
Welcome to CCEI4001

Upon successful completion of the course students should be able to define the term positive guidance and identify why is so valuable during the early childhood years. Students will also be introduced to theories, theorists and concepts which explain human behavior and children from birth to nine years old and some basic implementation practices of these ideas.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Define positive guidance
- Identify examples of positive guidance
- Define self-esteem
- Identify characteristics of Jean Piaget’s Theory of Cognitive Development and connections to the positive guidance philosophy
- Identify characteristics of Erik Erickson’s Theory of Psychosocial Development and connections to the positive guidance philosophy
- Identify characteristics of ’s B.F. Skinner’s behaviorism theories and connections to the positive guidance philosophy
- Identify important reasons that child care professionals should understand stages of early childhood development

References:


What Is Positive Guidance?

Positive Guidance Means . . .

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What is the difference between positive discipline and positive guidance?

The Value of Positive Guidance in Early Childhood

Define self-esteem:

Define self-concept:

Basic Tips

Show, don’t tell.
Be a guide.
Tell children what they can do rather than what they cannot do.

Try This!

The Little Engine That Could
Books can play an important part in helping children improve both self-esteem and self-concept. Children can learn about important moral lessons and learn about themselves by listening to ways in which fictional characters handle various challenges.

The Little Engine That Could is one of the most famous tales about self-esteem. After reading the book, ask the children how the little engine managed to get up the big hill. Tell children that, every time they feel like they cannot do something, they should remember the Little Engine and say to themselves, "I think I can, I think I can..."

The Foundations of Positive Guidance

Jean Piaget
The Sensorimotor Stage

Use this space to record important information from this section of the course.

Describe an alternative to simply saying "no!" or scolding a child. What can a teacher do instead?

Preoperational Stage

Use this space to record important information from this section of the course.

Erik Erikson

Use this space to record important information from this section of the course.

Stage 1 – Hope: Trust vs. Mistrust

Lists ways in which a caregiver can earn a child’s trust:
Stage 2 – Will: Autonomy vs. Shame and Doubt

Use this space to record important information from this section of the course.

Stage 3 – Purpose: Initiative vs. Guilt

Use this space to record important information from this section of the course.

Try This

Alternatives to “No”

It is not difficult to imagine a scenario in which you may be tempted to say “no!” to a toddler. Imagine, for instance, that you see a child trying to climb a bookshelf. Because you are responsible for safety, you cannot allow the child to climb the shelves, but instead of saying “no,” try: “Wow what a great climber you are! When we go outside you can show me on the monkey bars, because you might get hurt climbing on the shelf.”

By using this approach, you tell the child that climbing is good, and climbing outside is even better. Plus, the child remains confident in his abilities. However, the “guidance opportunity” is not finished. It is important to make sure the child moves on to a new activity, rather than leaving him alone to consider taking another try at climbing the bookshelf. Draw his interest away from climbing and onto something else, such as a book on the bookshelf. You may also want to discuss the actual purpose of the bookshelves and make sure he understands the potential dangers.

B.F. Skinner

Skinner’s Five Main Obstacles to Learning:

1.
2.
3.
4.
5.
In order to overcome the obstacles to learning, Skinner suggests the following strategies for teachers. All of these strategies are in keeping with currently accepted practices in early childhood education, including positive guidance strategies, and are designed to keep the child motivated and confident:

1. 
2. 
3. 
4. 
5. 

What is positive reinforcement?

**Applying the Theories**

- **From Piaget**, we learn to focus on *developmental appropriateness*
- **From Erikson**, we learn the *importance of developing self-esteem and independence*
- **From Skinner**, we learn that *every behavior has a cause*

**Developmental Appropriateness**

Why is it important to learn about developmental stages?

Describe the House of Self. What is the foundation? How is the frame built?

**Try This!**

**Positive Vibrations**

Positive guidance does not mean that caregivers should let children do whatever they want as long as it makes them happy. Sometimes, you need a child to stop doing whatever he is doing, especially in cases
where he may be disruptive or take inappropriate risks.

Use **positive verbal guidance** when you need a child’s behavior to change. Tell the child *what to do*, rather than *what not to do*.

**Instead of . . .**

Don’t run!
Stop screaming!
No, that’s wrong!

**Say . . .**

Please use your walking feet.
I need you to use a quieter, inside voice.
You’re on the right track. Look closer.

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**The Stress Cycle**

**What is stress?**

**What causes stress?**

How does knowledge of the **stress cycle** help caregivers teach children to deal with stress?