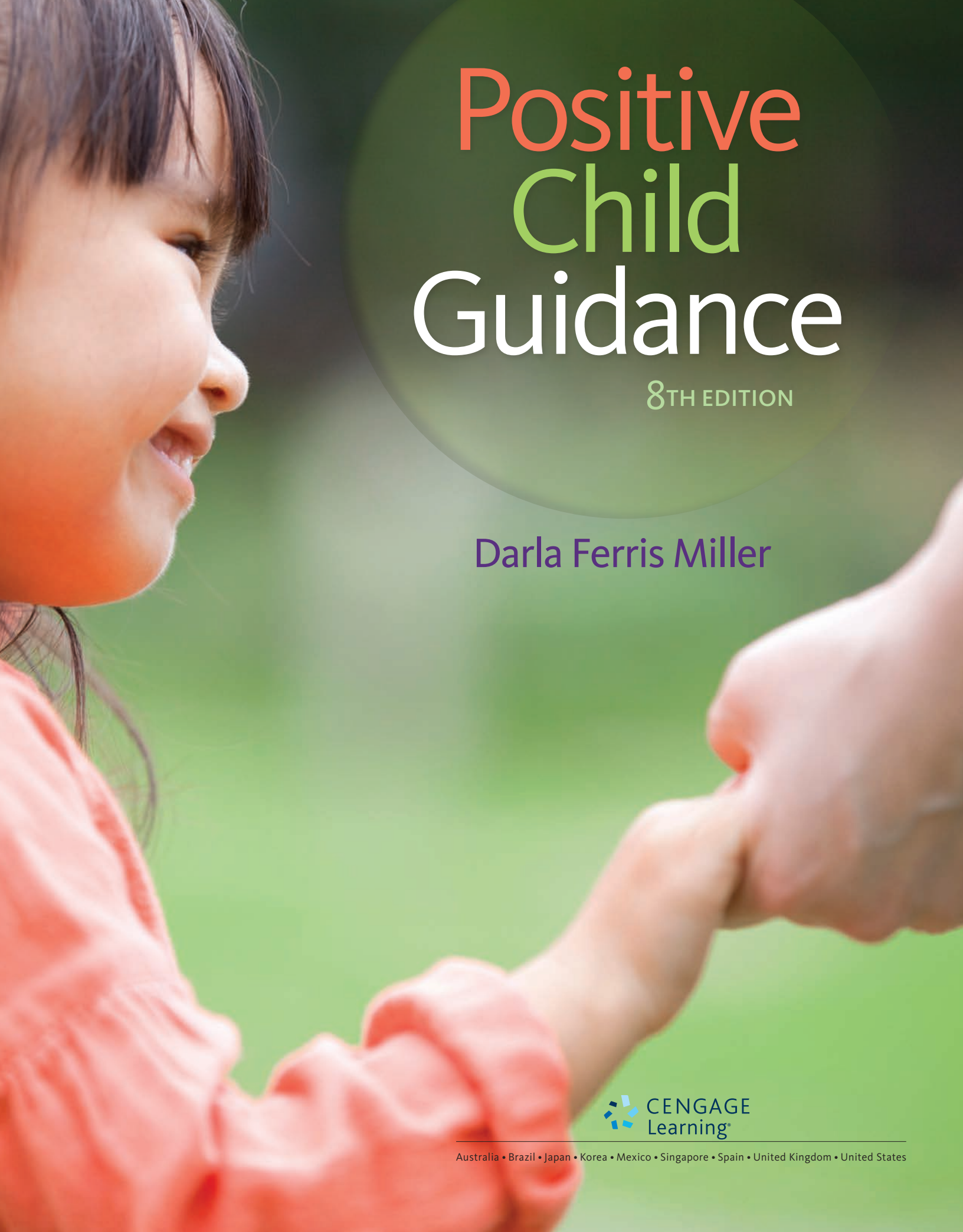
A young girl with dark hair, wearing a red long-sleeved shirt, is shown in profile on the left side of the cover, smiling and holding the hand of an adult. The adult's hand is visible on the right side. The background is a soft, out-of-focus green. A large, semi-transparent green circle is overlaid on the right side of the image, containing the title text.

Positive Child Guidance

8TH 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 have to 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-esteem
- Accommodate individual differences
- Support self-reliance and self-discipline
- Match the child’s developmental level
- Be referenced to the child’s cultural community

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 DAP settings, building strong relationships, and supporting moral and social intelligence 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 Eighth Edition

Positive Child Guidance, eighth 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 Colorful Design and Larger Trim Size

This edition is a full-color text with an appealing interior design and larger trim size to help enhance student learning.

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.

