

Index

- Aboriginal and Torres Strait Islander
 - peoples, 105
 - children, 106
 - and curricula, 232
 - and excursions, 230–1
 - and local communities, 233
 - and pools, 233–6
- access to health services, 107
- acting phase, 67
- activities, 22–4, 27
 - and children’s health, 23–4
 - and friends, 115, 121–4
- activity limitation, 23
- adjustment
 - and attributions, 294–5
 - and bullying, 295–6
- adolescence, 149
- Adolph, KE, 97, 351
- advertising, 142
- air quality, 92
- allergies, 92, 93
- allostatic load, 109
- Alsaker, FD, 322
- American Psychiatric Association, 149
- anorexia nervosa, 149
- Armstrong, S, 232
- Arseneault, L, 293
- Ashford, E, 139
- assertiveness, 82, 322–4
- assessment, 172–3
- attention deficit hyperactivity disorder (ADHD), 135, 137
- attributions, 294–5
- auditory input, 53
- Australian Council and Assessment Reporting Agency (ACARA), 307
- Australian Council for Health, Physical Education and Recreation (ACHPER), 226
- Australian Curriculum, Assessment and Reporting Authority (ACARA), 164, 166
- Australian Curriculum for Health and Physical Education, 231
- Australian Early Development Index (AEDI), 16, 106
- Australian Health Promoting Schools (AHPS) framework, 225
- Australian Institute of Health and Welfare (AIHW), 6, 12
- Australian National Children’s Nutrition and Physical Activity Survey, 134
- Australian Professional Standards for Teachers, 128
- Australian Psychological Society (APS), 339
- Australian Research Alliance for Children & Youth (ARACY), 12, 16
- avoidance strategies, 295
- awareness, 365
- babbling, 52
- babies
 - communication development, 52–3
 - motor development, 68
- Bach, H, 210
- Bager-Charleson, S, 210
- Bauman, S, 297
- behaviour
 - and cognition, 137–8
 - and food additives, 136–7
 - of friends, 118–20
 - grooming, 75
 - modelling, 245–7
 - pre-linguistic, 52
 - non-verbal, 52
 - and self-regulation, 247–8
 - of young leaders, 325–6
- beliefs, 5, 294–5, 298
- Bergen, D, 277
- Berk, LE, 282
- best practice, 83–4
- beyondblue, 339
- biological factors, 191
- birth weight, 12
- biting, 93–4
- blame, 82, 198
- body functions, 21–2, 26
- body image, 148
 - and adolescence, 149
 - dissatisfaction with, 149, 150
 - and educators, 154–5, 157
 - and families, 156–7
 - and food, 155–6
 - and gender differences, 149, 151–4
 - and health, 148–50, 158
 - and media, 149, 158
 - and prejudice, 158
 - research, 150–4
 - and schools, 158–9

