with the previous edition, the book has been written with the student in mind, and includes a number of useful pedagogical features including further reading, discussion questions, activities, and websites of interest. Child Development: Theories and Critical Perspectives will be essential reading for students on advanced courses in developmental psychology, education, social work and social policy, and the lucid style will also make it accessible to readers with little or no background in psychology.

Theories of Early Childhood Education-Lynn E. Cohen 2017-03-03 Theories of Early Childhood Education provides a comprehensive introduction to the various theoretical perspectives influential in early childhood education, from developmental psychology to critical studies, Piaget to Freire. Expert chapter authors examine assumptions underpinning the use of theory in the early years and concisely explore the implications of these questions for policy and practice. Every chapter includes applications to practice that will assist students and professionals in seeing the relevance of the theoretical perspective for their teaching.

The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care-Tricia David 2015-10-05 The Routledge Handbook of Philosophies and Theories of Early Childhood Education and Care brings together leading writers in the field to provide a much-needed, authoritative guide to the major philosophies and theories which have shaped approaches to Early Childhood Education and Care. Providing a detailed overview of key concepts, debates and practical challenges, the handbook combines theoretical acumen with specific examples to show how philosophies and theories have evolved over the centuries and their impact on policy and society. It examines the ways in which societies define and make sense of childhood and the factors that influence the development of philosophies about young children and their learning. The collection offers an insight into the key theorists and considers how the economics and politics of their time and personal ideology influenced their ideas about childhood. It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of the world. The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children, their place in society and the ways in which it might be appropriate to educate them bringing together specially commissioned pieces by a range of international authors, this handbook will enable academics, research students, practitioners and policy-makers to reflect on their own understandings and approaches, as well as the assumptions made in their own and other societies.

Child Development: Jean A. Mercer 2018-04-09 Understanding child development is essential to ensuring a full and rounded psychological grounding, but given the complex nature of the topic it can be a real challenge. Child Development: Concepts and Theories takes a step back to focus just on the key concepts of child development that all students must learn. With this book, their first encounters with theories and their applications will mean that they can move on with a firm foundation in child development. Central to this, is understanding how these theories or concepts are applied in the real world and how psychologists engage with them in research. This book gives clear and detailed examples to bring the subject to life. Each chapter features case studies that run throughout the chapter and develop as the students' own understanding does. Written for undergraduates, the book will become essential to any student wanting a key to unlock the world of child development. Jean Mercer is Professor Emerita of Psychology at Stockton University, New Jersey, and writes a blog, "Childmyths", at http://childmyths.blogspot.com

Theories Into Practice-Andrea & Raban Nolan (Brdie) 2015 Deconstructing Developmental Psychology-Erica Burman 2007-09-12 What is childhood and why, and how, did psychology come to be the arbiter of 'correct'or 'normal' development? How do actual lived childhoods connect with theories about child development? In this completely revised and updated edition, Deconstructing Developmental Psychology interrogates the assumptions and practices surrounding the psychology of child development, providing a critical evaluation of the role and contribution of developmental psychology within social practice. In the decade since the first edition was published, there have been many major changes. The role accorded childcare experts and the power of the 'psy complex' have, if anything, intensified. This book addresses how shifts in advanced capitalism have produced new understandings of children, and a new (and more punitive) range of institutional responses to children. It engages with the paradoxes of childhood in an era when young adults are increasingly economically dependent on their families, and in a political context of heightened insecurity. The new edition includes an updated review of
that children receive, and ultimately improve outcomes for children.

Thinking Critically About Child Development-Jean Mercer 2019-02-12
With a unique focus on inquiry, Thinking Critically About Child Development presents 74 claims related to child development for readers to examine and think through critically. Author Jean Mercer and new co-authors Stephen Hupp and Jeremy Jewell use anecdotes to illustrate common errors of critical thinking and encourage children to consider evidence and logic relevant to everyday beliefs. New material in the Fourth Edition covers adolescence, adverse childhood experiences, genetics, LGBT issues for both parents and children, and other issues about sexuality, keeping readers up to date on the latest scholarship in the field. Also of Interest: Child Development From Infancy to Adolescence: An Active Learning Approach, Second Edition: Chronologically organized, this book presents topics within the field of child development through unique and highly engaging Active Learning opportunities. Child Development: An Active Learning Approach, Third Edition: Topically organized, this book invites students to take an active journey toward understanding the latest findings from the field of child development.

