



Preschool and Early Childhood Treatment Directions (School Psychology Series)

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The provision of early childhood educational and psychological services has been an area of considerable growth over the past 25 years. As a result of far-reaching trends in both public policy and clinical practices, there is a growing need for professionals appropriately trained to address the assessment and intervention issues involved in early childhood programming. To take advantage of current opportunities for extending their role and to meet the challenge of early childhood service delivery, school psychologists must expand their professional skills and broaden their knowledge base.

With the publication of this volume, the *Advances in School Psychology Series* changes to adopt a specific thematic focus and include reviews directly related to a common theme. This volume studies the subject of early childhood education and treatment directions. The chapters address a range of specific topics and research representing advances in the field of early childhood services for school psychology -- allowing school psychologists to examine and integrate current information from multiple perspectives -- educational and sociological as well as psychological. Topics that collectively represent important developments for school psychology include current early childhood education program models, preschool handicapped children, parental involvement, peers and socialization, stress and coping, and computers and young children. To date, more efforts have been directed toward devising and validating instruments that predict failure or success among preschoolers than on designing and evaluating approaches for treating them. Although assessment is critical for meeting individual needs, the primary emphasis of this volume is on fostering cognitive, academic, social, and emotional growth of young children.

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