Index

- body ownership, 82
- body structures, 21–2, 26
- Boulton, MJ, 293
- Bowes, L, 293
- boys
 - and body image, 153–4
 - and bullying, 290, 297
 - and digital cameras, 210–17
- brain development, 135–6
- Branch, S, 40, 41
- breakfast, 137–8
- breastfeeding, 12
- breathing, 368
- Bronfenbrenner, U, 39, 110, 192, 198
- bulimia nervosa, 149
- bullying, 129
 - and adjustment, 295–6
 - and attributions, 294–5
 - and coping mechanisms, 295
 - cycles of, 296
 - defined, 288
 - direct, 288
 - and educators, 296–8, 299
 - and family factors, 292
 - gender differences, 289, 292, 295, 297
 - and leadership, 322
 - and parents, 298–9
 - perpetrators of, 290–1, 293, 296
 - physical, 289
 - response to, 295–6
 - and schools, 292, 298, 299
 - and socio-emotional wellbeing, 293, 295
 - victims of, 290, 291–2, 293–4, 296
- Bundy, AC, 350, 353
- cakes, 98
- Calkins, SD, 290
- cameras. *See* digital cameras
- candles, 98
- capability deprivation, 39
- capacity, 24
- caregivers, 142–3
- caring, 366
- Carlsson-Paige, N, 277, 278
- case studies
 - applying International Classification of Functioning, Disability and Health – Children and Youth version (ICF-CY), 26–7
 - image-making, 209–18
 - Talking Circles, 182–4
- causal pathways, 37
- Central and Southern Queensland Indigenous Student Support Unit (CSQ-ISSU), 235
- Cheah, CSL, 294
- checklists, 172
- child abuse and neglect, 12
- CHILD framework, 333–4
- child sexual abuse, 74
 - consequences of, 75
 - defined, 74
 - prevention, 77
 - school-based education programs, 74
 - those vulnerable, 75
- child sexual abuse prevention
 - education, 74
 - assessing, 77
 - best practice, 83–4
 - content, 82
 - and curricula, 77–81
 - and educators, 81
 - history of, 75–6
 - methods, 82–3
 - and parents, 84–5
 - and schools, 79–81
 - terminology, 76
 - types of programs, 81
- Child Well-Being Index, 8–10
- children, *see also* school-aged children; preschoolers; toddlers
 - in Australia, 12
 - world population, 4
- children with special needs, 304
 - building relationships, 305–6
 - and families, 308, 313
 - and learning environments, 306
 - and social and emotional learning (SEL), 307–13
 - social-emotional skills, 307–9
 - social understanding, 309–10
- children's health
 - and activities and participation, 23–4
 - and body functions, 22
 - and body structures, 22
 - and environmental factors, 25
 - and personal factors, 26
- choices
 - giving, 248–9
- choking hazards, 97
- chronosystem, 40
- classrooms
 - and bullying, 292, 297, 298
 - and resilience, 245
- Clifford, C, 294

Index

- cognition, 137–8
- Collaborative for Academic, Social, and Emotional Learning (CASEL), 164, 166, 307
- commercialisation
 - of play materials, 281–2
- Commonwealth Scientific and Industrial Research Organisation (CSIRO), 143
- communication
 - defined, 51
 - and families, 196, 199
 - three-way process, 187
- communication development
 - babies, 52–3
 - preschoolers, 54–6
 - school-aged children, 57–8
 - supporting, 52, 54, 56, 58
 - toddlers, 53–4
- communication difficulties, 51, 53, 55, 57
- communication skills, 51, 187,
 - see also* Talking Circles
- communities
 - and families, 12, 192
 - pools in remote, 233–6
 - relationships with local, 233
 - and schools, 194
 - vulnerable areas, 44–5
- Communities That Care (CTC), 44
- community-building, 183, 185, 187
- community cultural resource centres, 233
- confidence, 324–5
- connectedness, 192–3
 - dimensions, 192
 - and families, 196–7, 201
 - macro level, 192
 - micro level, 193
- consonant clusters, 56
- consonants, 55–6
- contemplative practices, 364, 368,
 - see also* mindfulness
- contextual factors, 24
- Convention on the Rights of the Child (CRC), 8
- conversations
 - guided, 180
 - and power relationships, 188
- coping mechanisms, 110, 295
- Côté, M, 290
- Crick, NR, 291
- crochery, 91
- Crowle, J, 255
- crying, 110
- culture, 225, 229
- cumulative processes, 108
- curricula, *see also* social and emotional learning (SEL)
 - and Aboriginal and Torres Strait Islander peoples, 232
 - and child sexual abuse prevention education, 77–81
 - and connectedness, 193
 - and digital cameras, 217
 - frameworks, 273
 - and Indigenous knowledge, 231–3
 - and nutrition literacy, 139
 - play-based, 250
- cyberbullying, 288, 289
- Danby, S, 123, 129
- Daro, DA, 84
- Das, C, 38
- Davidson, H, 164
- Davies, B, 322
- Davis, E, 337
- deciding stage, 67
- decision-making, 164, 307
 - and choices, 248–9
- deficit perspectives, 198
- Dengate, Sue, 137
- dental health, 12
- Department of Health and Ageing, 149, 157, 226
- development, 43
- Developmental Coordination Disorder (DCD), 69
- developmental disorders, 135–6
- developmental pathway, 36–7
- developmental prevention, 36–7
 - effectiveness, 42–3
- developmental programs, 42
- developmental settings
 - and resilience, 242–3
 - toxic, 40–1
- developmental systems theory, 39, 41
- diet, 134, 155–6
- dietary guidelines, 134
- digital cameras
 - case studies, 210–17
 - use of, 208–10
- digital literacy, 207–9
- direct bullying, 288
- direct quality dependence, 63
- disadvantaged groups, 105–7
- disconnectedness, 193

