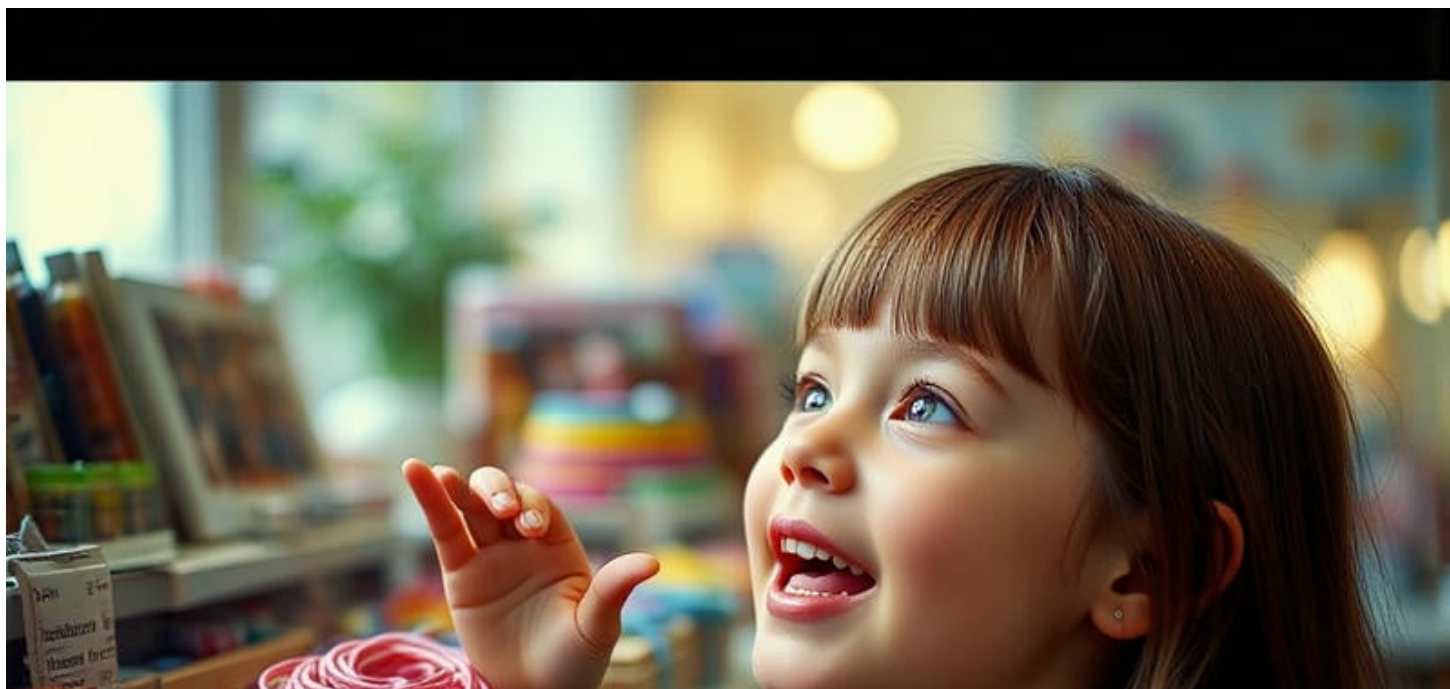


- **Linking Orthodontics with Periodontal Health**
Linking Orthodontics with Periodontal Health Coordinating with Oral Surgeons for Jaw Corrections Integrating Pediatric Dentistry for Early Intervention Combining Endodontic Care in Complex Cases Collaborative Planning with Prosthodontists Sharing Diagnostic Data Across Multiple Specialists Addressing Aesthetic and Functional Goals Together Communication Strategies Among Dental Teams Balancing Orthodontic Solutions and Restorative Needs Encouraging Holistic Treatment Approaches Managing Patients with Special Medical Conditions Efficient Referrals That Improve Patient Outcomes
- **AI Driven Aligners That Predict Movement**
AI Driven Aligners That Predict Movement Cloud Based Case Tracking for Efficient Management Digital Impressions That Replace Traditional Molds Virtual Consultations for Remote Care 3D Printing Applications in Orthodontic Appliances Teledentistry and Its Impact on Patient Convenience Software Innovations for Treatment Simulations Aligning Treatment Goals with Technological Advances Advantages of Using Digital Models in Planning Modern Approaches to Virtual Monitoring Reducing Errors Through Computerized Analysis The Future of Orthodontics in a Digital Era
- **About Us**



Okay, so we're talking about holistic orthodontics for kids, and how we can actually get more people – parents, orthodontists, everyone – to embrace this approach. Braces are available in different styles and colors for kids Child-friendly orthodontic solutions orthodontics. Forget just straightening teeth; it's about the whole child, right?

Think about it: crooked teeth aren't always just a random genetic mishap. Sometimes they're linked to things like mouth breathing, tongue thrusting, or even just poor nutrition early in life. A traditional approach might slap on braces and call it a day. But a holistic orthodontist? They're going to dig deeper. They might ask about the child's sleep habits, their diet, whether they snore, or if they had trouble breastfeeding as a baby. It's like being a detective, piecing together the puzzle of why those teeth are out of whack in the first place.

And it's not just about asking the right questions. It's about offering a broader range of solutions. Maybe it's myofunctional therapy to retrain the tongue and facial muscles. Maybe it's addressing airway issues that are causing the child to breathe through their mouth. Maybe it's working with a nutritionist to ensure they're getting the vitamins and minerals they need for proper jaw and tooth development.

Essentially, holistic orthodontics is about treating the root cause, not just the symptom. It's about considering the interconnectedness of the mouth and the rest of the body. We're aiming for more than just a pretty smile; we're aiming for better breathing, better sleep, and overall better health for the child. Encouraging this approach means educating parents and practitioners alike. It means showing them that there's more to orthodontics than just brackets and wires. It's about fostering a deeper understanding of the body as a whole and recognizing that a healthy mouth is a crucial part of a healthy child. It's a mindset shift, really, and it's one that can make a huge difference in a child's life.

Okay, let's talk about something really vital: why we need to think about the whole person when we're talking about getting better. It's easy to get caught up in treating just the symptoms, like slapping a bandage on a deep wound. But real healing, the kind that lasts, comes from looking at the bigger picture – someone's overall well-being.

Think of it like this: if you're feeling down all the time, popping a pill might temporarily lift your mood. But if the reason you're down is because you hate your job, never see your friends, and eat junk food all day, that pill is just masking the problem. It's not addressing the root causes that are dragging you down in the first place.

Holistic treatment is about acknowledging that our mental, physical, and emotional states are all intertwined. If you're stressed out, your body feels it. If you're physically unwell, it can affect your mood. It's a connected system. So a truly effective approach to health and healing has to take all those factors into account.

Encouraging holistic approaches means recognizing that things like good nutrition, exercise, strong social connections, and a sense of purpose in life aren't just "nice to have's," they're essential components of well-being. It means empowering people to take control of their own health by addressing all aspects of their lives. It means looking beyond just the diagnosis and seeing the individual, with their unique circumstances and needs. When we do that, we create a pathway not just to feeling better, but to truly *being* better – healthier, happier, and more resilient. And isn't that what we all want, ultimately?

*** Preventive measures to maintain periodontal health during orthodontic treatment.**

Let's talk about teeth, and not just the straightening kind. We often think of orthodontics as brackets, wires, and rubber bands, the mechanical wizardry that shifts our pearly whites into perfect alignment. But what if I told you that what we eat – or don't eat – plays a surprisingly significant role in the success of that orthodontic journey? It's true! Nutritional guidance, often overlooked, can have a profound impact on the whole process, and embracing it is a key piece of a truly holistic approach to orthodontic treatment.

Think about it. Healthy bone is crucial for successful tooth movement. Strong enamel resists decay. And healthy gums provide the foundation for a stable, beautiful smile after the braces come off. All of these depend on a steady supply of essential nutrients. Calcium and vitamin D are obvious bone builders, but vitamin C is vital for gum health, and vitamin A plays a crucial role in enamel development. Skimping on these, and others, can actually slow down tooth movement, increase the risk of cavities and gum disease during treatment, and even compromise the long-term stability of the results.

Now, I'm not suggesting we all need to become nutrition gurus overnight. But a simple conversation about diet with your orthodontist can make a world of difference. Maybe it's swapping sugary drinks for water, adding a serving of leafy greens to your daily routine, or focusing on whole, unprocessed foods rather than relying on convenience snacks. These small changes can provide the body with the building blocks it needs to support the orthodontic process.

Moreover, nutritional guidance extends beyond just providing the right nutrients. It's also about avoiding foods that can damage braces, like sticky candies and hard nuts, and being mindful of foods that contribute to plaque buildup, like sugary cereals and processed carbohydrates. By understanding the impact of our food choices, we can actively participate in our own orthodontic care, making it a more effective and enjoyable experience.

Ultimately, seeing orthodontics within a broader context of overall health is essential. It's not just about straightening teeth; it's about creating a healthy, functional, and beautiful smile that lasts a lifetime. And by embracing nutritional guidance as a vital component of treatment, we're empowering ourselves to achieve the best possible outcomes, both inside and outside our mouths. So next time you're at your orthodontist's office, don't hesitate to ask about the nutritional aspects of your treatment plan. You might be surprised at how much of a difference a well-nourished body can make.

*** The role of oral hygiene instructions for children and parental involvement.**

Okay, let's talk about breathing and faces, because it's more connected than you might think. We often silo off different parts of our health, thinking of our lungs as separate from our jawline, but a holistic approach begs us to consider the whole picture. And when it comes to facial development, how we breathe plays a surprisingly significant role.

Think about it: from the moment we're born, breathing is fundamental. Ideally, we're breathing nasally, through our nose. Nasal breathing filters air, humidifies it, and releases nitric oxide, all vital for healthy bodily functions. But many, especially children, develop a habit of mouth breathing, often due to

allergies, enlarged tonsils, or even just learned behavior.

This is where things get interesting for facial development. Chronic mouth breathing can lead to a cascade of effects. When the mouth is constantly open, the tongue tends to rest low in the mouth, instead of pressing against the palate. This tongue posture is crucial. The tongue acts like an internal scaffold, shaping the upper jaw and influencing facial growth. A low-resting tongue allows the upper jaw to narrow and lengthen, potentially impacting the alignment of teeth, jaw joint function, and overall facial aesthetics. You might see a longer face, a receding chin, or crowded teeth.

Breathing exercises, specifically those focused on re-establishing nasal breathing and proper tongue posture (often referred to as "myofunctional therapy"), can be a powerful tool. These exercises, often simple and easily incorporated into daily routines, aim to strengthen the muscles of the face and oral cavity, encourage nasal breathing, and promote proper tongue positioning. Imagine retraining those muscles to support optimal facial growth and function.

Now, it's not a magic bullet. It's not going to drastically alter a fully developed adult face. But in children, particularly during periods of rapid growth, these exercises can have a significant impact. And even in adults, they can improve breathing patterns, reduce teeth grinding, and alleviate jaw pain.

Encouraging a holistic approach means recognizing this connection between breathing and facial development. It means dentists, orthodontists, and other healthcare professionals considering breathing patterns when evaluating facial structure and recommending treatments. It means educating patients about the importance of nasal breathing and providing them with the tools, like breathing exercises, to support their overall health and well-being. It's about seeing the face not as an isolated structure, but as part of a connected system, influenced by something as fundamental as the air we breathe. And that's a pretty powerful thought.

*** Early detection and management of periodontal problems during orthodontic**

care.

Okay, let's talk about myofunctional therapy and how it fits into this bigger picture of treating people as whole beings. We often get so focused on specific symptoms or body parts that we forget everything is connected. That's where holistic approaches come in, and myofunctional therapy is a really interesting piece of that puzzle.

