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Child Development
Forbairt an Linbh

The learning and development of the young child is a key element to ECCE services in Ireland. While the sub-themes listed above look at individual aspects of learning and development, there is increasing recognition of the need to provide for the holistic development of the child, focusing in a complementary way on all the domains of development. This is an integral feature of recent policy documents, such as the National Children's Strategy (DHC, 2000a) and *Síolta* (CECDE, 2006a), which are underpinned by a 'whole-child perspective'.

The theme of Child Development consists of 105 publications, which following thematic analysis, were further separated into four sub-themes:

- Learning and Development [41]
- Cognitive Development [21]
- Linguistic Development [17]
- Social and Emotional Development [26]

Learning and Development

The sub-theme, Learning and Development, is diverse in its contents and contains publications that do not exclusively refer to any specific domain of development. The CECDE has produced a number of publications distilling the essence of national and international literature on the nature of child learning and development (CECDE, 2005c; 2006b; Fallon, 2005b; Schonfeld, 2004d). A number of researchers have also focused on the learning and development evidenced by young children's drawing (Gallagher, 2003; 2005; Newman, 1996; Ní Mhurchú, 2003). Donnelly (2001) and Kellaghan and Greaney (1993) examine the impact of the learning environment and approaches on the child's learning and development. Providing for the child's learning and development through philosophy is examined by Donnelly (2001; 2003a; 2003b; 2004; 2005a; 2005c). Publications also offer guidance and support to parents and practitioners to foster and nurture development and learning in young children (Conway, 2005a; 2005b; Sharry, 1999; South Western Health Board *et al.*, 2000).

Is príomhghné de sheirbhísí COLO in Éirinn í foghlaim agus forbairt an linbh óig. Cé go mbaineann na fo-théamaí liostaithe thuas le gnéithe indibhidiúla na foghlama agus na forbartha, de réir a chéile tuigtear go bhfuil gá ann freastal ar fhorbairt iomlánaíoch an linbh, ag díriú ar réimsí uile na forbartha ar bhealach comhlántach. Is gné lárnach é sin de cháipéisí beartais a rinneadh le deireanas cosúil leis an National Children's Strategy (DHC, 2000a) agus *Síolta* (CECDE, 2006a), atá tacaíthe ag 'peirsipictíocht an linbh iomláin'.

Cuimsíonn an téama Forbairt an Linbh 105 foilseachán, a roinneadh sna ceithre fho-théama seo a leanas i ndiaidh anailíse téamaí:

- Foghlaim agus Forbairt [41]
- Forbairt Chognaíoch [21]
- Forbairt Theangeolaíoch [17]
- Forbairt Shóisialta agus Mhothúcháin [26]

Foghlaim agus Forbairt

Cuimsíonn an fo-théama Foghlaim agus Forbairt go leor ábhar éagsúil, agus tá foilseacháin san áireamh ann nach ndéanann tagairt dhíreach d'aon réimse forbartha sonracha. Tháirg an CECDE roinnt foilseachán a rinne achoimre ar phointí lárnacha na litríochta náisiúnta agus idirnáisiúnta ar fhoghlaim agus fhorbairt an linbh (CECDE, 2005c; 2006b; Fallon, 2005b; Schonfeld, 2004d). Dhírigh roinnt taighdeoirí ar an bhfoghlaim agus ar an bhforbairt a léirítear sna léaráidí tarraingthe ag leanaí óga (Gallagher, 2003; 2005; Newman, 1996; Ní Mhurchú, 2003). Déanann Donnelly (2001) agus Kellaghan agus Greaney (1993) scrúdú ar thionchar na timpeallachta agus na gcur chuige foghlama ar fhoghlaim agus forbairt an linbh. Déanann Donnelly (2001; 2003a; 2003b; 2004; 2005a; 2005c) scrúdú ar conas freastal ar fhoghlaim agus forbairt an linbh trí mheán na fealsúnachta. Tugann foilseacháin treoir agus tacaíocht do thuismitheoirí agus cleachtóirí freisin chun cabhrú leo forbairt agus foghlaim a chothú i leanaí óga (Conway, 2005a; 2005b; Sharry, 1999; Bord Sláinte an Iardheiscirt *et al.*, 2000).