Index

- Dishion, TJ, 294
- diversity
 - responding to, 195
- dominance, 321–4
- Dooris, M, 256
- Drummond, C, 140
- Durlak, JA, 173
- Eagly, AH, 325
- EarlyBird study, 352–3
- early childhood, 41
- Early Childhood Australia, 339
- early childhood education and care (ECEC)
 - services, 254, 332
 - and health promotion, 256, 258, 261, 266–7
 - and KidsMatter Early Childhood, 344–5
 - and Move Well Eat Well program, 264–5
 - reform, 332
- early childhood education programs, 12
- early childhood intervention programs, 42
- early intervention, 37
 - reasons behind, 41–2
- early learning and care indicators, 12
- early years, 6
- early years education, 6
- Early Years Learning Framework (EYLF),
 - 128, 191, 193, 195, 226, 332
- eating disorders, 149
- eating patterns, 134, 135, 136
- ecological model of health, 257
- ecological theory, 39, 192, 198
- economics, 107
- ecosystem, 40
- education, *see also* child sexual abuse
 - prevention education
 - early years, 6
 - reform, 17
- Education and Care Services National Regulations, 91, 93
- education policies
 - Indigenous, 227
- Educational Goals for Young Australians, 194
- educators
 - and body image, 154–5, 157
 - and bullying, 296–8, 299
 - and child sexual abuse prevention
 - education, 81
 - competencies, 194
 - distracted, 41
 - and families, 193–4, 196–7, 198–201
 - and food, 134
 - and friendships, 128–9
 - Indigenous, 232
 - and Indigenous knowledge, 231–3
 - and KidsMatter Early Childhood, 344–5
 - and leadership, 326
 - and metaphors, 373–4
 - and mindfulness, 364–8
 - and Move Well Eat Well program, 265–6
 - and play, 278
 - and reflection, 362, 370–2
 - and Response Ability, 333–6
 - and safe environments, 90
 - and social inequalities, 109–11
 - supporting resilience, 241, 242–5
 - and Talking Circles, 182, 183
 - and Thrive, 336–9
- Edwards, CA, 325
- Egg, P, 218
- Elliott, A, 199
- emotions, 365
- environment, 191, *see also* safe environments
 - managing, 90–1
 - and resilience, 242–3
- environmental criterion, 65, 66
- environmental factors, 24–5, 27
- environmental hazards, 91–3
- equipment, 98–9
- Ereaut, G, 7
- ethics, 365
- Evaldsson, A-C, 129
- excursions, 230–1
- falls, 97
 - prevention, 99
- families
 - at-risk, 107
 - and bullying, 292
 - challenges for, 197–8
 - and child development, 43
 - and children with special needs, 308, 313
 - and communication, 196, 199
 - and communities, 12, 192, 201
 - and connectedness, 196–7, 201
 - and diversity, 195
 - economic situation, 12
 - and educators, 193–4, 196–7, 198–201
 - engaging, 194, 195, 196–7, 199–201
 - functioning, 110
 - knowing, 198–201
 - and partnerships, 194, 195, 197
 - and perceptions of health, 156–7
 - role of, 191

