Darla Ferris Miller

Positive Child Guidance

9th Edition

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Positive Child Guidance,
9th Edition

Darla Ferris Miller

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Preface

Not too long ago, one of my granddaughters screamed at her little sister for interfering in her elaborately arranged doll play. Relying on positive guidance techniques, of course, I said, "April, Rosie is crying. She wants to talk about how she felt when you said angry words to her."

April looked up blankly, like someone coming out of a deep concentration, and said, "I didn't hear myself say angry words." I have been thinking a lot about my sweet April lately. We, too, have times when we don't hear ourselves. Guiding children effectively demands focus and self-discipline from adults. Becoming successful in child guidance is not just about memorizing new information—it is about processing information, becoming self-aware, and sometimes changing lifelong habits. None of these things are easy. Like April, first we must hear ourselves saying angry words.

I've been a classroom teacher (from infants and toddlers to middle school), a child care director, an early childhood professor, and a supervisor of student teachers. A lot has changed in my years of watching teachers and children. But some things have not changed. Today, there are still teaching staff who intimidate young children to keep them quiet and make them mind, mistakenly thinking it will help children learn.

Our Shared Quest through This Text

Most adults who interact with children have good intentions and want only the best for children. Our shared quest, as early childhood educators, is to find authentic best practices that will really work for us on a day-to-day basis. Our genuine hope is to support children's development and enhance their lives. We all want to be successful. It is my sincere hope that this book will bring new levels of success in child guidance.

The guidance methods presented here are not my invention or discovery. I have spent four decades observing, studying, working with, and learning about children and families. I've learned by studying people such as Piaget and Adler and Montessori—but I've also learned from coworkers like you who so generously share your ideas by presenting at conferences and writing journal articles. In this book I offer you my best effort at bringing together all of the practical child guidance expertise, research, and wisdom I can distill in these pages in a simplified, organized, easy-to-read format.

Critical Assumptions

Positive Child Guidance offers a comprehensive plan for guidance. Every part of the text clearly fits within the ideals of developmentally appropriate practice (DAP).

The methods here are based on the following critical assumptions. Guidance must

- Be respectful and build self-confidence
- Accommodate individual differences
- Match the child's developmental level
- Support self-reliance and self-discipline
- Be responsive to the child's cultural identity

Three Philosophical Perspectives

- **Maturationists**—Arnold Gessell advanced the maturationist belief that development is a biological process occurring automatically in predictable stages over time. This perspective provides useful guidance tools with the warning that taken too far it may be used as an excuse for *permissive,* "hands-off," or neglectful guidance.
- **Behaviorists**—Theorists such as John Watson, B. F. Skinner, and Albert Bandura contributed greatly to the environmentalist perspective of development, which proposes that the child's environment shapes learning and behavior. This perspective provides useful guidance tools for responding to very specific kinds of behavior problems. Its strategies are not developmentally appropriate, however, for responding to all guidance situations. In fact, use of behaviorist methods without children's active cooperation risks placing the adult in the manipulative and controlling *authoritarian* role.
- **Constructivists**—Jean Piaget, Maria Montessori, and Lev Vygotsky helped develop the constructivists' view, in which young children are seen as active participants in the learning process. Because active interaction with the environment and people is necessary for learning and development, constructivists believe that children are partners in their own learning. The constructivist philosophy is a natural match for the *authoritative* adult guidance role in the developmentally appropriate classroom.

Obviously, *Positive Child Guidance* leans toward the constructivist perspective.

Audience for This Text

This text is written primarily for community college students, although many universities have adopted it over the years for beginning early childhood education courses. Community college students are remarkably diverse. One class may include students struggling with English, honors program students, students getting help to bring their basic skills up to college level, and returning adults whose maturity and work habits cause them to excel academically.

I intentionally developed *Positive Child Guidance* to appeal to many levels of adult learners. This book offers the theoretical and philosophical foundations of guidance in a relatively jargon-free writing style. There are readable, practical anecdotes and interesting photographs to make chapters more enjoyable for students who struggle. There is also, however, enough "meaty" information provided and enough stimulation of critical thinking to create intellectual challenge for more experienced students.

Organization of the Text

The text has been organized into four parts:

(1) Preparing for Positive Guidance
(2) Valuing the Uniqueness of Each Child
(3) Preventing Behavior Problems
(4) Positive Interventions

This organization follows the guidance approach of the text:

- Chapters 1–3 start off the text by looking at goals for children and reviewing theories of learning and child development.
- Chapters 4–6 provide information on how to value children by observing, recognizing, and understanding their unique qualities.
- Chapters 7–9 discuss how to prevent problems by planning developmentally appropriate (DAP) settings, building strong relationships, and supporting moral and social development.
- Chapters 10 and 11 give practical details on learning how to ignore, redirect, or intervene in inappropriate behavior and address the mistaken goals underlying persistent unproductive behavior.

New and Updated for The Ninth Edition

Positive Child Guidance, ninth edition, focuses on supporting children's development and enhancing their lives through developmentally appropriate guidance methods. *Positive Child Guidance* offers a comprehensive plan for guidance. Every part of the text embraces the ideals of developmentally appropriate practice (DAP). This new edition includes critical advances in research and addresses the cultural changes that are changing the way babies and children are cared for today.

Features

NEW Coverage on Social Justice
Early childhood programs can play an important role in the development of ethical values that are essential for successful citizenship in a democracy. During the formative early years, children are able to internalize prejudice-free attitudes simply by playing and learning in an intentionally planned anti-bias environment.

NEW effort to decrease gender bias by applying gender-free pronouns
This edition of Positive Child Guidance has incorporated the term "they" as the singular pronoun of choice whenever gender is unknown or irrelevant. This step is an effort to recognize that some individuals do not feel that a gendered pronoun fits their self-identity.

NEW NAEYC Standards Included with Each Chapter
New NAEYC standards are included in a chapter-opening list to help students identify where key standards are addressed in the chapter. NAEYC and DAP icons are integrated throughout the text, and the NAEYC standards correlation charts help students make connections between what they are learning in the textbook and the standards.

NEW "What Do You Think?" box added to each chapter
The new "What Do You Think?" box added to each chapter presents open-ended questions designed to get students thinking about and discussing philosophical questions underlying everyday classroom situations and decisions. Reflection and analytical thinking deepen the learning experience as students integrate new information.

UPDATED Learning Objectives
Learning Objectives correlated to the main sections in each chapter show students what they need to know to process and understand the information in the chapter. After completing the chapter, students should be able to demonstrate how they can use and apply their new knowledge and skills.

UPDATED Brain Facts Boxes
These new boxes provide students with current neurological findings that affect our understanding of how children learn and how we can most effectively guide them.

NEW Colorful Icons
Integrated throughout the book, marginal icons draw student attention to content that relates to NAEYC NAEYC, DAP DAP, BRAIN FACTS, SOCIAL EQUITY, and CHALLENGING BEHAVIOR content.

UPDATED Colorful Design
This edition is a full-color text with an appealing interior design to help enhance student learning.

UPDATED TeachSourceDigital Downloads
Downloadable and often customizable, these practical and professional resources allow students to immediately implement and apply this textbook's content in the field. The student downloads these tools and keeps them forever, enabling preservice teachers to being to build

their library of practical, professional resources. Look for the TeachSource Digital Downloads label that identifies these items.

MindTap for Education is a first-of-its kind digital solution that prepares teachers by providing them with the knowledge, skills, and competencies they must demonstrate to earn an education degree and state licensure, and to begin a successful career. Through activities based on real-life teaching situations, MindTap elevates students' thinking by giving them experiences in applying concepts, practicing skills, and evaluating decisions, guiding them to become reflective educators.

Practical Application Emphasis
Every chapter has at least one Practical Application Case Study that demonstrates important concepts addressed in the chapter. Additionally, numerous Examples designated throughout the text help students grasp how their new competences can be applied in real-world situations.

Clarification of the Role of Behavior Modification in Positive Guidance
Extrinsic motivation, using tokens, prizes, and praise as reinforcement, can be very effective in specific kinds of situations, but, used incorrectly, can seriously undermine intrinsic motivation. Guidelines are provided for supporting intrinsic motivation and using extrinsic motivators wisely.

UPDATED Marginal Key Terms and Definitions
To support student learning, key terms and their definitions appear in the text margins adjacent to boldface key terms where they first appear in the text. At the end of each chapter, a list of the key terms appears, and at the end of the book, there is a comprehensive glossary of key terms.

UPDATED Web-Based Resources
Students today use the Internet as a handy tool to follow their own curiosity and learn more about specific topics that interest them. In every chapter students will find recommended websites relevant to the topics being discussed.

Chapter-by-Chapter Highlights

Chapter 1—Why Guidance Matters

- Material revised connecting text to DAP fundamentals
- Timely information on children and families today
- Statistical update on child care for families
- Ground rules expressed as "Be healthy, be respectful, and be responsible"

Chapter 2—Historical Perspectives and Guidance Theories

- New simplified chart listing and describing important theorists students should be familiar with.

Chapter 3—Understanding Children's Behavior

- Updated information on key theories of child development
- Updated research findings relevant to child development
- New data on the impact of chronic stress on the development of brain architecture
- New information on the important role of play in child development

Chapter 4—How to Observe Children

- Updated strategies for integrating observations with DAP
- Discussion of using neuroscience to better understand children's development

Chapter 5—Serving Culturally Diverse Children and Families

- Updated guidelines for learning to spot bias in books and other media
- Updated listing of underrepresented cultural groupings that rarely appear in children's learning materials, books, and media

- Updated research findings on the devastating impact of racism on child development
- Updated research findings on the beneficial effect of DAP learning environments on babies and young children
- Updated statement of NAEYC code of ethics and listing of DAP cultural objectives

Chapter 6—Understanding Children with Ability Differences

- The term ability difference is used instead of the term disability
- The term inclusion is added in opposition to the idea of exclusion
- New research findings on the special vulnerability to chronic stress faced by differently abled children
- New research findings on the devastating impact of prejudice on differently-abled children
- Bullying and teasing are addressed by developmental levels and gender

Chapter 7—Designing Developmentally Appropriate Environments Inside and Out

- DAP connections integrated throughout this chapter
- In-depth information on designing indoor and outdoor environments
- Innovative section on green playscapes and what research says about them
- Updated research on the value of outdoor play
- Updated research on the negative impact of physical punishment
- Updated research on abusive head trauma and other child abuse issues

Chapter 8—Building Relationships through Positive Communication

- New research findings on the development of language in infants and toddlers
- Strategies for using sign language with toddlers to reduce communication frustration and to enhance brain development
- Methods for creating a sense of belonging among children
- Methods for addressing crucial conversations and resolving conflicts peacefully

Chapter 9—Fundamental Causes of Positive and Negative Behavior

- An overview of the seven essential values of moral intelligence
- Updated research showing how developing brain structures affect moral development

Chapter 10—Effective Guidance Interventions

- Practical DAP strategies for solving day-to-day guidance issues

Chapter 11—Guiding Children from Mindless Mistaken Goals to Mindful Responsibility