Children’s Learning in Early Childhood-Sean MacBlain 2021-03-03
Everything you need to know about Learning Theories in Early Childhood practice. This book explores the key theorists and theories that form the foundation of learning and development in early childhood. Building your own understanding and knowledge of children’s learning, it then helps you develop the skills of translating theory into practice. How does this book support you? · The structure of the book mirrors your student learning journey, to compliment your course and seminar reading. · Parts 1 and 2 help you develop your reflective and analytical skills through critical questions, photographs and discussion points. · Part 3 gives real life case studies to help you understand how the theories can be practically applied in settings to improve your own practice.

Theories of Human Development-Barbara M. Newman 2010-10-18
Intended for courses on theories of human development, this new text presents nine theories grouped into three major families - those that emphasize biological systems; those that emphasize environmental factors; and those that emphasize a dynamic interaction between biological and environmental forces. The nine theories selected have a long and productive history in human development and continue to evolve as a result of new insights. The inclusion of social role theory and life course theory expand the book’s relevance to the study of adulthood and aging. Grouping the theories by families enhances students’ ability to think critically about theoretical ideas, assess the strengths and weaknesses of each theory, and gain a deeper understanding of how each theory guides research and application. The three families are organized in a brief overview of the unique perspectives of each theory and the rationale for grouping these theories together. Discussion of each theory includes: the historical and cultural context in which the theory was developed; an overview of key concepts and important ideas; new directions in contemporary scientific work; a research example setting how the theory has been tested and modified; an application showing how the theory has guided the design of an intervention or program; an analysis of how the theory answers basic questions about human development; and a critique highlighting the theories’ strengths and weaknesses. Theories of Human Development serves as a text in advanced undergraduate and/or beginning graduate courses in theories of human development. Its clear organization and engaging writing style make it accessible to students with a minimal background in human development.

Family Development-Evelyn Mills DuVall 1971
From Neurons to Neighborhoods-Division of Behavioral and Social Sciences and Education 2000-11-13 How we raise young children is one of today’s most highly personalized and sharply politicized issues, in part because each of us can claim some level of “expertise.” The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture; the impact of being born into a working family, the effects of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children’s cognitive and emotional development, and more. Authoritative yet accessible, From Neurons to Neighborhoods presents the...
evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

Understanding Human Development-Ursula M. Staudinger 2012-12-06 K. Warner Schaie I am pleased to write a foreword for this interesting volume, particularly as over many years, I have had the privilege of interacting with the editors and a majority of the contributors in various professional roles as a colleague, mentor, or research collaborator. The editors begin their introduction by asking why one would want to read yet another book on human development. They immediately answer their question by pointing out that many developmentally oriented texts and other creative projects reflect the theoretical foundations of human development and fail to embed psychological constructs within the multidisciplinary context so essential to understanding development. This volume provides a positive remedy to past deficiencies in volumes on human development with a well-organized structure that leads the reader from a general introduction through the basic processes to methodological issues and the relation of developmental constructs to social context and biological infrastructure. This approach does not surprise. After all, the editors and most of the contributors at one time or another had a connection to the Max Planck Institute of Human Development in Berlin, whether as students, junior scientists, or senior visitors. That institute, under the leadership of Paul Baltes, has been instrumental in pursuing a systematic lifespan approach to the study of cognition and personality. Over the past two decades, it has influenced the careers of a generation of scientists who have advocated long-term studies of human development in an interdisciplinary context.

Child Development-Jonathan Doherty 2013 This text links psychological theory to real classroom settings and scenarios, and is tailored specifically for those training to teach. The authors bring together key concepts and theories in developmental psychology and apply them to a range of classroom and educational settings.


Theories of Developmental Psychology-Patricia H. Miller 2016-02-24 Always reflective of the latest research and thinking in the field, Patricia Miller's acclaimed text offers an ideal way to help students understand and distinguish the major theoretical schools of child development. This fully updated new edition includes a new focus on biological theories of development, and offers new instructor resource materials.

