GUIDANCE OF YOUNG CHILDREN
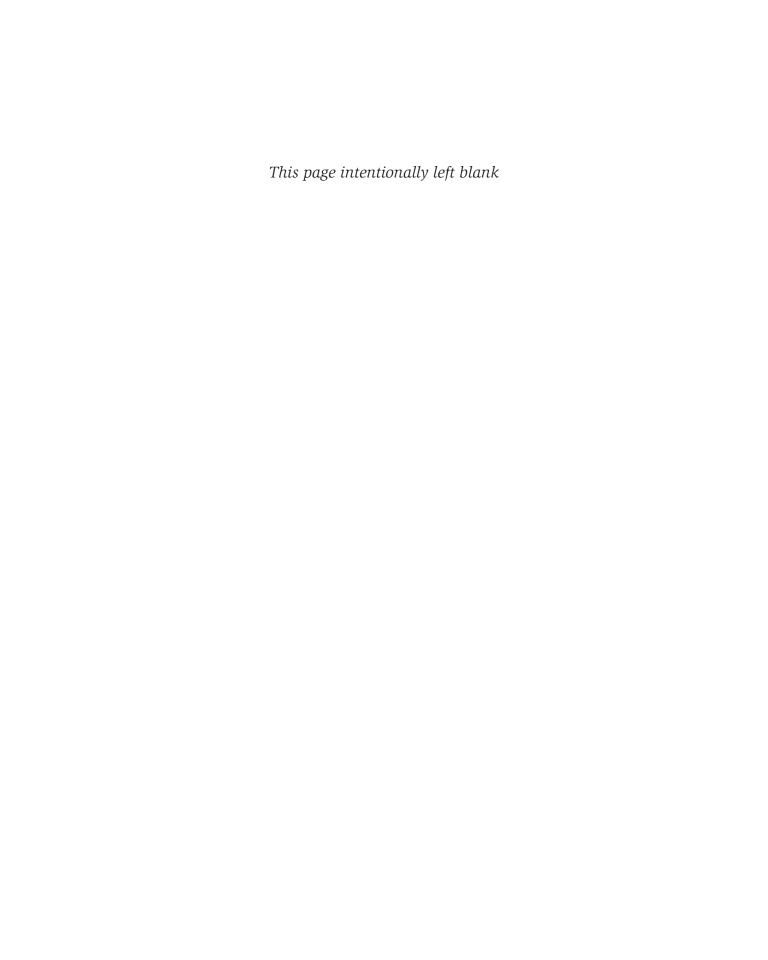
TENTH EDITION

MARIAN MARION

GUIDANCE OF YOUNG CHILDREN

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Tenth Edition

MARIAN MARION

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Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.

Pearson

Dedication

For Bella and Solomon James, my canine companions.
For Francesca, Anna, Vito, and Curry, my feline companions.
All rescues. All loved. All very funny.

Preface

Welcome to the tenth edition of *Guidance of Young Children*. My purpose in writing the tenth edition is the same as for earlier editions—to give students a book grounded in solid theory and research, a book that will help them understand the process of child guidance. This book is based on my beliefs about children, and these beliefs are stated near the end of this Preface.

❖ NEW TO THIS EDITION: CONTENT CHANGES

- **Learning Objectives are now matched with major chapter headings**. A one-to-one correspondence now exists between Learning Objectives and major headings in each chapter.
- **NAEYC Standards and Key Elements** pertaining to each chapter appear at the beginning of each chapter, signaling to students that they can connect these standards to their practice.
- **Preschool expulsions** of very young children from early childhood classrooms continues to be a problem, with vastly more children expelled from child care and from preschools than from K–12 classes. Expulsions from child care are particularly high and troublesome. This edition has added information on this topic so students learn about the issue, and about factors that might contribute to solving the problem. Added to Chapter 8.
- **Find your caregiving style** One of the problems leading to so many child care and preschool expulsions is that teachers themselves might not be sure about their own caregiving style or they realize that they were raised in an authoritarian home and do not know how to switch

to a more positive and author*itative* style of caregiving. Not being firmly grounded in a positive style of caregiving means that teachers might not understand what children, especially the youngest children, need before they can play with other children well, express emotions appropriately, or control their impulses. Adopting a positive author*itative* caregiving style can be difficult but it is not at all impossible. I was raised in a home providing love, but often overly strict rules and punishment that seemed unnecessary, and I decided in college while taking my first preschool education course to try to learn a different and more positive way of working with children while exploring how to set and maintain limits firmly and fairly. This entire textbook will help you find your caregiving style and I hope that you decide to adopt the author*itative* style, because it is exquisitely effective in helping children.

- **Alternatives to *time-out*, as punishment** This edition has emphasized the need to abandon or discard punishment in general and especially the commonly used punishment *time-out*. I decided to weave a strong and prominent thread in the entire book about positive guidance strategies—alternatives to time-out—and decided to note that these strategies are superior to and more compassionate and effective than any punishment, including *time-out*. Look for this thread in several chapters, including Chapters 5, 8, 9, 10, 11, and 13.
- **School- or home-based examples** This text is aimed at future teachers. While much of the research has been derived from studies of children in families, I have focused examples in this edition primarily on school-based examples, but have retained home-based examples when that was necessary and relevant to a future teacher's understanding of what children experience at home.
- **Sources of school-based examples** are now weighted in favor of K and Pre-K, with most of these at the pre-K level. While there are examples from Mr. Russo's first grade class, this tenth edition has a greater number of pre-K examples than from a primary classroom. The reason: Preschool and child care expulsions are so high, with those in child care exceedingly high, that professionals teaching at those levels need to see appropriate guidance in action.
- **Encouragement vs. Praise** This has been a controversial topic for some time in ECE. This edition urges students to adopt encouragement and clarifies the differences between the two. Chapter 2 explains how to use encouragement effectively.
- **Work with what you have** One reviewer suggested that this text help students understand that they need at times to work with what they have. So, Chapter 4 presents this concept in the context of setting up a classroom well even when the furniture and storage items are not the newest. The idea is to set up a room well using principles of effective room design and the safe and sturdy materials available.
- **Bullying as a form of aggression** In Chapter 10, this edition gives greater weight to cautioning teachers of young children to tread carefully when using the label "bully." We should not confuse the normal instrumental aggression of young children with real bullying.
- **Role of intentionality** Chapter 11, on challenging behavior, has always noted the role of a teacher's deliberate attention to challenging behavior and trying to figure out the root of the behavior. Added to this chapter is a highlighting of the role of deliberate and intentional teacher action in supporting children with challenging behavior. This is done through the addition of a video example with discussion questions.

The tenth edition retains features that have helped students construct a developmentally appropriate approach to guiding children. It also contains updated research throughout and new content and features designed to make the teaching and learning processes for instructors and students even more effective, efficient, and enjoyable. Following are some examples.

❖ FEATURES RETAINED FROM THE PREVIOUS EDITION

My goal has always been to write a *student-friendly* textbook. Within that framework, I want students to see that a research- and theory-based textbook can challenge them to think critically about guiding children. These effective features from the last edition have been retained, but have been refined to make them even more useful:

- **Writing Style.** Conversational *and* informative.
- **Bold Font.** Emphasizes definitions and terms seen for the first time.
- **Definitions Highlighted and Set Off from Text.** Definitions are clearly evident within the text and each definition comes very soon after the word defined is first mentioned.
- **Use of Three Teachers Teaching Children in Different Phases of Early Childhood.** Mr. Martinez (infant–toddler), Mrs. Sandal (preschool), and Mr. Russo (first grade) appear throughout the text and deal with guidance problems faced every day in real classrooms.
- **Chapter-Opening Case Studies.** Case studies open every chapter and focus on children and teachers in early childhood classrooms (one chapter focuses on parents in the case studies but the chapter information in aimed at teachers). The last chapter opens with one case study. In all other chapters, students will read case studies from the infant–toddler, preschool, and primary (first grade) classrooms. The case studies illustrate major points in each chapter.
- **End of Chapter Features.** In addition to the in-chapter learning activities, the end-of-chapter items give students yet another opportunity for learning. These features include the following.
- **Summary.** A succinct but complete summary highlights major lessons from the chapter
- **Analyze Case Studies.** Students apply newly acquired knowledge from the chapter to the chapter-opening case study or studies.
- **Apply Your Knowledge.** An end-of-chapter feature focusing on the application level in the cognitive domain.
- **Examples.** Gleaned from real classrooms, these illustrate guidance in early childhood classrooms at all levels.
- **Appendix.** Summarizes major positive guidance strategies and is a good reference.
- **Glossary**. List of terms in this text is an effective reference for students.

Content new to the ninth edition has been retained in this tenth edition and the research updated when possible. Some examples follow.

- **Information on Challenging Behavior** (Chapter 11). This chapter retains information on functional behavioral assessment. The functional behavioral assessment (FBA) process is explained, then students learn how to use the A-B-C method, that is, the antecedent, behavior, consequence method to collect the data that they need before dealing effectively with challenging behavior. Students will use these processes to learn how to work with six specific challenging behaviors—interruptions, teasing, biting, whining and pestering, tattling, and aggressive behaviors (for example, hitting, kicking, damaging and destroying things, and temper tantrums). The chapter retains a section on supporting infants and toddlers with challenging behaviors.
- **Content on Bullying** (Chapter 10). This edition retains information on *cyberbullying* as a form of aggression and bullying. Students will understand the different, currently used methods that the cyberbully uses. Students will also read about what they can do to help victims of bullying defend themselves. Special emphasis is placed on helping victims deal with teasing and other forms of face-to-face bullying.
- **Content on Social Emotional Learning (SEL)** (Chapter 8). This chapter retains a listing and discussion of *essential topics* in SEL. Students will learn how to deliberately plan for teaching these topics, such as at large-group time and throughout the day. Specific information on

helping children handle disappointment and anger as well as on building friendship skills have been retained.

- **Focus on the Role of Culture in Guiding Children** (Chapters 1, 2, 3, 5, 6, 10). *Focus on Culture* boxed information has been retained and targets the role that *cultural scripts* play in guiding children. Cultural scripts are acquired by members of a culture and affect them in ways that we might not have considered. For example, students will learn about how the *extra talk cultural script* affects a teacher's limit setting in a classroom.
- **Implications of Theories** (Chapter 2). Information on the implications of all theories presented, that is, the practical applications of each theory for an early childhood teacher. Students will now have access to brief and clearly explained implications.
- **Coverage of Child Development Information** (Chapter 2). This chapter retains the outline of the major facets of social and emotional growth in children during early childhood. This information is again presented by age groups.
- **Information on Sensory Stimulation in Infancy and Toddlerhood** (Chapter 4). Classroom design is presented chronologically—that is, starts with room design for infants and toddlers first, and is followed by that information for preschool through third grade. The role of sensory stimulation in a child's first years is now emphasized. Students will learn about presenting appropriately timed sensory stimulation to infants and toddlers.
- **How to Develop Good Relationships** (Chapter 1). This edition retains the expanded coverage of the importance of good teacher–child relationships in guiding children. Specifically, students study the practical steps that they can take to develop caring and positive relationships with young children.
- **Coverage of Schedules** (Chapter 4). Schedules appropriate for an age group are an indirect form of guiding children. The section on elements of appropriate time schedules has been retained along with examples of appropriate schedules for different age groups within the early childhood period. The effect of appropriate schedules on children's development and learning are explained.
- **Information on Observation** (Chapter 6). This chapter retains the discussion of the role of assessment in schools of today, achieving objectivity in observing, and using portfolios in the assessment process.