Think about it. We breathe, swallow, and speak using a complex set of muscles in our face, mouth, and throat. When those muscles aren't working correctly – maybe because of poor oral habits, tongue-tie, or even just learned patterns – it can throw everything off. We're talking about things like sleep apnea, TMJ pain, speech impediments, and even digestive issues, because how you chew and swallow impacts digestion.

Myofunctional therapy is basically physical therapy for those muscles. A trained therapist works with you through exercises and techniques to retrain your tongue, lips, jaw, and facial muscles to function properly. It's not a quick fix; it requires commitment and practice, but the potential benefits are pretty significant, and often long-lasting because you're addressing the root cause of the issue, not just masking the symptoms.

What makes it a great fit for holistic treatment is that it acknowledges the interconnectedness of the body. If you're treating someone for sleep apnea, for example, instead of *just* prescribing a CPAP machine, incorporating myofunctional therapy to improve tongue posture and nasal breathing can lead to better sleep quality and potentially even reduce the reliance on the machine. Similarly, for someone with TMJ issues, addressing the underlying muscle imbalances can provide more lasting relief than just pain medication.

Ultimately, myofunctional therapy isn't a magic bullet, but it offers a valuable, non-invasive way to address a wide range of issues by focusing on the fundamental function of the muscles in our face and mouth. It's a great example of how looking at the 'whole picture' can lead to more effective and sustainable treatment outcomes.

* Collaboration between orthodontists and periodontists for optimal outcomes.

Okay, let's talk about orthodontics, but not just the brackets and wires. We're diving into the squishy stuff – the emotions and the mind. Because, honestly, getting your teeth straightened is a big deal, and it's rarely *just* about the teeth.

Think about it. A kid getting braces might be worried about how they look at school, how their friends will react. An adult might feel self-conscious about their smile during important presentations at work. These aren't just trivial vanities; they're real feelings that impact how people experience their treatment. Ignoring them? Well, that's like a dentist only cleaning half your mouth – you're missing a huge part of the picture.

A truly holistic approach to orthodontics acknowledges this. It means the orthodontist isn't just a teeth-aligning machine, but a partner in the patient's journey. It involves actually *listening* to their concerns, understanding their anxieties, and tailoring the treatment plan to address those needs. Maybe it's choosing a more discreet option like Invisalign for someone super self-conscious, or spending extra time explaining the process to ease a child's fears.

This also means recognizing potential psychological impacts. Imagine someone with body image issues getting braces; that could amplify their insecurities. Or someone with anxiety struggling with the discomfort and regular appointments. A holistic orthodontist is aware of these possibilities and might even suggest supportive resources, like a therapist or counselor, if needed.

Ultimately, it's about treating the whole person, not just the teeth. When we address those emotional and psychological factors, we're not just creating straighter smiles; we're fostering confidence,

improving well-being, and making the entire orthodontic experience a whole lot more positive. It's about seeing the person behind the overbite, and helping them feel good about themselves, inside and out. And isn't that what healthcare should be all about?

Let's be real, healthcare can feel like a bunch of specialists operating in their own little silos. The cardiologist focuses on the heart, the endocrinologist on hormones, and the therapist on... well, therapy. And that's all well and good, except people aren't just a collection of isolated parts. We're whole beings, body, mind, and spirit, all interconnected. That's where the magic of collaborating with other healthcare professionals comes in, especially when we're aiming for a truly holistic approach.

Think about it. A patient struggling with chronic pain might see a pain specialist, get medication, and call it a day. But what if that pain is amplified by stress and anxiety? A psychologist or mindfulness practitioner could help them manage those emotional factors, potentially reducing their reliance on medication. Or maybe a nutritionist could identify dietary triggers exacerbating inflammation. By bringing these different perspectives together, you're not just treating the symptom, you're addressing the root causes and empowering the patient to take a more active role in their own healing journey.

It's not always easy, of course. Different disciplines have different languages, different priorities, and sometimes, frankly, different egos. But when we prioritize the patient's well-being above all else and cultivate an atmosphere of mutual respect and open communication, incredible things can happen. Regular team meetings, shared patient records, and a genuine willingness to learn from each other are crucial.

Ultimately, encouraging holistic treatment approaches through collaboration isn't just about providing better care, it's about seeing the patient as a whole person, not just a diagnosis. It's about acknowledging the interconnectedness of body, mind, and spirit, and working together to create a treatment plan that truly addresses all aspects of their well-being. And honestly, isn't that what healthcare should be about?

Okay, let's talk about why embracing a holistic approach to treatment is a really good idea, especially when we're thinking long-term. We're not just talking about slapping a bandage on a symptom and calling it a day, but about understanding the whole person and fostering lasting well-being.

Think about it: if you only treat the surface issue, the root cause is still there, quietly festering. Maybe you're constantly taking pain medication for headaches, but you never address the underlying stress or poor posture causing them. A holistic approach digs deeper. It considers your physical health, sure, but also your mental and emotional state, your social connections, your lifestyle, even your spiritual well-being.

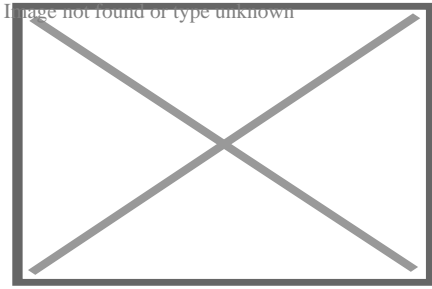
What are the long-term benefits of this broader perspective? Well, for starters, it's about prevention. By addressing the root causes of problems, you're less likely to see those problems re-emerge, or even morph into something else down the line. It's like tending to the soil instead of just watering the plant; you create a healthier foundation for future growth.

Beyond prevention, a holistic approach empowers you to take control of your own health. It's not just about passively receiving treatment, but about actively participating in your own healing journey. You learn to recognize the interconnectedness of your mind and body, understand your triggers, and develop coping mechanisms that work for you. This increased self-awareness and self-efficacy translate into greater resilience and overall well-being in the long run.

And let's not forget the ripple effect. When you're healthier and happier, that positivity radiates outwards. You have more energy for your relationships, your work, and your passions. You become a more engaged and productive member of your community. Ultimately, a holistic approach isn't just about treating an illness; it's about cultivating a more fulfilling and meaningful life. It's an investment in your future self, and frankly, it's an investment worth making.

About child

"Children" and "Childhood" redirect here. For other uses, see [Child \(disambiguation\)](#), [Children \(disambiguation\)](#), and [Childhood \(disambiguation\)](#).

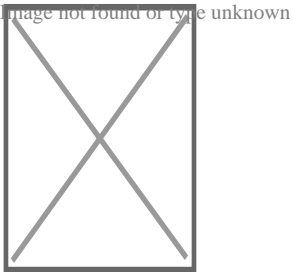


International children in traditional clothing at Liberty Weekend

- v
- t
- e

Part of a series on

Human growth and development



Stages

- Gamete
- Zygote
- Embryo
- Fetus
- Infant
- Toddler
- Child
- Preadolescent
- Adolescent
- Emerging and early adulthood
- Young adult
- Middle adult
- Old adult
- Dying

Biological milestones

- Fertilization
- Pregnancy
- Childbirth
- Walking
- Language acquisition
- Puberty
- Menopause
- Ageing
- Death

Development and psychology

- Pre- and perinatal
- Infant and child
- Nature versus nurture
- Adolescent
- Youth
- Young adult
- Adult
- Maturity

Developmental stage theories

- Attachment
- Ecological
- Psychosocial
- Psychosexual development
- Moral
- Cognitive
- Cultural-historical
- Evolutionary

-  Psychology portal

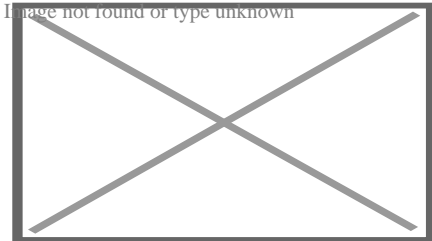
A **child** (pl. **children**) is a human being between the stages of birth and puberty,^{[1][2]} or between the developmental period of infancy and puberty.^[3] The term may also refer to an unborn human being.^{[4][5]} In English-speaking countries, the legal definition of *child* generally refers to a minor, in this case as a person younger than the local age of majority (there are exceptions like, for example, the consume and purchase of alcoholic beverage even after said age of majority^[6]), regardless of their physical, mental and sexual development as biological adults.^{[1][7][8]} Children generally have fewer rights and responsibilities than adults. They are generally classed as

unable to make serious decisions.

Child may also describe a relationship with a parent (such as sons and daughters of any age)^[9] or, metaphorically, an authority figure, or signify group membership in a clan, tribe, or religion; it can also signify being strongly affected by a specific time, place, or circumstance, as in "a child of nature" or "a child of the Sixties."^[10]

Biological, legal and social definitions

[edit]



Children playing ball games, Roman artwork, 2nd century AD

In the biological sciences, a child is usually defined as a person between birth and puberty,^{[1][2]} or between the developmental period of infancy and puberty.^[3] Legally, the term *child* may refer to anyone below the age of majority or some other age limit.

The United Nations Convention on the Rights of the Child defines *child* as, "A human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier."^[11] This is ratified by 192 of 194 member countries. The term *child* may also refer to someone below another legally defined age limit unconnected to the age of majority. In Singapore, for example, a *child* is legally defined as someone under the age of 14 under the "Children and Young Persons Act" whereas the age of majority is 21.^{[12][13]} In U.S. Immigration Law, a child refers to anyone who is under the age of 21.^[14]

Some English definitions of the word *child* include the fetus (sometimes termed *the unborn*).^[15] In many cultures, a child is considered an adult after undergoing a rite of passage, which may or may not correspond to the time of puberty.

Children generally have fewer rights than adults and are classed as unable to make serious decisions, and legally must always be under the care of a responsible adult or child custody, whether their parents divorce or not.

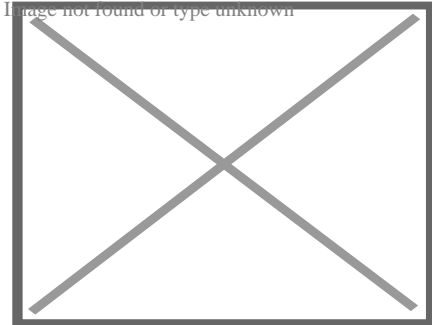
Developmental stages of childhood

[edit]

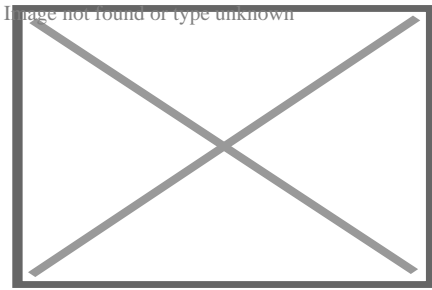
Further information: Child development stages and Child development

Early childhood

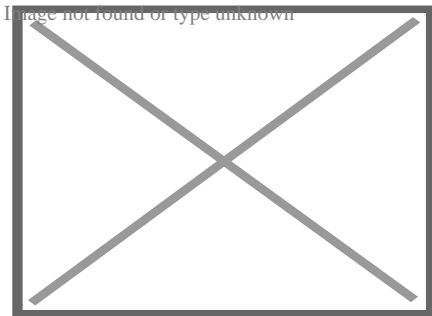
[edit]



Children playing the violin in a group recital, Ithaca, New York, 2011



Children in Madagascar, 2011



Child playing piano, 1984

Early childhood follows the infancy stage and begins with toddlerhood when the child begins speaking or taking steps independently.^[16]^[17] While toddlerhood ends around age 3 when the child becomes less dependent on parental assistance for basic needs, early childhood continues approximately until the age of 5 or 6. However, according to the National Association for the Education of Young Children, early childhood also includes infancy. At this stage children are learning through observing, experimenting and communicating with others. Adults supervise and support the development process of the child, which then will lead to the child's autonomy. Also during this stage, a strong emotional bond is created between the child and the care providers. The children also start preschool and kindergarten at this age: and hence their social lives.