Index

- families (*cont.*)
 - social networks, 12
 - and support systems, 200, 201
 - and traditions, 200
 - under stress, 40–1
- family day care (FDC) services
 - and Thrive, 336–9
- Finkelhor, D, 82
- fire, 100
- flexibility, 200
- Flynn, M, 294
- food, 106, 134, 135
 - and advertising, 142
 - and perceptions of health, 155–6
 - and power relationships, 142
- food additives, 136–7
- food intolerance, 136–7
- freedom of choice, 39
- Freiberg, K, 40, 41
- Friendly School Friendly Families Program, 299
- friends, 115
 - and activities, 115, 121–4
 - behaviour of, 118–20
 - disputes among, 127–8
 - making, 123–7
 - and respect, 120–1
- friendships
 - breaking up, 116
 - characteristics of, 117–24, 129
 - difficulties within, 116
 - dimensions, 115
 - and educators, 128–9
 - importance of, 115–16
 - researching, 117
 - skills required, 116
 - strategies for making, 123–7
- functional capabilities, 38–9
- functional criterion, 65, 66
- fundamental movement phase, 68
- Gallahue, DL, 68
- games, 52, *see also* play
 - Indigenous, 235–7
- gender differences, *see also* boys; girls
 - and body image, 149, 151–4
 - bullying, 289, 292, 295, 297
 - and confidence, 324
 - and leadership, 325
- gender inequality, 321
- gender role conformity, 282
- gender stereotypes, 282, 321, 326
- Generation Z, 4, 5
- generational theory, 4
- generations, 4, 106
- Gerardy, H, 298
- girls
 - and assertiveness, 322–4
 - and body image, 151–3
 - and bullying, 289, 298
 - and leadership, 324–5
 - leadership identity, 326–8
 - social and cultural influences of, 320–1
- glass, 91
- global perspective, 5
- Goodman, MR, 294
- grooming behaviours, 75
- groups, *see also* Talking Circles
 - protocols, 187
- Guyer, AE, 294
- hand hygiene, 98, 99
- Hawker, DSJ, 293
- Hayes, S, 149
- health
 - and body image, 148–50, 158
 - defined, 6
 - indicators, 12
 - perceptions of, 155–7
- health conditions, 28
- Health Promoting Schools Framework, 77
- Health Promoting Schools initiative, 139
- health promotion, 225, *see also* Move Well
 - Eat Well program
 - establishing initiatives, 261
 - recognition for, 268
 - settings approach, 256–8, 262
 - sustaining initiatives, 266–7
- health and safety issues
 - play materials, 279–80, 355
 - toys, 97
- health services
 - access to, 107
- healthy food projects, 140–2
- Healthy School Communities initiative, 139
- Heckman, J, 43
- Hockfield, S, 41
- holistic approach, 28
- Homel, R, 35, 37, 40, 41
- Hoppa, K, 297
- housing, 106
- human movement pedagogy, 63, 69
- Hunter Institute of Mental Health, 332

Index

- identity, 225, 226
- iDream project, 235–7
- image-making, 207
 - case studies, 209–18
- immunisation, 12, 94–5
- impairments, 22, 23
 - management of, 28
- improvability, 63
- income, 105, 106
- indicators
 - early learning and care, 12
 - family and community, 12
 - health, 12
- Indigenous Australians, *see* Aboriginal and Torres Strait Islander peoples
- Indigenous knowledge, 231–3
- Indigenous knowledge centres (IKCs), 233
- individual environmental factors, 24
- individuals
 - functional capabilities, 39
 - heterogeneity, 39
- indoor safety, 91–8
- infant mortality, 12
- infants
 - Aboriginal and Torres Strait Islander peoples, 105
 - risks, 97, 100
 - sleeping, 91
- infectious diseases
 - exclusion periods, 94–6
- information-processing model of movement, 66–8
- injuries, 12
- injury prevention, 90
- inquiry
 - foundation for, 363–4
- International Classification of Functioning, Disability and Health (ICF), 21
- International Classification of Functioning, Disability and Health – Children and Youth version (ICF-CY), 21–2
 - activities, 22–4, 26
 - application, 26–7
 - body functions, 21–2, 26
 - body structures, 21–2, 26
 - case studies, 26–7
 - contextual factors, 24
 - environmental factors, 24–5, 27
 - and health conditions, 28
 - participation, 22–4, 26
 - personal factors, 24, 25
 - in professional practice, 26–7
 - in research, 27–8
- International Guidelines on Sexuality Education, 78
- International Union for Health Promotion and Education (IUHPE), 254, 258
 - and Move Well Eat Well program, 259, 261, 267, 268
- interpersonal safety, 93–6
- intervention
 - early, 37
- intervention programs, 42, 43
- interventions
 - developmental prevention, 36
 - and policy-makers, 44–5
 - reasons behind, 41–2
- intimacy, 117–19
- intuition, 82
- IQ scores, 135, 136
- Johnson, BT, 325
- Kania, J, 44
- Keane, SP, 290
- KidsMatter Early Childhood (KMEC), 332, 339–45
 - resources, 343–4
- knowing
 - ways of, 364–6
- Kochenderfer-Ladd, B, 294
- Kostenius, D, 116
- Kramer, M, 44
- Laevers, F, 274
- Laevers’ Wellbeing Scale, 274
- language, 230–1
 - defined, 51
 - learning second, 41
 - modelling, 245–7
 - preschoolers, 55
 - school-aged children, 57
 - toddlers, 53
 - use of Indigenous, 232
- Larsson, H, 70
- latent processes, 108
- latex, 92
- leadership
 - and bullying, 322
 - defined, 321
 - and dominance, 321–4
 - frameworks, 365–6
 - and gender differences, 325