❖ THIS TEXTBOOK HAS EVOLVED FROM A SET OF BELIEFS

The tenth edition continues to reflect my core beliefs about children and child guidance; it is these beliefs that I want to pass on to students.

- **I believe that protecting children is our most important role.** Students reading this text should understand that we teach and protect children most effectively by making active, conscious decisions about positive strategies. *We protect children when we refuse to use strategies that are degrading or hurtful or have the potential to harm or humiliate children*. Some strategies denigrate and dishonor children and should never be used, such as biting, shaking, hitting, and other forms of physically hurtful interaction; hostile humor; embarrassment; ridicule; sarcasm; judging; manipulating; playing mind games; exerting hurtful punishment; ignoring; terrorizing; isolating; and violating boundaries. These are personality-numbing horrors. They are abusive and have no place in our lives with children.

The National Association for the Education of Young Children (NAEYC), in its *Code of Ethics*, notes that the most important part of the code is that early childhood professionals never engage in any practice that hurts or degrades a child. Therefore, this textbook takes this approach: first, do no harm. Students who use this textbook will learn *only* positive strategies and a respectful approach to guiding children.

- **I believe that we have a choice about how we think about and behave with children.** John Steinbeck, in *East of Eden*, described the beauty inherent in the ability to make choices. Students need to know that what they choose to think about children, how they act with them, and the discipline strategies they use *do* matter. Using a positive, constructivist, and optimistic approach daily has a long-term impact on children—helping them become self-responsible, competent, independent, and cooperative people who like themselves and who have a strong core of values.

- **I believe that an adult's "style" of guiding children does affect children.** It affects several parts of their personality and their approach to life—for example, their moral compass, emotional intelligence, level of self-esteem, how they manage anger and aggression, how they handle stress, their willingness to cooperate with others, whether they can take another person's perspective, and their social skills.

Therefore, the organizing force for this text is the concept of styles of caregiving—a concept presented right away in Chapter 1. Students should come away from that chapter with a clear idea of the authoritarian, authoritative, and permissive styles. They will learn about adult beliefs and behavior in each style and about the likely effect of that style on children. They will then encounter the concept of caregiving style woven into almost every chapter.

- **I believe that constructivist, positive, and effective child guidance is based on solid knowledge of child development.** Without this knowledge, adults might well have unrealistic expectations of children. Having this knowledge gives professionals a firm foundation on which to build child guidance skills.

- **I believe that there is no one right way to deal with any issue but that there are many good ways.** I do *not* give students a set of tricks to use with children. However, students will find numerous exercises and questions designed to help them construct basic concepts of child guidance. They might enjoy thinking critically about typical guidance issues and even more challenging behaviors.

- **I believe that we should each develop a personal approach to guiding children, one built on theoretical eclecticism.** In this text, students will study and use the decision-making model of child guidance, a model that evolves from understanding various theoretical approaches to guiding children. Students will apply the major theories forming our beliefs and perspectives on guiding children.

❖ ANCILLARIES FOR THIS EDITION

All online ancillaries can be downloaded from the Instructor Resource Center at Pearson's Higher Education website by adopting professors and instructors.

- **Online Test Bank with Answers, separate from the Instructor's Manual.** The test bank is easy to use and provides different types of questions.

- **Online Instructor's Manual.** This manual has been updated. I have retained the teaching objectives and suggestions for teaching each section. Handouts are included that support teaching and learning.

- **Online PowerPoint® Presentations.** There is one PowerPoint® presentation for each chapter. These are intended to decrease the time that you spend preparing materials for the class.

- **TestGen.** TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create and quizzes and exams. You install TestGen on your personal computer (Windows or Mac) and create your own exams for print or online use. It contains a set of test items organized by chapter, based on this textbook's contents. The items are the same as those in the Online Test Bank. The tests can be downloaded in a variety of learning management system formats.

❖ ACKNOWLEDGMENTS

Reviewers provided helpful and constructively given comments, and I assume their students receive the same type of supportive feedback with suggestions for change. The reviewers made several specific recommendations that I have noted and heeded. For example, I have retained information on Functional Behavior Assessment (FBA) and the A-B-C method of data collection in the chapter on challenging behavior and information on cyberbullying in the chapter on aggression and bullying, and practical information on helping children deal with disappointment and anger as well as on how to develop friendship skills. I restructured one chapter's end of chapter "Apply Your Knowledge" items based on one of the reviewer's comments. I also reorganized the chapter on stress and resilience to make it more streamlined. Reviewer feedback has reshaped the structure of parts of this textbook.

Once again, please feel free to email me with questions, comments, or suggestions about *Guidance of Young Children*, Tenth Edition.

Marian Marion
Email: mariancmarion94@yahoo.com

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Guiding Young Children
Three Essential Elements

Chapter 1 A Teacher's Role in Guiding Children

This chapter emphasizes the importance of building a caring relationship with children. It then describes three adult caregiving styles—authoritarian, authoritative, and permissive—explaining the concept of developmentally appropriate practice as part of the *authoritative* style. It focuses on the processes that adults (both parents and teachers) use to influence children. The feature on culture in this chapter focuses on the effect of a person's cultural scripts on how they guide children.

Chapter 2 Theoretical Foundations of Child Guidance

Chapter 2 describes theory as a firm foundation on which to base decisions about guiding young children. The goal is *not* to memorize information about different theories but to understand that, without theory, we would not have a foundation for our profession. The chapter explains three categories of theories: theories explaining how children's behavior develops in different systems; theories focusing on how children construct ideas; and theories examining children's psychological, emotional, and social learning needs. Direct and practical implications of each theory are described. The feature on culture for this chapter focuses on understanding the effect that poverty has on a child's life.

Chapter 3 Understand Child Development: A Key to Guiding Children Effectively

This chapter opens by describing what to expect in general about the social and emotional development of children in the different phases of early childhood. Then, we shift to perception and memory, two parts of a child's cognitive development that are important in how children take in, organize, and remember what they see and hear during interactions. Then, we will examine how children understand the behavior of others, how they view friendship, and how they understand accidental versus intentional behavior. Finally, we will look at how children build on perception, memory, and social cognition to develop self-control and to become compassionate and caring individuals. The feature on culture for this chapter focuses on the impact of individualistic and interdependent cultures on your guidance of children from such cultures.

A Teacher's Role in Guiding Children

Learning Outcomes

- Defend the idea that teachers must develop good relationships with children to guide them effectively.
- Explain the two major dimensions of a teacher's style of caregiving.
- Describe major caregiving styles in terms of an adult's level of demandingness and responsiveness.
- Explain the basic processes through which teachers influence children.

NAEYC Standards and Key Elements

The following NAEYC Standards and Key Elements are addressed in this chapter:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.

4d: Reflecting on own practice to promote positive outcomes for each child,

CASE STUDIES

BLAKE IGNORES HIS MOTHER'S REQUEST

Blake left his scooter in the middle of the living room. His mother called out to him, "Put the scooter outside, Blake." Blake heard but ignored her as he walked away. "Blake, did you hear me? Put that scooter outside this instant. I mean it. No water park for you this afternoon if you don't put that scooter outside!" Blake shuffled down the hall to his room, and Mom continued in an exasperated tone, "Blake, get back here. I want that scooter put away."

Finally, Mom just turned back to the kitchen. "That boy never listens to me."

Blake pays little attention to his mother's limits. He also knows that she hardly ever follows up on her threats. That afternoon, for example, Mom took Blake to the water park, after saying, "Next time, Blake, you'd better listen to me when I tell you to do something." Blake turned his head away from Mom and rolled his eyes.

DAVID DOES WHATEVER HE WANTS TO DO

At 18 months, David, when visiting a friend with his mother, banged on the friend's television screen and pushed at the door screen. His mom said nothing until the friend expressed concern for her property. Then she said, "David, do you think you should be doing that?" To the friend she said, "You know, I don't think I should order him around." When he was 4 years old, David stayed up until 11:30 when company was over. To the friend who inquired about his bedtime, Mom replied, "Oh, I let David make decisions on his own." David fell asleep in the book corner at his preschool the next day. At 6 years of age, David pushed ahead of others at a zoo

exhibition. Mom ignored what had happened to the other children and said, "Go ahead. Can you see? Move up closer."

Patrick's Problems Have Deep Roots

Patrick's father is irritable around his children. His sister-in-law has watched him for years and now thinks that he really dislikes being a father. He tells his three children, including Patrick, what he wants them to do by cursing at them and barking and snapping orders. He expects his children to obey immediately despite anything else they might be doing. He laughed when he recited his "motto" to one of the other men at work: "My kids know that I mean business! When I say jump, they know that they'd better say, 'how high?'" Patrick has watched as Dad used a belt on an older brother.

When Patrick was a toddler and learning how to use the toilet, Dad spanked him when he had an accident. When Patrick was 4 years old, Dad grabbed one of his arms and yanked him to make Patrick move along at the store, saying, "#%&*#$# [curse word], I'm sick of you holding us up all the time." At preschool, Patrick had trouble with other children because he hit them when he was angry, and the other children started to leave him out of activities.

Leah Bites Robert

Leah's mother is a home child-care provider for Leah, 18 months old, and her friend's two children, Robert, aged 24 months, and Steven, aged 9 months. Steven's mother asked Leah's mom what to do when Steven bites her during feeding. "Quickly tell him no and pull his mouth off your breast. Don't make a joke of it, either, or he'll think you're playing a game." Leah wanted a toy that Robert had but did not seem to have the words for asking. She grew more agitated and then, even to her own surprise, she bit him! Leah's mother, also surprised, immediately took care of the bite on Robert's arm. Then, to her daughter, she said, "No, Leah. Biting is a no-no. Biting hurts Robert. If you need help, come to Mommy and I will help you get a toy."

❖ INTRODUCTION

This entire textbook focuses on positive, *authoritative* child guidance, based on principles of developmentally appropriate practice. We will focus mainly on teachers of young children but this chapter targets the general topic of **styles of caregiving**. Both parents and teachers have a style of caregiving and so, we will look at the styles in both parents and teachers.

Many adults, like Leah's mother and many teachers, use developmentally appropriate, authoritative child guidance. They are warm, very responsive, and supportive, while they also have reasonable and high expectations of children. Their beliefs about discipline and guidance are developmentally appropriate. Their practices are also developmentally appropriate, with their beliefs "in sync" with their practices. This first chapter describes developmentally appropriate or authoritative child guidance. Other adults, like Patrick's father, use the developmentally *in*appropriate practices of the authoritarian. Still others, like David's and Blake's parents, use a developmentally inappropriate style of guidance known as permissiveness.

In this chapter, you will first read about building good relationships with children, the most important part of your professional role. Then you will read about the authoritarian and permissive styles, but the emphasis is on positive authoritative guidance. We will first examine each style of caregiving and its effect on children's development. Then we will focus on the ways in which all adults, whether they are authoritative, authoritarian, or permissive, influence children. Finally, you will learn about the effect of culture on a teacher's role in guiding children.

❖ DEVELOPING GOOD RELATIONSHIPS WITH CHILDREN

As teachers, we strive to help children develop in all domains and to satisfy their inborn curiosity by learning eagerly and joyfully. Our vision is to help children to first feel safe and secure, and to develop healthy self-esteem as well as a strong moral compass. We want them to honor and respect themselves and others and to learn how to deal with a variety of stressors. We can help children understand and deal effectively with an array of feelings, such as joy, anger, sadness, love, and jealousy. Most of all, we can help children become compassionate individuals who can walk a mile in another person's shoes—or an animal's tracks. Thus, we help them to develop empathy, what every society needs for survival.