Middle childhood

[edit]

Middle childhood begins at around age 7, and ends at around age 9 or 10.^[18] Together, early and middle childhood are called formative years. In this middle period, children develop socially and mentally. They are at a stage where they make new friends and gain new skills, which will enable them to become more independent and enhance their individuality. During middle childhood, children enter the school years, where they are presented with a different setting than they are used to. This new setting creates new challenges and faces for children.^[19] Upon the entrance of school, mental disorders that would normally not be noticed come to light. Many of these disorders include: autism, dyslexia, dyscalculia, and ADHD.^[20]

:~fÆ'~†â€™~fâ€ ~çâ,-â,,ç~fÆ'~çâ,-~f~ç~çâ€š~çâ€ž~ç~fÆ'~†â€™~f~ç~çâ€š~çâ€ž...~;~

Special education, least restrictive environment, response to intervention and individualized education plans are all specialized plans to help children with disabilities.^[20]

:~fÆ'~†â€™~fâ€ ~çâ,-â,,ç~fÆ'~çâ,-~f~ç~çâ€š~çâ€ž~ç~fÆ'~†â€™~f~ç~çâ€š~çâ€ž...~;~

Middle childhood is the time when children begin to understand responsibility and are beginning to be shaped by their peers and parents. Chores and more responsible decisions come at this time, as do social comparison and social play.^[20]

:~fÆ'~†â€™~fâ€ ~çâ,-â,,ç~fÆ'~çâ,-~f~ç~çâ€š~çâ€ž~ç~fÆ'~†â€™~f~ç~çâ€š~çâ€ž...~;~

During social play, children learn from and teach each other, often through observation.^[21]

Late childhood

[edit]

Main article: Preadolescence

Preadolescence is a stage of human development following early childhood and preceding adolescence. Preadolescence is commonly defined as ages 9–12, ending with the major onset of puberty, with markers such as menarche, spermarche, and the peak of height velocity occurring. These changes usually occur between ages 11 and 14. It may also be defined as the 2-year period before the major onset of puberty.^[22] Preadolescence can bring its own challenges and anxieties. Preadolescent children have a different view of the world from younger children in many significant ways. Typically, theirs is a more realistic view of life than the intense, fantasy-oriented world of earliest childhood. Preadolescents have more mature, sensible, realistic thoughts and actions: 'the most "sensible" stage of development...the child is a much *less emotional being* now.'^[23] Preadolescents may well view human relationships differently (e.g. they may notice the flawed, human side of authority figures). Alongside that, they may begin to develop a sense of self-identity, and to have increased feelings of independence: 'may feel an

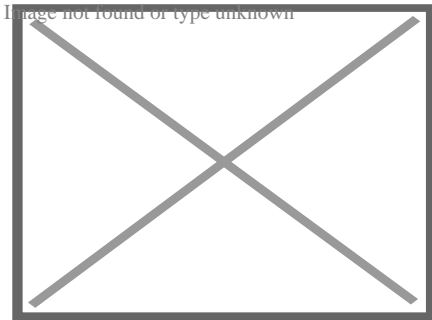
individual, no longer "just one of the family."^[24]

Developmental stages post-childhood

[edit]

Adolescence

[edit]



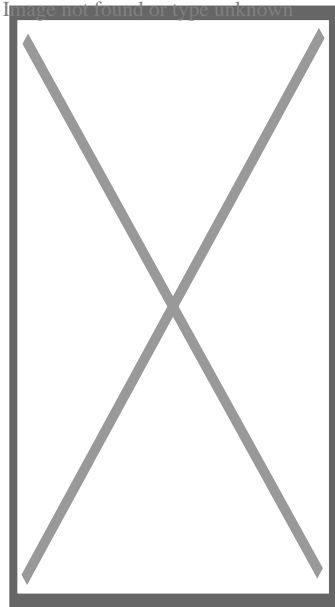
An adolescent girl, photographed by Paolo Monti

Adolescence is usually determined to be between the onset of puberty and legal adulthood: mostly corresponding to the teenage years (13–19). However, puberty usually begins before the teenage years (10—11 for girls and 11—12 for boys). Although biologically a child is a human being between the stages of birth and puberty,^[1]^[2] adolescents are legally considered children, as they tend to lack adult rights and are still required to attend compulsory schooling in many cultures, though this varies. The onset of adolescence brings about various physical, psychological and behavioral changes. The end of adolescence and the beginning of adulthood varies by country and by function, and even within a single nation-state or culture there may be different ages at which an individual is considered to be mature enough to be entrusted by society with certain tasks.

History

[edit]

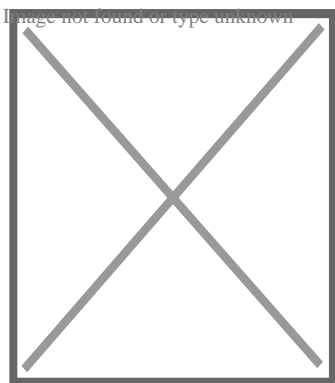
Main article: History of childhood



Playing Children, by Song dynasty Chinese artist Su Hanchen, c. 1150 AD.

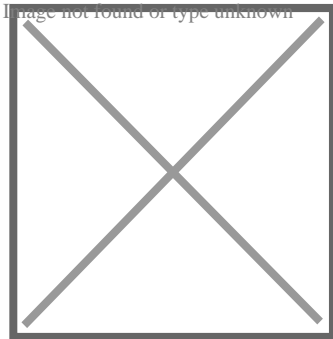
During the European Renaissance, artistic depictions of children increased dramatically, which did not have much effect on the social attitude toward children, however.[²⁵]

The French historian Philippe Ariès argued that during the 1600s, the concept of childhood began to emerge in Europe,[²⁶] however other historians like Nicholas Orme have challenged this view and argued that childhood has been seen as a separate stage since at least the medieval period.[²⁷] Adults saw children as separate beings, innocent and in need of protection and training by the adults around them. The English philosopher John Locke was particularly influential in defining this new attitude towards children, especially with regard to his theory of the *tabula rasa*, which considered the mind at birth to be a "blank slate". A corollary of this doctrine was that the mind of the child was born blank, and that it was the duty of the parents to imbue the child with correct notions. During the early period of capitalism, the rise of a large, commercial middle class, mainly in the Protestant countries of the Dutch Republic and England, brought about a new family ideology centred around the upbringing of children. Puritanism stressed the importance of individual salvation and concern for the spiritual welfare of children.[²⁸]



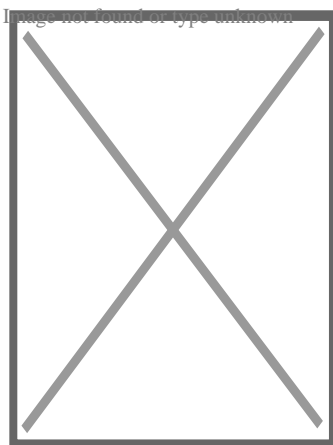
The Age of Innocence c. 1785/8. Reynolds emphasized the natural grace of children in his paintings.

The modern notion of childhood with its own autonomy and goals began to emerge during the 18th-century Enlightenment and the Romantic period that followed it.^[29]^[30] Jean Jacques Rousseau formulated the romantic attitude towards children in his famous 1762 novel *Emile: or, On Education*. Building on the ideas of John Locke and other 17th-century thinkers, Jean-Jaques Rousseau described childhood as a brief period of sanctuary before people encounter the perils and hardships of adulthood.^[29] Sir Joshua Reynolds' extensive children portraiture demonstrated the new enlightened attitudes toward young children. His 1788 painting *The Age of Innocence* emphasizes the innocence and natural grace of the posing child and soon became a public favourite.^[31]



Brazilian princesses Leopoldina (left) and Isabel (center) with an unidentified friend, c. 1860.

The idea of childhood as a locus of divinity, purity, and innocence is further expounded upon in William Wordsworth's "Ode: Intimations of Immortality from Recollections of Early Childhood", the imagery of which he "fashioned from a complex mix of pastoral aesthetics, pantheistic views of divinity, and an idea of spiritual purity based on an Edenic notion of pastoral innocence infused with Neoplatonic notions of reincarnation".^[30] This Romantic conception of childhood, historian Margaret Reeves suggests, has a longer history than generally recognized, with its roots traceable to similarly imaginative constructions of childhood circulating, for example, in the neo-platonic poetry of seventeenth-century metaphysical poet Henry Vaughan (e.g., "The Retreat", 1650; "Childe-hood", 1655). Such views contrasted with the stridently didactic, Calvinist views of infant depravity.^[32]



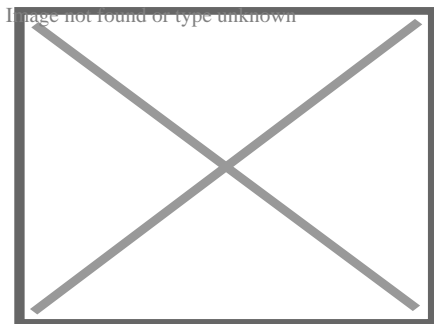
Armenian scouts in 1918

With the onset of industrialisation in England in 1760, the divergence between high-minded romantic ideals of childhood and the reality of the growing magnitude of child exploitation in the workplace, became increasingly apparent. By the late 18th century, British children were specially employed in factories and mines and as chimney sweeps,^[33] often working long hours in dangerous jobs for low pay.^[34] As the century wore on, the contradiction between the conditions on the ground for poor children and the middle-class notion of childhood as a time of simplicity and innocence led to the first campaigns for the imposition of legal protection for children.

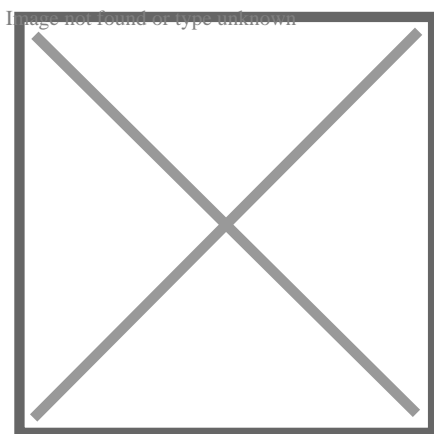
British reformers attacked child labor from the 1830s onward, bolstered by the horrific descriptions of London street life by Charles Dickens.^[35] The campaign eventually led to the Factory Acts, which mitigated the exploitation of children at the workplace^{[33][36]}

Modern concepts of childhood

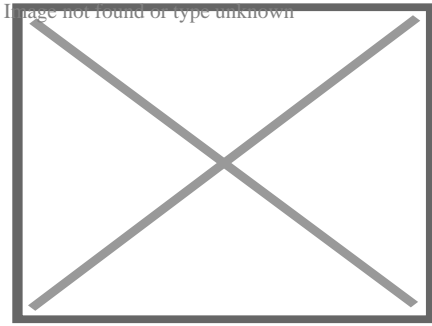
[edit]



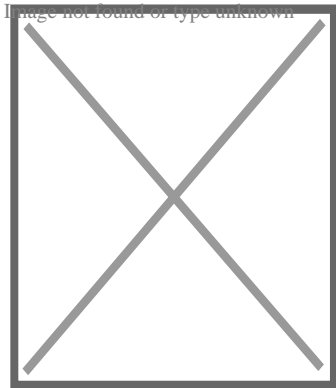
Children play in a fountain in a summer evening, Davis, California.



An old man and his granddaughter in Turkey.



Nepalese children playing with cats.



Harari girls in Ethiopia.

The modern attitude to children emerged by the late 19th century; the Victorian middle and upper classes emphasized the role of the family and the sanctity of the child – an attitude that has remained dominant in Western societies ever since.^[37] The genre of children's literature took off, with a proliferation of humorous, child-oriented books attuned to the child's imagination. Lewis Carroll's fantasy *Alice's Adventures in Wonderland*, published in 1865 in England, was a landmark in the genre; regarded as the first "English masterpiece written for children", its publication opened the "First Golden Age" of children's literature.