Index

- leadership (*cont.*)
 - and girls, 324–5
 - and mindfulness, 365–6
 - and Move Well Eat Well program, 264
 - styles of, 325–6
- leadership identity, 320, 326–8
- learning, 230–1
- learning communities, 216, 217
- learning environments, 306
- Lerner, R, 41
- Levin, DE, 281
- lexicons
 - babies, 52
 - toddlers, 53
- life-course perspective, 35–6, 106
- life expectancy, 105
- lifestyle changes, 350
- lifestyle factors, 134, 135
- light
 - natural, 91–2
- listening, 179, 243–4
 - generative, 181, 183
 - mindful, 369
- literacy, 12
- literacy skills, 56
- living conditions, 104
- Lombroso, P, 41
- macrosystem, 40
- Maehr, ML, 325
- malnourished children, 135–6, 139
- malnutrition, 139
- Marmot, M, 107
- Marotz, LR, 276
- Martorano, B, 10
- Mawson, B, 326
- Mayr, T, 274
- McCain, MN, 42
- McCrindle, M, 5
- Meadow Park Talking Circle, 184
- media and body image, 149, 158
- Melbourne Declaration on Educational Goals
 - for Young Australians, 17, 194
- mental health
 - and bullying, 293, 294
 - initiatives, 332, 345–6
 - KidsMatter Early Childhood (KMEC), 339–45
 - and Response Ability, 332–6
 - and Thrive, 336–9
- Merleau-Ponty, Maurice, 62
- mesosystem, 40
- metabolic health indicators, 352
- metalinguistic skills, 57
- metaphors, 373–4
- micro-nutrients, 136
- microsystem, 39
- mindfulness, 362, 363, 364–5
 - and leadership, 365–6
 - lifelong, 366–8
 - and relationships, 365, 369
 - resources, 367–8
 - strategies, 368–9
- mobile technology, 208, 280
- modelling, 54
- motor control, 66–8
 - defined, 63
 - stages, 66–8
- motor development, 68
 - phases, 68–70
- motor skills, 63
 - characteristics, 63–4
 - classificatory criteria, 64–6
 - fundamental, 70
- Move Well Eat Well program, 254, 258–60
 - audits, 262
 - establishing, 261–2
 - and evaluation, 268–9
 - and International Union for Health Promotion and Education (IUHPE), 259, 261, 267, 268
 - and leadership, 264
 - and other strategies, 267
 - and recognition, 268
 - and resources, 265
 - and stakeholders, 262–4
 - sustaining, 266–7
 - and timeframes, 265–6
- movement, 62
 - categories, 63
 - information-processing model, 66–8
- Mt Gravel Talking Circle, 182–3
- Mullarkey, LS, 322
- muscular criterion, 65, 66
- Nakata, NM, 227
- narratives, 57
- Nash, D, 216
- National Aboriginal and Torres Strait Islander Education Action Plan, 227
- National Association for the Education of Young Children (NAEYC), 280
- National Immunisation Program, 94–5