Bringing our vision to life takes some thinking and reflection. We as teachers need to acknowledge our role in the process, and the most significant part of this role is the ability to build good relationships with children. This text is about guiding children, but guidance starts with adult reflection, looking at oneself first in the guidance process. We are the ones responsible for constructing the interpersonal environment, the relationships, in which children develop. That is, we have a big part in setting the tone in a classroom and in how we interact with children. We are the adults. We have the life experience. We have the knowledge about children's development. We understand how to teach. Yes, children certainly have a part in interactions with us, but we are the adults and have the responsibility in guiding children.

The very first step in guiding children effectively is to develop a good relationship with them. If teachers do not have a strong and positive bond with children, then they cannot expect to guide them well. Here are some practical strategies that help many teachers establish a friendly, positive relationship with children (Pearson, n.d.). All the strategies revolve around being respectful, warm, and responsive (Pearson, n.d.).

- **Demonstrate respect and show interest.**   Show appropriate interest in and genuine respect for each child's family.
- **Acknowledge children.**   Acknowledge each child every day at school. Welcome each one warmly with a friendly greeting. Make eye contact if the child's culture accepts direct eye contact, and smile if that is a part of your personal style.
- **Learn about each child.**   Get to know each child by observing that child working and playing with equipment and with other children. You can discover the types of things that a child likes to do. You can also observe how that child interacts with others.
- **Discover what is important to children.**   Ask children appropriate questions so you can discover what is important to them and the things that they like to do.
- **Show respect by paying attention.**   When you talk to children, pay attention to what they say. Look at them and avoid doing anything else. This tells that child that you are indeed interested in the child's ideas and what the child thinks about things. If another person, adult or child, interrupts, simply say that you will get to that person after you are finished your conversation with this child. Paying attention to a person you are talking to and not doing anything else (no phone, no texting, no Internet, for example) is a loud and clear sign of real respect.
- **Show appreciation.**   Gradually communicate to each child some of the characteristics you appreciate about that child. For example, if a child listens well during a lesson, then quietly let him know you noticed. If a child speaks softly and shows kindness to the class pet, let her know you noticed this and like this about her. If a child is helpful, then notice and communicate your appreciation to that child. You will be validating that child's positive characteristics, and validation is an essential need of every human being.
- **Express enjoyment in your interactions.**   Teachers have different styles, of course, with some teachers smiling easily and others showing humor effortlessly. Others can show real enjoyment more quietly but in ways that are equally effective in communicating genuine liking for children. Whatever your personal style, develop good relationships by appropriately expressing the pleasure you get from being with young children directly to them.

❖ MAJOR DIMENSIONS OF CAREGIVING STYLES

Researchers have long been interested in how one parent or teacher differs from others. Researchers have also been interested in how these differences affect children. For example, almost 60 years ago, Becker (1954) analyzed several studies and classified a parent's style by looking at whether the parent was (a) hostile or warm and (b) restrictive or permissive. Then and now, we know that warmth is probably the single most important factor in an adult's relationship with a child.

Diana Baumrind (1967, 1971, 1977, 1979, 1996; Baumrind & Black, 1967) built on the foundation of the earlier research. She is acknowledged as one of the most influential researchers in this area. She has found that two major factors—responsiveness and demandingness—determine an adult's style of caregiving. Some adults are highly responsive to children, whereas others are not very responsive. Some adults are high in demandingness, whereas others make very few demands. (See Figure 1.1.) Other researchers now use Baumrind's framework, examining the role of responsiveness and demandingness (Ciairano, Kliewer, Bonono, & Bosma, 2008; Mansager, 2004; Shek, 2007; Walker, 2008).

Responsiveness
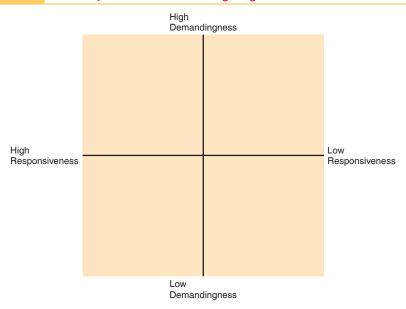
Responsiveness is one of two major caregiving dimensions. It refers to the degree of adult supportiveness, the degree to which an adult is tuned in to a child's developmental level, and also whether the adult meets a child's needs. Figure 1.1 shows that responsiveness is on a continuum. A person can exist anywhere along the continuum. Some adults are highly responsive to children, whereas others are not. As children move into late adolescence, they tend to think that responsiveness from parents and teachers is related to how the adolescent views how supportive adults in his life have been and to his overall academic success (de la Iglesia, Freiberg Hoffmann, Fernández Liporace, 2014).

Responsiveness
One of the elements of a person's caregiving style; whether an adult meets a child's needs and understands child development

FIGURE 1.1   Two major dimensions of caregiving

This section, specifically Figure 1.2, describes several important aspects of responsiveness, including warmth, whether an adult knows child development, whether he views children and adults as partners in interaction, communication style, and whether an adult uses good explanations along with guidance strategies (Baumrind, 1996). Recent research (Aradhye, Vonk, & Areda, 2015) has built on Baumrind's early work and shows that an adult's willingness to nurture children is based on both a child's facial expressions and characteristics within the adult.

FIGURE 1.2   What is responsiveness? What is demandingness?

Responsiveness	Demandingness
• **Warmth** Do I show that I like children? Do I show appropriate affection and support? Are my expressions of warmth sincere? • **Child development knowledge** Do I have a good knowledge base in child development? Do I understand how families affect children? Do I understand how a child's culture affects him or her? • **Children and adults as partners in interaction** Do I really understand that both adults and children have a part in any interaction? Do I also understand that my adult role carries greater responsibility? • **Communication style** Do I communicate in an open and direct way? How do I send messages, especially limits? • **Giving explanations** Do I use a reason along with a guidance strategy? Do I know how to state reasons well?	• **Boundaries, limits, and expectations** Do I have age- and individually appropriate expectations for behavior? Do I clearly state appropriate limits? • **Monitoring and supervising** Do I know how to create an orderly, consistent environment? Do I monitor children and supervise them well? • **Discipline strategies** Are my discipline strategies positive, age appropriate, individual appropriate, and culturally sensitive? • **Style of confrontation** Am I willing to confront children when necessary? Do I confront in a firm yet kind way?

Warmth   **Warmth** is the emotional expression of liking or love. Observe a group of adults, either parents or teachers, as they interact with young children. You will observe differences in how warm they are toward children. Some teachers and parents are highly responsive: they show a high degree of sincere warmth. But others are low in responsiveness and do not express affection or love at all, or do not express it appropriately.

There are many ways to show warmth; no single way is best because we each have our own approach. Whatever our culture or personal manner, however, the common thread in warmth is making it clear to a child through our interactions that we genuinely like or love him. Our warmth shows a genuine concern for that child's welfare, as shown in the next examples.

> **EXAMPLE**   Lev's father is not given to extravagant expressions of emotion. When Lev said before dinner, "Can I feed Sam [the cat] before we sit down to eat? He looks hungry," Dad thought that Lev had done a good thing, but said little. He expressed his warmth, however, during the prayer before eating: "I am also thankful for a son who thinks about his cat first." Lev kept his head down but shifted his eyes to look quickly at his dad, then back at his plate. Lev is secure in his father's love and affection.
>
> **EXAMPLE**   Mr. Russo said to his first graders, who were sitting in a circle, "When I was driving to school this morning, I thought about how happy I was that I would see all the children in my class again." He then looked at each child, saying his or her name. "Susan, Tom, Vinnie, Sam, Reese . . . let's hold hands and make a circle of friends. This circle of friends is going to help each other to have a good week at school."

Warmth is an important part of responsiveness (Belsky, Sligo, Jaffee, Woodward, & Silva, 2005). Children are often quite aggressive when their parents are not warm, when they are negative and irritable (Grusec & Lytton, 1988). These children act out in school when their parents are angry, non-accepting, and disapproving. Warmth should be sincere; false expressions of affection prevent parents and teachers from appropriately managing discipline encounters when limits are necessary. Recent research (Watson et al., 2014) found children's coping skills could be improved by helping parents become warmer and more responsive.

Child Development Knowledge   In a recent review of literature, Sanders and Morawska (2014), highlighted the link between adult understanding of infant and child development and better caregiving skills and fewer child behavior problems. Teachers using positive child guidance have usually taken formal course work in child development. Parents, too, can take formal course work, or they can acquire **child development knowledge** by reading and attending parent education classes (Patterson, Mockford, & Stewart-Brown, 2005). This knowledge base allows adults to have realistic expectations of children of different ages in terms of motor, physical, cognitive, social, and emotional development.

Mr. Russo, the primary grade teacher, realizes that his children feel emotions such as anger, and they express their angry feelings. He also knows that children do not understand anger. Nor can they manage their feelings on their own. Therefore, he helps them label feelings and he gives them the words to use for expressing feelings.

Partners in Interaction   Researchers started to think about this concept in the late 1960s (Bell, 1968; Bell & Harper, 1977). We know that children are active partners in every interaction with other children or with adults. Adults who use developmentally appropriate child guidance believe that children have an important part in any interaction, but at the same time, they know that adults always have a greater responsibility.

> **EXAMPLE**   Mr. Russo has a right to expect his class to put things away after using them. The teacher also realizes that he has a greater responsibility in that he should make the cleanup limit clear. He also should teach children how to put things away, and he must manage the classroom so that cleanup is simple. In addition, he should pay attention to the children when they do put things away and acknowledge their efforts.

Warmth
Emotional expression of fondness

Child development knowledge
Ability to describe and explain different aspects of children's growth

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Highly responsive teachers convey warmth and understand child development.

Communication style
How an adult delivers messages to children; indicates the adult's view of children

Communication Style   Highly responsive adults communicate in an open, congruent, validating, and direct way. They deliver messages simply, kindly, firmly, and consistently. Children tend to accept this type of communication willingly because the adult uses persuasion, not force, to make a point. Children are socialized most effectively by adults who use this type of communication, and who enforce their directives (Baumrind, 1993, 1996; Sanders & Morawska, 2014). Such a positive **communication style** indicates that they also see children as competent, as having choices, and as worthy of respect.

> **EXAMPLE**   Vinnie and Sam scooted off to the computer, leaving their library books on the table even though the classroom limit is that people put things away before they start a new activity. Mr. Russo, responsive in this discipline encounter, used a direct and validating style of communication: "I know that you've been waiting for your turn at the computer and I'll save your spot for you. First, though, I want you to put your library books in your cubbies."

Giving Explanations   Giving explanations to children is good for both children and adults. We all, and that includes children, tend to be more cooperative when we know why somebody wants us to do something or even to stop doing something. It is a sign of respect to give an explanation, and children deserve to know why we ask them to do something.

Giving explanations benefits adults, too. Already using positive guidance strategies, highly responsive adults are even more effective because they state a reason along with the guidance strategy. Discipline encounters usually deal with one specific act (a child leaving books strewn about the library). A good strategy—simply reminding the child to put the books away—helps a child understand what is appropriate for that incident. However, giving a reason along with the strategy paints a broader picture for the child. It tells him that the appropriate behavior would apply in many other cases, too.

> **EXAMPLE**   Mr. Russo says to Reese, one of his first graders, "Reese, I noticed that you left the library books on the floor near the beanbag chair. Please put the books back up on the shelf, standing up in their places. Then the other children can see them easily and the books won't get stepped on."

