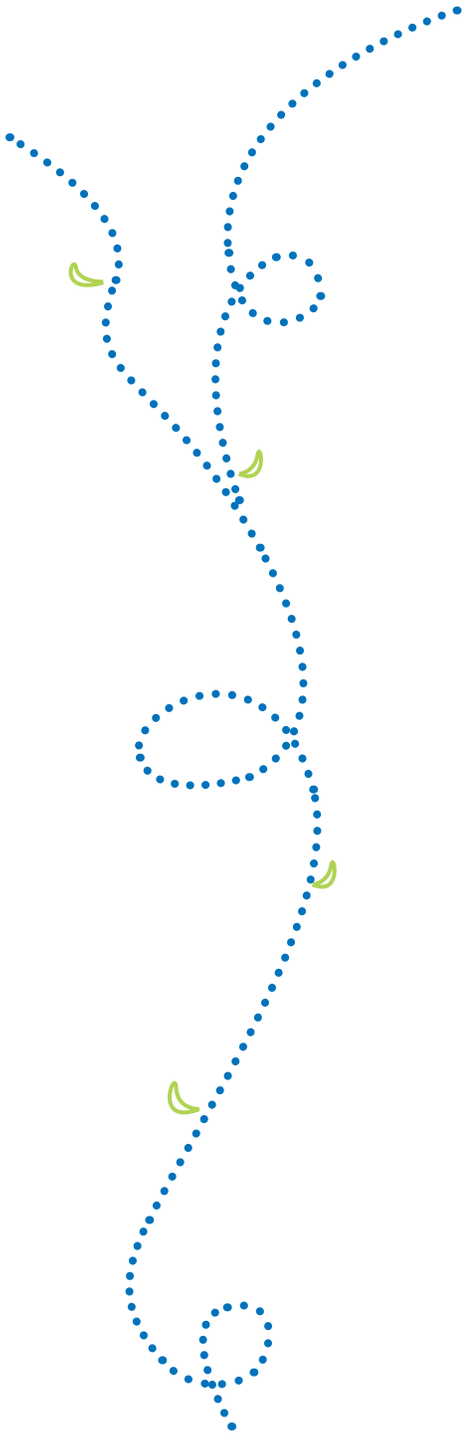

GUIDANCE OF YOUNG CHILDREN

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GUIDANCE OF YOUNG CHILDREN

Tenth Edition

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Dedication

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

Preface

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

❖ NEW TO THIS EDITION: PEARSON ETEXT FEATURES AND CONTENT CHANGES

- **In-chapter eText elements**: All chapters contain a set of eText elements within the chapter's content. eText features are fully integrated into chapters in this edition. These features were designed to engage students and enhance their learning. Students will not only read content but will immediately be engaged with content through these eText features. Students have an opportunity in every chapter to reflect, to watch video examples, and to focus on practice.
  - **Questions for Reflection** in the Pearson eText have been refined. Qualitatively different in this edition, they are true reflections, encouraging students to think about past experiences, their thoughts about appropriate practice, or feelings about a situation. Reflection is a particularly good strategy in learning about child guidance because a student's *beliefs* determine in large part what he or she does when guiding children. Therefore, deliberate and intentional reflection will help students understand what they believe as well as the sources of their beliefs. The author's feedback for the student's potential responses provides an improved learning experience overall.
  - **Video examples** in each chapter (at least two in each chapter) illustrate key concepts and strategies as the student first encounters a concept. Students may watch the videos as they read and again later to prepare for quizzes and tests.
  - **Focus on Practice** are video-based learning experiences with questions that help students to understand content in the text and to expand their understanding of theory and practice. I have provided feedback for the student's potential responses.
- **Learning Objectives are now matched with major chapter headings**. A one-to-one correspondence now exists between Learning Objectives and major headings in each chapter.
- **NAEYC Standards and Key Elements** pertaining to each chapter appear at the beginning of each chapter, signaling to students that they can connect these standards to their practice.
- **Preschool expulsions** of very young children from early childhood classrooms continues to be a problem, with vastly more children expelled from child care and from preschools than from K–12 classes. Expulsions from child care are particularly high and troublesome. This edition has added information on this topic so students learn about the issue, and about factors that might contribute to solving the problem. Added to Chapter 8.
- **Find your caregiving style** One of the problems leading to so many child care and preschool expulsions is that teachers themselves might not be sure about their own caregiving style or they realize that they were raised in an authoritarian home and do not know how to switch

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

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

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

❖ FEATURES RETAINED FROM THE PREVIOUS EDITION

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

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

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

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

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

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

❖ THIS TEXTBOOK HAS EVOLVED FROM A SET OF BELIEFS

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

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

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

- **I believe that we have a choice about how we think about and behave with children.** John Steinbeck, in *East of Eden*, described the beauty inherent in the ability to make choices. Students need to know that what they choose to think about children, how they act with them, and the discipline strategies they use *do* matter. Using a positive, constructivist, and optimistic approach daily has a long-term impact on children—helping them become self-responsible, competent, independent, and cooperative people who like themselves and who have a strong core of values.
- **I believe that an adult's "style" of guiding children does affect children.** It affects several parts of their personality and their approach to life—for example, their moral compass, emotional intelligence, level of self-esteem, how they manage anger and aggression, how they handle stress, their willingness to cooperate with others, whether they can take another person's perspective, and their social skills.

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

- **I believe that constructivist, positive, and effective child guidance is based on solid knowledge of child development.** Without this knowledge, adults might well have unrealistic expectations of children. Having this knowledge gives professionals a firm foundation on which to build child guidance skills.
- **I believe that there is no one right way to deal with any issue but that there are many good ways.** I do *not* give students a set of tricks to use with children. However, students will find numerous exercises and questions designed to help them construct basic concepts of child guidance. They might enjoy thinking critically about typical guidance issues and even more challenging behaviors.
- **I believe that we should each develop a personal approach to guiding children, one built on theoretical eclecticism.** In this text, students will study and use the decision-making model of child guidance, a model that evolves from understanding various theoretical approaches to guiding children. Students will apply the major theories forming our beliefs and perspectives on guiding children.

❖ ANCILLARIES FOR THIS EDITION

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

- **Online Test Bank with Answers, separate from the Instructor's Manual.** The test bank is easy to use and provides different types of questions.
- **Online Instructor's Manual.** This manual has been updated. I have retained the teaching objectives and suggestions for teaching each section. Handouts are included that support teaching and learning.
- **Online PowerPoint® Presentations.** There is one PowerPoint® presentation for each chapter. These are intended to decrease the time that you spend preparing materials for the class.
- **TestGen.** TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create and quizzes and exams. You install TestGen on your personal computer (Windows or Mac) and create your own exams for print or online use. It contains a set of test items organized by chapter, based on this textbook's contents. The items are the same as those in the Online Test Bank. The tests can be downloaded in a variety of learning management system formats.

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Reviewers have been generous in offering ideas for enriching the content and structure of *Guidance of Young Children, 10th Edition*. Several colleagues from around the country reviewed the material for the tenth edition: Lois Michelle Edwards, Owensboro Community and Technical College; Jill Harrison, Delta College; Jennifer Henk, University of Arkansas; Lori Killough, Lord Fairfax Community College; and Carla Weigel, Hennepin Technical College.

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

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

Marian Marion
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