- New research findings on conditions that affect intrinsic and extrinsic motivation
- Strategies for dealing with children's use of rude or inappropriate language
- Material on helping children accept the consequences of their behavior
- Update on effective uses of behavior modification
- Research update on emotional intelligence
- Ten habits of emotionally healthy people
- Mindfulness exercises for young children

In addition, to help students build skills and relate theory to practice, *Positive Child Guidance,* ninth edition, offers the following:

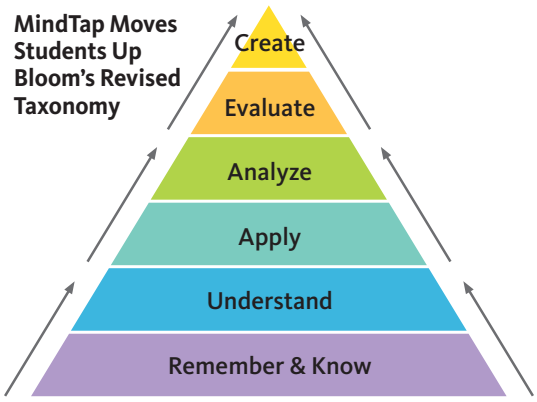
- NEW color photos that make the content of chapters come to life
- Emphasis on developmentally appropriate practice (DAP)
- Boxes that present real-life stories, charts, examples, tips, and strategies
- Unique planning for positive behavior checklist
- Relevant research studies, emerging social issues, and challenges
- Sample dialogues among teaching staff, parents, and children
- Developmentally appropriate activities to promote positive behavior

- Research findings related to the brain and the emotions
- Practical ways teachers can support prosocial development

Ancillary Materials

MindTap™: The Personal Learning Experience

MindTap for Miller, *Positive Child Guidance,* ninth edition, is a fully customizable online learning platform with interactive content designed to help students learn effectively and prepare them for success in the classroom. Through activities based on real-life teaching situations, MindTap elevates students' thinking by giving them experiences in applying concepts, practicing skills, and evaluating decisions, guiding them to become reflective educators.



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.

PowerPoint® Lecture Slides

These vibrant Microsoft® PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

Online Instructor's Manual with Test Bank

An online Instructor's Manual accompanies this book. It contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. For assessment support, the updated test bank includes true/false, multiple-choice, matching, short-answer, and essay questions for each chapter.

Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want.

Acknowledgments

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I also appreciate the inspiration, creative input, and feedback I received for this edition from my dear friend Ginger Rothe, former *Newsday* editor. Additionally, I received help and support from two daughters, Michelle and Cynde, both of whom are professors. Michelle holds a doctorate in cognitive psychology from the University of California at Los Angeles and is professor of psychology at Northern Arizona University. Cynde holds a master's degree in fine arts from the University of California at Irvine and is an art professor at Chaffe Community College.

Erin Joyner, higher education product manager, and Sibasis Pradhan, content manager, gave life to this edition. I feel fortunate to have worked with them and the other exemplary staff at Cengage Learning.

Most of all I sincerely thank the early childhood faculty who contributed to the readability, accuracy, and usefulness of this book by critiquing it and adding their own ideas and suggestions. These expert reviewers provided a remarkably perceptive level of insight, good judgment, and experience, pushing *Positive Child Guidance* to become a better and more useful text. They include

Susan, Barber, Stephen F. Austin State University

Johnny Castro, Brookhaven College

Stephanie Daniel, J. Sargeant Reynolds Community College

Angel Fason, Mississippi State University

Benita Flores, Del Mar College

Teresa Frazier, Thomas Nelson Community College

Marissa Happ, Waubonsee Community College

Jill Harrison, Delta College

Jo Jackson, Lenoir College

Jennifer Jacobs, University of Cincinnati

Mary Larue, J. Sargeant Reynolds Community College

Mary Olvera, Surry Community College

Diane Plunkett, Fort Hays State University

Brigitte Vittrupe, Texas Woman's University

Elizabeth Watters, Cuyahoga Community College

Dedication

This book was inspired by and is dedicated to my parents, Evolee and Roy Ferris. "Papa Roy" did not live to see the book completed, but he had great interest in and enthusiasm for its writing. Because he grew up the youngest child of a troubled single parent during the Great Depression, he spent much of his adult life struggling to learn how to be a good parent and to let his children know that he loved them. When he read the beginning draft of the first edition of this book, his eyes got a bit misty, and he said, "You've said some important things in here. I'm really proud of you." Of course, no child ever outgrows the need to know she has made her parents proud.

As my late husband, Tommy Miller, and I reared our daughters, we, too, struggled to learn how to be good parents and let our children know they are loved. We have four wonderful grandchildren, Fiona, April, Rosa, and Quinn. Today I feel awe as I watch our next generation learning and growing. Their parents are also learning and growing as they go step-by-step through the joyous, exhausting, scary, magical adventure of child rearing.

About the Author

Darla Ferris Miller holds a doctorate in early childhood education, Texas and Mississippi teaching credentials, and the American Montessori Society Early Childhood and Infant and Toddler level certifications. She was a vice president, a division chair, and a professor at North Harris College. Dr. Miller has also served in a wide range of roles within the field of child care and development. She has been caregiver, early childhood teacher, center director, teacher trainer, and consultant, and she has worked with children from infancy to middle school. Dr. Miller's publications include the following:

Miller, D. F. (2014, Summer). Spiritually responsive education and care: Nurturing infants and toddlers in a changing society. *Montessori Life*, *26*(2), 48–52.

Miller, D. F. (2011, Fall). Montessori infant and toddler programs: How our approach meshes with other models. *Montessori Life*, *23*(3), 34–39.

Miller, D. F. (2004, Spring). Science for babies. *Montessori Life, 16*(2), 26–29.

Miller, D. F. (2004, Winter). Early crusade planted seeds for NHC infant-and-toddler teacher education initiative. *Montessori Life, 16*(1), 18–22.

Miller, D. F. (1993). *L'éducation des enfants une démarche positive.* (French translation of *Positive Child Guidance*). Ontario, Canada: Institut des Technologies Télématiques.

Miller, D. F. (1990). Room to grow: How to create quality early childhood environments. In L. Ard & M. Pitts (Eds.), *Room to grow: How to create quality early childhood environments.* Austin: Texas Association for the Education of Young Children.

Miller, D. F. (1989). *First steps toward cultural difference: Socialization in infant/toddler day care.* Washington, DC: Child Welfare League of America, Inc. (Continuously in print from 1989 to 2005 and was termed a Child Welfare League "classic" book.)

Chapter 1

Why Guidance Matters

NAEYC Standards

The following NAEYC Standards are addressed in this chapter

Standard 1 Child Development and Learning in Context

- **1B** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- **1C** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

Standard 2 Family–Teacher Partnerships and Community Connections

- **2A** Know about, understand, and value the diversity of families.
- **2B** Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- **4A** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

Objectives

After reading this chapter you should be able to do the following:

1-1 Identify contemporary issues in child guidance.
1-2 Discuss the relevance of developmentally appropriate practice (DAP).
1-3 Explain why family and professional training is key to child guidance.
1-4 Analyze the purpose of child guidance.
1-5 List short-term objectives for child guidance.
1-6 List long-term objectives for child guidance.

1-1 Child Rearing in Today's World

At dawn every weekday morning all across the country, from bustling cities to tiny rural communities, mothers and fathers struggle to begin another workday. In millions of homes and apartments, families hurry to feed and dress babies and young children. Without a minute to spare, they grab diaper bags and satchels, buckle little ones into car seats, climb onto buses, or push strollers into elevators. They head for a variety of child care arrangements ranging from homes of relatives to registered family day homes to proprietary, religious, and government-funded child care centers; early childhood programs; and schools. Stress begins early for today's families and children.

NAEYC

The world is changing dramatically, but children still need protection, nurturance, love, and guidance. Whether the child's caregiver is a full-time homemaker or a business executive with an urgent 8 a.m. appointment makes little difference to a toddler who plops in the middle of the floor and cries because he doesn't want oatmeal for breakfast. **Child guidance** is a challenging task for any family, but if guardians work outside the home, managing their children's behavior may be more complicated, and they may rely a great deal on early childhood professionals to support their children's social and emotional development (Brazelton, 1985; Halpin, Agne, & Omero, 2018; Moses, Powers, & Reschke, 2021).

child guidance
Contrived methods for external control as well as interaction with and extension of the development of naturally unfolding internal mechanisms and motivations for self-control and self-discipline.

Practical day-to-day responsibility for guiding the next generation is shifting from families alone to families, communities, and early childhood personnel working together. Today, there are fewer full-time homemakers caring for children and rapidly increasing numbers of exhausted **dual-earner couples**, **single parents**, grandparents, stepparents, foster parents, and other arrangements of employed households juggling work while rearing young children (Van Kessel, 2020).

dual-earner couples
Couples in which both partners are gainfully employed.

single parents
Mothers, fathers, grandparents, or other guardians rearing children alone.

At the same time that **family structures** are changing, more and more research has surfaced highlighting the critical importance of early experiences for the long-term development of a child's personality, character, values, brain development, and social competence (Tottenham, 2020). Never before has there been such acute awareness of the influence early caregivers have on young lives, and never before has there been such need for people outside the family to assume major involvement in the process of child rearing (Caspi et al., 2017).

family structures
Various arrangements of people living together with children and possibly other generations of relatives.

Mothers below the poverty level have always relied on grandmothers, other relatives, and friends to lend a hand in child rearing so they could make a living and keep food on the family table. But for most families a half-century ago, "babysitting" was just a break from the usual business of child rearing carried on by a mother who probably did not work outside the home. Having someone other than a family member look after the children usually lasted only briefly. People assumed that any untrained but reasonably responsible teenager or neighbor could give adequate care to a baby or young child.

Today, however, most babies and young children have guardians who work part- or full-time outside the home, whatever the composition of the family. Child care

is not a brief interruption in child rearing but a central part of it. Many babies spend most of their waking hours in some form of child care as early as the first weeks of life (Annie E. Casey Foundation, 2020).

These changes place new pressures on families and on early childhood professionals. Guardians who work outside the home must face the stress of juggling home and work obligations. Fathers find that modern lifestyles present a new level of involvement for them in caring for and managing their children. Early childhood professionals find that more and more is expected of them by families and by society.

Additionally, more households than ever are being shared by three or even four generations. Adult children often stay at home or return home, and the elderly live so much longer that many families care for multiple generations, from children to grandparents (Annie E. Casey Foundation, 2020). Working families' time and finances are often strained to the breaking point. In the United States, welfare reform pressures low-income single mothers to be employed, although their earnings may be meager and their child care costly (Child Care Aware of America, 2020).

This teacher gives a warm morning greeting. The teacher's affection and attention welcome the parent and child and ease their feelings of stress as they separate from each other.

Even guardians who are full-time homemakers find that contemporary lifestyles bring new stresses to child rearing. Many feel that their toddlers and preschoolers benefit from participating in professionally run early childhood programs.

Families and early childhood professionals worry about discipline: "How do I get kids to clean up after themselves?" "How can I keep toddlers from biting and pulling hair?" "What should I do when preschoolers call each other hurtful names?" "Am I being too strict?" "Am I being too lenient?" "How can I manage my own feelings of anger and frustration when children throw tantrums?"