The latter half of the 19th century saw the introduction of compulsory state schooling of children across Europe, which decisively removed children from the workplace into schools.^{[38][39]}

The market economy of the 19th century enabled the concept of childhood as a time of fun, happiness, and imagination. Factory-made dolls and doll houses delighted the girls and organized sports and activities were played by the boys.^[40] The Boy Scouts was founded by Sir Robert Baden-Powell in 1908,^{[41][42]} which provided young boys with outdoor activities aiming at developing character, citizenship, and personal fitness qualities.^[43]

In the 20th century, Philippe Ariès, a French historian specializing in medieval history, suggested that childhood was not a natural phenomenon, but a creation of society in his 1960 book *Centuries of Childhood*. In 1961 he published a study of paintings, gravestones, furniture, and school records, finding that before the 17th century, children were represented as mini-adults.

In 1966, the American philosopher George Boas published the book *The Cult of Childhood*. Since then, historians have increasingly researched childhood in past times.^[44]

In 2006, Hugh Cunningham published the book *Invention of Childhood*, looking at British childhood from the year 1000, the Middle Ages, to what he refers to as the Post War Period of the 1950s, 1960s and 1970s.^[45]

Childhood evolves and changes as lifestyles change and adult expectations alter. In the modern era, many adults believe that children should not have any worries or work, as life should be happy and trouble-free. Childhood is seen as a mixture of simplicity, innocence, happiness, fun, imagination, and wonder. It is thought of as a time of playing, learning, socializing, exploring, and worrying in a world without much adult interference.^[29]^[30]

A "loss of innocence" is a common concept, and is often seen as an integral part of coming of age. It is usually thought of as an experience or period in a child's life that widens their awareness of evil, pain or the world around them. This theme is demonstrated in the novels *To Kill a Mockingbird* and *Lord of the Flies*. The fictional character Peter Pan was the embodiment of a childhood that never ends.^[46]^[47]

Healthy childhoods

[edit]

Role of parents

[edit]

Main article: Parenting

Children's health

[edit]

Further information: Childhood obesity, Childhood immunizations, and List of childhood diseases

Children's health includes the physical, mental and social well-being of children. Maintaining children's health implies offering them healthy foods, insuring they get enough sleep and exercise, and protecting their safety.^[48] Children in certain parts of the world often suffer from malnutrition, which is often associated with other conditions, such diarrhea, pneumonia and malaria.^[49]

Child protection

[edit]

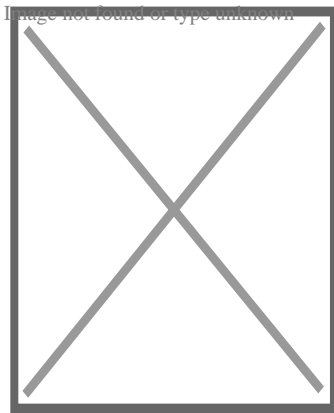
Further information: Child labor, Child labor laws, Risk aversion, Child abuse, and Protection of Children Act

Child protection, according to UNICEF, refers to "preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage".^[50] The Convention on the Rights of the Child protects the fundamental rights of children.

Play

[edit]

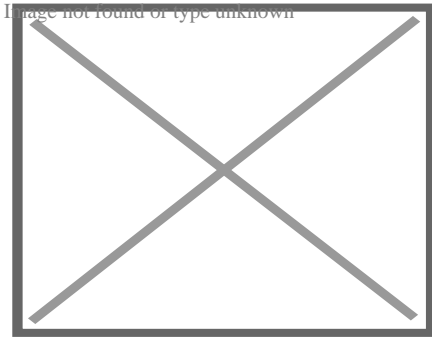
Further information: Play (activity), Playground, Imaginary friend, and Childhood secret club



Dancing at Mother of Peace AIDs orphanage, Zimbabwe

Play is essential to the cognitive, physical, social, and emotional well-being of children.^[51] It offers children opportunities for physical (running, jumping, climbing, etc.), intellectual (social skills, community norms, ethics and general knowledge) and emotional development (empathy, compassion, and friendships). Unstructured play encourages creativity and imagination. Playing and interacting with other children, as well as some adults, provides opportunities for friendships, social interactions, conflicts and resolutions. However, adults tend to (often mistakenly) assume that virtually all children's social activities can be understood as "play" and, furthermore, that children's play activities do not involve much skill or effort.^{[52][53][54][55]}

It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers.^[51] Undirected play allows children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills. However, when play is controlled by adults, children acquiesce to adult rules and concerns and lose some of the benefits play offers them. This is especially true in developing creativity, leadership, and group skills.^[51]



Ralph Hedley, *The Tournament*, 1898. It depicts poorer boys playing outdoors in a rural part of the Northeast of England.

Play is considered to be very important to optimal child development that it has been recognized by the United Nations Commission on Human Rights as a right of every child.^[11] Children who are being raised in a hurried and pressured style may limit the protective benefits they would gain from child-driven play.^[51]

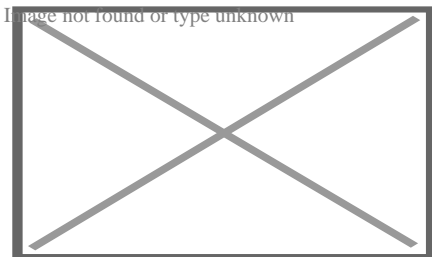
The initiation of play in a classroom setting allows teachers and students to interact through playfulness associated with a learning experience. Therefore, playfulness aids the interactions between adults and children in a learning environment. “Playful Structure” means to combine informal learning with formal learning to produce an effective learning experience for children at a young age.^[56]

Even though play is considered to be the most important to optimal child development, the environment affects their play and therefore their development. Poor children confront widespread environmental inequities as they experience less social support, and their parents are less responsive and more authoritarian. Children from low income families are less likely to have access to books and computers which would enhance their development.^[57]

Street culture

[edit]

Main articles: Children's street culture and Children's street games



Children in front of a movie theatre, Toronto, 1920s.

Children's street culture refers to the cumulative culture created by young children and is sometimes referred to as their *secret world*. It is most common in children between the ages of seven and twelve. It is strongest in urban working class industrial districts where children are traditionally free to play out in the streets for long periods without supervision. It is invented and largely sustained by children themselves with little adult interference.

Young children's street culture usually takes place on quiet backstreets and pavements, and along routes that venture out into local parks, playgrounds, scrub and wasteland, and to local shops. It often imposes imaginative status on certain sections of the urban realm (local buildings, kerbs, street objects, etc.). Children designate specific areas that serve as informal meeting and relaxation places (see: Sobel, 2001). An urban area that looks faceless or neglected to an adult may have deep 'spirit of place' meanings in to children. Since the advent of indoor distractions such as video games, and television, concerns have been expressed about the vitality – or even the survival – of children's street culture.

Geographies of childhood

[edit]

The geographies of childhood involves how (adult) society perceives the idea of childhood, the many ways adult attitudes and behaviors affect children's lives, including the environment which surrounds children and its implications.^[58]

The geographies of childhood is similar in some respects to children's geographies which examines the places and spaces in which children live.^[59]

Nature deficit disorder

[edit]

Main article: Nature deficit disorder

Nature Deficit Disorder, a term coined by Richard Louv in his 2005 book *Last Child in the Woods*, refers to the trend in the United States and Canada towards less time for outdoor play,^[60]^[61] resulting in a wide range of behavioral problems.^[62]

With increasing use of cellphones, computers, video games and television, children have more reasons to stay inside rather than outdoors exploring. "The average American child spends 44 hours a week with electronic media".^[63] Research in 2007 has drawn a correlation between the declining number of National Park visits in the U.S. and increasing consumption of electronic media by children.^[64] The media has accelerated the trend for children's nature disconnection by deemphasizing views of nature, as in Disney films.^[65]

Age of responsibility

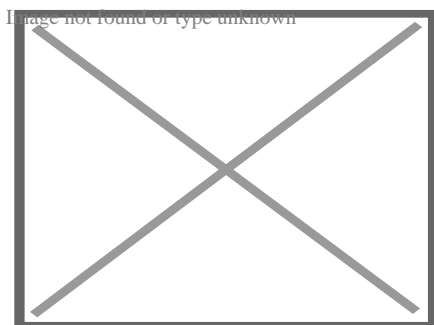
[edit]

Further information: Age of consent, Age of majority, Age of criminal responsibility, and Marriageable age

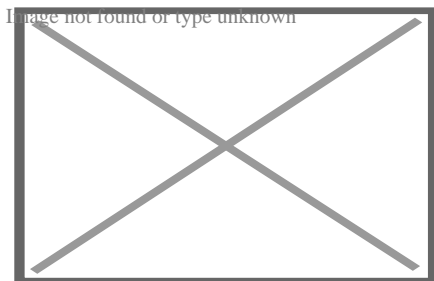
The age at which children are considered responsible for their society-bound actions (e. g. marriage, voting, etc.) has also changed over time,^[66] and this is reflected in the way they are treated in courts of law. In Roman times, children were regarded as not culpable for crimes, a position later adopted by the Church. In the 19th century, children younger than seven years old were believed incapable of crime. Children from the age of seven forward were considered responsible for their actions. Therefore, they could face criminal charges, be sent to adult prison, and be punished like adults by whipping, branding or hanging. However, courts at the time would consider the offender's age when deliberating sentencing.^[citation needed] Minimum employment age and marriage age also vary. The age limit of voluntary/involuntary military service is also disputed at the international level.^[67]

Education

[edit]



Children in an outdoor classroom in Bié, Angola



Children seated in a Finnish classroom at the school of Torvinen in Sodankylä, Finland, in the 1920s

Main article: Education

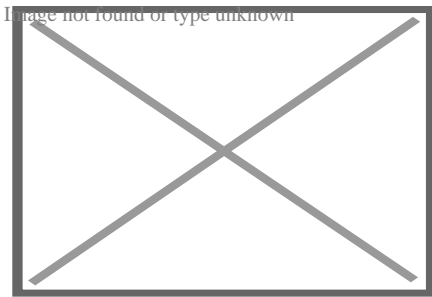
Education, in the general sense, refers to the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and preparing intellectually for mature life.^[68] Formal education most often takes place through schooling. A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations'

1966 International Covenant on Economic, Social and Cultural Rights (ICESCR) recognizes the right of everyone to an education.^[69] Education is compulsory in most places up to a certain age, but attendance at school may not be, with alternative options such as home-schooling or e-learning being recognized as valid forms of education in certain jurisdictions.

Children in some countries (especially in parts of Africa and Asia) are often kept out of school, or attend only for short periods. Data from UNICEF indicate that in 2011, 57 million children were out of school; and more than 20% of African children have never attended primary school or have left without completing primary education.^[70] According to a UN report, warfare is preventing 28 million children worldwide from receiving an education, due to the risk of sexual violence and attacks in schools.^[71] Other factors that keep children out of school include poverty, child labor, social attitudes, and long distances to school.^{[72][73]}

Attitudes toward children

[edit]



Group of breaker boys in Pittston, Pennsylvania, 1911. Child labor was widespread until the early 20th century. In the 21st century, child labor rates are highest in Africa.