Critical Theories of Psychological Development-John M. Broughton 2013-06-29 Something instructive occurred in the process of entitling the present collection. Both editor and publisher sought a simple and succinct rubric for the various pieces of work. But they rapidly and reluctantly reached the consensus that, by either intellectual or marketing criteria, the inser tion of the adjective "psychological" to qualify the noun "development" was a communicative necessity. Much to the chagrin of the development psychologist, the term development still connotes-to the world at large as well as the general community of publishers, librarians, and computer archivists-the modernization of nation states. Inside and outside the university, I find that, when asked, "What are you in interested in?" I am not at liberty to reply, "The concept of development," without being absorbed immediately into a discussion of Third World studies. The approach of the present volume should be taken as an exhortation to psychologists to take the genealogy of "development" seriously. The history of the discipline is not so different from the history of the word and, as we shall discover, the concern with development itself cannot easily be separated from the urge for dominion. This volume presents a selection from the recent critical introduction through the basic processes to methodological issues and the relation of developmental constructs to social context and biological infrastructure. This approach does not surprise. After all, the editors and most of the contributors at one time or another had a connection to the Max Planck Institute of Human Development in Berlin, whether as students, junior scientists, or senior visitors. That institute, under the leadership of Paul Baltes, has been instrumental in pursuing a systematic lifespan approach to the study of cognition and personality. Over the past two decades, it has influenced the careers of a generation of scientists who have advocated long-term studies of human development in an interdisciplinary context.

Child Development-Jonathan Doherty 2013 This text links psychological theory to real classroom settings and scenarios, and is tailored specifically for those training to teach. The authors bring together key concepts and theories in developmental psychology and apply them to a range of classroom and educational settings.

Career Exploration and Development in Childhood-Mark Watson 2016-10-04 Career Exploration and Development in Childhood presents chapters from leading figures in the field of childhood career exploration and development. The first substantive edited collection of its kind, this book makes an important contribution to our understanding of children's career development. It provides cutting-edge theory, research and practice for understanding and fostering career exploration and development during childhood, across a wide spectrum of international settings. Divided into five sections that reflect the authors' perspectives on critical aspects of children's career development, chapters include relevant research, as well as the practical application of concepts, issues and strategies for career interventions with children. The book includes sequential sections on theory, research, contextual influences, assessment, and the facilitation of career exploration and development. Perspectives from both developed and developing world contexts consider traditional approaches to career education, as well as contemporary learning in childhood. The collaborations evident in the chapter authorship reflect the significant internationalisation of the field of child career development. The book synthesises key issues and presents innovative recommendations that will not only enhance our understanding of children's career development, but will set the agenda for the future of the field. It will be of key interest to researchers, academics and postgraduate students in the fields of career development, career guidance, education, childhood, child development and counselling.

An Introduction to Child Development-Thomas Keenan 2009-02-27 Electronic Inspection Copy available for instructors here The Second Edition of An Introduction to Child Development has been fully updated to provide a comprehensive survey of the main areas of child development, from infancy through to adolescence. Equipping students with an appreciation of critical issues in the field and an understanding of empirical research that bears on these issues in childhood, chapters include relevant research, as well as the practical application of concepts, issues and strategies for career interventions with children. The book covers more on the biological foundations of development, plus new chapters on moral development and applied developmental psychology. The Second Edition includes the following features: - learning points - section & chapter summaries - end-of-chapter glossaries - suggestions for further reading - sample multiple choice questions - sidebars featuring in depth discussions of key research findings or points of debate within the field of child development. The text comes with a dedicated website with resources for both students and instructors.

Developmental Psychology for Family Law Professionals-Dr. Benjamin D. Garber, PhD 2009-09-09 "The best and most useful social science text I have read in a decade. It is comprehensive in its research and scope, clearly written and uses excellent case studies and examples to illustrate in
Beginning Essentials in Early Childhood Education - Ann Miles Gordon 2015-01-06 BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, Third Edition, is a streamlined foundations textbook that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is being taught? and What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, “Teacher Talk” boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, “Brain Research” boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity, DAP, professionalism, and ethics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Early Childhood and Development Work - Anne-Trine Kjerholt 2018-08-29 This edited volume provides a critical account of the theories and policies that have informed work in the field of early childhood and explores how they have operated in practice. Underpinning the theoretical debates are the familiar tensions between global norms and local contexts; increasing inequality alongside economic progress, and the increasing prominence of business and the private sector in delivering aid programs. The authors offer a profound critique on an increasingly important topic and discuss alternative models of policy and practice.

Thinking Critically About Child Development - Jean Mercer 2019-02-12 With a unique focus on inquiry, Thinking Critically About Child Development presents 74 claims related to child development for readers to examine and think through critically. Author Joan Mercer and new co-authors Stephen Hupp and Jeremy Jewell use anecdotes to illustrate common errors of critical thinking and encourage students to consider evidence and logic relevant to everyday beliefs. New material in the Fourth Edition covers adolescence, adverse childhood experiences, genetics, LGBT issues for both parents and children, and other issues about sexuality, keeping readers up to date on the latest scholarship in the field.