Self-discipline and self-control do not automatically appear out of thin air. Competent, well-behaved children do not just happen. Dedication and skill on the part of families and early educators help children reach their full potential. Effective guidance prevents behavior problems, supports children's health, safely channels negative feelings, and builds a solid foundation for children's future participation in society.

Child guidance is the very challenging process of establishing and maintaining responsible, productive, and cooperative behavior in children. Families and early educators must devote a great deal of time, effort, and persistence to help children become considerate and self-disciplined members of society. *Knowledge of the natural stages of child development is our most powerful tool to guide youngsters through this process of maturing.*

If our American way of life fails the child, it fails us all.

—Pearl S. Buck

1-2 What Is Developmentally Appropriate Practice?

This book provides answers focused on **developmentally appropriate practice**, referred to as DAP. Detailed information about DAP can be obtained through the **National Association for the Education of Young Children** website.

As children mature through natural stages of development, their social, physical, emotional, and intellectual needs and interests change dramatically. Activities, materials, and events are individualized and adapted to be "just right" for their needs. In

DAP developmentally appropriate practice
Early education and care that is carefully planned to match the diverse interests, abilities, and cultural needs of children at various ages and that is carried out with respect for and in cooperation with their families.

NAEYC National Association for the Education of Young Children (NAEYC)
A professional organization for early childhood educators dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. (See Developmentally Appropriate Practice, Figure 1.1.)

FIGURE 1.1

Developmentally Appropriate Practice

DAP

TeachSource Video

Curriculum Planning: Implementing Developmentally Appropriate Practice in an Early Childhood Setting

Watch this Video Case and the bonus video offered; then study the five Viewing Questions provided and answer the following four questions.

1. What are three activity centers you saw in the case?
2. Why should the teaching staff know about the child?
3. How many desks did you see?
4. What is the difference between a teacher-initiated and a child-initiated activity?

DAP, a teacher's methods change not only according to ages and stages, but also according to individual differences in children's personalities and interests. One child may have a tremendous interest and curiosity about dinosaurs—another child may think dinosaurs are "nasty." She may be fascinated in exploring seeds and plants and in figuring out how food grows.

Every part of this book is written to support DAP by supporting positive, respectful, and empowering relationships among adults and children. See Positive Focus 1.1.

A caring community of learners is created as children work and play together. Children learn to help each other and to respect each other's rights.

The Core of DAP

Positive Focus 1.1

1. **Knowledge Must Inform Decision Making**
   a. Demonstrate knowledge of child development and learning
   b. Fight against the racism, sexism, and bigotry that disrupt child development and learning
   c. Observe and discover each child as a valued individual
2. **Goals Must Be Challenging and Achievable**
   a. Empower families to participate in goal setting
   b. Select teaching strategies to promote individual children's progress
   c. Communicate children's progress to families
3. **Teaching Must Be Intentional to Be Effective**
   a. Create a caring community of learners
   b. Teach to enhance development and learning
   c. Plan curriculum to achieve important goals
   d. Assess children's development and learning
   e. Establish reciprocal relationships with families

Adapted from National Association for the Education of Young Children (NAEYC), Washington, DC, www.naeyc.org/dap/core.

1-3 Why Is Positive Child Guidance Training Important for Parents, Caregivers, and Teachers?

In today's world, most children do not spend the first years of their lives only at home. They are up with the alarm clock, their days are structured and scheduled, they come in contact with many adults other than their families, and they must learn to get along with other children in groups. Modern families need help in developing skills for effectively guiding young children and preventing behavior problems (Barbot, 2020). Adults may not have time to deal with a toddler throwing a tantrum and refusing to get dressed or a pouting preschooler who insists that everyone in the whole world hates her. Families need support so that behavior problems do not place additional strain on family life that may already be stretched thin from the stresses of contemporary living (Super & Harkness, 2020). See Positive Focus 1.2.

Early childhood professionals need study and practice to develop effective child guidance skills. They will provide important support to family life. Teachers and

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Professional Early Childhood Care and Education Is Needed

Positive Focus 1.2

"Employment of preschool teachers is projected to grow 2 percent from 2019 to 2029, slower than the average for all occupations. Early childhood education is important for a child's intellectual and social development. Preschool teachers should be needed to meet the slowly increasing demand for early childhood education." (Bureau of Labor Statistics, 2021)

Courtesy of Jesmine Loc

Parents are becoming more aware of the critical importance of their child's development in early childhood. When they look for child care, they are likely to look for teacher training and program accreditation.

caregivers can never replace caring families. Families have an irreplaceable influence on their children's lives because of the emotional bonds that are a part of being a family. Although caregivers must never compete with or infringe on this special parent–child relationship, they can be a tremendous support to both children and their families. Families are the first and most important teachers children will ever have. But early childhood professionals have a growing importance in today's world.

1-3a Who Should Be Responsible for the Well-Being and Guidance of Children?

It is in the world's best interest if all adults accept responsibility for the well-being and guidance of children. In past centuries, children were thought to be their parents' property. In Western Europe just over a century and a half ago, babies were not considered to be real persons. It was not even thought necessary to report their deaths (Aries, 1962). In a modern democracy, however, children are understood to be human beings with inalienable human rights. Governmental agencies are set up with responsibility to protect the welfare of young children because children are future citizens. Failure to address children's early needs costs government millions of tax dollars later in remedial education, indigent support, and the prosecution and incarceration of convicted criminals (Caspi et al., 2017).

Business and industry have an interest in the welfare of young children because today's children will become tomorrow's workforce, and competitiveness in world markets depends on the availability of capable, responsible workers. Civic groups, churches, schools, and you and I are also responsible for children's welfare. Good citizenship obligates us to look toward the future well-being of humanity rather than focusing only on our own personal interests. We can help our community build a brighter future by joining with others to inform and encourage better child care and education.

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If a man empties his purse into his head, no one can take it away from him. An investment in knowledge always pays the best interest.

—Benjamin Franklin

Throughout the United States, there is growing recognition that investing efforts and resources to better the lives of children is not only humane, but is also very cost effective. Children are open to ideas and experiences. It is possible to bring about meaningful changes in their lives and to have real influence on their long-term development of values and character traits. As adults, we tend to be more rigidly set in our habits and potentials. If we are to continue to enjoy the benefits of living in a democracy, then we should help all children learn personal responsibility and respect for others so they will know how to function properly as adults. See Positive Focus 1.3.

1-3b Committing to Becoming the Child's Resource Team

Families are children's first teachers—and they are children's teachers throughout childhood and, to some extent, even into adulthood. Families have an important opportunity to make a huge difference in their children's lives. If we are to reach our goals, we must partner with the people ultimately responsible for the children in our care—the families. To be effective in guiding children, teachers and families must work as a cooperative and cohesive team. Mothers, fathers, grandparents, guardians, and teachers should communicate frequently and respectfully about the child's needs.

parent–teacher resource team
Teachers and families working together as a cooperative, respectful, and cohesive partnership.

For effective **parent–teacher resource teams**, we give families opportunities for communication and a strong sense of empowerment. Families are accustomed to being in charge of their children. They want to know their children's activities and progress. Some families fear that they will be perceived as too intrusive if they ask how their children are doing. Other families, especially those lacking in education, may feel intimidated by teachers. And some families whose children are particularly challenging may avoid interacting with teachers for fear of being blamed for their children's inappropriate behavior.

Sadly, Quality Child Care Is Not Available to All Families

Positive Focus 1.3

1. Public funding for preschool programs across the United States does not meet demand.
2. Low-income families do not have adequate access to affordable, safe, and nurturing early childhood education.
3. The nation's racial inequities have proved deep and stubbornly persistent.
4. African American, American Indian, and Latino children too often lack the support necessary to thrive.
5. States have failed to dismantle barriers facing many children of color; consequently, children with the same potential do not achieve equal levels of success.

Annie E. Casey Foundation, 2020; Child Care Aware of America, 2020.

Teachers can open the channels of communication with all of these families by treating them with respect. Teachers can show respect for each parent by conveying in everything they do that each child has strengths and is valued. They can empower families by allowing them to have a meaningful voice in the child's education.

Teachers work in partnership with families, establishing and maintaining frequent two-way communication. See Positive Focus 1.4.

The parent–teacher resource team can brainstorm together what changes in the child's environment are needed from time to time. Will families need to unplug the

DAP requires that teachers value the unique qualities of each child as well as the special role of children's parents.

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A Parent's Viewpoint: Parent-Teacher Communication

Watch this Video Case on parent communication, and then answer the following questions:

1. Why do you think parents are so eager for information about their child's day?
2. Name three examples of information the teacher in this video described sharing with parents.
3. Did the teacher seem to resent parents' eagerness for information? Why or why not?

Positive Focus 1.4

Handy Tips for Effective Home/School Partnerships

For Families

- Communicate with teachers
- Read to children every day
- Read in front of children daily (set an example)
- Talk often about how learning helps people
- Take time to really listen to children
- Play with children; allow children to lead in play activity
- Monitor and support play with friends
- Give children responsibilities and make sure they succeed
- Allow children to make choices within reasonable boundaries
- Make boundaries and expectations very clear in advance

For Teachers

- Convince families that involvement is valuable
- Develop a simple parent involvement plan
- Know that extensive plans overwhelm
- Start a simple classroom newsletter for families
- Take time to really listen to families
- Use labeled folders to send work and notes home
- Invite parents, grandparents, and other guardians to be school volunteers
- Teach parents how to make easy learning games
- Display children's work and invite families to see it

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television at home to ensure more quality time? Will the teacher need to increase individual attention for a challenging child? How will the team communicate day-to-day changes in children's health and emotional well-being? How can the team nurture budding learning in a certain area? Or work on a negative habit pattern that has begun to develop?

1-4 What Is the Purpose of Child Guidance?

The early childhood setting, whether in the home or in a child care center, is a miniature community in which children develop and practice the basic skills they will need to cope as they go through school and then finally enter the big, wide world. Child guidance builds a foundation on which everything else in the child's life is built, including social interaction with others, learning, and emotional development. By their very nature, babies come into this world helpless and self-centered. Guidance transforms them into full-fledged, functioning members of society.

1-4a Does This Book Have a Specific Point of View on Guidance?

adult
One who seeks not to gain control over children but rather to guide them effectively, while setting for them first-hand examples of appropriate coping and assertive negotiation.

This book has been written specifically for those **adults** who make an invaluable contribution to society by caring for and teaching the youngest and most vulnerable—our children. The book is intended as a foundation for effective problem solving and as a guide for adults as they strive to meet the developmental needs of children from infancy through early childhood. *Every child has unique needs. Consequently, no single guidance strategy will be appropriate for all children at all ages.*

Practical Application Case

The Spoiled Child—Myth or Reality?

It is a glorious day at the park. Bright sunshine is radiating just enough warmth to balance a flag-snapping breeze. This sudden evidence of spring has drawn families and children outdoors like a magnet. Sitting on the grass alongside a large sandbox is a cluster of grown-ups who are laughing and talking as they watch their youngsters squealing and running or digging eagerly in the sand.

