Guidance of Young Children

Ninth Edition

MARIAN MARION

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Dedication

For Lucy Anne, rottweiler, now 13 years old
and who has sat under the computer table
through the writing of four editions of this book.

Also for Leo Allesandro, Francesca Louisa,
Anna Maria, and Vito Luca, my feline companions.
You all bring joy to my life.

Preface

Welcome to the ninth edition of *Guidance of Young Children.* My purpose in writing the ninth 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 are stated near the end of this Preface.

NEW TO THIS EDITION: PEARSON ETEXT FEATURES AND CONTENT CHANGES

This edition has several digital elements in the Pearson eText that make e-reading and studying engaging and interactive. For example:

- **NAEYC Standards and Key Elements** that pertain to each chapter are embedded in the Pearson eText and pop up when clicked on so that students can connect these standards to their practice.
- **Questions for Reflection** pop up from the Pearson eText to provoke students to think about past experiences, their thoughts about appropriate practice, or feelings about a situation.
- Embedded **videos** in each chapter (roughly three per chapter) illustrate key concepts and strategies
- **Focus on Practice** boxes are video-based learning experiences with questions that help students to deepen their understanding of theory and practice.
- **Glossary**

The ninth 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.

- **Expanded Information on Challenging Behavior** (Chapter 11). This chapter has been revised significantly and now includes information on functional behavioral assessment. The functional behavioral assessment process is explained, and then students learn how to use the A-B-C, that is, the antecedent, behavior, consequence method to collect the data that they need before they can handle 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 now contains a section on supporting infants and toddlers with challenging behaviors.

- **New Content on Bullying** (Chapter 10). Students will understand the nature of *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.
- **Revised Content on Social Emotional Learning (SEL)** (Chapter 8). This chapter now includes 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 are now included.
- **Focus on the Role of Culture in Guiding Children** (Chapters 1, 2, 3, 5, 6, 10). *Focus on Culture* boxed information 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 thought about. For example, Chapter 5's Feature on Culture explains how the *extra talk cultural script* affects a teacher's limit setting in a classroom.
- **Implications of Theories Added** (Chapter 2). This chapter now contains information on the implications of all theories presented. That is, what are the practical applications of each theory for an early childhood teacher? Students will now have access to brief and clearly explained implications.
- **Expanded Coverage of Child Development Information** (Chapter 3). This chapter now outlines the major facets of social and emotional growth in children during early childhood. This information is presented by age groups: birth to 8 months, 8 to 18 months; 18 months to 3 years, 3 to 4 years, 4 to 5 years, and 6 to 8 years.
- **New Information on Sensory Stimulation in Infancy and Toddlerhood** (Chapter 4). Chapter 4 now looks at room design chronologically—that is, starts with room design for infants and toddlers first and then is followed by that information for preschool through third grade. The role of sensory stimulation in a child's first 3 years is now emphasized. Students will learn about presenting appropriately timed sensory stimulation to infants and toddlers.
- **How to Develop Good Relationships Information Added** (Chapter 1). Expanded coverage of the importance of good teacher–child relationships in guiding children. Specifically, students will now study the practical steps that they can take to develop caring and positive relationships with young children.
- **Expanded Coverage of Schedules** (Chapter 4). This new section focuses on elements of appropriate time schedules. In addition, examples of appropriate schedules for different age groups within the early childhood period are given and the effect of appropriate schedules on children's development and learning are explained.
- **Expanded Information on Observation** (Chapter 6). This chapter now includes a discussion of the role of assessment in schools of today, achieving objectivity in observing, and using portfolios in the assessment process.

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.
- **Use of Three Teachers from the Same School.** Mr. Bensen (infant–toddler), Mrs. Johnson (preschool), and Mr. Santini (kindergarten through Grade 2, multiage, looping classroom) appear throughout the text and deal with guidance problems faced in real classrooms every day.
- **Chapter-Opening Vignettes.** Vignettes open every chapter and focus on children and teachers in early childhood classrooms. Students will read vignettes from the infant–toddler, preschool, and kindergarten–primary classrooms. Occasionally, there is one longer vignette instead of three. The vignettes illustrate major points in each chapter.
- **Analyze Vignettes.** Students apply newly acquired knowledge from the chapter to the chapter-opening case study. Students come full circle in each chapter.
- **Questions for Reflection.** At the ends of major chapter sections, these are designed to encourage higher level thinking and analysis when reflecting on the chapter's main points.
- **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.