Handbook of Child Development and Early Education - Oscar A. Barbarin 2011-06-23 How and what should young children be taught? What emphasis should be given to emotional learning? How do we involve families? Addressing these and other critical questions, this authoritative volume brings together developmentals and early educators to discuss what an integrated, developmentally appropriate curriculum might look like across the preschool and early elementary years. State-of-the-science work is presented on brain development and the emergence of cognitive, socioemotional, language, and literacy skills in 3- to 8-year-olds. Drawing on experience in real-world classrooms, contributors describe novel, practical approaches to promoting school readiness, tailoring instruction to children’s learning needs, and improving the teaching of language arts, math, and science.

Development During Middle Childhood - Division of Behavioral and Social Sciences and Education 1984-01-01 For the first time, a report focuses specifically on middle childhood--a discrete, pivotal period of development. In this review of research, experts examine the physical health and cognitive development of 6- to 12-year-old children as well as their surroundings: school and home environment, ecocultural setting, and family and peer relationships.

A Child’s Garden of Verses - Robert Louis Stevenson 1916

Theories of Development: Concepts and Applications - William Crain 2015-10-02 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.

Child Development - Celia Anita Becker 2010-03-01 Designed to help students review content, apply knowledge, and develop critical-thinking skills. A wide variety of activities help students review child development principles and theories and apply chapter concepts. This supplement is a consumable resource, designed with perforated pages so that a given chapter can be removed and turned in for grading or checking.

Vibrant and Healthy Kids - National Academies of Sciences, Engineering, and Medicine 2019-12-27 Children are the foundation of the United States, and supporting them is a key component of building a successful future. However, millions of children face health inequities that compromise their development, well-being, and long-term outcomes, despite substantial scientific evidence about how these adversities contribute to poor health. Advances in neuroscience and socio-behavioral science show that critical biological systems develop in the prenatal through early childhood periods, and neurobiological development is extremely responsive to environmental influences during these stages. Consequently, social, economic, cultural, and environmental factors significantly affect a child’s health ecosystem and ability to thrive throughout adulthood. Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity builds upon and updates research from Communities in Action: Pathways to Health Equity (2017) and From Neurons to Neighborhoods: The Science of Early Childhood Development (2000). This report provides a brief overview of stressors that affect childhood development and health, a framework for applying current brain and development science to the real world, a roadmap for implementing tailored interventions, and recommendations about improving systems to better align with our understanding of the significant impact of health equity.

Developmental - Erica Burman 2008-02-19 How does developmental psychology connect with the developing world? What cultural representations tell us about the contemporary politics of childhood? What is the political economy of childhood? This companion volume to Burman’s Deconstructing Developmental Psychology helps us to explain why questions around children and childhood - their safety, their sexuality, their interests and abilities, their violence - have so preoccupied the late twentieth and twenty-first centuries. In this increasingly post-industrial, post-colonial and multicultural world, this book identifies analytical and practical strategies for improving how we think about and work with children. Drawing in particular on feminist and postdevelopment literatures, the book illustrates how and why re-contextualising our notions of individual and human development, including those informing models of children’s rights and interests, will foster more just and equitable forms of professional practice with children and their families. The book brings together completely new, previously unpublished material alongside revised and updated papers to present a cutting-edge and integrated perspective to the field. Burman offers a key contribution to a set of urgent debates engaging theory and method, policy and practice across all the disciplines that work with, or lay claim to, children’s interests. Developments presents a coherent and persuasive set of arguments about childhood, culture and professional practice so that the sustained focus across a range of disciplinary arenas (psychology, education, cultural studies, child rights, gender studies, development policy and practice, social policy) strengthens the overall argument of each chapter. It will be invaluable to teachers and students in psychology, childhood studies and education as well as researchers in gender studies. It will also be a must-read for professionals working with children and adolescents.