Social attitudes toward children differ around the world in various cultures and change over time. A 1988 study on European attitudes toward the centrality of children found that Italy was more child-centric and the Netherlands less child-centric, with other countries, such as Austria, Great Britain, Ireland and West Germany falling in between.^[74]

Child marriage

[edit]

In 2013, child marriage rates of female children under the age of 18 reached 75% in Niger, 68% in Central African Republic and Chad, 66% in Bangladesh, and 47% in India.^[75] According to a 2019 UNICEF report on child marriage, 37% of females were married before the age of 18 in sub-Saharan Africa, followed by South Asia at 30%. Lower levels were found in Latin America and Caribbean (25%), the Middle East and North Africa (18%), and Eastern Europe and Central Asia (11%), while rates in Western Europe and North America were minimal.^[76] Child marriage

is more prevalent with girls, but also involves boys. A 2018 study in the journal *Vulnerable Children and Youth Studies* found that, worldwide, 4.5% of males are married before age 18, with the Central African Republic having the highest average rate at 27.9%.^[77]

Fertility and number of children per woman

[edit]

Before contraception became widely available in the 20th century, women had little choice other than abstinence or having often many children. In fact, current population growth concerns have only become possible with drastically reduced child mortality and sustained fertility. In 2017 the global total fertility rate was estimated to be 2.37 children per woman,^[78] adding about 80 million people to the world population per year. In order to measure the total number of children, scientists often prefer the completed cohort fertility at age 50 years (CCF50).^[78] Although the number of children is also influenced by cultural norms, religion, peer pressure and other social factors, the CCF50 appears to be most heavily dependent on the educational level of women, ranging from 5–8 children in women without education to less than 2 in women with 12 or more years of education.^[78]

Issues

[edit]

Emergencies and conflicts

[edit]

See also: Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Children in the Israeli–Palestinian conflict, Save the Children, Inter-Agency Network for Education in Emergencies, Military use of children, Trafficking of children, International child abduction, and Refugee children

Emergencies and conflicts pose detrimental risks to the health, safety, and well-being of children. There are many different kinds of conflicts and emergencies, e.g. wars and natural disasters. As of 2010 approximately 13 million children are displaced by armed conflicts and violence around the world.^[79] Where violent conflicts are the norm, the lives of young children are significantly disrupted and their families have great difficulty in offering the sensitive and consistent care that young children need for their healthy development.^[79] Studies on the effect of emergencies and conflict on the physical and mental health of children between birth and 8 years old show that where the disaster is natural, the rate of PTSD occurs in anywhere from 3 to 87 percent of affected children.^[80] However, rates of PTSD for children living in chronic conflict conditions varies from 15 to 50 percent.^[81]^[82]

Child protection

[edit]

This section is an excerpt from Child protection.[edit]

- v
- t
- e

Childcare

At home

- Parents
- Extended family
- Au pair
- Babysitter
- Governess
- Nanny

Outside the home

- Daycare
- Pre-school playgroup

Educational settings

- Early childhood education
- Homeschooling
- Pre-kindergarten
- Preschool
- Kindergarten
- Primary school

Institutions and standards

- Child protection
- *In loco parentis*
- Minor

Related

- Child abuse
- Child marriage
- Child Online Protection
- Family law
- Men in early childhood education
- Orphanage
- Parenting

Child protection (also called child welfare) is the safeguarding of children from violence, exploitation, abuse, abandonment, and neglect.^{[83][84][85][86]} It involves identifying signs of potential harm. This includes responding to allegations or suspicions of abuse, providing support and services to protect children, and holding those who have harmed them accountable.^[87]

The primary goal of child protection is to ensure that all children are safe and free from harm or danger.^{[86][88]} Child protection also works to prevent future harm by creating policies and systems that identify and respond to risks before they lead to harm.^[89]

In order to achieve these goals, research suggests that child protection services should be provided in a holistic way.^{[90][91][92]} This means taking into account the social, economic, cultural, psychological, and environmental factors that can contribute to the risk of harm for individual children and their families. Collaboration across sectors and disciplines to create a comprehensive system of support and safety for children is required.^{[93][94]}

It is the responsibility of individuals, organizations, and governments to ensure that children are protected from harm and their rights are respected.^[95] This includes providing a safe environment for children to grow and develop, protecting them from physical, emotional and sexual abuse, and ensuring they have access to education, healthcare, and resources to fulfill their basic needs.^[96]

Child protection systems are a set of services, usually government-run, designed to protect children and young people who are underage and to encourage family stability. UNICEF defines^[97] a 'child protection system' as:

"The set of laws, policies, regulations and services needed across all social sectors – especially social welfare, education, health, security and justice – to support prevention and response to protection-related risks. These systems are part of social protection, and extend beyond it. At the level of prevention, their aim includes supporting and strengthening families to reduce social exclusion, and to lower the risk of separation, violence and exploitation. Responsibilities are often spread across government agencies, with services delivered by local authorities, non-State providers, and community groups, making coordination between sectors and levels,

including routine referral systems etc., a necessary component of effective child protection systems."

—*United Nations Economic and Social Council (2008), UNICEF Child Protection Strategy, E/ICEF/2008/5/Rev.1, par. 12–13.*

Under Article 19 of the UN Convention on the Rights of the Child, a 'child protection system' provides for the protection of children in and out of the home. One of the ways this can be enabled is through the provision of quality education, the fourth of the United Nations Sustainable Development Goals, in addition to other child protection systems. Some literature argues that child protection begins at conception; even how the conception took place can affect the child's development.^[98]

Child abuse and child labor

[edit]

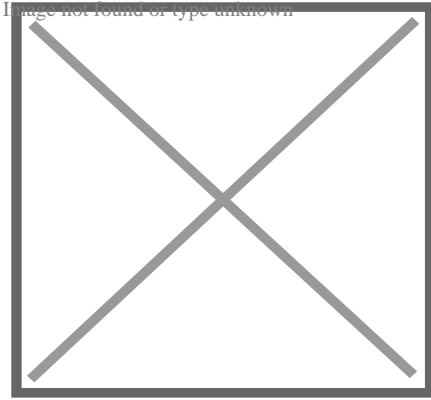
Protection of children from abuse is considered an important contemporary goal. This includes protecting children from exploitation such as child labor, child trafficking and child selling, child sexual abuse, including child prostitution and child pornography, military use of children, and child laundering in illegal adoptions. There exist several international instruments for these purposes, such as:

- Worst Forms of Child Labour Convention
- Minimum Age Convention, 1973
- Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography
- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse
- Optional Protocol on the Involvement of Children in Armed Conflict
- Hague Adoption Convention

Climate change

[edit]

This section is an excerpt from Climate change and children.[edit]



A child at a climate demonstration in Juneau, Alaska

Children are more vulnerable to the effects of climate change than adults. The World Health Organization estimated that 88% of the existing global burden of disease caused by climate change affects children under five years of age.^[99] A *Lancet* review on health and climate change lists children as the worst-affected category by climate change.^[100] Children under 14 are 44 percent more likely to die from environmental factors,^[101] and those in urban areas are disproportionately impacted by lower air quality and overcrowding.^[102]

Children are physically more vulnerable to climate change in all its forms.^[103] Climate change affects the physical health of children and their well-being. Prevailing inequalities, between and within countries, determine how climate change impacts children.^[104] Children often have no voice in terms of global responses to climate change.^[103]

People living in low-income countries experience a higher burden of disease and are less capable of coping with climate change-related threats.^[105] Nearly every child in the world is at risk from climate change and pollution, while almost half are at extreme risk.^[106]

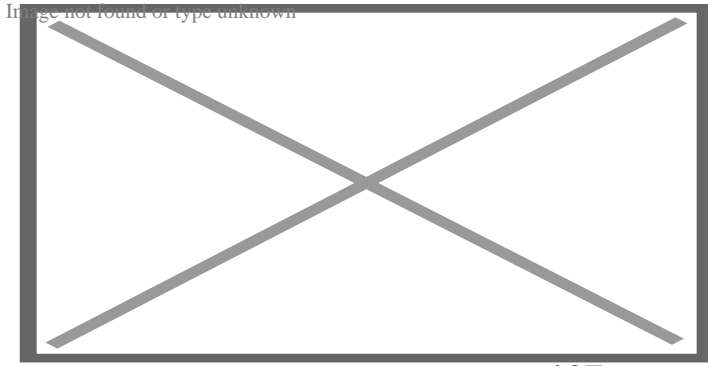
Health

[edit]

Child mortality

[edit]

Main articles: Child mortality and Infant mortality



World infant mortality rates in 2012.^[107]

During the early 17th century in England, about two-thirds of all children died before the age of four.^[108] During the Industrial Revolution, the life expectancy of children increased dramatically.^[109] This has continued in England, and in the 21st century child mortality rates have fallen across the world. About 12.6 million under-five infants died worldwide in 1990, which declined to 6.6 million in 2012. The infant mortality rate dropped from 90 deaths per 1,000 live births in 1990, to 48 in 2012. The highest average infant mortality rates are in sub-Saharan Africa, at 98 deaths per 1,000 live births – over double the world's average.^[107]

See also

[edit]

Listen to this article (3 minutes)

Spoken Wikipedia icon

Image not found or type unknown



This audio file was created from a revision of this article dated 24 June 2008, and does not reflect subsequent edits.

(Audio help · More spoken articles)

- Outline of childhood
- Child slavery
- Childlessness
- Depression in childhood and adolescence
- One-child policy
- Religion and children
- Youth rights
- Archaeology of childhood

Sources

[edit]

- o  This article incorporates text from a free content work. Licensed under CC-BY-SA IGO 3.0 (license statement/permission). Text taken from *Investing against Evidence: The Global State of Early Childhood Care and Education* *ÁfÆ'Á†â€™Áfâ€ Áçâ,-â,,çÁfÆ'Áçâ,-Á ÁfÂçÁçâ€ šÁ-Áçâ€ žÁçÁfÆ'Á†â€™ÁfÂçÁçâ€*, 118–125, Marope PT, Kaga Y, UNESCO. UNESCO.
- o  This article incorporates text from a free content work. Licensed under CC-BY-SA IGO 3.0 (license statement/permission). Text taken from *Creating sustainable futures for all; Global education monitoring report, 2016; Gender review* *ÁfÆ'Á†â€™Áfâ€ Áçâ,-â,,çÁfÆ'Áçâ,-Á ÁfÂçÁçâ€ šÁ-Áçâ€ žÁçÁfÆ'Á†â€™ÁfÂçÁçâ€*, 20, UNESCO, UNESCO. UNESCO.

References

[edit]

- [^] **a b c d** "Child". *TheFreeDictionary.com*. Retrieved 5 January 2013.
- [^] **a b c** O'Toole, MT (2013). *Mosby's Dictionary of Medicine, Nursing & Health Professions*. St. Louis MO: Elsevier Health Sciences. p. 345. ISBN 978-0-323-07403-2. OCLC 800721165. Wikidata Q19573070.
- [^] **a b** Rathus SA (2013). *Childhood and Adolescence: Voyages in Development*. Cengage Learning. p. 48. ISBN 978-1-285-67759-0.
- [^] "Child". *OED.com*. Retrieved 11 April 2023.
- [^] "Child". *Merriam-Webster.com*. Retrieved 11 April 2023.
- [^] "When Is It Legal For Minors To Drink?". *Alcohol.org*. Retrieved 31 May 2024.
- [^] "Children and the law". *NSPCC Learning*. Retrieved 31 May 2024.
- [^] "23.8: Adulthood". *LibreTexts - Biology*. 31 December 2018. "A person may be physically mature and a biological adult by age 16 or so, but not defined as an adult by law until older ages. For example, in the U.S., you cannot join the armed forces or vote until age 18, and you cannot take on many legal and financial responsibilities until age 21."
- [^] "For example, the US Social Security department specifically defines an adult child as being over 18". *Ssa.gov*. Archived from the original on 1 October 2013. Retrieved 9 October 2013.
- [^] "American Heritage Dictionary". 7 December 2007. Archived from the original on 29 December 2007.
- [^] **a b** "Convention on the Rights of the Child" (PDF). General Assembly Resolution 44/25 of 20 November 1989. The Policy Press, Office of the United Nations High Commissioner for Human Rights. Archived from the original (PDF) on 31 October 2010.
- [^] "Children and Young Persons Act". *Singapore Statutes Online*. Archived from the original on 3 February 2018. Retrieved 20 October 2017.
- [^] "Proposal to lower the Age of Contractual Capacity from 21 years to 18 years, and the Civil Law (Amendment) Bill". Singapore: Ministry of Law. Archived from the original on 26 June 2018. Retrieved 21 October 2017.
- [^] "8 U.S. Code § 1101 - Definitions". *LII / Legal Information Institute*.
- [^] See Shorter *Oxford English Dictionary* 397 (6th ed. 2007), which's first definition is "A fetus; an infant;...". See also 'The Compact Edition of the *Oxford English Dictionary*.