THIS TEXTBOOK HAS EVOLVED FROM A SET OF BELIEFS

This 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 of all, 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 approach on a daily basis 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

- **Online Test Bank with Answers,** separate from the Instructor's Manual. The test bank is easy to use and provides different types of questions. All online ancillaries can be downloaded from the Instructor Resource Center at Pearson's Higher Ed website by adopting professors and instructors.
- **Online Instructor's Manual.** This manual has been updated and refined. 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 have to 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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My early childhood colleagues with whom I work most closely at Governors State University, Jeannine Klomes and Evie Plofsky, are unrelentingly positive in their interactions with students, excellent models of professionalism. I do like working with them.

The professionals at Pearson support authors as they write. I thank my editor, Julie Peters, and Andrea Hall, editorial assistant.

Reviewers have been generous in offering ideas for enriching the content and structure of *Guidance of Young Children*. Several colleagues from around the country reviewed the material for the ninth edition: Kara Hoffmann, Waukesha County Technical College; Alexandra Remson, Housatonic Community College; Lori Schonhorst, Des Moines Area Community College; and Gia Smith, Savannah Technical College. Reviewer feedback was exceptionally helpful and constructively given. My guess is that their students receive the same type of helpful feedback. The reviewers made several specific suggestions that I have heeded. For example, I added information on functional behavioral assessment and the A-B-C method of data collection to the chapter on challenging behavior, and have included information on cyberbullying in the chapter on aggression and bullying. The chapter on social emotional learning now contains information on helping children deal with disappointment and anger as well as on how to develop friendship skills. Their 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*, Ninth Edition.

Marian Marion
Email: mariancmarion94@yahoo.com

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Correlation of Chapter Content with NAEYC® Standards for Early Childhood Professional Preparation Programs

Standard	Key Elements of the Standard	Chapter and Topic
1: Promoting Child Development and Learning	1a. Knowing and understanding young children's characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	1: Beginning the Circle: Our Hope for Children 2: Theories Focusing on the Systems in Which Children Develop 2: Theories Focusing on How Children Construct Knowledge 2: Theories Focusing on Psychological, Emotional, and Social Learning Needs 3: Social Emotional Development: What to Expect 3: Perception and Memory 3: Social Cognition: How Children Think About Others 3: Self Control and Prosocial Behavior 4: Theoretical Foundations for Early Childhood Classroom Design 4: Physical Environments and Sensory Stimulation for Infants and Toddlers 4: Developmentally Appropriate Physical Environments for 3- to 8-Year Olds 4: Developmentally Appropriate Room Design for 3- to 8-Year Olds 4: Time Schedule, Curriculum, Activities, and Materials for 3- to 8-Year Olds 4: Designing Spaces for Infants and Toddlers 5: The Concepts of Guidance and Discipline 7: Parts of the Self 7: Building Blocks of Self-Esteem 7: The Moral Self 8: Emotional Competence 8: Social Competence 9: Protective Factors That Foster Resilience 9: Types of Stressors 9: Sources of Stress 9: How Stress Affects Children 9: General Guidelines for Helping Children Cope with Stress 10: Aggression 10: How Children Learn to Be Aggressive 11: Roots of Challenging Behavior 11: Specific Challenging Behaviors: Apply Your Knowledge of Functional Behavior Assessment 13. Coming Full Circle: What the Decision-Making Model Means for Children
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 2c. Involving families and communities in their children's development and learning	6: Working with Families—Families as Partners in Observing 7: Self-Esteem Develops in a Social Context 8: Working with Families: Families Can Help Children Learn About Feelings and Friends 9: Resilience Grows in Families, Schools, and Communities 9: Working with Families: Is Your Family Moving? Tips for Helping Your Child Cope with the Move 10: Working with Families—Help Your Child Take Charge of Media and Screen Time 11: Supporting Infants and Toddlers with Challenging Behavior 13: Different Families, Different Children Call for an Eclectic Approach