Index

- National Physical Activity Guidelines for Australian Children, 225
- National Professional Standards for Teachers, 194
- National Quality Framework (NQF), 332
- National Quality Standard (NQS), 90, 332, 341
- neighbourhoods, 106, 110
- Neilsen-Hewett, C, 297
- neophobia, 142
- Niehues, A, 353
- No-Go-Tell sequence, 82
- non-verbal behaviours, 52
- numeracy, 12
- Nussbaum, M, 39
- nutrition, 106, *see also* Move Well Eat Well program
 - and brain development, 135–6
- nutrition literacy, 134
 - and caregivers, 142–3
 - and parents, 142–3
 - and schools, 138–40
- obesity, 12, 134, 158, 352–3
 - causes and effects, 254–5
- obesity prevention
 - approaches, 255–6
- objective wellbeing, 34
- observation, 207
- Ohrling, K, 116
- Organization for Economic Cooperation and Development (OECD), 7, 104, 224
 - Better Life Initiative, 7
- oromotor structures, 52
- Ostrov, JM, 291
- Ottawa Charter for Health Promotion (the Charter), 6, 225, 261, 262
- outdoor safety, 98–101
- overweight, 12, 134, 158, 352–3
 - causes and effects, 254–5
- Ozmun, JC, 68
- parenting styles, 292
- parents
 - and bullying, 298–9
 - and child sexual abuse prevention education, 84–5
 - and nutrition literacy, 142–3
 - and resilience, 241
 - and stress, 108
- participation, 22–4, 27
 - and children’s health, 23–4
 - restrictions, 23
- partnerships with families, 194, 195, 197
- pathway effect, 108
- peer groups, 5
 - acceptance by, 229
 - disputes among, 127–8
 - and victimisation, 294, 295, 297, 298
- Pennington, B, 150
- perceiving stage, 67
- performance, 24
- Perren, S, 322
- personal factors, 24, 25, 26
- phonological awareness, 56
- photographers, 207, 208
- photographs, 208, 216
 - case studies, 209–18
- physical activity, 134, 226, 254, 352–3,
see also Move Well Eat Well program
 - and pools, 233–6
- physical bullying, 289
- physical health, 134
- Pilat, MM, 291
- planning, 173–5
- play, 274, 276
 - and communication development, 52
 - defined, 350
 - and gender, 282
 - pretend, 276–8
 - risky, 351–2, 355, 357
 - super-hero, 278
 - and technology, 280–1
 - and wellbeing, 350
- play materials, 354
 - commercialisation of, 281–2
 - health and safety issues, 279–80, 355
- play skills, 249–50
- playfulness, 350, 351
- playground interventions, 353–7
- Plowman, L, 208
- policies
 - Indigenous education, 227
- policy development, 273
- policy-makers, 44–5
- pools in remote communities, 233–6
- population, 4
- power relationships, 129, 142, 188
- pregnancy
 - health during, 109
- prejudice, 158
- pre-linguistic behaviours, 52

Index

- preschoolers
 - communication development, 54–6
 - motor development, 69
 - risks, 98, 100
 - social understanding, 311
- pretend play, 276–8
- prevention
 - context of, 39–41
 - developmental, 36–7
- prevention education. *See* child sexual abuse prevention education
- prevention models, 43
- primary school, 12
- Prinstein, MJ, 294
- processing limitations, 67
- professional practice, 26–7
- protective factors, 37–8
- psycho-linguistic model of development, 53
- purposefulness, 63
- quality of life, 38
- Quenette, A, 295, 297
- Quennerstedt, M, 70
- racism, 229
- Rand, CS, 151
- reading, 52, 58
- reciprocity, 117–19
- reflection
 - and educators, 362, 370–2
 - lifelong, 366–8
 - and writing, 370–2
- reflexes, 63
- reflexive movement phase, 68
- relatedness, 226
- relationships, *see also* friendships; Talking Circles
 - with adults, 179
 - building, 244, 305–6
 - with local communities, 233
 - management of, 164, 307
 - and mindfulness, 365, 369
 - and resilience, 243–4
- reports, 200
- resilience, 241, 324–5
 - and classrooms, 245
 - defined, 241–2, 324
 - and environment, 242–3
 - and modelling behaviour and language, 245–7
 - and relationships, 243–4
 - and schools, 250
 - supporting, 242–5
- Resnick, JL, 151
- resources
 - disadvantaged groups, 105–7
 - equal access, 107
 - KidsMatter Early Childhood, 343–4
 - mindfulness, 367–8
 - Move Well Eat Well program, 265
 - redistributing, 107
 - Response Ability, 333–4
 - social and emotional learning (SEL), 170–1, 172, 173, 175
- respect, 120–1
- Response Ability, 16, 332–6
 - CHILD framework, 333–4
 - resources, 333–4
- Rigby, K, 297
- Right from the Start (RFS) guidelines, 78
- rights of children, 8
- risk factors, 37–8
 - fixed, 37
 - variable, 38
- risks, 90, 351
 - infants, 97, 100
 - and play, 351–2, 355, 357
 - preschoolers, 98, 100
 - school-aged children, 98, 101
 - taking, 351–2
 - toddlers, 97, 100
- rituals, 364
- road safety, 99
- Roffey, S, 164
- role models, 245–7
- role-play, 246–7, *see also* pretend play
- Rosenquest, B, 281
- routines, 248–9
- rudimentary movement phase, 68
- Rudolph, KD, 294
- Rutter, M, 38
- safe environments, 90, 350
 - and educators, 90
 - indoor, 91–8
 - outdoor, 98–101
- SAFE practices, 173, 174, 308
- safety, *see also* health and safety issues;
risks
 - indoor, 91–8
 - interpersonal, 93–6
 - outdoor, 98–101
 - road, 99
- sandpits, 99