Demandingness

Demandingness is the other major caregiving dimension. This text uses research that has shaped thinking about how we interact with young children and explains things using terms *from* that research. The word *demandingness* is the official term used in the caregiving style research, from Baumrind's earliest work to publications decades later. Demandingness, an off-putting word to some, merely refers to an adult's overall views on control and deals with the following elements:

Understanding and setting boundaries, limits, and expectations

How adults monitor and supervise

The type of discipline strategies used

An adult's style of dealing with conflict or confrontation

Demandingness
One of the elements of a person's caregiving style: whether and how the person sets limits and monitors, supervises, and faces issues

Adults differ in how demanding they are with children. Figure 1.1 shows that demandingness, like responsiveness, is on a continuum. A person can exist anywhere along the demandingness continuum. Some adults are on the higher end, whereas others tend to be at the lower end of the continuum—some are high, some lower in making expectations known to children. The following subsection and Figure 1.2 explain the elements of demandingness.

Boundaries, Limits, and Expectations   Adults differ in their ability and willingness to help children understand that there are boundaries, or limits, on behavior. They differ in how they state expectations (how they request or ask) for cooperative, helpful, appropriately self-controlled behavior from children. Demanding and responsive adults understand the importance of proper boundaries and appropriate limits in guiding young children. They develop and clearly communicate appropriate limits. The key is to combine high demandingness with warmth, understanding of child development, and giving explanations (high responsiveness).

Monitoring and Supervising   One part of demandingness is whether adults monitor and supervise children's activities and behavior, and whether they provide an orderly and consistent physical environment and time schedule. Intentionally supervising involves several things: setting up the environment to make observation possible, positioning staff so they can see and hear everything, scanning and counting children frequently to keep tabs on where children are, even during transitions, listening for noises indicating a problem, anticipating children's behaviour, thinking ahead about children's behaviour by knowing each child well, and engaging and

redirecting when children need a bit of help but letting children tackle problems on their own when appropriate (Head Start, 2017).

Authoritative adults steadfastly believe that monitoring and supervising children is essential. Their actions or practices are in harmony with their beliefs because they are willing to commit themselves to the time necessary to monitor children in a classroom or at home. They fully understand that continuous but not annoying monitoring, combined with appropriate supervision, prevents or stops some inappropriate behavior in children (Caring for Our Children, 2017). Early childhood students learn quickly that, when in a classroom with young children, they must be aware of the entire room or playground and what is going on. They learn that they must monitor all activities. It also takes time, effort, and skill to develop a responsive physical environment and time schedule.

Guidance and Discipline Strategies   Adults believe in and use a variety of guidance or discipline strategies. Some adults use guidance strategies that are age, individually, and culturally appropriate. Other adults use strategies that are not appropriate for the age or individual needs of a child and very often focus on punishing a child. Other adults use unhelpful discipline strategies. The strategies are not hurtful but they do not help children, either. The strategies are simply confusing.

Age-appropriate guidance strategies are suitable for the general age group of the children being taught. For example, it would be age appropriate to teach all the children in a group of 3-year-olds to label feelings.

An individually appropriate strategy is suitable for a specific child, regardless of the child's age. It would be individually appropriate to teach David, one of the case study children who is now 8 years old, how to put labels on his feeling of frustration when his dog does not sit on command. Why? David did not learn how to label feelings when he was a preschooler, and he needs to learn the lesson now.

Style of confrontation

The way a teacher faces an issue, often irritating or hurtful, and coping with it

Style of Confrontation   Style of confrontation refers to facing something and coping with it. In child guidance, confrontation is not a bad thing: confrontation deals with how an adult faces and copes with behavior that is clearly hurtful or inappropriate, such as name-calling or physical aggression. Adults differ in how they face issues. Some adults are firm yet kind and are willing to take a stand even if doing so provokes a conflict.

> **EXAMPLE**   Mr. Russo heard Jack say to a child in a wheelchair, "We don't want you to play with us. Get that stupid chair out of here." He quietly asked Jack to come with him so that he could talk to (confront) him in private. Mr. Russo did not accuse him but dealt with this discipline encounter by using a discipline strategy called an I-message: "I heard you say . . . to Pippin. I was surprised to hear you say that because we have talked about kindness in our room, and I know that you are usually very kind."

This teacher statement started a short conversation that gave Jack an opportunity to tell Mr. Russo that he was afraid of the wheelchair. He was also afraid that Pippin would fall out of the wheelchair. Jack did not think that Pippin would be able to work very well with the science equipment while seated in the wheelchair. Mr. Russo then realized that Jack needed to know more about Pippin's wheelchair and that Pippin could do all the class activities, but that she had to do them sitting down.

❖ STYLES OF CAREGIVING

Baumrind's longitudinal study is called the Family Socialization and Developmental Competence Project. The focus of this research, begun in the 1960s, is on the relation between adult authority and developmental outcomes for typically developing children. Over time, Baumrind has studied

the effects of demandingness and responsiveness on the same children's development at three stages—preschool, school age, and adolescence. She assessed parents' specific discipline strategies, but focused most pointedly on their overall levels of demandingness and responsiveness (Baumrind, 1996).

Baumrind identified and labeled several styles of parenting or caregiving based on the adult's level of demandingness and responsiveness, as shown in Figure 1.3. These caregiving styles are the authoritative, authoritarian, and permissive styles. For each, you will read about an adult's level of demandingness and responsiveness and the impact of the style on children. I will emphasize, however, the positive authoritative style.

The Authoritative Style

Authoritative caregivers possess qualities that help children develop positive qualities.
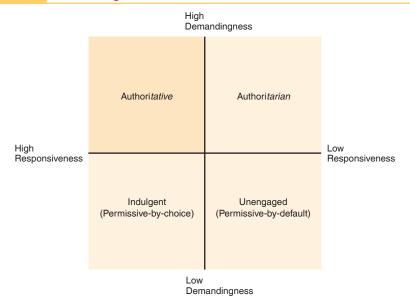
High Demandingness, High Responsiveness

Figures 1.1 and 1.3 show that authoritative caregivers are high in both demandingness and responsiveness. In terms of demandingness, they expect developmentally appropriate, mature behavior. They set and maintain reasonable, fair limits and closely supervise and monitor children's activities. They are willing to confront a child when necessary, but they confront in a respectful, kind way. In terms of responsiveness, authoritative adults are warm and nurturing. They understand child development and tend to have realistic expectations from children of different ages.

Authoritative adults have a clear communication style. They deliver messages simply, kindly, firmly, and consistently. They use persuasion, not force, to help children understand things. They use positive, developmentally appropriate discipline strategies which focus on teaching and not on punishment. Authoritative adults believe in giving simple and clear reasons and explanations in discipline encounters.

Authoritative style of caregiving
Combination of high demandingness and high responsiveness; considered a positive approach

| FIGURE 1.3 | Authori*tative* caregivers combine high responsiveness with high demandingness |

Positive and Powerful Effect on Young Children's Development

The Authoritative Style Helps Children Feel Safe and Secure   One of a child's most basic needs is for safety and security. Authoritative caregivers help children feel both psychologically and physically safe. They clearly communicate rules that say, "I will never hurt you and I expect you to treat others with respect." Adults who use positive discipline speak to children respectfully and refuse to degrade or demean children. Authoritative adults know that children control their own behavior best when they feel safe and secure.

The Authoritative Style Encourages Self-Responsibility   Children learn to take responsibility for their own actions when they have good models of self-responsible behavior. Authoritative caregivers use positive discipline strategies such as I-messages that model self-responsible behavior. They accept responsibility for their actions and do not blame others for how they themselves feel or act. They are nonjudgmental as they explain the consequences of a child's choice of unsafe behaviors. They model self-responsible behavior.

The Authoritative Style Fosters Competence and Healthy Self-Control   Authoritative caregiving helps children become competent. Children of authoritative parents tended to be socially responsible and independent when they are first observed in preschool. When these same children were 8 and 9 years old, both boys and girls from authoritative families were still quite competent in the cognitive and social spheres.

Our long-range goal in guiding children is to help them achieve healthy self-control. We want children to be able to regulate their own behavior and to want to behave appropriately in school as well as 5, 10, or 20 years from now. Children develop the ability to regulate or control their behavior when they interact with warm and supportive adults who use positive discipline (Hart, DeWolf, Wozniak, & Burts, 1992). Authoritative teachers and parents help children become self-controlled because they:

- Model self-control.
- Clearly communicate their expectation that children will show the level of self-control that they can.
- Give specific information on how children can control themselves.
- Recognize and encourage children who act in an age-appropriate, self-controlled way.

The authoritative style helps children develop empathy, the social interaction in this style helping children gradually become less egocentric and more empathic because contact with adults, as well as with other children, exposes children to ideas different from their own. They model empathy and encourage children to look at things from someone else's perspective. Adults can guide children's understanding of an alternative viewpoint by taking the time to explain the other person's perspective.

> **EXAMPLE**   Mr. Russo had playground duty and observed that one of the first graders hit a kindergarten child. Mr. Russo, after first helping the kindergarten child, said to the first grader, "I think that you hurt Cody when you hit him. I can tell because he is crying."

Mr. Russo's discipline strategy was developmentally appropriate. It will help the child understand how Cody seems to feel. The teacher has told the child how Cody feels and has avoided simply asking, "How do you think Cody feels?"

The authoritative style builds authentic self-esteem and a strong core of personal values. Competence, confidence, and a sense of worthiness are the cornerstones of positive self-esteem. One of our goals as early childhood educators is to help each child develop authentic self-esteem. Along with authentic self-esteem, we want to help children develop a strong core of personal values that guides them to believe in the rights of others to dignified, fair treatment.

Children are motivated by a need to be competent and to have confidence in their ability to do things well, whether it is identifying birds, finger painting, making and keeping friends, doing math problems, or taking care of a horse. The authoritative style helps children feel competent and confident enough to behave appropriately.

It takes time, effort, and creativity to use positive discipline strategies well, and children who experience positive discipline view themselves as worthy of an adult's time and effort. Adults who rely on positive discipline strategies also model, expect, teach, and encourage fair, dignified treatment of other people and animals.

> **EXAMPLE**   Mr. Russo quietly and calmly introduced the gerbils to his first graders during morning meeting. With the teacher's guidance, the entire group developed the kindness rules for dealing with the gerbils. They printed the kindness rules and posted them near the gerbil house. Mr. Russo reminded the children about the kindness rules at other group times, and he pointed to the rule about being quiet around the gerbils when Jessie and Lee started talking too loudly near the gerbils' house.

The Authoritarian Style

The **authoritarian** style differs significantly from the more positive authoritative style just described. Authoritarian caregivers very often have a negative impact on children's development.

High Demandingness, Low Responsiveness

Figure 1.3 shows the authoritarian style in the upper right quadrant, where high demandingness meets low responsiveness—not a good combination.

Demandingness   Think about the differences between the high demandingness of an authoritative and an authoritarian caregiver. Both set limits, but authoritarians develop arbitrary limits and then state them poorly. Authoritarian caregivers do not monitor or supervise children's activities very well, then they punish when a child does something of which they disapprove. Smith and Farrington (2004) found that males who were poorly supervised by their parents were themselves poor supervisors as adults. When authoritarians confront children, they tend to do so in an inconsiderate, inept, or mean-spirited way. They try to exert a great deal of psychological control.

> **EXAMPLE**   Patrick and his family were eating at a buffet-style restaurant. Six-year-old Patrick ran to the serving area by himself, despite the rule requiring an adult to accompany children to the buffet. His father just kept on eating. After about 5 minutes, however, Dad sighed, got up, and went to the buffet to get Patrick. They came back, Dad belittling Patrick and Patrick carrying a dish overflowing with ice cream. Dad was furious because Patrick had slopped ice cream on the counter, himself, and the floor. (Patrick's father could easily have prevented this whole episode by monitoring his son's activity and by setting some limits.)