- Complete Text Reproduced Micrographically', Vol. I (Oxford University Press, Oxford 1971): 396, which defines it as: 'The unborn or newly born human being; foetus, infant'.
16. ^ Alam, Gajanafar (2014). *Population and Society*. K.K. Publications. ISBN 978-8178441986.
 17. ^ Purdy ER (18 January 2019). "Infant and toddler development". *Encyclopedia Britannica*. Retrieved 27 May 2020.
 18. ^ "Development In Middle Childhood".
 19. ^ Collins WA, et al. (National Research Council (US) Panel to Review the Status of Basic Research on School-Age Children) (1984). *Development during Middle Childhood*. Washington D.C.: National Academies Press (US). doi:10.17226/56. ISBN 978-0-309-03478-4. PMID 25032422.
 20. ^ **a b c** Berger K (2017). *The Developing Person through the Lifespan*. Worth Publishers. ISBN 978-1-319-01587-9.
 21. ^ Konner M (2010). *The Evolution of Childhood*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press. pp. 512–513. ISBN 978-0-674-04566-8.
 22. ^ "APA Dictionary of Psychology".
 23. ^ Mavis Klein, *Okay Parenting* (1991) p. 13 and p. 78
 24. ^ E. Fenwick/T. Smith, *Adolescence* (London 1993) p. 29
 25. ^ Pollock LA (2000). *Forgotten children : parent-child relations from 1500 to 1900*. Cambridge University Press. ISBN 978-0-521-25009-2. OCLC 255923951.
 26. ^ Ariès P (1960). *Centuries of Childhood*.
 27. ^ Orme, Nicholas (2001). *Medieval Children*. Yale University Press. ISBN 0-300-08541-9.
 28. ^ Fox VC (April 1996). "Poor Children's Rights in Early Modern England". *The Journal of Psychohistory*. **23** (3): 286–306.
 29. ^ **a b c** Cohen D (1993). *The development of play (2nd ed.)*. London: Routledge. p. 20. ISBN 978-1-134-86782-0.
 30. ^ **a b c** Reeves M (2018). "'A Prospect of Flowers', Concepts of Childhood and Female Youth in Seventeenth-Century British Culture". In Cohen ES, Reeves M (eds.). *The Youth of Early Modern Women*. Amsterdam University Press. p. 40. doi:10.2307/j.ctv8pzd5z. ISBN 978-90-485-3498-2. JSTOR j.ctv8pzd5z. S2CID 189343394. Retrieved 11 February 2018.
 31. ^ Postle, Martin. (2005) "The Age of Innocence" Child Portraiture in Georgian Art and Society", in *Pictures of Innocence: Portraits of Children from Hogarth to Lawrence*. Bath: Holburne Museum of Art, pp. 7–8. ISBN 0903679094
 32. ^ Reeves (2018), pp. 41–42.
 33. ^ **a b** Del Col L (September 1930). "The Life of the Industrial Worker in Ninteenth-Century [sic] England — Evidence Given Before the Sadler Committee (1831–1832)". In Scott JF, Baltzly A (eds.). *Readings in European History*. Appleton-Century-Crofts.
 34. ^ Daniels B. "Poverty and Families in the Victorian Era". *hiddenlives.org*.
 35. ^ Malkovich A (2013). *Charles Dickens and the Victorian child : romanticizing and socializing the imperfect child*. New York: Routledge. ISBN 978-1-135-07425-8.
 36. ^ "The Factory and Workshop Act, 1901". *British Medical Journal*. **2** (2139): 1871–1872. December 1901. doi:10.1136/bmj.2.2139.1871. ISSN 0959-8138. PMC 2507680. PMID 20759953.

37. ^ Jordan TE (1998). *Victorian child savers and their culture : a thematic evaluation*. Lewiston, New York: Edwin Mellen Press. ISBN 978-0-7734-8289-0. OCLC 39465039.
38. ^ Sagarra, Eda. (1977). *A Social History of Germany 1648–1914*, pp. 275–84
39. ^ Weber, Eugen. (1976). *Peasants into Frenchmen: The Modernization of Rural France, 1870–1914*, pp. 303–38
40. ^ Chudacoff HP (2007). *Children at Play: An American History*. New York University Press. ISBN 978-0-8147-1665-6.
41. ^ Woolgar B, La Riviere S (2002). *Why Brownsea? The Beginnings of Scouting*. Brownsea Island Scout and Guide Management Committee.
42. ^ Hillcourt, William (1964). *Baden-Powell; the two lives of a hero*. New York: Putnam. ISBN 978-0839535942. OCLC 1338723.
43. ^ Boehmer E (2004). *Notes to 2004 edition of Scouting for Boys*. Oxford: Oxford University Press.
44. ^ Ulbricht J (November 2005). "J.C. Holz Revisited: From Modernism to Visual Culture". *Art Education*. **58** (6): 12–17. doi:10.1080/00043125.2005.11651564. ISSN 0004-3125. S2CID 190482412.
45. ^ Cunningham H (July 2016). "The Growth of Leisure in the Early Industrial Revolution, c. 1780–c. 1840". *Leisure in the Industrial Revolution*. Routledge. pp. 15–56. doi:10.4324/9781315637679-2. ISBN 978-1-315-63767-9.
46. ^ Bloom, Harold. "Major themes in *Lord of the Flies*" (PDF). Archived (PDF) from the original on 11 December 2019.
47. ^ Barrie, J. M. *Peter Pan*. Hodder & Stoughton, 1928, Act V, Scene 2.
48. ^ "Children's Health". *MedlinePlus*. U.S. National Library of Medicine, National Institutes of Health, U.S. Department of Health and Human Services.
49. ^ Caulfield LE, de Onis M, Blössner M, Black RE (July 2004). "Undernutrition as an underlying cause of child deaths associated with diarrhea, pneumonia, malaria, and measles". *The American Journal of Clinical Nutrition*. **80** (1): 193–198. doi:10.1093/ajcn/80.1.193. PMID 15213048.
50. ^ "What is child Protection?" (PDF). The United Nations Children's Fund (UniCeF). May 2006. Archived from the original (PDF) on 17 April 2021. Retrieved 7 January 2021.
51. ^ **a b c d** Ginsburg KR (January 2007). "The importance of play in promoting healthy child development and maintaining strong parent-child bonds". *Pediatrics*. **119** (1): 182–191. doi:10.1542/peds.2006-2697. PMID 17200287. S2CID 54617427.
52. ^ Björk-Willén P, Cromdal J (2009). "When education seeps into 'free play': How preschool children accomplish multilingual education". *Journal of Pragmatics*. **41** (8): 1493–1518. doi:10.1016/j.pragma.2007.06.006.
53. ^ Cromdal J (2001). "Can I be with?: Negotiating play entry in a bilingual school". *Journal of Pragmatics*. **33** (4): 515–543. doi:10.1016/S0378-2166(99)00131-9.
54. ^ Butler CW (2008). *Talk and social interaction in the playground*. Aldershot: Ashgate Publishing, Ltd. ISBN 978-0-7546-7416-0.
55. ^ Cromdal J (2009). "Childhood and social interaction in everyday life: Introduction to the special issue". *Journal of Pragmatics*. **41** (8): 1473–76. doi:10.1016/j.pragma.2007.03.008.
56. ^ Walsh G, Sproule L, McGuinness C, Trew K (July 2011). "Playful structure: a novel image of early years pedagogy for primary school classrooms". *Early Years*. **31** (2): 107–119. doi:10.1080/09575146.2011.579070. S2CID 154926596.

70. ^ "Out-of-School Children Initiative | Basic education and gender equality". UNICEF. Archived from the original on 6 August 2014. Retrieved 3 August 2014.
71. ^ "BBC News - Unesco: Conflict robs 28 million children of education". Bbc.co.uk. 1 March 2011. Retrieved 3 August 2014.
72. ^ "UK | Education | Barriers to getting an education". BBC News. 10 April 2006. Retrieved 3 August 2014.
73. ^ Melik J (11 October 2012). "Africa gold rush lures children out of school". Bbc.com – BBC News. Retrieved 3 August 2014.
74. ^ Jones RK, Brayfield A (June 1997). "Life's greatest joy?: European attitudes toward the centrality of children". *Social Forces*. **75** (4): 1239–1269. doi:10.1093/sf/75.4.1239.
75. ^ "Child brides around the world sold off like cattle". USA Today. Associated Press. 8 March 2013. Archived from the original on 8 March 2013.
76. ^ "Child marriage". UNICEF DATA. Retrieved 27 April 2020.
77. ^ Gastón CM, Misunas C, Cappa C (3 July 2019). "Child marriage among boys: a global overview of available data". *Vulnerable Children and Youth Studies*. **14** (3): 219–228. doi:10.1080/17450128.2019.1566584. ISSN 1745-0128.
78. ^ **a b c** Vollset SE, Goren E, Yuan CW, Cao J, Smith AE, Hsiao T, et al. (October 2020). "Fertility, mortality, migration, and population scenarios for 195 countries and territories from 2017 to 2100: a forecasting analysis for the Global Burden of Disease Study". *Lancet*. **396** (10258): 1285–1306. doi:10.1016/s0140-6736(20)30677-2. PMC 7561721. PMID 32679112.
79. ^ **a b** UNICEF (2010). *The State of the World's Children Report, Special Edition (PDF)*. New York: UNICEF. ISBN 978-92-806-4445-6.
80. ^ Shannon MP, Lonigan CJ, Finch AJ, Taylor CM (January 1994). "Children exposed to disaster: I. Epidemiology of post-traumatic symptoms and symptom profiles". *Journal of the American Academy of Child and Adolescent Psychiatry*. **33** (1): 80–93. doi:10.1097/00004583-199401000-00012. PMID 8138525.
81. ^ De Jong JT (2002). *Trauma, War, and Violence: Public Mental Health in Socio Cultural Context*. New York: Kluwer. ISBN 978-0-306-47675-4.
82. ^ Marope PT, Kaga Y (2015). *Investing against Evidence: The Global State of Early Childhood Care and Education (PDF)*. Paris: UNESCO. pp. 118–125. ISBN 978-92-3-100113-0.
83. ^ Katz, Ilan; Katz, Carmit; Andresen, Sabine; Bérubé, Annie; Collin-Vezina, Delphine; Fallon, Barbara; Fouché, Ansie; Haffejee, Sadiyya; Masrawa, Nadia; Muñoz, Pablo; Priolo Filho, Sidnei R.; Tarabulsky, George; Truter, Elmiën; Varela, Natalia; Wekerle, Christine (June 2021). "Child maltreatment reports and Child Protection Service responses during COVID-19: Knowledge exchange among Australia, Brazil, Canada, Colombia, Germany, Israel, and South Africa". *Child Abuse & Neglect*. **116** (Pt 2): 105078. doi:10.1016/j.chiabu.2021.105078. ISSN 0145-2134. PMC 8446926. PMID 33931238.
84. ^ Oates, Kim (July 2013). "Medical dimensions of child abuse and neglect". *Child Abuse & Neglect*. **37** (7): 427–429. doi:10.1016/j.chiabu.2013.05.004. ISSN 0145-2134. PMID 23790510.
85. ^ Southall, David; MacDonald, Rhona (1 November 2013). "Protecting children from abuse: a neglected but crucial priority for the international child health agenda". *Paediatrics and International Child Health*. **33** (4): 199–206. doi:10.1179/2046905513Y.0000000097.

ISSN 2046-9047. PMID 24070186. S2CID 29250788.

