

GUIDANCE TECHNIQUES--KEY

1. **REASONING:** Explaining to the children the consequences of their actions on other people and the purposes for obeying rules.
2. **REDIRECTION:** Redirecting the child's attention to a different toy or activity that is more acceptable.
3. **TIME OUT (ISOLATION):** Children are removed from the situation and told to think about their actions.
4. **SETTING LIMITS/RULES:** Each center should set appropriate limits or rules to protect all of the children. These limits should be explained to the children and strictly enforced. Older children are able to help establish rules; however, the rules need to be set for younger children by the adults.
5. **LISTENING:** Really listening means being aware of what children are thinking and feeling. It is important to really listen before attempting to resolve problems and help children work through their difficulties.
6. **MODELING:** It is vital that adults model the type of behavior that they desire in the children. This teaches children how to deal with conflicts, cooperate, etc.
7. **REINFORCEMENT:** Encourage behavior through praise or attention; it is an encouragement strategy. When you comment on positive actions, children understand what behaviors are appropriate and you build their self esteem.
8. **OFFERING CHOICES:** Children like to have some control over what happens to them. Offer children good choices that are appropriate and then accept their decisions.
9. **ACCEPTABLE OUTLETS FOR EXPRESSING FEELINGS:** Children have very strong feelings which they need to express and work out. Help them to find safe ways to express them. An angry child may hit or throw pillows or cushions. Clay or pounding boards could also be utilized. A sad child may need some private time to look at books or paint.
10. **POSITIVE GUIDANCE:** Guidance methods which build children's self esteem and confidence in themselves. Directions and rules are stated in a positive way such as, "Walk please," instead of, "No running!"., You control your own anger as you guide the children to appropriate behaviors.
11. **OVER STIMULATION:** Too many choices and options overwhelm the children. Allow them an appropriate number of choices.

12. **NATURAL AND LOGICAL CONSEQUENCES:** Actions result in consequences. Positive actions result in positive consequences and negative actions result in negative consequences. Natural consequences occur automatically unless an adult intervenes. Some natural consequences (running in the street in front of a car, touching a hot burner, etc.) are too severe and an adult must intervene. In those instances, the adult may choose a logical consequence instead ("You may not play outside, since you can't keep away from the street", etc.). Logical consequences should be immediate and have some relationship to the action in order to be effective.
13. **AGE-APPROPRIATE ACTIVITIES:** Activities and equipment that are relevant and safe for the age of the child promote proper growth and development.
14. **UNREALISTIC EXPECTATIONS:** It is important that the teacher understand these skills and abilities of the children. It is frustrating to teachers and children if expectations cannot be met by the children.

ANSWERS: These are not set answers to these problems. These are possible solutions. There may be additional solutions listed by students which are appropriate.

1. Maria, age two, wants the toy truck that Mark, age 2 is playing with. Maria grabs the truck and a struggle ensues.
Children often fight over toys. Duplicates of popular items should be available, and then Maria could be offered a different toy truck. Redirection may be used if a duplicate is not available. Redirect Maria's attention to a different toy not being used by another child.
2. Joshua, age 5, is breaking crayons and throwing them at the other children.
Joshua needs to be reminded of the center's rules and given the chance to regulate his own behavior. If he cannot regulate his own behavior, then natural and logical consequences could be utilized. Since Joshua is not using the crayons properly, then he will not be able to use them at all.
3. Tania, age 3, is biting the other children.
Listening is important in this incident. The teacher needs to find out exactly what happened and why and will then be better prepared to curb future reoccurrences. This may be a time to review center rules, to provide isolation, or perhaps to help the biting child understand how she makes other children feel when she bites.

4. Jacob, age 6, continues to karate kick the playhouse, even though he has been reminded several times about the center rules.
Since Jacob has already been reminded of center rules, further action is necessary. Natural and logical consequences could be used. Since Jacob does not want to use the playhouse correctly, then he will not be able to use the playhouse for the rest of the day. Isolation for a few minutes could be used. Perhaps the problem is in the planning. Maybe the children have been expected to play quietly indoors for too long and need some large-motor activities to release energy (unrealistic expectations).
5. Amy, 9 months, continues crawling to the box of marbles and playing with them, even though she has been moved several times.
This is a problem of equipment that is not age-appropriate. Marbles should never be available to infants. They need to be moved to a location that is inaccessible to small children. It is unrealistic to expect an infant not to explore the world. That is an important stage for all children. Adults are responsible to keep the child's world safe.
6. Dion, who is new to the center, just sits in the corner and refuses to play with other children. He turns his back to children who approach him. He is 5 years old.
Listening is very important in this situation. Dion may be feeling stress in this new situation with new children that he does not know. Talk to Dion and help him to verbalize his feelings. He may need an adult to help him learn to enter a group and join the play.
7. Madison, 7 years old, becomes easily angered by other children. She stomps her feet, yells loudly, and hits.
Listening is crucial. This may be Madison's way of venting anger or frustrations in another area of her life. Help her find acceptable outlets for expressing her feelings.
8. Billy, 13 months is ripping the books.
The books are not age-appropriate for an infant. More durable books for infants should replace the books which are more acceptable for older children.
9. Kayla, 18 months, carries the doll from the housekeeping area to other areas of the room.
It is unrealistic to expect Kayla to understand that toys are designated for certain areas of the room. She should be allowed to play with the doll any area of the room.
10. Dallan, age 2, refuses to help with clean-up.
At age 2, children are just learning to clean-up. If clean-up is made into a game or accompanied by a song, Dallan may want to take part. An adult can assist him by showing him what he is expected to do. It is an unrealistic expectation to expect him to clean-up for an extended period of time.

11. Michelle, age 5, refuses to help with clean-up.
Michelle is old enough to cooperate with clean-up. She could be offered the choice of which area she would like to clean-up ("Would you like to clean up the puzzles or the kitchen center?"). Positive guidance could be utilized ("I like the way Valecia is cleaning up the blocks."), to encourage that behavior. Michelle could be reminded of the center's rules for clean-up time, or natural and logical consequences could be used, ("Since you didn't clean up the puzzles you were playing with, you won't be able to play with them later."). Modeling should always be used. The teacher models good clean-up practices for the children to imitate.
12. Ryan, age 3, refuses to sit still at story time.
Story time should be evaluated for age-appropriateness. Three-year-olds have short attention spans and should not be expected to sit quietly for long periods of time. Perhaps quiet activities could be incorporated in to the story time, giving the children something to keep them involved. It may help to plan a high-energy activity before story time so that the children will be more prepared to sit still.
13. Marisa, age 4, refuses to participate in group activities.
Listening would be very appropriate here. Talk to Marisa to determine any underlying problems. Marisa may need help learning to associate and cooperate with others. Reinforce any interest she shows in participating with others.
14. Gabriel and Chase wrestle and roll about on the floor, even after having been asked to stop their behavior. They are 6 years-old.
Many children this age have a lot of energy and enjoy engaging in rough and tumble play. However, inside of the center, they may endanger the other children. Gabriel and Chase can be reminded of the center's rules and perhaps given the opportunity to go to a more appropriate area for this type of play.
15. Celeste, age 5, loves to trip the younger children.
Listening can be utilized in this situation. Maybe Celeste has some underlying problems that could be resolved. Reasoning could be employed. Explain the center's rules and why they are important. Help Celeste to understand how the younger children feel.
16. Carlos, age 4, refuses to make the art projects as he has been instructed to do.
At age 4, Carlos should be allowed to express himself creatively. Children this age need the opportunity of just "doing"; the end result is not important.