Authoritarian adults like Patrick's father rely on negative discipline strategies and equate discipline with punishment. Patrick's father does not use just one negative discipline strategy. He uses a combination of negative discipline strategies such as harsh corporal punishment, threats, lies, shame or ridicule or sarcasm, hostile humor, love withdrawal, and refusal or inability

Authoritarian style of caregiving
Combination of high demandingness and low responsiveness; considered a negative approach

to teach a different way to behave. These negative discipline strategies reflect his need to control and blame, and he gets very frustrated and angry after his negative discipline strategies do not "work."

Responsiveness   Patrick's father is like many authoritarian parents—which is to say, not very responsive to his children. He is often irritable and angry. He does not like being a parent, and really does not know how to deal with the role of parent. He is rigid in his interactions with his children and speaks negatively about them, especially Patrick. Parents who are unresponsive and who emotionally neglect their children set up their children for acting out types of problem behavior.

Patrick's father knows very little about child development. Consequently, he has unrealistic expectations of Patrick.

> **EXAMPLE**   Dad expects 6-year-old Patrick to sit quietly in a doctor's office or other public place, no matter how long they are there. Dad makes no attempt to help Patrick find something to read or to do while he waits. He does not know that young children are just developing self-control (Raffaelli, Crockett, & Shen, 2005). He does not attempt to talk to Patrick except to scold him.

Like many authoritarian adults, Patrick's dad rarely even thinks about how Patrick might feel, what Patrick might try to tell him, or what Patrick needs. He uses force (coercion) and places great value on unquestioning obedience. He punishes any attempt from his children at verbal give-and-take and suppresses any attempt at independence or autonomy.

Patrick's father also communicates in an unhelpful, hurtful way. He orders: "I said to get over here. Do it now." He blames: "I hope you're satisfied. You made a real mess at the ice cream machine." He distracts: He avoids issues and occasionally makes completely irrelevant statements. When Patrick complained that his brother had pinched him, Dad only said, "Patrick, pass the mustard." Dad criticizes by focusing on the negative. He criticizes even when Patrick does something Dad asked him to do: "Yeah, I see. You raked the leaves but you missed that whole pile!"

Patrick's father never thinks about the long-term effects of his authoritarian style; he is concerned only about short-term control. He does not know any good child guidance skills. He rarely gives a good reason to help Patrick understand a limit. The few reasons that he does give tend to be related to his adult power.

> **EXAMPLE**   When Patrick asked his father why his brother never had to empty the trash, Dad said, "I don't have to explain myself to you, boy. You hear me?"

Over the years, these negative interactions add up, making it difficult for children like Patrick to believe that their parents love them (see Figure 1.4).

Negative Effect on Young Children's Development

Authoritarian caregiving sets the stage for harm to children (Baumrind, 1996).

Authoritarian Caregiving Fosters Negative Self-Esteem   Patrick experiences negative discipline and has developed negative self-esteem. He has not developed the competence, confidence, or sense of worthiness on which self-esteem is built. Instead, he mirrors the lack of trust that his parents communicate. He feels degraded by their authoritarian tactics.

Authoritarian Caregiving Results in Poor Self-Control   Patrick's father, like many authoritarian adults, aims to control his children. He believes that he must control Patrick (external control) and does not help Patrick learn to control himself (self- or internal control). He does not teach Patrick about how his behavior affects others. Therefore, it is difficult for Patrick to act in a self-controlled way in school or anywhere else.

| **FIGURE 1.4** | **Green jelly beans: Authoritarian caregivers make it difficult for children to behave well** |

Hurtful discipline strategies are a lot like green jelly beans. Yell at a child; drop a green jelly bean in his memory jar. Make fun of him; green jelly bean. Slap him; several green jelly beans. Some children end up with a memory jar chock-full of green jelly beans.

The children with whom you work, from different backgrounds, will be affected by their culture's views on discipline and their family's caregiving style. Children who come from authoritarian homes will have hundreds or thousands of bad experiences with discipline. They will have experienced some or all the situations listed below. Knowing this might help you understand that those children, when confronted with a problem, often reach into that jar of jelly beans and come up with a green jelly bean—a hurtful, unhelpful strategy, which they themselves then use.

Authoritarian adults often use:

- **Harsh physical punishment.** They use physical force to try to change a behavior. They do not understand or refuse to take a child's perspective, and defend their right to use harsh punishment. They minimize the real harm that they do. Parents who, as children, experienced harsh physical discipline are at high risk for using harsh physical discipline with their children (Tajima & Harachi, 2006).

- **Threats.** Threats create fear and anxiety and are negative and harmful. Some children are terrorized through threats, a form of psychological abuse.

- **Lies.** We are talking here about a nasty pattern of lying to children, a form of manipulation aimed at changing or controlling a child's behavior.

- **Shaming, ridicule, sarcasm, humiliation.** Such strategies foster a negative view of the self and make unpleasant feelings and moods fester.

- **Hostile humor.** Patrick's father often cloaks his aggression as humor, but it is still aggression and is always disrespectful. **Example:** When Patrick had his first ice-skating lesson, he was afraid of falling. His dad called him a sissy and made him get moving. At home that night, Dad cruelly imitated what he called "sissy-boy Patrick's" fearful approach to the ice and his wobbly start on skates. Patrick burned with embarrassment.

- **Disconnecting (clamming up).** They refuse to talk or listen to, threaten to leave or abandon, or glare at a child. **Example:** Patrick was slow in getting into Mom's car after Little League practice. Mom was angry and Patrick sensed it when she refused to talk to him and stared straight ahead. She looked at him a few times but only shook her head.

Authoritarian Caregiving Teaches and Encourages Aggression   Children who experience negative discipline tend to be more aggressive than children whose parents and teachers use discipline that is more positive. Either they aim their aggression toward the adult who hurt them, or they recycle their anger and use the same degrading behavior with people or animals that had nothing to do with hurting the child.

> **EXAMPLE**   Dad, angry with 6-year-old Patrick for crying, said, "Cut the crying or you'll really get something to cry about." Patrick stopped crying and walked outside. His dog barked a greeting to him but Patrick threw a rock that smashed against his dog's kennel.

Authoritarian Caregiving Does Not Stop Unacceptable Behavior   Researchers have known for decades that high levels of punishment can restrain behavior only for a short time and, surprisingly, can make the undesired behavior even worse (Church, 1963; Rollins & Thomas, 1979). Undesired behavior seems to occur at a more intense level than it did before the punishment. This is a phenomenon called response recovery. After the punishment is meted out, the behavior appears to cease. However, when the adult stops punishing, the behavior often recurs and is more intense.

Authoritarian Caregiving Negatively Reinforces Adults for Using Harsh Discipline   Authoritarian adults who rely on negative discipline strategies wrongly believe that this sort of discipline works because they have been reinforced for using it. For example, when Patrick was a toddler and kicked his high chair, his teacher slapped Patrick's legs and Patrick stopped kicking. The teacher's behavior was reinforced for using slapping. The sequence went like this:

- Patrick kicked his high chair (a behavior that annoyed the teacher).
- Teacher slapped Patrick's legs (a negative discipline strategy).

- Patrick was surprised and stopped kicking—but only for the moment.
- Teacher thought, "Hmm, that worked." (Behavior was reinforced because the negative discipline strategy of hitting seemed to work to stop an annoying behavior.)
- The next day, Patrick kicked his high chair again. (Response recovery is operating. The negative discipline strategy stopped the behavior only temporarily.)
- Teacher slapped Patrick again. (Remember, slapping seemed to work yesterday.)

The real problem here is that hitting Patrick became firmly entrenched in this caregiver's repertoire of disciplinary strategies. She had begun to believe that hitting was effective. It becomes easy for adults to rely on an ineffective discipline strategy, especially when they do not know or do not practice strategies that are more effective or when they rationalize their harsh behavior. Note also Patrick's teacher used negative, hurtful discipline. She violated the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.

In its extreme form, hitting is child abuse. First, we live in a society accepting of violent conflict resolution. Many parents reflect this idea by using violence to solve family problems; they use physical or psychological force as discipline, and such discipline can easily injure a child. Second, negative discipline seems to work, but really does not. Negative discipline is very ineffective. Third, adults are reinforced for using negative discipline and tend to use the same method again. Finally, an adult who relies on harsh negative discipline strategies soon discovers that she must increase the intensity of the punishment for it to be "effective." She must yell more loudly or hit harder, intensifying the strategy.

The Permissive Style

Teachers or parents with a permissive style do not make many demands on children even when the demands are age-appropriate and necessary for children's safety. The permissive teacher or parent can be either highly responsive or low in responsiveness to children.

Low Demandingness

Permissive style of caregiving
Low in demandingness

Figure 1.3 shows that *all* **permissive** adults are low in demandingness. They allow children to regulate their own behavior and to make their own decisions. They establish very few guidelines, even about when children eat, watch television, or go to bed. They make few demands for mature behavior, such as showing good manners or carrying out tasks. They avoid imposing any controls or restrictions and have a tolerant, accepting attitude toward the child's impulses, even aggressive ones.

Permissive adults are alike because they are all low in demandingness; they differ, however, in their degree of responsiveness. Some permissive adults are highly responsive to children, but others are quite low in responsiveness (see Figure 1.3). Thus, there are two types of permissive adults, but both are low in demandingness.

Indulgent: Low Demandingness Plus High Responsiveness

Indulgent/permissive style of caregiving
Combination of low demandingness and high responsiveness; person chooses to be permissive

Indulgent caregivers are permissive by choice. They are low in demandingness and high in responsiveness. Members of this group are permissive because they choose to be permissive. Their view is part of their belief system about how to treat children. They firmly believe that children

have rights with which adults should not interfere (children certainly do have rights but they also need parents and teachers to set reasonable and age-appropriate limits). These parents do not demand much from their children, but they are highly responsive. They are warm and understand child development. They give their child much of what he needs, except for good limits.

Uninvolved: Low Demandingness Plus Low Responsiveness

Uninvolved or unengaged caregivers are also low in demandingness, which places them in the permissive category. The similarity ends here, however. Uninvolved, unengaged caregivers are also low in responsiveness. Members of this group have drifted into being permissive. They are permissive *not* because of a strong philosophical belief in a child's rights but because their method of discipline has been so ineffective. They would like to be able to set and maintain limits, but have been so ineffective in getting compliance from children that they have given up trying. They might even begin to see some behaviors, such as aggression, as normal.

Uninvolved/permissive style of caregiving Combination of low demandingness and low responsiveness; also known as unengaged; person would rather not be permissive

Once on the slippery slope of permissiveness, these adults could not get off of it, and have become unresponsive and indifferent toward children—they have become "permissive by default." Think about it this way: if you forget to set the margins on your word processor, the computer sets the margins by default. Similarly, a parent who does not consciously decide on and choose a style of caregiving has his style set by default.

Permissive adults tend to use ineffective discipline. They do not hurt children, but they are not very helpful, either. For example, permissive adults often fail to set appropriate limits, and even when they do set a limit, they frequently fail to maintain it.

EXAMPLE   Liza's mother told Liza to clean up her space at the table. When Liza left the table without cleaning her space, Mom just shrugged her shoulders and walked away.

We guide children effectively by giving them enough of the right type of information so they will be able to act appropriately under different conditions. Liza's mother did not follow through with her legitimate limit.