Al and Tamara's 4-year-old son Joel makes gleeful whooping sounds as he chases his 2-year-old brother Eddy with a wriggling bug he has found in the sand. Eddy screeches and dives onto his dad for protection as his mother beseeches Joel to "stop being so wild."

As he skids to a stop, Joel inadvertently smashes into a double stroller holding the Rodriguez twins. While Al escorts his boys back to their buckets and shovels, Tamara bends down with Elena Rodriguez to make sure the 1-year-old twin girls are okay.

Several other parents have stopped talking and are watching attentively as Elena adjusts the little girls in their stroller and smooths their crisp red dresses with identical embroidered collars.

Other mothers are amazed that the twins have not cried. Tamara takes one little girl by the hand and says, "Shall we get them out and let them play for a while?"

"Oh, no," says Elena, "They would get filthy. They know that they have to stay in the stroller." Al comments that his boys were never that "good." They would have pitched a fit to get out and get right in the middle of the dirt.

Several other parents chime in with awestruck comments about how good the twins are. Elena responds, "I knew with twins and me working that they had better not get spoiled. In the child care center I use, they are very strict about not spoiling the kids. They only pick up the babies to change and feed them. The babies cried for a few days right at first, but now they're just no trouble at all."

The conversation about Elena's twins trails off as other parents scatter to chase after straying toddlers and respond to their children's cries of "Watch me," "Push me in the swing again," and "Look at my sandcastle!" As Tamara rushes to Eddy to remind him not to eat sand, she feels a surge of envy for Elena and her "good" babies who are never any trouble.

Case Discussion Questions

1. What do people really mean when they label babies either "spoiled" or "good"?
2. What appear to be Elena's priorities and values in caring for her children? What are her daughters learning about their role in the world? Why is that a problem?
3. Why do you think the staff in Elena's child care center were opposed to holding, rocking, and playing with babies? Does frequent holding and cuddling create a setting in which adults are warm, nurturing, and emotionally available to the children? Why is this important to children's development?
4. How do you feel about Al and Tamara's relationship with their children?
5. List, in order of importance, the 10 characteristics you personally value and admire most in a person (for example, kindness, sense of humor, energy, intelligence, enthusiasm, and so on). Are these the same characteristics you expect caregivers to model in their interactions with babies and young children? Describe a real situation in which you demonstrated the characteristic that you most value.
6. List the 10 characteristics you like least in a person (for example, rudeness, disrespectfulness, bullying, thoughtlessness, and so on). Are these characteristics that you have seen caregivers demonstrate in their interactions with youngsters? Describe a real situation in which you saw someone demonstrate a characteristic that you would not want children to imitate.
7. Al and Tamara have a different cultural background from Elena. Do you think their cultural background may have had an effect on their child-rearing style? If so, how?

This book addresses typical characteristics and needs of children as they proceed through developmental stages. It provides a broad range of practical, effective, and flexible guidance methods that are based on principles of honest communication and assertiveness. The focus is on respect for the dignity and human rights of the infant and young child. Guiding children effectively always takes effort. But the methods presented here promise to make the process less frustrating and more satisfying for both adult and child.

When using positive child guidance, teachers value and respect the individual qualities of each child.

Many child guidance authors have focused mostly on behaviorist learning theory, a view that learning can best be explained as the result of externally reinforced (or rewarded) behavior. External control in the form of ignoring negative behavior and rewarding appropriate behavior is referred to as behavior modification. If used well in certain types of situations, it can be extremely useful.

For many people, however, discipline means simply giving rewards and punishments to control children's behavior externally. Many schools rely completely on competitiveness, grades, stickers, and time-outs to motivate and control children. A problem with reliance on external control is that children may respond only when they know that rewards or punishments are close at hand. They may not learn to behave appropriately simply because it is the "right" thing to do.

Additionally, rewarding children for behaving a certain way raises several sticky issues. Because human beings of all ages are infinitely complex, the praise or prize that reinforces one child may embarrass, bore, or alienate another. Doling out privileges and prizes may place an adult in the role of a stingy gift giver, rather than that of a democratic guide and role model and may stimulate competition rather than cooperation among children. Doling out attention and praise as reinforcement risks implying to children that compliance is a condition for affection and that only "good" children are valued.

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Planning for positive child guidance should not rely only on strategies for external control but instead should support the child's naturally unfolding motivation for self-control. Children should be helped to become self-directed and less dependent on others to manage their behavior. As they grow toward adolescence and adulthood, they must begin to make critical choices about what to do and how to behave.

Because imitation of adult modeling is an important way a young child learns, how adults cope with stress and frustration is critical. Children tend to do what we *do* rather than what we *say to do*. Remember, the purpose of child guidance is to support the growth of effective life skills—not just to control annoying behaviors.

Positive, persistent assertiveness takes more deliberate patience than intimidating children into obedience by scolding, screaming, or spanking. And it definitely requires a great deal more thoughtful effort than allowing children to "run wild." But taking the time to guide children properly will give them the skills they need to be successful not only in school, but also throughout their future lives. In today's world, all children deserve attentive, self-esteem–building guidance.

Early childhood programs are training grounds where very young people practice the skills they will need for effective living. The personal characteristics and capabilities needed for survival in an autocracy or anarchy are very different from those needed for life in a democracy. Early child guidance begins with the development of self-respect, self-awareness and consideration for the rights of others, and recognition that persons of all ages, colors, and creeds should be treated with respect.

What do you think?

1. Describe one issue faced by today's families that you think makes child rearing more challenging than for past generations.
2. Social justice is an essential part of developmentally appropriate practice (DAP). Imagine one classroom routine teachers and early childhood educators might adopt that would help marginalized children feel a greater sense of belonging, regardless of ethnicity or cultural background.
3. Adults sometimes become angry or frustrated when a child behaves inappropriately. Do you think training in positive guidance techniques would help parents and caregivers react more calmly and effectively?
4. Describe how you think the development of strong self-discipline might help children achieve higher academic and career success later in life.
5. Do you think that effective guidance will create a classroom where children are safer, more respectful of others, and more careful with the environment? How?
6. Do you think that the way we treat children today affects who the child will become as an adult? How?

The ultimate goal of child guidance is the child's development of inner responsibility, self-confidence, and self-control. Inner discipline, based on a desire to be a cooperative community member, is very useful to adult life in a democracy. A democracy doesn't function very well if its citizens act only to gain rewards and avoid punishments. Of course, democracy is not helped by laissez-faire anarchy in which people recklessly trample the rights of others in their search for self-indulgence.

This book outlines practical, workable steps for creating a cooperative, respectful community of children and adults. Behavior modification is addressed not as the foundation of child guidance, but rather as a single, carefully placed stone in a solid structure of positive guidance. Maturation is addressed not as an excuse to relinquish responsibility for child behavior, but as a powerful tool for understanding and responding appropriately to various stages of child behavior. The method presented is one of assertive and respectful enforcement of cooperatively developed rules and persistent protection of individual rights.

Aggression, passivity, and manipulation are identified as hindrances to positive child guidance. They trigger negativity, even rebellion, in children, and they set an example for behaviors that are hindrances to successful participation in democratic community life. *The role of the adult, in this book, is that of one who seeks not to gain control over children but rather to guide them effectively, while being a positive role model for coping and communication.*

In this approach to child guidance, adults protect the well-being and individual rights of children. Adults nurture children's development of inner control by creating an authentic democratic community of children and adults. Children learn to be responsible for their own behavior. In positive child guidance, adult authority figures (parents, teachers, caregivers, etc.) guide children as firmly as necessary, as gently as possible, and always with respect.

1-5 Short-Term Objectives for Child Guidance

The short-term **objective** for child guidance is deceptively simple. Children will be helped to follow the same basic values for decent and responsible behavior that are applicable to all persons living in a democracy. To accomplish this, we can use the following guidelines to determine the appropriateness of children's day-to-day behaviors and help them learn the difference between right and wrong:

objective
Immediate aim or purpose.

- Behavior must not present a clear risk of harm to oneself or others.
- Behavior must not infringe on the rights of others.
- Behavior must not unreasonably damage the environment, animals, objects, or materials in the environment.

To communicate these values effectively and to translate them to the comprehension level of young children, they must be greatly oversimplified. By oversimplifying them, young children can be guided to make sense of what otherwise may seem to them to be an endless number of unrelated little rules. By lumping rules into three basic categories, young children can be helped to remember and understand basic principles for appropriate behavior: be safe (healthy), be kind (respectful), and be neat (responsible). These principles should be stated as reminders before more specific class rules are stated. These principles—be safe (healthy), be kind (respectful), be neat (responsible)—lay the groundwork for children to think about the consequences of their behavior. Children then develop specific class rules to guide their day-to-day behavior. Class rules are based on the same principles behind laws and social expectations in the adult world.

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By teaching basic principles of appropriate behavior, we are helping children learn to think for themselves: "Is my choice safe and healthy? Is my choice respectful? Is my choice responsible?" We could never create enough class rules to cover

"Remember—be healthy—sand is for digging, not for throwing. Sand hurts if it gets in your eyes."

every possible inappropriate situation children could get into. Even if we could create lists of rules for every possibility, we wouldn't be able to remember them all. Instead, we teach children to think about potential consequences before they act. Children become responsible and cooperative members of their community of children.

Children will need many daily reminders:

- Be *healthy*! Wash your hands before snack.
- Be *kind*! Wait for your turn.
- Be *responsible*! Put your trash in the wastebasket.
- Be *safe*! The fort is safe for climbing.
- Be *respectful*! Please say "Excuse me" when you bump your friend.
- Be *neat*! Please take a paper towel and wipe up your spill.

Positive daily reminders recognize appropriate behavior. For example,

- "You made a *healthy* choice. You have chosen a nutritious snack."
- "You were *respectful*. I heard you say, 'Excuse me.'"
- "Thank you for being *responsible*. You put all of your blocks away."

By the time the children are 5 or 6 years old, we can review behavior principles and then invite children to collaboratively develop class rules. At that age, they can help write and post the basic guidelines and then develop class rules that are related to these three main categories. For example, children can think of three class rules that would help classmates remember to respect the rights of others:

- "Don't look in someone else's locker (backpack) without asking."
- "Don't tell someone she can't play kickball because she is a girl."
- "Don't shove your friends while you are waiting for the bus."

"Thank you for hanging up your backpack so nicely."

In addition, we help teach children how to rephrase their rules into positive *do* statements instead of negative *don't* statements. For example,

- "Ask before you look in someone else's locker (backpack)."
- "Help friends feel included."
- "Say 'excuse me' if someone is in your way."

Remember that the reason for these guidelines—be safe (healthy), be kind (respectful), be neat (responsible)—is to teach basic values for membership in a community. You can reword these statements, translate them, express them in sign language, or use your own special way to communicate these values to children. Our words should match children's individual levels of development.

We teach children to protect themselves and others from harm, respect the rights of others, and avoid unnecessary damage to surroundings. We guide them to make choices that are healthy, respectful, and responsible. Whether a child is in the United States, Canada, Mexico, Korea, Kenya, France, or anywhere else on the globe, these three guidelines are important to being a cooperative member of a community.