(*Continued on inside back cover*)

PART

I

Guiding Young Children

Three Essential Elements

Chapter 1 A Teacher's Role in Guiding Children

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

Chapter 2 Theoretical Foundations of Child Guidance

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

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

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

CHAPTER 1

A Teacher's Role in Guiding Children

Learning Outcomes

- State the focus of this text
- Summarize a teacher's vision for working with children
- Explain the two major dimensions of a teacher's style of caregiving
- Describe major caregiving styles in terms of an adult's level of demandingness and responsiveness
- Summarize the effects of different styles of caregiving on children's development and behavior
- Explain the basic processes through which teachers influence children
- Explain the function of cultural scripts in guiding children

VIGNETTES

Blake Ignores His Mother's Request

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

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

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

David Does Whatever He Wants to Do

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

Patrick's Problems Have Deep Roots

Patrick's father is irritable around his children. His sister-in-law has watched him for years and now thinks that he really dislikes being a father. He tells his three

children, including Patrick, what he wants them to do by cursing at them and barking and snapping orders. He expects his children to obey immediately despite anything else they might be doing. He laughed when he recited his "motto" to one of the other men at work: "My kids know that I mean business! When I say jump, they know that they'd better say, 'how high?'" Patrick has watched as Dad used a belt on an older brother.

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

Leah Bites Robert

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

⁘ INTRODUCTION

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

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

⁘ BEGINNING THE CIRCLE: OUR HOPE FOR CHILDREN

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

Developing Good Relationships with Children

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

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

- Demonstrate respect and show interest. Show appropriate interest in and genuine respect for each and every child's family.
- Acknowledge children. Acknowledge each child every day at school. Welcome each one warmly with a friendly greeting. Make eye contact if the child's culture accepts direct eye contact and smile if that is a part of your personal style.
- Learn about each child. Get to know each child by observing that child working and playing with equipment and with other children. You can discover the types of things that a child likes to do. You can also observe how that child interacts with others.
- Discover what is important to children. Ask children appropriate questions so that you can discover what is important to them and the things that they like to do.
- Show respect by paying attention. When you talk to children, pay attention to what they say. Look at them and avoid doing anything else. This tells that child that you are indeed interested in the child's ideas and what the child thinks about things. If another person, adult or child, interrupts, simply say that you will get

to that person after you are finished your conversation with this child. Paying attention to a person you are talking to and not doing anything else (no phone, no texting, no Internet, for example) is a loud and clear sign of real respect.

- Show appreciation. Communicate to each child, gradually, of course, some of the things that you appreciate about that child. For example, if a child listens well during a lesson, then quietly let him know that you noticed. If a child speaks softly and shows kindness to the class pet, let her know that you noticed this and like this about her. If a child is helpful, then notice and communicate your appreciation to that child. You will be validating that child's positive characteristics, and validation is an essential need of every human being.
- Express enjoyment in your interactions. Teachers have different styles, of course, with some teachers smiling easily and others showing humor effortlessly. Others can show real enjoyment more quietly but in ways that are equally effective in communicating genuine liking for children. Whatever your personal style, develop good relationships by appropriately expressing the pleasure you get from being with young children directly to them.

Teachers hope to help children learn eagerly and joyfully. As you watch this **video**, notice how the teacher's focus on science through combining two colors to make another has engaged all of the children. Look for the signs telling you that the child she talks to is delighted with his learning and his accomplishment. Look for signs that this teacher has established a positive bond or relationship with this child.