NEW Standards Included with Each Chapter

New and improved coverage of NAEYC standards includes 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 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, DAP, BRAIN, DIVERSITY, CHALLENGING BEHAVIOR, and CRITICAL THINKING content.

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

NEW TeachSource Video Cases

The TeachSource videos feature footage from the classroom to help students relate key chapter content to real-life scenarios. Critical-thinking questions provide opportunities for in-class or online discussion and reflection.

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 Coverage on Moral Development

Early childhood programs can play an important role in the development of moral values that are essential for successful citizenship in a democracy. Positive guidance is based on caring for children respectfully and assertively—developing their internal motivation to live healthfully, to respect others, and to be responsible for their actions.

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 Quotations

Throughout the text relevant quotes from well-known philosophers, educators, and writers illuminate the content of the chapters and inspire students.

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 information on how current research on mirror neurons affects today’s perspective on guidance.

Chapter 3—Understanding Children’s Behavior

- Updated information on key theories of child development
- Updated section on infant development
- New data on the impact of chronic stress on the development of brain architecture
- Updated information on caregiving styles
- New information on the important role of play in child development

Chapter 4—How to Observe Children

- New video on insuring high quality through program evaluation
- 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

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

- New research findings on the devastating impact of poverty on child development
- New 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

- New research findings on the special vulnerability to chronic stress faced by differently abled children
- The term *ability difference* is used instead of the term *disability*
- The term *inclusion* is added in opposition to the idea of exclusion
- Bullying and teasing are addressed by developmental levels as well as 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
- New video on childhood obesity and the value of outdoor play
- Updated research on the negative impact of physical punishment
- Update on abusive head trauma and related 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
- New 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*, eighth edition, offers the following:

- 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 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
- Ways teachers can support prosocial development

Ancillary Materials

MindTap™: The Personal Learning Experience

MindTap for Miller, *Positive Child Guidance*, eighth edition, represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform, MindTap helps students to elevate thinking by guiding them to

- Know, remember, and understand concepts critical to becoming a great teacher
- Apply concepts, create tools, and demonstrate performance and competency in key areas in the course
- Prepare artifacts for the portfolio and eventual state licensure, which are necessary to launch a successful teaching career
- Develop the habits to become a reflective practitioner

As students move through each chapter's Learning Path, they engage in a scaffolded learning experience that is designed to move them up Bloom's Revised Taxonomy, from lower- to higher-order thinking skills. The learning path enables preservice students to develop these skills and gain confidence by

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about TeachSource videos of teachers teaching and children learning in real classrooms
- Checking their comprehension and understanding through *Did You Get It?* assessments, with varied question types that are autograded for instant feedback
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations and create a reasoned response to the issue(s) presented in the scenario
- Reflecting about and justifying the choices they made within the teaching scenario problem

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. The Student Progress App makes grades visible in real time so students and instructors always have access to current standings in the class.

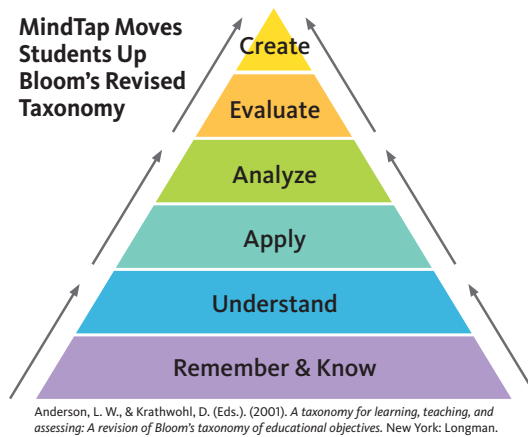
MindTap for Miller, *Positive Child Guidance*, eighth edition, helps instructors easily set their course since it integrates into the existing learning management system and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—add any content they do want (e.g., YouTube videos, Google docs, links to state education standards). Learn more at www.cengage.com/mindtap.

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

Many of the beautiful photographs that appear on these pages were graciously provided by the families and staff of Montessori Country Day School of Houston and The Preschool at Claremont United Methodist Church. Margaret Ellison, Marisol Sharp, Jeri Bolman, and a number of teachers spent many hours collecting photographs and communicating with parents to make it possible for the photographs to appear here in this text. These professionals have my full appreciation for their efforts.

I also appreciate the inspiration, creative input, and feedback I received for this edition from my dear friend Ginger Rothe, former *Newsday* editor. 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 associate professor at Chaffee Community College.

Mark Kerr, executive editor, and Kate Scheinman, senior content developer, brought a new vision to this edition. I feel fortunate to have worked with them and the other professional and skillful 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, Infant and Toddler Certification. 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.