Permissive-by-default, uninvolved adults tend to natter and nag. These adults have tried to set limits but have been very ineffective. On occasion, they still try to set limits, but they tend to talk so much that the child ignores their limits.

Some permissive adults use inconsistent discipline, which is related to breaking rules, aggression, and defiance (Stanger, Dumenci, Kamon, & Burstein, 2004). There are two ways to be inconsistent:

Within-a-person inconsistency: This person deals differently with the same situation each time it occurs. Take biting as an example. Jared's father was inconsistent when he ignored Jared's biting one day, and the next day told him, "No, no, Jared. Biting hurts." The third time he bit another child, Dad ignored him. This is inconsistency within the same individual.

Between-two-or-more-people inconsistency: Two adults deal with the same behavior differently. Parents might disagree about how they will deal with any number of issues. Patrick's parents, for example, inconsistently dealt with Patrick's biting when Patrick was a toddler. Dad hit him, and Mom ignored the biting. Both techniques are ineffective and negative.

How Permissiveness Affects Young Children

Both children and adults pay a heavy price when adults refuse to make or give up making demands for maturity or to set clear, firm standards of behavior. Children from permissive systems tend to be low in impulse control. They are not very self-reliant or self-responsible. They tend to be dependent and are not very competent, either socially or cognitively. These results held when the children were 8 and 9 years old (Baumrind, 1967, 1971).

❖ BASIC PROCESSES ADULTS USE TO INFLUENCE CHILDREN

Basic processes of influencing children
Direct and indirect methods of persuasion used by any adult in an interaction with a child

All adults—authoritarian, authoritative, indulgent/permissive, or uninvolved/permissive—use these **basic processes of influencing children** directly and indirectly. In this section, you will read about each of the basic processes that are used by adults, whatever the caregiving style, to influence children. For example, all adults use the basic process of modeling, but an authoritarian adult demonstrates behavior that is very different from that modeled by an authoritative adult. The process is the same, but the content is different. The processes include:

Modeling

Instruction and practice

Feedback

(Management of the) physical environment

Expectations

Change (help the child change understanding and attitude)

Just as we help children learn memory skills, you can use a memory skill to remember this list. Use the mnemonic MIFPEC as an aid to fix the list in your memory.

Modeling

Modeling
Performing an activity and having a child observe it

Much human behavior is learned simply by watching someone else perform the behavior. The other person is the model, and the basic process is **modeling**. Perhaps the best-known researcher to give us information about this process is Albert Bandura. His classic research (Bandura, Ross, & Ross, 1961) demonstrates that children can effectively learn a behavior just by watching it. Although children can learn from several types of models (cartoon characters, pictures in books, and movie or video characters), Bandura's group showed just how powerful adult models are in demonstrating aggression. Adults can also model other behaviors such as kindness or fear.

Children learn undesirable behaviors—such as aggression or abusiveness—by observing models. An authoritarian parent or teacher who disciplines by hitting or by responding with sarcasm models (demonstrates) aggressive behavior. You will also see evidence throughout this book that children just as effectively learn more desirable and positive behaviors—such as generosity, cooperation, kindness, and helpfulness—through the same basic process. An authoritative adult who uses positive discipline teaches a different lesson than does the authoritarian adult.

Imitation
Performing an action modeled by someone else

Imitation is different from modeling. A child might learn, for example, how to be kind to animals by observing her teacher model the behavior. The child learns the behavior. There is no guarantee, though, that the child will also perform the behavior that she has learned. When she does perform a behavior learned via modeling, then she has imitated the behavior. Children in this country observe thousands of acts of violence on television and in video games before they enter first grade. Thus, they have several thousand sessions of modeling of aggression and violence. They learn the violence. Whether they imitate what they have observed is another story. Avoid saying, "She modeled after the television violence." Instead, consider saying, "She imitated the violence modeled in the television show."

Instruction and Practice

Direct instruction involves intentional and explicit teaching. There are many examples of adults influencing children through direct instruction. Teacher education students take curriculum courses so they can learn developmentally appropriate methods of giving instruction in

math, science, social studies, and language arts. Adults also instruct children in physical safety such as traffic safety, safe use of toys, and how to recognize "good" and "bad" touches. We instruct children about so many things: the correct way to hold a baseball bat, build a campfire, ride a horse, or execute a figure 8 on skates.

Consider the benefits of instructing children in social skills—how to make and keep friends, how to take another person's perspective, how to work cooperatively with friends, and how to resolve conflicts.

The next step, after giving instruction, is to encourage a child to practice a new skill. It is very helpful to give on-the-spot guidance or coaching as the child practices.

> **EXAMPLE**   Mr. Russo had taught Patrick how to wait for his turn at the computer (he is working on helping Patrick be more observant about approaching activities and other children because Patrick just barges right in). The teacher believes that Patrick will make changes, but Patrick is going to do so gradually. Now, he is at the computer with Patrick. He encourages Patrick to go through the steps that he has modeled and taught: First, check the list of names to see who is next. Second, put his name on the list, if necessary. Third, find something else to do while he waits for his turn and ask for help if he needs it. The teacher coached Patrick through each step. "What's the first thing to do, Patrick? Right! Look at the list." He continues this coaching. Mr. Russo believes that this is a much better approach than punishing Patrick for pushing ahead of others on the list to use the computer. It teaches something positive.

Feedback

It is important to give accurate feedback as children are learning and developing. Adults influence children by giving them feedback.

Feedback is advice, pointers, and information from adults about how a child has done something. Feedback is critical to constructing skills and competencies as well as for making changes. Giving good feedback means that teachers give positive feedback and suggestions for change, when appropriate.

Feedback
Information that an adult gives to a child about how the child did something

Positive, Unconditional Feedback   This is positive information independent of anything that the child has done; the child does not have to earn the feedback. Examples include "I love you," or "I like being your teacher" (teacher to class).

Mangostock/Fotolia

Adults influence children through direct instruction.

Positive, Conditional Feedback   These are positive comments expressed after a child has done a specific task—for example, "Thank you, Reese, for showing Sam how to feed the gerbils without disturbing them" or "The fire alarm was very loud, but everybody listened so carefully to my instructions." This is positive, meaningful feedback, not empty flattery. It should help children build a healthy view of their competence.

Feedback That Helps Children Construct More Helpful Skills or Competencies
Adults, with their expert knowledge and skills, can help children construct positive and satisfying interaction skills. For example, a preschool teacher, said to four-year-old Jackie, "You look upset. Is that right?" Jackie told her "yes" and that Ralph would not give him the wagon. The teacher had observed Jackie capture the wagon, pushing Ralph in the process. He needed to learn a better way to get what was rightfully his. "I see. Now, everybody is upset. Let's figure out how to use words to tell Ralph that it's your turn." The teacher expanded her feedback to include specific words: "You can say, 'It's my turn now, Ralph.'"

Physical Environment

Adults influence children by setting up the physical environment of the classroom well and by providing clean, safe, and appropriate learning materials. Teachers also influence children by developing an appropriate time schedule and by developing appropriate classroom routines and structures. It is possible, for example, for children to learn social skills such as conflict resolution through direct instruction—skits and scenarios. Learning the skill, however, does not guarantee that children will use the skills on the playground, in the cafeteria, or in other places outside the lessons directly focusing on specific skills. Children need to practice their new skills throughout the school day.

Effective teachers manage the environment so that children have opportunities to practice skills. They often use a morning meeting (Responsive Classroom, 2016), a structured beginning to each day, for children to get to know one another, feel welcomed, shape the classroom culture, and practice social skills. They value social interaction in learning activities and use learning centers. They reflect on routines like recess and lunch, and decide to change them to meet the needs of the children. For example, they might decide to switch recess and lunch, now having recess first and then lunch, so children might unwind and have a quiet transition to afternoon activities. They plan transitions, realizing that good transitions reduce stress for children.

Expectations

Teachers state expectations as part of scaffolding children's understanding of limits and interactions. Mr. Russo makes a conscious effort to define cooperative, helpful behavior. Authoritative adults like Patrick's teacher instruct by developing good rules or limits and then communicating them clearly to children. Authoritarian adults, on the other hand, tend to set too many arbitrary limits, and permissive adults may fail to communicate expectations at all.

Change

Change involves encouraging children to modify (change) their attitude or understanding about something. A young child's brain enables him to process information and make sense of the world. Children can act cooperatively when someone takes the time to present them with additional or different information in a way that is appropriate to the child's level of development. Focus on teaching children to understand why they should or should not do certain things. Be gently firm about the need for the children to act more appropriately, and make it clear that there is a reason for acting more appropriately. Be kind at the same time, though. Authoritative caregivers are firm and kind.

An effective way to do this is to help a child become more empathic. The goal is to help a child to understand gradually how her actions affect others and to be able to take somebody else's perspective. Like most learning, this occurs gradually over several years and begins in infancy. The goal here is not to induce excessive guilt or to shame a child. A good way to arouse empathy is to describe another's situation in an open, direct way that still validates the other person and that does not accuse her.

EXAMPLES   Mrs. Sandal said to Ralph, "I see from the job chart that it's your day to feed the gerbils. I'll bet that they're hungry. So, get the gerbil food, and I'll help you put it in their house."

This teacher avoided sarcasm, threats, and accusations while focusing on how the animal might have felt. Arousing a child's empathy—having her "walk a mile in somebody else's shoes or tracks"—is a powerful technique because it encourages the child to examine and begin to understand how her behavior might well have affected someone else.

A common thread linking different forms of antisocial behavior, including child abuse, is the perpetrator's inability to take another person's perspective (Mayo Clinic Staff, 2016). Preventing abuse involves helping abusive adults learn social perspective taking. Helping children become empathic, to take the perspective of others, then, is an important task for teachers and parents during early childhood.

Cultural Scripts and Guiding Children

Understanding Your Own and Others' Cultural Scripts for Guiding Children

"Culture is a *shared* system of meaning, which includes values, beliefs, and assumptions expressed in daily interactions of individuals within a group through a definite pattern of language, behavior, customs, attitudes, and practices" (Christensen, Emde, & Fleming, 2004). The culture in which you grew up agreed on then taught you that culture's shared beliefs, values, and behaviors. It is important for you to understand how your culture transmitted its beliefs and values about children and about how to guide them.

Cultural Scripts Are Guidelines   Cultural scripts give advice to members of a culture. When childrearing issues arise, for example, the members of that culture decide how to come to

grips with the issue. For example, your culture, at some point, decided whether and how to state reasons for limits given to you as a child and then added this to the culture's set of values, beliefs, and behaviors regarding guiding children. The decision was communicated to everyone in your culture, your parents, teachers, and you through (most often) unwritten guidelines known as cultural scripts.

Cultural Scripts Are Viewed as Undeniable Reality   Teachers, their colleagues, and parents accept their own cultural scripts and rarely challenge what they believe about guiding children. Even if a person has never heard the term *cultural script*, she tends to view her beliefs about how to deal with things such as whether and how to state reasons for limits as the undeniably correct way to handle things. One person's cultural script for discipline strategies can easily clash with the script of a person from a different culture.

Cultural Scripts Different from Your Own Are Comprehensible   Begin understanding another culture's cultural scripts for guiding children by using your ability to take somebody else's perspective (Isik-Ercan, 2017). Consider making a statement such as the following to yourself, "Some of the teachers and parents in this school come from a culture that seems to think it is not important to state reasons for limits. We have different perspectives and that is okay." Then, observe and listen carefully and without judging. You can just leave it at that for a while, but when it seems appropriate, ask questions about how other teachers or parents handle things without being rude or intrusive. It is one of those things that is "easier said than done," and takes a little courage to do.