Centre for Early Childhood Development and Education (2005c). *Early Childhood in Ireland – Evidence and Perspectives*. Dublin: Centre for Early Childhood Development and Education.

Centre for Early Childhood Development and Education (2006b). *Review Document*. (Unpublished).

Connolly, L. (2004). Competent before Three. Paper presented at *Up 2 Three Conference*, University College Cork, November 2003.

Conway, E. (2005a). *Caring for Your Child – Birth to Six Months Old*. Dublin: Health Services Executive.

Conway, E. (2005b). *Caring for Your Child – Six Months to Two Years Old*. Dublin: Health Services Executive.

Costello, L. (1999). *A Literature Review of Children’s Well-Being*. Dublin: Combat Poverty Agency.

Donnelly, M. (2001). *A Comparison of the Effects of the HighScope and Playgroup Curricula on Children’s Development in Disadvantaged Rural Areas in Ireland*. M. Psych.Sc. Thesis. Dublin: University College Dublin.

Donnelly, P. (2001). A Study of Higher-order Thinking in the Early Years Classroom through Doing Philosophy. *Irish Educational Studies*, Volume 20, Spring, pp. 278-295.

Donnelly, P. (2003a). *Wondering, the World and the Universe: Philosophy in the Early Years Classroom*. Inaugural Eriugena Lecture, St. Patrick’s College.

Donnelly, P. (2003b). Wondering through Play and Language: Young Children as Philosophers. Paper presented at IPPA Conference, *Promoting Quality Early Childhood Services*, Dublin, September 2003.

Donnelly, P. (2004). Wondering and the World and the Universe: Philosophy in the Early Years Classroom. *The Irish Review*, Volume 31, Spring/ Summer, pp. 51-65.

Donnelly, P. (2005a). *Young Children’s Philosophical Thinking and Ancient Proto-philosophy: A Study*. Ph.D Thesis. Dublin: St. Patrick’s College.

Donnelly, P. (2005c). Young Children as Natural Philosophers. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Faccini, B. and Combes, B. (1998). *Early Childhood Development: Laying the Foundations of Learning*. Paris: UNESCO.

Fallon, J. (2004c). Key Themes for Practice. Paper presented at the *Up 2 Three Conference*, University College Cork, November 2004.

Fallon, J. (2005b). A Conceptual Framework of Young Children’s Development and Learning in Ireland: The Implications for Quality in Early Years Care and Education (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *‘Questions of Quality’ - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 94-101.

Fallon, J. (2006a). Informing the National Framework for Quality in Early Childhood Care and Education (NFQ/ECCE): A Thematic Perspective on Child Learning and Development in Ireland (in) Hayes, N. (Ed.) (2006). *Contemporary Issues in Early Childhood Education and Care: Proceedings of the OMEP (Ireland) Conference 2005*. Cork: OMEP (Ireland), pp. 174-183.

Foster, J. (2001). *Assessment of Multiple Intelligences in Three-year Old Children*. M. Ed. Thesis. Dublin: Trinity College Dublin.

French, G. and Murphy, P. (2005). *Once in a Lifetime: Early Childhood Care and Education from Birth to Three*. Dublin: Barnardos’ National Children’s Resource Centre.

Gallagher, M. (2003). *The Spontaneous Drawings of a Young Child; Using Database Technology to Build a Map of Development*. M. Sc. Thesis. Dublin: Trinity College Dublin.

Gallagher, M. (2005). A Study of Spontaneous Drawings of Young Children; Implications for the Quality of the Learning Environment (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 102-111.

Hanafin, S. (2004a). Whole Child Perspective. Paper presented at the *Sligo Family Support Limited Annual Conference*, April 2004.