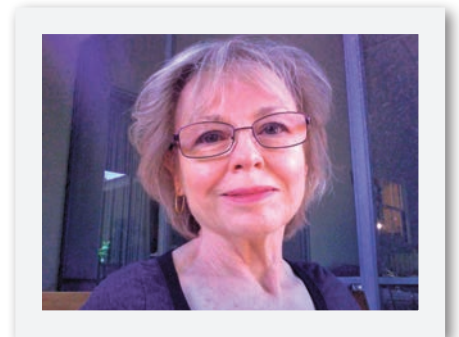
Miller, D. F. (2004, Spring). Science for babies. *Montessori Life*, 16(2), 26–29.

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.)





PART ONE

Preparing for Positive Guidance

CHAPTER

1

Why Guidance Matters

naeyc Standards

The following NAEYC Standards are addressed in this chapter

Standard 1 Promoting child development and learning

- 1b** Knowing and understanding the multiple influences on early development and learning
- 1c** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Standard 2 Building family and community relationships

- 2a** Knowing about and understanding diverse family and community characteristics
- 2b** Supporting and engaging families and communities through respectful, reciprocal relationships

Standard 4 Using developmentally effective approaches to connect with children and families

- 4a** Understanding positive relationships and supportive interactions as the foundation of their 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 parent 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, parents 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 parents and children.

The world is changing dramatically, but children still need protection, nurturance, love, and guidance. Whether a parent 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 parent, but if parents 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; Lederman et al., 2010; Lester & Sparrow, 2010).

Practical day-to-day responsibility for guiding the next generation is shifting from parents alone to parents, communities, and early childhood personnel working



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.

dual-earner couples

Couples in which both partners are gainfully employed.



single parents

Mothers, fathers, grandparents, or guardians rearing children alone.

family structures

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

together. Today, there are fewer full-time homemakers caring for children and rapidly increasing numbers of exhausted **dual-earner couples**, **single parents**, grandparents, stepparents, and other arrangements of employed households juggling work while rearing young children (Williams & Boushey, 2010).

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 (Bernal, 2008; Gopnik, 2010; Liu, Mroz, & van der Klaauw, 2010). 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 (Mishel, Bernstein, & Shierholz, 2012; Nelson et al., 2007).

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 parents who work part- or full-time outside the home, whether they live with one or both working parents. 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 (Forum on Child and Family Statistics, 2009; Friedman, Melhuish, & Hill, 2009; Mishel, Bernstein, & Shierholz, 2012).

These changes place new pressures on parents and on early childhood professionals. Working parents 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 from parents and from 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



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.

so much longer that many families care for parents as well as children (Galinsky, Aumann, & Bond, 2009). Working parents' 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 (National Association of Child Care Resource and Referral Agencies, 2009).

Even parents 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.

Parents 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 parents 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. Parents 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 the 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

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)

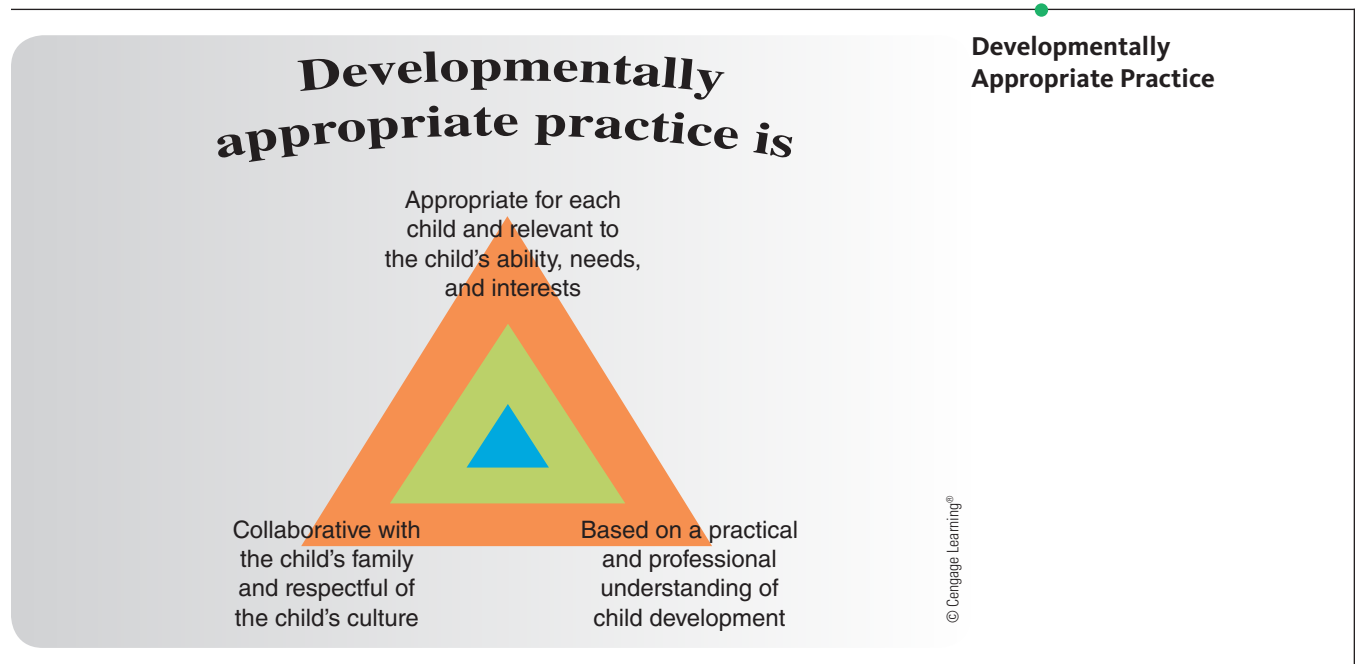
A professional organization for early childhood educators dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. (See Developmentally Appropriate Practice, Figure 1.1.)