WORKING *with* FAMILIES   **FIND YOUR PARENTING STYLE**

Help parents understand the concept of different styles of parenting. This topic lends itself to parent education's many formats, including the following:

Explain

Give a handout about styles of caregiving or give the links to websites and handouts.

Assess

Find out (assess) parents' needs. Ask them what they want or need to know about caregiving styles. For example, do they:

■   Want to know more about setting effective limits?

■   Need tips on monitoring and supervising children?

■   Need help in facing difficult issues with their child?

■   Want to know how to give better explanations to children?

■   Need help with communicating in a more open and validating way?

■   Need to know what to expect from children of different ages?

■   Want to learn about different discipline and guidance strategies?

Plan

Once you know what parents need or want to know about caregiving styles, develop an efficient plan to deliver the information.

Deliver

Get the information to parents via meetings, newsletters, the school website, handouts, and lists of resources.

ANALYZE A CASE STUDY

Refer to the case studies at the beginning of the chapter and analyze them by answering these questions.

1. Both Blake and David's parents are permissive. Which child's parent is the *indulgent* parent? Which child's parent is *uninvolved*? Name at least two things that led you to this conclusion.

2. Patrick's father is an *authoritarian* caregiver.
    a. Cite at least three pieces of data that you can use to support this statement. Be sure to talk about this parent's demandingness and responsiveness.
    b. Then, from information in the chapter's examples, explain how the authoritarian style has affected Patrick.

c. What do you think is the greatest obstacle standing in the way of Patrick's father making any significant changes in his style?

3. Leah's mother is an authoritative caregiver. Explain how her way of dealing with Leah's biting Robert so clearly illustrates the authoritative (positive) style.

SUMMARY

Caregiving styles have two major components:

- **Responsiveness.** This refers to how warm a person is and how he communicates and gives explanations as well as his knowledge of child development.
- **Demandingness.** This involves how effectively and positively a person makes expectations clear to children and how she monitors and supervises children. It also refers to a person's way of facing issues with children.

The styles of caregiving include:

- **Authoritative.** Positive and responsive; makes expectations clear; has a positive effect on children's development.
- **Authoritarian.** Sets many rules but they are often unreasonable; communicates poorly; uses negative discipline strategies; often has a harmful effect on children's development.
- **Indulgent/permissive.** Low in making expectations clear; highly responsive.
- **Uninvolved/permissive.** Low in making expectations clear; low in responsiveness.

Adults use several methods to influence children's development and behavior:

- Modeling desired behavior
- Instructing and practice
- Feedback
- Physical environment: managing it well
- Expectations: stating them clearly, kindly, and effectively
- Change: refers to helping children look at things in a different way and build understanding of new ways of doing things

APPLY YOUR KNOWLEDGE

1. You have read several examples of Mr. Russo's authoritative style in this chapter. One morning, he had invited the director of the local humane society to talk with the children about kind treatment of animals. The director brought along Hannah, a mellow golden retriever who was accustomed to such presentations. Patrick, happy about the dog, grew increasingly excited, causing Hannah to step away from Patrick and go to sit on the other side of the director.

    Role-play how you think Mr. Russo would guide Patrick in this discipline encounter, using information from the chapter on how he manages his classroom and deals with Patrick. He will *not* punish Patrick because you know already that he does not believe in punishment. What is he very likely to do instead?

2. You are the leader of a parent education group. A frustrated parent of a 5-year-old child asks you what she should do to get her child to put her tricycle away and not leave it in the driveway. Use one or two of the basic processes of influence (modeling, direct instruction, practice with coaching, and others described in the chapter) as you offer this mother some simple, practical, and realistic suggestions for guiding her child. Be prepared to present your suggestions to your class.

WEBSITES

Center for Effective Parenting
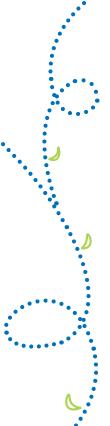
A collaborative project of the University of Arkansas for Medical Science, the Arkansas Children's Hospital, and the Jones Family Center. This site has numerous links for parents and teachers.

Educational Resources Information Center (ERIC)

This site is a digital library of education-related resources sponsored by the U.S. Department of Education. This is an excellent resource for teachers.

Zero to Three

Highly respected, research based information about infants and very young children and their families.

Theoretical Foundations of Child Guidance

Learning Outcomes

- Explain what a theory about child development is, and what it is not.
- Describe theories focusing on the systems (settings) in which children develop, and explain how they help teachers guide children.
- Describe theories focusing on how children build or construct knowledge, and explain how they help teachers guide children.
- Describe theories focusing on psychological, emotional, and social learning needs, and explain how they help teachers guide children.

NAEYC Standards and Key Elements

The following NAEYC Standard and Key Elements are addressed in this chapter:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

CASE STUDIES

TODDLER: JOSEPH CARRIES HIS BOWL

It was lunchtime. Mr. Martinez watched as Joseph, 2½ years old, finished lunch and then tried to pick up his bowl and spoon at the same time. When he could not seem to carry both, Joseph grew increasingly frustrated. "Here, Joseph, let's put the spoon in the bowl. Try holding the bowl like this." The teacher demonstrated holding the bowl with two hands. He watched as Joseph started to the cart holding the bowl with the spoon in it. "Good, that's the way. Keep going."

PRESCHOOL: EMILY COMES UP WITH AN IDEA

Mrs. Sandal observed that 4-year-old Emily grabbed things from other children several times every day—for example, at the water table, in the book area, and at the puzzle table. The teacher then observed as Emily and Aaron sat facing each other on the carpet and played individually, each with a pile of small plastic snap-together blocks. Emily soon ran out of a favored color and stared directly at Aaron's pile. Then, without a word to the other child, she reached over and took several blocks. After Aaron squealed in protest, Mrs. Sandal said, "Emily, Aaron was playing with those blocks. I'm going to give them back to him. What else could we do instead of taking Aaron's blocks?" Emily, looking directly at the teacher, replied, "Well, you could take Aaron's blocks and give them to me!"

PRIMARY: LUCY CHANGES HER MIND

Mr. Russo sat at one of the lunch tables with his first-grade class. Lucy sat across from him and announced, "I'm not going to eat!" The teacher responded, "Oh, you don't want to eat lunch today. That's okay. You can still have a good time talking with us." Lucy replied, "But I really don't want to eat." Mr. Russo said, "So, you really don't want to eat." Lucy then stared at him, a look of surprise on her face. Lucy looked like she was trying to figure something out. The next day at lunch, Lucy started in on her "I-don't-want-to-eat" routine again but got quiet and looked at the teacher. Finally, she stopped talking and picked up her spoon, sighing audibly.

❖ INTRODUCTION

At times, it might be difficult to see how theory is useful in teaching. Teachers, after all, need to focus on the "nuts and bolts" of daily life in classrooms. Our goal is to be professional teachers who firmly believes that theory is the foundation of developmentally appropriate practice in early childhood education. Professional teachers do understand early childhood education theories and do use theories to guide children effectively. Doing the "nuts and bolts" of teaching well means we know theory and know how to apply it to everyday life in our classrooms.

Effective early childhood teachers, such as those in the chapter-opening case studies, rely on theory to make decisions about guiding children. They use theories about child development as support for how to guide children effectively. This theoretical foundation is based on observations, facts, and research directly related to child development and early childhood education. **Theory** is not a hunch or a guess. Theory is an explanation about something in the natural world. For example, years of observation and research from different types of studies show that children can learn aggression by watching it.

In this chapter, we will focus on the theories that form a firm foundation on which we can base many decisions about children, including how we guide them. First, we will study the theories that explain how children's behavior develops in different settings or systems. Then, we will look at theories focusing on how children build or construct ideas. Third, we will examine theories that focus on children's psychological, emotional, and social learning needs. For each group of theories, you will see that understanding and using those theories in your work with children can help you guide children fairly and effectively.

Theory
Not a hunch or a guess; an explanation about something in the natural world, confirmed by observations, facts, and research

❖ THEORIES FOCUSING ON THE SETTINGS OR SYSTEMS IN WHICH CHILDREN DEVELOP

Some theories informing our work center on children within larger settings or systems. We will look at two of these theories as a starting point because children develop in systems. These systems affect both children's behavior and our decisions about guiding children.

Urie Bronfenbrenner

Urie Bronfenbrenner (1915–2005) is most closely connected with the *Ecological Theory of Human Development* described in this section (Bronfenbrenner, 1979). He was born in Moscow and moved to the United States when he was a child. He spent his career as a professor of human development at Cornell. We are indebted to him for his explanation of how children's families, homes, schools, and communities or societies affect their behavior and development. He also showed us that the economy, politics, and geography work together to influence children's families and neighborhoods and, by extension, children. This perspective was quite a departure from how researchers viewed human development. Until Bronfenbrenner disseminated this new perspective, researchers had studied each system's effect on children separately.

Ecology of Human Development   Urie Bronfenbrenner explained the **ecology of human development**, which refers to the idea that children exist in several environments nested within one another (see Figure 2.1). The environments are the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

- **Smallest systems (microsystems; *micro* means small):**   Each of the following is a separate, small or microsystem: a child, her family, school, peer group, child-care center, and neighborhood. These small systems have the most direct effect on children. For example, relationships
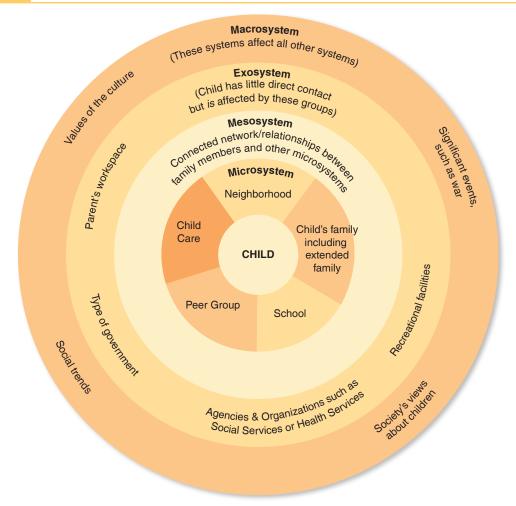
Ecology of human development
Concept that children grow up and develop in different systems, all nested within one another

| FIGURE 2.1 | Bronfenbrenner's Ecological Theory of Human Development. |

Children exist in several *systems*, nested within each other. Each of the systems affects a child's development. Systems closest to the child, such as family, school, and the child's neighborhood, have a more direct effect. Systems on the outer rings have a somewhat more indirect effect. For example, the society's views about children affect laws that are enacted, which, in turn, affect the child.

within families affect a child's development. Four-year-old Miguel lives with his parents and close to aunts, uncles, grandparents, and cousins, with the entire family gathering at Miguel's house frequently. Miguel plays with children on his block and at his preschool. His neighborhood consists of small single-family homes, a city park, a YMCA, grocery stores, a movie theater, and medical facilities as well as other social services. Because they live in an urban area, there is a university nearby.

■ **Network of microsystems (mesosystem; *meso* means middle):** Think of all those separate smallest systems as a network; they are connected. Children benefit greatly when the each small system works well with the other small systems, and different systems function harmoniously. Miguel's preschool encourages parent participation, such as when they had a pizza and storybook reading session.