Stating principles for appropriate behavior is easy. Evaluating behaviors in real children in specific cultural settings can be a great deal more difficult. Evaluation requires us to think.

A well-coordinated 5-year-old is leaning back on two legs of his chair. Let's analyze the situation:

Be safe (healthy)

- Is a fall likely?

Be kind (respectful)

- Is the walkway between tables blocked for other children?

Be neat (responsible)

- How sturdy are the chairs?
- Are breakable things nearby?

If we haven't created a class rule about children leaning back in their chairs, should we make a rule? How will children be involved in thinking about behavior consequences and creating class rules?

Personal judgment, practical experience, and knowledge of individual children and their capabilities will determine how we answer these questions and how we go about setting rules and enforcing discipline. I hope you will answer these questions with enough compassion to see every situation through children's eyes and enough courage to be true to your sense of fair play and good judgment.

1-5a Do Children Have Rights?

Children have rights just like any other human being in a democracy. There are times when children need the opportunity to figure out how to defend themselves appropriately against an assault on their rights. At other times, they need direct teaching to show them how to defend their rights appropriately. Sometimes, they simply need someone in authority to defend them from hurtful behavior. But in all cases, children's rights deserve our attention.

Children Have a Right to Be Safe

Adults should be very strong-minded about protecting every child's right not to be hit, kicked, bitten, or shoved. It is never okay to allow a child to be kicked because he did it first and "deserved to get a taste of his own medicine." It is never okay to bite a toddler back "so that he will learn what biting feels like." A cliché that happens to be true is, "Two wrongs don't make a right." The only thing that revenge really does is bring about more hurtful behavior. Adults should monitor children carefully and consistently so that aggression can be prevented or interrupted immediately when it does occur.

Children Have a Right to Avoid Unnecessary Discomfort

Children have a right to eat lunch peacefully without an unnerving noise level caused by children around them screaming and yelling. They have a right to listen to a story without being squashed by others who are struggling to see the pictures. And they have a right to build sandcastles without getting sand in their eyes because gleeful playmates are shoveling sand into the air just for the fun of it.

Although babies begin with a kind of thinking that limits them to a self-centered (or egocentric) view of the world, children gradually learn that others have feelings. A 1-year-old may try to give his pacifier to an older child who is crying, or a preschooler may run to tell a teacher that her friend got pushed off the swing. Adults who are consistently sensitive to the comfort needs of children set an emotional tone in which children are much more inclined to be sensitive to each other. Additionally, we talk often to children about how others might be feeling:

- "How did Monique feel when you took her crayon? How would you feel if she took your crayon?"

Courtesy of Estrella Santos

This child has a right to focus on her manipulative materials without unwanted interruption. Other children should ask, "May I play with you?"

Each day of our lives we make deposits in the memory banks of our children.

—Maya Angelou

- "I wonder how Ravi felt when you shoved him?"
- "What does Alfred feel when you chase him? Is he having fun or is he feeling scared?"

Children Have a Right to Their Possessions

Adults sometimes impose on children very strange views of sharing. In the adult world, government provides precise laws related to possession and ownership. Law forbids others from tampering with one's possessions without permission. Social customs follow the same rule. If I take a cart in a grocery store and begin doing my shopping, it would be extremely rude and surprising for another shopper to snatch that cart away and dump my groceries because she wanted "a turn" with the cart. I would greatly appreciate a store manager (authority figure) who intervened politely but assertively and redirected the offending shopper to other available carts. Oddly enough, a child in preschool who complains because another child grabbed the tricycle or snatched the container of crayons he was using is often not helped but instead chided for "tattling" and for "not sharing."

A child's personal possessions are their own, and others should not tamper with them without asking the child or at least letting the child know that, for example, "I'm going to move your blocks over there." Objects that are available for shared use belong to the person using them at any given time (until, of course, that use infringes on the rights of others). Forced sharing is not really sharing. In a group setting, a puzzle belongs to the child who chose to work with it, and no one else should be allowed to touch that puzzle without permission from the child who chose it first. In a home setting, if one child is watching television, another should not be allowed to march in and change channels without asking. Limited resources can be time limited in a fair and equitable way (we may be limited to using a desired parking space for only 30 minutes; we may be limited to keeping a library book for only three days; and preschoolers may be limited on the swing for 15 minutes to allow others a turn).

Children begin life without any self-control, so we assist them in their journey toward responsible adulthood by intentionally supporting their development of inner control.

Children Have a Right to Fairness

Fairness is a concept that emerges slowly in children during the preschool and early elementary years. Even before that concept is well developed, however, children deserve fair treatment, and they need to observe role models of integrity and fairness. If one child is allowed to have a picture book during naptime, then it is unfair to deny that privilege to another child without some logical reason or explanation.

By the time children are around kindergarten age, they can sometimes be heard proclaiming loudly, "Hey, that's not fair." Although their logic is still rather limited and their actual concept of fairness may be hazy, they are likely to complain if the action of an adult or another child appears to them to be blatantly unequal or out of compliance with a rule. Sometimes, if an adult carries out a disciplinary action that appears arbitrary and capricious to a child, the child will immediately begin enforcing that action on other children, partly as revenge and partly in imitation of the adult. For example, a teacher angrily snaps at a child and yanks his lunch box out of his hand because it is not yet time for lunch. A few minutes later, the child mimics the adult's behavior and tone of voice, yanking away a smaller child's toy and snapping, "Gimme that, you baby!"

1-5b How Do We Tell the Difference Between Enforcing Reasonable Safety Rules and Being Overprotective?

Just about every interesting activity or environment has some element of risk. Imagine for a moment trying to create an environment that has absolutely no possibility for any kind of accident. Unfortunately, a child can potentially misuse, fall off, throw, choke on, or bump into just about any kind of equipment or material that can be named. The only perfectly safe environment would probably be an empty room with padded walls and floor, and some child would undoubtedly find a way to get hurt there too. Of course, a padded cell would not offer many opportunities for exploration and skill development. So in an interesting, challenging environment, safety is always a matter of compromise. The difficulty for many teachers and families seems to be in deciding what level of risk is acceptable and reasonable and what level is not.

Children feel a sense of pride and dignity when they succeed in mastering a difficult challenge that has a bit of risk involved. No baby ever learned to walk without risking a fall, and no child ever learned to jump off a step, climb a tree, roller skate, or ride a bicycle without risking a bump or bruise. Some pediatricians assume that children who make it through childhood without so much as a broken finger have been overprotected. The acceptability of risk must be weighed against the severity of possible outcomes. If the worst thing that could reasonably result is a 2-foot fall onto a thick gymnastic mat, then the risk seems very acceptable. If the child could possibly fall 10 feet onto brick pavement, then there is a clear risk of harm; that kind of accident could result in serious or permanent injury to the child.

Adults must be diligent about creating healthy environments for young children. Environments should be checked and double-checked routinely for hazardous equipment, toxic plants or substances, and dangerous but tempting situations. Then, but only then, can adults step back and allow children the freedom to negotiate challenges independently, under a watchful eye but without hovering control.

1-6 Long-Term Goals for Child Guidance

If children are to become responsible, they must learn to control their actions and impulses. Unfortunately, self-control is not an easy thing to teach. Children begin life without any self-control whatsoever, so our most critical long-term **goal** is to assist them in their journey to responsible adulthood by nurturing their mastery of self-control.

NAEYC

goal
Overarching purpose or aspiration.

Children are not simply lumps of clay to be shaped by caregivers. They are born with individual potentials and personality traits. They are also, however, profoundly influenced by the people, experiences, and events they encounter, especially during the first years of their lives (Zhao et al., 2021; Lehto et al., 2021; Ruggeri et al., 2020; Zhao et al., 2021). The effect of the environment on children, interestingly, is reciprocal. Children have a tremendous impact on the behavior of the adults in their lives. Instead of being passively shaped by adults, children are actively involved in the experiences that influence their own development. Adults behave differently with different children. The actions and appearances of individual children trigger different emotions and reactions in individual adults.

Children are born with individual and distinctive behavioral patterns. These clusters of personality traits are referred to as **temperament**. The temperament of an infant or child has an influence on how adults will care for them. Also, the quality and style of the care that adults provide have a strong influence on that continually developing temperament. Children affect their caregivers and their caregivers affect them; both change

temperament
Clusters of personality traits with individual and distinctive behavioral patterns.

Courtesy of the Miller McDonald Family

Affection and attention foster the long-term development of children's potential to become competent, confident, cooperative people.

and are changed by their interactions. All these influences, both internal and external, ensure that no two people will ever be exactly the same. We must help children appreciate their differences (Hare & Graziano, 2020; Harkoma et al., 2021; Kim & Kochanska, 2021).

Even when two children's behavior is similar, their gender, attractiveness, and ethnicity may trigger different adult reactions. A thin, frail infant girl may evoke more protective, nurturing behavior in adults than would a loud, robust boy, who may evoke more roughhousing and active playfulness in caregivers. A child who appears defiant may be treated sternly, whereas a child who appears contrite may be treated indulgently after an identical incident. A cycle emerges in which the child begins to anticipate a certain kind of interaction with others so they behave accordingly, actually triggering the expected interaction. What began as incidental action and reaction settles eventually into habit, attitude, and personality. The bottom line is, of course, that early experiences make a difference in children's lives.

We play a critical role in shaping children's future lives. Our long-term goal for guidance is our most important contribution: equipping children with the skills and attitudes they need for happy, responsible, and productive adult life.

1-6a The Nurturing Environment and Long-Term Development

DAP NAEYC

High-quality early childhood settings look so simple that it is easy to underestimate the importance of the interactions that take place there. An appropriate environment for young children is relaxed and playful. Children follow their own curiosity as they freely but respectfully explore objects, toys, and materials in the environment. They move about, chatter peacefully, laugh, and occasionally argue as they explore human social interactions and learn reasonable limits. Homes where children are expected to be seen and not heard or formal school settings with pupils sitting rigidly and silently following teacher instructions and listening to teachers talking are not examples of DAP environments.

Brain Facts

What Can We Learn from Neuroscience?

Warm and nurturing social relationships improve learning and behavior

- Oxytocin is a hormone that increases empathy, trust, and ability to "read" others' feelings (Kato et al., 2021).
- Oxytocin is released in human bodies at high concentrations during positive social interactions (Quintana et al., 2021).
- Oxytocin reinforces memory and aids learning (Martins, Dipasquale, & Paloyelis, 2021).
- Our natural "fight or flight" response to conflict excites us to strike back or run away. Oxytocin calms us and triggers a "tend and befriend" response that causes us to reach out to others for support and help (Duque-Wilckens et al., 2020; Riem et al., 2020).
- Reaching out to others strengthens social bonds and gives us a healthy way to cope with conflict.

Guide for Adult Role Models

Positive Focus 1.5

- Always treat everyone with dignity and respect.
- Rely on communication, persistence, and patience rather than on force.
- Respond assertively to misbehavior with both firmness and gentleness.
- Use problem-solving strategies to identify the causes of misbehavior.
- Plan and prepare appropriate activities, materials, and routines.
- Give unconditional affection and affirmation.
- Communicate in an honest, polite, and straightforward manner.
- Protect every child's individual rights.
- Celebrate differences.
- Really listen.