Index

- Sandseter, EBH, 351
- Sanson, A, 170
- santisation, 91
- Scharmer, O, 179, 187
- school-aged children
 - communication development, 57–8
 - motor development, 69
 - risks, 98, 101
 - social understanding, 311–12
- school canteens, 140
- schools
 - attendance at, 234–6
 - and body image, 158–9
 - and bullying, 292, 298
 - child sexual abuse, 74
 - and child sexual abuse prevention education, 79–81
 - and communities, 194
 - and families, 199
 - and health promotion, 256, 258, 261, 266–7
 - healthy food projects, 140–2
 - and leadership, 326
 - and Move Well Eat Well program, 264–5
 - and nutrition literacy, 138–40
 - playground interventions, 353–7
 - and resilience, 250
 - and ‘toxic’ developmental settings, 40–1
- secrecy, 82
- self-awareness, 164, 180, 185, 187, 307, 309, 366
- self-efficacy, 324–5
- self-esteem, 105, 149, 186
- self-image, 105
- self-knowledge, 363, 365, 366
- self-management, 164, 166–70, 307, 309, 365
- self-reflection, 187, 363, 374
- self-regulation, 170, 184, 309
 - supporting, 247–8
- self-understanding, 363, 366
- semantic representations, 53
- Sen, A, 39
- Senge, P, 185
- senses, 368
- sensory-based programs, 248
- Setter, T, 140
- settings approach to health promotion, 256–8, 262
- sexual abuse, *see* child sexual abuse
- sexuality education, 78
- Sexuality Information and Education Council of the United States (SIECUS), 78
- Shakoor, S, 293
- shared, 193
- shelter, 12
- Shriberg, LD, 55
- Skard, G, 350
- skills (movement), 63
- Slade, S, 139
- sleeping, 91
- Small, P, 297
- smoking in pregnancy, 12, 105
- social awareness, 164, 307, 309
- social determinants of health, 104, 105, 107
- social ecology systems, 290, 292
- social and emotional learning (SEL)
 - assessment, 172–3
 - and children with special needs, 307–13
 - competencies, 164–5
 - cycle of lessons, 170–6
 - evaluation, 175
 - framework, 164–70
 - how to teach, 308–9
 - implementation, 175
 - planning, 173–5
 - resources, 170–1, 172, 173, 175, 310
 - social understanding, 309–10
 - teaching pyramid model, 304
 - what to teach, 307–8
- social-emotional skills, 307
 - how to teach, 307, 308–9
 - what to teach, 307–8
- social and emotional wellbeing, 12
- social inclusion, 108
- social inequalities, 104–5
 - addressing, 107–8
 - causes of, 105–7
 - and educators, 109–11
 - impact of, 105
 - and stress, 108–9
- social isolation, 115, 193
- social networks
 - families, 12
- social skills
 - teaching of, 246–7
- social understanding, 309–10
 - preschoolers, 311
 - school-aged children, 311–12, 313
 - toddlers, 311
- societal environmental factors, 24
- socioeconomic conditions, 104, 225