⁘ MAJOR DIMENSIONS OF CAREGIVING STYLES

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

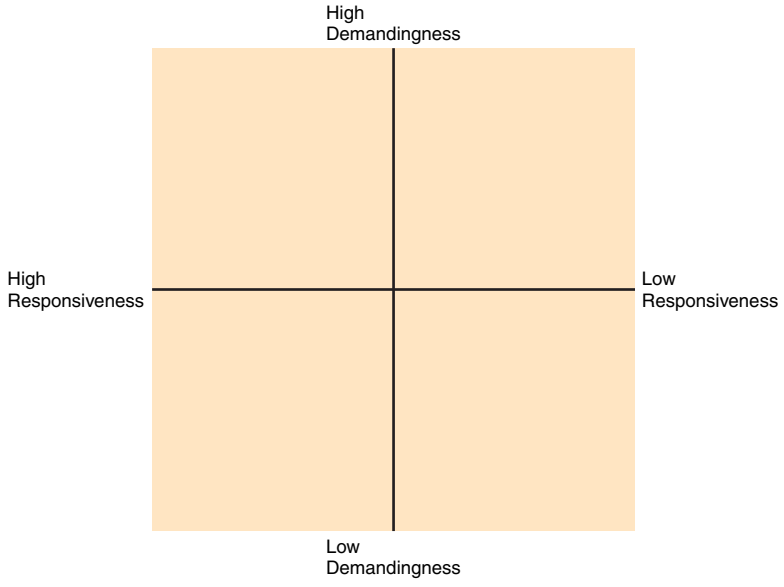
Diana Baumrind (1967, 1971, 1977, 1979, 1996; Baumrind & Black, 1967) built on the foundation of the earlier research. She is acknowledged as one of the most influential researchers in this area. She has found that two major factors—responsiveness and demandingness—determine an adult's style of caregiving.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

Responsiveness

Responsiveness is one of two major caregiving dimensions. It refers to the degree of adult supportiveness, the degree to which an adult is tuned in to a child's developmental level, and whether the adult meets a child's needs. Figure 1.1 shows that responsiveness is on a continuum. A person can exist anywhere along the

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

FIGURE 1.1 Two major dimensions of caregiving



continuum. Some adults are highly responsive to children, whereas others are not. This section and Figure 1.2 describes several important aspects of responsiveness, including warmth, whether an adult knows child development, whether he views children and adults as partners in interaction, communication style, and whether an adult uses good explanations along with guidance strategies (Baumrind, 1996).

Warmth
Emotional expression of fondness

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

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

EXAMPLE Lev's father is not given to extravagant expressions of emotion. When Lev said before dinner, "Can I feed Sam [the cat] before we sit down to eat? He looks hungry," Dad thought that Lev had done a good thing but said little. He expressed his warmth, however, during the prayer before eating: "I am also thankful for a son who thinks about his cat first." Lev kept his head down but shifted his eyes to look quickly at his dad and then back at his plate. Lev is secure in his father's love and affection.

FIGURE 1.2 What is responsiveness? What is demandingness?

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

EXAMPLE Mr. Santini said to his first graders, who were sitting in a circle, "When I was driving to school this morning, I thought about how happy I was that I would see all the children in my class again." He then looked at each child, saying his or her name. "Susan, Tom, Vinnie, Sam, Reese . . . let's hold hands and make a circle of friends. This circle of friends is going to help each other to have a good week at school."

Warmth is an important part of responsiveness (Belsky, Sligo, Jaffee, Woodward, & Silva, 2005). Children are often quite aggressive when their parents are not warm, when they are negative and irritable (Grusec & Lytton, 1988). These children act out in school when their parents are angry, nonaccepting, and disapproving. Baumrind (1996) cautions that warmth should be sincere. She believes that false expressions of affection prevent parents and teachers from appropriately managing discipline encounters when limits are necessary.

Child Development Knowledge Teachers using positive child guidance have usually taken formal course work in child development. Parents, too, can take formal course work, or they can acquire **child development knowledge** by reading and attending parent education classes (Patterson, Mockford, & Stewart-Brown, 2005). This knowledge base allows adults to have realistic expectations of children of different ages in terms of motor, physical, cognitive, social, and emotional development. It also enables adults to understand the role that families play in a young child's development.

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

EXAMPLE Mr. Santini, the primary grade teacher, realizes that his children feel emotions such as anger and that they express their angry feelings. He also knows that children do not understand anger. Nor can they manage their feelings on their