Hanafin, S. (2004b). A Whole Child Perspective. Paper presented at Best Practice in Children's Services Conference, *Doing our Best for Children and Young People*, Kilkenny, October 2004.

Hayes, N. (1993a). *Early Childhood: An Introductory Text*. Dublin: Gill and Macmillan.

Hayes, N. (1999a). *Early Childhood: An Introductory Text (Second Edition)*. Dublin: Gill and Macmillan.

Hayes, N. (2005a). *Early Childhood: An Introductory Text (Third Edition)*. Dublin: Gill and Macmillan.

Hegarty, M. (2000). *A Study on 'The Young Child as Reflective Learner' in a Sample Group of Six and Seven Year Olds*. M. Ed. Thesis. Dublin: St. Patrick's College.

Hennessy, E. and Hogan, D. (2000). Twenty-Five Years of Developmental and Child Psychology in Ireland: An Analysis of Psyc Lit and Eric Databases. *Irish Journal of Psychology. Child Development Research in Ireland*, Volume 21, No. 3-4.

IPPA, the Early Childhood Organisation (2004a). *Children's Approaches to Learning*. Dublin: IPPA, the Early Childhood Organisation.

IPPA, the Early Childhood Organisation (2004b). *Supported Learning in Early Childhood Services*. Dublin: IPPA, the Early Childhood Organisation.

Kellaghan, T. and Greaney, B. (1993). *The Educational Development of Students Following Participation in a Preschool Programme in a Disadvantaged Area*. Dublin: Educational Research Centre.

McNellis, C. (1993). *Parents as Teachers: Parents and Children Learn Together*. Proceedings of the First Parents as Teachers All-Ireland Conference.

Newman, T. (1996). *Young Children and Their Drawings: An Experimental Study*. M. Ed. Thesis. Dublin: University College Dublin.

Ní Mhurchú, N. (2003). Children's Early Representations: Reflections of Creativity (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 51-61.

Ojala, M. (1997). *How Ireland and Finland Support the Development and Learning of Young Children Between Ages 4 and 7*. A Report for the EU Commission under the 1996/1997 Training Mobility Research Programme. (Unpublished).

Ojala, M. (2000). Parent and Teacher Expectations for Developing Young Children: A Cross-Cultural Comparison between Ireland and Finland. *European Early Childhood Education Research Journal*, Volume 8, No. 2, pp. 39-61.

Schonfeld, H. (2004d). A Conceptual Framework of Young Children's Development and Learning in Ireland: The Implications for Quality in Early Years Care and Education. Paper presented at EECERA, *Quality Curricula: The Influence, Policy and Praxis*, Malta, September 2004.

Sharry, J. (1999). *Bringing Up Responsible Children*. Dublin: Veritas.

South Western Area Health Board, East Coast Area Health Board and Northern Area Health Board (2000). *Toddler Development Care and Nutrition 1 – 2½ Years – Guidance Notes for Careworkers in Preschools*. Dublin: South Western Area Health Board, East Coast Area Health Board and Northern Area Health Board.

Stiobhairt, D. (2004a). Forbairt an Pháiste (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanai 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 35-42.

Tudge, J., Otero, D., Hogan, D. and Etz, K. (2003). Relations between the Everyday Activities of Preschoolers and their Teachers' Perceptions of their Competence in the First Years of School. *Early Childhood Research Quarterly*, Volume 18, No. 1, pp. 42-64.

Cognitive Development

Publications relating to the Cognitive Development of young children are included in this section. A number of these focus specifically on the development of number concept in the early years (Dunphy, 2003; 2005c; 2006a; Kelly and Kellaghan, 1999). Dunphy (2003a; 2004; 2005; 2006; 2006c) documents children's perceptions of learning about number in the early years. Researchers, including Donnelly (2001), Kerr *et al.* (2000), O'Sullivan (1999) and Ridgway (2003), examine alternative approaches and methods to fostering cognitive development in the early years.

