



## CCEI4002- Positive Guidance, Part 2: Infants and Toddlers - Handout

### Welcome to CCEI4002

Upon successful completion of the course students will be able to define the term positive guidance and identify strategies for promoting self identity, self confidence, and self control in young children. Course participants will also be introduced to theories, theorists, and concepts regarding human behavior and early childhood development.

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### 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 and identify the goals of *positive guidance* in the infant-toddler setting
  - Identify possible side effects of corporal punishment
  - Identify appropriate use of positive guidance strategies
  - Identify important characteristics of positive verbal guidance and active listening, and effective praise
  - Define the caregiver's role when responding to a child who is sad or angry
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## What Is Positive Guidance?

Define **positive guidance**:

What are the goals of **positive guidance**?

## Positive Guidance Is *Not* . . .

## Positive Guidance *Is* . . .

### Understanding Infants and Toddlers

#### The Erikson Connection

What did Erik Erikson want to learn through his research?

List the stages of Erikson's *theory of psychological development*:

Erikson's first stage, *Hope: Trust vs. Mistrust*, explains that . . .

Why is it important for an infant to learn trust?

What is important during Stage 2?

### Independence vs. Limits

### Finding the Balance

### Who's In Charge?

What would Erikson and other modern educators and psychologists agree on with regard to physical punishment, also called *corporal punishment*?

List the possible side effects of corporal punishment:

### Common Misconception

**"The child is misbehaving because he does not respect me."**

### Positive Communication Strategies

*Young children need to hear language being used* \_\_\_\_\_.

Why are toddlers sometimes referred to as "terrible twos"? Is this an accurate label?

### A Few Basic Communication Tips

*Young children learn to behave and communicate based on* \_\_\_\_\_. A caregiver's attitude and overall enthusiasm (or lack thereof) is among the most important factors in determining a child's overall personal and social development.

*Show, don't tell!* What does this statement mean in the context of *positive guidance*?



### Try This!

#### Encourage Exploration

Set up your room so crawlers and early walkers are encouraged to explore and test their skills. Make sure the environment is safe and free of unnecessary obstacles or hazards, and limit access to areas where you *don't* want them.

Encourage young children when you see them exploring: "Wow! You are such a great crawler! What did you find?" This tells them they are free to explore and that crawling is a good choice. The more you tell them that their choices are good the more confident they become and the more they are encouraged to explore.

By saying "no" to climbing, a caregiver may make the toddler afraid of climbing. They may build feelings of doubt about their climbing abilities or their choices.

Instead of saying *no*, try: "What a great climber you are!" The child hears climbing is good. "When we go outside you can show me on the slide, because I am afraid that if you fall off the table you will bump your head!" Now the child should get the idea that climbing is good outside, but inappropriate inside, and you've avoided the negative language!

### Positive Verbal Guidance

**Positive verbal guidance** begins with:

**Positive statements** create a:

By contrast, **negative statements** create a:

**Remember:**

**There is a positive alternative for every negative statement.** Consider the common phrases you are likely to overhear in the child care environment:

Instead of:	Say:
"Don't crawl under there!"	"Look at this new crawling spot I made for you."
"Please stop crying."	"Sounds like someone needs to be hugged."
"Don't climb the table."	"You are a great climber, but let's climb the slide instead."
"Don't hit your friends."	"Use soft touches."
"Stop throwing the toys."	"Please put down the toys gently"



**Try This!**

**Self-Appraisal**

Use a video or audio device to record yourself at various intervals during the day. Plan to record yourself during 2-3 sessions each day for a whole week. Each session can be 15-30 minutes. You can set up your device and then press record at appropriate times. Record yourself during different types of activities, such as free-play time, center time, instructor-led activities, and snack time.

Once you have 3-4 hours of material, sit down and conduct a self appraisal. Listen closely to the way you talk to the children, including times when you are talking to individuals or to the class as a whole. Give yourself a positive point for every positive statement, and a negative point for every negative statement. Ideally, you want your final score to be well into positive territory. If, instead, your final score is less than 10 (and especially if it's zero or below), then you know it's time to adjust your communication style and focus on the positive!

It is important to record yourself at different times and over an extended period of time. A single session may not yield much useful material, since you may consciously adjust your communication style if you know you're being recorded. To ensure that you get accurate, credible data, ask a colleague (teacher's aide or parent volunteer) to switch the recording device on and off without your knowledge.

## Active Listening

### Basic Rules for Active Listening

Whether you are listening to a child or an adult, it is always a good idea to use the following **active listening** techniques:

**Active listening** communicates:

When adults **actively listen** to children:

Early childhood professionals should be aware that not all communication is verbal. Indeed, with young children, much of the communication is *not* verbal at all. So, there are two forms of active listening:

- **Verbal listening:**
- **Nonverbal listening:**

## Additional Communication Listening Rules

### Effective Praise

First and foremost, effective praise is \_\_\_\_\_.



### Try This!

#### Put Yourself in Their Shoes

If you think young children won't notice or won't care if you praise them for the little things, think again! Consider the world from the young child's perspective. Here's what the world is like for a child:

- You are small.
- Your parents have left you in a place filled with strangers.
- Big people are telling you what to do.
- You have very little experience in the world, and you're not really sure what to do, or whether you are doing the right thing.

As a child, it can be very discouraging or even frightening to have a big adult scowling down or scolding you. You may not even have a clear understanding of what you did wrong, and yet you can't seem to make this person happy. On the other hand, if you look up to see a loving, caring smile on that adult's face, and she praises you and seems genuinely pleased with your behavior or action, then you are more likely to feel confident and capable.

For young children, ***praise serves as encouragement and reinforcement.***

- Praise ***encourages...***
- Praise ***reinforces...***

What is the importance of ***public praise?***

## A Summary of Tips and Strategies for Positive Guidance in the Infant-Toddler Setting

**Self-confidence matters.**

**Knowledge matters.**

**Building knowledge energizes the child's initiative.**

Define *self identity*, or *self-concept*:

Developmentally, most toddlers can:

Using positive guidance, teachers can help toddlers:

Three major positive guidance strategies to use with toddlers are:

- 1.
- 2.
- 3.