■ **System outside smallest systems but still affecting the smallest systems (exosystem; *exo* means outside of or away from):** Children have little direct contact with some groups,

but those groups have an indirect effect on child development. A child's family, neighborhood and peer group, for example, are affected by groups such as parks, YMCAs and other recreational facilities, parental workplaces, or agencies such as health or social services. Miguel's grandparents, for example, enjoy taking him and his cousins to the city park and to the YMCA where all the children in his extended family have learned or are learning to swim. Two of Miguel's aunts took Miguel and his cousins to a concert for children put on by the university's music department.

■ **Larger system having an impact on smaller systems (macrosystem; *macro* means large):** Specific major events and values affect all other systems, and therefore affect families and children. This is the macrosystem, a larger system comprised of the values of the culture, type of government, social trends, and major events such as natural disasters. For example, societies valuing literacy will likely develop educational policies supporting literacy for all citizens. As another example, societies valuing the health of citizens would make sure that drinking water was safe.

Family Systems Theory

Family systems theory explains that families are groups of interrelated people. Each family member affects and is affected by others in the group in predictable ways (Missouri Department of Social Services, 2014). For example, families have set ways of communicating with each other, and tend to repeat those patterns over time. Children learn their family's way of behaving and communicating then bring those patterns to school. Teachers can guide children more effectively if they understand how a family system operates and affects children.

Family systems have many characteristics. Features of family systems particularly relevant to early childhood teachers are (L. G. Christian, 2006):

Boundaries

Rules

Roles

Boundaries   Teachers can use the concept of boundaries within a family system to understand how a family makes decisions. Boundaries refer to a family's ideas about separateness and togetherness. Some families favor a sense of everyone's autonomy and value independence. Other families seem to prefer less autonomy and greater control over family members. A teacher might find that one family makes decisions about children together, and another set of parents do not consult each other about such decisions.

Rules   Rules are the traditions that families use to guide their interactions with each other. Rules also tell families how to deal with persons and systems outside their family. Observant teachers understand that children's behavior has developed, in part, from their family rules. For example, some boys might not understand that they should participate in cleaning up because their family rule is: "Women do the cleanup work." When you hear a child calling teachers "Mrs. _____" or "Mr. _____," you are really hearing their family rules that call for addressing adults with their social title and their last name.

Cultural Scripts and Guiding Young Children

Poverty: Pathways to Damaging a Child's Development

Systems Overwhelmed by Poverty   Think about Bronfenbrenner's theoretical perspective here. It will help you understand the real, poverty-plagued systems—family, neighborhood, schools—in which many children grow up. The environments in which a chronically poor child is nested are an almost incomprehensible world apart from those of a more affluent child, and they often have a distressing effect on all developmental domains of young poor children.

Three Pathways to Damage   There are three pathways through which poverty seriously diminishes a child's chances for a healthy, cognitively stimulating, and contented life (Evans & Kim, 2013):

1. **Inadequately stimulating environment.** This does not mean that there is no stimulation, but that the stimulation is insufficient for healthy development. For example, there is often too much television watching combined with few chances for informal learning. Children have developmentally inappropriate toys, and there is quite often very little printed material such as books. Children in poverty tend to be read to by parents infrequently if at all.

2. **Harsher and less responsive parent-child interaction.** Parents or others caring for children in poverty might never have learned about positive discipline or how important it is to teach social and emotional skills to children. The parents themselves very likely experienced harsh and less responsive parenting when they were children. Now, as parents, they use the harsher punishment that they experienced or learned about. The parents often do not know that they need to be self-controlled and have good emotional skills and that they need to teach the same skills to their children. Therefore, children often do not get what they need from parents to develop the self-control, social, and emotional resources for healthy development.

3. **High stress that goes on and on, with no end in sight.** You will read about the effects of chronic (continuing) stress on children's development in a separate chapter on stress.

Teaching and Guiding Children Living in Poverty   Reflect on how you view children from poverty. See and treat every child as capable, especially as a child living in poverty brings his many needs with him every day. Expect, for example, to see a struggle for self-control, and vow to help children from poverty write a different script on how to listen to others and control impulses. Expect a struggle to express him or herself because of less-than-helpful language skills, including a small vocabulary. Be determined to read and talk to children to help them expand their vocabulary and develop effective language skills. Expect a child to be confused by *your* professional cultural script for positive guidance strategies. Recall that she has likely experienced unhelpful, often harsh discipline. Vow to be unrelentingly positive when choosing guidance strategies. Realize and accept the idea that you will need to repeat things more times than you thought you would have to say them when teaching social and emotional skills to a child who has not learned these skills yet.

Roles   A role is a responsibility or job that a family assigns to different members of the group. The roles include scapegoat (taking blame for things), peacemaker, helper, or savior. Families assign one of these roles to the child, then encourage the child in that role. Some children are peacemakers, for example—they learn what the role entails and practice it in their family by

trying to intervene when others are at odds. Their family system rewards them for acting out their assigned role. We should not be surprised, therefore, to see their assigned family role played out in our classrooms. The peacemaker might act as a mediator in classroom conflicts. L. G. Christian (2006) notes that such behavior might be commendable, but a peacemaker child also needs to know when *not* to act out his family's assigned role at school.

Implications of Theories Focusing on Systems for Guiding Children

Understanding the theories focusing on systems can help teachers guide children more effectively. Acknowledging the influence of systems (families, peers, or neighborhood, for example) on children is a good starting point. How can teachers use ideas from systems theories in their work with children?

- Use the concept of systems to develop a fuller picture of the things affecting each child in a class. Yes, a child's family influences her, but so does the neighborhood in which her family lives. Likewise, her neighborhood is influenced by larger systems such as her culture. Keep all these systems in mind when thinking about the children in your class.
- Realize that each child will view a teacher's or the classroom's rules and limits or *boundaries* through the lens of his own family's approach to rules, limits, and boundaries. Some children, for example, come to school prepared by their family to accept classroom limits, and some children will need more of a teacher's help in learning to accept classroom limits and boundaries.
- Observe children's approach to interacting with other children and with the teacher. Can you detect a consistent *role* that a child assumes, such as peacemaker? Use observations as the basis for deciding how to guide a child. For example, if a child's family role is as the "smart" child, observe whether and how the child plays out that role in the classroom.

❖ THEORIES FOCUSING ON HOW CHILDREN CONSTRUCT KNOWLEDGE

The theories of John Dewey, Piaget, and Vygotsky focus not on systems in which children exist, but on how children themselves construct or build knowledge. All emphasize that children learn through activity and that interaction between a child and others is important.

John Dewey

John Dewey, born in Vermont, lived from 1859 to 1952. As a teacher, philosopher, and social commentator, he committed himself to fostering the type of thinking that would help a democracy flourish. We in early childhood education are dedicated to many of the ideas that he put forward (Dewey, 1897; 1938). Indeed, his influence has been as profound as Piaget's or Vygotsky's and we can use his ideas in guiding children.

Four Primary Interests of Children   John Dewey identified four main interests of children. When we guide children, paying attention to these interests will help us be more effective.

1. **Desire to investigate and discover things.**   Children are interested in the process of inquiry to carry out investigations. Why, for instance, does Peter get so frustrated when he cannot find something in his locker?
2. **Need to communicate.**   Dewey believed that children are inclined to talk to teachers, to ask questions, and to discuss matters with other children.

EXAMPLE   Kylie, four years old, was using a stick to write in wet sand. She wanted to write her name, but did not know how to capitalize the first letter. Her teacher printed a K and they talked briefly about how it looked. Then, Kylie wrote K in the sand along with the rest of the letters of her name and called to the child next to her to look at her work.

3. **Joy in construction.**   Children find pleasure in making and building things. They work industriously, for example, in constructing models of buildings that they have seen or that they imagine. Christensen and James (2015) noted that construction materials such as blocks enhance children's development in several ways. Motor skills, both fine and gross (large muscle development) benefits from block play. Children learn to plan and collaborate through block plan and literacy development is boosted by working with blocks.

4. **Artistic expression.**   Dewey observed that children enjoy expressing themselves through the arts, such as drama, dance, art, and music.

Education, Including Guidance, Begins with the Learner's Curiosity   Children have questions about their world, including how to interact productively with others. Dewey believed that this curiosity is the sign of a child's intellectual power and increasing knowledge about the world. Observing children will give teachers clues about children's questions and interests, an idea from Dewey Pedagogical Creed (Dewey, 1897).

John Dewey believed that children find joy in constructing things.

David Kostelnik/Pearson Education, Inc.

EXAMPLE   Mrs. Sandal noticed that Jenna watched Paul cry after another child hit him. The watchful teacher concluded that Jenna was curious about other children's emotions. She can use this knowledge to help Jenna learn about feelings and to think about other people.

Dewey's constructivist ideas are evident in 21st century early childhood classrooms and other settings, such as at the Children's Museum of Pittsburgh. In the museum's "makespace" children's intellectual ability is promoted when they " . . . play with real stuff," using a variety of everyday and building materials in the learning process (Brahms & Wardrip, 2017).

Creating Classroom Communities   John Dewey had a vision about democracy and viewed schools as the places where children could develop the thinking skills necessary for creating and sustaining democratic governments (Dewey, 1938). Teachers can create classrooms in which democratic values thrive. This calls for respect for everyone, collaboration, and joint decision-making. It requires that communication be open and courteous, even when there is disagreement. Children need to learn to resolve conflicts, not hide from them. Most of all, Dewey believed that children need to learn that they are linked to others and that their individual actions affect others.

Jean Piaget

Jean Piaget was born in Switzerland in 1896, and died in 1980. He studied the natural sciences and published many papers in this area before concentrating on how children think and develop knowledge. Piaget's perspective on how children's knowledge develops is known as **constructivism**. Constructivism refers to how children build or construct knowledge and how they adapt to their environment.

Constructivism
Children's building or constructing knowledge

Processes Involved in Adapting   Two processes help children to build knowledge and to adapt to different environments, both physical environments and interpersonal environments.

Interaction with People and Objects.   Like Dewey, Piaget believed that children are curious and learn most effectively when they are actively involved in building knowledge. They learn about the properties of objects by manipulating them. For example, they learn about the properties of blocks in the block corner by lifting, turning, placing blocks side-by-side or by stacking and unstacking them (Christensen & James, 2015).

Children also learn about people by interacting with them. One child cries when somebody hits him. Another gets upset when you take her toys. Other children do not see things in quite the same way that he does—that is, they have a different perspective, which is confusing to a young and egocentric child. Children must learn to listen to adults, who tend to set and maintain limits.

Teachers have a major role in helping children adapt to interpersonal environments, the environment of relationships with others. Teachers do this with appropriate guidance, in which they help them make sense of things that puzzle them about other people.

Assimilation
Process of incorporating new information into an existing concept

Accommodation
Process of changing an existing concept to include new information

Assimilation and Accommodation.   **Assimilation** refers to *taking in* new information into an existing storehouse for such knowledge. The storehouse or repository grows over time as he takes in new information. For example, a child observes a butterfly and says, "Look, a birdie!" Why has he made such an obvious mistake? The child has an existing storage area (think about this as a filing folder) for "things-that-fly." He puts anything that flies into this folder or scheme, even making mistakes upon encountering a new item, such as a butterfly. He has assimilated the butterfly into his "things-that-fly" scheme.

Accommodation refers to the times when children *change* one of their existing ideas to make room for a brand new idea. In the butterfly example, the child observed something that did not fit easily into anything that he understood. The butterfly did not fit well with his existing ideas. His teacher explained that this thing was a butterfly and, yes, it does fly, but, no, it is not a bird. The child had to change his idea slightly to accommodate this new information. He needed and developed, with his teacher's input, a new filing folder for "things-that-fly-but-are-*not*-birds." He accommodated to this new information. He adapted.