86. ^ **a b** Barth, R.P. (October 1999). "After Safety, What is the Goal of Child Welfare Services: Permanency, Family Continuity or Social Benefit?". *International Journal of Social Welfare*. **8** (4): 244–252. doi:10.1111/1468-2397.00091. ISSN 1369-6866.
87. ^ *Child Custody & Domestic Violence: A Call for Safety and Accountability*. Thousand Oaks, California: SAGE Publications, Inc. 2003. doi:10.4135/9781452231730. ISBN 978-0-7619-1826-4.
88. ^ Editorial team, Collective (11 September 2008). "WHO Regional Office for Europe and UNAIDS report on progress since the Dublin Declaration". *Eurosurveillance*. **13** (37). doi:10.2807/ese.13.37.18981-en. ISSN 1560-7917. PMID 18801311.
89. ^ Nixon, Kendra L.; Tutty, Leslie M.; Weaver-Dunlop, Gillian; Walsh, Christine A. (December 2007). "Do good intentions beget good policy? A review of child protection policies to address intimate partner violence". *Children and Youth Services Review*. **29** (12): 1469–1486. doi:10.1016/j.childyouth.2007.09.007. ISSN 0190-7409.
90. ^ Holland, S. (1 January 2004). "Liberty and Respect in Child Protection". *British Journal of Social Work*. **34** (1): 21–36. doi:10.1093/bjsw/bch003. ISSN 0045-3102.
91. ^ Wulczyn, Fred; Daro, Deborah; Fluke, John; Gregson, Kendra (2010). "Adapting a Systems Approach to Child Protection in a Cultural Context: Key Concepts and Considerations". *PsycEXTRA Dataset*. doi:10.1037/e516652013-176.
92. ^ Léveillé, Sophie; Chamberland, Claire (1 July 2010). "Toward a general model for child welfare and protection services: A meta-evaluation of international experiences regarding the adoption of the Framework for the Assessment of Children in Need and Their Families (FACNF)". *Children and Youth Services Review*. **32** (7): 929–944. doi:10.1016/j.childyouth.2010.03.009. ISSN 0190-7409.
93. ^ Winkworth, Gail; White, Michael (March 2011). "Australia's Children 'Safe and Well'? Collaborating with Purpose Across Commonwealth Family Relationship and State Child Protection Systems: Australia's Children 'Safe and Well'". *Australian Journal of Public Administration*. **70** (1): 1–14. doi:10.1111/j.1467-8500.2010.00706.x.
94. ^ Wulczyn, Fred; Daro, Deborah; Fluke, John; Gregson, Kendra (2010). "Adapting a Systems Approach to Child Protection in a Cultural Context: Key Concepts and Considerations". *PsycEXTRA Dataset*. doi:10.1037/e516652013-176.
95. ^ Howe, R. Brian; Covell, Katherine (July 2010). "Miseducating children about their rights". *Education, Citizenship and Social Justice*. **5** (2): 91–102. doi:10.1177/1746197910370724. ISSN 1746-1979. S2CID 145540907.
96. ^ "Child protection". www.unicef.org. Archived from the original on 7 March 2023. Retrieved 18 March 2023.
97. ^ "Economic and Social Council" (PDF). UNICEF. Archived from the original (PDF) on 23 January 2018. Retrieved 23 January 2018.
98. ^ "Protecting Children from Violence: Historical Roots and Emerging Trends", *Protecting Children from Violence*, Psychology Press, pp. 21–32, 13 September 2010, doi:10.4324/9780203852927-8, ISBN 978-0-203-85292-7
99. ^ Anderko, Laura; Chalupka, Stephanie; Du, Maritha; Hauptman, Marissa (January 2020). "Climate changes reproductive and children's health: a review of risks, exposures, and impacts". *Pediatric Research*. **87** (2): 414–419. doi:10.1038/s41390-019-0654-7. ISSN 1530-0447. PMID 31731287.

100. ^ Watts, Nick; Amann, Markus; Arnell, Nigel; Ayeb-Karlsson, Sonja; Belesova, Kristine; Boykoff, Maxwell; Byass, Peter; Cai, Wenjia; Campbell-Lendrum, Diarmid; Capstick, Stuart; Chambers, Jonathan (16 November 2019). "The 2019 report of The Lancet Countdown on health and climate change: ensuring that the health of a child born today is not defined by a changing climate". *Lancet*. **394** (10211): 1836–1878. doi:10.1016/S0140-6736(19)32596-6. hdl:10871/40583. ISSN 1474-547X. PMID 31733928. S2CID 207976337. Archived from the original on 19 April 2021. Retrieved 17 April 2021.
101. ^ Bartlett, Sheridan (2008). "Climate change and urban children: Impacts and implications for adaptation in low- and middle-income countries". *Environment and Urbanization*. **20** (2): 501–519. Bibcode:2008EnUrb..20..501B. doi:10.1177/0956247808096125. S2CID 55860349.
102. ^ "WHO | The global burden of disease: 2004 update". WHO. Archived from the original on 24 March 2009.
103. ^ a b Currie, Janet; Deschênes, Olivier (2016). "Children and Climate Change: Introducing the Issue". *The Future of Children*. **26** (1): 3–9. doi:10.1353/foc.2016.0000. ISSN 1054-8289. JSTOR 43755227. S2CID 77559783. Archived from the original on 18 April 2021. Retrieved 16 April 2021.
104. ^ Helldén, Daniel; Andersson, Camilla; Nilsson, Maria; Ebi, Kristie L.; Friberg, Peter; Alfvén, Tobias (1 March 2021). "Climate change and child health: a scoping review and an expanded conceptual framework". *The Lancet Planetary Health*. **5** (3): e164 – e175. doi:10.1016/S2542-5196(20)30274-6. ISSN 2542-5196. PMID 33713617.
105. ^ "Unless we act now: The impact of climate change on children". www.unicef.org. Archived from the original on 18 April 2021. Retrieved 16 April 2021.
106. ^ Carrington, Damian (20 August 2021). "A billion children at 'extreme risk' from climate impacts – Unicef". *The Guardian*. Archived from the original on 28 August 2021. Retrieved 29 August 2021.
107. ^ a b "Infant Mortality Rates in 2012" (PDF). UNICEF. 2013. Archived from the original (PDF) on 14 July 2014.
108. ^ Rorabaugh WJ, Critchlow DT, Baker PC (2004). *America's promise: a concise history of the United States (Volume 1: To 1877)*. Rowman & Littlefield. p. 47. ISBN 978-0-7425-1189-7.[permanent dead link]
109. ^ Kumar K (29 October 2020). "Modernization – Population Change". *Encyclopædia Britannica*.

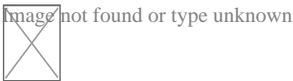
Further reading

[edit]

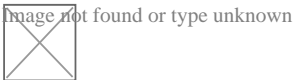
- Cook, Daniel Thomas. *The moral project of childhood: Motherhood, material life, and early children's consumer culture* (NYU Press, 2020). online book see also online review
- Fawcett, Barbara, Brid Featherstone, and Jim Goddard. *Contemporary child care policy and practice* (Bloomsbury Publishing, 2017) online
- Hutchison, Elizabeth D., and Leanne W. Charlesworth. "Securing the welfare of children: Policies past, present, and future." *Families in Society* 81.6 (2000): 576–585.

- Fass, Paula S. *The end of American childhood: A history of parenting from life on the frontier to the managed child* (Princeton University Press, 2016).
- Fass, Paula S. ed. *The Routledge History of Childhood in the Western World* (2012) online
- Klass, Perri. *The Best Medicine: How Science and Public Health Gave Children a Future* (WW Norton & Company, 2020) online
- Michail, Samia. "Understanding school responses to students' challenging behaviour: A review of literature." *Improving schools* 14.2 (2011): 156–171. online
- Sorin, Reesa. *Changing images of childhood: Reconceptualising early childhood practice* (Faculty of Education, University of Melbourne, 2005) online.
- Sorin, Reesa. "Childhood through the eyes of the child and parent." *Journal of Australian Research in Early Childhood Education* 14.1 (2007). online
- Vissing, Yvonne. "History of Children's Human Rights in the USA." in *Children's Human Rights in the USA: Challenges and Opportunities* (Cham: Springer International Publishing, 2023) pp. 181–212.
- Yuen, Francis K.O. *Social work practice with children and families: a family health approach* (Routledge, 2014) online.

Preceded by **Stages of human development** Succeeded by
Toddlerhood **Childhood** **Preadolescence**



Wikimedia Commons has media related to **Children**.



Wikisource has the text of the 1911 *Encyclopædia Britannica* article "**Child**".

- v
- t
- e

Family

- History
- Household
- Nuclear family
- Extended family
- Conjugal family
- Immediate family
- Matrifocal family

First-degree relatives

- Parent
 - mother
 - father
- Child
 - son
 - daughter
- Sibling
 - brother
 - sister

Second-degree relatives

- Grandparent
- Grandchild
- Uncle/Aunt
- Niece and nephew

Third-degree relatives

- Great-grandparent
- Great-grandchild
- Great-uncle/Great-aunt
- Cousin

Family-in-law

- Spouse
 - wife
 - husband
- Parent-in-law
- Sibling-in-law
- Child-in-law
 - daughter-in-law
 - son-in-law

Stepfamily

- Stepparent
 - stepfather
 - stepmother
- Stepchild
- Stepsibling

Kinship terminology

- Kinship
- Australian Aboriginal kinship
- Adoption
- Affinity
- Consanguinity
- Disownment
- Divorce
- Estrangement
- Family of choice
- Fictive kinship
- Marriage
- Nurture kinship
- Chinese kinship
- Hawaiian kinship
- Sudanese kinship
- Eskimo kinship
- Iroquois kinship
- Crow kinship
- Omaha kinship

Genealogy and lineage

- Bilateral descent
- Common ancestor
- Family name
- Heirloom
- Heredity
- Inheritance
- Lineal descendant
- collateral descent
- Matrilineality
- Patrilineality
- Progenitor
- Clan
- Royal descent

Family trees

- Pedigree chart
- Genogram
- Ahnentafel
 - Genealogical numbering systems
 - Seize quartiers
 - Quarters of nobility

Relationships

- Agape (parental love)
- Eros (marital love)
- Philia (brotherly love)
- Storge (familial love)
- Filial piety
- Polyfidelity

Holidays

- Mother's Day
 - U.S.
- Father's Day
- Father–Daughter Day
- Siblings Day
- National Grandparents Day
- Parents' Day
- Children's Day
 - Japan
- Family Day
 - Canada
- American Family Day
- International Day of Families
- National Family Week
 - UK
- National Adoption Day

Related

- Single parent
- Wedding anniversary
- Godparent
- Birth order
- Only child
- Middle child syndrome
- Sociology of the family
- Museum of Motherhood
- Astronaut family
- Dysfunctional family
- Domestic violence
- Incest
- Sibling abuse
- Sibling estrangement
- Sibling rivalry

- v
- t
- e

Development of the human body

Before birth

- Development
- Zygote
- Embryo
- Fetus
- Gestational age

Birth and after

- Birth
- Child development
 - Stages
 - Early
 - Puberty
- Adult development
- Ageing
- Senescence
- Death

Phases

- Early years
 - Infant
 - Toddler
 - Early childhood
 - Childhood
 - Child
- Youth
 - Preadolescence
 - Adolescence
 - Emerging adulthood
- Adulthood
 - Young adult
 - Middle adult
 - Elder adult
- Dying

Social and legal

- Minor
- Age of majority

Authority control databases Image not found or type unknown [Edit this at Wikidata](#)

National

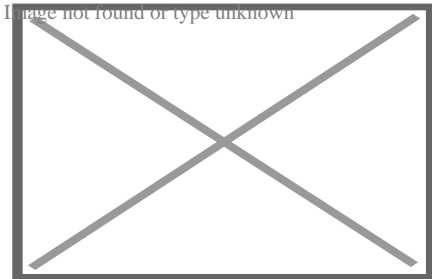
- Germany
- United States
- France
- BnF data
- Czech Republic
- Spain
- Latvia
- Sweden
- Israel

Other

- NARA
- Encyclopedia of Modern Ukraine

About jaw

This article is about the anatomical part. For the mountain, see The Jaw. For other uses, see [Jaws \(disambiguation\)](#) and [Jawbone \(disambiguation\)](#).