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NAEYC

DAP

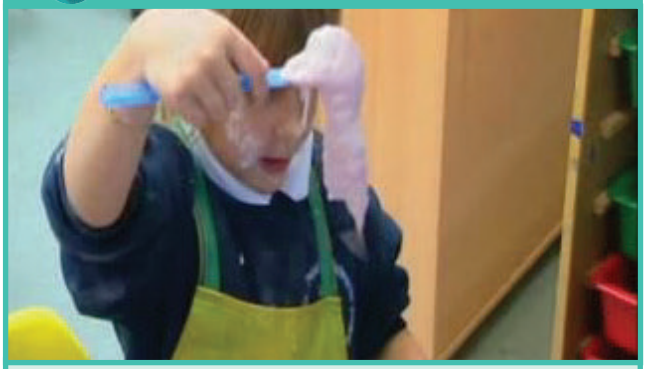
The rote memorization in lessons with workbooks, flashcards, and worksheets is definitely something many young children can master. But it will take coercion, pressure, prizes, or extravagant praise to keep them on task. Even then, the abstract concepts they will have memorized are just gobbledygook. Their young brains are not developed well enough to know what the facts mean. Even toddlers can memorize and repeat chants and rhymes with long words, but they are unlikely to have a clue about their meaning. If too much time is spent in such questionable ventures as rote memorization, the loss of time for more wholesome hands-on, sensory learning experiences can interfere with the essential business of early childhood. Children will have plenty of time for more meaningful memorization in later childhood, adolescence, and college. See Positive Focus 1.5.

DAP learning environments help children reach their full potential. The healthy development of the whole child requires social, emotional, and physical development through whole-body exploration and play. The foundation of early learning is self-directed sensory exploration, manipulation of objects, pretending, and problem solving. Experience truly is the best teacher for young children (Beery & Jørgensen, 2018; Brown & Christopher, 2021; Dewey, 1959).

In family settings where guardians have strong bonds of love for and attachment to their child, they will quite naturally respond to the cries and smiles given when a child needs attention. A healthy, well-developing baby or child gives many signals or cues to indicate needs. A sensitive, caring guardian uses trial and error to discover what will work to stop the child's crying and to keep the child happy and comfortable. This same give-and-take can be the heart of group care. Teaching staff express warmth through behaviors such as hugs, eye contact, tone of voice, and smiles.

If we see child care as a tedious chore made easier by ignoring children's cries and by avoiding emotional attachment, then nature's way of ensuring healthy development is undone. Caregivers and teachers who do not find joy in working with children should consider a different career.

TeachSource Video



Benefits of Preschool

Watch this Video Case on preschool attendance, and then answer the following questions:

1. What effect did preschool attendance have on the children described in this video?
2. In this video, did you see teachers presenting flash cards and worksheets to children between the ages of 2 and 5? What activities did you see?
3. Did the video state that preschool-attending children from low-income families benefit more than or less than preschool-attending children from wealthier families?

1-6b Why Should Children Be Involved in Maintaining and Protecting Their Environment?

Even the youngest children need to begin learning how to take proper care of their clothing, toys, dishes, and any other objects they handle. This is their little world and they need to care for it as independently as possible. Very young children can learn to say *environment* and know generally what it means. I remember a preschool teacher who was from Alabama and had her own special pronunciation for *environment*. A cute little 3-year-old boy's mother came to class one day totally mystified and asked the teacher if she could see the "varmint." She told the puzzled teacher that her son talked often of cleaning the "varmint" and she just wanted to see what kind of varmint that they had.

Very young children can learn to put their toys back on the shelf, put their shoes and clothing in the correct spots, and pass out cups and napkins. They can accept responsibility. Children must have the freedom to make small mistakes. They discover connections between their behaviors and unwanted outcomes. Children learn to clean up after knocking over a cup of milk or spilling paint. Without the sting of blame or punishment, children can be helped to focus their attention on the results of their actions and learn how to do better. Stained clothes will soon be forgotten, but a child's independent accomplishment will be treasured, and the benefit of the experience of independence may stay with a child for life.

While we should keep a reasonable perspective about orderliness, remember that responsibility, manners, and good citizenship require all of us to have respect for our surroundings. We all share the resources of this planet so we share an obligation to use them wisely and well. Early child guidance prepares children for good citizenship. When a child remembers to use one paper towel at a time and then throw it away, the child is preparing for membership in adult society where everyone benefits if forests logged to make paper towels are replanted, water used in factories is cleaned before being dumped, and fish and game are taken according to lawful limits and seasons.

In the first years of life, children can gradually learn to take only what they need, use it with care, and then restore it (put it away) when they have finished using it. Toys, games, and learning materials should be arranged in an orderly manner on low shelves that are accessible to children. Even a very young child can learn to replace a puzzle if it has its own place on a shelf or in a puzzle rack. A stack of heavy puzzles crammed on a shelf makes it difficult or impossible for a child to take any but the top puzzle. Additionally, the number of learning materials available at any one time should match the capacity of the children. More is not always better.

NAEYC

Watch children carefully. Can they get materials from the shelf easily? Can they easily return the item to the correct spot? If they cannot, if the shelves are crowded or confusing, there may be too much available. Simplify the shelves and rotate in new materials as children tire of the old ones. Adults serve as role models for care of the environment, so children learn that things are easier to find if they are always returned to the same spot.

Children should be stopped firmly but kindly when their behavior is damaging to the environment. While playing outdoors, children may innocently break limbs off shrubs, smash birds' eggs, or peel bark off trees. Teaching them about nature and the value of plants and animals assists them in building respect for living things and in accepting **responsibility** for their own actions. Indoors, children playfully smash riding toys into table legs and stuff tissues down the sink drain just to see what happens. These actions should immediately be interrupted in an understanding but matter-of-fact way. Children shown how tables are sanded smooth and painted or how pipes bring water into and out of our homes will be more likely to understand and care for their environment appropriately.

responsibility
Individual accountability and answerability.

1-6c Children—Our Investment in the Future

DAP

In some child care situations where working conditions are stressful, pay is bottom of the barrel, training is inadequate, and staff turnover is never ending, teachers and caregivers may not be able to function consistently at a level that families would want their children

to emulate (DeSilver, 2018). Families, early educators, and public policy makers are becoming acutely aware of the significance of early experience on long-term development. Too often, in past years, it has been assumed that child care need be little more than a kindly but custodial parking lot for youngsters. Growing evidence from the study of human development indicates that the first years of life may be the most, rather than the least, critical years in a child's emotional, physical, and intellectual growth (Barroso & Horowitz, 2021; Halpin, Agne, & Omero, 2018; National Head Start Association, 2019).

Child care centers, preschools, mother's-day-out programs, and other early childhood settings have the potential to help families create a better future for children and for society in general. To have resources, support, and high expectations from communities, the child care profession must come to be viewed as an integral part of our educational system. Assuring that every child, regardless of income, has a chance at quality early care and education is not a luxury but is rather a necessary step toward building America's future workforce (Annie E. Casey Foundation, 2020; Bureau of Labor Statistics, 2021; Child Care Aware of America, 2020).

Because early experiences are so important to healthy development, child care outside the family takes on special significance. The first question families should ask as they examine child care alternatives is, "Are the adults in this setting warm, nurturing, and emotionally available to the children?" And because imitation and firsthand experience, rather than direct teaching, are the major avenues for learning in young children, the next crucial questions families might ask are, "Do I want my child to absorb the personality traits, communication styles, and problem-solving behaviors of the adults here?" and "Do these adult role models set an example for behavior that I value and want my child to imitate?"

Courtesy of Victoria Whitaker

Assuring that every child, regardless of income, has a chance at quality early care and education is not a luxury, but rather a necessary step toward building America's future.

Summary

- Contemporary family life brings special stresses and strains to children and families.
- To be effective in guiding children, teachers and families must work as a cooperative, respectful, and cohesive team.
- Teachers should see themselves as a support system for families.
- This book provides child guidance strategies consistent with developmentally appropriate practice, referred to as DAP.
- Adults trained in DAP provide nurturing attention, acceptance, and authentic learning that helps children from diverse cultures develop to their full capacity.
- The long-term goal of positive guidance is to support the development of responsible, self-disciplined, cooperative adults.
- Short-term objectives safeguard children's physical well-being, respect individual rights, and protect surroundings.

Key Terms

adult
child guidance
developmentally appropriate practice
dual-earner couples
family structures
goal
National Association for the Education of Young Children
objective
parent–teacher resource team
responsibility
single parents
temperament

Student Activities

1. Interact with one or more preschoolers, reminding them, "Be safe; wait for your turn to go down the slide," "Be kind; use your words to tell John you are angry," or "Be neat; put your wrapper in the trash can."
   a. Practice until the phrases begin to come to you naturally.
   b. How do preschoolers react to rules?
   c. What have you learned?
2. Sit down with a group of children who are 5 years old or older. Using the ideas discussed in this chapter, help the children develop their own list of classroom rules.
   a. Did they develop rules for respecting others?
   b. Did they develop rules for safe behavior?
   c. Did they develop rules for protecting the environment?
   d. Do kindergartners and school-agers react differently to rules?
   e. What did you learn?
3. Explore using "Be Safe, Be Kind, Be Neat" with one or more toddlers.
   a. Write down notes about your experience.
   b. Compare your notes with those of other students.
   c. How do toddlers react to rules?
   d. What have you learned?

Related Resources

Readings

Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2021). *Cradle to kindergarten: A new plan to combat inequality* (2nd ed.). New York, NY: Russell Sage Foundation.

Derman-Sparks, L., Goins, C. M., & Edwards, J. O. (2020). *Anti-bias education for young children and ourselves.* Washington, DC: National Association for the Education of Young Children.

Friedman, S., Wright, B. L., Masterson, M. L., et al. (Eds.). (2021). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (4th ed.). Washington, DC: National Association for the Education of Young Children.

Hallowell, R. (2007). *Crazy busy: Overstretched, overbooked, and about to snap! Strategies for handling your fast-paced life.* New York: Ballantine Books.

Websites

National Association for the Education of Young Children NAEYC is a large nonprofit association serving early childhood education teachers, staff, administrators, trainers, college educators, families of young children, policy makers, and advocates.

Child Care Aware This organization helps families learn more about the elements of quality child care and how to locate programs in their communities. Child Care Aware also provides child care providers with access to resources for their child care programs.

The Children's Defense Fund This child advocacy and research group was founded in 1973 by Marian Wright Edelman to advocate on behalf of children.

The National Child Care Information Center This organization is a national resource that links information and people to ensure that all children and families have access to high-quality comprehensive child care services.

Chapter 2

Historical Perspectives and Guidance Theories

Photo Courtesy of Amira Wegaji

NAEYC Standards

The following NAEYC Standards are addressed in this chapter

Standard1 Child Development and Learning in Context

1B Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

Standard5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5A Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

Standard6 Professionalism as an Early Childhood Educator

6D Engage in continuous, collaborative learning to inform practice.

Objectives

After reading this chapter, you should be able to do the following:

2-1 Explain historical perceptions of children.

2-2 Describe the child's role in contemporary society.

2-3 Contrast major guidance philosophies and approaches.