Donnelly, P. (2001). A Study of Higher-order Thinking in the Early Years Classroom through Doing Philosophy. *Irish Educational Studies*, Volume 20, Spring, pp. 278-295.

Dunphy, E. (2003). Research and the Development of Ideas about Number Relations and Addition in the Early Years Classroom. Paper presented at the *Second Annual Conference for Primary Mathematics*, Marino College, October 2003.

Dunphy, E. (2004). Children's Perceptions of Number and of Learning About Number as they Enter Formal Schooling. *European Early Childhood Educational Research Journal*, Volume 12, No. 2, December 2004, pp. 103-118.

Dunphy, E. (2005). Young Children's Observation about Number and Conversational Numeric Symbols (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 80-93.

Dunphy, E. (2006a). *An Exploration of Young Children's Number Sense on Entry to Primary School in Ireland*. Ed. D. Thesis. United Kingdom: Open University.

Dunphy, E. (2006c). The Development of Young Children's Number Sense through Participation in Sociocultural Activity: Profiles of Two Children. *Early Childhood Education Research Journal*, Volume 14, No. 1, pp. 57-76.

Dunphy, L. (2003a). Young Children's Perspectives on Number and on Learning About Number. Paper presented at 13th Annual EECERA Conference, *Possible Childhoods: Relationships and Choices*, University of Strathclyde, Glasgow, Scotland, September 2003.

Dunphy, L. (2005c). Does Estimation Make Sense to Four-year-old Children? (in) Close, S., Dooley, T. and Corcoran, D. (Eds.) (2005). *Proceedings of First National Conference on Research on Mathematics Education*, St. Patrick's College, pp. 34-56.

Forbairt Chognaíoch

Cuimsítear foilseacháin a bhaineann le Forbairt Chognaíoch leanai óga sa chuid seo. Dírionn roinnt díobh go sonrach ar fhorbairt choincheap na n-uimhreacha sna blianta luatha (Dunphy, 2003; 2005c; 2006a; Kelly agus Kellaghan, 1999). Taifeadann Dunphy (2003a; 2004; 2005; 2006; 2006c) aireachtáil leanai ar fhoghlaim faoi uimhreacha sna blianta luatha. Déanann taighdeoirí lena n-áirítear Donnelly (2001), Kerr *et al.* (2000), O'Sullivan (1999) agus Ridgway (2003), scrúdú ar chuir chuige agus modhanna éagsúla chun forbairt chognaíoch a chothú sna blianta luatha.

Dunphy, L. (2006). Gender Differences Conveyed by Children in Discussions about Participation in Activity Related to Number: A Sociological Perspective. Paper presented at the 16th Annual EECERA Conference, *Democracy and Culture in Early Childhood Education*, Iceland, August/ September 2006.

Dwane, C. (1998). *A Study of the Linguistic and Cognitive Development of Children in Naíonraí in Cork City and County*. M. Ed. Thesis. Cork: University College Cork.

Gray, C. (2003). Learning and Automaticity: An Early Years Perspective (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 128-139.

Hayes, N. (2000). Early Childhood Education and Cognitive Development at Age 7 Years. *The Irish Journal of Psychology*, Volume 21, No. 3-4, pp. 181-193.

Horgan, M. and Douglas, F. (1995b). Intellectual Development and Early Childhood Education in the Republic of Ireland. *Curriculum*, Volume 17, No. 2, pp. 102-116.

Kelly, D. and Kellaghan, T. (1999). *The Literacy and Numeracy Achievements of the First Cohort of Early Start Children (1994-1995) when they were in Second Class (1998-1999)*. Dublin: Educational Research Centre.

Kerr, K., Mulhern, F. and McDowell, C. (2000). Applied Behaviour Analysis: It Works, It's Positive. Now What's the Problem? *Early Child Development and Care*, Volume 163, pp. 125-131.

Lynch, K. (1992). Intelligence, Ability and Education: Challenging Traditional Views. *Oideas*, Volume 38, pp. 134-147.