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.

FIGURE 1.1

Developmentally Appropriate Practice





TeachSource Video



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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?



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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 needs.



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, 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.

Positive Focus 1.1 The Core of DAP

1. Knowledge Must Inform Decision Making

- a. Demonstrate knowledge of child development and learning
- b. Observe and discover each child as an individual
- c. Learn about the social and cultural contexts in which children live

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 parents, and they must learn to get along with other children in groups. Modern parents need help in developing skills for effectively guiding young children and preventing behavior problems. 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. Parents 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 (American Psychotherapy Association, 2008; Galinsky, Aumann, & Bond, 2008; Heckman, 2006; McClowry, Snow, Tamis-LeMonda, & Rodriguez, 2010; Snow, 2009). 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 caregivers can never replace caring parents. Parents 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. Parents 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 (Belfield & Levin, 2007; Lakhanpal & Ram, 2008; Muennig, 2006; Muennig et al., 2009; Schweinhart, 2004).

naeyc



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.

Professional Early Childhood Jobs Are Increasing

Employment in preschool teaching and formal early childhood program teaching is expected to grow by 25 percent over the 2010–2020 period, much faster than the average for all occupations. Growth is expected due to a growing public awareness of the importance of early childhood education and the growing population of children ages 3 to 5. In other words, over the coming decade, jobs will be available for well-trained early childhood professionals.

Positive Focus 1.2

Adapted from Bureau of Labor Statistics (2012–2013). Bureau of Labor Statistics, U.S. Department of Labor, 2012–2013 Occupational Outlook Handbook, Accessed 9/28/2013, <http://www.bls.gov/ooh/>

Positive Focus 1.3

Sadly, Quality Child Care Is Not Available to All Families

- **Poverty is up.** Over the past decade, the percentage of children living in families below the poverty line has increased.
- **Median family income is down:** Families with children ages 0–18 have sustained a large decline in median family income.
- **Secure employment is down:** Parents today are less likely to be securely employed than they were in 2001.
- **Publicly funded enrollment progress has stalled.** Despite solid improvement in the 1990s, we have failed to sustain a pattern of enrollment growth. Public funding for preschool programs across the United States fell by an unprecedented \$500 million in the 2011–2012 school year.

Land, K. C. (2012). Foundation for Child Development. 2012 Child Well-Being Index (CWI); New York, NY. Accessed online 9/28/2013, <http://fcd-us.org/our-work/child-well-being-index-cwi>

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

parent–teacher resource team

Teachers and parents working together as a cooperative, respectful, and cohesive partnership.



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

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.

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

Parents are children's first teachers—and they are children's teachers throughout childhood and, to some extent, even into adulthood. Parents 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 parents. To be effective in guiding children, teachers and parents must work as a cooperative and cohesive team. Mothers, fathers, grandparents, guardians, and teachers should communicate frequently and respectfully about the child's needs.

For effective **parent–teacher resource teams**, we give families opportunities for communication and a strong sense of empowerment. Parents are accustomed to being in charge of their children.

They want to know their children's activities and progress. Some parents fear that they will be perceived as too intrusive if they ask how their children are doing. Other parents, especially those lacking in education, may feel intimidated by teachers. And some parents whose children are particularly challenging may avoid interacting with teachers for fear of being blamed for their children's inappropriate behavior.

Teachers can open the channels of communication with all of these parents 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 parents 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 parents need to unplug the 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?



TeachSource Video



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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?

Handy Tips for Effective Home/School Partnerships

For Parents

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

Positive Focus 1.4

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