2-1 Historical Perspectives

Child care and guidance practices have changed drastically through the years. Many child care traditions from the past would seem strange, even cruel, to modern families. For example, swaddling, the snug wrapping of infants in strips of cloth or blankets, is an ancient custom that has persisted for centuries in many parts of the world. Snugly wrapping newborns in blankets is considered a very appropriate tradition in most modern cultures, but the ancient practice of swaddling was intended to control the baby's movement and routinely continued until the child was old enough to walk.

John Locke in 1699 described the customary child care of his day and how a baby was

> **rolled and swathed, ten or a dozen times round; then blanket upon blanket, mantle upon that; its little neck pinned down to one posture; its head more than it frequently needs, triple crowned like a young page, with covering upon covering; its legs and arms as if to prevent that kindly stretching which we rather ought to promote . . . the former bundled up, the latter pinned down; and how the poor thing lies on the nurse's lap, a miserable little pinioned captive. (cited in Cunnington & Buck, 1965, p. 103)**

In western Europe during the first half of the eighteenth century, infants were seen as not only somehow less human than older people, but also somewhat expendable. A wealthy mother usually sent her newborn infant to the care of a hired wet nurse, who was expected to breastfeed and care for the child, often at the expense of the life of the wet nurse's own infant. Infant mortality rates reportedly reached as high as 80 percent in some areas as wet-nurse mothers, to ensure their livelihood, gave birth to stimulate the production of breast milk, then sent their own infants to poorly maintained foundling homes (Weiser, 1982).

The writings of Rousseau toward the end of the eighteenth century both influenced and reflected a change in the cultural perception of childhood. He insisted that "everything is good as it comes from the hands of the Author of Nature" (Rousseau, 1893, p. 1). He argued that, rather than being an evil creature who must have sin beaten out of them, children are born good and innocent. He believed that the harsh discipline techniques of that day, which were intended to provide the child salvation from original sin, tainted the child rather than provided healthy, normal growth. Rousseau's prescription for child care included breastfeeding by the natural mother, fresh air, loose clothing, and a minimum of interference from adults.

Certain tribes of Native Americans in the 1900s particularly valued physical toughness in their children. To build up the child's resistance, newborns were plunged into cold water several times at birth, regardless of the weather. The Native Americans' version of swaddling was to fasten the baby securely onto a cradleboard that could be conveniently worn, hung inside the lodge, from a tree branch, from a saddlebow, or wherever family members were clustered. Babies were not released from the confines of cradleboards until they were able to walk (Weiser, 1982).

American mothers of European descent sent their infants and young children to the neighborhood widow or spinster for care and teaching. In these "dame schools," a baby might nap on a quilt in a corner of the kitchen while older children practiced reading from the New Testament (Weiser, 1982). Farm and slave children were valued as a source of free labor. Toddlers barely able to walk were assigned chores and held accountable for them. By the early 1900s, momentum had begun to build for promoting the scientific study of the development of children and the dissemination of pertinent information to families. Some of the writings of that day foretold trends in thinking about young children. For example, a book produced by the Institute of Child Welfare at the University of Minnesota in 1930 included the following warning to families:

> **The parent who has the ideal of complete and unquestioning obedience, and who is forceful and consistent enough to obtain it, is likely to have a child who, when he goes to school, distresses a good teacher and delights a poor one by always doing what he is told and furthermore by always waiting to be told what to do. His whole attitude is that of**

finding out what authority requires and then complying, an attitude which, if maintained, is apt to result in incompetence, inefficiency, and unhappiness in adulthood. (Faegre & Anderson, 1930, p. 45)

2-1a How the Modern World Has Influenced Thinking About Child Guidance

Photo courtesy of the Ferris Family

The early 1900s brought changes in people's beliefs about childhood and their expectations for children.

During the twentieth century, ideas about children were influenced by two world wars, alternating periods of economic depression and prosperity, and by growing scientific interest in child development research. At the end of World War II, Maria Montessori wrote such books as *Peace and Education* (1971) and *Reconstruction in Education* (1968) to express her view that the hope for world peace lay in a new education for young children. Montessori (1971) wrote:

> Certainly we cannot achieve [peace] by attempting to unite all these people who are so different, but it can be achieved if we begin with the child. When the child is born he has no special language, he has no special religion, he has not any national or racial prejudice. It is men [*sic*] who have acquired all these things. (p. 6)

In the late 1940s and into the 1950s, researchers began to unlock some of the mysteries of the common belief that experiences of the first years of life were inconsequential to later development; this idea was pushed aside by more complex theories explaining the development of intelligence and personality. These new theories placed greater emphasis on early social interaction and exploration of the physical environment (Erikson, 1963; Harlow & Zimmerman, 1959; Piaget, 1952, 1962, 1963, 1968, 1970; Skinner, 1953). In the 1960s, research into the learning processes of children from birth to school age flourished, and an estimated 23 million books on child rearing were sold during the mid-1970s (Clarke-Stewart, 1978). Since the 1970s, there has been a mushrooming of parental as well as scientific interest in the processes of child growth and development (Pakarinen et al., 2021; Yates, Ellis, & Turk-Browne, 2021; Wells, 2021).

John Dewey

John Dewey's (1859–1952) approach to education relied on learning by doing rather than learning through rigid lecture-based lessons, tedious memorization, and recitation of memorized material, which were all standard practices of that period.

Dewey's significance for educators lies in several key areas. His innovative exploration of thinking and reflection inspired continuing development and research by others such as Carl Rogers. Dewey's belief that education must engage with and expand experience to be meaningful has had a powerful effect on today's views of education.

Additionally, he raised awareness and concern for the development of learning environments in which students were able to actively interact with learning materials and find a concrete framework for continued practice of learning concepts. And most importantly, his passionate belief in democracy propelled him to advocate for schools that developed good citizens so that democracy could thrive (Dewey, 1916; Johnson, 2021).

> I would wish to be a member of a community that judged itself on the happiness of its children rather than on the unhindered flow of its mechanical inventions.
>
> —*Thomas Moore*

Alfred Adler

Alfred Adler (1870–1937) developed a social constructivist view of human behavior based on value-oriented psychology. He believed human beings were capable of working cooperatively, living together peacefully, striving for self-improvement and self-fulfillment, and contributing to the common welfare of the community. He believed that people were not passive victims of heredity or environment but actively constructed their beings through their social interactions, experiences, and developing perceptions of the world. He saw human beings as constantly striving to compensate for their feelings of inferiority (Adler, 1927; Arranz-Freijo & Barreto-Zarza, 2020).

Adler's ideas are similar to those of Abraham Maslow, who envisioned individuals as striving toward self-actualization, toward the full realization of their potential (Maslow, 1970). Adler, like Sigmund Freud, believed that a person's personality was largely developed in the first five years of life. Adler's concepts for the guidance of young children include the following:

- Mutual respect is based on a belief that equality is the inalienable right of all human beings.
- Reward and punishment are outdated and less effective than logical consequences.
- Acting instead of talking in heated conflict situations avoids arguments and resolves problems more quickly.
- It is appropriate to withdraw from provocation but not appropriate to withdraw emotionally from the child.
- Teaching and training take time and patience.
- Adults should never do for children what they can do for themselves.
- It is critical to recognize and understand a misbehaving child's goal.

Carl Rogers

Carl Rogers's (1902–1987) theory of personality evolved out of his work as a clinical psychologist and his deep respect for the dignity of all human beings. The clinical methods he developed focused specifically on the humane and ethical treatment of persons. He believed that human beings have an underlying "actualizing tendency" that motivates them to achieve their potential.

Over the years, educators, philosophers, and scientists have influenced our views on child guidance.

The idea of self is central to his theory. He believed that the self is constructed through interactions with others. A child's self-concept is shaped early in life by the perceptions of those around them. Thus, valuing a child and treating them with dignity and respect would help them construct a strong, positive self-concept. Disrespectful, humiliating, and dehumanizing treatment would damage the child's development of self-esteem, self-confidence, and self-respect. Rogers argued that, to reach their full potential, children must have positive regard from others that eventually leads to the development of positive self-regard (Brooks et al., 2021; Rogers, 1959).

Humanism, according to Rogers, means having unconditional positive regard for the children we hope to teach. We would be able to see the positive in each child and accept children in our care without negative judgment about their life conditions and background. The first step toward guiding children is accepting them unconditionally. Rogers said, "The structure and organization of self appears to become more rigid under threats and to relax its boundaries when completely free from threat" (1951).

Robert R. Carkhuff

Robert Carkhuff took the abstract theories of Carl Rogers and developed a systematic set of guidelines for effective interpersonal skills. The impact of his work has been dramatic. Numerous existing

programs teaching appropriate interpersonal skills have been derived from this original source (Carkhuff, 1969; Lindsay, 2013).

George Michael Gazda

George Gazda (1931–) took the work of Carkhuff and modified it further to create an effective system for solving classroom management problems and motivating children to change their inappropriate behaviors. His work focuses on effective strategies for perceiving and responding, ineffective communication styles, nonverbal behaviors, confrontation, and anger. Gazda defined strategies for teachers that correct behavior problems while strengthening children's self-concept and self-esteem (Gazda, 1968, 2012).

Jean Piaget

Jean Piaget (1896–1980) studied the development of intelligence in children and proposed a theory based on four predetermined stages of mental growth. His studies have had a major impact on the fields of psychology and education. Piaget spent much of his professional life listening to children, watching children, and studying research reports from other cognitive psychologists. He concluded that children's learning was progressively constructed by the children themselves through their interaction with their environment. He believed that children's logic for thinking and problem solving was initially very different from the logic they would use later as they grew stage by stage toward adulthood. Children simply don't think like adults.

Piaget believed that children are little scientists who constantly create and test their own theories of the world. Children are not empty vessels to be filled with knowledge (as had been believed) but instead are active builders of their own knowledge. Like John Dewey and Maria Montessori, Piaget took child learning very seriously. Montessori and Dewey set out to reform education, but Piaget tried only to understand and explain how children think and learn. Piaget, nonetheless, has had a profound effect on education throughout the world (Piaget, 1926; Sanghvi, 2020).

Lev Vygotsky

Lev Vygotsky (1896–1934) is remembered primarily for identifying what he called the "zone of proximal educational development" (sometimes referred to as the ZPD or simply "the Zone"). He believed that children develop by exposure to skills, words, concepts, and tasks that are a little beyond their ability but within a "zone" of possible achievement. He believed that adults play an important coaching role in helping the child grasp this new knowledge or ability during these teachable moments (Vasileva & Balyasnikova, 2019; Vygotsky, 1987).

Vygotsky believed that children developed primarily from their interactions with adults and also from those with other children. Vygotsky believed that child learning was inseparable from human history and culture. He believed that psychological development was the process of children learning how to use the ideas and tools developed by people throughout history such as language, number concepts, music, art, and so forth. He emphasized that language was the most important of the cognitive tools passed down through the centuries. Without language, children cannot fully develop self-awareness. Without self-awareness, children cannot think about, evaluate, anticipate, and control their behavior. Words become the framework through which we think, perceive, experience, and act (Berk & Winsler, 1995).