Index

- socio-emotional wellbeing, 293, 295, 298
 Sourander, A, 296
 space, 93
 requirements, 350
 for Talking Circles, 183, 187
 specialised movement phase, 69
 speech
 defined, 51
 preschoolers, 55–6
 school-aged children, 57
 toddlers, 53–4
 sports, 70
 fundamental skills, 70
 Stephen, C, 208
 Stixrud, J, 43
 Stormshak, EA, 294
 stress, 108–9
 structure
 providing, 248–9
 subjective wellbeing, 34, 38
 Sudden Infant Death Syndrome, 91
 suffocation hazards, 97
 sun protection, 99
 super-hero play, 278
 supplements, 136
 support systems, 82
 and families, 200, 201
 family functioning, 110
 and friends, 115
 sustainable professionalism, 366
 Svahn, J, 129
 Sweller, N, 297
 Sydney Playground Project (SPP), 350, 353–7
 symbols, 51
 talking
 generative, 182, 183
 Talking Circles, 179
 background, 180–2
 benefits of, 185–6
 case studies, 182–4
 conducting, 187–8
 and educators, 182, 183, 187–8
 process defined, 179–80
 space for, 183, 187
 structure of, 184–5
 Tantleff-Dunn, S, 149
 taste preferences, 135
 teachers, *see* educators
 teaching pyramid model
 social and emotional learning (SEL), 304
 technology, 5, 207–9, 218
 and play, 280–1
 teenage births, 12
 temperament, 170
 temporal criterion, 65
 Theobald, M, 129
 thoughts, 365
 Thrive, 332, 336–9
 Tiggemann, M, 150
 toddlers
 communication development, 53–4
 motor development, 68
 risks, 97, 100
 social understanding, 311
 touch, 82
 toys, *see also* play materials
 commercialisation of, 281–2
 health and safety issues, 97, 279–80
 technological, 280–1
 traditions, 200
 transition points, 35–6
 travel, 99
 Trawick-Smith, J, 321, 322
 Triple P Positive Parenting Program, 37
 Troop-Gordon, W, 294, 295, 297, 298
 trust, 188, 195, 199
 Turner, E, 255
 Ulich, M, 274
 United Nations, 4, 104
 United Nations Children's Fund (UNICEF), 8
 United Nations Committee on the Rights of the Child, 8
 United Nations Educational, Scientific and Cultural Organization (UNESCO), 78, 164
 United Nations Millennium Development Goals (MDGs), 10
 United States
 child sexual abuse prevention education, 75–6, 84
 U-process, 181–2
 Urzua, S, 43
 vaccines, 94–5
 Vaillancourt, T, 290
 Valois, RF, 139
 values, 5
 variability, 12
 ventilation, 91–2
 victimisation, 294, 295, 297, 298
 Victorian Early Years Learning and Development Framework for All Children from Birth to Eight Years, 17

Index

- violence, 105, 229–31
- Visconti, KJ, 294
- visual diaries, 370
- visual narratives, 208, 211, 214, 218
- visual pedagogies, 5
- vocalisation, 53
- Vocational Educational and Training (VET)
 - sectors, 333–6
- voluntariness, 63
- vulnerability, 16, 35–6
- Vygotsky, LS, 279
- Waterdale School-Age Care (SAC)
 - Service, 182
- Watts, Vivienne, 81
- wellbeing
 - child, 7
 - defined, 6–8, 274, 364
 - developing, 226
 - discourses, 7
 - examples of possible, 274–6
 - interactive dimensions, 191
 - Laevers’ Wellbeing Scale, 274
 - objective, 34
 - and play, 350
 - social and emotional, 12
 - socio-emotional, 294, 295, 298
 - subjective, 34, 38
- Wenger, E, 216
- Whiting, R, 7
- Wilkinson, R, 105
- women, *see* girls
- words
 - preschoolers, 56
 - toddlers, 53–4
- work, 364
- World Health Organization (WHO), 6, 21, 74, 77, 139, 254, 255
- writing, 370–2
- Yamaguchi, R, 325