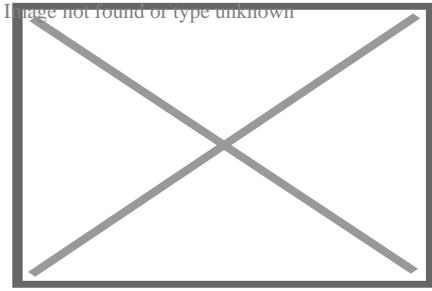
Human lower jaw viewed from the left

The **jaws** are a pair of opposable articulated structures at the entrance of the mouth, typically used for grasping and manipulating food. The term *jaws* is also broadly applied to the whole of the structures constituting the vault of the mouth and serving to open and close it and is part of the body plan of humans and most animals.

Arthropods

[edit]

Further information: [Mandible \(arthropod mouthpart\)](#) and [Mandible \(insect mouthpart\)](#)



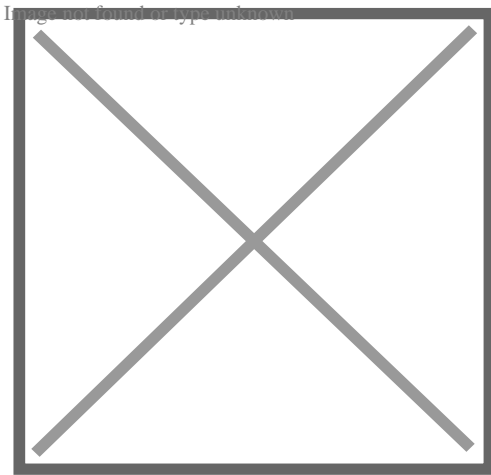
The mandibles of a bull ant

In arthropods, the jaws are chitinous and oppose laterally, and may consist of *mandibles* or *chelicerae*. These jaws are often composed of numerous mouthparts. Their function is fundamentally for food acquisition, conveyance to the mouth, and/or initial processing (*mastication* or *chewing*). Many mouthparts and associate structures (such as pedipalps) are modified legs.

Vertebrates

[edit]

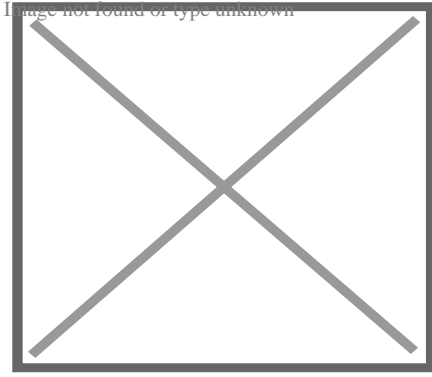
In most vertebrates, the jaws are bony or cartilaginous and oppose vertically, comprising an *upper jaw* and a *lower jaw*. The vertebrate jaw is derived from the most anterior two pharyngeal arches supporting the gills, and usually bears numerous teeth.



Jaws of a great white shark

Fish

[edit]



Moray eels have two sets of jaws: the oral jaws that capture prey and the pharyngeal jaws that advance into the mouth and move prey from the oral jaws to the esophagus for swallowing.

Main article: Fish jaw

The vertebrate jaw probably originally evolved in the Silurian period and appeared in the Placoderm fish which further diversified in the Devonian. The two most anterior pharyngeal arches are thought to have become the jaw itself and the hyoid arch, respectively. The hyoid system suspends the jaw from the braincase of the skull, permitting great mobility of the jaws. While there is no fossil evidence directly to support this theory, it makes sense in light of the numbers of pharyngeal arches that are visible in extant jawed vertebrates (the Gnathostomes), which have seven arches, and primitive jawless vertebrates (the Agnatha), which have nine.

The original selective advantage offered by the jaw may not be related to feeding, but rather to increased respiration efficiency.^[1] The jaws were used in the buccal pump (observable in modern fish and amphibians) that pumps water across the gills of fish or air into the lungs in the case of amphibians. Over evolutionary time the more familiar use of jaws (to humans), in feeding, was selected for and became a very important function in vertebrates. Many teleost fish have substantially modified jaws for suction feeding and jaw protrusion, resulting in highly complex jaws with dozens of bones involved.^[2]

Amphibians, reptiles, and birds

[edit]

The jaw in tetrapods is substantially simplified compared to fish. Most of the upper jaw bones (premaxilla, maxilla, jugal, quadratojugal, and quadrate) have been fused to the braincase, while the lower jaw bones (dentary, splenial, angular, surangular, and articular) have been fused together into a unit called the mandible. The jaw articulates via a hinge joint between the quadrate and articular. The jaws of tetrapods exhibit varying degrees of mobility between jaw bones. Some species have jaw bones completely fused, while others may have joints allowing for mobility of the dentary, quadrate, or maxilla. The snake skull shows the greatest degree of cranial kinesis, which allows the snake to swallow large prey items.

Mammals

[edit]

In mammals, the jaws are made up of the mandible (lower jaw) and the maxilla (upper jaw). In the ape, there is a reinforcement to the lower jaw bone called the simian shelf. In the evolution of the mammalian jaw, two of the bones of the jaw structure (the articular bone of the lower jaw, and quadrate) were reduced in size and incorporated into the ear, while many others have been fused together.^[3] As a result, mammals show little or no cranial kinesis, and the mandible is attached to the temporal bone by the temporomandibular joints. Temporomandibular joint dysfunction is a common disorder of these joints, characterized by pain, clicking and limitation of mandibular movement.^[4] Especially in the therian mammal, the premaxilla that constituted the anterior tip of the upper jaw in reptiles has reduced in size; and most of the mesenchyme at the ancestral upper jaw tip has become a protruded mammalian nose.^[5]

Sea urchins

[edit]

Sea urchins possess unique jaws which display five-part symmetry, termed the *Aristotle's lantern* . Each unit of the jaw holds a single, perpetually growing tooth composed of crystalline calcium carbonate.

See also

[edit]

- Muscles of mastication
- Otofacial syndrome
- Predentary
- Prognathism
- Rostral bone

References

[edit]

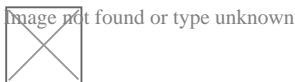
- [^] *Smith, M.M.; Coates, M.I. (2000). "10. Evolutionary origins of teeth and jaws: developmental models and phylogenetic patterns". In Teaford, Mark F.; Smith, Moya Meredith; Ferguson, Mark W.J. (eds.). Development, function and evolution of teeth. Cambridge: Cambridge University Press. p. 145. ISBN 978-0-521-57011-4.*

2. ^ Anderson, Philip S.L.; Westneat, Mark (28 November 2006). "Feeding mechanics and bite force modelling of the skull of *Dunkleosteus terrelli*, an ancient apex predator". *Biology Letters*. pp. 77–80. doi:10.1098/rsbl.2006.0569. PMC 2373817. PMID 17443970. cite web: Missing or empty |url= (help)
3. ^ Allin EF (December 1975). "Evolution of the mammalian middle ear". *J. Morphol.* **147** (4): 403–37. doi:10.1002/jmor.1051470404. PMID 1202224. S2CID 25886311.
4. ^ Wright, Edward F. (2010). *Manual of temporomandibular disorders* (2nd ed.). Ames, Iowa: Wiley-Blackwell. ISBN 978-0-8138-1324-0.
5. ^ Higashiyama, Hiroki; Koyabu, Daisuke; Hirasawa, Tatsuya; Werneburg, Ingmar; Kuratani, Shigeru; Kurihara, Hiroki (November 2, 2021). "Mammalian face as an evolutionary novelty". *PNAS*. **118** (44): e2111876118. Bibcode:2021PNAS..11811876H. doi:10.1073/pnas.2111876118. PMC 8673075. PMID 34716275.

External links

[edit]

-  Media related to Jaw bones at Wikimedia Commons



Look up ***jaw*** in Wiktionary, the free dictionary.

- Jaw at the U.S. National Library of Medicine Medical Subject Headings (MeSH)
- v
- t
- e

Human regional anatomy

Body Skin

Head

- Hair
- Face
 - Forehead
 - Cheek
 - Chin
 - Eyebrow
 - Eye
 - Eyelid
 - Nose
 - Mouth
 - Lip
 - Tongue
 - Tooth
- Ear
- Jaw
- Mandible
- Occiput
- Scalp
- Temple

Neck

- Adam's apple
- Throat
- Nape

Torso (Trunk)

- Abdomen
 - Waist
 - Midriff
 - Navel
- Vertebral column
- Back
- Thorax
 - Breast
 - Nipple
- Pelvis
- Genitalia
 - Penis
 - Scrotum
 - Vulva
- Anus

- Shoulder
- Axilla
- Elbow
- Forearm
- Wrist
- Hand

Arm

- Finger
- Fingernail
- Thumb
- Index
- Middle
- Ring
- Little

Limbs

- Buttocks
- Hip
- Thigh
- Knee
- Calf
- Foot

Leg

- Ankle
- Heel
- Toe
- Toenail
- Sole

- v
- t
- e

The facial skeleton of the skull

- Anterior: *fossae* (Incisive fossa, Canine fossa)
- Infraorbital foramen
- Orbital bones
- Anterior nasal spine

Surfaces

- Infratemporal: Alveolar canals
- Maxillary tuberosity
- Orbital: Infraorbital groove
- Infraorbital canal

Maxilla

- Nasal: Greater palatine canal

Processes

- Zygomatic process
- Frontal process (Agger nasi, Anterior lacrimal crest)
- Alveolar process
- Palatine process (Incisive foramen, Incisive canals, Foramina of Scarpa, Incisive bone, Anterior nasal spine)

Other

- Body of maxilla
- Maxillary sinus

Zygomatic

- Orbital process (Zygomatico-orbital)
- Temporal process (Zygomaticotemporal)
- Lateral process (Zygomaticofacial)

- Fossae**
 - Pterygopalatine fossa
 - Pterygoid fossa

- Palatine**
 - Plates**
 - Horizontal plate (Posterior nasal spine)
 - Perpendicular plate (Greater palatine canal, Sphenopalatine foramen)
 - Hard palate

- Processes**
 - Pyramidal
 - Orbital
 - Sphenoidal

- Body**
 - *external surface* (Chin, Jaw, Mandibular prominence, Mandibular symphysis, Lingual foramen, Mental protuberance, Mental foramen, Mandibular incisive canal)
 - *internal surface* (Mental spine, Mylohyoid line, Sublingual fovea, Submandibular fovea)
 - Alveolar part

- Mandible**
 - Mylohyoid groove
 - Mandibular canal
 - Lingula
 - Mandibular foramen
 - Ramus**
 - Angle
 - Coronoid process
 - Mandibular notch
 - Condylloid process
 - Pterygoid fovea

Nose

- Nasal bone
 - Internasal suture
 - Nasal foramina
- Inferior nasal concha
 - Ethmoidal process
 - Maxillary process
- Vomer
 - Wing

Other

- Lacrimal
 - Posterior lacrimal crest
 - Lacrimal groove
 - Lacrimal hamulus
- Prognathism
- Retromolar space

Portal:

-  Anatomy Image not found or type unknown

Authority control databases: National Image not found or type unknown **Edit this at Wikidata**

- Germany
- Czech Republic

Check our other pages :

- [Reducing Errors Through Computerized Analysis](#)
- [Modern Approaches to Virtual Monitoring](#)
- [3D Printing Applications in Orthodontic Appliances](#)
- [Encouraging Holistic Treatment Approaches](#)

IQDENT - Ortodontska Klinika

Phone : +385953817015

City : Zagreb

State : Hrvatska

Zip : 10000

Address : IQDENT - Ortodontska Klinika

Company Website : <https://iqdent.hr/>

USEFUL LINKS

[Orthodontic treatment can help improve your child's smile](#)

[Orthodontic treatment for children](#)

[Sitemap](#)

[Privacy Policy](#)

[About Us](#)

Follow us