Moore, N. (2000). *The Impact of Structural and Process Elements of Preschool and Primary School Environments on Children's Cognitive Development at Four Years of Age*. M. Phil. Thesis. Dublin: Dublin Institute of Technology.

O'Sullivan, A. (1999). *Implementation of a Critical Thinking Programme in the Early Years and an Assessment of its Effects on Children's Behaviour*. M. Ed. Thesis. Limerick: Mary Immaculate College.

Reynolds, A. (1992). Comparing Measures of Parental Involvement and Their Effects on Academic Achievement. *Early Childhood Research Quarterly*, Volume 7, pp. 441-462.

Ridgway, A. (2003). Using a Multiple Intelligence and Teaching for Understanding Approach with Learners (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 80-109.

Ryan, A. (2000). *A Critical Evaluation of the Development of Teaching, Learning and Metacognitive Processes in Young Children*. M. Ed. Thesis. Dublin: University College Dublin.

Linguistic Development

The Linguistic Development of the child has received much attention from researchers in the Irish context. A number of publications focus on the relationship between language acquisition and educational disadvantage in the early years (Kelly and Kellaghan, 1999; McDonald, 1998), while others prioritise an analysis of linguistic development in special needs children (O'Toole, 2005). Dwane (1998), Horgan (1995) and O'Sullivan (2003) concentrate on language acquisition for children in bilingual contexts, specifically in Naíonraí⁵ and Gaelscoileanna.

Forbairt Theangeolaíoch

Thug go leor taighdeoirí i gcomhthéacs na hÉireann aghaidh ar Fhorbairt Theangeolaíoch an linbh. Tá fócas roinnt foilseachán ar an gcuidreamh idir insealbhú teanga agus míbhuntáiste oideachais sna blianta luatha (Kelly agus Kellaghan, 1999; McDonald, 1998), agus baineann tosaíocht foilseachán eile le hanailís ar fhorbairt theangeolaíoch i leanaí le riachtanais speisialta (O'Toole, 2005). Díríonn Dwane (1998), Horgan (1995) agus O'Sullivan (2003) ar insealbhú teanga do leanaí i gcomhthéacsanna dátheangacha, go sonrach i Naíonraí⁵ agus i nGaelscoileanna.

⁵ A Naíonra a preschool that operates through the medium of Irish.

⁵ Is réamhscoil é Naíonra a fheidhmíonn trí mheán na Gaeilge.