Vygotsky believed the overarching goal of education was to generate and lead development. He believed that

TeachSource Video

Video supplied by BBC Worldwide Learning

Piaget's Stages and Educational Implications

Watch this Video Case on Piaget's stages, and then answer the following questions:

1. Is the child's thinking the same as an adult's? Why or why not?
2. What sort of experiences help young children learn best?
3. In the video, young children gave incorrect answers. Should teachers keep explaining the materials until each child memorizes the correct answer? Why or why not?

Brain Facts

What Can We Learn from Neuroscience?

Children develop empathy by observing and interacting with caregivers

- Researchers have found that certain brain cells activate both when we perform an action and when we watch another perform the same action (University of California–Los Angeles, 2010).
- These "mirror neurons" help us feel what someone else must be feeling, as if we were in their shoes (Paradiso, Gazzola, & Keysers, 2021).
- Mirror neurons help stimulate the development of empathy.
- Young children with conduct problems may have reduced responses in their mirror cells that cause early vulnerability (Heyes & Catmur, 2021).
- Serious empathy deficits in toddlerhood may predict antisocial personality disorder in adulthood (Rhee, et al., 2021).
- Mirror neurons also pass skills down from generation to generation by prompting children to observe what others are doing and to imitate it (Cook et al., 2014).

Photo courtesy of Michelle Blake

A century ago, Maria Montessori began advocating that children needed respectful guidance and hands-on learning in carefully planned environments.

development occurred through the processes of social learning, social interactions, and the internalization of culture. Vygotsky emphasized the critical importance of prior knowledge for making sense of new experiences and situations. Everything has to be taught in context of what the child already knows. The child's culture, family background, and current skill level determine the curriculum (Barohny, 2021; Luria & Vygotsky, 1992; Smagorinsky, 2007; Vygotsky, 1978).

Maria Montessori

During a terrible time of world war, Maria Montessori (1870–1952) proposed the idea that "mankind can hope for a solution to its problems . . . only by turning its attention and energies to the discovery of the child" (*The Discovery of the Child*, 1986, pp. ix–x).

Montessori observed children's capacity for repetition of activities that matched their development and interests. She saw that children needed hands-on learning in a carefully planned environment. She designed small, child-sized furniture and simple, attractive, sensorial learning materials children could use independently to develop cognitive, physical, practical life, and social skills. Her focus was on independence and respect for the child (Angeline, 2020; Kramer, 1976; Standing, 1957).

Montessori's ideas about the importance of the young child's absorbent mind, internal motivation, respectful teacher role, and sensitive periods for learning have been profoundly influential to mainstream early childhood education (Lee, 2005).

Friedrich Froebel

Friedrich Froebel (1782–1852) transformed our thinking about early childhood education. Froebel realized that play

was the engine that naturally drove learning in young children. He set about finding ways to guide children's natural desire to play and to help them find additional meaning in their play. He created learning materials for children that he called "gifts"—small balls, rods and rings, wooden building blocks, rectangular tiles, and such. He invented games for children to play using these objects that would help them discover new concepts (Froebel, 1887, 1907).

Stimulating children's learning through interaction with these play objects was the focal point of Froebel's innovative demonstration kindergarten. His intention was for the materials to engage the child's intellect, creativity, and natural spirit of playfulness. Soon educators around the world took note of Froebel's gifts, or *Gaben,* as he called them. His idea was a huge success (Corbett, 1988; Friedman & Muñoz, 2021).

Today we would expect developmentally appropriate early childhood programs to have wooden building blocks as essential classroom learning materials. Certainly there are other early childhood learning materials we use today that have evolved directly or indirectly from Froebel's original gifts.

Urie Bronfenbrenner

Urie Bronfenbrenner (1917–2005) worried that the unpredictability and instability of modern family life was undermining the well-being of our children. Bronfenbrenner developed a bioecological model to explain expanding worries about school failure and behavioral, social, and emotional problems in children.

According to Bronfenbrenner's bioecological theory, when relationships in the immediate family break down, children fail to develop the tools they need to thrive as they grow up and move out into other parts of the community—school, religious groups, social organizations, and eventually work. Bronfenbrenner argued that technology has changed our society, but we have not responded to compensate for the negative effect of the work world on our families (Henderson, 1995).

Bronfenbrenner pointed out that, to develop well, young children need constant, stable, reciprocal interaction with attentive and caring adults. Children who don't get this kind of high-quality care eventually look for attention in inappropriate places. Children's deficiencies show up in adolescence as antisocial behavior, lack of self-discipline, rebelliousness, and lack of initiative.

To help solve some of the problems he identified, Bronfenbrenner cofounded Head Start. At the beginning, Bronfenbrenner convinced the other cofounders that Head Start would be most effective if it involved not just the child, but also the family and community. Family and community involvement were unheard of at the time, but that became a cornerstone of Head Start and proved to be critical to its success. We know now that developmentally appropriate practice must include family involvement (Addison, 1992; Bronfenbrenner, 1990; Parent et al., 2021).

Howard Gardner

Howard Gardner's theory of multiple intelligences challenged the idea of a single intelligence where we all have the same form of intelligence that can be measured with an IQ test. Gardner proposed that there are multiple types of human intelligence, each representing very different ways of processing information (Floyd et al., 2021):

TeachSource Video

Video supplied by BBC Worldwide Learning

Montessori Education

Watch this Video Case on the Montessori method, and then answer the following questions:

1. Montessori teaches what kind of discipline?
2. Is the environment structured or unstructured?
3. Do teachers assign the children's Montessori activities or are children encouraged to choose their own Montessori activities?

DAP

Courtesy of Elsa Estella Reymundo Santos

Montessori designed small, child-sized furniture and simple, attractive, sensorial learning materials that children could use independently to develop cognitive, physical, practical life, and social skills.

- Verbal-linguistic intelligence (skilled in language activities)
- Logical-mathematical intelligence (skilled in numerical/reasoning activities)
- Visual-spatial intelligence (skilled in visual art/mapping activities)
- Musical intelligence (skilled in melody/rhythm activities)
- Naturalistic intelligence (skilled in activities with plants/animals)
- Bodily-kinesthetic intelligence (skilled in activities such as athletics/dance)
- Interpersonal intelligence (skilled in relating to and understanding others)
- Intrapersonal intelligence (skilled in understanding and managing oneself)

Sara Smilansky

Sara Smilansky's research focused on how children learn through their play and the importance of their play for long-term academic success. Smilansky distinguishes four types of play: functional (just for fun), constructive (building, drawing, crafting), exploratory (investigating the environment), and dramatic (role paying and pretending). She proposes that play stimulates the development of social skills, academic abilities, early literacy concepts, and behavioral self-regulation. Smilansky explains how children's play changes from birth through childhood as they grow and develop social skills (Smilansky, 1968).

- Looking and listening (Birth–3 Months)
- Solitary sensory exploration (Birth–2 Years)
- Spectator/onlooker behavior (2 Years)
- Parallel play (2+ Years)
- Associate play (3–4 Years)
- Cooperative play (4+ Years)

Eric Erikson

Eric Erikson developed a theory of psychosocial development. He proposed that during their lifetime, people typically pass through a series of developmental turning points as they proceed through the eight stages listed below (Darling-Fisher, 2019; Erikson, 1964; Orenstein & Lewis, 2020):

- Infancy: Trust vs Mistrust
- Toddlerhood: Autonomy vs Shame and doubt
- Preschool years: Initiative vs Guilt
- Early school years: Industry vs Inferiority
- Adolescence: Identity vs Role confusion
- Young adulthood: Intimacy vs Isolation
- Middle adulthood: Generativity vs Stagnation/Self-absorption
- Late adulthood: Ego integrity vs Despair

Bronfenbrenner convinced his fellow cofounders that Head Start would be most effective if it involved not just the child, but also the family and community. Today family involvement is a basic principle in developmentally appropriate practice.

Abraham Maslow

Abraham Maslow (1908–1970) is best known for his hierarchy of needs, a theory of motivation that identifies human needs that shape behavior. He proposed that basic needs must be met before individuals could move up the hierarchy to pursue more social, emotional, and self-actualizing needs (Bucchio, Jones, & Dopwell, 2020; Maslow, 1943; Pittman & Zeigler, 2007).

- Physiological needs: Basic needs such as food, water, rest, shelter, wellness, and reproduction.
- Safety needs: Essential safety needs such as a sense of security, protection from violence, and financial well-being.

Theorist	Key Theoretical Contribution
John Dewey	Children need hands-on, experiential learning to become capable democratic citizens.
Alfred Adler	Children actively construct themselves from experiences to realize their full potential.
Carl Rogers	To reach their full potential, children must have positive regard from others that leads to the development of positive self-regard.
Robert R. Carkhuff	Took the abstract theories of Carl Rogers and developed practical guidelines to help adults develop effective interpersonal skills.
George Michael Gazda	Took the work of Carkhuff and modified it further to create an effective system to help teachers solve classroom management problems.
Jean Piaget	Children are not empty vessels to be filled with knowledge but instead are active builders of their own knowledge.
Lev Vygotsky	Children develop by exposure to skills, words, concepts, and tasks that are a little beyond their ability but within a "zone" of possible achievement.
Maria Montessori	Young children have an absorbent mind, internal motivation, and sensitive periods for learning that are best supported by a respectful teacher and a carefully planned environment.
Friedrich Froebel	Play is the engine that naturally drives learning in young children, and the adult's role is to find ways to guide children's natural play and to help them find additional meaning in their play.
Urie Bronfenbrenner	Young children need constant, stable, reciprocal interaction with attentive and caring adults.
Howard Gardner	To broaden our public notion of intelligence, introduced the idea of multiple intelligences.
Sara Smilansky	Young children learn from their play, and the quality of their play leads to their long-term academic success.
Eric Erikson	During our lifetime, we typically pass through a series of developmental turning points as we proceed through eight stages of development from birth to death.
Abraham Maslow	Basic human needs must be met before individuals can move up Maslow's hierarchy to pursue more social, emotional, and self-actualizing needs.

- Love and belonging needs: The need for human interaction through friendships and family relationships.
- Esteem needs: The need for self-respect and self-esteem that leads to confidence and independence.
- Self-actualization needs: The fulfillment of your full potential as a person through education, skill development, and caring for others.

2-2 The Child in Society

Children occupy a very special niche in contemporary society (Gutek, 1997; Hoffman & Manis, 1979; Wyness, 2006). They are dressed in extravagant clothing, photographed, given countless objects (toys) made especially for children, fed special foods from tiny glass jars, and equipped with elaborate contraptions designed for sitting, swinging, strolling, and eating. Compared with previous centuries, many children today are pampered and indulged. A bright-eyed baby decked out in a designer outfit, wearing scented leak-proof disposable diapers, and riding in the latest stroller will bring oohs and ahhs from shoppers in a supermarket and comments such as, "Oh, isn't it adorable! Look at its little shoes and its tiny earrings!"

The practice of referring to infants (and sometimes toddlers) with impersonal pronouns such as *it* tells us a lot about our perception of babies. The use of such descriptors as *it* and *thing* in reference to children gives a subtle indication that babies are not perceived as real persons. Several centuries ago, impersonal references to children were