The Philosophy of Childhood - Gareth Matthews 1996-10-01 So many questions, such an imagination, endless speculation: the child seems to be a natural philosopher--until the ripe old age of eight or nine, when the spirit of inquiry mysteriously fades. What happened? Was it something we did--or
didn't do? Was the child truly the philosophical being he once seemed? Gareth Matthews takes up these concerns in The Philosophy of Childhood, a searching account of children’s philosophical potential and of childhood as an area of philosophical inquiry. Seeking a philosophy that represents the range and depth of children’s inquisitive minds, Matthews explores both how children think and how we, as adults, think about them. Adult preconceptions about the mental life of children tend to discourage a child’s philosophical bent, Matthews suggests, and he probes the sources of these limiting assumptions: restrictive notions of maturation and conceptual development; possible lapses in episodic memory; the experience of identity and growth as “successive selves,” which separate us from our own childhoods. By exposing the underpinnings of our adult views of childhood, Matthews, a philosopher and longtime advocate of children’s rights, clears the way for recognizing the philosophy of childhood as a legitimate field of inquiry. He then conducts us through various influential models for understanding what it is to be a child, from the theory that individual development recapitulates the development of the human species to accounts of moral and cognitive development, including Piaget’s revolutionary model. The metaphysics of playdough, the authenticity of children’s art, the effects of divorce and intimations of mortality on a child—all have a place in Matthews’s rich discussion of the philosophical nature of childhood. His book will prompt us to reconsider the distinctions we make about development and the competencies of mind, and what we lose by denying childhood its full philosophical breadth.

The Foundations of Child Development—John Oates 1995-02-17 This is the first in a series of four books which form part of the Open University course Child Development. They provide a detailed and thorough undergraduate-level introduction to the central concepts, theories, current issues and research evidence in developmental psychology. These books assume no previous knowledge of the field and encourage the reader’s active involvement, especially through the use of activities. Examples drawn from case-studies, psychological research and practice stimulate critical appreciation of the issues covered. Selected short readings accompany the chapters to present ideas from a variety of sources. The Foundations of Child Development is a broad and accessible introduction to theory and research, presenting integrated research-based accounts of development in key areas of early childhood, such as perceptual abilities, social relationships, individuality and object knowledge. A focus on modern developmental theories is complemented by detailed consideration of models of developmental processes. A theme that runs through the book is a concern with the ways in which biological, social and cultural influences interact in development.

The Critical Years—Tim Gully 2014-06-18 During the last ten years our understanding of early child development, from conception through to 5, has greatly increased. This includes our understanding of neuro science and brain development, the ability to modify fetal development in the womb and the move away from the traditional debate of nature versus nurture to nature via nurture. It is vitally important that childcare social workers are fully aware of these issues if we are to intervene successfully to support children in need and children that need protecting. This book introduces the new science while affirming many of the older theories. By linking theories of child development with the law, policy and guidelines, it provides students with a source that will enhance their learning, but also has meaning in day-to-day practice.

DisCrit—Disability Studies and Critical Race Theory in Education—David J. Connor 2016 This groundbreaking volume brings together major figures in Disability Studies in Education (DSE) and Critical Race Theory (CRT) to explore some of today’s most important issues in education. Scholars examine the achievement/opportunity gaps from both historical and contemporary perspectives, as well as the overrepresentation of minority students in special education and the school-to-prison pipeline. Chapters also address school reform and the impact on students based on race, class, and disability and the capacity of law and policy to include (and exclude). Readers will discover how some students are included (and excluded) within schools and society, why some citizens are afforded expanded (or limited) opportunities in life, and who moves up in the world and who is trapped at the “bottom of the well.” Contributors: D.L. Adams, Susan Bagliieri, Stephen J. Ball, Alicia Broderick, Kathleen M. Collins, Nirmala Erevelles, Edward Ferguson, Zanita E. Fenton, David Gillborn, Kris Guittièrez, Kathleen A. King Thorius, Elizabeth Kozleski, Zeus Leonardo, Claustina Mahon-Reynolds, Elizabeth Mendoza, Christina Paguyo, Laurence Parker, Nicola Rollock, Paolo Tan, Sally Tomlinson, and Carol Vincent “With a stunning set of authors, this book provokes outrage and possibility at the rich intersection of critical race, class, and disability studies, refracting back on educational policy and practices, inequities and exclusions but marking also spaces for solidarities. This volume is a must-read for preservice, and long-term educators, as the fault lines of race, (dis)ability, and class meet in the belly of educational reform movements and educational justice struggles.” —Michelle Fine, distinguished professor of Critical Psychology and Urban Education, The Graduate Center, CUNY “Offers those who sincerely seek to better understand the complexity of the intersection of race/ethnicity, disability, social class, and gender a stimulating read that sheds new light on the root of some of our long-standing societal and educational inequities.” —Wanda J. Blanchett, distinguished professor and dean, Rutgers University, Graduate School of Education