- Ashby, S. (2004). *Is Infant-directed Speech Hyperspeech?: An Acoustical Analysis of Speech to Infants and other Accommodative Speech Styles*. Ph.D Thesis. Dublin: University College Dublin.
- Barber, I. (1991). *Complex Sentences: Their Early Development in Child Language*. M. Ed. Thesis. Dublin: Trinity College Dublin.
- Boyne, M. (2002). *The Influence of a Shared Reading Programme on the Attitudes to Reading and Reading Habits of Young Children*. M. Ed. Thesis. Dublin: St. Patrick's College.
- Dunphy, L. (2000). Oral Language Development in the Early Years at School (in) Shiel, G., Ní Dhálaigh, U. and Kennedy, E. (Eds.) (2000). *Language and Literacy for the New Millennium*. Dublin: Reading Association of Ireland, pp. 30-42.
- Dwane, C. (1998). *A Study of the Linguistic and Cognitive Development of Children in Naíonraí in Cork City and County*. M. Ed. Thesis. Cork: University College Cork.
- Gilheany, S. and Hickey, T. (2003). High Ability Children and their Reading Needs (in) Shiel, G. and Ní Dhálaigh, U. (Eds.). *Other Ways of Seeing: Diversity in Language and Literacy*. Dublin: Reading Association of Ireland, pp. 65-74.
- Horgan, S. (1995). *A Study of the Linguistic and Cognitive Development of Junior Infant Class Children in Gaelscoileanna in Cork City and County*. M. Ed. Thesis. Cork: University College Cork.
- Kelly, D. and Kellaghan, T. (1999). *The Literacy and Numeracy Achievements of the First Cohort of Early Start Children (1994-1995) when they were in Second Class (1998-1999)*. Dublin: Educational Research Centre.
- Kiely, J. (2002). *A Study on the Development of Narrative Ability of the Child Using Story as a Learning Tool*. M. Ed. Thesis. Dublin: St. Patrick's College.
- Kinneen, E. (1990). *Speech and Language Developments of 5-7 Year Olds with a History of Febrile Convulsions*. Galway: Western Health Board.
- McDonald, E. (1998). Reading Achievement and Educational Disadvantage. *Irish Educational Studies*, Volume 17, Spring, pp. 208-221.
- McGinty-Hastings, C. (1997). *An Investigation into Aspects of the Mayo Early Language Screening Test*. Galway: Western Health Board.
- McGough, A. (1994). The Role of Dialogue in the Linguistic Development of the Preschool Child: A Dublin Inner-City Case Study. *Studies in Education*, Volume 10, No. 2, pp. 14-24.
- Murphy, B. (2002b). Reading Development in the Early Years Curriculum – Retrospect and Prospect (in) Horgan, M. and Douglas, F. (Eds.) *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 197-214.
- O'Neill, S. (2004). *Babies Love Books – Evaluation Report*. Meath: We and Us Educational Services.
- O'Sullivan, J. (2003). *A Study of the Language Acquisition of a Bilingual Child*. Paper presented at the OMEP (Ireland) Conference, Cork.
- O'Toole, C. (2005). The Relationship between Preverbal Behaviours and Language Development: Investigating Symbolic Play and Language Development in Children with Down Syndrome (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 241-253.

Social and Emotional Development is a substantial sub-theme that includes a wide range of publications relating to the social, emotional, spiritual and moral development of the young child. A number of publications focus on the relationship between the development of the child and the future impact on self-esteem (Daly, 2002b; Douglas, 2003; Humphries, 2004) and behavioural characteristics (Guidera, 1997; Irish National Teachers' Organisation [INTO], 1995c; Mulrooney *et al.*, 1999; Quinn *et al.*, 2002; Ryan, 1998). Spirituality in young children features prominently within recent research (Daly, 2004; Douglas, 2002).

Is fo-théama substainteach é Forbairt Shóisialta agus Mhothúchánach a chuimsíonn raon leathan foilseachán a bhaineann le forbairt shóisialta, mhothúchánach, spioradálta agus mhorálta an linbh óig. Baineann fócas roinnt foilseachán ar an gcaidreamh idir forbairt an linbh agus an tionchar atá aige ar fhéinmheas sa todhchaí (Daly, 2002b; Douglas, 2003; Humphries, 2004) agus ar thréithe iompair (Guidera, 1997; Cumann Múinteoirí Éireann [INTO], 1995c; Mulrooney *et al.*, 1999; Quinn *et al.*, 2002; Ryan, 1998). Tá béim leagtha ar spioradáltacht leanaí óga i dtaighde a rinneadh le deireanas (Daly, 2004; Douglas, 2002).

Butler, J. (2002). The Differences in the Social Competency of Children who Attend Integrated Junior Infant Classes and Children who Attend Segregated Learning Environments (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 295-307.

Daly, M. (2002a). *The Emotional, Social, Moral and Spiritual Development of the Young Child (Aiming Towards Self-Actualisation)*. Ph.D Thesis. Cork: University College Cork.

Daly, M. (2002b). Emotional Competency – An Inoculation for Life (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 66-83.

Daly, M. (2004). Spirituality and the Young Child (in) Horgan, M. and Douglas, F. (Eds.) (2004a). *Children of the Global Village: Proceedings of the OMEP (Ireland) Conference 2004*. Cork: OMEP (Ireland), pp. 218-232.

De Fréin, S. (2005). *A Critical Evaluation of an Action Research Approach Using the 'Community of Inquiry' to Facilitate the Development of Empathy in an Infant Class*. M. Ed. Thesis. Dublin: University College Dublin.

Douglas, F. (2002). The Moving Spirit: Spirituality and Young People (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 49-65.

Douglas, F. (2003). "The Breath of Life": The Young Child and Self Esteem (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 16-36.

Douglas, F. (2005b). Young Children: Their Television Viewing Habits and the Associated Influences on their Behaviour. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Douglas, F. (2006a). Young Children: Their Television Viewing Habits and the Associated Influences on their Behaviour (in) Hayes, N. (Ed.) (2006). *Contemporary Issues in Early Childhood Education and Care: Proceedings of the OMEP (Ireland) Conference 2005*. Cork: OMEP (Ireland), pp. 375-388.

Douglas, F. (2006c). "Law Without Limit" – Discipline and the Young Child. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

Farragher, C. (1990). *Erikson's Theory of Psycho-Social Development: A Contribution to Education*. M. Ed. Thesis. Maynooth: National University of Ireland, Maynooth.

Gaffney, M., Greene, S., Wieczorek-Deering, D. and Nugent, J. (2000). The Concordance Between Mother-Infant Attachment at 18 Months and Maternal Attachment 10 Years Later Among Married and Single Mothers. *Irish Journal of Psychology* (Child Development Research in Ireland, Special Edition), Volume 21, No. 3-4, pp. 154-170.

Guidera, E. (1997). *Perspectives on Children Experiencing Emotional and Behavioural Difficulties*. Dublin: MA. Thesis. Dublin: University College Dublin.

Humphries, C. (2004). *Prevalence Study for Conduct Problems Among Five to Eight Year Old Children and the Impact of Parent Training on Children's Conduct Problems*. D. Psych.Sc. (Clin.Psych.) Thesis. Dublin: University College Dublin.

Irish National Teachers' Organisation (1995c). *Meeting the Needs of Children with Social and Emotional Problems: Guidelines for Teachers*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (2005). *Towards Positive Behaviour in Primary Schools*. Dublin: Irish National Teachers' Organisation.

Lynch, C. (1994). *The Case for Self-concept Enhancement from Birth through Primary School*. MA. Thesis. Cork: University College Cork.

Madigan, I. (2004). Can you be with a Child. Paper presented at *Up 2 Three* Conference, University College Cork, November 2004.

McGrattan, M. (1998). *An Evaluation of the Impact of a Music Programme on the Social, Emotional and Cultural Development of Deaf Children*. MA. Thesis. Dublin: University College Dublin.

Mulrooney, M., Harrold, M., Rogers, Y. and Van Den Berg, D. (1999). A Survey of Challenging Behaviour in Special National Schools. *Reach: Journal of Special Needs Education*, Volume 12, No. 2, pp. 119-126.

Murphy, V. (2003). Cultivating Emotional Development through Physical Activity (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 37-50.

Quinn, S., Wieczorek-Deering, D., Kennedy, K. and Martin, M. (2002). Teacher Reported Behavioural Difficulties in Junior and Senior Infant Classes in Irish Primary Schools (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 269-294.

Rea, A. (2001). *Psychosocial Needs, Social Support and Estimates of Psychological Distress among Unaccompanied Refugee Minors in Ireland*. Research Project for Doctorate in Clinical Psychology, Queen's University Belfast. (Unpublished).

Ryan, G. (1998). The Relevance of Early Life Experience to the Behaviour of Sexually Abusive Youth. *Irish Journal of Psychology*, Volume 19, No. 1, pp. 32-48.

Southern Health Board (2001). *Growing Confident Children*. Cork: Department of Public Health and Southern Health Board.

Uí Mhurchú, M., Uí Dhúill, J. agus Nic Guidhir, I. (2004). Forbairt Mhothaíoch, Sampla Praiticiúil (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanai 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 97-98.

